Northwest Regional Professional Development Program

NWRPDP
CARSON-CHURCHILL-DOUGLAS-LYON-STOREY-WASHOE



Annual Report

2025-2026

Program Director
Ben Dickson

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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 program's scope and responsibilities; the programs' expertise is called upon to assist with district and statewide educational committees and assist in statewide efforts to improve instruction through the Nevada Educator Performance Framework (NEPF).

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



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

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement (p. 16).

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

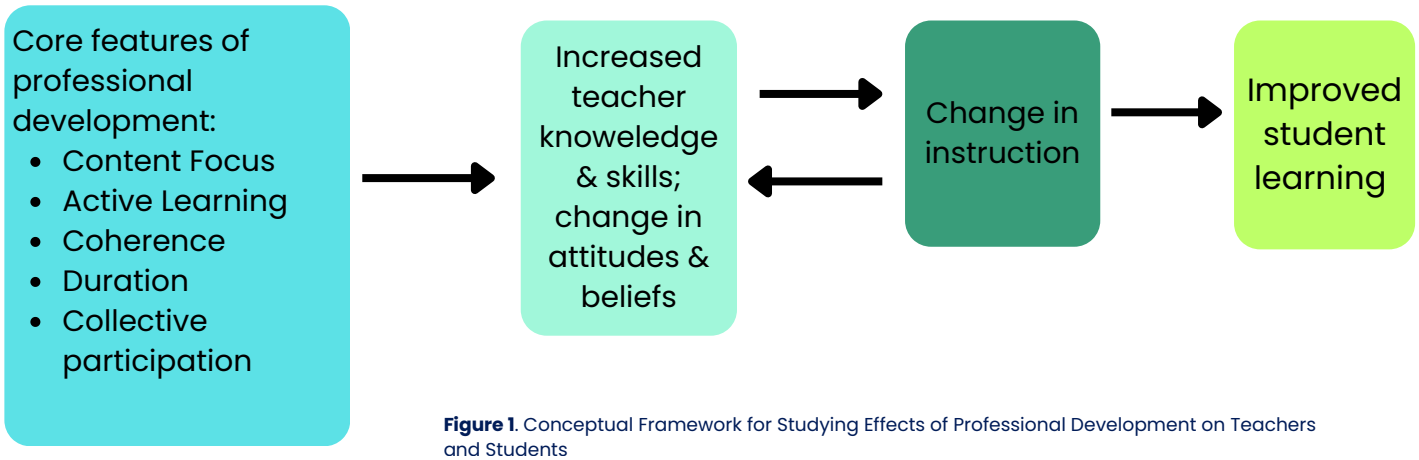


Figure 1. Conceptual Framework for Studying Effects of Professional Development on Teachers and Students

The updated Standards for Professional Learning from the national professional development organization, Learning Forward, were adopted by the Regional Professional Development Programs in 2011. In 2017, Nevada included two additional standards to address equity and cultural competency to become the Nevada Professional Development Standards. These nine standards are used synergistically in order to increase educator effectiveness thereby improving students learning. The standards provide a framework for planning and leading professional learning opportunities.



PART 1:

2025 – 2026 EVALUATION OF REGIONAL TRAINING PROGRAM

Part One: 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

NWRPDP EVALUATION QUESTIONS (5-point scale)	Average 25/26
1. The training matched my needs.	4.66
2. The training provided opportunities for interactions and reflections.	4.83
3. The presenter's/facilitator's experience and expertise enhanced the quality of the training.	4.81
4. The presenter/facilitator efficiently managed time and pacing of activities.	4.76
5. The presenter/facilitator modeled effective teaching strategies.	4.73
6: This training added to my knowledge of standards and/or my subject matter content.	4.65
7. This training will improve my teaching skills.	4.63
8. I will use the knowledge and skills from this training in my classroom or professional duties.	4.70
9. This training will help me meet the needs of diverse student populations.	4.67

Table 2: 391A.190 1c (2)

Type of training offered through the regional training program in the immediately preceding year.

	CONSULTING	INSTRUCTIONAL	Coaching	TOTAL TRAININGS
Carson City	**0**	**1**	**0**	**1**
Charter Schools	**0**	**1**	**0**	**1**
Churchill County	**1**	**3**	**0**	**4**
Douglas County	**0**	**10**	**0**	**10**
Lyon County	**0**	**3**	**0**	**3**
Regional (Multiple Districts)	**7**	**82**	**8**	**97**
Storey County	**3**	**19**	**2**	**24**
Washoe County	**3**	**21**	**2**	**27**
Aggregate	**14**	**142**	**14**	**170**

Note: "Regional" training includes schools not in a district, schools in counties outside the NWRPDP region, and regional training made up of participants from multiple school 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

	TEACHERS TRAINED	UNIQUE TEACHERS TRAINED	ADMINISTRATORS TRAINED	UNIQUE ADMINSTRATORS TRAINED	TOTAL TRAINED
Carson City	**229**	**180**	**24**	**20**	**253**
Charter Schools	**103**	**53**	**2**	**2**	**105**
Churchill County	**265**	**165**	**12**	**12**	**277**
Douglas County	**376**	**173**	**11**	**8**	**387**
Lyon County	**197**	**123**	**22**	**18**	**219**
Other	**8**	**6**	**2**	**1**	**10**
Regional (Multiple Districts)	**10**	**10**	**1**	**1**	**11**
Storey County	**380**	**32**	**2**	**2**	**382**
Washoe County	**1502**	**839**	**72**	**56**	**157**
Aggregate	**3070**	**1639**	**148**	**120**	**3218**

Note: The "Other" category includes training sessions with schools not in a district, schools in counties outside the NWRPDP region, and regional training made up of participants from multiple school districts.

Table 4: 391A.190 1c (4)

The number of administrators who received training pursuant to [NEPF] in the immediately preceding year.

	ADMINISTRATORS TRAINED	UNIQUE ADMINISTRATORS TRAINED
Carson City	**17**	**13**
Charter Schools	**1**	**1**
Churchill County	**8**	**8**
Douglas County	**7**	**7**
Lyon County	**18**	**16**
Other	**2**	**1**
Regional/NDE/Government	**1**	**1**
Storey County	**2**	**2**
Washoe County	**43**	**41**
Aggregate	**99**	**89**

Note: The "Other" category includes training sessions with schools not in a district, schools in counties outside the NWRPDP region, and regional training made up of participants from multiple school districts.

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.

	Carson City	Charter	Churchill County	Douglas	Lyon	Other	Storey	Washoe	Aggregate
Teachers, Admin, OLEP	77	34	170	21	53	11	12	340	718

Table 6: 391A.190 1c (6)

The number of teachers who received training in [family engagement] in the immediately preceding year.

	Carson City	Charter	Churchill County	Douglas	Lyon	Other	Storey	Washoe	Aggregate
Teachers,	6	9	2	4	12	3	0	82	118

Table 7: 391A.190 1c (7)

The number of paraprofessionals, if any, who received training in the immediately preceding year.

	Carson City	Churchill County	Douglas	Lyon	Regional/ NDE/Gov	Storey	Washoe	Aggregate
Parapro-fessional	3	15	1	25	1	2	89	136

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.

	NVACS	NEPF	CULTURALLY RELEVANT PEDAGOGY
Carson City	**9**	**32**	**4**
Churchill County	**15**	**40**	**9**
Douglas County	**12**	**36**	**6**
Lyon County	**12**	**44**	**9**
NDE/Statewide	**14**	**47**	**8**
Other	**2**	**11**	**5**
Regional (Multiple Districts)	**0**	**6**	**1**
Storey County	**3**	**0**	**17**
Washoe County	**33**	**71**	**17**
Aggregate	**100**	**287**	**76**

Note: "Regional" training includes schools not in a district, schools in counties outside the NWRPDP region, and regional training made up of participants from multiple school districts.

FIVE YEAR PLAN

The three Regional Professional Development Programs (RPDPs) were established during the 70th Session (1999) of the Nevada State Legislature upon passage of 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 is 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). A Statewide Council for the Coordination of the Regional Training Programs provides oversight statewide and includes members from each regional governing body, the Superintendent of Public Instruction or their designee, and several legislatively appointed members. The RPDPs target three broad categories of professional learning: 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 Areas of Each Region

The **Northeastern Nevada Regional Professional Development Program** (NNRPDP) serves approximately 1,200 teachers and administrators in schools across six counties in northeastern Nevada, an area of 51,385 square miles. Districts range in size from 300 students in Eureka County to over 9,000 students in Elko County; schools range in size from fewer than 10 students to over 1,600 students. The NNRPDP serves Elko, Eureka, Humboldt, Pershing, Lander, and White Pine School Districts, as well as schools governed by the State Public Charter School Authority.

