Northeastern Nevada Regional
Professional Development Program

2023-2024 Annual Report

ANNIE HICKS
Program 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 (NVACS) through regionally determined professional development activities. Although the essential mission has remained unchanged, legislative mandates and the pedagogical needs of teachers continue to broaden the programs' scope and responsibilities; the programs' expertise is called upon to assist with district and statewide educational committees and assist in statewide efforts to improve instruction through the Nevada Educator Performance Framework (NEPF).

The planning and implementation of professional development services in each region is overseen by a governing body consisting of superintendents in the respective regions, master teachers appointed by the superintendents, representatives of Nevada's higher education system, and the State Department of Education. A nine-member Statewide Coordinating Council, consisting of members appointed by the Governor or legislators, the Superintendent of Public Instruction, and one member from each of the RPDP governing boards oversee the three regional programs.

As outlined in Standards for Professional Learning (Learning Forward, 2011), there is a relationship between professional learning and student results:

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.

2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.

3. When educator practice improves, students have a greater likelihood of achieving results.

4. When student results improve, the cycle repeats for continuous improvement (p. 16).

Figure 1 below is a visual representation of the relationship between professional learning based on the Professional Learning Standards and improved student learning. (Desimone, 2009).

Figure 1 *Conceptual Framework for Studying Effects of Professional Development on Teachers and Students*
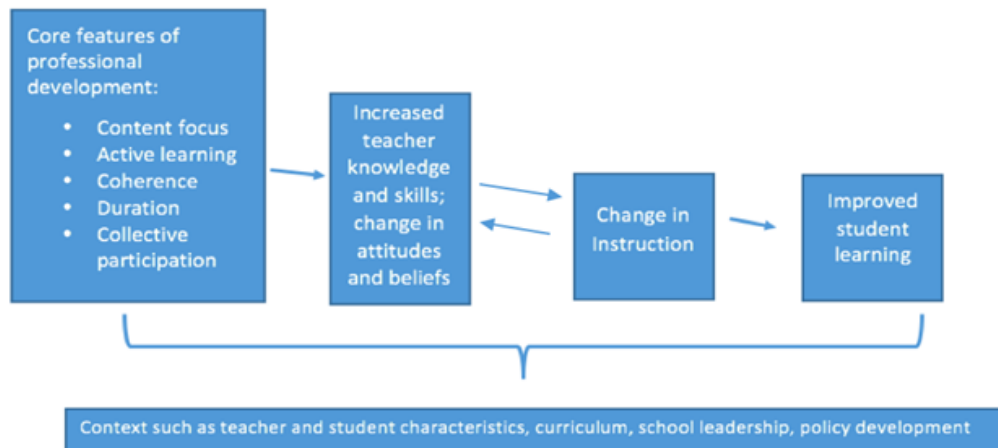
The Nevada Regional Professional Development Programs use the national Standards for Professional Learning in a variety of ways depending upon the roles and contexts in which they provide service to educators. Each Regional Professional Development Program identifies areas in the guidance that align to the specific contexts in which they work -- often advancing different areas within different projects as the goals of the learning dictate. In addition, the state of Nevada also outlines Standards for Professional Development that are built upon the former *Learning Forward* standards; the Nevada Regional Professional Development Programs are committed to remaining professionally current while recognizing the state expectations for *all* professional learning groups.

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)	2023-24
1. The training matched my needs.	4.42
2. The training provided opportunities for interactions and reflections.	4.80
3. The presenter's/facilitator's experience and expertise enhanced the quality of the training.	4.67
4. The presenter/facilitator efficiently managed time and pacing of activities.	4.76
5. The presenter/facilitator modeled effective teaching strategies.	4.63
6. This training added to my knowledge of standards and/or my subject matter content.	4.47
7. This training will improve my teaching skills.	4.50
8. I will use the knowledge and skills from this training in my classroom or professional duties.	4.58
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	White Pine	Regional
Total Trainings	185	81	3	49	17	9	7	19
Instructional[1]	56% n=103	36% n=29	67% n=2	94% n=46	24% n=4	67% n=6	71% n=5	58% n=11
Observation and Mentoring[2]	18% n=34	26% n=21	0% n=0	0% n=0	47% n=8	0% n=0	14% n=1	21% n=4
Consulting[3]	26%	38%	33%	6%	29%	33%	14%	21%

	Aggregate	Elko	Eureka	Humboldt	Lander	Pershing	White Pine	Regional
	n=48	n=31	n=1	n=3	n=5	n=3	n=1	n=4

[1]Presentations, workshops, in-service, and university courses
[2]Coaching, classroom observations and feedback, modeling, co-teaching
[3]School/district committee or task-force work, email advice, professional conversations, planning for PL with schools/districts

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	White Pine
Total Teachers Employed in District	1127	650	31	210	59	66	111
Unduplicated Teachers	743	468	8	169	46	27	25
Duplicated Teachers	387	206	2	139	11	16	13
Total Administrators Employed in District	113	50	4	19	6	10	24
Unduplicated Administrators	79	39	2	22	4	2	10
Duplicated Administrators	61	31	1	20	2	1	6

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 [NEPF]*

	Aggregate	Elko	Eureka	Humboldt	Lander	Pershing	White Pine
Unduplicated	55	34	0	15	2	0	4

	Aggregate	Elko	Eureka	Humboldt	Lander	Pershing	White Pine
Administrators							
Duplicated Administrators	38	21	0	14	0	0	3

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	White 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	White Pine
Unduplicated Teachers	240	179	6	5	24	12	14
Duplicated Teachers	39	35	1	0	2	0	1

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	White Pine
Para-professionals	147	19	0	74	54	0	0

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*	*White Pine*	*Regional*
Total Trainings	185	81	3	49	17	9	7	19
NVACS	56% n=104	77% n=62	67% n=2	14% n=7	82% n=14	78% n=7	14% n=1	58% n=11
NEPF	49% n=91	65% n=53	0% n=0	20% n=10	59% n=10	11% n=1	57% n=4	68% n=13
Culturally Relevant Pedagogy	53% n=98	41% n=33	100% n=3	86% n=42	24% n=4	56% n=5	14% n=1	53% n=10

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.*

Northeastern Nevada Regional
Professional Development Program

Five Year Plan

Establishment

The Northeastern Nevada Regional Professional Development Program (NNRPDP) is one of three state-funded professional development programs in the state. The 70th Session (1999) of the Nevada State Legislature passed Senate Bill 555, which, under Sections 16 and 17, authorized the establishment of four Regional Professional Development Programs (RPDPs) in the state; since that 1999 session, the four programs have been reduced to three. Their collective charge is to support the state's teachers and administrators in implementing Nevada's Academic Content Standards (NVACS) through regionally determined professional learning activities. The planning and implementation of professional learning services in each region must be overseen by a governing body consisting of superintendents in the respective regions, master teachers appointed by the superintendents, and representatives of Nevada's higher education system and the State Department of Education (Section 16.1-16.8). *Between March 2020 and May 2022, the RPDPs were placed under the direct supervision of the Superintendent of Public Instruction through Emergency Directive 14, Section 3 due to the COVID-19 pandemic.*

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

Service Area

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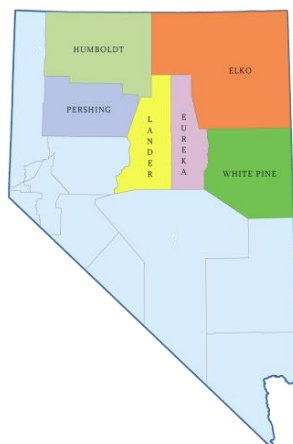
Mission

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

Professional Learning Standards

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

Goals

The mission and governance structure of the NNRPDP guide the goals of the organization by providing a framework around which services are provided. An important aspect of the goals is to meet our organization's charges while continuing to honor and respect the individual regional districts' initiatives, strategic plans, and identities. Ultimately, there are 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
- Create robust professional development plans and implementation with specific outcomes
- Participate on district level planning as appropriate
- Communicate opportunities for professional learning to administrators

● **To provide leadership in equity and diversity.**
- Prioritize equity in professional learning practices
- Provide professional learning and support that increases opportunities and outcomes for diverse learners
- Establish expectations for equity and create structures for equitable access for learning for all districts we serve
- Provide professional learning for NNRPDP professional learning leaders

● **Measure the impact of professional 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

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. Finally, annual case studies provide in-depth review of specific NNRPDP projects. The Statewide Coordinating Council approved an outline structure for RPDP evaluation purposes according to requirements set forth in NRS 391A.190.

A Two-Year Focus (2023-2025)
NRS 391A.175 section 1
(d) (1) An assessment of the training needs of teachers and administrators who are employed by the school districts within the primary jurisdiction of the regional training program;

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

- Request for services from district personnel based on School Performance Plans (SPP) and needs of teachers on staff;
- Collaborative meetings with superintendents and/or key district personnel to identify priorities and needs on an annual basis guided by District Performance Plans (DPP);
- Collaborative planning meetings with principals and leadership teams to determine goals and objectives for designing a professional 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 to design, implement, support, or roll-out plans for state initiatives.

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

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

Selected NNRPDP Professional Learning Opportunities
Continuous Improvement Plan (CIP) support

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

Courses for Licensure

NNRPDP is an approved provider for Nevada Department of Education and designs and provides courses for teachers interested in particular topics as well as courses required for Nevada license provision removal and/or Nevada license renewal. These courses are available

for university credit and/or for professional learning hours accepted by the state, both of which provide teachers seeking recertification an avenue for increasing their learning.

Biennial Budget FY23 & FY24
$2,476,481.00

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.

The Nevada Regional Professional Development Programs continues to provide computer science opportunities for educators through partnership with TESLA. The Southern RPDP serves as fiscal agent for the computer science and TESLA funding; however, the three RPDPs collectively present the budget and serve the states' educators through their respective regional projects.

TESLA

Funding provided stipends for educators in the northeast region to receive Computer Science Fundamentals (code.org) and Deep Dive workshops related to NVACS-Computer Science. In addition, Computer Science Ambassadors were provided a stipend for representing and presenting computer science content in their respective schools. These stipends were earned through synchronous and asynchronous participants in professional learning provided by a certified code.org computer science NNRPDP Professional Learning Leader.

Executive Summary

NNRPDP Regional Projects 2023-2024

As outlined in NRS 391A.190, Director Annie Hicks, leads the in-house evaluation, assisted by staff who coordinate data collection and compilation. The Director provides support for the team as they develop a professional learning plan, design and/or determine instruments to gather and analyze data, and create, implement, and write reports to describe their evaluative regional projects. The regional projects were designed to follow the seven features of effective professional learning (Darling-Hammond, Hyler & Gardner, 2017), and align with the Five Levels of Professional Development Evaluation (Guskey, 2002) while also addressing both state and national standards for professional learning (Learning Forward, 2022; NDE, 2017). These projects provide an in-depth analysis of specific professional development projects while showcasing the unique and diverse scope of the support provided by the NNRPDP to schools and educators across the region.

These evaluation projects employ both qualitative and quantitative designs and incorporate mixed-methods data collection strategies to assess training outcomes, grounded in Guskey's (2002) Five Levels of Professional Development Evaluation as a measure of the overall impact. Collectively, they help to 'tell the story' and document the impacts of the diverse NNRPDP professional learning activities this past school year. These projects also act as evidence that the NNRPDP follows the five steps outlined in the *Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments* (Department of Education, 2016).

Regional Project Purpose

Over several years, the NNRPDP has documented its professional development activities with detailed reports of regional projects. The NNRPDP has as its practice an internal evaluation model, which incorporates studies from projects throughout the region to document not only the diversity and wide-ranging impact of the work, but also, in some cases, to document the long-term effects of the support provided to teachers in the region. Evaluative regional projects facilitate exploration of complex phenomena within their contexts—in this case, professional learning (PL) within schools and districts--using a variety of data sources. This ensures that professional learning is not explored through one lens, but rather through a variety of lenses, which allows training effectiveness to be revealed and understood more fully (Darling-Hammond, et al, 2017; Guskey, 2002).

NNRPDP staff actively design and implement each evaluative regional project to illustrate changes in teacher practice and student learning as a result of the diverse professional learning activities employed over the past year. Thus, the following regional projects are focused evaluation investigations that incorporate mixed-method research designs to illustrate the breadth of training, variety of topics, and depth of consultation employed by NNRPDP staff. Each regional project is guided by a professional learning plan to illustrate the short and long range expected outcomes.

Key Findings from 2023-24 NNRPDP Evaluation Activities

Summary of Participant Engagement

Professional development services were conducted in all six districts that comprise the designated northeastern region, reaching a total of 822 unique teachers and administrators during 2023-2024. Because professional development covers varied training topics and consulting services, and educators often attend multiple trainings, the total number of duplicated teachers and administrators receiving services was 448. Approximately sixty-six percent of the estimated 1,240 teachers and administrators employed in the region (as reported by each district) participated in programs provided by the NNRPDP during the 2023-2024 school year.

Participant Ratings of Quality

Participant ratings of the quality of professional development trainings performed by NNRPDP staff reveal consistent and very high satisfaction ratings over the past year (all mean ratings of trainings are between 4 and 5, on a 5-point scale.) During 2023-2024, this included mean ratings from educator participants regarding the expertise of the facilitators and the quality of the delivery of instruction during trainings (4.67), efficiently managing time and pacing of activities (4.76) and modeling effective teaching strategies (4.63). In addition, educator participants again indicated overwhelmingly that they will use the knowledge and skills learned from NNRPDP trainings in their classrooms (4.58).

Regional Project Outcomes

Regional project evaluation data reveal a variety of positive outcomes and opportunities for next steps across the seven NNRPDP 2023-24 regional projects. Projects highlighted in this report include 1) championing multicultural education, 2) aligning multiple modes of professional learning support with school improvement goals, 3) facilitating opportunities for educators to understand the possibilities and limitations of Artificial Intelligence in educational contexts, 4) enhancing learning for multilingual learners through improved instruction and personalized support across a district, 5) supporting the learning and teaching of computer science, 6) expanding professional learning opportunities for novice educators through learning walks, and (7) assisting paraeducators in leveraging evidence-based strategies to support literacy learning and appropriate classroom behavior. Abridged examples of results for each regional project follow.

Multicultural Education Course: Year 4

The primary goal of the Multicultural Education course was to positively impact education professionals' dispositions for culturally responsive pedagogy (Whitaker & Valtierra, 2019). The secondary goal of the Multicultural Education course was to provide high-quality professional learning for education professionals that would lead to a change in practice that

positively impacted student learning. Data collected from 116 participants in the fourth year of the Multicultural Education course showed statistically significant increases in 17 of 26 dispositions of culturally responsive pedagogy as measured by a valid and reliable tool through pre- and post-administration of the *Dispositions for Culturally Responsive Pedagogy Scale* survey (DCRPS, Whitaker & Valtierra, 2019). In addition, data collected from participants showed that participants perceived the course to be of high quality, beneficial to their professional roles, relevant to their personal and professional lives, and likely to positively impact student learning.

Aligned Professional Learning in an Intermediate School

Based on a request for service by an intermediate school in the region, a professional learning plan was co-created by NNRPDP and the school's Continuous Improvement Process leadership team with the goal of aligning all aspects of professional learning support to the school's improvement goals. Data collected from participants at the end of the year suggest that the professional learning positively impacted instructional practice and collaboration with families/caregivers. In addition, using the student performance data available in late spring, as well as staff feedback, school administrators expressed the benefit of continuing to partner with NNRPDP to provide professional learning and related support in the following school year in order to further strengthen implementation and refinement of teacher and student clarity alongside academic vocabulary acquisition and development.

Northeastern Nevada Educators and Artificial Intelligence (AI)

With the rapid advancement of artificial intelligence (AI) technologies (specifically generative AI such as Chat GPT) and their potential impact on education, there is a growing need to prepare educators to harness the power of AI while maintaining a focus on equitable and excellent outcomes for all students. NNRPDP recognized this need and initiated a selection of professional learning opportunities to proactively support educators in integrating generative AI (GAI) tools into their instructional planning practices. Educators who participated in these opportunities expressed a desire to continue learning about AI's applications and to explore ways to incorporate it more effectively into their teaching. In addition, participants' concerns shifted from initial uncertainties to a more balanced perspective that recognized the challenges and opportunities associated with integrating AI into education. Overall, educators anticipated that their learning through these opportunities would positively influence student learning outcomes, reflecting confidence in the value of the professional learning experiences focused on understanding and utilizing generative AI in educational contexts.

Supporting Multilingual Learners to Achieve Academic Success: A District Wide Approach

At the request of a district within the region, a team of NNRPDP professional learning leaders co-created a multifaceted, multi-year professional learning plan that prioritized learning for district and site administrators, multilingual learner-focused paraprofessionals, instructional coaches, multilingual learning-centered coaches, and staff whose schools were directed to

receive additional support by the state department of education. The overarching goal of this project was improved academic outcomes for multilingual learners across the district. Data collected throughout the first year of this initiative suggest that educators and other staff implemented their learning during instruction and personalized student support, thus enhancing their instructional and professional practice. Furthermore, multilingual learners demonstrated increased English language proficiency and growth. In addition, data collected and analyzed will be used to inform the professional learning plan design and implementation for the second year of this district wide plan to further improve the academic success of multilingual learners.

