Northeastern Nevada Regional
Professional Development Program

2017-2018 Annual Report

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Director

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Northeastern Nevada Regional
Professional Development Program

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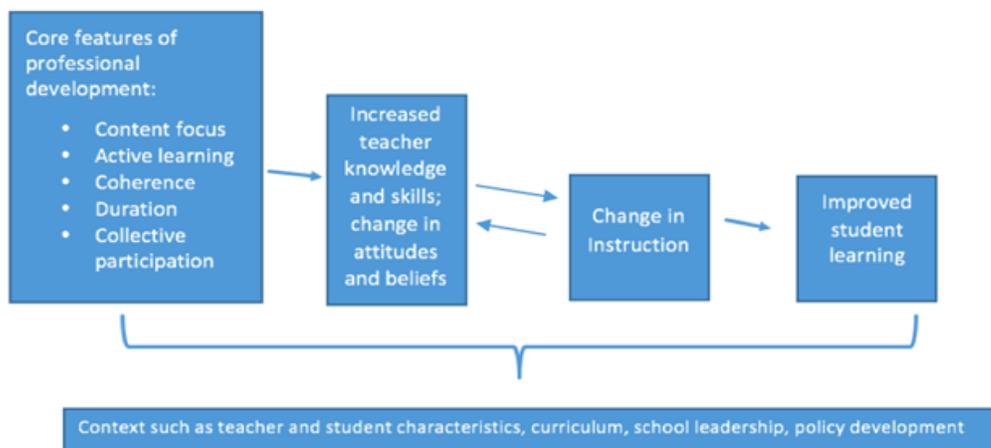
Figure 1: *Conceptual Framework for Studying Effects of Professional Development on Teachers and Students*

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

Table 1. 391A.190 1c (8) An evaluation of the effectiveness of the regional training program, including, without limitation, the Nevada Early Literacy Intervention Program, in accordance with the method established pursuant to paragraph (a), and (10) An evaluation of the effectiveness of training on improving the quality of instruction and the achievement of pupils:

Table 1: RPDP State Approved Evaluation

RPDP State Approved Evaluation (5 point scale)	2017-18
1. The training matched my needs.	4.65
2. The training provided opportunities for interactions and reflections.	4.85
3. The presenter's/facilitator's experience and expertise enhanced the quality of the training.	4.80
4. The presenter/facilitator efficiently managed time and pacing of activities.	4.79
5. The presenter/facilitator modeled effective teaching strategies.	4.69
6: This training added to my knowledge of standards and/or my subject matter content.	4.55

RPDP State Approved Evaluation (5 point scale)	2017-18
7. This training will improve my teaching skills.	4.60
8. I will use the knowledge and skills from this training in my classroom or professional duties.	4.67
9. This training will help me meet the needs of diverse student populations.	4.47

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

Table 2: Type of Training

	Aggregate	Elko	Eureka	Humboldt	Lander	Pershing	W. Pine	Regional
Total Trainings	102	46	2	12	4	2	24	12
Instructional	40%	39%	50%	33%	75%	0%	21%	83%
Observation and Mentoring	19%	20%	0%	17%	0%	100%	21%	8%
Consulting	41%	41%	50%	50%	25%	0%	58%	9%

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.*

Table 3: Number of Teachers and Administrators Who Received Training

	Aggregate	Elko	Eureka	Humboldt	Lander	Pershing	W. Pine
Total Teachers	1180	697	31	239	63	60	90
Unduplicated Teachers	470	303	6	71	24	7	59
Duplicated Teachers	349	225	1	48	23	0	52
Total Administrators	88	45	3	20	5	5	10
Unduplicated Administrators	73	34	3	20	3	3	10
Duplicated Administrators	116	49	0	37	3	3	24

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

Table 4: Number of Administrators Receiving Training

	Aggregate	Elko	Eureka	Humboldt	Lander	Pershing	W. Pine
Unduplicated Administrators	51	23	2	10	3	5	8
Duplicated Administrators	70	32	0	17	2	2	17

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.*

Table 5: Number of Teachers, Administrators, and OLEP

	Aggregate	Elko	Eureka	Humboldt	Lander	Pershing	W. Pine
Teachers, Admin, OLEP	0	0	0	0	0	0	0

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

Table 6: Teacher Training in Family Engagement

	Aggregate	Elko	Eureka	Humboldt	Lander	Pershing	W. Pine
Unduplicated Teachers	148	110	0	31	1	0	6
Duplicated Teachers	74	48	0	14	5	0	7

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

Table 7: Paraprofessional Training

	Aggregate	Elko	Eureka	Humboldt	Lander	Pershing	W. Pine
Para-professionals	6	4	0	1	0	0	1

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.*

Table 8: *NVACS, NEPF, and Culturally Relevant Pedagogy Trainings*

	Aggregate	Elko	Eureka	Humboldt	Lander	Pershing	W. Pine	Regional
Total Trainings	102	46	2	12	4	2	24	12
NVACS	91%	93%	100%	91%	100%	100%	88%	85%
NEPF	23%	64%	100%	55%	75%	100%	88%	77%
Culturally Relevant Pedagogy	28%	20%	0%	36%	0%	0%	29%	77%

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

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 standards through regionally determined professional development activities. The planning and implementation of professional development 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 over 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 Nevada State Professional Development Standards by recognizing and supporting research-based instruction and by facilitating instructional leadership.

Professional Development Standards

The goals, strategies, and outcomes in this five-year plan are couched within the professional learning standards outlined by the Learning Forward organization and two standards legislated in 2017. When professional learning is also standards-based, the increase in educator effectiveness has greater potential for change.

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 five 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 strengthens their pedagogical content knowledge**.
    - *Develop positive relationships and trust with teachers*
    - *Create robust professional development and implementation plans with specific outcomes*
    - *Provide professional development for NNRPDP coordinators in order to stay current in their expertise*
    - *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*

- o *Create robust professional development plans and implementation with specific outcomes*
- o *Participate on district level planning as appropriate*
- o *Communicate opportunities for professional learning to administrators*
- **To provide leadership in interactive and integrative technology.**
  - o *Integrate technology within our work, making it explicit*
  - o *Use current software platforms for regional professional learning opportunities*
  - o *Provide professional development for NNRPDP coordinators in order to stay current in their expertise*
- **Measure the impact of professional development on teacher effectiveness and student achievement.**
  - o *Strategically collect and use data to provide direction for the work*
  - o *Strategically collect and use data to assess our work*
  - o *Apply the model of measurement required for evidence*
  - o *Plan time for measurement within the work*
- **Enhance our public profile**
  - o *Communicate opportunities for professional learning*
  - o *Publicize national presentations*
  - o *Create a comprehensive web presence*

Measurement

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

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

A Two-Year Focus (2017-2019)
NRS 391A.175 section 1

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

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

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

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

The 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 has developed the training programs listed below for teachers and administrators.

Biennial Budget 2017-2019
$2,487,472

NNRPDP Sponsored Training Programs

Teacher Academy Cohort Four
Building on the previous years' successes, Cohort Four of the Teacher Academy focuses on improving instructional pedagogy through Nevada Educator Performance Framework standards. The NNRPDP accepts applications from teachers who are nominated to attend by their administrators and targets deep learning of the instructional standards. Each full day, whole group learning opportunity is accompanied by a small group Critical Friends Group (CFG) in which connections are made between content and classroom implementation by de-privatizing practice.

Courses for Credit
NNRPDP creates and provides courses for teachers interested in particular topics. These courses are available for credit and provide teachers seeking recertification an avenue for increasing their

learning. In addition, the NNRPDP provides facilitation of courses related to a particular school's desire for content upon request.

National Boards Certification
The National Boards Certification Project supports a cohort of educators over two years to receive their National Board Certification. The purpose of the support is to examine teaching practice, analyze results of that practice, and implement necessary change. Participating in this project allows for personalized professional learning that is ongoing, classroom-embedded, and learner focused. Grant funded ($90,250).

Residency
The NNRPDP Residency provides personalized, classroom-embedded professional learning opportunities for 40 educators across the region in order to develop potential, cultivate capacity, and enhance instructional leadership through an intense five-week cycle of learning, model lessons, co-teaching, receiving feedback, debriefing, reflecting, and refining practice. Grant funded ($160,620).

Focus Goals
1. **Measure the impact of professional development 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 for evidence*
   - *Plan time for measurement within the work*

   A minimum of seven projects each year are reported within the context of the work to include with extensive measures of teacher and student learning affected by the professional learning provided. Each report is included in the final evaluation of the NNRPDP submitted to stakeholders for accountability purposes.
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 NNRPDP 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 to strengthen instructional leadership and support teacher content knowledge and pedagogy**.
   - *Develop positive relationships and trust with administrators*
   - *Create robust professional development plans and implementation with specific outcomes*

Each long-term professional development request will require an outcomes-based plan developed with the NNRPDP 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.

NNRPDP received two Great Teaching and Leading Fund (GTLF) grants in 2017-2018: The Residency and National Board Certification Project. The Residency was a one-year program targeting expansion of teachers' contextual knowledge of the NVAC and NEPF standards. The concept of the Residency evolved as a means to support the mission, vision, and goals of Nevada's State Education Plan, which acknowledges the need to modernize education in the state through a vision and mission that highlights the importance of improving educator effectiveness. The Residency grant funds were expended via stipends for each participating teacher to account for their required out-of-class time spent planning and reflecting with his/her NNRPDP coach. In addition, participating teachers were provided an opportunity to attend the ASCD Conference held in Boston in March 2018.

The 2017-18 academic year was the first year of a two-year National Board Certification Project in which teachers were provided the opportunity for support in examining their teaching practice, analyzing results of that practice, and implementing necessary change in accordance with National Board Certification component requirements. Grant funds were expended as stipends for teachers who submitted up to three components for National Board consideration. The same teachers will return next year to complete their final component(s) while we concurrently welcome another group of teachers wishing to begin the process.

A thorough examination of each GTLF grant project is included in the Regional Projects section of this report.

Regional Projects

Response to Intervention (RTI) Series

Introduction
Training for Principals and Teacher Leaders: Context and Initial Planning
An existing need within the region is providing systems within schools that provide students with the extra time and support to learn essential skills necessary for future success in school and life. Such systems need to be created using the existing resources allocated by the state and LEAs. Without substantial additional funding on the horizon, school leaders must begin to rethink how they use existing resources and start to change structures and, more importantly, school cultures to better meet the needs of all students. One of those substantial cultural shifts is that of moving from teachers working in isolation as independent contractors worried only about "their" kids to whole schools operating collectively, responsible for the success of "our" kids. In other words, when a child struggles and the individual teacher has done his or her best to intervene, what other systems are in place to help the child? Schools should have a means for responding with intervention. They should have a Response to Intervention (RTI) system in place. In the spring of 2016, the Governance Board for the NNRPDP recognized the need for training administrators and teacher leaders together to help empower each school to use the unique resources and personnel at their sites to develop systems that would support their unique challenges. The board committed to a two year RTI training series. The board used the legislated funds committed to each regional professional development program for the purpose of administrator training totaling $33,000/year. In the first year, the funds paid for books, travel, and teacher substitutes so that influential teacher leaders could attend the training with their principals and be part of the decision-making process. In the second year, it paid for additional materials, travel, and substitutes.

Learning Design
Using the book, *Simplifying Response to Intervention* (2012) by Buffum, Mattos and Weber, the NNRPDP Leadership Consultant conducted a three-day workshop series throughout the 2016-17 school year. The NNRPDP Leadership Consultant is an authorized associate for the authors and has authored a chapter in *It's About Time (2014),* one of their anthologies, and presented with the authors on numerous occasions at a national level. Each participant was provided with the above mentioned text through the use of administrator training funds. Before participation, each principal was asked to select a "Guiding Coalition" comprised of influential teacher leaders to be part of their team. The team would learn RTI foundations together and ultimately begin designing a customized system of interventions specific to the needs and resources available at their site. The training consisted of multiple mini-presentations along with ample time for each school team to have discussions and apply what they were learning to assess their school's situation and develop their own system and a plan for implementation. A two day follow-up

series was conducted for the same schools in the 2017-18 school year to continue to support teams as they assessed their new systems, make changes, and develop further plans for implementation.

Learning Focus

The learning focused on the following outcomes:

- Collective Responsibility
  - Cultural transformation from "I" to "We"
  - Structures for collaboration
  - Consensus building around a co-created vision
- Concentrated Instruction
  - Identifying essential skills by grade level or department
  - Developing common assessments
  - A means for tracking student progress
- Convergent Assessment
  - Universal screening
  - Common assessments and how to use them
- Certain Access
  - Where do Special Education services fit in?
  - Planning for multi-tiered support
  - Making time for interventions within the school day
- Tier I obligations, who is responsible
- Tier II obligations, who is responsible
- Tier III obligations, who is responsible
- Student Support Teams

Implementation

Teams not only spent time learning about these foundational understandings, they were given time to process their learning and apply what they were learning to their own system design. Depending upon the systems each school already had in place, the duration of leaders in their positions, district support, resources, and numerous other factors, the plans varied greatly. Each team designed their own ideal vision for their system of interventions within the context of their school, envisioning how collaborative teams, assessment, and interventions would work in the ideal, five years from the present. From there, teams were asked to identify one or two leverage points to tackle within the next year that would move them closer to their ideal than any other actions. Support was provided to teams throughout the year by the NNRPDP Leadership Consultant on site and via phone for guidance as needed.

The intention was for schools to develop systems of intervention. However, the greater desire was to empower each team to take ownership of their school's practices. Schools are often stuck repeating practices that have been used for decades, not because they are best practices, but

because they are what have always been done. Although the text used and foundational understandings taught to each guiding coalition are considered best practices, the greater desire was not to have them replicate what others have done. Instead the desire was to empower a group of like-minded influential members of the school community to believe that they collectively have the ability to take ownership of their system and change it and the culture into what they envisioned it to be. As the results bare out, this increased level of collective efficacy was achieved to high degree.

Results

The learning outcomes listed above were met to a high degree. However, most encouraging is the degree to which each formal leadership team or guiding coalition became empowered and started sharing the responsibility for the school through the guiding coalition. Question 6 (Q6) and Question 7 (Q7) specifically illustrate that shift. Fifty-three participants responded to the survey. Question 1 asked for the participant's name; remaining results of the survey follow.

Q2 What is your job title?
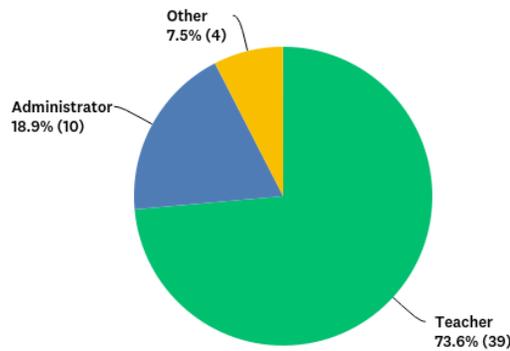
Figure 2: Job Title

Q3 To what degree was your knowledge enhanced about the fundamental principles of RTI (4c's- collective responsibility, convergent assessment, concentrated instruction, certain access)?
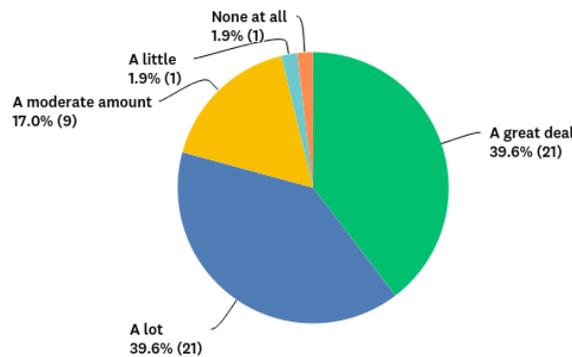
Figure 3: Knowledge Enhanced

Q4 To what degree do you feel like your classroom formative assessment and intervention practices have improved as a result of your learning from the training?
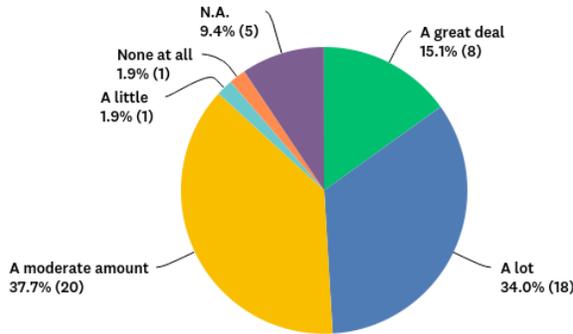
Figure 4: *Classroom Improvement*

Q5 To what degree has your whole school improved as a system? For example, providing time for teams to meet, more clearly defined expectations for teacher teams, intervention time built into the schedule.
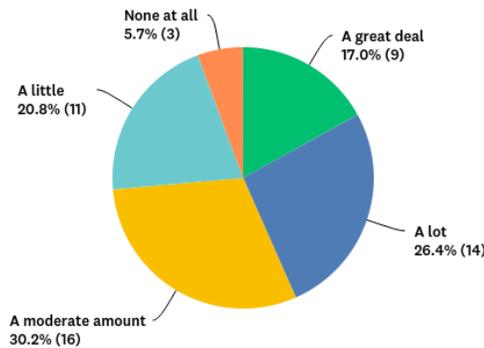
Figure 5: *School Improvements*

Q6 Prior to the training, to what degree did your school share leadership decisions through a formal leadership group like a "guiding coalition" or a "leadership team"?
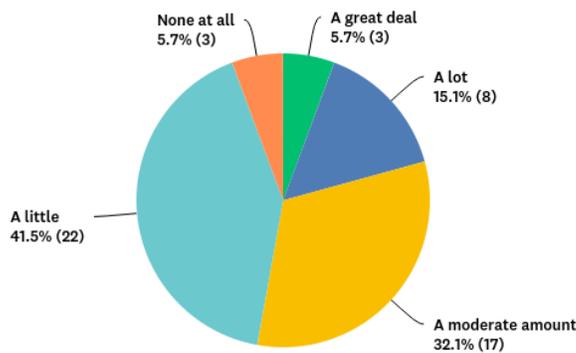
Figure 6: *Leadership Decisions*

Q7 To what degree does your school now share leadership decisions through a formal leadership group like a "guiding coalition" or a "leadership team"?
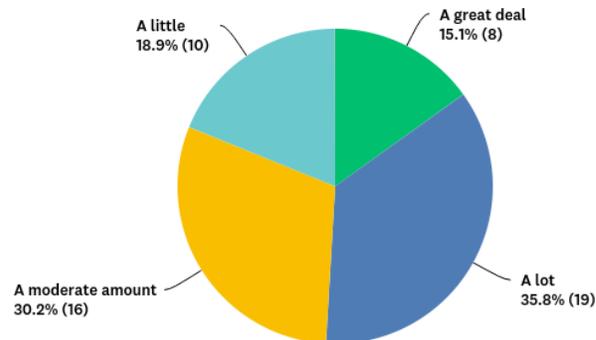
Figure 7: *Sharing Leadership Decisions*

Discussion

In today's educational environment of high accountability for schools, many educators are falling into the trap of feeling like their first obligation is to comply with state or district initiatives out of fear of consequences. Although schools should obey laws and district policies, each school must take ownership of their students' learning as their first and most pressing obligation. They must be empowered to design systems that they believe in, that they see working with the resources, challenges, and personalities at their individual schools. While there are strong-minded individuals in every school, leadership rarely mobilizes these individuals into a team that can change the whole school. It was our intention to do just that and to show them they have more power than they think. While it is not surprising that those schools that saw the most progress in building systems of intervention had strong positional leaders (principals), these same schools had leaders willing to share their power.

Conclusion

It takes an adept group of leaders to clarify the desired changes necessary to develop a viable system of intervention and to manage the sociology of group dynamics and cultural change. Much support is necessary for leadership teams as they continue to develop their skills. Equal to the need for high capacity is the need to stay focused. In today's educational climate, it is easy for school leaders to get distracted from the concentrated effort it takes to do the hard work described herein. In the face of so many initiatives, new laws, and demands placed upon schools, leaders' attention is easily diverted from instruction and curriculum, the core of what makes an instructional leader an actual leader of instruction capable of improving learning. Perhaps the greatest challenge schools face in actually doing this hard work is staying the course. They have to not only have the discipline to say "no" to the next good thing, but they must have support at the district level and state level to do so.