The **Northwest Regional Professional Development Program** (NWRPDP) serves over 4,900 teachers and administrators in schools across six counties in northwestern Nevada, an area of 14,489 square miles. Districts range in size from 445 in Storey County to over 61,000 in Washoe County; schools range in size from 203 students to over 2,200 students. The NWRPDP serves Carson City, Churchill, Douglas, Lyon, Storey, and Washoe County School Districts, as well as schools governed by the State Public Charter School Authority.

The **Southern Nevada Regional Professional Development Program** (SNRPDP) serves approximately 18,250 teachers and administrators in schools across five counties in southern Nevada, an area of 44,299 square miles. Districts range in size from 85 students in Esmeralda County to over 310,000 in Clark County; schools range in size from fewer than 10 students to over 3,500 students. The SNRPDP serves educators in Clark, Nye, Lincoln, Esmeralda, and Mineral County School Districts, as well as schools governed by the State Public Charter School Authority.



Figure 2. Map of counties serviced by each regional program.

Mission

The RPDPs provide 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 RPDP align to the Standards for Professional Learning as outlined by the national association of professional learning, Learning Forward, as well as the Nevada's Professional Learning Standards recognized by Nevada Department of Education.

Statewide RPDP Goals

The mission and governance structure of the RPDPs guide the goals of the organization by providing a framework around which services are provided. The goals meet the broad organizations' directives while continuing to honor and respect the individual regional districts' initiatives, strategic plans, and identities.

- Provide professional learning opportunities for teachers to strengthen pedagogical content knowledge.
  - Develop and maintain positive relationships and trust with teachers
  - Create robust professional learning opportunities with specific outcomes
  - Communicate opportunities for professional learning to teachers
- Partner with administrators to improve instructional leadership and support teacher pedagogical content knowledge.
  - Develop positive relationships and trust with administrators
  - Create robust professional learning opportunities with specific outcomes
  - Participate in district level planning as appropriate
  - Communicate opportunities for professional learning to administrators
- Partner with stakeholders in Nevada
  - Collaborate with organizations and businesses wherein partnerships benefit educators in Nevada
  - Exchange resources and services within and across RPDPs statewide
  - Create and maintain programs with the Nevada System of Higher Education
  - Liaise with Nevada Department of Education
- Sustain and Continue Growth as a Learning Organization
  - Provide professional learning opportunities for RPDP professional learning leaders in order to maintain a high level of expertise
  - Undertake rigorous review of research to drive best practices and continuous improvement
- Provide leadership in national and statewide educational priorities
  - Develop and provide professional learning including, but not limited to, interactive and integrative technology, equity and diversity, and science of reading

Measurement

In order to demonstrate progress of the five-year plan, multiple measures will be applied. The NRS-mandated statewide RPDP evaluation form will be collected and reported in Part I of each RPDP's annual report. Additional means to demonstrate effectiveness of goals within this plan can be found in Part II of each RPDP's annual report. These measures may include educator and/or student assessments aligned to professional learning outcomes, surveys, alignment to the five-level evaluation of professional development framework (Guskey, 2002), impact reports of professional learning provided, and/or in-depth case studies of specific projects. The measurements in Part II are not mandatory, but provide stakeholders a more robust description of the return on investment.

Assessment of Training Needs

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 the districts and includes a combination of planning tools and strategies, including but not limited to the following:

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

Two-Year Focus and Budgets

Each RPDP provides professional learning opportunities to districts and schools within their respective regions and works collaboratively statewide to provide consistent and equitable opportunities for educators in Nevada. Training programs offered each year vary depending upon the needs and requests of the districts each RPDP serves; RPDPs do not solely determine those training programs without significant input from respective stakeholders. The RPDPs collectively provide learning opportunities across the state and current opportunities can be found online at rpdp.net, nwrpdp.com, and nnrpdp.com.

Total Biennial Budget FY25 & FY26

Collective RPDP Budget - $15,134,786

- SNRPDP $8,060,814.00
- NWRPDP $4,542,684.00
- NNRPDP $2,531,288.00

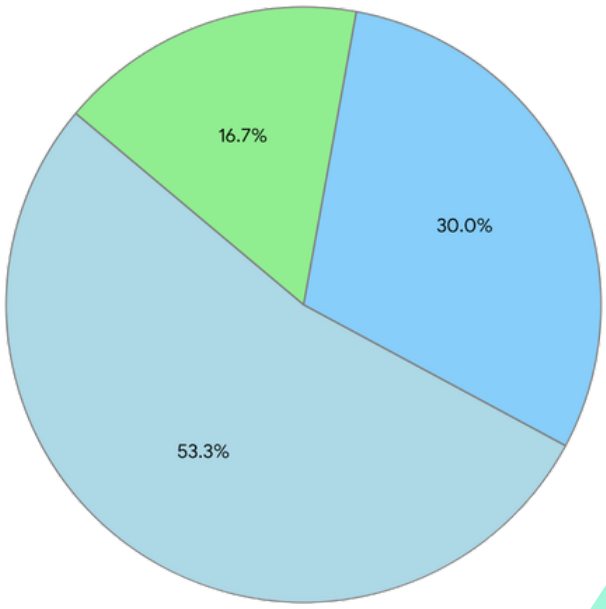


Figure 3. Pie chart showing percentages of the total RPDP budget allocated to each region



PART 2: **INDIVIDUAL RPDP INFORMATION**

Dear Educators,
The Northwest Nevada Regional Professional Development Program (NWRPDP) is incredibly proud to share the impact we have had with educators across our region and the state of Nevada over the 2025/2026 school year.

In today's rapidly evolving world, your role as an educator is more critical than ever and our organization exists entirely to support you in this vital endeavor.

Exceptional teaching is the foundation of a thriving community. At NWRPDP, our core purpose is to ensure that all educators have the tools, resources, and support they need to be their absolute best. We understand the unique challenges you face daily: navigating evolving curricula, meeting the diverse needs of your students, and constantly innovating under pressure.

With these realities in mind, our professional learning events this past year were intentionally designed to offer practical strategies, cutting-edge research, and collaborative spaces that ignite passion and enhance your craft.

We see ourselves as partners in your professional journey. We are committed to fostering a community where knowledge is shared, best practices are celebrated, and every educator feels supported, inspired, and valued. When you grow, your students flourish, and ultimately, our communities thrive. This ripple effect is what fuels our passion and defines our purpose.

Thank you for your unwavering commitment to education. We are deeply honored to be a part of your professional growth, and we look forward to continuing to serve you with integrity, innovation, and an steadfast belief in the power of every educator.

NWRPDP Staff

NWRPDP Sponsored Training Programs



The Northwest Regional Professional Development Program (NWRPDP) 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 NWRPDP 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 NWRPDP has developed and provided training for teachers and administrators during the 2024-26 biennium. These professional learning opportunties have consisted of year long endorsement courses, year long school wide professional develoment, legislative mandates and our first ever AI conference.

Below is a sample of those trainings provided to Nevada educators this year.

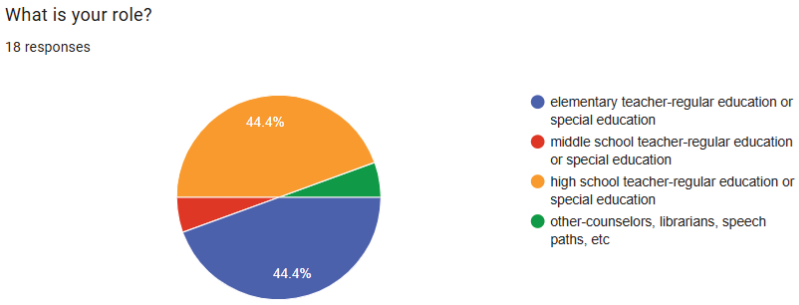
Teacher Academy

YEAR-END REVIEW & IMPACT REPORT

Douglas County School District
EMPOWER • PREPARE • INSPIRE • CONNECT

What is Teacher Academy?

Teacher Academy is a two-year professional learning group in Douglas County School District designed to support educators through coaching, collaboration, and ongoing professional growth. Participants engage in a cohort model, meeting throughout the year with fellow teachers supported by Professional Learning Facilitators to deepen their instructional practice and strengthen their impact on student learning. Teacher Academy focuses on key areas such as effective classroom instruction, classroom management, the Nevada Educator Performance Framework (NEPF), and collaboration. The graph below represents the participants in Teacher Academy 1 for the 25-26 school year.