Nevada Computer Science Endorsement Initiative

The Computer Science Endorsement Course initiative was developed to address the growing demand for highly-qualified computer science educators. The initiative aimed to equip Nevada's educators with the skills and knowledge necessary to effectively teach computer science, computer applications, and programming languages by offering courses for educators interested in earning an Introductory Computer Science endorsement or an Advanced Computer Science endorsement. Participants' evaluations of the courses indicate growth in their understanding of and ability to teach computer science. Furthermore, 100% of the participants (n= 164) who completed all courses in the three-part Introductory Computer Science series and the four-part Advanced Computer Science series achieved the qualifying scores necessary to earn college credits, making them eligible to apply for their respective endorsements through the Nevada Department of Education's licensure department.

Supporting New Educators Through Learning Walks

NNRPDP has partnered with a district in the region for than 12 years to support new teachers for over a dozen years through the RISE (Retain, Induct, Support, Encourage) program. This partnership offers multi-layered support for new teachers including a new teacher orientation prior to the start of school, a school site mentor, and monthly critical friends group meetings. With the aspiration to align with current research advocating job-embedded professional learning opportunities and to support new teachers in a meaningful way, an additional layer of support was added for the 2023-24 school year: RISE Learning Walks. The full-day, job-embedded Learning Walks, facilitated by NNRPDP, were offered to all new or incoming K-5 teachers. RISE Learning Walks gave new teachers, many of whom had taken an alternate route to licensure and who had not completed a traditional student teaching experience, opportunities to observe in a variety of classrooms, reflecting on teaching and learning in a safe and supportive environment. Those who participated, even one time, gave positive feedback on the experience and those who participated multiple times gained the most, and based on this feedback, the district and NNRPDP plan to expand RISE Learning Walks to include secondary teachers in the upcoming school year.

Leveraging Paraeducators to Foster Student Growth

Paraeducators, who comprise 21% of those staff providing support for students (U.S. Department of Education, 2021), play a critical role in the education system as they assist teachers in providing targeted support for students in need, especially those with Individual Education Plans. Recognizing the instructional role of paraeducators, one district in the NNRPDP region, acknowledged that their paraeducators needed professional learning for the purpose of improving the instructional and behavioral support provided for students in order to improve academic outcomes for those students. Participants in the professional learning sessions facilitated by NNRPDP increased their knowledge in research-based literacy and specific behavioral practices, which, if implemented with fidelity, have the likelihood of improving student learning outcomes (Brock & Carter, 2013). In addition, paraeducators reported that the professional learning added to their knowledge as well as skills in teaching, and indicated they would implement their new learning into their daily practices.

Professional Learning Delivery

Professional services provided this past year were delivered face-to-face and virtually using both synchronous and asynchronous structures. Each delivery model mirrored best-practices in order to service the varied learning needs across the region. Developing educators' and administrators' knowledge and skills for effective teaching and leading, was a consistent and ongoing focus across all professional services. In addition, all professional learning opportunities with NNRPDP in 2023-2024 aligned to the *Standards for Professional Learning* (2022) as outlined by the national association of professional learning, Learning Forward, as well as the *Standards for Professional Development* (2018) recognized by the Nevada Department of Education.

Regional Projects

Multicultural Education Course: Year 4

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Multicultural Education Course: Year 4

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In partnership with Southern Utah University
NNRPDP Facilitator: Tom Browning, Ph.D., *Professional Learning Leader*
Audience: Teachers and Other Education Professionals Seeking License Renewal

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PROJECT OVERVIEW

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The Northeastern Nevada Regional Professional Development Program (NNRPDP) Multicultural Education course is provided for education professionals in order to support their professional learning, licensure renewal, or removal of a provision on their license. The primary impetus for providing the course to the NNRPDP region was based on a Nevada legislative requirement for educational licensure that requires all teachers and other education professionals applying for licensure after July 1, 2019 to complete an approved 3-credit Multicultural Education course in order to obtain a "Standard" educational license in Nevada (Nevada Revised Statutes 391.0347, 2019 & Nevada Administrative Code 391.067, 2019).

The Nevada Regional Professional Development Program (RPDP), which includes the Northwestern, Southern, and Northeastern groups, was approved to provide the course as of January 1, 2020. Any licensed education personnel are able to register for and complete the course. Licensed personnel include educators, administrators, instructional coaches, literacy specialists, school nurses, school psychologists, speech and language pathologists, and school counselors. NNRPDP partnered with Southern Utah University to provide an opportunity for course participants to earn 3-graduate level credits that might be used by participants for pay-scale movement or as evidence for meeting the Multicultural Education licensure provision requirements (NRS 391.0347 & NAC 391.067, 2019).

The overarching goal of the Multicultural Education course was to positively impact education professional's dispositions for culturally responsive pedagogy (Whitaker & Valtierra, 2019). The secondary goal of the Multicultural Education course was to provide high-quality professional learning for education professionals that prompted a change in practice that would positively impact student learning (Darling-Hammond et al., 2017; Guskey, 2002; Murray, 2014). These goals continued through the fourth year of the project. The Multicultural Education course content and learning experiences included weekly readings and critical reflection on current scholarship and evidence-based practices for culturally responsive teaching, weekly virtual discussion sessions to debrief and activate the learning, collaborative

analysis and recommendations for practice using case studies, and application of learning through four field experience opportunities.

PROJECT ALIGNMENT TO PROFESSIONAL LEARNING STANDARDS (Learning Forward, 2022)	
Strand	**Alignment to Project Design and Goals**
RIGOROUS CONTENT FOR EACH LEARNER *Equity Practices:* Professional learning results in equitable and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities. ***Curriculum, Assessment, and Instruction:*** Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction. *Professional Expertise:* Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.	*Equity Practices:* ● The Multicultural Education course structure was designed to include opportunities for participants to identity and examine the ways in which power/privilege shape outcomes and expectations within systems, including social and educational structures, and develop appropriate response strategies aimed at the establishment of positive, cross-cultural relationships within educational contexts (students, families, colleagues, community members, and other stakeholders). *Curriculum, Assessment, and Instruction:* ● The Multicultural Education course structure was designed to include opportunities for participants to increase their knowledge of effective multicultural teaching for learning, identify and expand their understanding of evidence-based culturally responsive teaching and pedagogy, reflect on and assess their current instructional and professional practices, and apply their learning through field-based experiences and case study analysis in their unique educational context. *Professional Expertise:* ● The Multicultural Education course structure was designed to include opportunities for participants to identity and examine the ways in which power/privilege shape outcomes and expectations within systems, including social and educational structures, and develop appropriate response strategies aligned with instructional and professional practices.
TRANSFORMATIONAL PROCESSES *Equity Drivers:* Professional learning results in equitable and excellent	*Equity Drivers:* ● The Multicultural Education course structure was designed to include opportunities for participants to increase implementation of culturally responsive, and culturally

outcomes for all students when educators prioritize
equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.

Evidence: Professional learning results in equitable and excellent outcomes for all students when educators create expectations
and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and
measure and report the impact of professional learning.

Learning Designs: Professional learning results in equitable and excellent outcomes for all students when educators set relevant
and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.

Implementation: Professional learning results in equitable and excellent outcomes for all students when educators understand
and apply research on change management, engage in feedback processes, and implement and sustain professional learning.

CONDITIONS FOR SUCCESS

Equity Foundations: Professional learning results in equitable and excellent outcomes for all students when educators establish

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competent practices within the participant's educational context in order to reduce/eliminate bias, inequity and disparities in educational opportunities provided for students across all educational contexts.

Evidence:
- The Multicultural Education course structure was designed to include opportunities for participants to increase their knowledge of effective multicultural teaching for learning, identify and expand their understanding of evidence-based culturally responsive teaching and pedagogy, reflect on and assess their current instructional and professional practices, and apply their learning through field-based experiences and case study analysis in their unique educational context.

Learning Designs:
- The Multicultural Education course structure was designed to include opportunities for participants to reflect on current scholarship and evidence-based practices for culturally responsive teaching, weekly virtual discussion sessions to debrief and activate the learning, collaborative analysis and recommendations for practice using case studies, and application of learning through four field experience opportunities.

Implementation:
- The Multicultural Education course was designed to include weekly critical reflection opportunities and feedback from the course instructor, including personal and private reflection shared only with the instructor as well as collaborative reflection facilitated through guided discussion, group dialogue, and written responses in community documents. These methods not only provided high-quality professional learning for education professionals that prompted a change in practice, it also was suggestive of future pathways of sustained change that would positively impact student learning.

Equity Foundations:
- The Multicultural Education course structure was designed to include opportunities for participants to be provided strategic, and ongoing, opportunities to critically reflect on and analyze current instructional and professional practices through self-assessment, using a variety of

expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.	assessment tools, alongside reading and analyzing research-based practices – all of which is intended to be suggestive of future pathways for creating and sustaining a culture of support for students and staff.
Culture of Collaborative Inquiry: Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.	*Culture of Collaborative Inquiry:* ● The Multicultural Education course structure was designed to include collaborative "spaces" for building a learning community through sharing of personal and professional experiences, guided discussions, and collective feedback through weekly video conference interactive sessions – all of which are intended to be suggestive of future pathways for creating and sustaining shared responsibility for improving learning for all students.
Leadership: Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.	*Leadership*: ● The Multicultural Education course structure was designed to include opportunities for participants to develop their own capacity as culturally responsive and culturally competent educational professionals, including knowledge and implementation of research-based practices and outcomes, shared approaches course participants might use to advocate for students and families to have equitable learning opportunities, and provided an opportunity for course participants to connect with global and national organizations/support networks to further their professional learning and application of learning beyond the course
Resources: Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.	*Resources:* ● The Multicultural Education course structure was designed to include opportunities for participants to receive curated research, resources and course materials in response to course participants' progress, unique educational contexts and observed/identified barriers to practice and/or implementation of culturally responsive teaching/pedagogical and culturally competent skills – all of which are intended to be suggestive of future pathways for prioritizing equity in resource decisions.

ROLES AND ACTIONS		
Facilitator(s)	**Name of District/School Partners**	**Participants**
NNRPDP professional	Clark	**K-12 Licensed Education**

learning leader will design, teach, facilitate and evaluate course learning tasks for the purposes of increasing implementation of culturally responsive, and culturally competent practices within the participant's educational context in order to reduce/eliminate bias, inequity and disparities in educational opportunities provided for students across all educational contexts.	Elko Lincoln Mineral Nye Charter Other	**Professionals (Administrators, Educators, Counselors, Instructional Coaches, Learning Strategists, School Psychologists, School Nurses, and School Speech and Language Pathologists):** Complete course learning tasks, including assigned reading/viewing of research-based practices for culturally responsive teaching/pedagogy in conjunction with developing a foundational knowledge of cultural competency skills; complete field experience learning tasks and demonstrate application of knowledge and skills through critical self-examination and critical analysis of the teaching cycle as well as identification of changes in practice aligned based on the critical self-examination and critical analysis process.

PARTICIPANT LEARNING OUTCOMES & EVIDENCE (Guskey, 2002)	
Outcomes	**Evidence**
● Positively impact education professionals' dispositions for culturally responsive pedagogy ● Identify the ways personal, social and cultural identity shape and influence interactions	● Dispositions for Culturally Responsive Pedagogy Scale (DCRPS); developed and validated by Whitaker and Valtierra (2019) ● Critical Reflection Journal, Field Experience Journal and discussion (asynchronous/synchronous) learning tasks:

within the educational system, from multiple perspectives, including but not limited to: educators, students, families, colleagues, administrators and community members.

● Develop critical self-awareness of implicit and explicit bias in instructional and professional practices, and professional and personal interactions with stakeholders (students, families, colleagues, community members) and develop appropriate personal and professional response strategies.

● Identity and examine the way in which power/privilege shape outcomes and expectations within systems, including social and educational structures, and develop appropriate response strategies aligned with instructional and professional practices.

● Identify cultural competency skills and knowledge.

● Demonstrate an understanding of cultural competency skills and knowledge in planning, teaching, assessing and engaging with students and families across educational contexts.

● Demonstrate cultural competency through establishment of positive, cross-cultural relationships within educational contexts (students, families, colleagues, community members, and other stakeholders).

● Apply, and demonstrate, cultural competency knowledge and skills through a field-based experience in an appropriate educational context.

● Positively impact educational outcomes for all students.

Provide course participants opportunities to develop an understanding of the role of identity within educational systems while also critically examining the way in which their own personal, social and cultural identity shapes and influences the actions they take, or do not take, that determine the trajectory of student success within their educational context.

● Critical Reflection Journal, Field Experience Journal and discussion (asynchronous/synchronous) learning tasks: Facilitate opportunities for course participants to critically examine, evaluate, identify, reflect on, and determine explicit and implicit bias within educational interactions (personal, professional, stakeholders) in conjunction with identification of modifications to be implemented to minimize and eliminate bias to the greatest possible degree in personal and professional interactions.

● Critical Reflection Journal, Field Experience Journal and discussion (asynchronous/synchronous) learning tasks: Help course participants to identify the role of power and privilege in shaping outcomes and expectations within systems, both social and educational structures, and identify and evaluate potential changes in instructional and professional practices.

● Critical Reflection Journal, Field Experience Journal and discussion (asynchronous/synchronous) learning tasks, and Dispositions for Culturally Responsive Pedagogy Scale (DCRPS) developed and validated by Whitaker and Valtierra (2019): Support course participants in developing a foundational understanding of cultural competency, including both theoretical knowledge and research, in conjunction with cultural competency skills.

● Critical Reflection Journal, Field Experience Journal and discussion (asynchronous/synchronous) learning tasks: Provide critical analysis opportunities, in conjunction with identification of changes in practice based on the analysis of planning, teaching, assessing and engaging with students and families using a variety of assessment tools.

● Critical Reflection Journal, Field Experience

	Journal and discussion (asynchronous/synchronous) learning tasks: Apply cultural competency knowledge and skills through case studies, professional dilemmas and "what-if scenario" learning tasks wherein course participants examine, analyze and identify potential actions/responses using their learning.
● Critical Reflection Journal and Field Experience Journal learning tasks: Provide evidenced-based assessment tools for course participants to analyze and critically reflect on bias, inequity, and culturally responsive principles within current and future instructional and professional practices, including instruction/pedagogy, standards and curriculum, other instructional materials and classroom structure, and assessments. Course participants then identified changes in practice to implement along with justification of the changes using research and other course materials to support their justification.
● Course participants' perceptions of the impact their learning will have on students' learning.
● NNRPDP Evaluation Form (Appendix A)

ALIGNMENT BETWEEN GUSKEY'S FIVE LEVELS OF PROFESSIONAL DEVELOPMENT AND NNRPDP EVALUATION SCORES (Guskey, 2002)	
Guskey's (2002) Evaluation Level: Participants' Reactions (NNRPDP Evaluation Form Questions, Appendix A) n = 116	**Mean Score**
The training matched my needs.	4.7
The training provided opportunities for interaction and reflection.	4.8
The presenter's experience and expertise enhanced the quality of the training.	4.8
The presenter efficiently managed time and pacing of the training.	4.7
The presenter modeled effective teaching strategies.	4.7
Guskey's (2002) Evaluation Level: Participants' Learning (NNRPDP Evaluation Form Questions, Appendix A) n = 116	**Mean Score**

This training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.6
The training will improve my teaching skills.	4.6
I will use the knowledge and skills from this training in my classroom or professional duties.	4.7
This training will help me meet the needs of diverse student populations.	4.7

Guskey's (2002) Evaluation Level: Organization Support and Change

No information was gathered related to organizational support and change beyond the legislative mandate as there was no measure correlated to future support from either the Nevada Department of Education or the Nevada Legislature.

Guskey's (2002) Evaluation Level: Participants' Use of New Knowledge and Skills (Dispositions for Culturally Responsive Pedagogy Scale, Pre- and Post- Questionnaire, Appendix D)

Participants' Disposition for Praxis (n = 87) *Denotes a statistically significant item (i.e., $p < 0.05$)	P-value
I value assessing my teaching practices. *Statistically Significant*	0.0022
I am open to feedback about my teaching practices.	0.2026
I am aware of my cultural background. *Statistically Significant*	0.0053
I am willing to be vulnerable. *Statistically Significant*	0.0001
I am willing to examine my own identities. *Statistically Significant*	0.006
I am willing to take advantage of professional development opportunities focused on issues of diversity.	0.7596
Participants' Disposition for Community (n = 87) *Denotes a statistically significant item (i.e., $p < 0.05$)	P-value
I value collaborative learning. *Statistically Significant*	0.0426
I value collaborating with families.	0.6827

I view myself as a member of the learning community along with students.	0.4959
I value student input into classroom rules.	0.3884
I value developing personal relationships with students. *Statistically Significant*	0.0335
I value dialog as a way to learn about students' out of school lives.	0.1242
I am comfortable with conflict as an inevitable part of the teaching and learning processes.	0.1325
I value student differences.	0.6973
I value collaborating with colleagues. *Statistically Significant*	0.0383
Participants' Disposition for Social Justice (n = 87) *Denotes a statistically significant item (i.e., p < 0.05)	**P-value**
I believe that hot topic conversations (e.g. race, gender, sexuality, religion, etc.) should be had in class when necessary and/or relevant. *Statistically Significant*	0.0001
I believe that schools can reproduce social inequities. *Statistically Significant*	0.0001
I believe it is important to acknowledge how issues of power are enacted in schools. *Statistically Significant*	0.0001
I value equity (giving each student what they individually need) over equality (giving each student the same thing). *Statistically Significant*	0.0416
Participants' Disposition for Knowledge Construction (n = 87) *Denotes a statistically significant item (i.e., p < 0.05)	**P-value**
I believe that diverse perspectives can enhance students' understanding of content. *Statistically Significant*	0.0003
I believe that students' cultural norms affect how they learn. *Statistically Significant*	0.0001
I believe that teachers' cultural knowledge influences their pedagogical practices. *Statistically Significant*	0.0001
I believe that class content should be viewed critically. *Statistically Significant*	0.0001

I believe that knowledge is constructed with my students (as opposed to taught to students). *Statistically Significant*	0.0001
I value cultural knowledge. *Statistically Significant*	0.0318
I value experiential learning.	0.0705
Guskey's (2002) Evaluation Level: Student Learning Outcomes (Post Course Survey, Appendix C)	
Participants' Change in Practice Based on Their Learning from the Course (n = 32)	**Percentage**
Disposition for Praxis	37.5
Disposition for Community	18.8
Disposition for Social Justice	3.1
Disposition for Knowledge Construction	37.5
Not Applicable or Inconclusive	3.1

IMPLICATIONS & RECOMMENDATIONS

Guskey (2002) suggested that "through evaluation, you can determine whether these [professional development] activities are achieving their purpose" (p. 46). The overarching goal of the Multicultural Education course was to positively impact education professionals' dispositions for culturally responsive pedagogy as measured through the Dispositions for Culturally Responsive Pedagogy Scale (DCRPS, Appendix B; Whitaker & Valtierra, 2019). The secondary goal of the Multicultural Education course was to provide high-quality professional learning for education professionals that prompted a change in practice that would positively impact student learning (Darling-Hammond et al., 2017; Guskey, 2002; Murray, 2014). Primary findings suggest that the Multicultural Education course was successful in meeting the goals of the professional learning course.

