

NNRPDP Five Year Plan: Maximizing Student Learning
Focus: Collaborative Learning Culture

Revised 10/22/2009

NNRPDP MISSION STATEMENT

TO ENHANCE STUDENT LEARNING WITHIN THE CONTEXT OF NEVADA STATE PROFESSIONAL DEVELOPMENT STANDARDS BY RECOGNIZING AND SUPPORTING RESEARCH BASED EFFECTIVE INSTRUCTION AND BY MAINTAINING A COLLABORATIVE LEARNING CULTURE AND FACILITATING INSTRUCTIONAL LEADERSHIP.

Action Status Implementation Timeline	Person(s) Responsible For Implementation and Monitoring	Resources*	Percent or Target	Making Significant Progress Towards Indicator as Demonstrated by	Evidence	Key Indicators**	Fiscal Notes
Coaching/Mentoring of individual teachers <ul style="list-style-type: none"> Ongoing 2006-2014 	NNRPDP staff	-New Teacher Induction Program -NNRPDP staff	Teachers from all districts	-New teacher induction programs -School and district coaching/mentoring	-Anecdotal Evidence -Coordinator logs -Observations	-Development of instructional leadership, observable change in instructional practices and student achievement -Increased student achievement in writing, reading, math, social studies, and science -Increased use of quality instructional practices	All staff previously trained.
Collaborative Learning Teams – teachers and administrators <ul style="list-style-type: none"> Ongoing 2006-2014 	NNRPDP staff	-PLCs -Solution Tree	All schools	-Action research/Teacher inquiry -Content area meetings ongoing in all schools -Leadership Academy -NNSP collaborative learning groups -Para-educator training -PLCs -Problem solving teams -Study groups -Sub training	-Interviews -Observations -Site facilitator reflections		
Grade 7-12 content area meetings <ul style="list-style-type: none"> 2006-2014 	NNRPDP staff	-Content materials -Content teachers -NNRPDP staff	Teachers 7-12	-Collaboration with teachers from other sites -Increasing teachers' content knowledge	-Evaluations -Scribe notes -Sign in sheets -Student work -Teacher Reflections	-Self-sustaining improvement of instructional practice and retention of teachers -Partnerships with other learning communities and/or professional organizations	Due to budget constraints content meetings are not scheduled for 2009-10.

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Northeastern Nevada Science Project (NNSP) <ul style="list-style-type: none"> Ongoing 2008-2011 	-NDE -NNRPDP staff -UNR staff	30 K-12 teachers	Significant changes in science instruction	-Classroom follow-up -Evaluations -Portfolios -Pre & post tests -Video Observation	-Anecdotal Evidence -Coordinator logs -Observations	-Development of instructional leadership, observable change in instructional practices and student achievement -Increased student achievement in writing, reading, math, social studies, and science -Increased use of quality instructional practices -Self-sustaining improvement of instructional practice and retention of teachers -Partnerships with other learning communities and/or professional organizations	Grant funded through the US Department of Education.
School improvement planning <ul style="list-style-type: none"> Ongoing 2001-2014 	-NNRPDP staff -School/district personnel	-All schools -SAGE process	Professional development based on data from SIPs	-Coordinator logs and reflections -Sign in sheets	-Interviews -Observations -Site facilitator reflections		
Teacher Observation <ul style="list-style-type: none"> Ongoing 2004-2014 	NNRPDP staff	Participating schools	Decisions on instructional practice, based on data	-Coordinator logs -Observation data used by PLCs	-Evaluations -Scribe notes -Sign in sheets -Student work -Teacher Reflections		
Webinar/Annenberg Classes <ul style="list-style-type: none"> 2001-2014 	-NDE -NNRPDP staff	K-12 teachers	-Continuing collaboration between schools and educational organizations, colleges, etc. -Sustained professional development	-Coordinator logs -Evaluations -Sign in sheets -Syllabus	-Classroom follow-up -Evaluations		