Impact

Teacher Academy Focus Areas	Growth of Knowledge
DCSD Instructional Model	Beginning of Year: 55.6% End of Year: 94.4%
Nevada Educator Performance Framework (NEPF)	Beginning of Year: 55.5% End of Year: 88.9%
Thinking Maps	Beginning of Year: 28% End of Year: 83%
Levels of Engagement	Beginning of Year: 33% End of Year: 89%

Feedback

Representative Comments:

- “Thank you so much for all the information and fun! You are all amazing.
- “I absolutely loved this and the relationship that I was able to build and connect with. Thank you for all of the help and all of the insight and I am sure that I will still need and have questions for next year. Thank YOU!”
- “Thank you for making teacher academy fun.”
- “The mentorship has been great.”

Top Rated Components:

- Receiving coaching and feedback from Professional Learning Facilitators
- Peer observations and building relationships with peers
- August training days prior to the start of the school year
- Access to resources and support

PODCAST YEAR IN REVIEW

WE CAN DO EPIC THINGS

Douglas County School District
EMPOWER - PREPARE - INSPIRE - CONNECT

GROWTH & ENGAGEMENT



AUDIENCE INCREASED

442%

from last year





FOLLOWERS INCREASED **20%**

LISTENER TOP SCORES

NUMBER 1 EPISODE:



8616 DOWNLOADS | **106** EPISODES | **3** SEASONS



FEATURED GUEST LINEUP



FEATURED GUEST LINEUP:
THE INNOVATORS



KATIE MARTIN | CATLIN TUCKER | A.J. JULIANI | GRACE DEARBORN | FAWN NGUYEN

Douglas County School District

Summary of Project:

The *We Can Do EPIC Things* podcast was created as an innovative approach to professional learning, designed to reimagine traditional in-service classes. When the first episode launched in August of 2023, the goal was to provide educators with a flexible and engaging way to learn about Douglas County School District, hear from educational leaders and innovators, while earning salary credit advancement through podcast participation. Season three brought listeners 30+ episodes filled with students, teachers, best selling educational authors, and practical classroom strategies to use with students kindergarten through 12th grade.
By offering professional learning in an on-demand format, the podcast allows educators to engage with content when it is most convenient, which is essential for teachers and their busy lives.

Results:

Over the past year, the podcast has experienced tremendous growth and educator engagement. The audience increased by 442% compared to the previous year and followers grew by 20%. This demonstrates a strong demand for accessible, on-demand professional learning. We have reached 8,616 downloads across 107 episodes spanning three seasons (with season 4 on the way in August). The podcast has provided a wealth of professional learning content for 100 teachers in our district and has become the number one podcast for 32 of our listeners!
We have had the opportunity to speak with many educational celebrities such as Catlin Tucker, Katie Martin, A.J. Juliani, but our biggest highlight of season 3 was Grace Dearborn. We spoke with Grace at the Learning and the Brain conference in New York City about her new book release, how to get students engaged, and practical strategies for classroom management. She shared a wealth of knowledge and the feedback we received from listeners about purchasing her new book was overwhelming!

Conclusion:

The success of *We Can Do EPIC Things* demonstrates that professional learning can be both meaningful and accessible when delivered through innovative formats. The substantial increase in audience engagement, continued growth in listeners, and positive feedback from educators indicate the podcast is successfully meeting its goal of providing flexible, relevant, and impactful learning experiences. We have just wrapped Season 3 and will continue with Season 4 at the start of the 26-27 school year in August. Our goals for season 4 is to expand our audience, continue providing educators with diverse educational perspectives, and hopefully more educational celebrities!

INNOVATIVE LEADERSHIP INSTITUTE

2025-2026

Program Objective

The goal of this course is to build collective efficacy and expand the leadership capacity of educators in Northwest Nevada. The course is designed for classroom teachers, TOSAs, and new deans.

Three-Phase Leadership Model

Module 1: You As a Leader

Focus on identity, core values, leadership styles.

Module 2: Leading Others

Focus on navigating team dynamics, pyschological safety, and building trust.

Module 3: Policy & Advocacy

Focus on educational systems, problems of practice, and building and presenting policy solutions.



95%

Felt more confident in their leadership strengths and capabilities!

The Transformative Shift

- **From Logistical to Root Cause:** Participants noted a shift in problem analysis from identifying surface-level issues to diagnosing deep “problems of practice.”
- **From Reluctant to Empowered:** Participants moved from being intimidated by leadership to feeling “excited and motivated” to drive change.
- **Value-Driven Leadership:** Participants moved from reactive decision-making to intentional actions grounded in a clear “why”.

Leading from Within: Expanding Educator Capacity with ILI

Project Overview

The Innovative Leadership Institute (ILI) is a rigorous, year-long professional learning program now in its third consecutive cohort year. ILI emphasizes collaborative discourse, peer learning, and the direct application of concepts to participants' own school sites — bridging theory and practice in every session in order to expand educator leadership capacity and build collective efficacy.

Project Design

The 2025-2026 ILI cohort design was structured around three interconnected leadership modules, each culminating in a capstone project that required participants to apply learning directly to their school context:

In the first module, You as a Leader, participants explored models of effective leadership, identified core values, learned how credibility is built (and lost), and engaged in reflective practice. The module was focused on leading with vulnerability and empathy, anchored by an Ignite-style presentation in which participants articulate their leadership identity and purpose.

The second module, Leading Others, equipped participants to navigate complex interpersonal and organizational dynamics, including dealing with resistance, holding difficult conversations, coaching and mentoring colleagues, building psychologically safe collaborative environments, and recognizing and challenging systemic inequities. The capstone for this module was a School Improvement Plan (SIP) case study that required participants to identify and analyze a real problem of practice at their site.

Participants developed the skills to communicate and implement a vision with authentic stakeholders in the third and final module, Policy and Advocacy. The culminating panel presentation required participants to present a compelling policy proposal to a live audience of educational leaders and community partners, including members of the Washoe County School District Board of Trustees.

Results and Impact

Twenty-two participants completed an end-of-program survey rating their growth across twelve outcome indicators on a 4-point scale. Results reflect strong and consistent impact across all areas of leadership development. Average scores across all twelve indicators ranged from 3.73 to 3.91 out of 4.0.

Table 1. Participant Outcome Ratings (% Strongly Agree, n=22)

% Strongly Agree	Outcome Indicator
91%	Gained clarity on core leadership values and guiding "Why"
95%	More confident identifying leadership strengths and growth areas

% Strongly Agree	Outcome Indicator
95%	Better prepared to analyze problems of practice beneath school-wide goals
82%	Better equipped to observe and analyze team dynamics and psychological safety
95%	Developed strategic thinking skills to move SIP goals forward
86%	More comfortable going against the grain to initiate positive change
95%	Overall, ILI significantly expanded capacity to lead and support school change

Participant reflections further illustrate the depth of impact:

> *"I was not confident talking about struggles I have as an educator. I have been able to implement an attendance communication program at my school. This class gave me the confidence to speak to my principal and talk about real issues in my classroom."*
>
> *"Even though I have my doctorate in Education, I learned a lot more about myself as a leader and what good leadership looks like in practice."*
>
> *"At the start of this course I would describe my approach as prepared to be a coach. Now, after taking this course I have decided to get my credential in Educational Leadership through WGU — something I did not have the confidence to do before."*
>
> *"I have been a Department Leader for ten years. This class taught me valuable lessons that would have dramatically increased my efficacy had I known it a decade ago."*

Participants also described concrete leadership actions taken at their school sites as a direct result of the program, including:

- Developing and presenting a data-informed proposal to address chronic absenteeism in an EL program
- Leading teacher professional development at staff meetings using course frameworks
- Guiding school administration through a master schedule review process by designing an all-staff survey
- Coaching an assistant principal on credibility and communication strategies to secure school-wide buy-in
- Implementing collaborative walk-through observation protocols that shifted evaluative conversations to instructional coaching dialogues

Conclusion and Path Forward

The 2025–2026 cohort marked the third consecutive year of the Innovative Leadership Institute, and survey results affirmed the program's sustained impact on educator leadership capacity across Washoe County. Participants consistently reported not only increased confidence and

skill, but meaningful, site-level action. Providing evidence that ILI produces leaders who are ready to drive change now, not just in future formal roles.

The program's design, which is grounded in authentic application, peer collaboration, and progressive capstone projects, continues to distinguish ILI as a high-quality, relevant leadership pipeline for educators at all career stages. Participant testimonials from this cohort reflected transformational shifts in leadership identity, professional confidence, and commitment to equity and advocacy within their schools.