References

Buffum, A., Mattos, M., (2014). *It's about time: Planning Interventions and Extensions in Secondary Schools.* Bloomington, IN: Solution Tree Press.

Buffum, A., Mattos, M., & Weber, C. (2012). *Simplifying response to intervention: Four essential guiding principles*. Bloomington, IN: Solution Tree Press.

Residency

Introduction

Nevada strives to be the fastest growing state in the nation where ALL students are served by effective educators, and it is the mission to increase student achievement by expanding access to excellent teaching and leading (*The New Nevada Plan*, 2017, p.36). Nevada's aggressive goal coupled with the highly effective research-based practices of sustained, job-embedded, personalized professional development informed the design of the innovative educator support and development program, the Residency. The implementation of the Residency in the 2017 – 2018 school year came to fruition as a result of a grant award from the Great Teaching and Leading Fund (GTLF) with the aim of impacting student achievement, assisting teachers, and impacting instructional practice.

Instructional Context

In the fall of 2017, K-12 educators from White Pine, Eureka, Humboldt, Elko, Lander, and Pershing school districts were invited to register for limited spaces in the Residency. Led by six NVACS/NEPF experts from the NNRPDP, 37 educators from the northeast region completed the Residency in an effort to expand contextual knowledge of the NVAC and NEPF standards and implement highly effective instructional practices. Thirty-one percent of participants were grades K-2 educators, 43% were grades 3-5 educators, and 26% were grades 6-12 educators. The Residency involved 1,450 students in the northeast region during the 2017-2018 school year.

Initial Data and Planning

The concept of the Residency evolved as a means to support the mission, vision, and goals of Nevada's State Education Plan. Nevada's State Education Plan acknowledges the need to modernize education in the state through a vision and mission that highlights the importance of improving educator effectiveness. One significant goal of *The New Nevada Plan* aims to improve student achievement by expanding access to excellent teaching and leading through preparing, recruiting, developing, supporting, and retaining effective teachers and leaders (2017, p.37). The Regional Professional Development Programs (RPDPs) are identified in *The New Nevada Plan* as an instrumental component in leading the charge for Nevada's goals for Educator Development and Support. In an effort to continue expanding efforts to meet the charge to address the need for educator development and support in northeastern Nevada, the NNRPDP designed and implemented the innovative educator support and development program, the Residency.

Learning Design

The learning design of the Residency was informed by *The New Nevada Plan*, Learning Forward's Standards for Professional Learning (2011), Guskey's Five Levels of Professional Development (2002), the US Department of Education's guidance document, *Non-Regulatory*

Guidance: Using Evidence to Strengthen Education Investments (2016), as well as research findings from a vast base of research on effective professional development, coaching, and andragogy. Indeed, as noted by Kraft, Blazer and Hogan, "there is a growing consensus that effective PD programs share several 'critical features' including job-embedded practice, intense and sustained durations, a focus on discrete skill sets, and active learning" (2016, p.3). The design of the Residency encompasses each of these critical features incorporating coaching, which is one of the most effective forms of professional development in terms of the high yield impacts on student achievement and instruction.

Residency Structure
The Residency involved an intense 5-weeks of job-embedded professional development encompassing the goals of increasing understandings and contextual knowledge of NEPF and NVAC standards and implementation of highly effective instructional practices. The 5-week Residency was comprised of three phases requiring a significant commitment of contract time as well as an expectation of a minimum of 30 hours of non-contract time. The dynamic phases of the Residency involved a cyclical process of research, co-planning, observing model lessons, co-teaching, observations of instructional practice, analyses of student thinking, instructional feedback, debriefing, reflecting, and refining practice. The phases and the cycles of the Residency structure were customized to meet the unique needs and contexts for each one of the 37 participants. Participants' foci ranged from creating a conducive classroom culture (NEPF Standard 3, Indicator 4) to teaching elementary students coding (NVACS-CS). To maintain the intensity and to accommodate participants in the expansive northeast region, the structure was also comprised of a mixture of live and virtual formats. Virtual formats included Google Hangouts, Google Docs, and the coaching platform, Edthena. The structure also included implementation of learnings from attendance at the Association of Supervisors of Curriculum Development (ASCD) Empower 18 Education Conference.

Residency Phases
In Phase 1 of the Residency, participants collaborated with the NNRPDP specialist they were assigned to identify instructional and student learning goals and develop an individualized plan to meet the identified goals. In Phase 2, participants implemented the customized plan. In Phase 3, participants extended and applied new understandings and practices. Although the phases are delineated in a linear fashion, the execution of the phases was a dynamic process customized to fit the individual needs and goals of the participants.

Residency Cycles
The cycles of the Residency included research, co-planning, observing model lessons, co-teaching, observations of instructional practice, analyses of student thinking, instructional feedback, debriefing, reflecting, and refining practice. Discussions of resources, best practices, and a wide range of current research from educational neuroscience to pedagogy were based on

the needs of the individual participant. These research-based discussions informed and enhanced understandings and the implementation of highly effective instructional practices. Co-planning provided the context in which to embed the new learnings gained from discussions of the research. Implementation of the learnings were achieved through a combination of model lessons, co-teaching, and observations of instructional practice. Impacts on student learning and instructional practice were assessed through lesson debriefings, student thinking analyses, instructional feedback, reflection, and refinement of practice. As with the Residency phases, the cycles of the Residency were dynamic and responsive to the individual needs of the participants.

ASCD Empower 18 Education Conference
The structure of the Residency also included optional attendance at the ACSD Empower 18 Education Conference. Attending the conference served to further develop participants' pedagogical and contextual understandings. Participants debriefed learnings, potential impacts of new learnings on practice and student achievement, and reflections daily during the education conference with a debriefing partner. Participants also developed and submitted an instructional action plan for incorporating new understandings (acquired during the conference) into their practice.

Measurement
Several qualitative and quantitative measurements were used to assess how participation in the Residency impacted the achievement of participants' students, understanding of NEPF and NVAC standards, and instructional practice.

Impacts on Student Achievement
Methods used to measure impacts on student achievement include analyses of pre- and post-assessment data, student focus group reflections, educator evaluations, reflections, and ratings of questionnaire statements. Each participant individually identified and assessed student achievement using pre- and post-assessments. Disaggregation of pre- and post-assessment data for each standard targeted by individual participants is therefore cumbersome for the purpose of denoting global trends of the Residency. For this reason, pre- and post-assessment data were all translated into percentage formats. Student focus group reflections were analyzed and coded on a 5-point scale ranging from *minimal* (one) to *significant* (five) in relation to the evidence of growth toward the learning goals of the Residency identified by each focus group's teacher. Educators' reports of class *Growth toward Goals* based on a 5-point scale ranging from *minimal* (one) to *significant* (five) were assessed. Educator reflections were analyzed for trends and coded for indicators of how new learnings and understandings acquired during the Residency would impact student learning using a 5-point scale ranging from *minimal* (one) to *significant* (five). Likert scale ratings, ranging from *not at all* (one) to *a great extent* (five), of the following two questionnaire statements were also reported:

- In comparison to before participating in the Residency, I am confident in my ability to enhance student learning related to NEPF/NVAC standards.
- My learning from the Residency will affect students' learning.

Impacts on Assisting Teachers

Methods to assess impacts on assisting teachers include analyses of Residency and ASCD Conference reflections. These reflections were coded in relation to the degree of impact on assisting teachers via the expansion of understandings, strategies/skills, and dispositions using a 5-point scale ranging from *minimal* (one) to *significant* (five). Likert scale ratings, ranging from *not at all* (one) to *a great extent* (five), of the following statements were also reported:

- The Residency met my needs.
- The Residency added to my knowledge of standards and/or skills in teaching subject matter and content.
- I will use the knowledge and skills from the Residency in my classroom or professional duties.
- In comparison to before participating in the Residency, I am likely to look for opportunities to support teachers in the profession.
- In comparison to before participating in the Residency, I am likely to view my instructional mistakes as opportunities to learn.
- In comparison to before participating in the Residency, I am likely to be open-minded and flexible and able to embrace changes that I believe are positive.
- In comparison to before participating in the Residency, I am likely to seek out opportunities to collaborate with colleagues about ways to improve student learning and instructional practice.
- In comparison to before participating in the Residency, I am likely to be perceived by teachers as a change agent.
- In comparison to before participating in the Residency, I am likely to take on leadership roles.

Impacts on Instructional Practice

Participant reflections, conference action plans, and instructional practices were analyzed and coded in terms of evidence of impact using a 5-point scale ranging from *minimal* (one) to *significant* (five). Likert scale ratings, ranging from *not at all* (one) to *a great extent* (five), of the following questionnaire statements were also reported:

- The Residency will improve my teaching skills.
- I am likely to seek out opportunities to advance my knowledge base in the discipline(s) that I teach.
- I am likely to be open-minded and flexible and able to embrace change that I believe is positive.
- I am likely to seek out opportunities to collaborate with colleagues about ways to improve student learning and instructional practice.
- I am likely to view my instructional mistakes as opportunities to learn.
- I am confident in my ability to enhance student learning related to the targeted NEPF/NVAC standards.

Results and Discussion: Impacts on Student Achievement

Pre- and Post-Assessment Data Results

Each Residency participant selected a specific NEPF/NVAC standard to target during the 5-weeks of the Residency. A comparison of pre- and post-assessment data results indicates an overall increase of 45% in students' scores from the onset to the conclusion of the Residency. Additionally, more than half of the students' assessment scores moved from less than 80% on the pre-assessment to scores greater than 80% on the post-assessment. These results are compelling in demonstrating impacts on student achievement.
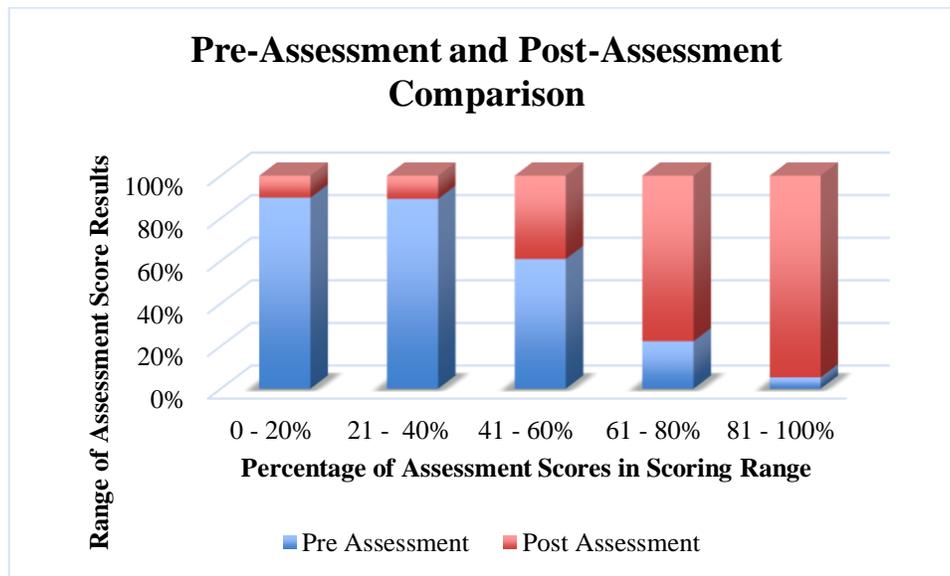
Figure 8: *Pre- and Post-Assessment Comparison*

Impacts on Student Achievement
Excerpts from Educators' Pre – and Post- Assessment Analyses

I am starting to see some impact on my students writing, yaaaaayyyyyy!!!! When comparing the two on-demand writes, pre and post, the first thing I noticed was students using a topic sentence to explain what they are summarizing. Students also have a writing stamina, use transition words, and the big one, not afraid to just write. Some students are now writing in paragraphs and acknowledging that they are retelling instead of picking out the important details. 6-12 Educator

I have seen and heard much growth in students' discourse skills. They have learned roles and how to elaborate and give supporting examples as well as to paraphrase what their partner has said and ask questions to clarify or gain more information (reflection on assessment analyses at the conclusion of the 5-week Residency.) *I gave my students a "pop quiz" today to see if they remembered the 4 parts we talked about and what they meant... and they did excellent! I was very pleased! It stuck with them! Thank you for all your support. I wish more people could do this and that I could do this in more areas of focus. I loved it!* (Feedback 2 months after the conclusion of the 5 week Residency) K-2 Educator

Student Focus Group Data Results

Student Focus Group learning reflections were coded for indicators of impact on student achievement using a 5-point scale ranging from *minimal* (one) to *significant* (five). One-hundred percent of the learning reflections from the Student Focus Groups rated a three or higher on the 5-point scale with 72% of the scores in the four-to-five range. These results are particularly relevant in demonstrating impact on student achievement as growth toward learning goals was deemed greater than average/typical growth.

Growth Toward Goal
Student Focus Group Learning Reflection Analyses

Significant 32%
Average/Typical 28%
Notable 40%

■ Minimal ■ Some ■ Average/Typical ■ Notable ■ Significant
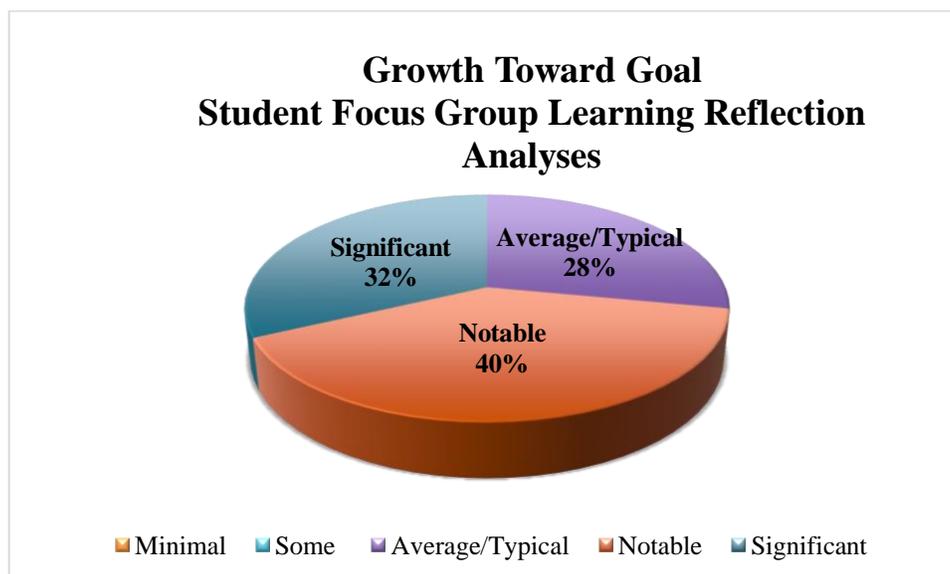
Figure 9: *Growth Toward Goal Student Focus*

Table 10: *Impacts on Student Achievement-Excerpts from Student Focus Group Learning Reflections*

> Impacts on Student Achievement
> Excerpts from Student Focus Group Learning Reflections
>
> *I used to think we were just coloring pictures in math, but now I know that we are adding groups together.* Kindergarten Student
>
> *I used to think that persistence was like something important. In the classroom like math or reading. I now think that persistence is. Persistence is when you make a bug. and you think it is right and your wrog [sic]. And you keep trying and trying and you finally get it right. and you are so frustrated but that is ok because it is persistence.* 3rd Grade Student
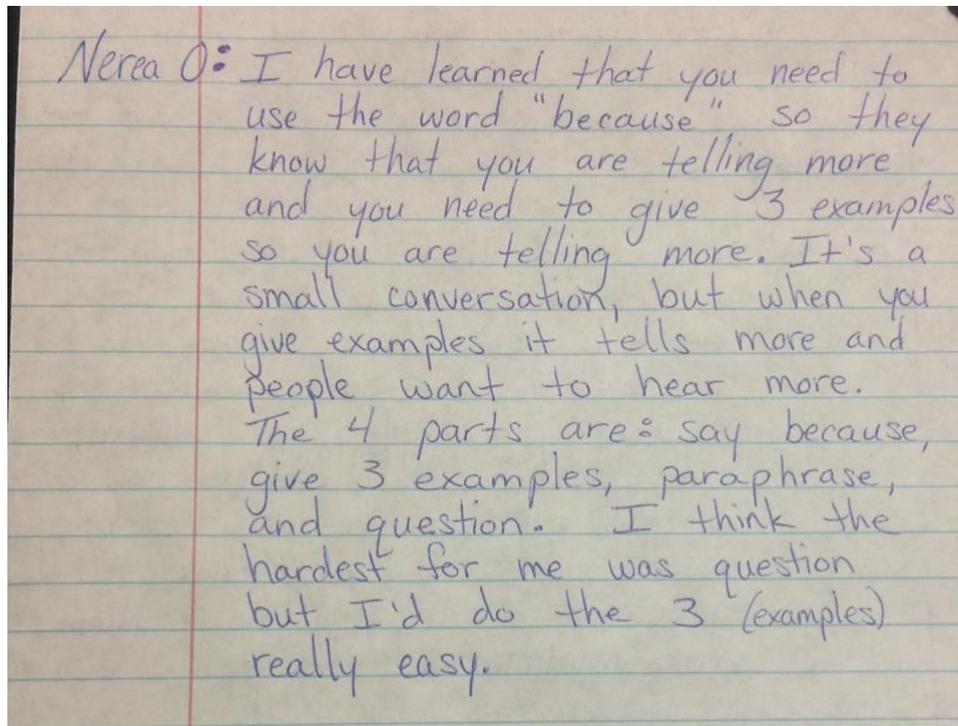
Participant Evaluation Data Results

Participant evaluations rated student *Growth Toward Goals* as three or greater using a 5-point scale ranging from *minimal* (one) to *significant* (five). Ninety-one percent of participant ratings were in the *notable* and *significant* range. There is a slight disparity between the Student Focus Group learning reflection analysis data and participant evaluations in the average/typical range. Nine percent of participant ratings are in the average/typical range. Student Focus Group reflections analyses placed 28% in the average/typical range. The difference may be attributed to participant ratings being based on whole-class whereas Student Focus Group reflections were a micro slice representation of the whole class. Nonetheless, the percentage of notable and significant growth from both data sources illustrate impact on student achievement.