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Academic Classes with graduate level credit and standards based content <ul style="list-style-type: none"> 2009-2014 	NNRPDP staff	NNRPDP Staff	All teachers & administrators	-Classroom implementation -Number of teachers earning graduate credit -Offered in all districts -Wide variety of classes based on need	-Exit survey -Participation -Student work	-Standards-based classrooms -Content knowledge -Highly qualified teachers -Multiple proven instructional strategies -Classroom emphasis on reading and writing in content areas -Classroom emphasis on higher levels of thinking	Due to budget constraints the number of classes offered may be limited.
Collaborative Content Area Meetings <ul style="list-style-type: none"> 2005-2014 	NNRPDP staff	NNRPDP staff	K-12 teachers	Teachers collaborate on strategies to teach the content area standards	-Follow-up observations -Inquiry -Interviews -Portfolios -Pre & post surveys -Survey teachers		Due to budget constraints content area meetings are suspended for 2009-10.
Collaborative Meetings for Teachers of Struggling Students <ul style="list-style-type: none"> Ongoing 2006-2014 	-District Personnel -NNRPDP staff	-District Personnel -NDE -NNRPDP staff -RTI/RT/ICT Training -SIOP Training	K-12 teachers	-Monthly meetings -Specific strategies for diverse learners and teacher collaboration in effective instruction -Teachers use specific strategies for diverse learners and collaborate for effective instruction	-Agendas -Evaluations -Interviews -Pre & post surveys -Sign in sheets		
Differentiated Instruction <ul style="list-style-type: none"> Ongoing 2006-2014 	NNRPDP staff	NNRPDP staff	K-12 teachers	-In-service classes -Teachers use specific strategies for diverse learners -Workshops	-Classroom observations		
Effective Assessments <ul style="list-style-type: none"> Ongoing 2006-2014 	-District Personnel -NNRPDP staff			-Creating assessments -DOK -MAP/Benchmark data interpretation -Teacher use of formative assessment	-Classroom observations -Interviews -PLC minutes		

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Great Basin Writing Project Summer Institute <ul style="list-style-type: none"> Ongoing 2001-2014 	GBWP directors	-GBC -NWP -NNRPDP staff	15 teachers/yr	-Teachers use writing themselves for multiple purposes and model writing for students -Writing instruction goes beyond focus on state writing proficiency exam -Writing is used for multiple purposes (e.g. problem solving, reflection of personal growth, writing for understanding)	-Classroom observation -Student work	-Standards-based classrooms	
Mastery Learning <ul style="list-style-type: none"> Ongoing 2009-2014 	-District Personnel -NDE -NNRPDP staff	-NDE -NNRPDP staff	K-12 teachers	-Essential outcomes -Teachers use district adopted curriculum -Teachers use NV state standards -Remediation/Intervention procedures	-CRT scores -Multiple assessment opportunities -Learning strategies -Objectives and standards -Standards based report card	-Content knowledge -Highly qualified teachers -Multiple proven instructional strategies	
Mentoring/coaching of individual teachers <ul style="list-style-type: none"> Ongoing 2005-2014 	NNRPDP staff	NNRPDP Staff	All schools	-Peer coaching among teachers in schools -Site facilitator and PDP coordinator, coach individual teachers -Teachers seek coaching	-Interviews with teachers -PDP coordinator logs -Self evaluation through video	-Classroom emphasis on reading and writing in content areas -Classroom emphasis on higher levels of thinking	
NELIP Workshops/Study Groups <ul style="list-style-type: none"> Ongoing 2005-2014 	NELIP coordinator	-NDE -NNRPDP staff	All K-6 teachers	-NELIP criteria -Specific strategies for diverse learners	-CRT scores -Follow-up observation -MAP/Pearson scores -Teacher evidence		Due to budget constraints, site visits are limited. Study group is offered by interactive video.
Northeastern Nevada Science Project	-NDE -NNRPDP staff -UNR	-NDE -NNRPDP Staff -UNR	30 teachers/year	-Regular measurement of student and teacher progress -Teachers use effective strategies to address	-CRT scores -Effective instruction -Pre & post tests		Grant funded through the US Department of Education.