Given the demonstrated outcomes and continued demand from educators across the region, NWRPDP intends to proceed with a fourth cohort in the 2026–2027 school year.

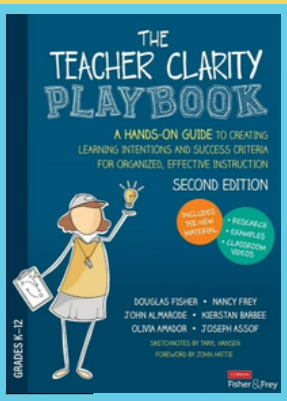
TEACHER CLARITY MEETS REVEAL MATH

Jesse Hall Elementary School

WCSD

THE MODEL

- Seven Hour-Long Deep-Dive Sessions: Focused on pairing the guiding principles of Fisher and Frey's Teacher Clarity Playbook directly with the specific components of the Reveal Math curriculum.
- Two 2-hour Planning Intensives: Provided dedicated time for content exploration and collaborative planning empowering teachers to build their Teacher Clarity-driven Reveal lessons.
- Two Learning Walk Rounds: Facilitators visited classrooms to gather real time data on the professional learning in action.



Reveal MATH

https://www.corwin.com/books/teacher-clarity-playbook-288328?utm_source=google&utm_medium=cpc&utm_campaign={campaignname}&utm_content={adgroupname}&utm_term=&gad_source=1&gad_campaignid=23081939021&gbraid=0AAAAC7LOsMxa3my1qMbhzzg9hezkvzy_J&gclid=EAIaIQobChMI6eOonrWWiAMVIxmtBh3eYQBtEAQYASABEgL-rfD_BwE
https://www.mheducation.com/prek-12/program/microsites/MKTSP-GIP20MO?srsltid=AfmBOoosRay4BG0uMzlPa4AMRkfApS_QDJEUzLrpi4jZBJnZbYscobaP

PROJECT OBJECTIVES

- *Bridge Theory & Practice*: Pair the 9 modules of Teacher Clarity directly with the Reveal Math concepts.
- *Establish Instructional Consistency*: Empower teachers to consistently develop and share learning intentions and success criteria so students clearly understand their learning goals.
- *Deepen Standards Alignment:* Help teachers gain a more profound understanding of math standards by identifying necessary concepts and skills.
- *Foster Data-Driven Growth:* Use collaborative planning and learning walks to observe these practices and refine conncetions between clairty and math instruction.

RESULTS

- Teachers reported having a clearer understanding of how Teacher Clarity supports effective implementation of Reveal Math.
- Teachers now consistently share learning intentions and success criteria during math lessons.
- Teachers identified positive impacts on student learning as a result of their clear communication.
- 100% of teachers agreed that the PL helped them grow in their ability to connect TC practices with their math instruction.

Teacher Clarity Meets Reveal Math

Project Overview

The 2025-2026 school year initiative focused on the intentional integration of Teacher Clarity frameworks with the Reveal Math curriculum at a K-5 elementary school in Washoe County School District. Recognizing that high-quality materials are most effective when paired with clear instructional intentions, the project aimed to empower educators to dismantle complex standards into manageable, transparent learning pathways for students. By fostering a culture of "knowing where we are going," the school sought to improve student agency and mathematical proficiency across all grade levels.

Why this Project

Teacher Clarity is the practice of explicitly communicating learning intentions, success criteria, and expectations to students. The research behind this approach is compelling: John Hattie (2023) identified teacher clarity as having an effect size of 0.84, making it one of the highest-impact instructional strategies available. When students understand both the "what" and the "why" of their learning, they engage more deeply and retain information better. To leverage this impact alongside the new Reveal Math curriculum, the Site-Level Curriculum Team chose to implement Teacher Clarity. This year-long project also honored the schoolwide Math Path Agreements established during the previous school year. Through collaborative professional development, teachers co-designed learning intentions and success criteria, ensuring explicit math instruction was consistent schoolwide.

Results & Impact

The implementation of the Teacher Clarity Project at Jesse Hall Elementary resulted in a measurable shift in both instructional precision and student performance. Post-implementation survey data revealed a 100% consensus among participating educators that the clear definition of learning intentions and success criteria directly improved student learning outcomes. Teachers reported this framework allowed them to be more "intentional with planning and teaching," moving away from broad activities toward targeted, goal-oriented instruction. This clarity extended to the students as well; qualitative feedback highlighted that learners now have a "better understanding of what they are learning and why," leading to increased engagement and mastery. Furthermore, the project’s integration with the Reveal Math curriculum has been described as a "game-changer," with 94% of staff expressing high confidence in their ability to lead and sustain these practices, ensuring long-term impact on the school's pedagogical culture.

Conclusion

This 2025-2026 project has demonstrated that when Teacher Clarity is treated as the "engine" and Reveal Math as the "vehicle," student outcomes accelerate. The project successfully shifted the classroom dynamic from passive receiving to active, goal-oriented learning. Moving forward, the school remains committed to refining these practices, ensuring that every student has a clear map to mathematical success.

References

Hattie, J. (2023). *Visible learning: The sequel: A synthesis of over 2,100 meta-analyses relating to achievement* (1st ed.). Routledge.

NEVADA MIDDLE SCHOOL CTE PILLAR FRAMEWORK PILOT COMMITTEE | 2025-2026 YEAR IN REVIEW

MISSION: PILOTING THE NEW NEVADA MIDDLE SCHOOL CTE PILLAR FRAMEWORK.

AUGUST 2025 – MAY 2026

KEY IMPACT NUMBERS

STUDENTS IMPACTED:
3,212



EDUCATORS INVOLVED:
26



SCHOOLS PARTICIPATED:
14



COMMITTEE WORK & LEARNING



10 HOURS
of Professional Learning
completed by teachers



Curriculum Review & Vetting or **Collaborative Sessions**

FINAL RECOMMENDATION

COMMITTEE FORMALLY RECOMMENDS
DISTRICT-WIDE ADOPTION
FOR THE 2026-2027 SCHOOL YEAR

NEXT STEPS

ROLLOUT PLAN

FULL IMPLEMENTATION

Summary of Project

Our committee was tasked with creating a statewide framework for middle school career exploration in partnership with the Carson, Elko, Lyon, and Clark school districts. Previously, existing middle school standards restricted alignment with high school Career and Technical Education (CTE) pathways to just six specific areas: Agriculture, Business and Marketing, Education/Family Consumer Sciences, Health Science and Public Safety, Media Technologies, and Skilled and Technical Sciences. This constraint excluded many other valuable CTE programs, significantly limiting students' opportunities to explore diverse careers and develop relevant early skills. To eliminate these barriers, we designed a dynamic framework that enhances flexibility and opens the door to a much wider variety of CTE pathways. Importantly, this new framework is applicable across all academic content areas, rather than being confined to specific subjects.

The framework is intentionally designed to help middle school students build their occupational identity and confidently choose and complete high school programs. It provides actionable guidance on engaging with Career and Technical Student Organizations (CTSOs), exploring post-secondary education and training options, understanding industry-recognized certifications, and accessing work-based learning opportunities. Designed to introduce these high school pathways, the repeatable course teaches essential concepts and skills for career readiness across various fields through four foundational pillars: Understanding Careers and the Nature of Work, Safety and Best Practices, Employability Skills, and 4PBL (Phenomenon, Place, Project, Problem).

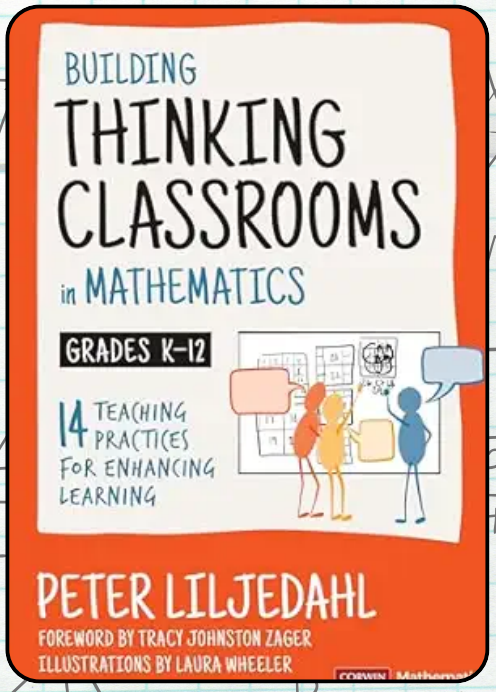
Impact/Next Steps

Between August 2025 and May 2026, our committee successfully tested this framework in a comprehensive pilot program. The pilot yielded excellent engagement, directly impacting 3,212 students across 14 participating schools. The initiative was championed by 26 dedicated educators, each of whom completed 10 hours of targeted professional learning to effectively deliver the new curriculum. The curriculum emphasizes critical thinking, collaboration, and real-world applications, allowing students to deepen their knowledge and expand their skills annually with age-appropriate experiences and increasing responsibility. To accommodate varying district scheduling needs, the course duration is highly flexible, ranging from 9 weeks to 3 years.