Growth Toward Goal Educator Evaluation
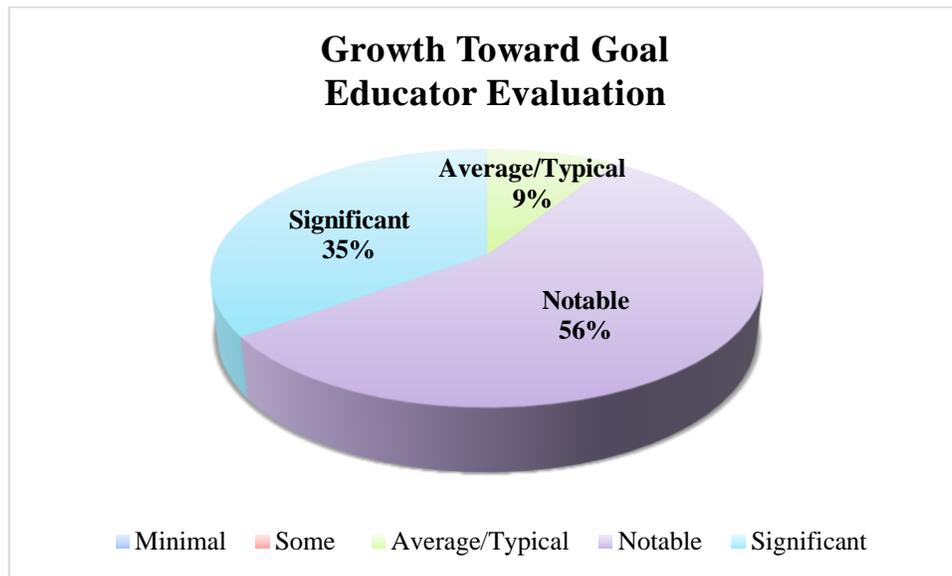
Figure 10: Growth Toward Goal Educator Evaluation

Participant Reflection Data Results

One hundred percent of participant reflections referenced that participation in the Residency would affect student learning. The reflections were further analyzed for trends in terms of how participation in the Residency would affect student learning. Seventy-five percent of the reflections indicated an impact on specific NVAC standards, 95% referenced NEPF standards/indicators, and 68% noted an impact on student dispositions toward learning. These results indicate the breadth of the impacts on student achievement.
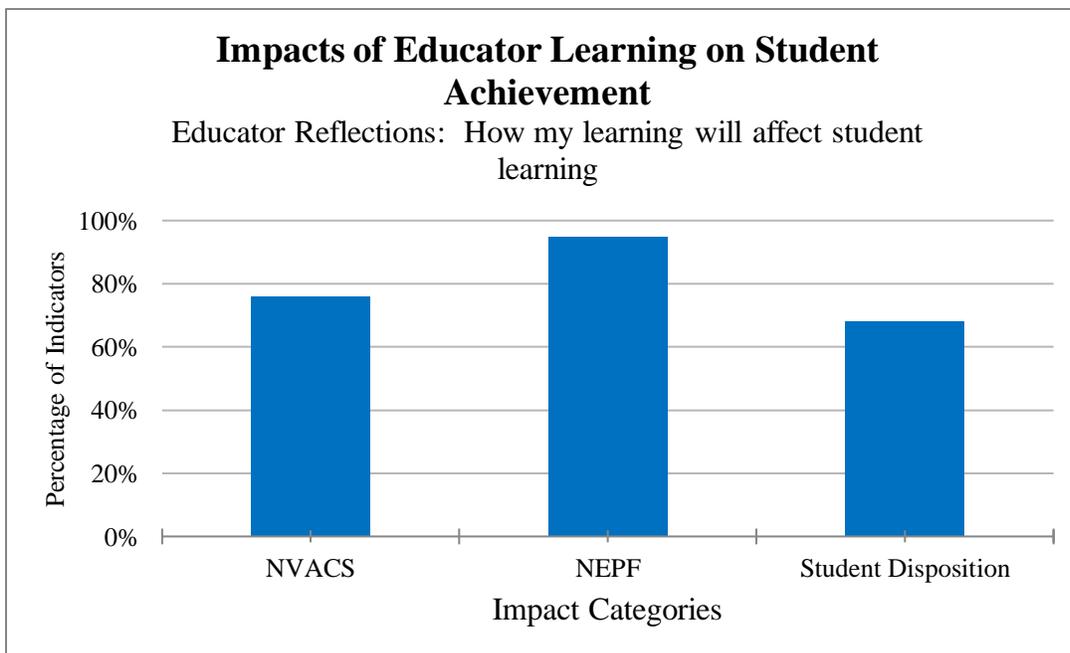
Figure 11: Impacts of Educator Learning on Student Achievement

Table 11: *Impacts on Student Achievement-Excerpts from Participant Reflections*

Impacts on Student Achievement
Excerpts from Participant Reflections

Amelya's entire attitude towards math changed. She beams when she is explaining her work rather than cowering down and becoming shy. She is so much more confident in her work. She understands many strategies and is capable of applying them. K-2 Educator

Because of the shift and the experience with Socratic seminar, my students now have a sense of empowerment and seem to have found their voice in my classroom. I see students beginning to take ownership of their learning and students who were withdrawn are now fully engaged… 6-12 Educator

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Participant Questionnaire Statement Data Results

Using Likert scale ratings, ranging from *not at all* (one) to *a great extent* (five), 48% of the participants rated their confidence in their ability to enhance student learning of the targeted NEPF/NVAC standard as a five. Sixty-nine percent of participants indicated their learning from the Residency would affect students' learning to a great extent. In line with data obtained from reflections, data from ratings of the questionnaire statements show participation in the Residency did and will have a profound effect on student achievement.

Final Evaluations
Statements of Impact Student Achievement

Legend:
- I am confident in my ability to enhance student learning related to the targeted NVAC/NEPF standard.
- My learning from the Residency will affect students' learning.
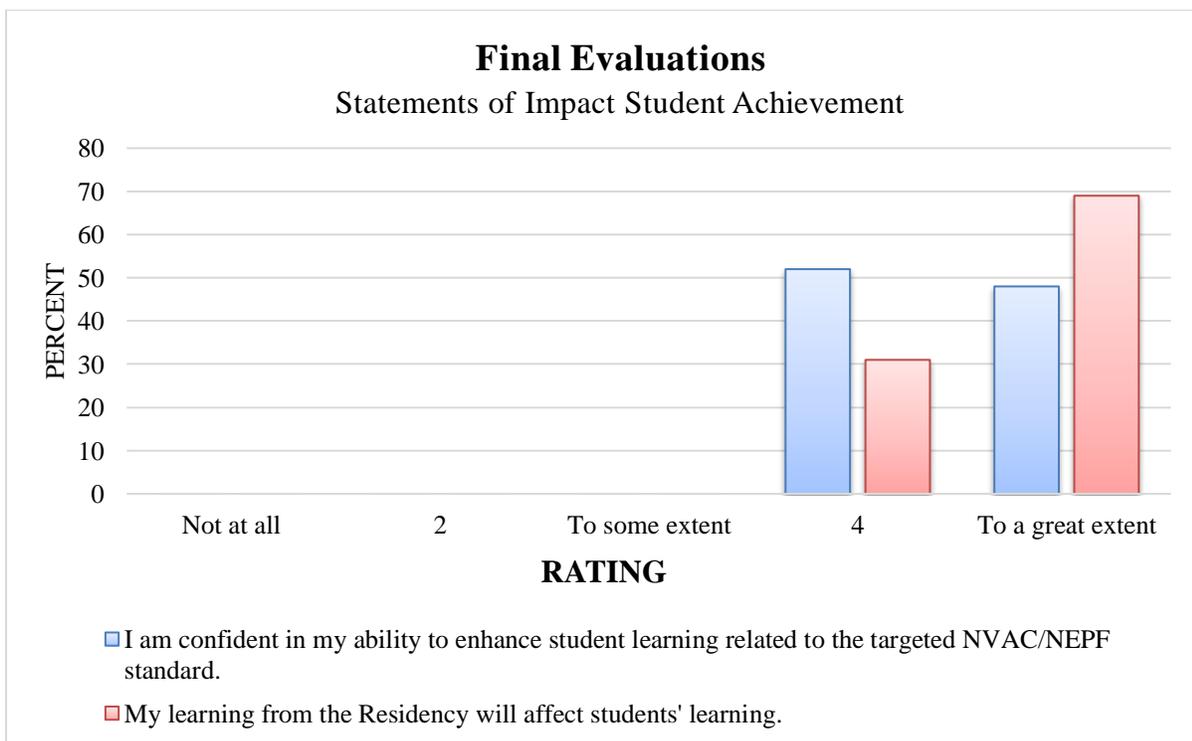
Figure 12: *Statements of Impact Student Achievement*

Impact on Assisting Teachers

Participant Reflection Prompt Data Results

Using a 5-point scale ranging from *minimal* (one) to *significant* (five), responses to the following reflections prompts were analyzed and coded:

- *Prior to the Residency, I used to think….Now I think…*
- *I would give my pre-residency self the following advice…*

Reflections were analyzed and coded for impacts on expanding understandings of NEPF/NVAC standards and implementation of strategies and skills, as well as references to impacts on dispositions. Assistance through the expansion of knowledge of best practices, NEPF, and NVAC standards was noted in 68% of reflections. Assistance through exposure to and implementation support of skills and practices was referenced in 73% of the reflections, and 54% of the reflections described how the Residency affected dispositions. These results reflect the breadth of the Residency's impact on assisting teachers.

Table 12: Impact on Assisting Teachers

Assisting Teachers	Evidenced in Reflections	Excerpts
Expanding Understandings	68%	*I would give my pre-residency self the following advice: never stop doing research...if something isn't working, then change it. Don't feel obligated to do something just because everyone else is doing it. Listen to the students and keep their best interest in mind at all times.* 3rd Grade Educator *I used to think formative assessment was difficult...I have since learned to clue into what ...the students need to know, more sharply...I am using more formative assessments with students that are planned out…* 6-12 Educator
Strategies and Skills	73%	*This is not another professional development where you are given lots of great ideas that lack relevance for implementation...The Residency will actually improve your teaching...by strategically focusing on specific tools while following up on the implementation of those tools.* 5th Grade Educator *I LOVED the modeling...I think that is how I learn the best, by watching a master teacher. These [modeled strategies] were all so powerful in helping me. I cannot tell you enough how beneficial this was!* 1st Grade Educator
Dispositions	54%	*Prior to the Residency, I was a very traditional teacher…If the class was noisy that was a sign... I*

Assisting Teachers	Evidenced in Reflections	Excerpts
		was not very good with my classroom control. Now I think a noisy classroom is a learning classroom...there is a difference between a noisy classroom and an out of control classroom. 6-12th Grade Educator *Prior to the Residency, I used to think that it was almost impossible for a vertical team to work as an effective PLC. Now I think it can happen with the right structures in place. This was the most effective experience I have had as part of a team.* 3rd Grade Educator

Participant Questionnaire Statement Data Results

Using Likert scale ratings, ranging from *not at all* (one) to *a great extent* (five), participants rated questionnaire statements highlighting the categories of understandings and strategies/skills. Ratings resulted in an overall mean of 4.8. These data indicate participation in the Residency assisted teachers to a great extent.
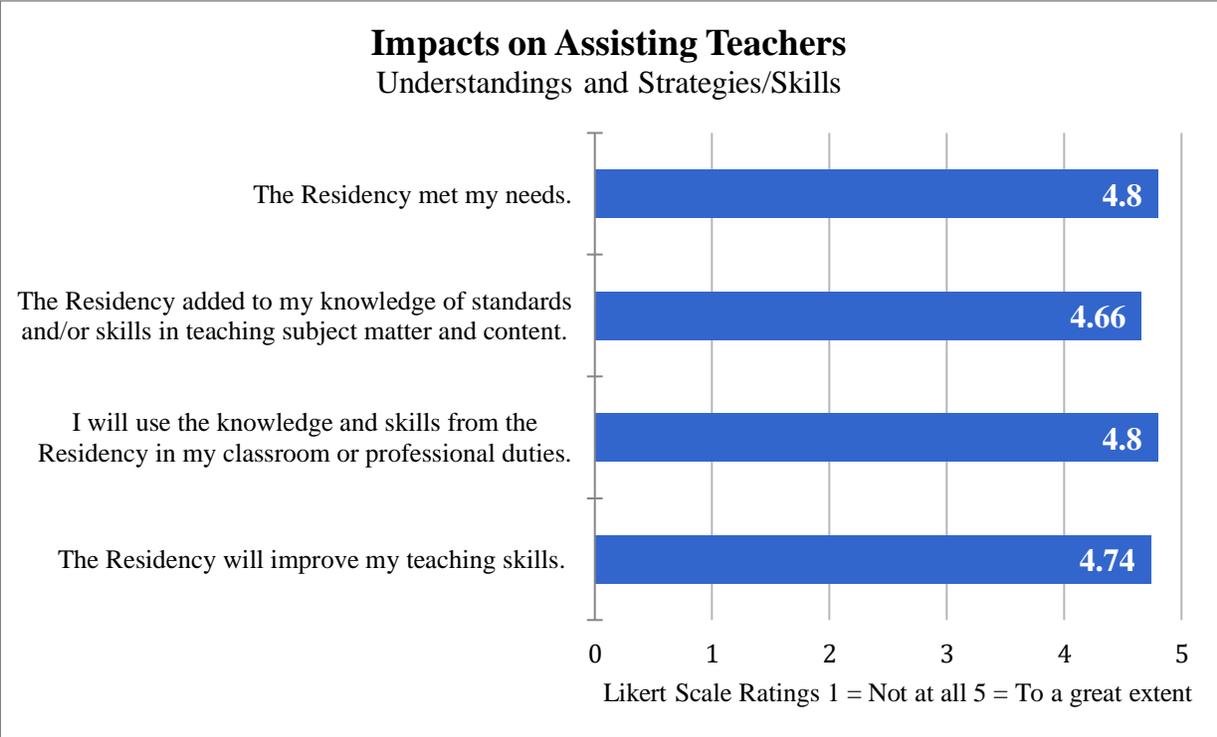
Figure 13: Impacts on Assisting Teachers

Using Likert scale ratings, ranging from *not at all* (one) to *a great extent* (five), participants rated questionnaire statements highlighting the category of dispositions. With the exception of being perceived as a change agent, ratings were greater than four. The overall mean rating of the

statements related to disposition was 4.5. These results coupled with the ratings of understandings and skills/strategies are indicative of the breadth of the Residency's impact on assisting teachers.

Impacts on Assisting Teachers
Dispositions

Statement	Rating
I am likely to look for opportunities to support teachers in the profession.	4.48
I am likely to view my instructional mistakes as opportunities to learn.	4.87
I am likely to be open-minded and flexible and able to embrace changes that I believe are positive.	4.74
I am likely to seek out opportunities to collaborate with colleagues about ways to improve student learning and instructional practice.	4.77
I am likely to be perceived by teachers as a change agent.	3.84
I am likely to take on leadership roles.	4.23

Likert Scale Ratings 1 = Not at all 5 = To a great extent

Figure 14: Impacts on Assisting Teachers

Educational Conference Reflection and Action Plan Data Results

One hundred percent of the participants who attended the educational conference articulated at least three major learnings that would assist them in the conference reflections and implementation action plans. Using a 5-point scale ranging from *minimal* (one) to *significant* (five) reflections were analyzed and coded in terms of impact on assisting teachers. The results of the data analysis show conference attendance had a significant impact on 65% of the participants and a notable impact on 27% of the participants.

ASCD Empower 18 Education Conference Impacts on Assisting Teachers
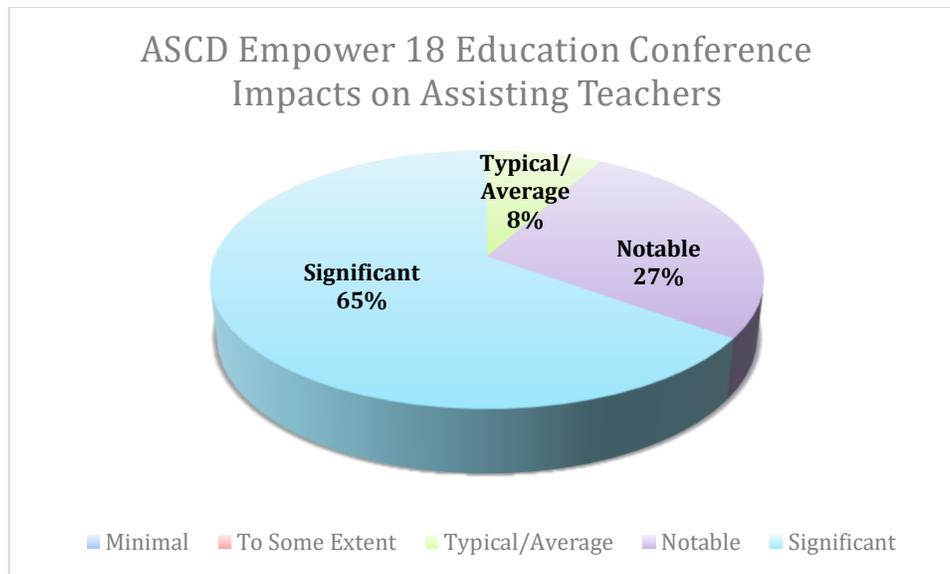
Figure 15: ASCD Conference Impacts on Assisting Teachers

Table 13: Impact on Assisting Educators-Excerpts from Conference Reflections and Action Plans

Impacts on Assisting Educators
Excerpts from Participant Conference Reflections and Action Plans

Going to Boston and attending the Empower 18 Conference was like winning the lottery for me. I am so grateful and thankful for this experience. I have attended many trainings and conferences the past 12 years that I have been in education. This conference was, by far, the most amazing experience for me. I learned so much and I believe I will be able to implement things I learned from every session in my classroom this year and beyond. The absolute most amazing experience I had at this conference was meeting Lucy Calkins! K-2 Educator

Wow, this was an exciting and enlightening conference. I came back with many ideas about things I wanted to pursue in my classroom and future teaching. I had a difficult time choosing

Impacts on Instructional Practice

Reflection Data Results

Using a 5-point scale ranging from *minimal* (one) to *significant* (five), participant reflections were analyzed and coded based on impacts on instruction. Analysis of reflections indicated 76% of the participants' instruction was either notably or significantly impacted by participation in the Residency. NNRPDP anecdotal notes and commentary demonstrate impacts on practice with the caveat that 5 weeks was an insufficient amount of time to procure instructional shifts to the levels of excellence imagined. While there is room for refinement, the results of the analyses of the participant reflections suggest that the structure of the Residency may provide greater impacts on instruction than what participants have typically come to expect from other professional development structures.