Using Guskey's (2002) framework for evaluating the effectiveness of professional development, the first and second levels of evaluation seeks to assess participants' overall satisfaction with the professional development and its effectiveness, respectively. Darling-Hammond et al. (2017) and Murray (2014) note that effective professional learning is specific, contextualized, and relevant to participants' professional roles and duties. The data collected

from participants who completed the Multicultural Education course show that participants perceived the course to be of high quality, beneficial to their professional roles, and relevant to their personal and professional lives. Furthermore, 92 percent of participants indicated that the Multicultural Education course met their needs (Murray, 214), 95 percent indicated the course provided opportunities for interactions and reflections (Darling-Hammond et al., 2017; Gay & Kirkland, 2003; Gorski & Dalton, 2019; Learning Forward, 2011), and 97 percent stated that the course instructor's expertise and facilitation skills enhanced the quality of the learning experience (Darling-Hammond et al., 2017) to some extent or to a great extent. Ninety-one percent of participants indicated that the course instructor effectively modeled effective teaching strategies to some extent or to a great extent (Banks et al., 2001; Darling-Hammond et al., 2017). These percentages represent a slight decrease when compared with third year results. In the third and fourth years of the course, two percent of participants expressed feelings of strong discontent for the course content and course learning experiences, which is a sentiment expressed by four percent of participants in the second year of the course. No participants expressed feelings of strong discontent in the first year of the course.

Guskey (2002) states that effective professional development leads to effective implementation of new knowledge and skills in professionals' unique educational contexts. The fourth level of his framework (Guskey, 2002) suggests the collection of data that provides evidence of the degree and quality of implementation. Analysis of the participants' dispositions for multicultural teaching and learning (DCRPS, Valtierra & Whitaker, 2019) provided evidence that the Multicultural Education course was successful in increasing education professionals' dispositions for culturally responsive pedagogy as 63% percent of the increased changes in dispositionality were statistically significant. It is noteworthy that the change from the first to the second year of the course with regards to participants' dispositions for culturally responsive pedagogy was much higher. It is possible that year 2 was a statistical anomaly and that years 3 and 4 represented reversions to the mean since 50% of dispositions showed statistically significant increase in the first year, which is similar to the 58% increase in the third year and 63% in fourth year.

The disposition *I value collaborating with families* is particularly interesting as it is the only disposition that showed a decrease in average score between pre-course and post-course questionnaires. This decrease also appeared in Year 3 results. While the change wasn't statistically significant, it does raise questions about how Year 3 and Year 4 participants interpreted the challenges and opportunities associated with partnering with families with respect to multicultural education. It is possible that this decrease in average may be due to fears among educators regarding a recent nationwide effort among some politicians to invite and encourage families to protest the teaching of equity, diversity, and social justice in public schools. Results such as these suggest that instructors of this course may consider additional methods of improving this disposition in a statistically significant manner.

Guskey (2002) and others (CGCS, 2021; Darling-Hammond et al., 2017; Learning Forward, 2011; Murray, 2014) argue that the ultimate goal of effective professional development is increased student learning. In evaluating the effectiveness of professional

learning in impacting student learning, Guskey (2002) suggests that instructors or facilitators gather data that evaluates the impact of the professionals' learning on their students' learning. The Multicultural Education course does not explicitly address or evaluate this link, but anecdotal evidence was gathered about participants' perceptions of how their learning in the Multicultural Education course would impact their students' learning. Ninety-three percent of participants' responses to the open-ended prompt "Reflections and Feedback" were positive and referenced the quality of the course, the benefit of the course for their professional work, and the relevancy of the course learning experiences for their professional role and/or work. This suggests that a significant number of participants found that the course may have improved their ability to boost student learning. The following participant comment illustrates the connection between course content and student learning:

> [As a result of this class,] I am much more aware of when equity and equality are taking place. I have noticed a difference in attitudes and mindsets of older adults compared to the younger population. I tend to speak up more often when I disagree with behavior, especially if it *affects student learning* [emphasis added] and treatment compared to others. I feel I have more sensitivity and awareness than before.

While most participants implied the connection between what they learned and student learning, others, such as the above participant, make the connection between the content of the course and student learning more explicit.

A review of these findings suggests another implication that may be worth considering. There appears to be a significant disparity between "Dispositions for Social Justice" results collected from the "Dispositions for Culturally Responsive Pedagogy" surveys and the "Participants' Change in Practice" open-ended questionnaire. While 3 of the 4 "Dispositions for Social Justice" showed extremely significant increases by the conclusion of the course, only three percent of answers explicitly referenced a "Disposition for Social Justice" to the "open-ended" question: "*What have you done differently in your professional context that you would attribute to your learning from the Multicultural Education course?*" For many participants, the "open-ended" question was answered months after the course had concluded. This may suggest that the statistically significant improvements in this disposition suffer from a "backslide" as participants become farther removed from the course.

Overall, findings suggest the Multicultural Education course was successful in accomplishing and achieving the goals of positively impacting education professionals' dispositions for culturally responsive pedagogy (Whitaker & Valtierra, 2019), and providing high-quality professional learning for education professionals that prompted a change in practice that would positively impact student learning (Darling-Hammond et al., 2017; Guskey, 2002; Murray, 2014) should be celebrated and replicated in future courses. However, both celebration and replication must be done in conjunction with the same qualities of critical reflection and corresponding changes in practice recommended for participants, by the course instructors, using the data collected, in order to increase the effectiveness and success of future Multicultural Education courses.

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

Nevada Computer Science Endorsement Initiative
Offered statewide to all K-12 educators through a partnership between the Northwestern, Southern Nevada, and Northeastern Regional Professional Development Programs **NWRPDP Facilitator**: Carrie Hair, *Secondary Math/Computer Science Facilitator* **SNRPDP Facilitators:** Danielle Krempp, *Computer Science/Tech Trainer* and Jason Lillebo, *Computer Science/GATE Coordinator & Tech Trainer* **NNRPDP Program Facilitators:** Connie Thomson, *Professional Learning Leader* **Audience:** *K - 12 Educators, Statewide*
PROJECT OVERVIEW

Multiple studies indicate that CS [computer science] education can help students beyond computing. CS education has been linked with higher rates of college enrollment and improved problem-solving abilities…As these skills take preeminence in the rapidly changing 21st century, CS education promises to significantly enhance student preparedness for the future of work and active citizenship. (Vegas & Fowler, 2024. p.1)

To enhance student preparedness, K-12 educators' preparedness to teach computer science must be prioritized. The Computer Science Endorsement Course initiative was developed to address the growing demand for highly-qualified computer science educators. The initiative, a collaborative effort between the Northeastern Nevada Regional Professional Development Program (NNRPDP), the Northwestern Regional Professional Development Program (NWRPDP), and the Southern Nevada Regional Professional Development Program (SNRPDP), aims to equip Nevada's educators with the skills and knowledge necessary to effectively teach computer science, computer applications, and programming languages by offering courses for educators interested in earning an Introductory Computer Science endorsement or an Advanced Computer Science endorsement.

The design of the courses is informed by the research-based characteristics of effective professional learning identified by Murray (2013) and integrates foundational adult learning theories by being mindful of the importance of self-directed learning, experiential learning, and critical reflection (Merriam & Bierema, 2013). The content of the courses is informed by Nevada licensure requirements for the Introductory Computer Science endorsement (Nevada Administrative Code § 391.202, 2022), the Advanced Computer Science endorsement (Nevada Administrative Code § 391.196, 2022), the Nevada Academic Content Standards for Computer

Science and Integrated Technology (Nevada Department of Education, 2019), and the Computer Science Teacher Association's Standards for Computer Science Teachers (Computer Science Teachers Association, 2020).

The courses for the Introductory Computer Science endorsement are a three-part series, and the Advanced Computer Science endorsement consists of a four-part series of courses. The courses are scheduled to unfold over the academic year, with the current structure supporting one Advanced Computer Science cohort and two distinct Introductory Computer Science cohorts. The schedule and the cohort structure are designed to meet the demand for the courses while fostering a sense of community and consistency among participants across the required courses for the endorsements, ensuring a supportive network among educators. The courses are formatted to offer flexible learning opportunities by providing both synchronous and asynchronous sessions to accommodate the varied schedules of the participants. The synchronous sessions are conducted via a virtual platform, ensuring the vast geographical expanse of the state does not create a barrier to access. The overarching goals of the initiative are to strengthen participants' pedagogical content knowledge, provide a deeper understanding of computer science concepts and practices, and enhance the quality and effectiveness of instructional practices.

PROJECT ALIGNMENT TO PROFESSIONAL LEARNING STANDARDS (Learning Forward, 2022)	
Strand	**Alignment to Project Design and Goals**
RIGOROUS CONTENT FOR EACH LEARNER *Equity Practices:* Professional learning results in equitable and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities. *Curriculum, Assessment, and Instruction:* Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional	*Equity Practices:* ● Course content is designed to build participants' capacity to identify and embrace aspects of students' identities and assets, e.g., analysis and development of learning episodes using Universal Design for Learning (Israel, Lash & Ray, 2018). ● Course content is designed to build participants' capacity to consider students' assets, interests, culture, identities, and social and emotional strengths and needs in their instructional practice, e.g., providing recommendations to strengthen equity practices in instructional practice based on the analysis of case studies. ● Course content is designed to build participants' capacity to serve students with diverse physical, social, academic, and behavioral abilities, assets, and needs, e.g., evaluation of technological tools through the lens of equity and accessibility.

materials for students, assess student learning, and understand curriculum and implement through instruction. *Professional Expertise:* Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.	● Course content is designed to build participants' capacity to foster student voice, agency, and safety, e.g., explorations of project-based learning. *Curriculum, Assessment, and Instruction:* ● Course content is designed to build participants' capacity to understand a range of student assessment purposes and approaches, e.g., analysis of various forms of formative assessments. ● Course content is designed to build participants' capacity to use student assessment data to inform decisions about instruction, e.g., analysis of students' responses to questions developed to reveal potential misconceptions. ● Course content is designed to build participants' capacity to adapt instruction and use instructional materials based on knowledge of students, e.g., evaluation of instructional resources. ● Course content is designed to facilitate the use of technology to support instruction, e.g., development and implementation of computational artifacts into instructional practice. *Professional Expertise:* ● Course content is designed to build participants' capacity to understand relevant content, professional, and performance standards, e.g., deconstruction of Nevada Academic Content Standards for Computer Science and Integrated Technology. ● Course content is designed to build participants' capacity to apply relevant standards and research to instructional practice, e.g., design of learning episodes using Nevada Academic Content Standards for Computer Science and Integrated Technology. ● Course content is designed to support participants' planning, tracking, and evaluation of professional growth in content, professional, and performance standards, e.g., assessment and reflection using Computer Science Teacher Association's Computer Science Standards for Teachers.
TRANSFORMATIONAL PROCESSES *Equity Drivers:* Professional learning results in equitable and	*Equity Drivers:* ● Course content is designed to build participants' capacity to cultivate knowledge, practices, and beliefs around equity and access, e.g., analysis of case studies.

excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.	● Course structure reflects a process for fostering inclusive professional learning experiences, e.g., courses are open to educators across the state.
Evidence: Professional learning results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.	*Evidence:* ● Course structure reflects evidence-based approaches to professional learning, e.g., incorporation of active participation and hands-on experiences into synchronous classes and asynchronous modules.
Learning Designs: Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.	*Learning Designs*: ● Course structure reflects the use of technology to enhance and differentiate professional learning, e.g., sessions conducted through a virtual platform. ● Course content builds participants' capacity to assess technologies for strengths and limitations, e.g., evaluation of technological tools.
Implementation: Professional learning results in equitable and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.	*Implementation:* ● Course content is designed to develop participants' capacity to engage in the feedback process, e.g., the incorporation of a model for feedback structures in a project-based learning experience. ● Course structure reflects the provision of opportunities to practice engaging in safe feedback processes, e.g., the incorporation of discussion protocols during debriefing processes.
CONDITIONS FOR SUCCESS *Equity Foundations:* Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable	*Equity Foundations:* ● Course structure reflects equitable access to professional learning, e.g., virtual format. ● Course content is designed to develop the capacity to support the development of specialized roles, e.g., use of a cohort structure for the acquisition of courses for endorsement requirements.

access to learning, and sustain a culture of support for all staff.	*Culture of Collaborative Inquiry:*
Culture of Collaborative Inquiry: Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.	● Course content is designed to build participants' capacity to collaborate, e.g., provision of options to collaborate on asynchronous coursework.
Leadership: Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.	*Leadership*: ● Course structure reflects the adoption of the Standards for Professional Learning to guide the planning and implementation of professional learning.
Resources: Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.	*Resources:* ● Course structure reflects resources aligned to support the identified needs of participants, e.g., participants explore the Nevada Academic Content Standards for Computer Science by selecting a grade band that aligns with their interests/professional practice.

ROLES AND ACTIONS		
NNRPDP Facilitator(s)	**NWRPDP & SNRPDP Facilitators**	**Participants**
Develop content for synchronous and asynchronous sessions aligned with the Methods for Teaching Computer Science	Develop content for synchronous and asynchronous sessions aligned with the Concepts for Teaching Computer Science	Attend synchronous sessions and complete asynchronous sessions. Implement learning into

outlined in the Introductory Computer Science endorsement requirements. Develop and submit course syllabi to secure university credit. Host Computer Science Endorsement FAQ pre-course sessions and broadcast enrollment opportunities. Design the course within a learning management system. Facilitate synchronous sessions and monitor asynchronous modules. Facilitate office hours for asynchronous session support. Assess coursework and provide feedback. Reflect on the professional learning experience and adjust accordingly.	and Methods for Teaching Computer Applications as outlined in the Introductory Computer Science endorsement requirements. Develop content for synchronous and asynchronous sessions aligned with programming in computer languages courses as outlined in Advanced Computer Science endorsement requirements. Develop course syllabi to secure university credit. Develop and host Computer Science Endorsement FAQ pre-course sessions and broadcast enrollment opportunities. Design courses within a learning management system. Facilitate synchronous sessions and monitor asynchronous modules. Facilitate office hours for asynchronous session support. Assess coursework and	professional practice. Reflect on the learning experience and the implementation of the learning.

	provide feedback. Reflect on the professional learning experience and adjust accordingly.	

PARTICIPANT LEARNING OUTCOMES & EVIDENCE (Guskey, 2002)	
Outcomes	**Evidence**
Deepen Understanding of Core Concepts: Deepen understanding of the five core concepts of the Nevada Academic Content Standards for Computer Science and develop learning progressions to gain clarity on the detailed aspects of the learning intentions. **Deepen Understanding of Computer Science Practices, including Computational Thinking:** Deepen understanding and integration of computer science practices, including computational thinking, to enhance students' problem-solving and computational thinking capacities. **Advance Pedagogical Expertise in Computer Science:** Deepen understanding and integration of pedagogical content knowledge and learner-centered approaches through analysis and design of learning episodes and interactive activities. **Promote Inclusive and Equitable Environments:** Connect computer science to personal, practical, and social contexts while developing	- NNRPDP Evaluation Form (formative and summative) (Appendix A) - n = 164

strategies to foster a positive and productive classroom culture, ensuring inclusivity and equity in both physical and digital learning environments. ● **Understand and Utilize Assessment Techniques:** Deepen understanding, design, and implementation of various assessment techniques to evaluate students' comprehension of computer science concepts and practices, to identify and rectify misconceptions, and to use insights from formative assessments to inform instructional practices. ● **Integrate Technology:** Apply the Nevada Academic Content Standards for Computer Science and Integrated Technology to develop computational artifacts while understanding and integrating various technologies. ● **Engage in Reflective Practice:** Engage in reflective practice to enhance pedagogical content knowledge and integration of technology.	