Following this highly successful testing phase, the committee formally recommends district-wide and statewide adoption, with full implementation slated for the 2026–2027 school year. To ensure a smooth and successful transition, statewide professional development will take place during the 2026–2027 school year and be offered to educators across all counties to support rollout. Additionally, the Northwest Regional Professional Development Program (NWRPDP), which provided vital assistance to teachers during the pilot, will continue to provide comprehensive support and resources throughout the statewide launch.

Building Thinking Classrooms

NWRPDP
CARSON-CHURCHILL-DOUGLAS-LYON-STOREY-WASHOE



Summary

- **The Problem**: 80% of math students engage in "non-thinking" (mimicking/stalling).
- **The Goal**: Use 14 research-based practices to foster deep cognitive engagement.
- **The Shift**: Move from teacher-led lectures to student-centered problem-solving.

Introduction

- **Objective:** Disrupt passive learning norms through monthly professional development.
- **Key Drivers for Change:** Thinking tasks, Vertical Non-Permanent Surfaces (VNPS), and random grouping showed the strongest impact on student thinking.

43 Teachers

43 teachers and administrators from kindergarten through fifth grade participated in the six session training. Teachers were guided through the practices of the book as if they were students then reflected as teachers on the process.

2 Schools

Two schools requested the Building Thinking Classrooms in Mathematics practices to be brought to their staff as part of their professional learning for the year.

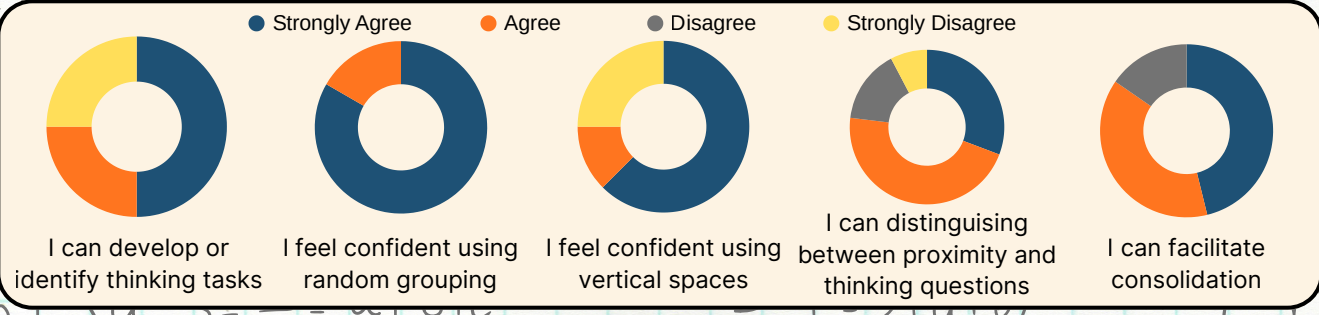
10 Hours

Schools used early release days to complete the sessions. Sessions were held once per month at each school site to allow for teahcers to integrate practices into their instruction.

Result

Successes: High engagement with random grouping and vertical spaces; increased teacher confidence in implementing thinking tasks.

Growth Area: Teachers need further support in navigating student questioning and managing "keep-thinking" prompts.



Building Thinking Classrooms in Mathematics

Project Overview

The Building Thinking Classrooms (BTC) project was a targeted professional development initiative designed to disrupt passive learning norms in mathematics. Implementation focused on transitioning from traditional teacher-led lectures, where an estimated 80% of students engage in "non-thinking" behaviors like mimicking or stalling, to student-centered problem-solving. By utilizing 14 research-based practices from Peter Liljedahl's framework, the project sought to foster deep cognitive engagement and among students across kindergarten to fifth grades.

Project Design and Analysis

The project was structured as a comprehensive six-session training program involving 43 teachers and administrators from K-5 grade levels across two elementary schools. To ensure a practical understanding of the pedagogy, participants were guided through the BTC practices first as students before reflecting on the implementation from a teaching perspective. The sessions were held once per month on early release days, providing a deliberate cadence that allowed educators to integrate specific practices into their instruction between meetings. Post training data were collected anonymously to determine strengths and areas for growth across the 14 practices. which were identified as the primary drivers for shifting classroom culture and increasing student cognitive stamina.

Results

Data indicate significant increases in teacher confidence and student participation. The most substantial successes were seen in the use of visibly random grouping, where 83.3% of teachers reported high confidence, and vertical spaces, which saw 62.5% strong confidence. While 46.2% of teachers felt capable of identifying or developing effective thinking tasks, the results also highlighted specific areas for continued professional growth. Specifically, while teachers showed progress in distinguishing between proximity and thinking questions, there remains a documented need for further support in navigating complex student questioning and effectively managing "keep-thinking" prompts to maintain student momentum without giving away answers.

Conclusion

The Building Thinking Classrooms initiative successfully established a foundation for active mathematical thinking across the participating schools. By delivering 10 hours of professional learning across the identified schools, the project moved the needle from passive observation to active problem-solving. While the initial "Toolkit" practices have been largely mastered, the conclusion of this study suggests that future efforts should focus on the refinement of consolidation techniques and the nuances of student interaction to ensure the "thinking" culture remains a permanent fixture of the mathematics classroom.

HOW ROAD ECOLOGY IS SHAPING THE FUTURE OF OUR PLANET

CROSSINGS



NWRPDP
CARSON-CHURCHILL-DOUGLAS-LYON-STOREY-WASHOE

Summary

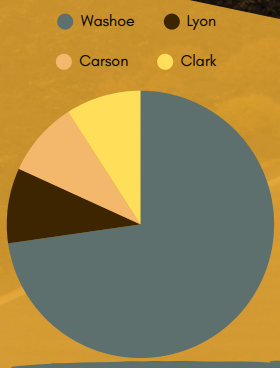
This book club investigated the immediate, high-impact visible disruptions that roads introduce to ecosystems, by exploring the hidden, systemic, and long-term consequences that roads have on natural environments.

Objective

- Identify and analyze Nevada-centric landscapes, priorities, and tradeoffs of engineering roadways
- Determine pathways from awareness to action in engineering design features



Participants

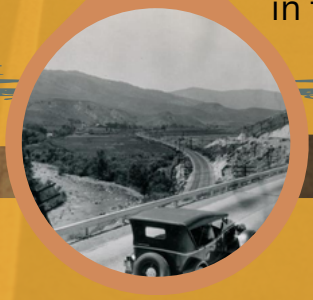


11 teachers participated in the book club

Sessions were held virtually with whole and small group discussions

Results

- Participants reported developing a broader, fuller view of ecology in relation to roads
- Participants appreciated the Nevada focus, finding how these ideas are currently being addressed in their own back yards



In the Classroom



Communication and awareness through various strategies - bumper sticker



Use of Nevada specific phenomena and scenarios to tie into instructional sequences





Identification of GIS aligned to road ecology in Nevada. Used to identify animal crossings, herds, and migration corridors across the state.

Crossings Science Book Club

Course Overview

The professional development course, Crossings: How Road Ecology is Shaping the Future of Our Planet, was a virtual book club tailored for K-12 educators through the Northwest Regional Professional Development Program (NWRPDP). Moving past the traditional view of roadways as static infrastructure, the course guided participants to analyze roads as dominant, high-impact forces causing severe structural and ecological disruptions. The program empowered teachers to identify Nevada-centric ecological priorities, evaluate modern roadway engineering tradeoffs, and establish actionable instructional pathways to elevate student environmental awareness.

Project Design and Analysis

The initiative featured synchronous virtual seminars paired with interactive, small-group breakout sessions and collaborative whole-group discussions. To anchor the analysis in localized, place-based ecology, the course specifically investigated the distinct territorial and infrastructure challenges within Nevada. A central analytical component involved utilizing Geographic Information Systems (GIS) mapping data aligned with regional road networks. Educators applied these tools to identify critical animal crossings, resident herds, and seasonal migration corridors intersecting major state transit routes. By evaluating these specialized mapping frameworks alongside regional engineering demands, participating educators successfully deconstructed the complex tradeoffs required to balance human transportation needs with crucial habitat preservation.