Impacts on Instruction
ASCD Empower 18 Education
Conference Reflections

Typical/Average 24%
Significant 41%
Notable 35%

Legend: ■ Minimal ■ To some extent ■ Typical/Average ■ Notable ■ Significant
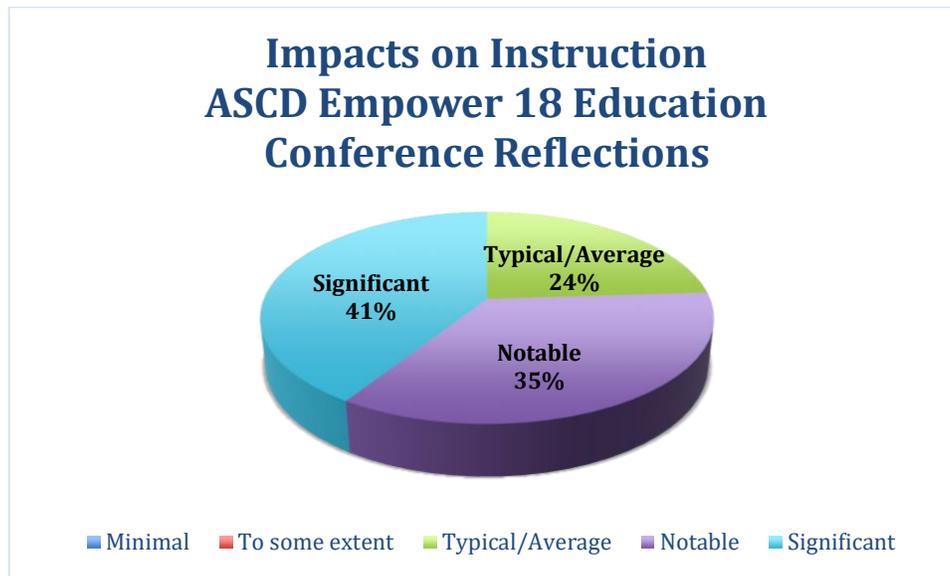
Figure 16: Impacts on Instruction ASCD Reflections

Table 14: Impacts on Instruction-Excerpts from Participant Reflections

Impacts on Instruction
Excerpts from Participant Reflections

I am so grateful for the opportunity to participate. I have learned so much and so have my students. I am so grateful that there are such wonderful mentors and great resources that I am able to learn from and bounce ideas off of. I think that we both learned from each other and from the students. I am eager to continue working on student discourse in my classroom and sharing what I have learned with other teachers. Doing this residency program has helped me to realize that I am not afraid to ask for help or admit that I am stuck in a rut in my instruction and need to bounce ideas off of someone. This was such a great opportunity. Thank you so much! K-2 Educator

I cannot say enough about how great it was. This was the best professional learning experience. I wish all professional learning could be structured this way. It was meaningful and something that I needed as a teacher. I hope you can do this again so that other teachers can participate in the experience. 3-5 Educator

Educational Conference Reflection and Action Plan Data Results

Using a 5-point scale ranging from *minimal* (one) to *significant* (five), participant conference reflections and action plans were analyzed and coded based on evidence of impact on instruction. Sixty-five percent of participants indicated conference attendance as having a significant impact on instruction. Conference sessions, interactions with other Residency participants, exchanges

with colleagues from across the nation, and the experience itself contributed to the impacts on instruction.
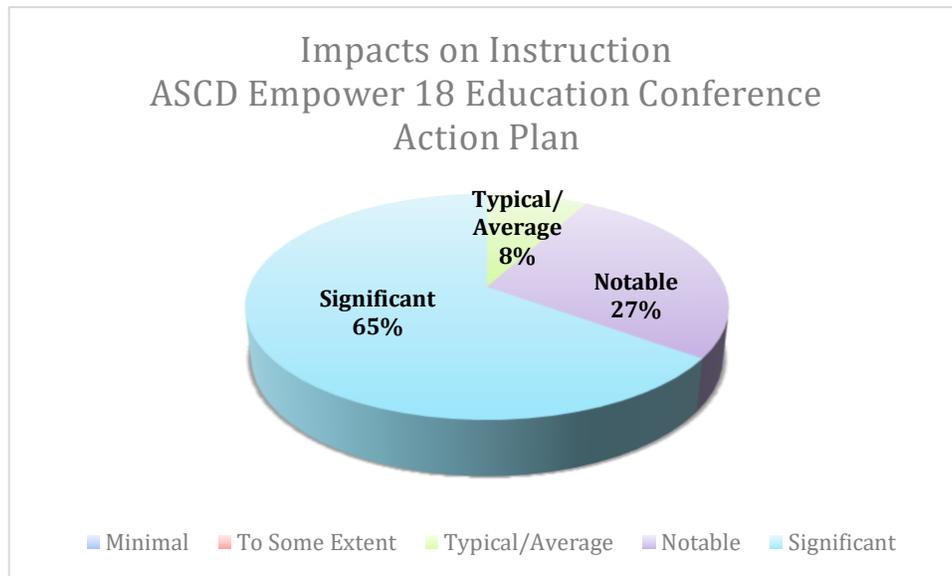
Figure 17: Impacts on Instruction ASCD Action Plan

Table 15: *Impactions on Instruction-Excerpts from Education Conference Reflections and Action Plans*

Impacts on Instruction
Excerpts from Participant Education Conference Reflections and Action Plans

The ASCD Empower 18 was a great learning experience as I was able to brush up on some skills I already use in the classroom, gain new knowledge for best practices, and connect with other educators. I was able to attend a variety of sessions that spanned the whole child to transformational leadership. 3-5 Educator

Knowing that the NEPF was inspired by the National Board Certification for Teachers makes it a little less intimidating and more relevant to my profession. I am now able to embrace this new rubric as a tool to perfect my craft, rather than a stick to beat Nevada teachers with, (how I thought of it before this class). My intent is to study the rubric thoroughly, and perhaps even take the weekend classes on it next year given through my district. 3-5 Educator

Participant Questionnaire Statement Data

Participants rated six questionnaire statements related to impacts on instructional practice using Likert scale ratings, ranging from *not at all* (one) to *a great extent* (five). The Residency impacted instruction to a great extent with all statements receiving ratings greater than 4.5. These results align with the findings from the other measures of impact on instruction emphasizing the Residency's impacts on instructional practice.

Impacts on Instructional Practice

The Residency will improve my teaching skills. — **4.74**

I am likely to seek out opportunities to advance my knowledge base in the discipline(s) that I teach. — **4.77**

I am likely to be open-minded and flexible and able to embrace change that I believe is positive. — **4.74**

I am likely to seek out opportunities to collaborate with colleagues about ways to improve student learning and instructional practice. — **4.77**

I am likely to view my instructional mistakes as opportunities to learn. — **4.87**

I am confident in my ability to enhance student learning related to the targeted NEPF/NVACS standard. — **4.51**

Likert Scale 1 = Not at all 5 = To a great extent

Figure 18: *Impacts on Instructional Practice*

Conclusion

Data from the pre- and post-assessments, Student Focus Group reflections, educator reflections, and evaluations were carefully analyzed. Results suggest the outcomes of the Residency were met. Participation in the Residency significantly impacted student achievement and assisted teachers. The Residency also had a notable impact on instructional practice. The data was derived from a professional development design grounded in Learning Forward's Standards for Professional Learning, which have been adopted by Nevada, as well as the effective facets of professional development identified in research conducted by Guskey, Ingvarson, Darling-Hammond, Yoon and others. The abundance of significant results obtained from these suggests a correlation exists between participation in the Residency and impacts on student achievement, assisting teachers, and impact on instruction. Given the outcomes of the Residency, it is worthwhile to continue to refine its structure, such as extending it beyond 5 weeks, and pursuing avenues to make the program scalable. In the words of a participant, "*I felt that the Residency was such a worthwhile experience. Having an experienced teacher inside the classroom assisting in helping me grow as an educator through modeling, collaborating, and planning together was so helpful. I hope that this kind of program is offered again in the future!*"

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National Board Certification Cohort

Introduction

Improvement of educators' instructional practice, including professional responsibilities as a teacher-leader and reflective practitioner, are goals identified in The Nevada Educator Performance Framework (NEPF). These goals align with the National Board for Professional Teaching Standards (NBPTS) qualities of accomplished teachers. National Board Certified Teachers (NBCTs) are recognized for meeting the highest standards in the profession. Five core propositions create the foundation for National Board Certification. The first four propositions focus on what accomplished educators should know and be able to do regarding instructional practices. The fifth proposition addresses teachers as members of a learning community, assuming leadership roles and responsibilities.

Successful certification requires that candidates engage in scrupulous reflection of their content and pedagogical knowledge as well as their students' achievement. Peer-reviewed research reports students of NBCTs achieve at higher levels than non-board certified teachers (i.e., Cowan & Goldhaber, 2015; Vandervoort, Beardsley & Berliner, 2004). Studies also confirm NBCTs adopt leadership roles in their schools and districts (i.e., Cannata, McCrory, Sykes, Anagnostopoulos, & Frank, 2010) with their most significant leadership roles supporting student and teacher learning and a collaborative culture (Swan Dagen, Morewood, & Smith, 2017).

Given the highly rigorous certification requirements, it is not surprising that candidate attrition rate has been reported at 37% to 55% (Coskie & Place, 2008; Sato, Wei, & Darling-Hammond, 2008). Therefore, establishing a cohort-structured learning community of teacher candidates in the northeastern Nevada region is essential for strengthening candidate resolve to complete the process. The National Board Certification Project (NBC Project), developed by the Northeastern Nevada Regional Professional Development Program (NNRPDP) was designed to support a cohort of educators on their journey to earn National Board Certification or renewal of certification. Specifically, support was provided for participants to examine their teaching practice, analyze results of that practice, and implement necessary change in accordance with National Board Certification component requirements. This report accounts for the first year of a two-year project.

Outcomes from the first year of the NBC Project were three-fold. First, participants would feel supported while working through the component requirements. Second, participants would change their instructional practice according to component requirements. And, third, participants would grow as teacher-leaders.

Instructional Context

Generally, teachers in the northeastern region of Nevada are engaged in multiple learning opportunities required by their respective districts. Some districts have teachers learning new curriculum materials, attending multiple PD sessions to support implementation. For example, both Elko County and Humboldt County have adopted new reading and writing curricula all K-8 teachers must learn and effectively implement. White Pine County K-12 teachers are learning

new technologies and applications of STEM instruction. Given these district initiatives, many teachers admit feeling overwhelmed and unlikely to take on additional professional development.

A survey designed to measure teacher interest in the cohort was sent through email to all K-12 educators in the region. Survey responses were quickly returned indicating a high level of interest. We experienced similar initial high interest by teachers in our region the previous year related to a similarly rigorous year-long learning experience. Also similar to the previous year, only a fraction of interested teachers started the project with still fewer completing the project. This high attrition rate may be related to both the high bar for teacher performance from these projects and the competing priorities on an already limited amount of teacher time. Finally, there is a relatively small number of National Board Certified teachers in our region. White Pine, Eureka, and Lander counties have zero teachers listed in the NBCT directory. Humboldt County has two, Pershing County has three, and Elko County has eleven.

Initial Data and Planning
Despite existing demands on teacher time related to professional development, we were encouraged by National Board Certification cohort facilitators in both Clark and Washoe County already providing cohort support for NBC candidates to promote the benefits of National Board Certification and provide support for any teachers in our region wishing to work toward certification. Recognizing the positive outcomes for student achievement and teachers as leaders related to NBCTs we applied for and were awarded our own GTLF grant to provide support for teachers similar to what was being offered to NBC candidates in other parts of the state.
The grant was written to fund a two-year project. Project Year One (2017-18) included support for up to twenty-five teachers in the northeast region (Elko, Eureka, Humboldt, Lander, Pershing, and White Pine school districts) to complete Components Two and Four of the four component assessment portfolio requirement for National Board Certification. In Project Year Two (2018-19), the same educators from year one will be invited to continue with the cohort to complete Components One and Three, while twenty-five additional teachers will be offered the opportunity to begin their Components Two and Four. Therefore, two separate cohorts of educators will be supported in year two.

Component One is a computer-based assessment for candidates to show content knowledge in their certificate area. Component Two is an opportunity for candidates to highlight their ability to plan and implement appropriate differentiated instruction. Component Three is an opportunity for candidates to highlight their instructional planning and lesson delivery by submitting a video segment of their teaching. Component Four is an opportunity for candidates to present evidence as reflective and effective practitioner both in their classroom and beyond.

Thirty-five teachers signed up to participate in the NBC Project. The cohort launched in August with fewer than half this number, fourteen members representing three of the six districts in the region. Of the fourteen initial participants, six members attended all required sessions. This

report provides a view of learning and project effectiveness based on the experience as a whole by these six cohort members, three high school and three elementary teachers. One participant was a renewal candidate with fifteen to twenty years of teaching experience, and the remaining five participants indicate having six to ten years of teaching experience. All six teachers reported spending two to five hours a week as a teacher leader.

Of these six teachers two joined us using Interactive Audio Video (IAV), one from Eureka county, and one from Humboldt county. The others, three from Elko County and one from the charter school in Elko, gathered together in Elko at our provided meeting location where we could interact with the other two teachers. The NNRPDP facilitators also participated using IAV on occasion. For example, one facilitator, living in White Pine County, would join the meeting from Ely. Also, there were times when the outlying counties had an NNRPDP facilitator join them face to face.

Learning Design

Given the vast geographical distances between school districts, IAV was used for synchronous class attendance in combination with Google Drive tools for shared digital documents and access to agendas and session slides. Two JumpStart events were planned, one for each component. Component Two Jumpstart was held in August and Component Four Jumpstart was held in January. These days were targeted for intense investigation of the requirements and expectations for the component and to set goals, create plans, collaborate with colleagues, and consider evidence needed (see Appendix A for an example Jumpstart agenda). In between JumpStart events, eight support workshops occurred, one each month in order to provide feedback, revise implementation plans, build community, and create accountability (see Appendix B for an example support workshop agenda). Finally, in between support workshops, an email blast was sent to participants with tips, reminders, and encouraging comments (see Appendix C for an example email blast).

Each Jumpstart was a three-hour session and each support workshop was a two-hour session. All sessions were structured similarly with the extra hour in each Jumpstart used to study and discuss component requirements. A typical support session included five predictable structures listed and briefly described below.

- Getting Started, 15 min.
  We began each session checking in with IAV locations, gathering attendance, and signing into Google Drive. After accessing the necessary documents in Google Drive, we reviewed the session agenda and stated learning outcomes. Finally, participants used the rest of this opening block to complete the Current Pedagogical Practices Reflection form.
- Session One, Whip Around Check In, 15 min.
  This block provided opportunity for participants to share their progress, building community and giving one another tips and encouragement.
- Session Two, Sharing Work for Feedback, 60 min.
  This was a large block of time for participants to experience choice work time. Choices included working independently or collaborating with a facilitator or peer for feedback, or other forms of support guided by previously taught protocols.

- Session Three, Component Completion Plan, 15 min.
  This was reflection and planning time. Each participant independently completed a goal setting document called the Component Completion Plan. Participants updated their plan, revised previously written goals when necessary, and brainstormed and refined existing ideas for what they would do next in their classrooms.
- Wrapping Up, 15 min.
  We ended each session by checking in to see if participants added questions or comments to our "digital parking lot" followed by reminders, next steps, and time to complete the NNRPDP evaluation survey.

Measurement

The following section is organized into three categories based on the three project outcomes and associated measurements. For identification purposes, these categories have been given the following labels: Assisting Teachers, Instructional Practice, and Teacher Leadership.

Assisting Teachers, Outcome One:
Participants feel supported while working through the component requirements. Each Jumpstart and support session (n=10) concluded with time for participants to complete a five-point Likert scale questionnaire to address participant knowledge and understanding. Questions providing data for outcome one were: a) This training added to my knowledge of standards and/or my skills in teaching subject matter content, b) I will use the knowledge and skills from this training in my classroom or professional duties, and c) The training will improve my teaching skills. The questionnaire also included a short-answer written reflection related to outcome one.

Instructional Practice, Outcome Two:
Participants will change their instructional practice according to component requirements. During each session participants completed a written reflection questionnaire related to the given component. The questionnaire asked teachers to report if they had refined an existing instructional practice or tried a new instructional practice related to component requirements. They also reflected on what they might do differently if they used the given tool or approach again.

Teacher Leadership, Outcome Three:
Participants will grow as teacher-leaders. To measure participant self-reported leadership experiences, a pre/post Teachers as Leaders survey was given. This survey is divided into seven domains (see Table 16). In addition to these domains, there is a final section about teacher beliefs related to leadership.

Table 16: Teacher Leadership Domains

Teacher Leadership Domains
Domain One: Fostering a collaborative culture to support educator development and student learning
Domain Two: Accessing and using research to improve practice and student learning
Domain Three: Promoting professional learning for continuous improvement
Domain Four: Facilitating improvements in instruction and student learning
Domain Five: Promoting the use of assessments and data for school and district improvement

Teacher Leadership Domains
Domain Six: Improving outreach and collaboration with families and community
Domain Seven: Collaborates with colleagues

Results and Discussion

Assisting Teachers

The data suggests the NBC Project accomplished outcome one: Participants feel supported while working through the component requirements. Across the ten sessions of data collection, teachers reported, on average, high satisfaction for having their needs met. Similarly, they reported ample opportunities for interaction and reflection in a setting enhanced by the quality of training. Table 17 shows each question and its corresponding score based on a five point Likert scale.

Table 17: Question Statements and Associated Scores

Question Statement	Overall Score:
The training matched my needs.	4.82
The training provided opportunities for interactions and reflections.	4.79
The presenters experience and expertise enhanced the quality of the training.	4.79

Additional evidence of outcome one accomplishments come from short-answer reflection statements. Example statements reflecting how the cohort structure helped teachers maintain focus:

- *Thanks so much for the clear instructions and direction. Setting those small goals helps me focus and getting ready for the bigger goal.*
- *I appreciated the process of sharing my students' work as well as the written portion of Component 2. It helped to know that I am on the right track.*
- *This was a very helpful training, receiving feedback on my work and knowing how to revise my writing to fit the component.*

Example statements reflecting how the cohort has provided support in general:

- *Thank you for providing support! It is extremely helpful in attempting to synthesize all of this information.*
- *Thank you! Working with [a facilitator] and [a peer] was very helpful in gaining an outside perspective about my lessons. It has helped me be more reflective about my teaching.*
- *This support group is very helpful and revitalizes my excitement and interest in helping my students gain knowledge by continuing to improve and create more engaging lessons even on days when I feel like a failure.*

Instructional Practice

The data suggests the NBC Project accomplished outcome two: Participants will change their instructional practice according to component requirements. Between September and April, seven Current Pedagogical Practice Reflection submissions were collected from cohort participants. Seventy-three percent of responses indicated trying something new, and seventy-

nine percent indicated refinement of existing practices. The following representative statements suggest teachers have changed their instructional practice.

"I stepped back more than before and let the students use more of their own thinking to solve a problem/complete an activity."

"I have used exit tickets in the past, however, now I am using exit tickets as a way for students to reflect on their misconceptions on a math topic from the day before. This has been giving students the opportunity to discuss particular misconceptions with their peers and opens up whole class discussion. My exit tickets have really been driving my instruction as I am reflecting on how to approach misunderstandings and offer more support for struggling students."

"I started having students rate themselves on a 1-4 scale more often because it gives me more information compared to the thumbs up thumbs down method. I have posted the student rubric around the classroom as a reference."

Teacher Leadership

It is difficult to determine if the NBC Project accomplished outcome three: Participants will grow as teacher-leaders. Given the level of dedication and commitment to attend all required NBC Project sessions and complete the two certification components, these teachers may show similar resolve when given a leadership opportunity. Although, the opposite may be true. It is possible, these teachers have more time to participate in experiences like the NBC Project because they are not performing additional teacher-leadership related tasks.

Figure 19 shows pre/post data for each of the seven domains and beliefs about leadership. The overall change between pre- and post-survey data differs by one-tenth, from 3.93 to 3.82. There are several possible reasons for the similar pre/post results. First and foremost, is the survey completion dates. Although the survey was intended to be completed early in the school year during the Jumpstart for Component Two, it was completed mid-year during the Jumpstart for Component Four. Therefore, the pre-results represent participant responses based on their experiences and learning during our work with Component Two. Another possible explanation for the similar results is statistical ceiling effect, suggesting the instrument used is not sensitive enough to measure differences between pre- and post-results. Threats to internal validity such as statistical regression or testing effects may also be at play.
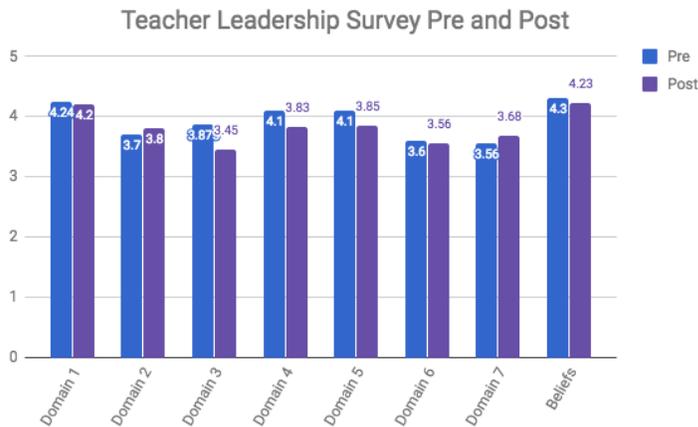
Figure 19: *Teacher Leadership Survey Pre- and Post-Data*

Results to Consider

What may be teased out of the teacher leadership data are the areas with lower scores. Teacher leadership associated with Domains Three, (lowest score of 3.45) Six, and Seven (second lowest score of 3.56) appear to be more difficult to experience than the other domains. Domain Three, promoting professional learning for continuous improvement includes the following qualifications: a) use of knowledge to promote, design, and facilitate job-embedded PD aligned to their school improvement plan; and b) use of knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe. These experiences require opportunity, confidence, and a deep understanding of Internet technologies used for teaching and learning, all of which seem difficult for many teachers to acquire.

To satisfy the requirements of Domain Six, improving outreach and collaboration with families and community, a teacher must work with colleagues to improve the educational system and generate more opportunities for student learning when working with families, community members, and other stakeholders. Similar to Domain Three, these experiences require opportunity, confidence, and a deep understanding of family and community engagement. Many teachers admit feeling intimidated or uncomfortable reaching out to families and community.

Domain Seven, collaboration with colleagues, requires teachers to communicate effectively with audiences such as parents and community members and represents and advocates for the profession in contexts outside of the classroom. This domain is similar to Domain Six with the added expectation of speaking up to advocate for the teaching profession. Again, this is difficult for many teachers if they struggle with confidence in doing work beyond the classroom.