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<ul style="list-style-type: none"> Ongoing 2008-2011 				process standards in science	-Professional portfolios -Student work -Video observation		
Practice-Based Professional Inquiry <ul style="list-style-type: none"> Ongoing 2004-2014 	NNRPDP staff	-GBWP -NNRPDP Staff	K-12 teachers	Teacher collaboration in content and/or effective teaching	-Assessment Data -Observations -Professional portfolios		
RTI/IC/IT <ul style="list-style-type: none"> 2009-2014 	District personnel	-NDE -NNRPDP staff	All schools	-Development of intervention and enrichment strategies -Effective PLC's -Fewer special education referrals -Use of differentiated instruction	-Administrator walk through -Classroom observation -Use of common assessments	Fewer special education referrals	
Teacher Induction Program <ul style="list-style-type: none"> Ongoing 2005-2014 	-District personnel -NNRPDP staff	-District personnel -NNRPDP staff	All new teachers	-Standards based classrooms -Teachers effectively use classroom management strategies	-Interview -Self evaluation through video -Student work	Retention of teachers beyond three years	
Workshops for teachers on instructional strategies, content knowledge and standards- based classrooms <ul style="list-style-type: none"> Ongoing 2005-2014 	NNRPDP staff	-Instructional coaches -NNRPDP staff -Observations	All teachers & administrators	-ELL/special education strategies -Intra- and inter-school teacher observations -Schools use T4S data to target professional development activities -Specific strategies for diverse learners -Student engagement -Use of higher levels of Depth of Knowledge	-Case and tracer studies -Comparing observations -Data analysis -Differentiated instruction -Follow up observation -Individual teacher observations -Schools meeting AYP criteria	-Standards-based classrooms -Content knowledge -Highly qualified teachers	

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					-Student CRT scores -Student work	-Multiple proven instructional strategies -Classroom emphasis on reading and writing in content areas -Classroom emphasis on higher levels of thinking	
Workshops in analytic writing traits and holistic scoring <ul style="list-style-type: none"> • Ongoing • 2005-2014 	-NDE -NNRPDP staff	-NDE -NNRPDP Staff	All teachers	-Participation in scoring and scoring classes -Use of writing rubrics in the classroom -Writing traits used in instruction	-Number of students passing the writing test -Writing Portfolios		

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Ongoing support for administrators in implementing district and state initiatives <ul style="list-style-type: none"> • Assessment for Learning • DOK Implementation • New teacher induction programs • PLCs • SIOP/ELL • SIP (Sage Process) • Standard Based Grading • T4S (Teach for Success) • Teacher Inquiry • Using data for instructional improvement • Timeline: 2007-2014 	-District personnel -NNRPDP staff	-District staff -NDE -NNRPDP staff	Administrators in all 7 districts	-Administrator participates as co-learner -Data teams using data to improve instruction -Increased portion of administrator time is devoted to strengthening instruction	-Participation at professional development activities -PDP logs, interviews, surveys, and observations	-District and site administrators actively foster effective instruction -District and site administrators actively nurture collaborative learning culture	-Although coordinators currently are well trained, budget constraints have severely limited travel for their continued professional development.
Ongoing support for professional growth <ul style="list-style-type: none"> • Coaching • Educational leadership workshops • Effective Instructional workshops • Timeline: 2006-2014 	NNRPDP staff	-NASA -NNRPDP Staff	Administrators in all 7 districts	-Frequent sustained opportunities for collaboration among administrators -Increased portion of administrators time devoted to strengthening instruction -Leadership Academy -Participate in ongoing coaching relationships -Site administrators participate as co-learners (i.e. study groups, PLCs)	PDP logs, interviews, surveys, and observations		

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Ongoing support for school and district improvement plans/ professional development plans <ul style="list-style-type: none"> • Application of state/district/school initiatives • Response to professional development needs outlined in plan • Workshops and follow up in support of SIP • Timeline: 2001-2014 	NNRPDP Director	-District staff -NDE -NNRPDP staff -SAGE document	All schools with emphasis on needs improvement schools	-Frequent review of site plan implementation -Site data teams using data for measured learning -Staff observations (knowing what to look for) e.g. frequent classroom observations	-Growth model assessment -Portfolio -Teacher Inquiry Classes		Due to budget constraints, the NNRPDP no longer has a site facilitator connection at each school.

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