ALIGNMENT BETWEEN GUSKEY'S FIVE LEVELS OF PROFESSIONAL DEVELOPMENT AND THE NNRPDP EVALUATION QUESTIONS (Guskey, 2002)	
Guskey's (2002) Evaluation Level: Participants' Reactions (NNRPDP Evaluation Form Questions, Appendix A) (n = 164)	**Mean Score**
The training matched my needs.	4.6
The training provided opportunities for interaction and reflection.	4.5
The presenter's experience and expertise enhanced the quality of the training.	4.8

The presenter efficiently managed time and pacing of the training.	4.9
The presenter modeled effective teaching strategies.	4.8
Guskey's (2002) Evaluation Level: Participants' Learning (NNRPDP Evaluation Form Questions, Appendix A) (n = 164)	**Mean Score**
This training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.7
The training will improve my teaching skills.	4.7
I will use the knowledge and skills from this training in my classroom or professional duties.	4.8
This training will help me meet the needs of diverse student populations.	4.4
Guskey's (2002) Evaluation Level: Organization Support and Change (n = 164)	**Evidence**
The Computer Science courses meet Nevada Academic Code requirements for licensure, and are approved for endorsement by the appropriate governing bodies in partnership with the Nevada Department of Education Office of Teacher Licensure.	All participants obtained scores that made them eligible to submit for an endorsement.
Guskey's (2002) Evaluation Level: Participants' Use of New Knowledge and Skills (NNRPDP Evaluation Form Questions, Appendix A) (n = 164)	**Mean Score**
My learning today has prompted me to change my practice.	4.4
I will use the knowledge and skills from this training in my classroom or professional duties.	4.5
Guskey's (2002) Evaluation Level: Student Learning Outcomes (NNRPDP Evaluation Form Questions, Appendix A) (n = 164)	**Mean Score**
My learning today will affect students' learning.	4.7

IMPLICATIONS & RECOMMENDATIONS

Evaluation using Guskey's model reveals mean scores that validate the program's design and emphasize its impact on the participants' professional practice. Participants' evaluations of the courses (n = 164) indicate growth in their understanding of and ability to teach computer science. Furthermore, 100% of the participants who completed all courses in the three-part Introductory Computer Science series and the four-part Advanced Computer Science series achieved the qualifying scores necessary to earn college credits, making them eligible to apply for their respective endorsements through the Nevada Department of Education's licensure department. The courses can be strengthened by being more explicit in connecting how the course content will assist in meeting the needs of diverse populations.

Given the positive outcomes reflected in 100% of the evaluation questions receiving a mean rating of 4.4 or higher, it is clear that the Computer Science Endorsement initiative should continue in order to provide accessibility to all interested educators. Considering the dynamic nature of the discipline, it is essential to establish ongoing support structures to help educators to continue to grow their practice after completing the courses. Establishing a statewide Computer Science Professional Learning Community would create a support network across the state and foster continuous learning and experience sharing.

The success of the Computer Science Endorsement initiative underscores the need to maintain the initiative. Ensuring ongoing accessibility to courses leading to the endorsement and establishing robust structures for ongoing support at the conclusion of the courses are critical for keeping pace with the dynamic nature of computer science. This proactive approach will enhance educator professional growth and enrich student learning in order to meet the evolving demands of education.

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

Supporting Multilingual Learners to Achieve Academic Success: A District Wide Approach
PROJECT OVERVIEW

Multilingual learners represent nearly ten percent of the total student population nationally with rural areas of the United States experiencing significant increases in the number of their linguistically diverse students (National Center for Education Statistics, 2023). The Northeastern Nevada Regional Professional Development Program (NNRPDP) was invited to collaborate on a multi-year professional learning partnership with central office leaders from a rural district with a growing population of multilingual learners (ML). The district is currently serving a total of 256 multilingual learners across eight school sites including four elementary schools, two middle schools, one high school, and a combined school. Results of a district-wide needs assessment showed less than 10% of multilingual learners across grades 3-8 and grade 11 are proficient in ELA or Math as measured by SBAC or ACT. Therefore, the overarching outcome of the partnership is to increase the academic progress of all multilingual learners in the district. This overview describes year one of the partnership.

Results of a systematic literature review synthesizing 49 studies exploring teacher professional development focusing on the education of multilingual learners showed that professional development with positive outcomes is ongoing, collaborative, and includes multiple stakeholders (Vega, Howell, Kaminski & Bates, 2024). Monthly professional learning sessions were held over two days from September to May and included district leaders, site leaders, coaches, ML teachers, and paraprofessionals as well as staff members at four school sites. The project was aligned to the Learning Forward 2022 Professional Learning Standards by strand as shown in Table 1. Collaborative roles among the district partners, NNRPDP leaders, and participants are described in Table 2. Below is a summary of how monthly sessions were designed to meet the needs of multiple stakeholders.

District and Site Leaders:

Leader sessions were planned to provide differentiated content specifically for district and site administrators to build their strategic leadership. A root cause analysis of the low academic performance among multilingual learners revealed that teachers, support staff, and administrators lacked a cohesive approach to supporting their linguistically diverse students. As a result, a goal was established to collaboratively draft a new observation tool aligning Nevada Educator Performance Framework (NEPF) Instructional Practice Standards (Nevada Department of Education, 2022) with evidence-based English language development (ELD) practices. The group practiced using the tool by watching instructional videos from the California Department of Education's Integrated and Designated ELD (n.d.) video series. This video series is designed to assist educators through discussion and conversation, to identify the key features of integrated

ELD instruction. Leaders then revisited lessons submitted by teachers at their own school sites to consider how they might provide feedback to enhance instruction that would best meet the needs of multilingual learners. They engaged in role play to practice how feedback might sound, and NNRPDP professional learning leaders provided meta coaching to administrators to further refine the content and approach of their feedback. Finally, administrators previewed afternoon content through a leadership lens and considered how the learning could inform their school's continuous improvement process and school performance plans.

Leaders, Coaches, and Language Acquisition Specialists:

The professional learning model also brought together district and site leaders, coaches, and paraprofessionals in collaboration to meet the following outcomes:

1) Understand four recommendations from the Institute of Educational Sciences (IES, 2014)) that address what works for English language learners during reading and content-area instruction.
2) Understand how the WIDA English Language Development Standards 2022 Framework is anchored by four *Big Ideas* that support standards-based educational experiences that are student-centered, culturally and linguistically sustaining, and responsive to multilingual learners' strengths and needs. These four *Big Ideas* include: a) Equity of opportunity and access, b) Integration of content and language, c) Collaboration among stakeholders, and, d) Functional approach to language development.
3) Engage in a data driven dialogue through an asset-based lens to understand language proficiencies and use their understanding for decision making, planning, and scheduling.
4) Develop relationships with and observe language development over the year with two focus students.

Corrective Action Plan (CAP) Schools:

Site-level support was provided at two elementary schools, one middle school, and a high school designated in need of corrective action as outlined by the requirements of Assembly Bill 219 (Nevada Department of Education, 2023). Participants were introduced to the four IES (2014) recommendations for teaching academic content and literacy to English learners. To increase effectiveness of Tier 1 instruction, the learning for this school year centered on application of Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. Teachers applied their learning through individual action plans and shared their progress in grade level groups. Participants completed a self-evaluation to reflect on their degree of implementation for Recommendation 1; results are summarized in Table 3.

Participants' reactions, reported use of new knowledge and skills, and perceptions of student learning outcomes were gathered from the NNRPDP Evaluation using Likert scale ratings for each statement from not at all (one) to a great extent (five). The means for the first and final session evaluations are presented by group in Tables 4, 5, and 6.

TABLE 1: PROJECT ALIGNMENT TO PROFESSIONAL LEARNING STANDARDS (Learning Forward, 2022)	
Strand	**Alignment to Project Design and Goals**
RIGOROUS CONTENT FOR EACH LEARNER *Equity Practices:* Professional learning results in equitable and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities. *Curriculum, Assessment, and Instruction:* Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction. *Professional Expertise:* Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.	*Equity Practices:* ● Built participants' capacity to personalize instruction in consideration of each students' assets, culture, identity, interests, and social and emotional needs and strengths. *Curriculum, Assessment, and Instruction:* ● Built participants' capacity to implement the IES Recommendations using the *Wit and Wisdom* curriculum, or other site-based curricular, in order to promote equitable learning for all students. *Professional Expertise:* ● Built participants' capacity to understand the WIDA 2020 Framework, evidence-based practices to support the literacy and content learning of multilingual learners, and understanding of WIDA ACCESS data.
TRANSFORMATIONAL PROCESSES *Equity Drivers:* Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional	*Equity Drivers:* ● Supported participants to engage in professional learning to cultivate knowledge, practices and beliefs around equity. *Evidence:*

learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.	● Fostered a culture of transparency with data use, especially WIDA ACCESS data.
Evidence: Professional learning results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.	**Learning Designs**: ● Established systemwide professional learning goals aligned with strategic priorities and identified needs. **Implementation** ● Implemented evidence based professional learning design by collaborating with district and site leadership, provided resources to assist with implementation, and incorporated feedback from monthly debriefing sessions.
Learning Designs: Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.	● The professional learning fostered understanding of student and family contexts and their potential impact on teaching learning and interactions at school through the development of an action plan. Guiding questions included: *Who are MLLs in my school community? What are their current levels of language proficiency? Who is involved in providing support to MLLs in my school community? What role do I play? What do I know about my MLL students and their families? What can I learn about my MLL students and their families that will help me to more effectively support their academic progress?*
Implementation: Professional learning results in equitable and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.	● A Socratic Seminar was held to better understand the perspective of bilingual paraprofessionals.
CONDITIONS FOR SUCCESS *Equity Foundations:* Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.	***Equity Foundations:*** ● Built participants' understanding of how practices have impeded learning for students. ● Used research on teacher development to design professional learning structures to develop and retain bilingual paraprofessionals and teachers. ***Culture of Collaborative Inquiry:*** ● Established expectations for system wide continuous improvement.

Culture of Collaborative Inquiry: Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.	*Leadership*: ● NNRPDP led the district's mission to improve academic outcomes for multilingual learners through a system-wide, multiyear professional learning plan.
Leadership: Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.	*Resources:* ● Developed a resource "landing page" for each school designated in need of corrective action as well as leaders, and coaches.
Resources: Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.	

TABLE 2: ROLES AND ACTIONS

NNRPDP Facilitators N=4	District Partners N=2	Participants N= 216
Present direct instruction during sessions Provide guided opportunities for participants to implement their learning Reflect on the professional learning experience and	Share relevant data and district expectations for teaching and learning Provide input and feedback during the planning process Participate in all professional learning sessions	Attend monthly professional learning sessions Implement their learning Reflect on the learning experience and their implementation of their learning

adjust accordingly based on participant feedback in collaboration with partners Provide a summary of project for the district Develop a draft School Performance Plan and Corrective Action Plan to assist the district and school sites in aligning goals and outcomes with the overarching professional learning foci and related evidence/research	Debrief the professional learning experience and share feedback that will be used to improve and tailor future professional learning sessions	

TABLE 3: IES RECOMMENDATION 1 SELF-EVALUATION RESULTS FOR CAP SCHOOLS (Appendix D)

	Pre-Assessment N=131			Post-Assessment N=115		
Participants' Combined Self Rating	Percentage Novice	Percentage Developing	Percentage Proficient	Percentage Novice	Percentage Developing	Percentage Proficient
I choose a brief, engaging piece of grade-level informational text (e.g., magazine article, trade	23%	42%	35%	11%	62%	27%

book excerpt, website entry, etc.) from which to select target vocabulary words and anchor vocabulary instruction.						
I choose 5-9 target academic vocabulary words that are essential for understanding the selected text and, where feasible, are relevant to other content areas or contexts, have multiple meanings, are alterable by adding affixes, and/or have cognate relationships across languages.	22%	53%	25%	9%	60%	31%
I vary instructional activities by including	15%	42%	43%	9%	65%	20%

opportunities for students to use the target academic vocabulary words in writing, speaking, and listening.							
I teach word-learning strategies (e.g., use of context clues, morphology, and/or cognates) to help students independently figure out the meaning of words.	22%	52%	26%		15%	20%	65%

TABLE 4: ALIGNMENT BETWEEN GUSKEY'S FIVE LEVELS OF PROFESSIONAL DEVELOPMENT AND THE NNRPDP EVALUATION QUESTIONS (Guskey, 2002, Appendix A) District and Site Leaders		
Guskey's (2002) Evaluation Level: Participants' Reactions (NNRPDP Evaluation Questions, Appendix A)	**Mean Score Beginning**	**Mean Score End**
The training matched my needs.	4.6	4.6
The training provided opportunities for interaction and reflection.	4.7	4.9
The presenter's experience and expertise enhanced the quality of the training.	4.7	4.8

The presenter efficiently managed time and pacing of the training.	4.7	4.8
The presenter modeled effective teaching strategies.	4.5	4.7
Guskey's (2002) Evaluation Level: Participants' Learning (NNRPDP Evaluation Questions, Appendix A)	**Mean Score Beginning**	**Mean Score End**
This training added to my knowledge of standards and/or my skills in leadership.	4.4	4.9
The training will improve my leadership.	4.4	4.9
I will use the knowledge and skills from this training in my classroom or professional duties.	4.5	4.9
This training will help me meet the needs of diverse student populations.	4.3	4.7
Guskey's (2002) Evaluation Level: Organization Support and Change (NNRPDP Evaluation Questions, Appendix A)	Not measured	
Discussed in Implications and Recommendations		
Guskey's (2002) Evaluation Level: Participants' Use of New Knowledge and Skills (NNRPDP Evaluation Questions, Appendix A)	**Mean Score Beginning**	**Mean Score End**
My learning today has prompted me to change my practice.	3.9	4.6
I will use the knowledge and skills from this training in my professional duties.	4.5	4.9
Guskey's (2002) Evaluation Level: Student Learning Outcomes (NNRPDP Evaluation Questions, Appendix A)	**Mean Score Beginning**	**Mean Score End**
My learning today will affect students' learning.	4.1	4.8

TABLE 5: ALIGNMENT BETWEEN GUSKEY'S FIVE LEVELS OF PROFESSIONAL DEVELOPMENT AND THE NNRPDP EVALUATION QUESTIONS (Guskey, 2002, Appendix A) Leaders, Coaches, and Language Acquisition Specialists		
Guskey's (2002) Evaluation Level: Participants' Reactions (NNRPDP Evaluation Questions, Appendix A)	**Mean Score Beginning**	**Mean Score End**
The training matched my needs.	4.4	4.5
The training provided opportunities for interaction and reflection.	4.6	4.9
The presenter's experience and expertise enhanced the quality of the training.	4.9	4.7
The presenter efficiently managed time and pacing of the training.	4.8	4.7
The presenter modeled effective teaching strategies.	4.8	4.7
Guskey's (2002) Evaluation Level: Participants' Learning (NNRPDP Evaluation Questions, Appendix A)	**Mean Score Beginning**	**Mean Score End**
This training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.6	4.9
The training will improve my teaching skills.	4.8	4.9
I will use the knowledge and skills from this training in my classroom or professional duties.	4.8	4.9
This training will help me meet the needs of diverse student populations.	4.7	4.7
Guskey's (2002) Evaluation Level: Organization Support and Change (NNRPDP Evaluation Questions, Appendix A)	Not measured	
Discussed in Implications and Recommendations.		
Guskey's (2002) Evaluation Level: Participants' Use of New Knowledge and Skills (NNRPDP Evaluation Questions, Appendix A)	**Mean Score Beginning**	**Mean Score End**

	Mean Score Beginning	Mean Score End
My learning today has prompted me to change my practice.	4.6	4.6
I will use the knowledge and skills from this training in my classroom or professional duties.	4.8	4.9
Guskey's (2002) Evaluation Level: Student Learning Outcomes (NNRPDP Evaluation Questions, Appendix A)	**Mean Score Beginning**	**Mean Score End**
My learning today will affect students' learning.	4.7	4.9

TABLE 5: ALIGNMENT BETWEEN GUSKEY'S FIVE LEVELS OF PROFESSIONAL DEVELOPMENT AND THE NNRPDP EVALUATION QUESTIONS (Guskey, 2002, Appendix A) **Corrective Action Plan School Staff**		
Guskey's (2002) Evaluation Level: Participants' Reactions (NNRPDP Evaluation Questions, Appendix A)	**Mean Score Beginning**	**Mean Score End**
The training matched my needs.	4.1	4.4
The training provided opportunities for interaction and reflection.	4.8	4.8
The presenter's experience and expertise enhanced the quality of the training.	4.6	4.7
The presenter efficiently managed time and pacing of the training.	4.7	4.8
The presenter modeled effective teaching strategies.	4.5	4.7
Guskey's (2002) Evaluation Level: Participants' Learning (NNRPDP Evaluation Questions, Appendix A)	**Mean Score Beginning**	**Mean Score End**
This training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.3	4.5
The training will improve my teaching skills.	4.4	4.6

I will use the knowledge and skills from this training in my classroom or professional duties.	4.5	4.6
This training will help me meet the needs of diverse student populations.	4.5	4.5
Guskey's (2002) Evaluation Level: Organization Support and Change (NNRPDP Evaluation Questions, Appendix A)	Not measured	
Discussed in Implications and Recommendations		
Guskey's (2002) Evaluation Level: Participants' Use of New Knowledge and Skills (NNRPDP Evaluation Questions, Appendix A)	**Mean Score Beginning**	**Mean Score End**
My learning today has prompted me to change my practice.	4.1	4.4
I will use the knowledge and skills from this training in my classroom or professional duties.	4.5	4.6
Guskey's (2002) Evaluation Level: Student Learning Outcomes (NNRPDP Evaluation Questions, Appendix A)	**Mean Score Beginning**	**Mean Score End**
My learning today will affect students' learning.	4.3	4.5

IMPLICATIONS & RECOMMENDATIONS

Aldridge and McLure (2023) conducted a systematic literature review of 191 primary studies and learned that reform efforts are more successful if clear goals and a shared vision for change are established prior to implementation. The overarching outcome for this professional learning collaboration was to increase the academic progress of multilingual learners by implementing evidence-based practices (Baker, et al., 2014; WIDA, 2020). This shared goal was established at the onset of the collaboration, articulated in every session, and embraced by all district and site administrators, coaches, teachers, and paraprofessionals. Evidence from Aldridge and McLure's (2023) review further suggests that comprehensive school planning supports reform efforts. The four schools in need of corrective action developed comprehensive plans aligned with the four IES evidence-based recommendations, resulting in a cohesive approach to continuous improvement.