Domains One, Two, Four, and Five require less attention beyond the classroom. Domain One requires teachers to strive to create an inclusive culture where diverse perspectives are welcomed in addressing challenges. Domain Two requires a teacher model and facilitates the use of systematic inquiry for ongoing learning and development. Similarly, Domain Four, facilitating improvements in instruction and student learning, requires the teacher to be a continuous learner modeling reflective practice based on student results. Finally, Domain Five, promoting the use of

assessments and data for school and district improvement, is not difficult as the culture of schools has become hyper-focused on assessment. The challenge with this domain is the requirement to collaborate with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies.

Conclusion

The National Board Certification Project (NBC Project), developed by the Northeastern Nevada Regional Professional Development Program (NNRPDP), was designed to support a cohort of educators on their journey to earn National Board Certification or renewal of certification. Specifically, support was provided for participants to examine their teaching practice, analyze results of that practice, and implement necessary change in accordance with National Board Certification component requirements.

All six cohort participants successfully submitted both components supported during the NBC Project. Data suggests the NBC Project clearly achieved two of the three intended outcomes: participants felt supported while working through the component requirements, and participants changed their instructional practice according to component requirements. As for the third intended outcome, it is unclear if participants grew as teacher-leaders. The pre/post data does not clearly show growth. This may have been caused by timing of survey administration or any number of internal validity concerns. Because this project will continue next year, we will revise our methods to measure teacher leadership growth. We may also include supports for teachers feeling less confident engaging with families and community beyond the walls of their classroom.

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Kindergarten Writing Workshop

Introduction

Nevada's Academic Content Standards (NVACS) place an extraordinary emphasis on writing. Calkins, Ehrenworth, and Lehman (2012) noted "writing is treated as an equal partner to reading" (p. 102). Furthermore, they go on to state "writing is assumed to be the vehicle through which a great deal of the reading work and reading assessment will occur" (p. 102). Correspondingly, writing is the vehicle of learning and assessment for all academic subjects. Thus, a focus on writing workshop (Calkins, 2013a) in the early grades benefits students' ongoing learning needs and incorporates NVACS. The outcomes of this learning opportunity for Local School (LS, a pseudonym) kindergarten teachers are:

1. Students will move forward as writers at least one grade level by writing daily in a workshop structure.
2. Teachers will collaborate in a team to refine their writing workshop teaching skills and include daily writing workshop and instruction (4 or 5 days weekly), the mini-lesson, and analysis of student writing using learning progressions.

LS kindergarten teachers are supported in learning writing workshop methods through structured Professional Learning Community (PLC) meetings, as well as collaborative discussions, reflection on practice, and supported implementation of writing workshop. Improved student writing outcomes did result from this intentional professional learning. Writing workshop (Calkins, 2013) consists of a systematic daily writing structure. The basics of the structure include student assessment and analysis, teacher mini-lessons, student independent writing, conferring with writers, and sharing writing. Teachers use this framework to move writers forward in their writing ability based on individual needs.

Instructional Context

Northeastern Nevada Regional Professional Development Program (NNRPDP) supports the professional learning needs of teachers in northeastern Nevada. The Northeastern region encompasses a large geographical range with many small towns and rural areas. LS, a Title I school in the region, requested support from NNRPDP coordinators. LS serves an ethnically and socioeconomically diverse student population. Based on prior low achievement scores (all subjects), LS kindergarten teachers (five teachers) and their local administration team requested support from NNRPDP coordinators for improving student writing outcomes through use of writing workshop.

Initial Data and Planning

LS kindergarten teachers' current content knowledge of writing workshop was informally assessed. Overall needs included the ability to analyze student writing, identify students' writing levels based on learning progressions, and improve student writing growth. LS kindergarten teacher team strengths included professional communication, team support, and a belief that writing is extremely important for kindergarten learners. These strengths demonstrated a readiness and willingness to learn and begin implementation of new learning, in this case the writing workshop. Based on teacher responses to questionnaires, specific writing workshop learning needs included overall structure of workshop, use of learning progressions, analysis of

student writing, assessment, mini-lessons, independent writing time, and management of workshop model. The professional learning was designed to address these needs and support teachers in writing workshop implementation.

Learning Design

The learning design of the writing workshop professional learning was informed by Guskey's Five Levels of Professional Development and based on Learning Forward's Standards for Professional Learning. This learning opportunity also incorporated readings, discussions, and reflections encompassing the NVACS-Writing. The professional learning was delivered by a regional coordinator through regularly scheduled PLC meeting times and teacher prep times with some time outside the contract day needed for content reading. There was one initial half-day PLC meeting, and then monthly 45-60 minute meetings throughout the school year. Implementation of writing workshop occurred in each teacher's classroom. In-the-moment coaching and co-teaching experiences occurred in multiple classrooms on a rotating schedule.

Measurement

LS kindergarten teachers' learning was measured using pre- and post-questionnaire responses and responses to *I used to think…Now I think* prompts. Student learning outcomes were measured using beginning-of-year and end-of-year writing samples.
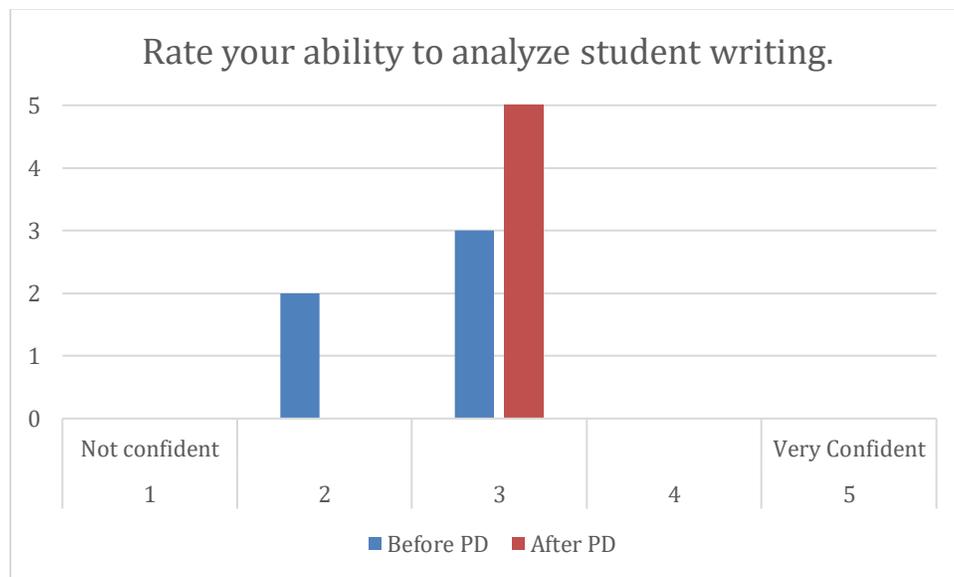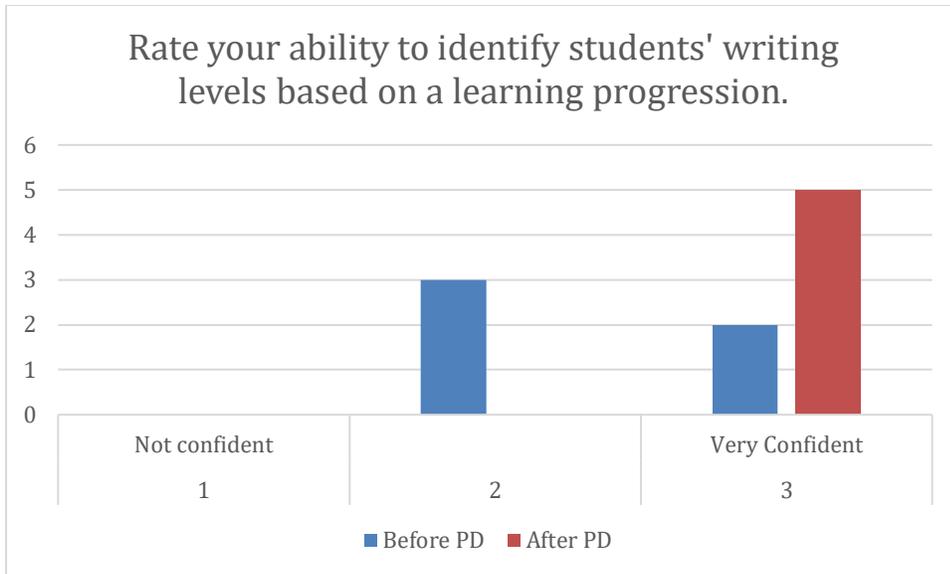
Results and Discussion

Figure 20: Ability to Analyze Student Writing

The ability to analyze student writing results indicate LS kindergarten teachers' level of confidence following the professional learning. Clear growth is noted, growing from less confident to feeling more confident in their abilities.

Figure 21: *Ability to Identify Students' Writing Levels*

The *ability to identify students' writing levels based on a learning progression* results indicate LS kindergarten teachers' level of confidence following the professional learning. Clear growth is noted with all LS kindergarten teachers in the very confident category.

The post assessment responses collected from *What collaboration strengths does your team have?* included:

- *They were able to see the positive of progression that the students made.*
- *We are good at sharing ideas of implementation.*
- *Since all this material is new to us this year, we have just been trying to work together and figure it all out.*

The collaboration strength responses post assessment noted both growth in student writing analysis (progression of students) and implementation of writing workshop (sharing ideas). Post assessment responses collected from *I used to think…Now I think…* prompt indicated a significant change in perception.

- *I used to think my class would do better with writers' workshop but not as good as they have done. Now I think writers workshop helps every student progress at whatever level they are at.*
- *I use to think writing was hard now I think I can guide my students through various genres of writing.*
- *Kindergarteners can really learn to write if they are taught proper techniques with a lot of examples and reinforcement!*
- *I used to think that I was not getting the point of the lesson across. Now I think some kids just came to the spot where they are ready for that lesson later than others.*

Results and Discussion, continued

Personal communications with LS kindergarten teachers at end-of-year PLC meetings noted overwhelming surprise at the increased writing abilities exhibited by their students which they attribute to implementation of writing workshop. Personal communications with LS

administrators indicated an overwhelming increase in kindergarten assessment scores (all subjects) which they attributed to the kindergarteners' growth in writing this school year.

Figure 22: *Kindergarten Writing*

Student A Beginning-of-Year Analysis

Student A's writing sample (Figure 22, labeled 8-29) was in response to an on-demand, narrative assessment prompt. For example, *"I'm eager to understand what you can do as writers of narratives of stories so today will you please write the best personal narrative that you can write?"* (Calkins, 2013b, p. 182). The narrative learning progression was used to determine writing level. Student A was in the pre-kindergarten level (or earlier, the writer struggled with

his name and did not label the pictures). The writer was able to draw and had some "writing." Student A wrote a number and random letters in her text. The writer used periods that appear to be random. The writer filled all three text lines available. Student A seems to understand left to right progression in text as well as the importance of text to communicate a message. The illustration appears to be hearts and something else, but it lacks the detail needed to determine context.

Student A End-of-Year Analysis

Student A's writing sample (Figure 22, labeled 5-15) was in response to an on-demand, opinion assessment prompt. For example, *"Think of a topic or issue that you know and care about, an issue around which you have strong feelings. You will write your opinion and tell some reasons why you feel that way"* (Calkins, 2013b, p. 86). The opinion learning progression was used to determine writing level. Student A wrote an opinion. "we shund not cut a lot of papr." (We should not cut a lot of paper.) Reasons included "and it whil whast the tree and then we whont breeth." (It will waste the tree and then we won't breathe.) Another reason, "by cus it whil hrnt the tree." (because it will hurt the tree). The writer went from one-page (fall) to a three-page booklet (spring). The writer used the transition word "because" and included details in pictures and words. The writer wrote letters for the sounds she heard, used appropriate developmental spelling, put space between words, and ended sentences with a period. Based on learning progression analysis and placement of this sample on the progression, this writing sample level would be kindergarten.
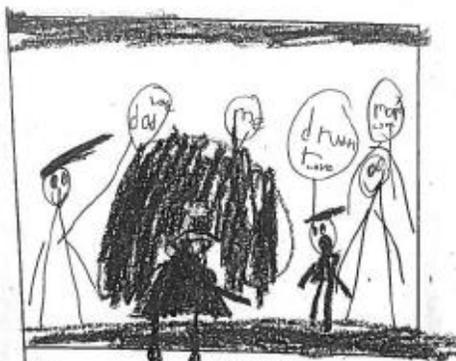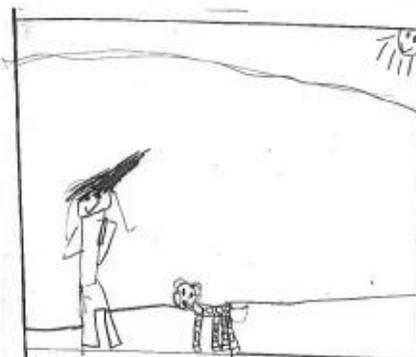
Figure 23: Kindergarten Writing Sample

Student B Beginning-of-Year Analysis

Student B's writing sample (labeled fall) was in response to an on-demand, narrative assessment prompt. For example, *"I'm eager to understand what you can do as writers of narratives of stories so today will you please write the best personal narrative that you can write?"* (p. 182, Calkins, 2013b). The narrative learning progression was used to determine writing level. Student B was in the pre-kindergarten level. The writer told a story with a picture and words. "I can walk

my dog" (with no spaces). The picture is labeled with "me" and "dog" and an illustration of each.

Student B End-of-Year Analysis
Student B's writing sample (labeled spring) was in response to an on-demand, narrative assessment prompt. For example, *"I'm eager to understand what you can do as writers of narratives of stories so today will you please write the best personal narrative that you can write?"* (p. 182, Calkins, 2013b). The narrative learning progression was used to determine writing level. Student B went from one-page (Figure 23, fall) to a three-page booklet (Figure 23, spring). "I have a baby bruthr (brother)." (Figure 23, p.1) "Me and my bruthr (brother) and my mom and my dad too." (Figure 23, p. 2) "I love my grandpa and my dog too." (Figure 23, p. 3) The writer told, drew, and wrote a whole story. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell. The writer put spaces between words and wrote capital letters to start every sentence. The writer ended sentences with punctuation. Based on learning progression analysis and placement of this sample on the progression, this writing sample was at the kindergarten level.

Conclusion
Based on these data the LS kindergarten teachers met the outcomes. Evidence is provided for each outcome:
1. Students will move forward as writers at least one grade level by writing daily in a workshop structure.
    a. *Beginning-of-year and end-of-year student writing samples analyzed with learning progressions indicated clear growth of at least one year in the majority of students.*
2. Teachers will collaborate in a team to refine their writing workshop teaching skills, include daily writing workshop and instruction (4 or 5 days weekly), the mini-lesson, and analysis of student writing using learning progressions.
    a. *The team consistently collaborated about implementation, analysis of student writing, student progress, and use of learning progressions.*
    b. *Teachers implemented writing workshop basic structure into their classrooms, encouraging daily independent writing and the management techniques needed to ensure the effective use of independent writing at the kindergarten level.*
    c. *Writing instruction occurred at minimum 4 or 5 days per week.*
    d. *Teachers refined their use of a writing mini-lesson including pacing of the NVACS.*

LS kindergarten teachers indicated a need for follow-up professional learning about writing workshop in the areas of "conferring with students" and "management of student data" as they continue with implementation of the writing workshop into the next school year. Further professional learning opportunities are imperative to support LS kindergarten teachers as they learn and apply strategies, skills, and develop pedagogical expertise in writing that benefits student achievement.

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Increasing Awareness of Nevada's New Social Studies Standards

Introduction

The Nevada Department of Education recently developed and adopted new social studies standards. The new standards are meant to provide teachers a framework of skills and content knowledge to empower students to be successful in a rapidly changing and diverse society. The standards include the four content areas found in the previous standards--history, civics, geography, and economics--and an additional multicultural content area, incorporated through all grades and based on Senate Bill AB 234 which passed in 2015. In addition to the content standards, each grade level includes a set of disciplinary skills and dispositions which increase in complexity throughout the grades. These disciplinary skills and dispositions are based on the College, Career, and Civic Life (C3) Framework for Social Studies, a guidance document created for states to use to upgrade their standards. The disciplinary skills embody an inquiry-based approach to teaching the content standards and include teaching students to construct compelling questions, gather and evaluate sources, develop claims and use evidence, communicate and critique conclusions, and take informed action. The outcomes of this learning opportunity were to build awareness of the new standards, understand ways to teach them, and provide relevant resources for planning and teaching lessons.

Instructional Context

The new social studies standards impact hundreds of teachers K-12 in diverse contexts across the far-reaching northeastern region. The need for information and support for all of these teachers to understand and then implement the new standards makes face-to-face classes for this work next to impossible. To meet this need, an NNRPDP coordinator developed on online course, which will be taught twice yearly and offered the course to K-12 teachers region wide spring semester 2018.

To ensure instructor access and support for all learners, the course was limited to thirty participants. Slots quickly filled, and a waitlist formed. Diverse participants included eighteen K-5 teachers, ten 6-12 teachers, a school administrator, and a librarian from four of the six counties NNRPDP represents - three Humboldt County teachers, twenty-one Elko County teachers, three Eureka County teachers, and one White Pine County teacher.

Initial Data and Planning

All teachers K-5 and social studies teachers 6-12 must teach the new social studies standards. In order to teach them well, they need to know the content required as well as the inquiry approach to teaching the content that is the heart of the new disciplinary skills. For many teachers, this is not just a stretch, it is a paradigm shift. Social studies instruction based on reading a textbook, memorizing facts, and taking a test will not meet these standards nor will it prepare students to function in and contribute to an increasingly complex society. Teachers need support to learn about and embrace new standards and new methods for teaching.

Informal data indicates a need for elementary teachers to recognize the urgent need to teach social studies. Because social studies is not a subject included in high stakes testing, it is often put on the back burner. In a pre-survey, one 1st grade teacher admitted, "We are not currently teaching social studies in the classroom." Data collected informally suggests the need for

dedicated social studies teachers at the middle and high school levels to implement effective methods for teaching social studies.

Learning Design

The learning design of the professional development was informed by Guskey's Five Levels of Professional Development (2002) and Learning Forward's Standards for Professional Learning (2011). Theories of adult learning (Knowles, 1984) informed the design as did current research focused on effective online learning environments and tasks and Universal Design Theory (UDL).

The five week, five module online course was built to accommodate teacher schedules allowing them to complete the course in a relatively short time frame. Participants who completed the course received one Southern Utah University (SUU) credit associated with fifteen hours of coursework.

To engage learners and establish social presence, an affective quality of effective online learning, each module included an asynchronous video overview from the instructor. As the course progressed, the video module overview included feedback specific to the previous module. Frequent communication with learners, including answering questions and providing encouragement and feedback, occurred through announcements to all participants as well as individual communication and feedback via email and text messages. Each module included a variety of collaborative opportunities including whole class discussions, small group cross grade level discussions, and small group discussions with participants in similar grade bands.

Throughout the online modules, tasks placed learners in an active role incorporating an inquiry-based approach. Learners explored and applied the standards and disciplinary skills in three ways:

1. Making connections to existing frameworks - practices in mathematics, science and English Language Arts and to the Nevada Educator Performance Framework (NEPF),
2. Using an Inquiry Design Model (IDM; see Appendix D) blueprint to analyze and modify lessons. This blueprint is a tool created by the authors of the *C3 Framework: Inquiry-Based Practice in Social Studies Education* to help teachers design robust, purposeful inquiry-based instruction.
3. Designing and completing an inquiry for their own learning using the IDM blueprint based on self-assessment and reflection. Table 18 below shows the course outline including modules and objectives.