Results

A cohort of 11 professional educators successfully completed the virtual book club. Post-coursework feedback indicated that participants developed a significantly broader understanding of how human infrastructure interfaces with ecology. Teachers highly valued the deliberate focus on Nevada's geography, noting it allowed them to see complex ecological concepts playing out directly in their own communities.In terms of classroom application, the educators successfully formulated targeted strategies to integrate Nevada-centric environmental phenomena into their upcoming instructional units.

Conclusion

The Crossings book club successfully demonstrated the profound impact that place-based professional development can have on environmental literacy and curriculum design. By re-evaluating the footprint of human transit systems through the lens of road ecology, the program provided teachers with the conceptual tools necessary to foster systemic thinking in their students. The transition from basic environmental awareness to actionable engineering solutions ensures that the next generation of Nevada students will be equipped to analyze infrastructure critically.

GRBR AND NWRPDP

TISSUE PAPER BALLOON LAUNCH



SUMMARY

The E.L. Cord Tissue Paper Balloon Launch is a fully funded STEM adventure for fifth-grade explorers! This unique program bridges the classroom and the sky through a three-step journey:

Teacher Training: Educators deep dive into the principles of aeronautics and engineering.

Classroom Construction: Students apply their knowledge to build custom tissue paper balloons.

The Big Event: Classes head to the Great Reno Balloon Races to watch their handiwork take flight!



DATA

Teachers Trained	15
Schools Impacted	7
Students Engaged	540

RESULTS

- **Empowered Educators:** Teachers felt fully equipped to lead complex STEM projects independently.
- **Peak Engagement:** Students and staff called the field trip a curriculum highlight that brought science to life.
- **Proven Value:** 100% of teachers found the program highly beneficial and intend to return.



NWRPDP
CARSON-CHURCHILL-DOUGLAS-LYON-STOREY-WASHOE

GREAT THE RENO BALLOON RACE

Tissue Paper Balloon Launch

Project Overview

The E.L. Cord Tissue Paper Balloon Launch, organized through a partnership between the Great Reno Balloon Race (GRBR) and the Northwest Regional Professional Development Program (NWRPDP), is a premier, fully funded STEM initiative designed specifically for fifth-grade students in Washoe County. The program serves as a critical bridge between theoretical classroom instruction and real-world application, immersing young learners in the foundational principles of aviation. By engaging approximately 540 students across seven schools, representing roughly 10% of the county's fifth-grade population, the project fosters a deep-seated interest in STEM and scientific inquiry. Through a structured three-step journey that culminates in a high-profile public event, the program transforms abstract curriculum into a tangible, life-changing educational experience.

Project Design and Analysis

The project is designed around a rigorous engineering loop that begins with comprehensive teacher professional development. During the initial training phase, educators deep-dive into the scientific and engineering principles while building their own tissue paper balloon to ensure they feel empowered to lead complex STEM projects independently. This expertise then translates to the classroom, where students work in collaborative teams to construct functional tissue paper balloons, applying geometry and physics to ensure structural integrity and lift. Analysis of current district data reveals that while the program is highly successful, it currently reaches only a fraction of the available elementary schools in the district, indicating a significant opportunity for future scaling and resource allocation.

Results

Feedback from the 2025-2026 cohort demonstrates exceptional program impact and participant satisfaction. Educators reported a significant increase in their own instructional efficacy, feeling fully equipped to implement the engineering curriculum in their classrooms. Student engagement reached a peak during the "Big Event" at the Great Reno Balloon Race, where teachers described the field trip as a definitive curriculum highlight that brought science to life. Most notably, the program achieved a 100% satisfaction rate, with all participating teachers finding the project highly beneficial and expressing a strong intent to return with future classes.

Conclusion

The E.L. Cord Tissue Paper Balloon Launch has proven to be a vital asset to the Washoe County educational landscape, successfully turning 540 students into young engineers. By providing teachers with the tools to succeed and students with a platform to witness their handiwork take flight, the program achieves its goal of inspiring the next generation of scientists and engineers. As the initiative looks toward 2027, the focus remains on expanding this reach to the remaining 90% of the district, ensuring that every fifth-grade student in the county has the opportunity to explore the limitless possibilities of STEM.

ADVANCING THINKING THROUGH WRITING



Empowering Students. Strengthening Comprehension.
Building Capacity Across All Content Areas.

"Researchers found that handwriting but not typewriting leads to widespread brain activity."

PRACTICAL STRATEGIES. POWERFUL IMPACT.

- **BECAUSE, BUT, SO**
- **A PICTURE IS WORTH 1,000 WORDS**
- **STOP AND JOT**
- **SENTENCE ELABORATION**
- **PIECE IT TOGETHER**



Stronger writing.
Deeper thinking.
Greater learning.

NORTHWESTERN REGIONAL PROFESSIONAL DEVELOPMENT PROGRAM

SERVING THE EDUCATIONAL COMMUNITY ACROSS NORTHWEST NEVADA



Rachel Croft, NBCT
Literacy Facilitator

Building Teacher Capacity.
Improving Student Learning.

NWRPDP
CARSON-CHURCHILL-DOUGLAS-LYON-STOREY-WASHOE

★ *Using Writing as a Powerful Tool for Thinking, Comprehension, and Content Learning* ★

Case Study: Advancing Thinking Through Writing

Summary

This project was designed to strengthen instructional practices in writing across K–12 classrooms. Grounded in research from The Writing Revolution, (Hochman & Wexler, 2017) the project emphasized the idea that writing is not simply a product or isolated literacy skill, but a powerful method for teaching content, deepening comprehension, and advancing student thinking. The project focused on providing teachers with practical, immediately usable writing strategies that could be implemented across content areas and grade levels. Research presented during the session highlighted the cognitive benefits of writing, including findings that handwriting activates widespread brain activity and supports learning and retention.

Impact

The impact of the project was evident in both teacher practice and student engagement. Teachers reported increased awareness of writing as a cognitive tool and demonstrated greater confidence in teaching writing across disciplines. As a result, writing became more consistently embedded in instruction, with educators integrating strategies such as Sentence Elaboration (80%), Piece It Together (80%), Because, But, So (40%), and A Picture Is Worth 1,000 Words (20%). Students showed greater willingness to participate in writing tasks and increased engagement during writing activities. Overall, educators shifted their perspective of writing from a final product to a tool for comprehension and critical thinking, while also strengthening regional professional learning support for educators across Nevada.

Conclusion

“Advancing Thinking Through Writing” demonstrated how practical, research-based literacy instruction can strengthen both teaching practice and student learning. By positioning writing as a tool for thinking and comprehension, the project supported teachers in moving beyond compliance-driven writing tasks toward more meaningful cognitive engagement. Teachers experienced the strategies as learners themselves, which increased understanding, engagement, and confidence in implementation.

Next Steps

Future work for the project includes:

- Additional follow-up professional development sessions
- Expanded coaching and co-teaching opportunities
- Continued classroom implementation support
- Collection of additional student writing data
- Increased cross-content literacy integration
- Ongoing teacher collaboration and reflection cycles

NWRPDP
Northwestern Regional
Professional Development Program

GATE ENDORSEMENT PROGRAM

EXPANDING ACCESS. | STRENGTHENING PRACTICE. | SUPPORTING GIFTED LEARNERS.

TEACHER CAPACITY

Educators implement new learning directly into classrooms.

STUDENT IMPACT

Greater differentiation and more responsive instruction for gifted learners.

400+ Educators Served

SINCE PROGRAM LAUNCH

ACROSS 7 YEARS

EXPANDED ACCESS

Virtual delivery removes geographic barriers across Nevada.

SYSTEMS GROWTH

Districts strengthen eligibility for gifted education funding.

COHORT 7 (2025–2026)

52 PARTICIPANTS COMPLETED

MULTIPLE NEVADA DISTRICTS + CHARTER PARTICIPATION

60 PARTICIPANTS ENROLLED FOR FALL

COHORT 8 FILLED ON OPENING DAY!

SUPPORTED THROUGH ENDORSEMENT-ALIGNED GRADUATE COURSEWORK AND CLASSROOM IMPLEMENTATION.

GATE ENDORSEMENT PROGRAM CASE STUDY | 2025–2026

SUMMARY

Gifted learners require intentional instructional design, differentiation, and educational experiences that support continued growth. Yet gifted students are frequently underserved due to assumptions that advanced learners will succeed without specialized support.

The GATE Endorsement Program addresses this challenge through sustained professional learning designed for direct classroom application. Delivered virtually through NWRPDP, the program removes geographic barriers and expands educator access across Nevada while building long-term instructional capacity.