Data were collected from the NNRPDP evaluation to learn about participants' perceived learning and how the learning in turn impacted their professional practice. The post mean

Likert scale results indicate a high degree of learning as well as positive changes in professional practice with an increase for nearly every rating from pre to post across all groups. Data was also gathered to learn about teachers' reported implementation of IES recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional tools (2014). The post data results reveal that as a group the majority of teachers rate their practice as *developing* in the areas of selecting text, identifying target vocabulary words, and varying their instructional activities. These ratings suggest teachers are making changes in their instructional practices. Few teachers rated their practice as *proficient* which indicates a need to continue focusing on this evidence-based recommendation next year. A total of 65% of the group rated their practice as *proficient* for teaching word-learning strategies (e.g., use of context clues, morphology. and/or cognates) to help students independently figure out the meaning of words. This is an area of strength to continue to build upon in future professional learning and coaching sessions.

Spring 2024 WIDA ACCESS data were reviewed to learn about students' progress toward meeting their adequate growth percentile (AGP), and to determine next steps for meeting students' academic needs. All school sites observed an increase in the number of students meeting their AGP as compared to the 2022-2023 school year, with one elementary CAP school reaching 90% of students meeting AGP. The data also point to a need for ongoing continuous improvement especially at the secondary level.

Together, this data and findings from the research cited in this summary will guide the professional learning plan for the 2024-2025 school year. For example, research shows that while foundational areas such as vocabulary and comprehension are important, there is room for the inclusion of family and teacher voice (Vega, et al., 2023). Next year, participants will continue to implement the four IES recommendations (2014), and will also be offered opportunities for individual choice to set goals for learning in the areas of instruction, family engagement, and students' assets.

Additionally, research findings emphasize the importance of building capacity (Aldridge & McLure, 2023). Therefore, NNRPDP professional learning leaders will work closely with district coaches to build their capacity to offer professional learning and coaching at school sites. Learning labs will be held twice a year to observe instruction, provide feedback, and give teachers a voice in identifying their next instructional steps. Through district implementation of this professional learning plan in the 2024-2025 school year, it is anticipated that multilingual learners will have increased access to supported language learning opportunities that will have a positive impact on their language acquisition and development.

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

Supporting New Educators Through Learning Walks
In partnership with Elko County School District **NNRPDP Facilitators:** Treena Parker & Tom Browning, Ph.D., *Professional Learning Leaders* **Audience | Participants:** *Novice elementary educators hired to teach in ECSD*
PROJECT OVERVIEW

Northeastern Nevada Regional Professional Development Program (NNRPDP) and Elko County School District (ECSD) have partnered to support new teachers for over a dozen years through the RISE (Retain, Induct, Support, Encourage) program. This partnership offers multi-layered support for new teachers including a new teacher orientation prior to the start of school, a school site mentor, and monthly critical friends group meetings. RISE continues to evolve based on updated research around the most effective types of support, the changing needs of teachers, and available resources.

With the aspiration to align with current research advocating job-embedded professional learning opportunities and to support new teachers in a meaningful way, an additional layer of support was added for the 2023-24 school year: RISE Learning Walks. The full-day, job-embedded Learning Walks, facilitated by NNRPDP, were offered to ECSD K-5 new teachers five times (in September, October, November, February, and March) with the purpose of (1) creating a culture of inquiry, collaborative learning, and reflective practice, and (2) creating a shared understanding of effective practice by examining teaching and learning through four lenses, the content of which was integral to the new teacher orientation participants had participated in prior to the start of school:

- Equity
- Classroom ecosystem
- Nevada Academic Content Standards (NVACS)
- Nevada Educator Performance Framework (NEPF)

In order to provide relevant support, K-2 teachers participated in Learning Walks on one day and 3-5 teachers participated in Learning Walks on the following day. Hosted by a different elementary school each time, Learning Walks began with a pre-walk meeting to review the purpose, review lenses for observation, and establish norms. Teachers then observed in three classrooms followed by a debrief. The afternoon consisted of facilitated planning time where participating teachers were able to apply their learning from the morning to their own context with the support of NNRPDP facilitators.

PROJECT ALIGNMENT TO PROFESSIONAL LEARNING STANDARDS (Learning Forward, 2022)

Strand	Alignment to Project Design and Goals
RIGOROUS CONTENT FOR EACH LEARNER ***Equity Practices:*** Professional learning results in equitable and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities. ***Curriculum, Assessment, and Instruction:*** Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction. ***Professional Expertise:*** Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.	***Equity Practices:*** ● With a key lens of observation during Learning Walks being that of equity, new teachers developed an awareness of how classroom conditions impact each learner. With encouragement, they often chose one or two students to observe, along with taking a holistic view of the whole class, asking themselves the questions, "which students benefit from (whatever practice or task) the most and which students benefit the least?" ***Curriculum, Assessment, and Instruction:*** ● Two other key lenses employed during Learning Walks were that of the Nevada Academic Content Standards (NVACS) and the Nevada Educator Performance Framework (NEPF). When observing through the lens of the NVACS, new teachers attended to the goals of instruction, whether those goals were clear and aligned, and how the curriculum, as a vehicle for reaching the goals, was effective in its design. Additionally, when new teachers employed the lens of NEPF, they attended to high leverage practices shown through research to be effective. These include activating prior knowledge, creating rigorous learning opportunities for all students, offering students opportunities to make meaning and to take ownership of their learning through self-assessment, and continuous, integrated assessment to inform instruction. ***Professional Expertise:*** ● Throughout the experience of participating in Learning Walks, new teachers were given the opportunity to reflect on their own classrooms and students and the ways in which they were effectively meeting the needs of all students as well as ways they felt compelled to improve.
TRANSFORMATIONAL PROCESSES ***Equity Drivers:*** Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.	***Equity Drivers:*** ● Learning Walks provided teachers a safe environment in which to discuss with colleagues from across the district equitable practices for all students and the ways their own biases and beliefs impact their students. With expert facilitation, the discourse surfaced deeply-held biases and beliefs which could then be recognized and challenged by the participant.

Evidence: Professional learning results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning. *Learning Designs*: Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs. *Implementation:* Professional learning results in equitable and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.	*Evidence:* ● NNRPDP professional learning leaders consistently collected evidence throughout the project. This included anecdotal evidence as well as more formal evidence in the form of evaluations at the end of each session. This evidence will inform future Learning Walks, both through planning and facilitating to ensure the intended outcomes are achieved. *Learning Designs*: ● The design of the Learning Walks incorporated recommended best practices for professional Learning from a 2017 report from the Learning Policy Institute (Darling-Hammond et al. 2017) including incorporating active learning, supporting collaboration, using models of effective practice, providing coaching and expert support, and facilitating opportunities for reflection Darling-Hammond, L., Hyler, M. E., and Gardner, M. (2017). *Implementation:* ● Learning Walks focused not only on new teachers' observation of other teachers, but included opportunities for self-reflection, goal-setting, and planning for ways to improve their own practice based on what they observed.
CONDITIONS FOR SUCCESS *Equity Foundations:* Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff. *Culture of Collaborative Inquiry:* Professional learning results in equitable and excellent outcomes for all students when educators	*Equity Foundations:* ● Learning Walks and the reflection and debrief opportunities throughout the day were carefully orchestrated by NNRPDP professional learning leaders. Protocols for reflection and sharing included: partner work, small group work, and giving each individual multiple opportunities to share their thinking were prioritized and implemented. Creating a culture of support for new teachers was a central goal of the project. *Culture of Collaborative Inquiry:* ● All voices were heard and validated by professional learning leaders and participants in order to foster a collaborative culture. Additionally, participants spent time at the beginning of each Learning Walk determining one or more foci of inquiry including those outlined in the design as well as those participants determined were important to them.

engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.

Leadership: Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.

Resources: Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.

Leadership:
- Leadership was evidenced in the project through the vision of Learning Walks created and sustained by NNRPDP professional learning leaders. The structure of Learning Walks gave participants an opportunity, over the course of an entire first year of teaching, to build capacity and recognize the importance and impact of job-embedded professional learning.

Resources:
- Learning Walks required careful planning and commitment on the part of both NNRPDP and ECSD. NNRPDP professional learning leaders dedicated ten full days and professional expertise to make Learning Walks a success. ECSD district leadership supported Learning Walks, host schools created schedules and made classrooms and time available for the walks, individual teachers opened their classrooms to their new colleagues, and new teachers, with the encouragement of their administrator(s), participated in Learning Walks (many of them attending every Learning Walk opportunity made available to them).

ROLES AND ACTIONS		
NNRPDP Facilitator(s)	**ECSD District Leadership/ ECSD Elementary School Administrators**	**New Teachers**
• Plan and facilitate Learning Walks. • Communicate with district leaders, school administrators, and new teachers.	• Support Learning Walks by scheduling time and allocating resources including substitute teachers. • Encourage new teachers to participate in Learning Walks and remove barriers in order to ensure a successful experience.	• Attend Learning Walks. • Implement learning. • Reflect on the learning experience, their classroom, and ways they plan to implement their learning.

PARTICIPANT LEARNING OUTCOMES & EVIDENCE (Guskey, 2002)	
Outcomes	**Evidence**
- Create a culture of inquiry, collaborative learning, and reflective practice - Create a shared understanding of effective practice by examining teaching and learning through the lenses of - Equity - Classroom Ecosystem - Nevada Academic Content Standards - Nevada Educator Performance Framework	- NNRPDP Evaluation Form (formative and summative) (Appendix A) - Anecdotal evidence

ALIGNMENT BETWEEN GUSKEY'S FIVE LEVELS OF PROFESSIONAL DEVELOPMENT AND THE NNRPDP EVALUATION QUESTIONS (Guskey, 2002)	
Guskey's (2002) Evaluation Level: Participants' Reactions (NNRPDP Evaluation Questions, Appendix A)	**Mean Score**
The training matched my needs.	4.7
The training provided opportunities for interaction and reflection.	4.8
The presenter's experience and expertise enhanced the quality of the training.	4.7
The presenter efficiently managed time and pacing of the training.	4.8
The presenter modeled effective teaching strategies.	4.6
Guskey's (2002) Evaluation Level: Participants' Learning (NNRPDP Evaluation Questions, Appendix A)	**Mean Score**
This training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.6

The training will improve my teaching skills.	4.6
I will use the knowledge and skills from this training in my classroom or professional duties.	4.7
This training will help me meet the needs of diverse student populations.	4.2
Guskey's (2002) Evaluation Level: Organization Support and Change	**Evidence**
No information was gathered with regard to organization support and change.	Not measured
Guskey's (2002) Evaluation Level: Participants' Use of New Knowledge and Skills (NNRPDP Evaluation Questions, Appendix A)	**Mean Score**
My learning today has prompted me to change my practice.	4.3
I will use the knowledge and skills from this training in my classroom or professional duties.	4.7
Guskey's (2002) Evaluation Level: Student Learning Outcomes (NNRPDP Evaluation Questions, Appendix A)	**Mean Score**
My Learning today will affect students' learning.	4.7

IMPLICATIONS & RECOMMENDATIONS

RISE Learning Walks gave new teachers, many of whom had taken an alternate route to licensure and who had not had a traditional student teaching experience, opportunities to observe in a variety of classrooms, reflecting on teaching and learning in a safe and supportive environment. Those who participated, even one time, gave positive feedback on the experience and those who participated multiple times gained the most. While the resources required to implement Learning Walks were significant, participant evaluations and anecdotal evidence from NNRPDP professional learning leaders and district administrators suggest that Learning Walks are an effective professional learning experience for new teachers and should be continued. As ECSD leadership and NNRPDP consider ways to support new teachers next year, they plan to make Learning Walks available, not just to elementary teachers, but to expand the opportunity to all new teachers in the district, including middle and high school teachers. Additionally, ECSD leadership and NNRPDP plan to take a more proactive approach by

strengthening the partnership with administrators and ensuring all stakeholders understand the benefits of Learning Walks before, during, and afterward.

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

NNRPDP Facilitator: Holly Marich, NBCT, Ph.D., *Professional Learning Leader*
Audience: Classroom Teachers and Administrators in the NNRPDP Region

PROJECT OVERVIEW

With the rapid advancement of artificial intelligence (AI) technologies (specifically generative AI such as Chat GPT) and their potential impact on education, there is a growing need to prepare educators to harness the power of AI (Bryant, Heitz, Sanghvi, & Wagle, 2020) while maintaining a focus on equitable and excellent outcomes for all students. The Northeastern Nevada Regional Professional Development Program (NNRPDP) recognized this need and initiated professional learning projects to proactively support educators in integrating generative AI (GAI) tools into their instructional planning practices. This report comprises four GAI-related professional learning projects: two whole-staff Friday workshops, three small-group learning lab sessions, a five-week generative AI class, and one administrator's GAI inquiry project. The target audience for these projects included classroom teachers and administrators across the northeastern Nevada region. Each of the four projects highlighted in this report had a similar primary purpose: to empower educators with the knowledge, skills, and resources to effectively leverage GAI as an instructional planning partner and instructional tool, ultimately enhancing student learning experiences and outcomes. A common secondary purpose was to learn more about how educators in our region respond to learning about GAI tools, including any concerns they have (Kaplan-Rakowski, Grotewold, Hartwick, & Papin, 2023). Thus, informing the NNRPDP of specific areas of concern to be mindful of and address in future projects. A brief description of each project follows.

A single two-hour, whole-staff Friday workshop was provided to two different high schools in the northeastern region. These workshops included a PowerPoint presentation about the basics of AI and tutorials on a few GAI tool examples, such as Chat GPT, Claude.ai, and MagicSchool.ai. Participants were invited to explore how some educators use these tools as instructional planning partners. Guided practice comprised the bulk of the workshop as participants explored the GAI tools of their choice, being mindful of GAI use to enhance their curriculum, assessment, instruction, and overall student learning experiences. In both sessions, some participants were skeptical and hesitant to try the GAI tool, while others shared stories of their frequent use for planning. The skeptical participants dominated vocally, sharing their fears and distrust of the technology.

Whole-day, small-group learning labs were conducted in three schools (two high schools and one middle school). Note that these schools are different from the Friday workshop schools. Each learning lab followed a similar structure. During the morning, the small group worked together to learn GAI and use the technology to co-plan a mini-lesson. During the

afternoon, small group members taught the mini-lesson, taking turns in three different classrooms and pausing to discuss the merits of the lesson between each teaching. Participants were energized and excited to learn more during the two high school learning lab days. The middle school learning lab was less successful, leaving the participants overwhelmed. Further reflection and feedback from participants are needed to understand this reaction better, and make adjustments to future sessions accordingly.

The five-week GAI class included twelve participants from a range of grades taught, levels of teaching experience, and locations around the region. Each week, participants learned about using GAI for instructional planning practices, culminating in an end-of-course project that included evidence of using GAI to generate elements of a four-lesson mini-unit. By the end of the course, participants were expected to (1) develop a deep understanding of AI's capabilities and limitations in educational contexts; (2) use AI tools responsibly and ethically to support curriculum planning, assessment design, instructional differentiation, and student feedback; (3) align AI-assisted instructional practices with NVACS and the NEPF; (4) collaborate with colleagues to share best practices, address challenges, and continuously improve their use of GAI in teaching and learning; and (5) cultivate a growth mindset and ongoing professional learning towards integrating GAI ethically and effectively. For example, participants were expected to evaluate all GAI-created content using a human review process, emphasizing the importance of checking AI-generated content for accuracy, bias, and quality. Participants also completed weekly reflections about assigned readings addressing common AI issues in education. For example, assigned readings addressed ethical issues in education, such as using AI to save time, and AI "doing" student homework. Based on weekly participant feedback, a common learning pattern emerged. Most participants began with high concerns and limited knowledge. Over the five weeks, they developed new understandings and ended with an appreciation for GAI. Participants admitted they learned to judiciously employ the technology to save time on lesson planning and creating, allowing more time and energy for their students.

Growing serendipitously out of one small-group learning lab project was a participating administrator's interest in learning more about how GAI could support her work with teacher observations and feedback using the state-required evaluation cycle (Nevada Educator Performance Framework, 2022). This administrator first experienced GAI as a planning partner during her high school English Language Arts team learning lab. She then signed up for the five-week GAI course. Growing her knowledge and comfort with ChatGPT, she imagined how she could rebuild the teacher observation/feedback cycle at her school. This inquiry project is in progress with a pilot of her new system scheduled to be implemented before the school year ends.