Table 18: Course Outline-Exploring NVACS Social Studies

Module	Objectives
Module 1: Why teach social studies?	Build community Affirm the crucial role of social studies education
Module 2: What are the new standards?	Discuss the new standards and associated disciplinary skills and dispositions Compare the disciplinary skills outlined in the new standards with the practices defined in the math, science, and ELA standards

Module	Objectives
Module 3: How will I teach the new standards?	Use the Inquiry Design Model (IDM) blueprint (see appendix D)
Module 4: Where can I find resources? How will I incorporate NEPF standards?	Analyze a lesson from C3teacher.org using the IDM Modify the same lesson to meet NEPF standards
Module 5: What are my next steps?	Design and complete an IDM for next learning steps as an instructor

Measurement

Several measurements were used to determine the effectiveness of the online course in developing awareness of the new social studies standards and associated disciplinary skills. Participants completed a pre-post self-assessment including three questions using a one to five Likert scale where 1 indicates no understanding and 5 indicates advanced understanding. The self-assessment also included a short description of a recent social studies lesson. Final reflections provided additional valuable information regarding how the course met the needs of participants as well as suggestions for revising the course.

Results and Discussion

Participants gained a significantly greater understanding of the new social studies standards and of the inquiry approach inherent in the disciplinary skills and dispositions that accompany the standards.

Scaled Response Questions
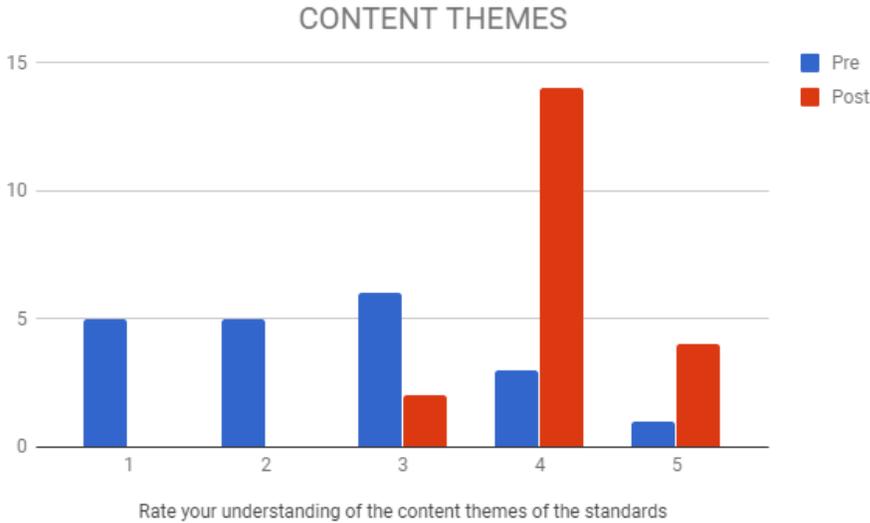
Figure 24: Content Themes

Participants' understanding of the content themes of the standards increased from 50% having no to slight understanding on the online pre-self-assessment to 90% having solid to advanced understanding on the online post self-assessment.
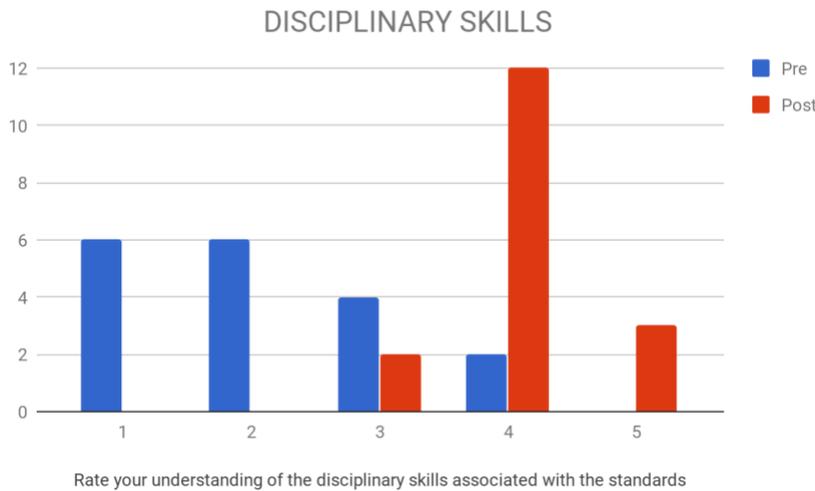
Figure 25: Disciplinary Skills

Participants' understanding of the disciplinary skills associated with the standards, the inquiry arc, increased. Most indicated little to no understanding of the disciplinary skills and dispositions at the beginning of the course whereas 83% felt they had a solid to advanced understanding at the conclusion of the course.
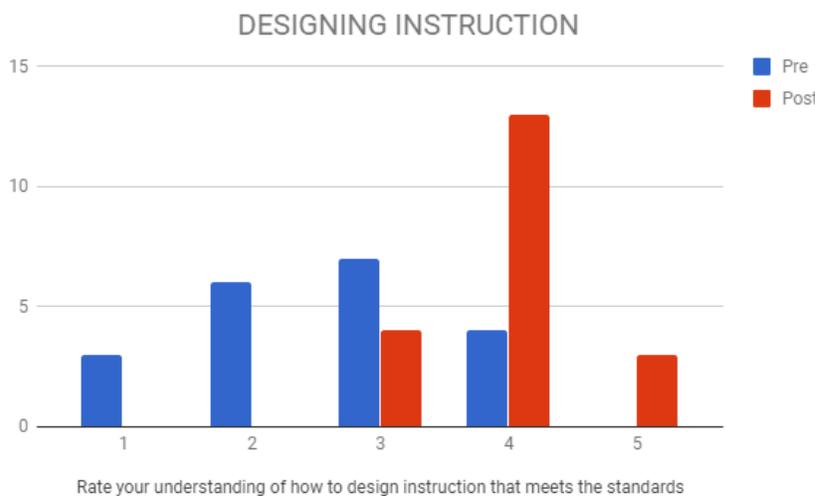
Figure 26: Designing Instruction

Participants grew in their understanding of how to design instruction that meets the new standards. At the beginning of the course, 80% rated their understanding in the lowest three categories of the scale compared with 80% rating their understanding in the top two categories indicating solid to advanced understanding on the online post self-assessment.

Lesson Analysis
Participants described a recent social studies lesson taught prior to beginning the course and again at the end of the course. The regional coordinator analyzed the two lessons for patterns and trends. Regarding content themes addressed--history, civics, economics, multicultural, and geography--there was little difference in the lessons described at the beginning compared with the lessons described at the end. History was the content theme addressed in the majority of lessons described both prior to the course and at the end of the course. Few lessons integrated multiple content themes and none explicitly focused on the geography theme. However, regarding the disciplinary skills and dispositions--questioning, gathering and evaluating evidence, developing claims and using evidence, communicating and critiquing conclusions, and taking informed action--interesting trends emerged. In analyzing the lessons described prior to starting the course, 21% showed evidence of integrating one or more disciplinary skills and dispositions whereas 34% of the lessons described at the end of the course showed evidence of integration of one or more disciplinary skills. Key to an inquiry based approach to teaching social studies is igniting curiosity through asking questions, both teachers and students, to drive investigations. Just 5% of the lessons described prior to the course showed evidence of teacher and/or students generating questions about a social studies topic compared with 48% of the lessons described at the end of the course showing evidence of teacher and/or students generating questions about a social studies topic.

Feedback/Reflections
At the end of the course, participants were asked to reflect on the course and provide feedback for the instructor regarding what best facilitated the learning and what could have better facilitated learning. Comments shown below indicate that the course was successful in creating understanding of the new standards and associated disciplinary skills and dispositions using an inquiry-based approach to teaching them and reliable and effective resources.

I am glad I made the effort to take this course. I now have a much better understanding of the new Social Studies Standards, what they mean…. The result? They aren't nearly as scary and intimidating as they were when I started on this course a month ago! The trick for me will be adapting the materials and resources I already have and coming up with more theme-based/inquiry type projects.

The modules and assignments in this class really made me dive into the content standards, learn the disciplinary skills, and then put my learning into action by creating and completing the different assignments. I had honestly never looked at the content standards for Social Studies in NV since I student taught, so this was really good for me!

I feel I have a better understanding of inquiry in the social studies subject, and I am excited to try out some of the resources provided in the course.

I learned a lot about the new standards and have a new list of wonderful online resources.

I'm a lot more excited about the new standards now as I have a much clearer picture of what the implications are for how they are set up. I also see how taking an inquiry approach is a much more conducive method for teaching history thematically. I think it will lead to higher

engagement levels and align with the C3 framework much more than the traditional chronological approach does.

I learned so many different strategies to teach Social Studies or any subject matter to my students.

Conclusion

Based on the data, participants met the outcome of awareness of the new standards, methods to teach them, and go-to resources for planning and teaching lessons. Participant responses indicate greater confidence to implement the new standards and also a need for follow-up support to truly implement the standards effectively.

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Teacher Academy Cohort 4: A Deep-Dive into NEPF

Introduction

For regional professional development programs to facilitate impactful professional learning, shifting from teacher acquisition of new knowledge to reflective practitioners is a must. The Northeastern Nevada Regional Professional Development Program (NNRPDP) met this challenge by facilitating Teacher Academy 2017-18, cohort 4, in conjunction with small collaborative groups called Critical Friends Groups (CFG™).

The overarching outcome of Teacher Academy was to improve instructional practices through the implementation of high-leverage instructional standards known as the Nevada Educator Performance Framework (NEPF). Teacher Academy focused on the first two goals of NEPF: 1) foster student learning and growth, and 2) improve educators' instructional practices (NDE: NEPF FAQ, 2018).

The following vignette provides an image of what it might look like for teachers to work with colleagues in Teacher Academy to deepen their knowledge of instructional practices aligned to the NEPF.

Vignette:

> Forty teachers from northern Nevada convene for a day of learning about NEPF Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies. Teachers come prepared with background knowledge by reading and annotating the literature review for this standard. The day begins with a reminder to be the kind of learner you expect your students to be and to lean into discomfort. After a quick overview of the day, the focus is on *Indicator 1: Teacher provides opportunities for extended productive discourse between the teacher and students and among students*. To better understand extended productive discourse as described in Indicator 1, teachers engage in two tasks – a Tug of War task designed to explore multiple perspectives around a dilemma, and Stronger and Clearer Each Time (SCET), a strategy designed to utilize the power of collaboration to clarify thinking. In the Tug of War task, a dilemma, the pros and cons of rewards in education, is presented by the regional coordinators. Teachers work in collaborative groups to generate factors (tugs) that "pull" at each side of the dilemma. Collaboratively, members of the group place each tug, or factor, on the line representing a rope used in Tug of War. The tugs, or pros and cons, vary in importance, or weight, making placement on the rope crucial in the attempt to pull the other side across the middle. Important factors are often placed near the end of the rope to represent anchors while factors that make little difference are placed closer to the fulcrum. The ensuing discourse is influenced by research, experiences, examples, or philosophical beliefs as well as the diverse personalities engaged in the argument.

> At the culmination of the Tug of War task, teachers reflect on how well the task provided opportunities for meaning making through extended productive discourse. With this reflection in mind, facilitators introduce the next task, the Stronger and Clearer Each Time strategy, illustrated in a video of grade 3 students (Zwiers & Crawford, 2011). They also provide teachers with a graphic organizer to scaffold the new strategy.

Reflecting on the thinking and learning opportunities produced by the Tug of War task, teachers are asked to consider the alignment to *Indicator 1: Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students* and write his or her initial thoughts regarding the indicator in the graphic organizer.

Teachers pair up to compare ideas, evidence, and language with the goal of making their original thought stronger and clearer. After comparing with two other partners, the final task is to revise their original idea incorporating their partner's ideas, to articulate concluding thoughts about what it means for a teacher to provide opportunities for extended, productive discourse between the teacher and students and among students.

The final task culmination asks teachers to reflect on their own learning and self-assess their understanding of NEPF, Indicator 1.

This structure of learning from acquiring background knowledge by studying the literature review, followed by engaging in tasks that lend themselves to specific NEPF standards and specific indicators, demonstrates what NEPF actually looks like. Moreover, giving teachers the opportunity to evaluate the skills and learning required to complete a task using the performance levels of the NEPF solidifies their understanding of these standards.

Instructional Context

Teacher Academy, cohort 4, was offered to every school in the six northern school districts that are encompassed in the NNRPDP's designated service area. Each school principal was given the following email, "*Teacher Academy targets committed teachers who embrace learning and change so please begin thinking about teachers at your school who would benefit most from this opportunity. Past participants from your school have suggested _____ & _____. I will contact you by phone shortly to follow up and get the names of your nominees.*" Nominations from administrators, along with recommendations from alumni Teacher Academy participants helped ensure support for this professional learning. Teachers were carefully selected based on their applications.

Teacher Academy 2017-18 was made up of 39 teachers from 24 schools, representing grade levels kindergarten to high school (see table 19). The diverse cohort included a high school agriculture teacher, special education teachers, charter school and public school teachers, teachers in self-contained contexts as well as departmentalized contexts, teachers from small departments, and solo teachers who are the department. Some teachers traveled 180 miles one way to attend the full day sessions and collaborate with colleagues.

Table 19: Teacher Academy Participants by District and Grade Level

District	Number of Schools	Number of Teachers	K-5	6-8	9-12
Elko	13	21	14	3	3
Eureka	1	1	1	0	0
Humboldt	4	9	7	2	0
Lander	3	6	2	2	2

District	Number of Schools	Number of Teachers	K-5	6-8	9-12
White Pine	2	2	1	0	1
Total	24	39	26	7	6

Demographics of the students taught by the cohort 4 teachers are also diverse. Multicultural populations of Native Americans, Asians, Hispanics, Blacks, and Whites make up the demographics. There are English language learners, special education students, and many students who qualify for free or reduced lunch/breakfast. It is not uncommon for any one teacher to have one or more students in each of the above subcategories.

Initial Data and Planning

NNRPDP launched the first cohort of Teacher Academy in 2014-15 in response to the passage of AB222 which outlined the expectation of a statewide performance evaluation system for teachers and school administrators. Nevada Department of Education tasked the Regional Professional Development Programs to administer trainings on the NEPF. The depth of the framework and the limited number of teachers who could be supported in each year's Teacher Academy led to continued cohorts in subsequent years. Teacher Academy 2017-18 was cohort 4 serving veteran teachers as well as teachers in the first few years of their careers. Responses to application questions revealed the need to understand the theoretical underpinnings of the NEPF as well as practical instructional and pedagogical strategies aligning to the NEPF. For example:

> What do you want to learn about improving your pedagogy through the NEPF instructional standards?
>> *As an instructor, I want to continue to learn how to perfect the craft of teaching, by implementing all NEPF instructional standards on a daily basis. All students deserve to be in a collaborative learning environment where they can work with others to show their critical thinking and metacognitive skills. I would like to learn about more strategies to increase student participation and dialogue where students are using accountable talk strategies to facilitate their own classroom discussions based off of instructional content.*

> What exactly meets NEPF Standards?
>> *Since I am the only teacher at my school, I am responsible for the delivery of all subjects. Having a better understanding of the NEPF instructional standards will help me in the delivery of these subjects to my students. The fact that I will be working with other teachers will help me to view these standards from different perspectives. As of now, I have little or no interaction with other teachers in our district. Being able to witness how other teachers apply these standards will help me become a better teacher.*

Cohorts 1, 2, and 3 supported a total of 134 teachers. This is a mere 12% of the teachers in the NNRPDP region. Continued professional learning focused on NEPF is crucial for the remaining 88% of the region's teachers.

Guided by John Murray's *Designing and Implementing Effective Professional Learning*, as well as Thomas Guskey's Five Levels of Professional Development (2002), regional coordinators collaborated in the initial planning creating a broad overview of the professional development opportunity that included both full day Teacher Academy and half-day CFG. Through careful consideration of teacher location, grade level, and subject area, coordinators created diverse and equitable CFGs.

Pairs of coordinators assigned a specific NEPF standard and planned content details for the full day Teacher Academy as well as content for the accompanying CFG. Peer feedback guided planning of content delivery, participant engagement and interaction, reading assignments, intentional questioning, and reflection prompts.

Learning Design

Teacher Academy cohort 4 began with an orientation day in August 2017 prior to the start of the school year. Teachers arrived excited about this unique professional development opportunity. They were energized and easily motivated. Being nominated by their principals and having to apply for Teacher Academy set the tone for this elite opportunity.

Following orientation, Teacher Academy met as a whole group for five full-day content trainings beginning in September 2017 and concluding in February 2018. This targeted, sustained professional development, extended throughout the school year, gave teachers an opportunity to reflect on the learning and implement it into their classrooms. Facilitated by NNRPDP coordinators, each of the five days focused on one NEPF standard and its indicators. Each day began with learning outcomes and success criteria. Throughout the day, coordinators intentionally modeled instructional strategies and pedagogy aligned with the NEPF standards. Learning included a deep dive into the meaning of each indicator, examples of instructional strategies aligned to the standards and indicators, and research that supports each standard. In addition, teacher participants used the NEPF performance levels to evaluate the effectiveness of the strategies and tasks of the day. Careful planning ensured that participants had opportunities to experience the standards and indicators first-hand throughout the day.

In addition to the full day professional learning, teachers deepened their NEPF knowledge by participating in CFGs. These half-day professional groups, limited to five or six teachers per CFG, met in between whole day Teacher Academy to provide additional support for implementation. CFG also met the last hour of the whole day Teacher Academy. CFG work included looking at student work together, professional reading and reflection, and supporting each other as professionals. The members of the CFGs developed a close relationship that allowed this support to happen.

Processing time happened throughout the day and was maximized in their small group CFG during the last hour of Teacher Academy. Teacher reflections and goals indicate learning and intended transfer into their classrooms. For example:

> *Throughout the Teacher Academy I find myself coming in in the morning with*
> *preconceptions and am surprised as to what the standard is really about. I am motivated*

to really think about my classroom culture and try to purposely analyze what I can do to improve and make things even better.

We were able to have some really good discussions regarding metacognition, formative assessments, safe classroom environments, and dilemmas that we may have in our classroom. I found a lot of value in that we are able to discuss and also share real applications to these concepts. The discussions today allowed me to "feel" what that would look like in my classroom and how to use the strategies to better my teaching.

I really want to get better at teaching standard 4.1. I want to work hard on making sure my students know what they are learning, why they are learning it, and how they will know if they've learned it.

Metacognition plays a much larger role in my classroom than I had originally thought. I want to implement new visual learning strategies for students to utilize. One idea that stood out to me was the concept of taking the initiative in our thinking/learning. I want to show my students how to be "out of the box" thinkers.

Measurement

Teacher Academy participant reflections, NNRPDP evaluations, post surveys, teacher goals, and progress toward individual goals were the measurements used to assess educators' instructional and pedagogical practices aligned to NEPF standards and indicators. Additionally, teachers created a year-in-review presentation showcasing take-aways from the experience.

NNRPDP Evaluation

The NNRPDP evaluation consists of seven self-assessment statements which are rated using a 1-5 Likert scale. Participants completed this evaluation at the end of every Teacher Academy full day and every half-day CFG.

Teacher Reflection

Participants completed an open-ended reflection after every Teacher Academy session and CFG. To support teachers in reflecting deeply, reflection prompts from the National School Reform Faculty were provided. NNRPDP coordinators reviewed these reflections and considered the feedback when debriefing each Teacher Academy and planning for the next session.

Post Survey

At the conclusion of Teacher Academy cohort 4, participants were asked to respond to a questionnaire designed to measure various attributes of their learning. Educators responded to questions regarding
- understanding of NEPF standards and indicators;
- confidence in implementing NEPF standards and indicators;
- self-assessment of standards most effective in implementing;
- individual learning that impacted instructional pedagogy; and

- affective benefits of Teacher Academy.

Goal and Progress

At the culmination of each CFG, teachers routinely set a goal based on the content learning of CFG or Teacher Academy. Reflection on progress was recorded in a shared document and reported during the CFG. The goal setting and reporting protocol provided evidence of teachers changing instructional practice aligned to the NEPF.