Now in its seventh year, the program has served more than 400 educators and continues to grow in demand.

Participants complete 12 graduate credits aligned to endorsement requirements through four courses:

1. Characteristics and Needs of Gifted and Talented Pupils
2. Assessment of Gifted and Talented Students
3. Curriculum, Methodology and Strategies for Teaching Gifted and Talented Students — Part I
4. Curriculum, Methodology and Strategies for Teaching Gifted and Talented Students — Part II

PROJECT DESCRIPTION

The 2025–2026 cohort included 52 educators and one administrator representing multiple Nevada districts and school contexts serving grades K–12.

Participants engaged in coursework intentionally designed for transfer into practice and applied learning directly in classroom settings.

Program components included:

- classroom implementation
- differentiated lesson design
- assessment development
- instructional projects
- portfolios and reflection

The virtual cohort structure created opportunities for educators from different districts to collaborate, exchange practices, and strengthen regional networks.

RESULTS

PROGRAM GROWTH AND REACH

- ✓ Year 7 of implementation
- ✓ 400+ educators served since program launch
- ✓ 52 educators completed Cohort 7 (2025–2026)
- ✓ Cohort 8 filled on opening day with 60 participants committed for fall

EVIDENCE OF INSTRUCTIONAL IMPACT

Participants reported:

- increased differentiation
- more appropriately challenging instruction for advanced learners
- stronger understanding of gifted learner characteristics
- increased confidence serving gifted students
- greater student engagement

> *"These courses have revitalized my practice."*

> *"I learned so much and have started putting my new learning into practice in my classroom."*

Participants developed: Lesson Plans | Instructional Units | Assessments | Projects | Portfolios

CONCLUSION

The GATE Endorsement Program demonstrates that accessible, practice-centered professional learning can strengthen instruction while expanding opportunities for underserved student populations.

Beyond endorsement completion, the program supported immediate implementation in classrooms and fostered instructional growth that extends beyond gifted education and benefits overall teaching practice.

IMPACT

TEACHER CAPACITY

400+ educators have expanded their ability to identify and serve gifted learners.

STUDENT EXPERIENCE

Teachers implemented differentiation practices that support more responsive and appropriately challenging instruction.

DISTRICT CAPACITY

Districts increased the number of GATE-endorsed educators available to support programming.

STATEWIDE IMPACT

By increasing endorsement access across Nevada, districts strengthen their ability to qualify for gifted education funding through the Nevada Department of Education.

NEXT STEPS

- Launch Cohort 8 with 60 enrolled participants
- Continue expanding endorsement access across Nevada
- Increase opportunities for districts with limited GATE staffing
- Sustain cross-district professional learning communities
- Continue developing educator expertise to better serve gifted learners

Endorsement-aligned graduate coursework. ★ Real classrooms. Real impact. Statewide.



SEL*F

Integrating Social-Emotional Learning and Wellness into Professional Learning





CASEL



Improved Focus



Integrated SEL

Case Study: Integrating Social-Emotional Learning and Wellness into Educator Professional Learning

Summary
During the 2025–2026 school year, I completed two certifications:

- **200-hour Certified Yoga Teacher (CYT 200)**
- **Social-Emotional Learning Facilitator Certification (SEL*F)**

This year-long professional learning experience focused on trauma-informed teaching, inclusive movement practices, mindfulness, educator wellness, and the foundational competencies of social-emotional learning (SEL), aligned with the CASEL framework. The purpose of this project was to align with emerging policy conversations, including proposed state-level initiatives related to mental health education and SEL integration, reinforcing the importance of proactive capacity building in this area. This project strengthens instructional support capacity within NWRPDP and is grounded in research indicating that SEL competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making contribute to improved engagement, classroom climate, and academic learning. (CASEL. (2020–2023). What Does the Research Say?) Educator wellness is closely linked to teacher effectiveness, retention, and the ability to create supportive learning environments. (Jennings, P., & Greenberg, M. (2009) The prosocial classroom)

Conclusion
This project strengthened both organizational capacity and expertise in SEL.The work reinforces the connection between educator well-being, classroom climate, and instructional effectiveness. Within literacy facilitation, these practices support the conditions necessary for student engagement, collaboration, and comprehension, particularly in structures that require sustained attention and interpersonal interaction.

Participant survey responses and written feedback indicated that:

- Educators found the breathing and mindfulness strategies helpful as reminders to connect with their own bodies and well-being
- Participants reported increased alertness and focus following participation in sessions
- Educators noted the value of integrating short regulation strategies into professional learning and classroom practice

Next Steps
Future work will focus on:

- Developing structured educator wellness workshops for schools and districts
- Integrating SEL more intentionally into literacy and engagement training
- Building a cohort-based model for sustained professional learning in SEL
- Expanding coaching and facilitation support that connects educator regulation practices to student engagement and academic outcomes

RECIPROCAL TEACHING

Building Comprehension. Empowering Classrooms.



A RESEARCH-BASED STRATEGY. A PROVEN IMPACT.

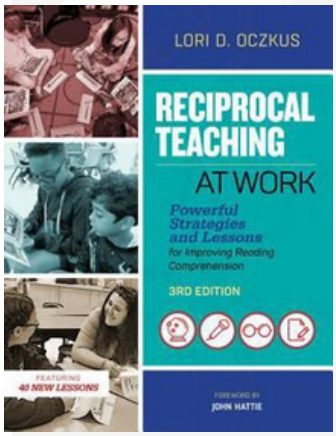
141 TEACHERS TRAINED

21 SCHOOLS IMPACTED

6 NEVADA SCHOOL DISTRICTS

A STRATEGY THAT WORKS in Any Curriculum, Any Content, Any Grade Level

SERVING 6 NEVADA SCHOOL DISTRICTS



- ★ Carson City School District
- ★ Churchill County School District
- ★ Douglas County School District
- ★ Lyon County School District
- ★ Storey County School District
- ★ Clark County School District

WHAT IS RECIPROCAL TEACHING?

A highly effective, research-based instructional strategy that helps students become active thinkers and readers.

PREDICT
Thinking about what might happen next.

QUESTION
Asking meaningful questions before, during, and after reading.

CLARIFY
Identifying and clearing up confusing information.

SUMMARIZE
Identifying the most important ideas and synthesizing information.

A THREE-DAY PROFESSIONAL DEVELOPMENT CYCLE

DAY 1
Whole-Staff Training
Learn the strategy. Build understanding.

DAY 2
Classroom Modeling
See it in action. Observe student engagement.

DAY 3
Collaborative Planning
Plan together. Implement with confidence.

DISCUSSION DRIVES DEEPER LEARNING

When students think, talk, and work together, comprehension soars.

Reciprocal Teaching: SOR Comprehension Pillar

Project Overview

The goal of this project was to improve student comprehension by helping teachers shift instructional practices from passive reading activities toward active engagement with text through the implementation of Reciprocal Teaching, a research-based instructional strategy aligned with the Science of Reading. The professional development initiative served 141 educators from 21 schools across six Nevada school districts: Carson City School District, Churchill County School District, Douglas County School District, Lyon County School District, Storey County School District, and Clark County School District.

Project Design and Analysis

The design of the project reflected the understanding that modeling in classrooms is more effective than lecture-only professional development. Teachers observed authentic student responses and witnessed the level of engagement possible when students actively interact with text. This practical application increased teacher confidence and strengthened the likelihood of implementation.

On Day One, whole-staff professional development sessions introduced teachers to the principles of Reciprocal Teaching and its alignment with the Science of Reading. Teachers explored the four core components of the strategy and discussed how these practices support deeper comprehension and student discourse.

On Day Two, the strategy was modeled in authentic classroom settings across multiple grade levels and content areas. Teachers observed how the strategy could be adapted across disciplines and developmental levels while maintaining high levels of student engagement.

On Day Three, teachers participated in collaborative planning sessions focused on classroom implementation. Educators worked together to identify opportunities to embed Reciprocal Teaching within existing curriculum materials and instructional routines.

Results

Teachers gained practical experience with a structured, research-based strategy that could be implemented immediately within their existing curriculum. The classroom modeling component was especially impactful because teachers were able to observe the strategy in action with real students rather than only hearing about it theoretically. In addition, administrators and teachers provided positive feedback regarding the training model and instructional relevance of the strategy. Schools requested additional professional development opportunities, indicating both satisfaction with the training and interest in continued implementation.