PROJECT ALIGNMENT TO PROFESSIONAL LEARNING STANDARDS (Learning Forward, 2022)	
Strand	**Alignment to Project Design and Goals**
RIGOROUS CONTENT FOR EACH LEARNER *Equity Practices:* Professional learning results in equitable and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities. *Curriculum, Assessment, and Instruction:* Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction. *Professional Expertise:* Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.	*Equity Practices:* ● Educators learned how to leverage generative AI tools to create culturally responsive lessons with an eye toward student strengths. *Curriculum, Assessment, and Instruction:* ● Educators used generative AI to access high-quality curricula (i.e., learning how to critically analyze how to tell when AI "hallucinates"), create standards-aligned assessments, and plan rigorous, differentiated instruction tailored to student needs. *Professional Expertise:* ● Educators read and discussed articles about the effective use of AI in education. Readings also addressed AI-related pedagogical research and AI-supported curriculum alignment, among other topics, to help develop expertise in using generative AI responsibly as an instructional partner.
TRANSFORMATIONAL PROCESSES *Equity Drivers:* Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.	*Equity Drivers:* ● AI tools helped educators identify biases and prioritize equity in the AI-assisted planning process. For example, checking generated content for culturally relevant curriculum materials that reflect students' diverse backgrounds. *Evidence:*

Strand	Alignment to Project Design and Goals
Evidence: Professional learning results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning. *Learning Designs*: Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs. *Implementation:* Professional learning results in equitable and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.	● Educators used AI to measure and report the impacts of AI-assisted learning on student outcomes. *Learning Designs*: ● AI tools assisted in setting learning goals, applying learning research/theories, and implementing evidence-based learning designs tailored to student needs. *Implementation:* ● AI tools were used to enable feedback loops and support the sustained implementation of AI-assisted teaching practices.
CONDITIONS FOR SUCCESS *Equity Foundations:* Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.	*Equity Foundations:* ● Participation in this project raised awareness of equity issues related to using AI as a planning partner. For example, awareness of possible bias in AI algorithms, possibilities for language inclusivity, and culturally relevant curriculum materials that reflect students' diverse backgrounds. *Culture of Collaborative Inquiry:* ● Participants in this project were encouraged to explore AI tools and share with colleagues, building collaboration skills and capacity.

Strand	Alignment to Project Design and Goals
Culture of Collaborative Inquiry: Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students. **Leadership:** Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning. **Resources:** Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.	**Leadership:** ● Leaders cast a vision for responsible AI use and advocated for AI-assisted teaching. **Resources:** ● Using AI tools as a planning partner helped optimize resource allocation and prioritize equity in resourcing when all AI-generated outputs were reviewed through a human analysis protocol that included a check for equity in resource decisions.

ROLES AND ACTIONS		
NNRPDP Facilitator(s)	**District/School Partners**	**Participants**
Develop a two-hour workshop for high school teachers and administrators to explore and learn about using GAI as a planning partner. Develop a small-group day-long learning lab experience that includes using GAI as a planning	Allow teachers time to meet for GAI-supported learning labs. Support teachers in their exploration of using GAI as a planning partner.	Participants actively engage in the professional learning sessions depending on the GAI project: ● Friday workshops ● Learning Lab sessions ● Complete asynchronous learning experiences in CANVAS and attend weekly AI-supported Zoom sessions

partner.		Implement their learning.
Co-develop and co-teach a five-week course about using GAI for various instructional planning practices with a NNRPDP professional learning leader colleague.		Reflect on the learning experience and the implementation of their learning.
Co-develop with an administrator a draft proposal for a GAI-supported teacher observation and feedback structure.		
Within each of the above contexts: • Present direct instruction during sessions. • Provide guided opportunities for participants to implement their learning. • Reflect on the professional learning experience and adjust accordingly based on participant feedback.		

PARTICIPANT LEARNING OUTCOMES & EVIDENCE (Guskey, 2002)	
Outcomes	**Evidence**
Across all four GAI projects, participants will express a positive disposition to leverage GAI for lesson planning practices, including but not limited to 1) standard breakdown, 2) question generation, 3) creation of assessments and rubrics, 4) development of success criteria; 5) collection of ideas for making learning relevant for students, 6) accommodations and differentiation ideas.	• NNRPDP Evaluation Form (formative and summative) (Appendix A) • Concerns-Based Adoption Model (CBAM) Stages of Concern (Fuller, 1969; George, Hall, Stiegelbauer, & Litke, 2008) Weekly Open-Response Survey (Appendix E)

ALIGNMENT BETWEEN GUSKEY'S FIVE LEVELS OF PROFESSIONAL DEVELOPMENT AND THE NNRPDP EVALUATION QUESTIONS (Guskey, 2002)	
Guskey's (2002) Evaluation Level: Participants' Reactions (NNRPDP Evaluation Questions, Appendix A)	**Mean Score**
The training matched my needs.	4.7
The training provided opportunities for interaction and reflection.	4.9
The presenter's experience and expertise enhanced the quality of the training.	4.7
The presenter efficiently managed time and pacing of the training.	4.8
The presenter modeled effective teaching strategies.	4.8
Guskey's (2002) Evaluation Level: Participants' Learning (NNRPDP Evaluation Questions, Appendix A)	**Mean Score**
This training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.7
The training will improve my teaching skills.	4.7
I will use the knowledge and skills from this training in my classroom or professional duties.	4.7
This training will help me meet the needs of diverse student populations.	4.7
Guskey's (2002) Evaluation Level: Organization Support and Change	**Evidence**
At this exploratory phase of the GAI work, this project does not address, nor include evidence of, organizational support and change.	Not measured
Guskey's (2002) Evaluation Level: Participants' Use of New Knowledge and Skills (NNRPDP Evaluation Questions, Appendix A)	**Mean Score**
My learning today has prompted me to change my practice.	4.6
I will use the knowledge and skills from this training in my classroom or professional duties.	4.7

Guskey's (2002) Evaluation Level: Student Learning Outcomes (NNRPDP Evaluation Questions, Appendix A)	Mean Score
My Learning today will affect students' learning.	4.5

IMPLICATIONS & RECOMMENDATIONS

Integrating generative AI (GAI) tools in education presents a significant opportunity to enhance instructional planning and student learning experiences (Sattelmaier & Pawlowski, 2023). The NNRPDP's proactive approach to implementing professional learning projects has provided valuable insights and practical strategies for educators in northeastern Nevada. The diverse range of projects, from whole-staff workshops to intensive five-week courses, highlights the varying responses and adaptation levels among educators. Based on weekly concern statements collected during the five-week course, despite initial skepticism, many participants recognized the potential benefits of GAI, especially in terms of efficiency and innovative instructional practices. Over the five-week generative AI course for educators, participants' concerns regarding the use of AI evolved and became more nuanced. Initially, there were apprehensions about the practicality and time commitment associated with learning and implementing AI tools in the classroom. Participants expressed concerns about refining prompts, ensuring accuracy, and identifying the most effective ways to integrate AI into their teaching practices. As the course progressed, educators began to better understand AI's capabilities and potential benefits for instruction. While some concerns about time management and accuracy persisted, there was also a growing recognition of AI's potential to streamline lesson planning and enhance student engagement. Educators also expressed a desire to continue learning about AI's applications and to explore ways to incorporate it more effectively into their teaching. Overall, participants' concerns shifted from initial uncertainties to a more balanced perspective that recognized the challenges and opportunities associated with integrating AI into education. Further, evaluation data indicates that educators perceive the various GAI training's effectiveness positively. While direct evidence of organizational support and change was not collected, educators' high scores across various evaluation levels suggest a positive trajectory established by these initial projects. Overall, educators anticipated their learning would positively influence student learning outcomes, reflecting confidence in the value of the professional learning experiences about generative AI.

The successful implementation of GAI in educational settings suggests several key implications. GAI tools can significantly reduce educators' time on lesson planning and

administrative tasks, allowing them to focus more on direct student engagement and personalized instruction. Ongoing professional learning tailored to GAI integration can foster a culture of continuous improvement among educators, encouraging them to adopt innovative teaching methods. The creative use of GAI can lead to more dynamic and interactive learning experiences, potentially increasing student engagement and motivation. However, there is a critical need to address ethical concerns, such as data privacy, bias in AI-generated content, and the responsible use of AI in educational contexts.

Several recommendations are proposed to build on the successes and address the challenges observed in these projects. Offering regular, updated training sessions on GAI tools will ensure educators stay current with the latest advancements and best practices. Incorporating comprehensive modules on the ethical use of AI is essential, emphasizing the importance of accuracy, bias detection, and data privacy in all professional learning programs. Developing and disseminating resource guides, troubleshooting manuals, and exemplar lesson plans that showcase effective GAI integration will provide educators with supportive resources. Encouraging collaboration among educators through professional learning communities (PLCs) focused on GAI will enable sharing of experiences, challenges, and innovative solutions. Implementing a robust monitoring and evaluation system to gather ongoing feedback from participants will help assess the impact of GAI on teaching practices and student outcomes (Mikeladze, Meijer & Verhoeff, 2024). Extending professional learning opportunities to a broader range of educational settings, including elementary schools and special education programs, will ensure equitable access to GAI benefits (Zhao, Wu, & Luo, 2022). Additionally, encouraging pilot projects that explore novel applications of GAI, such as personalized learning pathways for students and AI-assisted teacher feedback mechanisms, will continuously innovate and improve educational practices.

By following these recommendations, the NNRPDP can enhance its support for educators, ensuring that GAI tools are used effectively and ethically to improve educational outcomes across the region. The positive trajectory established by these initial projects provides a strong foundation for future advancements, ultimately benefiting leaders, educators, and students.

Footnote: *This report utilized AI as a writing support tool to refine and clarify the language of the report.*

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

Aligned Professional Learning at an Intermediate School

Aligned Professional Learning at an Intermediate School
In partnership with: *Intermediate School Principal and Vice Principal*   **NNRPDP Facilitators:** Natalie Trouten & Stephanie Carsrud, *Professional Learning Leaders*   **Audience:** *Intermediate School Staff*   *(Including: classroom teachers, specials teachers, special education team, instructional aides, multilingual learners' team, administrators)*

PROJECT OVERVIEW

In partnership with an intermediate school (5th and 6th grade) in the region, Northeastern Nevada Regional Professional Development Program (NNRPDP) professional learning leaders implemented a professional learning plan to support all staff that aligned with data-determined school goals. Research suggests that effective professional learning incorporates active learning, supports collaboration, models effective instructional practices, provides ongoing support, offers thoughtful feedback and reflection, and is sustained throughout practice (Darling-Hammond, Hyler & Gardner, 2017). School leadership and NNRPDP professional learning leaders strived to create an effective professional learning opportunity for all staff.

At the start of the 2023-2024 school year, the intermediate school Continuous Improvement Process (CIP) leadership team utilized data collected and analyzed from the Nevada School Climate-Social Emotional Survey (Nevada Department of Education), a self-reported staff and student survey, and the results from the annual Smarter Balanced Assessment Consortium (SBAC) national benchmark student assessment in order to determine areas of need and develop school improvement goals. Three areas of need surfaced from the data analysis. First, that educators did not feel students and their caregivers were clear about learning expectations for the core content areas. Second, that staff did not feel they clearly and consistently communicated expectations for student learning (i.e., what students are expected to learn through grade-level academic standards). Third, that multilingual learners were not performing at the same level as their peers.

Based on these identified needs, the Continuous Improvement Process (CIP) leadership team set four school-wide improvement goals:

1. Overall, the number of students achieving proficiency would increase by three percent in Math and English Language Arts (ELA), utilizing the projected SBAC-proficiency data collected during the Fall 2023 NWEA Measures of Academic Progress (MAP) assessment, as measured by the Spring 2024 SBAC national benchmark assessment results used by Nevada to determine students' grade-level proficiency level.

2. All students would be given clear expectations for what they are learning, why they are learning it, and how they will know they are successful (referred to as "success criteria") in every content area by Spring 2024, and at least 80% of all students would be able to articulate the what, why, and how of their learning through classroom sampling and surveys conducted by classroom teachers and NNRPDP professional learning leaders.
3. Multilingual learners would have an increase in Adequate Growth Percentile (AGP) performance of 10% as measured by the 2024 WIDA ACCESS assessment used by Nevada to determine English-language proficiency.
4. Staff would communicate learning expectations and success criteria to all students and their caregivers quarterly via a paper and electronic newsletter as well as through the use of the Seek Common Ground and Student Achievement Partners Family Guides (n.d.) during conferences.

The CIP leadership team, with the support of NNRPDP, determined that a focus on clarity of learning expectations would benefit students, staff, and care-givers. With the designation of being a Corrective Action Plan (CAP) school, which was assigned in the fall of 2023 by the Nevada Department of Education due to disparities in student achievement between multilingual learners and their English-only speaking peers, the team also wanted a professional learning plan that would maximize support for multilingual learners. NNRPDP professional learning leaders developed a cohesive professional learning plan designed to align the school's goals with the professional learning support provided over the course of the year, including whole-school professional learning opportunities offered four times during the school year along with targeted learning for small groups of educators based on their unique teaching context and needs. The professional learning support provided throughout the year combined a focus on teacher and student clarity using success criteria (NDE, Standard 4, 2022) for all stakeholders with a focus on academic vocabulary instruction based on the Institute for Education Sciences (IES) recommendations (2014) designed to increase English language acquisition and development for multilingual learners.

In September of 2023, all intermediate school staff participated in professional learning led by NNRPDP professional learning leaders designed to help participants clarify learner expectations in all content areas with families and care-givers because studies show that learning-centered family engagement has a lasting impact on a child's learning and development (Seek Common Ground & Student Achievement Partners, n.d.). Staff used the Family Guides created by Seek Common Ground and Student Achievement Partners for ELA and Math in 5th and 6th grade to clarify expectations in Math and ELA, and brainstormed ways to use the guides to encourage discourse between the school and home. Teachers then created family guides for other content areas to share with families at the fall family conferences as a basis for discussing, implementing, and sharing responsibility for students' learning.

In December and January, staff participated in professional learning led by NNRPDP professional learning leaders focused on teacher and student clarity of success criteria (NDE, Standard 4, 2022), and supporting students through intentional academic vocabulary instruction (Institute of Education Sciences, 2014), emphasizing the importance of providing

ongoing opportunities for English language acquisition for multilingual learners. Participants deepened their understanding of the Nevada Educator Performance Framework (NEPF) Standard 4, Indicator 1, which states that "Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it" (NDE, 2022). Teachers then analyzed a 6th-grade ELA standard for concepts and skills, and then identified the related success criteria. Participants then repeated the same analysis and development process with a standard from their instructional content area which allowed them to apply their learning immediately.

Building on the initial concept of teacher clarity, the second portion of the December and January sessions focused on the use of standards as a starting-point for the instruction of academic vocabulary, clarifying purpose and relevance for all students, and maximizing support for multilingual learners. This focus and aligned instructional model were selected because there is strong evidence for supporting the intensive instruction of academic vocabulary across several days using a variety of instructional activities (IES, 2014). Staff briefly reviewed a plan to incorporate vocabulary instruction over multiple days using an anchor text. Staff then had the opportunity to craft a thorough lesson plan based on their instructional content area that employed diverse strategies to deepen students' understanding and promote independence in grasping word meanings. Finally, staff connected effective academic vocabulary instruction to teacher clarity by closely examining and identifying indicators of NEPF Standard 4 (NDE, 2022) through analysis of classroom vignettes spanning different content areas. Staff then planned for integration of those strategies into their own instructional practice, with the goal of enhancing their instructional effectiveness in the classroom.

In March, staff participated in professional learning led by NNRPDP professional learning leaders centered on enhancing teacher clarity to better support students and families. This session delved into fostering school-family partnerships, using the previously-created family guides, learning objectives, and clear expectations that could be effectively communicated with families. As a result, staff devised a comprehensive strategy to integrate the Family Guides into upcoming Spring family conferences, extending support to incoming 4th-grade students and their families/caregivers, as well as facilitating a smooth transition for exiting 6th-grade students and their families/caregivers. Additionally, the March schoolwide professional learning session honed in on NEPF Standard 4, Indicator 1 (NDE, 2022) through an analysis of real classroom examples drawn from the intermediate school teachers, other teachers in the district, as well as classroom videos. During the application portion of the session, staff members adapted and refined practices from these examples to align with their own instructional methodologies, thereby enhancing the overall clarity and effectiveness of their teaching approaches.

Building on schoolwide professional learning sessions, NNRPDP professional learning leaders offered additional opportunities for teachers to engage in reflective practices in small groups or individualized sessions in order to further refine their instructional approaches. Two small groups of teachers participated in a one-day workshop that assisted them in using the NEPF (NDE, 2022) as a planning and instructional tool. Both groups then engaged in small group

collaborative conversations facilitated by NNRPDP professional learning leaders in which they reflected on their practices, learned from each other, and made plans to continue their professional growth. The multilingual learner (MLL) support team participated in a one-day workshop focused on using effective language acquisition and development instructional strategies to support their multilingual learners, based on the various types of support offered at the school. In turn, the MLL support team partnered with NNRPDP professional learning leaders by facilitating small group discussions about best practices in vocabulary acquisition during the December and January whole-school professional learning sessions. Individual educators also had the opportunity to participate in coaching cycles with NNRPDP professional learning leaders in order to enhance their instructional practice and best meet the needs of their students based on specific, unique goals determined by the educators.

Overall, the partnership between the intermediate school and the NNRPDP professional learning leaders represents a comprehensive and strategic approach to improving educational outcomes by aligning all professional learning support to the school-wide improvement goals. By focusing on clear communication of learning expectations and success criteria, as well as providing targeted support for multilingual learners, this initiative sets the stage for sustainable student growth. Additionally, the emphasis on fostering strong family-school partnerships and engaging in ongoing professional development for educators supports the long-term goal of creating an inclusive and supportive learning environment for all students.