Results and Discussion

Results from the NNRPDP evaluation (see figure 27) demonstrate teachers' self-assessment of learning progress as a result of Teacher Academy. The collective evaluation ranges from 4.34 to 4.85 on the Likert scale of 1 to 5 where a rating of 1 indicates not at all and a rating of 5 indicates to a great extent.
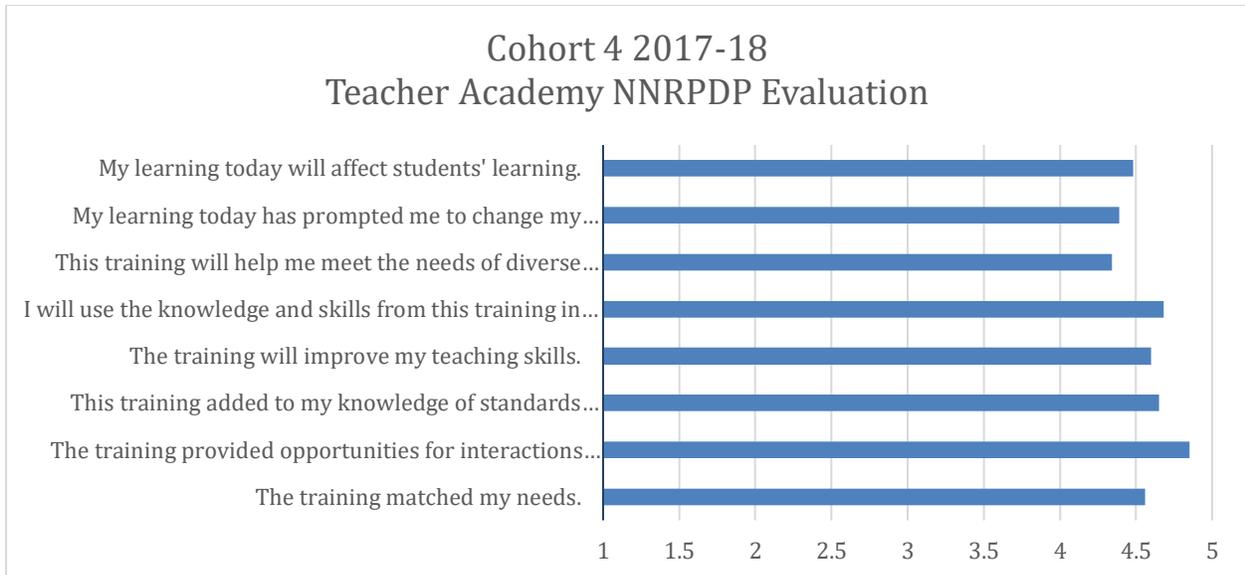
Figure 27: Teacher Academy Evaluation

Reflections from participating teachers related to instructional and pedagogical strategies required to meet the NEPF standards and indicators include

- *My biggest take away from Teacher Academy was the deepened understanding of the NEPF that I am evaluated on and the toolbox of strategies that will enhance my instruction with purpose.*
- *Teaching is a fluid practice; strengthen teaching through NEPF indicators and truly understanding them and now they promote quality teaching and learning.*
- *Participating in Teacher Academy has helped deepen my understanding of the NEPF standards as well as analyze how to better understand my student's thinking and how to help them make connections. I need to minimize teaching top down and allow students the opportunity to take responsibility for their own learning.*
- *I have a better understanding of the NEPF standards, which I implement daily in my classroom. This process has helped me synthesize this information and implement new strategies in my classroom.*

Highly correlated to the NNRPDP evaluation's results, the Teacher Academy post survey indicates a deep understanding (see Figure 28) of the five NEPF standards and indicators by participants as well as high levels of confidence (see Figure 29) to implement them.

Figure 28: *Impact of Understanding NEPF*

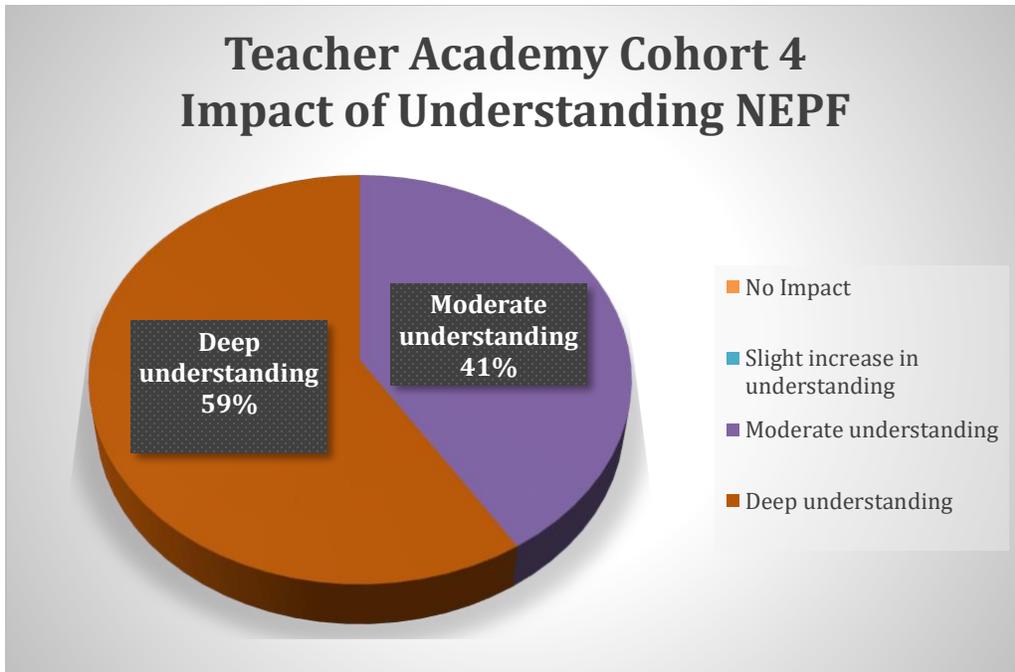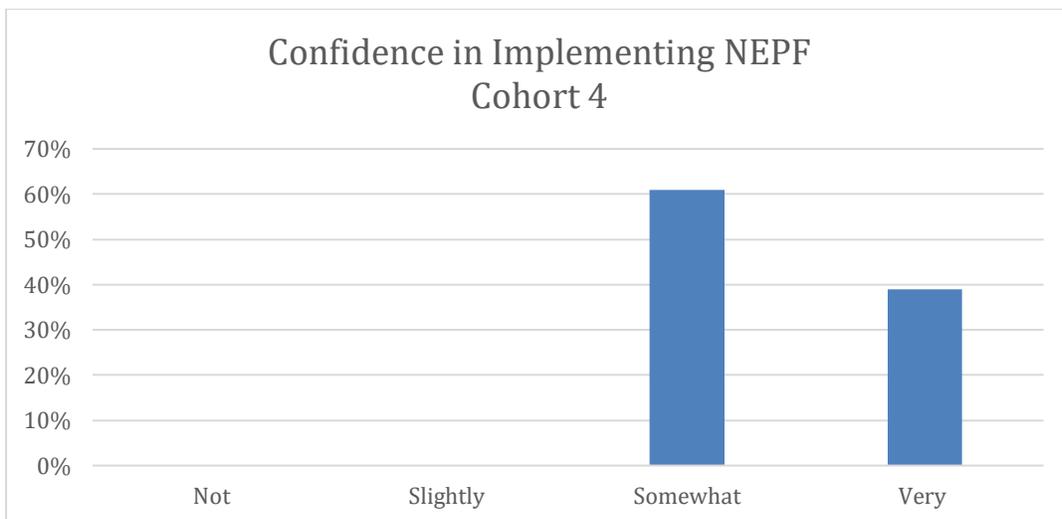**Figure 29:** *Confidence in Implementing NEPF*

Affective Benefits

Teachers reported secondary benefits stemming from Teacher Academy having a profound impact on teaching and learning that extend beyond the professional development experience. Four major benefits surfaced in the teacher reflections:

- Teachers stated being more reflective of their instructional practices than before attending Teacher Academy.
- Teachers often summarized Teacher Academy as rejuvenating.
- Teachers felt more confident to share what they learned, not only with their students, but also with their colleagues.
- Teachers indicated the value of professional interactions during Teacher Academy.

The questionnaire asked teachers to rank the secondary benefits (see figure 30) in order of greatest impact. *More reflective of my practice* was overwhelmingly popular with 59% of the responses ranking it first. The graph below indicates the breakdown of the ranking.

Affective Benefits of Teacher Academy
Cohort 4 Responses

- 3%
- 15%
- 23%
- 59%

Legend:
- Professional interactions
- More reflective of my practices
- Rejuvenating
- Confidence to share
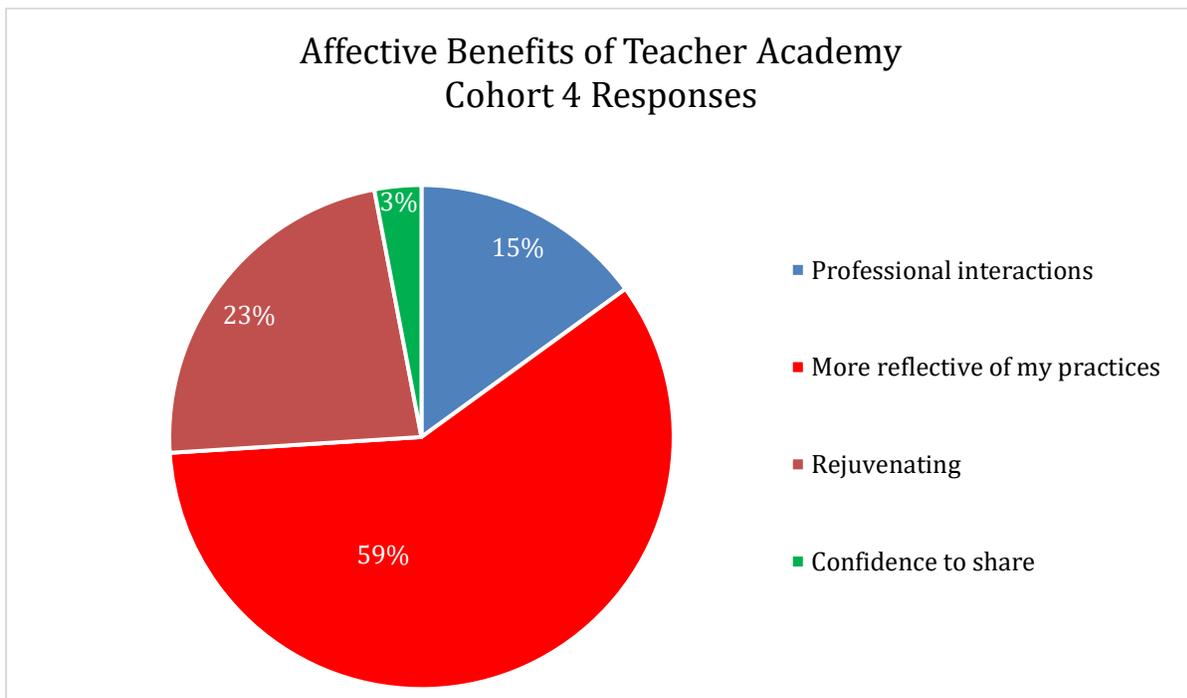
Figure 30: *Affective Benefits of Teacher Academy*

Further evidence indicates teacher transfer of knowledge and skills acquired in Teacher Academy. This was identified by their self-reported goals and progress made (see table 20).

Table 20: *Teacher Academy Self-Reports Goals and Progress*

Goal	Progress Toward Goal
Work on clarifying my learning goals and start brainstorming ways for students to track their own data.	My learning goals are now crystal clear and stated on the board for every class. I discussed this with my students and they truly appreciate knowing what they are expected to learn. Definitely keeping this up! I am still working on ideas for metacognitive trackers. Students' metacognition is also my professional goal for the NEPF this year.
I would like to routinely help my students in thinking about their own thinking,	I am doing well asking questions to help my students think about their own thinking. I am

Goal	Progress Toward Goal
understanding why and how they can be more successful.	doing this more routinely and it's been great to see the kiddos sharing their thinking and being able to tell why they thought that, and what do they need to do better.
I want to continue facilitating curiosity. I would also like to try the Close Viewing protocol with a video to encourage students to become critical viewers.	I am still encouraging curiosity. My students are feeling a little more comfortable with this. I have been using it mostly in social studies and I had a kid say, "History sure is confusing without any right answers." I have not used the close viewing protocol for a video but adapted it for an image. The kids are getting so good at thinking critically!

Conclusion

Teacher Academy improved instructional and pedagogical practices through the implementation of the NEPF high-leverage instructional standards evidenced by multiple measures. These results clearly demonstrate a correlation between teachers' understanding of the NEPF standards and indicators and their confidence to implement high quality instructional pedagogy through the lens of the NEPF. The culmination of evidence is a strong indication of teachers' effectiveness and responsiveness to the needs and backgrounds of their students. In addition, 59% of the teachers noted they were more reflective of their practice as a result of Teacher Academy. Being more reflective, as well as the other affective benefits, enhanced their experience during Teacher Academy and have the potential to transfer to many areas of professional practice.

Cohort 5 will take place in the 2018-19 school year. As a testimony to the success of Teacher Academy, 39 teachers have applied and 28% of the applicants are alumni Teacher Academy participants. This tribute both reflects and indicates the need for continued professional learning around NEPF and the value of Teacher Academy across the region.

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Appendices

Appendix A: Jumpstart Agenda

NNRPDP NBCT Candidate Cohort
Jumpstart Day Component 4
Monday, January 8, 2018
5:00 to 8:30

Candidate Center
Component 4 at a Glance
Today's Slides

5:00 to 5:15 Getting Started 15 min.
> Check in to IAV sights
> Gather attendance (each person will sign in on their own)
> Sign into Google Drive
> Go over agenda, get out your materials for Component 4

5:15 to 5:45 Session One: Introduction to Jumpstart Session (Sarah) 30 min.

5:45 to 7:15 Session Two: Digging into Component 4 Documents (Holly) 90 min.

7:15 to 7:45 Session Three: Data Collection: Teachers as Leaders Survey & Planning Doc (Holly/Ketra) 30 min.

Teachers as Leaders Survey 20 min.
- Access the form
- Complete each item
- Submit form

Component Completion Plan 10 min.
- Access your Component Completion Plan you started at our last support day
- Update your document by noting anything completed
- Add New Goals brainstorm or refine existing ideas for what you will do next in your classroom

7:45 to 8:00 Wrapping Up (Sarah) 15 min.
- Digital parking lot check in
- Next Steps

Evaluation - NNRPDP Survey

Appendix B: Support Workshop Agenda

NNRPDP NBCT Candidate Cohort
Support Day Component 4
Monday, January 29, 2018
5:00 to 7:00

Component 1 window March 1 to June 15
Candidate Center
Component 4 at a Glance
Today's Slides

5:00 to 5:15 Getting Started 15 min.
        Check in to IAV sights
        Gather attendance (each person will sign in on their own)
        Go over agenda, get out your standards graphic organizer
        Reflection - Current pedagogical practices reflection

5:15 to 5:35 Session One: Whip Around Check in 15 min. (2 to 3 min. each)

5:35 to 6:45 Session Two: Choice Work Time 70 min.
- **10 min.** make a plan for your work time. **Talk with others, set goals.**
- **60 min. Work time.**

Items you may need:
Artifact share and feedback using a modified tuning protocol and your component 4 rubric
Modified Tuning Protocol
Warm, Cool, Hard, feedback given during protocol
Pocket Guide to Probing Questions

6:45 to 6:50 Session Three: Component Completion Plan 5 min.
- Access your Component Completion Plan you started at our last support day
- Update your document by noting anything completed
- Add New Goals brainstorm or refine existing ideas for what you will do next in your classroom

6:50 to 7:00 Wrapping Up 10 min.
- Digital parking lot check in
- Next Steps
- Evaluation - NNRPDP Survey

Appendix C: Example Email Blast

Dear NNRPDP Cohort National Board Candidates,

Study the Architecture of Accomplished Teaching!
C4 INFO: Candidates, you know that one of the most important documents in your NB toolbox is the Architecture of Accomplished Teaching (AAT). This is the NB version of a unit/lesson plan. If you are working on C4, have you realized that the steps they ask you to take in the Assessment section, follows the AAT? The directions are set up to guide you to show the AAT. When you plan, teach, and assess the unit of study you use for this part, you are demonstrating how you incorporate the AAT into your teaching practice. That is powerful evidence! I have a acronym I use for the AAT (if you have any of my books, you'll see it): SSTARS. S = Students (Knowledge of Students); S = Set Goals; T = Teach; A = Assess (Formative, Student Self Assessments, Summative); R = Reflect; S = Start Over (Use the data/your experience to decide the next steps). Understanding this will help you digest what is asked for in C4. - Bobbie McKee Faulkner

Have you wondered about these same questions?
NBCT Support Group FB page member wrote:
C4 question - if you are using the professional learning to address your student need, then on the Professional Learning need Q2 "Describe the evidence you provided of how you met the learning need," it says to show evidence of the impact of your actions on student learning. This is going to be virtually the same as the answer to Q2 on Student need form, where you show evidence of impact of collaboration on students. Anyone use the same thing? It makes sense to me, but the overlap concerns me.
Responses that seemed helpful: Posted by Bobbie Faulkner
- They are not asking about the same thing. On the PN form you talk about/show evidence about the LEARNING you did to meet the need you described. One way to show evidence of impact is to explain a before/after comparison. The question on the SN form is about COLLABORATION. The impact collaboration had on student learning. The PN learning and the SN collaboration are not the same. Hope this helps.
- I've posted a few times about this dilemma - the advantages/disadvantages of having the PLN and the SN connected. When connected, you may feel like you're repeating info/evidence. If connected, there will be more overlap, but everything shouldn't be identical. In your writing, try to look at the evidence from the 2 points of view, or "lenses of the 2 needs, especially when analyzing and reflecting. Connected, yes...identical, no."

I know this is a lot of information! Hopefully, you will find some of it helpful! See you next Monday, February 26th!

Happy Teaching, Learning, Writing, and Reflecting!
Holly, Ketra, and Sarah

Appendix D: Inquiry Design Model (IDM) Blueprint

Inquiry Design Model (IDM) Blueprint		
Compelling Question		
Standards and Practices		
Staging the Question		
Supporting Question 1	**Supporting Question 2**	**Supporting Question 3**
Formative Performance Task	**Formative Performance Task**	**Formative Performance Task**
Featured Sources	**Featured Sources**	**Featured Sources**

Summative Performance Task	**Argument**	
	Extension	
Taking Informed Action		

Appendix E: Syllabi

August 10, 2017, 8:00 a.m. to 3:00 6 hours of contact time excluding lunch hour
●Orientation
● "Need for Change" presentation by Aaron Hansen
●Critical Friends Group
September 19, 2017, 8:00 a.m. to 3:00 6 hours of contact time excluding lunch hour
●NEPF standard 4.1 and 5 "Assessment", presented by NNRPDP Coordinators
●Critical Friends Group
October 2, 2017, 8:00 to 11:00 am, 3 hours
●Critical Friends Collaborative Group meeting
 October 17, 2017 8:00 a.m. to 3:00 6 hours of contact time excluding lunch hour
●NEPF standard 4, "Metacognition" presented by NNRPDP Coordinators
●Critical Friends Group
October 30, 2017, 8:00 to 11:00 am, 3 hours
●Critical Friends Collaborative Group meeting
November 14, 2017, 8:00 a.m. to 3:00 6 hours of contact time excluding lunch hour
●NEPF standard 1, "Activating Prior Knowledge" presented by NNRPDP Coordinators
●Critical Friends Group
November 27, 2017, 8:00 to 11:00 am, 3 hours
●Critical Friends Collaborative Group meeting
January 9, 2018, 8:00 a.m. to 3:00 6 hours of contact time excluding lunch hour
●NEPF standard 3, "Meaning Making" presented by NNRPDP Coordinators
●Critical Friends Group
February 6, 2018, 8:00 a.m. to 3:00 p.m. 6 hours of contact time excluding lunch hour
●NEPF standard 2, "Cognitive Demand" presented by NNRPDP Coordinators.
●Critical Friends Group
January 22, 2018, 8:00 to 11:00 am, 3 hours
Critical Friends Collaborative Group meeting
●Final reflection and questionnaire

Appendix F: RTI PLP

Northeastern Nevada Regional
Professional Development Program

RTI

District: Region-wide	**School:** K-12	**Coordinator(s):** Hansen
Administrator(s): K-12 Administrators in Elko, Humboldt, Lander, and White Pine Counties	**Audience:** Teachers and Administrators	**Location:** Elko

Outcomes	**Evidence (Guskey)**
Students will:	
Be provided with extra time and support through a system of intervention.	Extra time and support will be provided to students.
Teachers will:	
Learn the foundations of RTI and collaborate with administrators to make decisions collectively to build a viable system of interventions.	Guiding coalitions will begin making decisions in their schools in order to establish a system of interventions.

Actions
Coordinator(s) will:
Present multiple workshops and opportunities for discussion and coaching of guiding coalitions in order to build a system of intervention at each of their school sites.
Administrators will:
Work with teachers to develop a viable system of interventions based on the unique needs and available resources at each of their schools.

NNRPDP Integration of Standards for Professional Learning

Standards for Professional Learning guide our thinking when planning and preparing professional learning opportunities. The Professional Learning Plan (PLP) clarifies outcomes,

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roles, and responsibilities of stakeholders in the learning and also demonstrates the alignment of projects with the standards.

Standard	Alignment
LEARNING COMMUNITIES: **Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.**	The very purpose of the training was to foster the development of collective responsibility for student learning by developing systems of intervention.
LEADERSHIP: **Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.**	The training was designed to empower teachers to work side by side with principals. Principals were taught and had the opportunity to share their power with teachers to collectively make better decisions.
RESOURCES: **Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.**	The training was prioritized by the NNRPDP governing board as a way of reaching school leaders and teacher leader teams.
DATA: **Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.**	The sources of date to be used are educator surveys, student achievement data, and school rankings.
LEARNING DESIGNS: **Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.**	The workshops employed multiple learning modalities including lecture, storytelling, extended discourse, short reads, visual diagraming, and product creation.
IMPLEMENTATION: **Professional learning that increases educator effectiveness and results for all students; applies research on change and sustains support for**	The workshops were designed to help teams hold each other accountable to making changes within their schools. Teams also produced strategic plans and plans for disseminating their plans with the rest of their staff. Ongoing coaching and support was offered to all teams as needed.

Standard	Alignment
implementation of professional learning for long-term change.	
OUTCOMES: **Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.**	NEPF standards require, through multiple indicators, that educators become adept at formatively gathering information about student progress and reacting in the moment and planning for a more intensive reaction. This enhanced assessment practice is at the heart of RTI.

Appendix G: Residency PLP

Residency

District: Elko, Humboldt, Lander, White Pine	School: K-12	Coordinator(s): Byrnes, Gardner, Marich, Parker, Thomson, Westwood
Administrator(s): K-12 Administrators in Elko, Humboldt, Lander, and White Pine Counties	Audience: K-12	Location: Elko, Humboldt, Lander, and White Pine Counties

Outcomes	Evidence (Guskey)
Students will:	
Increase target standard(s) proficiency **Level V:** Pre/Post Assessment Data Student Work Analyses	Student Learning Reflections Participant Reflections Participant Evaluations
Teachers will:	
Increase knowledge and/or skills related to targeted standard(s)	**Level I:** Student Work Analyses Participant Evaluations Participant Reflections **Level II:** Participant Evaluations Participant Reflections **Level IV:** Questionnaires Participant Reflections Consultant Reflections Direct Observation Edthena

Actions
Coordinator(s) will:
During the cycles of the 5-week Residency, coordinators will support participants in meeting identified outcomes through: ● Research analysis and discussion

Actions
- Co-planning   - Demonstrating model lessons   - Co-teaching   - Observing participants' instructional practice   - Structuring analysis of student thinking   - Providing instructional feedback   - Debriefing   - Prompting reflection   - Assisting with refinement of practice
Administrators will:
Indicate support of participant's participation.

Plan/Schedule	
Dates	
Determined with participants	Personalized 5-week Residency plans developed with coordinators.

NNRPDP Integration of Standards for Professional Learning

Standards for Professional Learning guide our thinking when planning and preparing professional learning opportunities. The Professional Learning Plan (PLP) clarifies outcomes, roles, and responsibilities of stakeholders in the learning and also demonstrates the alignment of projects with the standards.

Standard	Alignment
LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	The Learning Communities standard is addressed through ongoing collaborations with coordinators as participants co-plan, co-teach, receive feedback, and work towards continuous improvement with the support of the coordinator. Some participants may elect to participate in the Residency as teams, which will further develop and support learning communities. By expanding their learning communities to the national level through conference attendance, the participants will grow a network on which they can continue to draw upon to continue increasing understandings that will enhance student achievement.

Standard	Alignment
LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	Supported by the expertise of the coordinators, participants will develop their own learning capacities. With newly applied and refined knowledge based on research, with a model for continuous improvement and with the evidence of student growth, participants will strengthen confidence in their abilities. Attending the educational conference will offer further opportunities to create support systems for professional learning at a national level.
RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.	A GTLF grant award addresses resource needs through conference attendance funding, technology with the use of a virtual coaching platform, and with time, stipends for access to teachers off contract hours.
DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	Data from multiple sources are collected throughout the Residency phases and cycles. Participant, coordinator, and student reflections, evaluations, student work analysis, questionnaires, observations, and pre- and post- assessments comprise the data sources. Participants will use the data to evaluate their own progress and students' progress toward stated outcomes. Participants will use data to refine practice for continuous improvement.
LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	With the expectation of teacher growth and consequent student growth, participants will engage in cycles of professional development that include 1) increasing knowledge, 2) application of that knowledge in the classroom, 3) feedback for improvement, and 4) revision of practice based on learnings and feedback.
IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students; applies research on change and sustains support for implementation of professional learning for long-term change.	In essence, this standard is the Residency. Implementation of effective classroom practice requires continuous action followed by reflection and feedback. Participants will not only gain new knowledge throughout the phases of the Residency, they will apply that knowledge in the classroom with support and coaching to develop skills and continue to solidify and refine their practice throughout five weeks.

Standard	Alignment
OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.	Participants will focus intently on aspects of the NEPF and/or NVACS aligning outcomes to educator performance via the NEPF standards and student curriculum standards via NVACS.

Appendix H: National Board Certification Cohort PLP

National Board Certification Cohort

District: Regional	School: Regional	Coordinator(s): Marich, Gardner, Negrete
Administrator(s): Negrete	Audience: K-12 Teachers and Educators	Location: Regional

Outcomes	Evidence (Guskey)
Teachers will:	
Outcome One: Participants would feel supported while working through the component requirements. Outcome Two: Participants would change their instructional practice according to component requirements. Outcome Three: Participants would grow as teacher-leaders.	For outcome one, a five-point Likert scale questionnaire with the following questions will provide data: a) This training added to my knowledge of standards and/or my skills in teaching subject matter content, b) I will use the knowledge and skills from this training in my classroom or professional duties, and c) The training will improve my teaching skills. The questionnaire also included a short-answer written reflection related to outcome one. This questionnaire will be completed after each meeting (n=10). For outcome two, during each session participants will complete a written reflection questionnaire related to the given component. The questionnaire asks teachers to report if they had refined an existing instructional practice or tried a new instructional practice related to component requirements. They will also reflect on what they might do differently if they used the given tool or approach again For outcome three, to measure participant self-reported leadership experiences a pre/post Teachers as Leaders survey will be used.

Actions
Coordinator(s) will:
Plan and facilitate two Jumpstart sessions, each lasting three hours. Plan and facilitate eight support workshop sessions, each lasting two hours. Send monthly reminder email blasts including tips and information for further learning.
Administrators will:
Support their teachers to try new pedagogical approaches in their classroom.

Plan/Schedule Dates	
August 28, 2017	Jumpstart - Launch Component Two
September 25, 2017	Support workshop
October 30, 2017	Support workshop
November 27, 2017	Support workshop
January 8, 2018	Jumpstart - Launch Component Four
January 29, 2018	Support workshop
February 26, 2018	Support workshop
March 12, 2018	Support workshop
April 16, 2018	Support workshop
April 30, 2018	Support workshop

NNRPDP Integration of Standards for Professional Learning

Standards for Professional Learning guide our thinking when planning and preparing professional learning opportunities. The Professional Learning Plan (PLP) clarifies outcomes, roles, and responsibilities of stakeholders in the learning and also demonstrates the alignment of projects with the standards.

Standard	Alignment
LEARNING COMMUNITIES: **Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.**	An online and live/IAV learning community will be formed with cohort participants. Learning community participants will provide feedback for one another through live/IAV and online discussions leading toward continuous improvement, collective responsibility, and goal alignment.
LEADERSHIP: **Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity,**	The process of becoming National Board Certified requires teachers to complete leadership-related tasks. These learners will in turn become school leaders capable of developing awareness of the

Standard	Alignment
advocate, and create support systems for professional learning.	professional learning outcomes within their schools and advocating for change.
RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.	This professional development opportunity requires human resources to commit to 28 hours of instructional time (28 hours of live/IAV time). Teachers will be required to implement portfolio requirements during their daily teaching and complete writing task on their own time. Live and IAV participation is made available to the region (including Elko, Eureka, Humboldt, and Pershing).
DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	The course structure and content will be developed to utilize collaboration, insightful reflection on learning, and strategy implementation practice. Data garnered through participants' ongoing responses to session component completion plans, "parking lot" questions, and evaluations will be used to fine-tune the course to participant needs.
LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	The design of the course is based on Guskey's Five Levels of Professional Development and informed by the Standards for Professional Learning.
IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students; applies research on change and sustains support for implementation of professional learning for long-term change.	This is a two-year PL opportunity providing continued support for sustained implementation.
OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.	Outcomes from the first year of the NBC Project were three-fold. First, participants would feel supported while working through the component requirements. Second, participants would change their instructional practice according to component requirements. Third, participants would grow as teacher-leaders.

Appendix I: Kindergarten Writing Workshop PLP

Kindergarten Writing Workshop

District: Elko	School: Southside	Coordinator(s): Gardner and Thomson
Administrator(s): Mikel Lopategui and Carrie Gregory	Audience: Southside Kinder Team	Location: Elko

Outcomes	Evidence (Guskey)
Students will:	
Move forward as writers at least one grade level by writing daily in a workshop structure.	Each teacher will choose a high, medium, and low student and will analyze on-demand writing samples from each grade level at the beginning, middle, end of year.
Teachers will:	
Collaborate in a team to refine their writing workshop teaching skills including daily writing workshop (4 or 5 days weekly), the mini-lesson, and analysis of student writing using learning progressions.	• Pre-post survey • The NNRPDP evaluation form and reflections will be used to assess Level 1 of Guskey's Professional Development Evaluation and participants' reactions.

Plan/Schedule	
Dates	
Determined with participants	2017-2018 school year (initial half-day, then monthly PLC meetings, coaching)

NNRPDP Integration of Standards for Professional Learning
Standards for Professional Learning guide our thinking when planning and preparing professional learning opportunities. The Professional Learning Plan (PLP) clarifies outcomes, roles, and responsibilities of stakeholders in the learning and also demonstrates the alignment of projects with the standards.

Standard	Alignment
LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	A learning community exists with the Southside kinder team. This community will be fostered and expanded to include essential Writing Workshop content as well as effective collaborative practices. Team members will read, discuss, and reflect on Writing Workshop content knowledge as well as implementation.
LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	
RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.	NNRPDP will provide material resources (Kinder Writing Workshop materials on loan for this year). Human resources include two NNRPDP coordinators as well as the kinder team at Southside willing to commit to monthly PLC meetings, implementation of writing workshop, and initial coaching.
DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	Analysis of pre-assessment of participants' current awareness and understanding of Writing Workshop provide the structure and content of this Professional Learning (PL). Recursive response will be provided through analysis of teacher responses to discussions, reflections on learning, evaluations, and surveys.
LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	Guskey's Five Levels of Professional Development and the Standards for Professional Learning are the basis for this professional learning. The learning includes opportunities to identify personal and professional relevancy through reflection, inquiry, practical engagement, collaboration, and the interconnection, integration, and application of concepts.
IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students; applies research on change and sustains support for implementation of professional learning for long-term change.	Participants are provided with tools to support their efforts in making essential instructional shifts required to successfully implement Writing Workshop. Continued support of outcomes will be made available to all stakeholders upon request.

Standard	Alignment
OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.	

Appendix J: Increasing Awareness of Nevada's New Social Studies Standards PLP

Northeastern Nevada Regional
Professional Development Program

Increasing Awareness of Nevada's New Social Studies Standards

District: Region-wide	School: N/A	Coordinator(s): Parker
Administrator(s): N/A	Audience: All Social Studies Teachers K-12	Location: Online-Canvas

Outcomes	Evidence (Guskey)
Students will:	
Experience instruction aligned to the new social studies standards.	Lesson description pre- and post
Teachers will:	
• Understand the new social studies content standards and associated disciplinary skills and dispositions. • Understand ways to teach the new standards. • Know where to find quality aligned resources for teaching the standards.	• Pre- and post-self-assessment • Pre- and post-self-assessment/formative assessment through tasks and discussions throughout the course
Module	**Objectives**
Module 1: Why teach social studies?	Build community. Affirm the crucial role of social studies education.
Module 2: What are the new standards?	Discuss the new standards and associated disciplinary skills and dispositions. Compare the disciplinary skills outlined in the new standards with the practices defined in the math, science, and ELA standards.
Module 3: How will I teach the new standards?	Use the Inquiry Design Model (IDM) blueprint.
Module 4: Where can I find resources? How will I incorporate NEPF standards?	Analyze a lesson from C3teacher.org using the IDM. Modify the same lesson to meet NEPF standards.
Module 5: What are my next steps?	Design and complete an IDM for next learning steps as an instructor.

NNRPDP Integration of Standards for Professional Learning

Standards for Professional Learning guide our thinking when planning and preparing professional learning opportunities. The Professional Learning Plan (PLP) clarifies outcomes, roles, and responsibilities of stakeholders in the learning and also demonstrates the alignment of projects with the standards.

Standard	Alignment
LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	Learners have multiple opportunities to collaborate with the entire group of K-12 social studies teachers, small heterogeneous groups, and small grade band groups. This collaboration occurs through discussions as well as sharing products and providing feedback.
LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	Learners will increase educator effectiveness by understanding and implementing new NVACS in social studies.
RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.	Learners explore the national social studies site; the C3 Framework, a document created to inform states in revising standards; the Question Formulation Technique; and analyze lessons from C3Teachers, a website with lessons that facilitate not only content, but disciplinary skills.
DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	Learners complete a pre- and post-self-assessment of knowledge about the standards, a description of a lesson before and after the course, and final reflection/feedback form.
LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	The learning design of the course aligns with adult learning theory in the following ways: 1. Objectives are clear; 2. Tasks allow choice and autonomy; 3. Tasks are practical and relevant; and 4. Learners engage in purposeful collaboration. To address social presence, a factor that influences motivation in online learning environments, each module begins with an instructor video. To ensure a successful learning experience, the instructor is proactive.

Standard	Alignment
IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students; applies research on change and sustains support for implementation of professional learning for long-term change.	While the focus of this professional learning opportunity is on awareness, many participants begin implementing the learning right away.

Appendix K: Teacher Academy Cohort 4: A Deep Dive into NEPF PLP

Teacher Academy Cohort 4: A Deep-Dive into NEPF

District: Regional	School: Regional	Coordinator(s): All NNRPDP Coordinators
Administrator(s): All	Audience: K-12 Teachers	Location: Elko

Outcomes
Teachers will:
Improve instructional and pedagogical practices through the implementation of high-leverage instructional standards (NEPF).
Evidence
Level 1: Participants Reactions Teacher reflections at the end of each Teacher Academy and CFG Questionnaire administered at the end of the Teacher Academy year NNRPDP Evaluation form
Level 2: Participants' Learning Participant engagement and discussion during learning tasks at Teacher Academy Participant response to professional readings Participants' goals and progress toward meeting those goals
Level 3: Organization Support & Change Anecdotal notes and observation by NNRPDP coordinators and school administrators Teacher artifacts in CFG (e.g. student work, graphic organizers, etc.)
Level 4: Participant Use of New Knowledge and Skills Participant written and oral reflections Direct observations Post questionnaire responses
Level 5: Student Learning Outcomes Student work samples Participants' goals and cited student evidence

Actions
Coordinator(s) will:

Actions
- Design and create professional development opportunities focused on NEPF Standards and Indicators, including modeling of tasks and strategies that align to the NEPF.   - Communicate with participants and their administrators as needed regarding Teacher Academy and CFG.   - Facilitate small group CFGs to support the learning during Teacher Academy.   - Analyze all Teacher Academy data and report findings.
Administrators will:
Support teachers who attend Teacher Academy and CFG.

Plan/Schedule	
Dates	August 10, 2017 8:00 a.m. to 3:00 6 hours of contact time excluding lunch hour ●Orientation ● "Need for Change" presentation by Aaron Hansen ●Critical Friends Group September 19, 2017 8:00 a.m. to 3:00 6 hours of contact time excluding lunch hour ●NEPF Standard 4.1 and 5 "Assessment", guest speaker Araceli Ruiz ●Critical Friends Group October 2, 2017 8:00 to 11:00 am, 3 hours ●Critical Friends Collaborative Group meeting October 17, 2017 8:00 a.m. to 3:00 6 hours of contact time excluding lunch hour ●NEPF Standard 4, "Metacognition" presented by NNRPDP Coordinators ●Critical Friends Group October 30, 2017 8:00 to 11:00 am, 3 hours ●Critical Friends Collaborative Group meeting November 14, 2017 8:00 a.m. to 3:00 6 hours of contact time excluding lunch hour ●NEPF Standard 1, "Activating Prior Knowledge" presented by NNRPDP Coordinators ●Critical Friends Group November 27, 2017 8:00 to 11:00 am, 3 hours ●Critical Friends Collaborative Group meeting January 9, 2018 8:00 a.m. to 3:00 6 hours of contact time excluding lunch hour ●NEPF Standard 3, "Meaning Making" presented by NNRPDP Coordinators ●Critical Friends Group January 22, 2018 8:00 to 11:00 am, 3 hours Critical Friends Collaborative Group meeting

Plan/Schedule	
	●Final reflection and questionnaire February 6, 2018 8:00 a.m. to 3:00 p.m. 6 hours of contact time excluding lunch hour ●NEPF Standard 2, "Cognitive Demand" guest speaker Wendy Ostroff ●Critical Friends Group

NNRPDP Integration of Standards for Professional Learning

Standards for Professional Learning guide our thinking when planning and preparing professional learning opportunities. The Professional Learning Plan (PLP) clarifies outcomes, roles, and responsibilities of stakeholders in the learning and also demonstrates the alignment of projects with the standards.

Standard	Alignment
LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	All Teacher Academy teachers participated in a Critical Friends Group (CFG™) which enabled them to be part of a professional learning community. The CFG format helps teachers develop strong collaborative relationships that focus on improving instruction while supporting one another.
LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.	Sharing ideas, information and resources among Teacher Academy participants and with colleagues at school campuses is an expectation of the Teacher Academy. This capacity building expectation is woven into the Teacher Academy through learning tasks, professional reading, and reflection on learning.
RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.	The NNRPDP monetarily supports the Teacher Academy participants by providing the time and resources for learning. The schools and districts provide support by allowing the teachers to attend this professional development opportunity during contract time.
DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.	Data will be collected from questionnaires, reflections, and the NNRPDP evaluation to ensure the effectiveness of the Teacher Academy. At the end of the year, NNRPDP coordinators will analyze the data to determine impact of learning and to guide future Teacher Academy planning.

Standard	Alignment
LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.	The design of Teacher Academy includes consideration of Guskey's Five Levels of Professional Development and is aligned with the Standards for Professional Learning.
IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students; applies research on change and sustains support for implementation of professional learning for long-term change.	The duration of the Teacher Academy, as well as the interim CFG, will support extended learning. Collaborative learning in CFG will reinforce new learning in Teacher Academy.
OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.	