PROJECT ALIGNMENT TO PROFESSIONAL LEARNING STANDARDS (Learning Forward, 2022)

Strand	Alignment to Project Design and Goals
RIGOROUS CONTENT FOR EACH LEARNER *Equity Practices:* Professional learning results in equitable and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities. *Curriculum, Assessment, and Instruction:* Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and	*Equity Practices* ● The professional learning support provided was designed to help staff utilize the Family Guides for ELA and Math in 5th and 6th grade (offered in both English and Spanish) to clarify grade-level learning expectations, and encourage discourse between school and home. Staff devised a comprehensive strategy to integrate the Family Guides into their practice. ● The multilingual learner (MLL) support team participated in a one-day workshop about using effective language acquisition and development strategies to support their multilingual learners. ● The professional learning provided was designed to help staff support students through academic vocabulary instruction, emphasizing the need for language acquisition and development for multilingual learners by implementing the Institute for Educational Sciences (IES) Recommendation #1 (2014), which suggests the strategic selection of vocabulary based on specific criteria alongside the development of instructional plans designed to afford students ample opportunities to engage with these words

understand curriculum and implement through instruction.

Professional Expertise: Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.

across various modalities, including speaking, listening, and writing.

Curriculum, Assessment, and Instruction
- The professional learning provided was designed to assist staff in analyzing grade-level standards for concepts, skills, and related success criteria followed immediately with staff repeating the process using a grade-level standard in their instructional content area that could immediately be utilized in their classroom.
- The professional learning provided was designed to help staff plan for the intensive instruction of academic vocabulary across several days using a variety of instructional activities.
- Small groups of teachers participated in a one-day workshop about using the NEPF as a planning and instructional tool, followed with five brief sessions designed for reflection and collaboration to extend their initial learning in whole-staff sessions.
- The professional learning honed in on NEPF 4.1, "Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it," (NEPF, 2019) through an analysis of real classroom examples drawn from the school site and district, as well as classroom videos. During the application portion of the session, staff members adapted and refined practices from these examples to align with their own instructional methodologies.

Professional Expertise
- Based on data gathered, the leadership team decided that the professional learning provided would focus on teacher clarity based on research that suggests "when teachers are clear in the expectations and instruction, students learn more," (Fisher, Frey, Amado & Assof, 2019, p. xv). All professional learning aligned to the school's improvement goals, providing a coherent plan for assisting staff in meeting or exceeding the goals, and ultimately, improving outcomes for students.
- The professional learning support provided was based on evidence and research demonstrating strong evidence (ESSA Level 1), for supporting the intensive instruction of academic vocabulary across several days using a variety of instructional activities (Institute of Education Sciences, 2014).

TRANSFORMATIONAL PROCESSES

Equity Drivers: Professional learning results in equitable and excellent outcomes for all students when

Equity Drivers
- The MLL support team collaborated with the NNRPDP professional learning leaders to support staff during the whole-school professional learning sessions by facilitating table conversations about academic vocabulary

educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.

Evidence: Professional learning results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.

Learning Designs: Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.

Implementation: Professional learning results in equitable and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.

instructional practices. They then helped staff to cultivate a learning environment supportive of multilingual learners by emphasizing multilingual learners' strengths and leveraging multiple modalities to assist them in acquiring and developing their English proficiency.

Evidence

- The overall action plan was developed and refined throughout the year based on data gathered the Smarter Balanced Assessment Consortium (SBAC) proficiencies, MAP test growth, MLL assessment (WIDA), Nevada Climate Survey, Teacher self-assessment of NEPF standard 4, and student sampling of their perspective on NEPF standard 4, indicator 1.

Learning Designs

The CIP leadership team used data to identify needs and set goals based on the following observations and data analysis conclusions:

- Students lacked clarity about what they are learning and why, as well as what success looks like, making it difficult for students to take ownership of their learning.
- Curriculum, standards, tasks and assessments were not consistently aligned, leaving students unclear about expectations for learning and the purpose of the learning.
- Multilingual learners were not performing at the same level as their peers based on the national benchmark proficiency assessment data.
- Students and their families/caregivers were not clear about learning expectations and how families/caregivers could best support students at home.

Implementation

- The professional learning support provided opportunities for educators to create their own family guides in all content areas to use in cooperation with families to discuss, implement, and share responsibility for students' learning, analyze a standard for concepts and skills to clarify expectations and determine what successful mastery of that standard looks like, connect effective academic vocabulary instruction to teacher clarity by closely examining and identifying indicators of NEPF Standard 4 through the analysis of classroom vignettes spanning different content areas. They, in turn, integrated those strategies into their own instructional practice, thereby enhancing their effectiveness in the classroom, collaborate with colleagues and NNRPDP professional learning leaders to reflect on instructional practices, and participate in one-on-one coaching, engaging in opportunities for reflection, co-planning, observation, and feedback on effective instructional practices.

CONDITIONS FOR SUCCESS	*Equity Foundations*
	● The professional learning support provided best practices for academic vocabulary acquisition emphasizing multilingual learner strengths to build capacity in content-area learning.
Equity Foundations: Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.	
	Culture of Collaborative Inquiry
	● The professional learning provided opportunities for collaborative inquiry into the topics of teacher clarity, family partnerships, and academic vocabulary instruction.
Culture of Collaborative Inquiry: Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.	*Leadership*
	● The leadership team, with the support of NNRPDP, put together a cohesive plan to align their goals through whole-school professional learning opportunities throughout the year, as well as targeted learning for small groups of educators.
	● School administrators supported teacher leaders by partnering with NNRPDP to bring professional learning opportunities to educators and staff at the school.
Leadership: Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.	*Resources*
	● The cooperating school district provided four days during the school year for professional development. The school prioritized professional learning in alignment with their school goals during the provided time.
	● School administrators arranged substitutes to send teachers to full-day workshops for learning sessions on the NEPF and supporting multilingual learners.
Resources: Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.	● Teachers set aside time before school to participate in NEPF collaboration.
	● Teachers utilized prep time for one-on-one coaching.

ROLES AND ACTIONS		
NNRPDP Professional Learning Leaders	**Site Administrators**	**Participants**
• Planned and presented direct instruction during four two or three-hour professional learning sessions and three full-day workshops • Provided guided opportunities for participants to implement their learning during NEPF follow-up collaboration monthly sessions and one-on-one coaching • Reflected on the professional learning experience and adjusted accordingly based on participants' feedback in collaboration with the CIP leadership team • Provided a summary of the project for site administrators in the fall and spring • Supported the school administrator in developing a draft School Performance Plan and draft Corrective Action Plan to assist the site administrators in	• Shared relevant data and district expectations for teaching and learning • Provided input and feedback during the planning process • Participated in all professional learning sessions • Debriefed the professional learning experience and shared feedback that was used to improve and tailor professional learning sessions and related support • Planned for substitutes to cover classes so teachers could attend full-day workshops	• Attended professional learning sessions • Implemented their learning • Reflected on the learning experience and implementation of their learning

aligning goals and outcomes with the overarching professional learning foci and related evidence/research		

PARTICIPANT LEARNING OUTCOMES & EVIDENCE (Guskey, 2002)

Outcomes	Evidence
● Participants will utilize Family Guides (Seek Common Ground & Student Achievement Partners, n.d.) in ELA and Math as a template to create guides for all content areas to use in cooperation with families to discuss, implement, and share responsibility for student learning. ● Participants will clarify the purpose and relevance of learning for all students by setting clear expectations about what is being taught (i.e., what they are learning), why it is important, and what success looks like. ● Participants will maximize support for multilingual students by gaining an understanding of their role in supporting language acquisition along with how to teach academic vocabulary using multiple modalities over multiple days. ● Participants will accurately observe and identify NEPF Standard 4 indicators in action via classroom videos and vignettes, and are applying	● NNRPDP Evaluation Form (formative and summative) (Appendix A) ● NEPF Educator Self Reflection Survey (Appendix F)

that learning to their own instructional planning. ● Participants will be able to craft lesson plans designed to bolster students' academic vocabulary acquisition and development, employing diverse strategies to deepen students' understanding of word meanings by offering opportunities to use words numerous times through multiple modalities (speaking, listening, and writing). ● Participants will use the NEPF (NDE, 2022) to guide planning and instruction.	

ALIGNMENT BETWEEN GUSKEY'S FIVE LEVELS OF PROFESSIONAL DEVELOPMENT AND THE PROJECT (Guskey, 2022)

Guskey's (2002) Evaluation Level: Participants' Reactions (NNRPDP Evaluation Form Questions, Appendix A)	Mean Score
The training matched my needs.	4.5
The training provided opportunities for interaction and reflection.	4.9
The presenter's experience and expertise enhanced the quality of the training.	4.8
The presenter efficiently managed time and pacing of the training.	4.9
The presenter modeled effective teaching strategies.	4.7
Guskey's (2002) Evaluation Level: Participants' Learning (NNRPDP Evaluation Form Questions, Appendix A)	Mean Score
This training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.5

The training will improve my teaching skills.	4.6
I will use the knowledge and skills from this training in my classroom or professional duties.	4.7
This training will help me meet the needs of diverse student populations.	4.7
Guskey's (2002) Evaluation Level: Organization Support and Change	**Mean Score**
Although no formal measure for organizational change and support existed for this professional learning project, other avenues for engaging in the necessary collaboration, analysis of impact, and adjustment of the professional learning plan did take place throughout the school year. One specific example of this collaboration is evidence when the school's CIP leadership team and NNRPDP professional learning leaders convened mid-year to evaluate the progress and impact of the improvement strategies and related professional learning support. Utilizing the mid-year MAP data as a gauge, they evaluated their trajectory towards achieving the school's goals and delineated their subsequent actions. For example, teachers acknowledged the efficacy of the strategies aimed at enhancing teacher-student clarity and fostering language acquisition through academic vocabulary instruction. However, they expressed concerns regarding consistency of implementation and the need for sufficient preparation time, recognizing these concerns as potential obstacles to student achievement. To address these concerns comprehensively, it was decided that the final professional learning session would feature real classroom examples and vignettes illustrating the integration of these strategies across all content areas in order to afford educators ample time to apply the acquired knowledge to their individual lesson plans, thereby fostering a more seamless implementation process.	Not measured
Guskey's (2002) Evaluation Level: Participants' Use of New Knowledge and Skills (NNRPDP Evaluation Form Questions, Appendix A)	**Mean Score**
My learning today has prompted me to change my practice.	4.4
I will use the knowledge and skills from this training in my classroom or professional duties.	4.7
Guskey's (2002) Evaluation Level: Student Learning Outcomes (NNRPDP Evaluation Form Questions, Appendix A)	**Mean Score**
My learning today will affect students' learning.	4.6

IMPLICATIONS & RECOMMENDATIONS

The intermediate school, guided by the CIP leadership team in partnership with NNRPDP professional learning leaders, emphasized the importance of ensuring that all stakeholders – teachers, support staff, students, and families/caregivers – understood what students were learning, why they were learning new content, and how they would know they successfully learned the new content through the use of strategic
family engagement based on grade-level learning goals and home support opportunities, teacher clarity of learning goals, and academic vocabulary instruction. To achieve this overarching goal, all intermediate school staff participated in multiple professional learning opportunities throughout the year, focused on these topics, in conjunction with integration of related, evidence-based strategies into their instructional practice.

Participants were invited to share their reflections and provide feedback on the professional learning they participated in based on the anticipated outcome. Participants shared that they are utilizing the Family Guides (Seek Common Ground & Student Achievement Partners, n.d.) in ELA and Math as a template to create guides for all content areas to use in cooperation with families in order to discuss, implement, and share responsibility for student learning. Educators also expressed a deep motivation and inspiration to increase opportunities for families to participate in their children's learning journey, recognizing that parental involvement plays an invaluable role in student success. This shared dedication to fostering stronger connections between home and school reflected a collective understanding of the transformative impact of parental/caregiver involvement on student outcomes, highlighting a commitment to building collaborative partnerships between educators as demonstrated in the participant comments below:

I will communicate learning and at home strategies more effectively with parents. Family engagement will improve student success. (NNRPDP Evaluation Form)

I have more opportunities for school to home connections and provide clearer expectations. (NNRPDP Evaluation Form)

Across the reflections gathered, there was a clear emphasis on the importance of teacher clarity in educational practices. Educators applied their deeper understanding of NEPF Standard 4 (NDE, 2022) by acknowledging the significance of setting clear objectives at the beginning of lessons, recognizing that this clarity enhances student understanding and

engagement. They also expressed intentions to improve communication with students by utilizing student-friendly language to provide clear expectations and guidelines for achieving those expectations. Additionally, reflections revealed that enhancing teacher and student clarity through effective academic vocabulary instruction and self-reflection strategies, deepened students' comprehension and ownership of their learning. The reflections highlighted below demonstrate a shared commitment to fostering a learning environment where learning objectives are transparent, and communication is clear:

> I will place objectives and success criteria in student friendly language. It will positively impact my students because I will become a better teacher. (NNRPDP Evaluation Form)

> Being more intentional about communicating with students of the what, how, and why of learning [so] students will understand more of each lesson. (NNRPDP Evaluation Form)

Teacher responses also highlighted a concerted effort to maximize academic vocabulary instruction across educational settings. They expressed a commitment to explicitly and consciously teach vocabulary, recognizing its crucial role in students' comprehension and academic success. There is a focus on implementing diverse strategies to enhance vocabulary acquisition, including utilizing visuals, incorporating metacognitive practices, and planning sequential vocabulary lessons. This collective dedication to strengthening academic vocabulary reflects a shared belief in its transformative impact on students' language acquisition skills, comprehension abilities, and overall academic achievement is evident in the following selected responses:

> I will make more of an effort to emphasize the meaning of the text and key vocab words. This will have a positive impact on students' learning - MLL and non-MLL through giving clarity of standards and words meaning. (NNRPDP Evaluation Form)

> I'm going to use an extended plan for teaching vocabulary. My hope is that all students will understand and use more academic rich language. (NNRPDP Evaluation Form)

Based on MAP and WIDA ACCESS data available in late spring, as well as staff feedback, school administrators expressed the benefit of continuing to partner with NNRPDP in implementing and enhancing current strategies that align with the school's overall goals of strengthening teacher and student clarity and bolstering vocabulary acquisition and development. The Institute for Education Sciences (2014) recommends that language instruction be intentionally and regularly integrated into content-area learning, especially

within the modalities of speaking and writing. Thus, moving forward, NNRPDP professional learning leaders plan to provide learning opportunities for the whole staff in the explicit instruction of academic vocabulary and how to provide writing opportunities to extend student learning and understanding, as well as targeted learning opportunities for the MLL support team about how to support multilingual students in small group and one-on-one settings. To further increase teacher clarity, additional professional learning could be focused on creating meaningful learning experiences building to standard mastery (Fisher et al., 2019). In addition, site administrators currently plan to provide additional opportunities for implementation and growth next year through guided content area and grade-level team professional learning structures. These collaborative structures would allow educators to refine their instructional approaches, ensuring alignment with the school's overall goals for student success. Through these concerted efforts, the intermediate school aims to foster a learning environment characterized by clarity, coherence, and sustained academic growth.

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

Leveraging Paraeducators to Foster Student Growth: Integrating Literacy and Behavior Support Strategies
In partnership with the site administrators of the rural district   **NNRPDP Professional Learning Leaders:** Stephanie Carsrud and Natalie Trouten,   *Professional Learning Leaders*   **Audience:** *K-12 Paraeducators*

PROJECT OVERVIEW

Paraeducators play a critical role in the education system as they assist teachers in providing targeted support for students in need, especially those with Individual Education Plans. Paraeducators comprise 21% of those who offer academic support each day (U.S. Department of Education, 2021). As part of their role, paraeducators frequently provide services that include: supporting students with individualized instruction and small group instruction in both core content areas and elective courses. They also provide behavior support. According to one study, paraeducators spent about 47% of their time delivering instruction, 19% of their time providing behavior support, 17% of their time supporting students in self-directed activities, and the remaining seven-percent supervising students (Giangreco & Broer, 2005). Recognizing the instructional role of paraeducators, many schools and districts acknowledge that, like teachers, they need professional learning to continue to improve student outcomes as well as support them in their unique roles.

Acknowledging the valuable role that paraeducators play as well as the continued need for targeted professional learning for all staff, one district invited the Northeastern Nevada Regional Professional Development Program (NNRPDP) to collaborate with and provide professional learning for paraeducators in their schools. The objective of the project was to provide paraeducators with ongoing professional learning focused on literacy practices within one-on-one and small group settings, as well as research-based behavioral support strategies to utilize with students. As such, NNRPDP designed three professional learning sessions as follows:

Supporting Paraprofessionals with English Language Arts (ELA) Intervention Strategies:

Participants within this district served in a variety of contexts under the direction of highly-qualified teachers. Many worked with students in a one-on-one setting, others, within the general education classroom, and some in special assignment teaching roles. While all participants worked with students with varying intellectual and developmental disabilities (IDD), several worked specifically with students with Autism Spectrum Disorder (ASD).

During this session, participants were introduced to different reading strategies that

could be implemented in small or whole group settings based on research that showed paraeducators, using evidence-based practices, can improve educational outcomes for students with IDD (Brock & Carter, 2013). Participants also received insight about how to modify these strategies based on a student's competency and ability levels. Strategies specifically addressed instructional moves a paraeducator could make before, during, and after reading a text with a student.

Participants also practiced using the strategies and reflected on how to adapt them for specific students. At the end of the session, when reflecting on their learning experience, most participants identified their greatest need as learning how to provide specific behavior support for their students. Consequently, the Professional Learning Leaders assigned to the project designed the next two sessions with a focus on behavior support in mind.

Strategies for Strengthening Classroom Behavior:

These sessions were specifically crafted around research-based behavior supports, primarily derived from the Institute of Education Sciences Practice Guide, *Reducing Behavior Problems in the Elementary School Classroom* (Epstein, Atkins, Cullinan, Kutash, & Weaver, 2008). During the sessions, participants explored their belief systems regarding school discipline and behavior. This exploration highlighted that everyone holds preconceived notions about behavior and school discipline. Throughout the sessions, these notions were examined and, in some cases, challenged with the introduction of research-based practices.

Throughout both sessions, paraeducators investigated the link between the learning environment, established classroom routines, and student behavior. They also learned to identify behaviors and their antecedents. By understanding these antecedents, paraeducators recognized that altering or eliminating conditions that trigger certain behaviors leads to significant improvements.

In addition, paraeducators were trained in and practiced methods to teach and reinforce new skills to promote appropriate behavior. The strategies introduced included:

1. Behavior-Specific Praise: Providing precise and clear feedback on positive behaviors to encourage their recurrence.
2. Choice Making: Allowing students to make choices within defined parameters to enhance their sense of autonomy and responsibility.
3. Modeling Appropriate Behavior: Demonstrating desired behaviors to students and providing opportunities for them to practice these behaviors.

By integrating these strategies, paraeducators were better equipped to create a more positive and conducive learning environment, ultimately, fostering more appropriate student behavior and academic outcomes. Not only are academic outcomes improved, but reducing challenging behaviors also allows students to be in less restrictive environments, and creates opportunities for more social interaction and participation in the classroom community (Brock

& Carter, 2013), additional benefits that further increase students' success in school.

PROJECT ALIGNMENT TO PROFESSIONAL LEARNING STANDARDS (Learning Forward, 2022)	
Strand	**Alignment to Project Design and Goals**
RIGOROUS CONTENT FOR EACH LEARNER *Equity Practices:* Professional learning results in equitable and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities. *Curriculum, Assessment, and Instruction:* Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction. *Professional Expertise:* Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.	*Equity Practices:* ● Built paraeducators' capacity to identify students' individual and collective social and emotional strengths and needs through examining each paraeducators' foundational beliefs around behavior and discipline. In addition, paraeducators identified students' social and emotional strengths through examining what a student's behavior may be communicating, as well as identifying the antecedents for a student's specific behavior. These practices help a paraeducator clearly understand each student's strengths and needs. ● Built paraeducators' capacity to personalize instruction and classroom environment in consideration of each student's assets, interests, culture, identities, and social and emotional strengths, and needs. The sessions were designed specifically for paraeducators, who are a vital part of the instructional staff, but who operate with unique opportunities and limitations due to their designated role and responsibilities. Sessions were designed to help them understand how to make environmental modifications to support students of varying needs, including developing classroom routines, as many of them pulled groups of students for small-group instruction. ● Built paraeducators' capacity to serve students with diverse physical, social, academic, and behavioral abilities, assets, and needs. ● Built paraeducators' capacity to foster student voice, agency, and safety. *Curriculum, Assessment, and Instruction:*

	● Built paraeducators' capacity to adjust instructional content, products, and processes based on their knowledge of each student. Paraeducators role-played the implementation of before, during and after reading strategies. They then role-played adapting each strategy to match each child's strength. **Professional Expertise:** ● Supported paraeducators' in adjusting practices to align with research-based strategies in both literacy and behavior support. ● Facilitated differentiated professional learning tailored to each paraeducators' role. Each session was designed to enable paraeducators to identify how literacy and behavioral strategies could be applied effectively within their specific roles and contexts.
TRANSFORMATIONAL PROCESSES *Equity Drivers:* Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues. *Evidence:* Professional learning results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning. *Learning Designs*: Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.	*Equity Drivers:* ● Built paraeducators' capacity to examine personal identity, beliefs, and assumptions and identify how those beliefs and assumptions impact educator practice. Paraeducators analyzed their own personal beliefs and assumptions around discipline and behavior. *Evidence:* ● Used a range of data, evidence and research to identify needs and plan, implement, and assess systemwide professional learning. The NNRPDP Evaluation (Appendix A) was a driving force to collect data from paraeducators on what they needed for professional development to feel better prepared and more confident in their roles as paraeducators. The data was used to design content for subsequent sessions. *Learning Designs*: ● Contributed to establishing system-wide professional learning goals aligned with strategic priorities and identified needs. This

Implementation: Professional learning results in equitable and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.	was done through conversations with the district, as well as designing additional professional learning sessions using data from the NNRPDP Evaluation (Appendix A) which garnered specific needs that were shared by the paraeducators. *Implementation:* ● Contributed to fostering a culture of feedback within the districts professional learning, and facilitated paraeducators' feedback processes to accelerate and refine implementation of professional learning by administering professional learning evaluation after each session. ● Adjusted, in collaboration with district leaders, support and implementation based NNRPDP Evaluation (Appendix A) data.
CONDITIONS FOR SUCCESS *Equity Foundations:* Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff. *Culture of Collaborative Inquiry:* Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students. *Leadership:* Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning. *Resources:* Professional learning results in equitable and excellent outcomes for all students when	*Equity Foundations:* ● Built paraeducators' understanding of how structures, policies, beliefs and practices have impeded learning for students and educators through analyzing belief systems around behaviors and discipline. ● Built paraeducators' capacity to foster trust among staff, students, and community members. In particular, paraeducators explored the importance of relationship building with students in an effort to improve behavioral and educational outcomes. ● Modeled, for paraeducators', research-based strategies for building trust among staff, students, and community members. *Culture of Collaborative Inquiry:* ● Facilitated, over multiple sessions, professional learning designed to increase understanding of benefits of and strategies for collaboration. Paraeducators had the opportunity to share their thinking about content, as well as share their experiences. Collaborative design was specifically used to

<table>
<tr>
<td>educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.</td>
<td>
deepen participants knowledge of the content, as well as connect with colleagues.

- Built paraeducators' understanding of how their roles work in concert with other internal and external stakeholders to contribute to achieving district level goals.

Leadership:
- Contributed to monitoring, 2-3 times per school year, progress toward district's vision for professional learning using the NNRPDP Evaluation (Appendix A) as well as formative assessment during professional learning sessions.
- Contributed, by collaborating with district and paraeducators, to adjusting districts visions, plans, and practices based on evidence from alignment assessment (NNRPDP Evaluation, Appendix A).
- Built capacity to advocate for evidence-based professional learning for all educators, including leaders, teachers, counselors, and support staff, specifically paraeducators.

Resources:
- While not explicitly present in this project, it will be addressed in future projects that are being planned for the same district, focusing explicitly on paraeducators'. In particular, adjusting resource allocation for professional learning based on data gathered from measuring the effects of professional learning.
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ROLES AND ACTIONS		
NNRPDP Facilitators **N=2**	**District Partners** **N=2**	**Participants** **N= 40**
Present direct instruction during sessions	Provide input and feedback during the planning process	Attend monthly professional learning sessions
Provide guided opportunities for participants to implement	Participate in all professional learning sessions	Implement their learning

their learning Reflect on the professional learning experience and adjust accordingly based on participant feedback in collaboration with district partners	Debrief the professional learning experience and share feedback that will be used to improve and tailor future professional learning sessions	Reflect on the learning experience and their implementation of their learning

PARTICIPANT LEARNING OUTCOMES & EVIDENCE (Guskey, 2002)

Outcomes	Evidence
• Participants will understand and use specific "before, during and after" reading strategies to increase reading comprehension. • Participants will be able to concretely describe the behavior problem and its effect on learning. • Participants will be able to understand how to observe the context and frequency of the behavior in order to identify patterns that emerge between behavior and environmental conditions. • Participants will be able to identify what prompts and reinforces the behavior. • Participants will be able to identify ways the classroom environment can be modified in order to support behavior. • Participants will understand methods to use to teach and reinforce new skills to increase appropriate behavior (i.e., Behavior-Specific Praise, Choice-Making, and Teach Skills by providing examples, practice and feedback)	• Role-Playing Observations (anecdotal) • Participant Conversations (anecdotal) • NNRPDP Evaluation Form (formative and summative)

ALIGNMENT BETWEEN GUSKEY'S FIVE LEVELS OF PROFESSIONAL DEVELOPMENT AND THE NNRPDP EVALUATION QUESTIONS (Guskey, 2002)	
Guskey's (2002) Evaluation Level: Participants' Reactions (NNRPDP Evaluation Questions, Appendix A)	**Mean Score**
The training matched my needs.	4.5
The training provided opportunities for interaction and reflection.	4.8
The presenter's experience and expertise enhanced the quality of the training.	4.8
The presenter efficiently managed time and pacing of the training.	4.8
The presenter modeled effective teaching strategies.	4.7
Guskey's (2002) Evaluation Level: Participants' Learning (NNRPDP Evaluation Questions, Appendix A)	**Mean Score**
This training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.5
The training will improve my teaching skills.	4.6
I will use the knowledge and skills from this training in my classroom or professional duties.	4.6
This training will help me meet the needs of diverse student populations.	4.7
Guskey's (2002) Evaluation Level: Organization Support and Change	**Evidence**
Evidence was not gathered to evaluate organization support and change.	Not measured
Guskey's (2002) Evaluation Level: Participants' Use of New Knowledge and Skills (NNRPDP Evaluation Questions, Appendix A)	**Mean Score**
My learning today has prompted me to change my practice.	4.3
I will use the knowledge and skills from this training in my classroom or professional duties.	4.6

Guskey's (2002) Evaluation Level: Student Learning Outcomes (NNRPDP Evaluation Questions, Appendix A)	Mean Score
My Learning today will affect students' learning.	4.5

IMPLICATIONS & RECOMMENDATIONS

One of the most powerful implications is that paraeducators increased their knowledge in research-based literacy strategies and specific behavioral practices, which, if implemented with fidelity, will improve student learning outcomes (Brock & Carter, 2013). Through the NNRPDP Evaluation Form (Appendix A), paraeducators reported that the training added to their knowledge as well as skills in teaching. This was made evident not only through the mean score of the question, "This training added to my knowledge of standards and/or my skills in teaching subject matter content," but also through reflective comments on the evaluation form. Many participants reported they will implement the following into their daily practice:

- [I will find] …my students' prior knowledge [on] the topics we are reading. (NNRPDP Evaluation Form, December 2023)
- [I will include] pre-reading strategies. (NNRPDP Evaluation Form, December 2023)
- When I notice a student acting out, I will interact with them more to get a better understanding of what's going on. (NNRPDP Evaluation Form, January 2024)
- [I will] use more behavior specific praise with the students. (NNRPDP Evaluation Form, March, 2024)
- I learned about behavior specific praise and the importance of it. (NNRPDP Evaluation Form, March, 2024).

Although paraeducators reported learning the objectives of the sessions and having intentions of incorporating the learning into their practice, there are several recommendations that may be valuable in the continued effort of improving the practice of paraeducators within this particular district. In *A Systematic Review of Paraprofessional-Delivered Educational Practices to Improve Outcomes for Students with Intellectual and Developmental Disabilities* (Brock & Carter, 2013), the authors recommend that strong professional development packages should include "three components: (1) clear description of the educational practice, (2) modeling of the practice by the trainer, and (3) provision of performance feedback" (p. 218).

During the sessions, the paraeducators engaged in the first two components, which were designed to ensure that participants had a clear description, and rationale, for each literacy and behavior strategy. Likewise, participants had the opportunity to role-play each technique that was presented and modeled. However, feedback was limited, particularly due to the size of the group. Feedback was also limited to their role-playing versus feedback that is given in an authentic context. It is NNRPDP's position that for continued success, paraeducators need additional modeling of the evidence-based practices, as well as an opportunity to implement them in authentic contexts in order to receive performance feedback on their implementation in order to extend and maximize the professional learning provided.

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

APPENDICES

Appendix A NNRPDP Evaluation Form

Participant Name: _____ Training Title: _____

Training Date: _____ District: _____ Presenter: _____

Please rate the following characteristics of the training.

		Not at all		To some extent		To a great extent	N/A
1.	The training matched my needs.	1	2	3	4	5	6
2.	The training provided opportunities for interactions and reflections.	1	2	3	4	5	6
3.	The presenter's experience and expertise enhanced the quality of the training.	1	2	3	4	5	6
4.	The presenter efficiently managed time and pacing of the training.	1	2	3	4	5	6
5.	The presenter modeled effective teaching strategies.	1	2	3	4	5	6
6.	This training added to my knowledge of standards and/or my skills in teaching subject matter content.	1	2	3	4	5	6
7.	The training will improve my teaching skills.	1	2	3	4	5	6
8.	I will use the knowledge and skills from this training in my classroom or professional duties.	1	2	3	4	5	6
9.	This training will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	1	2	3	4	5	6
10.	My learning today has prompted me to change my practice.	1	2	3	4	5	6
11.	My learning today will affect students' learning.	1	2	3	4	5	6

From today's learning, what will you transfer to practice? _____
_____
_____

How will your implementation affect students' learning? _____
_____
_____

Reflections and Feedback _____
_____

Appendix B Dispositions for Culturally Responsive Pedagogy Scale

Dispositions for Culturally Responsive Pedagogy Scale (Whitaker & Valtierra, 2019)	Response Scale (1 = Strongly Disagree ↔ 5 = Strongly Agree)				
	1	2	3	4	5
Disposition for Praxis					
1. I value assessing my teaching practices.					
2. I am open to feedback about my teaching practices.					
3. I am aware of my cultural background.					
4. I am willing to be vulnerable.					
5. I am willing to examine my own identities.					
6. I am willing to take advantage of professional development opportunities focused on issues of diversity.					
Disposition for Community					
7. I value collaborative learning.					
8. I value collaborating with families.					
9. I view myself as a member of the learning community along with my students.					
10. I value student input into classroom rules.					
11. I value developing personal relationships with students.					
12. I value dialog as a way to learn about students' out of school lives.					
13. I am comfortable with conflict as an inevitable part of the teaching and learning processes.					
14. I value student differences.					
15. I value collaborating with colleagues.					
Disposition for Social Justice					
16. I believe that hot topic conversations (e.g., race, gender, sexuality, religion, etc.) should be had in class when necessary and/or relevant.					

17. I believe that schools can reproduce social inequities.					
18. I believe it is important to acknowledge how issues of power are enacted in schools.					
19. I value equity (giving each student what they individually need) over equality (giving each student the same thing).					
Disposition for Knowledge Construction					
20. I believe that diverse perspectives can enhance students' understanding of content.					
21. I believe that students' cultural norms affect how they learn.					
22. I believe that teachers' cultural knowledge influences their pedagogical practices.					
23. I believe that class content should be viewed critically.					
24. I believe that knowledge is constructed with my students (as opposed to taught to students).					
25. I value cultural knowledge.					
26. I value experiential learning.					

Appendix C Post-Class Survey

Question: *What have you done differently in your professional context that you would attribute to your learning from the Multicultural Education course?*

Response: {Open-ended text response box}

Appendix D IES Recommendation 1 Self Evaluation (Pre and Post)

Instructional Practice (Description)	Level of Instructional Practice		
I choose a brief, engaging piece of grade-level informational text (e.g., magazine article, trade book excerpt, website entry, etc.) from which to select target vocabulary words and anchor vocabulary instruction.	Novice	Developing	Proficient
I choose 5-9 target academic vocabulary words that are essential for understanding the selected text and, where feasible, are relevant to other content areas or contexts, have multiple meanings, are alterable by adding affixes, and/or have cognate relationships across languages.	Novice	Developing	Proficient
I vary instructional activities by including opportunities for students to use the target academic vocabulary words in writing, speaking, and listening.	Novice	Developing	Proficient
I teach word-learning strategies (e.g., use of context clues, morphology, and/or cognates) to help students independently figure out the meaning of words.	Novice	Developing	Proficient

Appendix E Teaching and Learning with Technology in the Classroom: Current Concerns

Date:
Participant Name:

Concern One: Using complete sentences, reflect on one current concern you have related to teaching and learning with AI in your classroom.

Concern Two: Using complete sentences, reflect on a second current concern you have related to teaching and learning with AI in your classroom.

Concern Three: Using complete sentences, reflect on a third current concern you have related to teaching and learning with AI in your classroom.

Appendix F Nevada Educator Performance Framework Self Reflection Survey

Reflect on your own practice. Respond to a colleague.

NEPF 4: Students engage in metacognitive activity to increase
understanding of and responsibility for their own learning.
How will teacher and all students understand:
1. **What** are students learning?
2. **Why** are they learning it?
3. **How** will they know if they have learned it? (Success Criteria)
- How will I structure opportunities for students to **self-monitor**?
- How will I support students to **take action** based on self-monitoring?

NEPF 1: New learning is connected to prior learning and experience.
- How will I **activate** initial understandings?
- How will I support students to **make connections** between what we've already learned and what we are now learning?
- How will students know the **purpose and relevance** of the learning?
- How will I help students **build on or challenge** their understandings?

NEPF 2: Learning tasks have high cognitive demand for diverse learners
- How will I engage students in **relevant and substantive tasks** that support deep learning?
- How will I ensure tasks are appropriately challenging (**not too easy, not too hard**) for ALL learners?
- How will I ensure that tasks connect to overall goals and that **students progressively develop** cognitive skills and abilities?
- How is **my belief** about students and their abilities manifested in the tasks I provide?

NEPF 3: Students engage in *meaning-making* through discourse and other strategies
- How will I provide opportunities for **productive discourse** to make meaning?
- How will I ensure students make meaning through **multiple representations**?
- How will I help students **make connections and recognize relationships**?
- How will I structure the **environment** to allow this kind of collaborative meaning-making?

NEPF 5: Assessment is integrated into instruction.
(i.e., How will I know where students are in relation to the learning goals?)

- How will I plan based on **students' current learning status** (as evidenced by what they say, do, make, or write).
- How will I **align assessment** opportunities with learning goals and performance criteria?
- How will I **generate evidence** of learning during the lesson?
- How will I **adapt instruction** based on evidence generated during the lesson?