Conclusion

This project reinforced the importance of comprehension-centered literacy instruction and demonstrated the effectiveness of research-based professional development grounded in authentic classroom practice. One of the most significant lessons from this work was the value of classroom modeling. Observing students actively engaged in collaborative text discussions helped teachers recognize the immediate instructional impact of the strategy. Many educators expressed surprise at the level of student engagement generated through structured comprehension conversations.

Future next steps include expanding ongoing coaching and follow-up support to sustain implementation over time. Additional opportunities for collaborative planning, classroom modeling, and teacher reflection could strengthen consistency across schools and deepen instructional impact.

ARL Classroom Management

"You don't rise to the level of your goals, you fall to the level of your systems." – James Clear

Topics Addressed

- REFLECTIVE EDUCATOR
- METHODS OF GROUPING
- CLASSROOM MANAGEMENT
- POSITIVE BEHAVIOR REINFORCEMENT
- HIGH VALUE QUESTIONING STRATEGIES
- FORMATIVE ASSESSMENT
- EXPLICIT INSTRUCTION
- WORKING MEMORY AND TRAUMA
- NEPF INSTRUCTIONAL PRACTICES & PROFESSIONAL RESPONSIBILITIES

In Their Words

AVG. POST-COURSE KNOWLEDGE RATING: 4.11 / 5.0

"POSITIVE REINFORCEMENT IS MUCH MORE POWERFUL THAN NEGATIVE NOTICES. CREATING A POSITIVE ENVIRONMENT BEGINS AT THE DOOR."

"DE-ESCALATION BEFORE A TEACHABLE MOMENT. PEOPLE CAN'T LEARN WHEN THEY ARE OVERLOADED. CREATING ROUTINE AND SAFETY WILL HELP BEHAVIORS."

"I AM DOING MORE THINGS THAT ARE RECOMMENDED THAN I EXPECTED. THIS GIVES ME SOME ADDITIONAL CONFIDENCE I AM ON THE RIGHT TRACK."

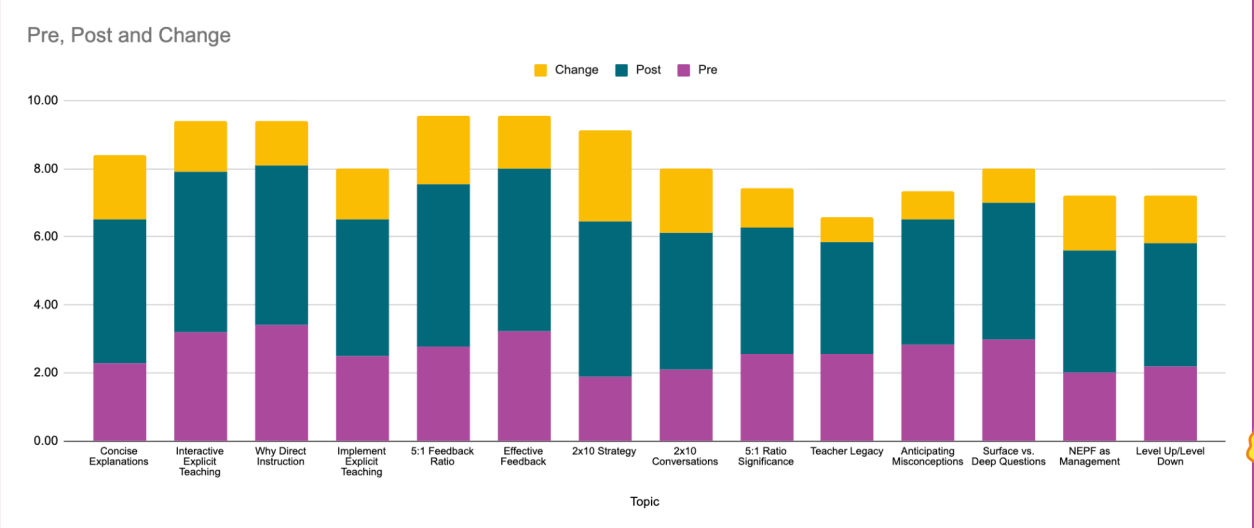
Impact

THE 2025–26 COURSE EQUIPPED 15 EARLY-CAREER EDUCATORS WITH ESSENTIAL SKILLS, IMPACTING APPROXIMATELY 1,500 STUDENTS ANNUALLY. OVER THESE EDUCATORS' CAREERS, THIS INTERVENTION WILL POSITIVELY INFLUENCE TENS OF THOUSANDS OF STUDENTS IN WELL-MANAGED LEARNING ENVIRONMENTS.

Future Focus

THE ARL CLASSROOM MANAGEMENT COURSE WILL CONTINUE TWICE ANNUALLY IN WASHOE COUNTY, PROVIDING ONGOING SUPPORT FOR ALTERNATIVE ROUTE EDUCATORS AND ENSURING QUALITY CLASSROOM MANAGEMENT TRAINING FOR TEACHERS ENTERING THROUGH NON-TRADITIONAL PATHWAYS.

Results



Case Study: Washoe County School District ARL Classroom Management

Project Overview

Many educators enter classrooms through Alternative Route to Licensure (ARL) programs without traditional classroom management preparation. The ARL Classroom Management Course directly addresses this gap by equipping early-career educators with practical, evidence-based tools they can implement immediately. The 2025–26 cohort expanded its scope beyond relationship-building basics to encompass the full instructional ecosystem of a well-managed classroom: explicit instruction, formative assessment, proactive differentiation, and the NEPF Standards as management, not just instructional, tools.

Project Design and Analysis

The course was designed around a core belief: classroom management is not a reactive set of discipline strategies bolted onto instruction. It is instruction, done well, with intention. Sessions addressed the 5:1 Positive Specific Feedback ratio, the 2x10 relationship-building strategy, surface vs. deep questioning, dual coding and instructional clarity, de-escalation, and proactive planning through Level Up/Level Down differentiation. Each session connected content to participants' lived classroom experiences, and the collaborative peer learning structure was intentional, participants learned from each other as much as from the material. Pre- and post-course surveys using a 5-point knowledge scale were administered across 14 competency areas to measure growth.

Results / Evidence of Impact

Post-course data demonstrated significant growth across every measured domain. The largest gains were recorded where participants started with the lowest baselines, the areas they needed most. The 2x10 Strategy produced the course's highest single-topic gain (+2.67 points), followed by the 5:1 Feedback Ratio (+2.00), Direct Instruction Clarity (+1.90), and NEPF as a Management Tool (+1.60). The average post-course knowledge rating across all 14 domains was 4.11 out of 5.0, with an average growth of +1.43 points per domain. Participants reflected this growth in their own words: "I am doing more things that are recommended than I expected - this gives me some additional confidence I am on the right track." Another noted: "De-escalation before a teachable moment. People can't learn when they are overloaded. Creating routine and safety will help behaviors."

Conclusions / Looking Ahead

The 2025–26 ARL Classroom Management course equipped 15 early-career educators with essential skills, impacting approximately 1,500 students annually. Over these educators' careers, this intervention will positively influence tens of thousands of students in well-managed learning environments. The course will continue twice annually in Washoe County, providing sustained support for educators entering through non-traditional pathways. As Nevada's hiring landscape continues to evolve, this targeted professional development ensures that all students receive instruction from educators who are not just present — but prepared.

NEW TEACHER ACADEMY



Participants

The participants included 18 secondary teachers, 5 elementary teachers, among them 12 ARL licenses, 2 Business and Industry licenses, and 3 substitutes working on obtaining licensure.



Impact

Participants serve approximately 2,255 students district-wide: 130 at the elementary level and 2,125 at the secondary level. They are focused on improving classroom management and instructional quality for these learners.



Looking Ahead

Churchill County School District remains committed to setting incoming educators up for success through the New Teacher Academy, an in-person program offering hands-on support and professional learning to help new staff thrive.

"Coming here reminds me that I can always learn more." - cohort participant

RESULTS

BACKGROUND KNOWLEDGE

Toolbox of strategies for building background knowledge

BEFORE	AFTER	GAIN
3.18	4.18	+1.00

Systematic planning for five types of knowledge

BEFORE	AFTER	GAIN
2.88	3.88	+1.00

Background knowledge is worth the instructional time

BEFORE	AFTER	GAIN
3.47	4.53	+1.06

STD. 4: METACOGNITION

Understanding NEPF Standard 4 independently

BEFORE	AFTER	GAIN
2.44	4.11	+1.67

Students explain what, why, and how of their learning

BEFORE	AFTER	GAIN
2.44	4.11	+1.67

My students could accurately answer an observer

BEFORE	AFTER	GAIN
2.11	3.78	+1.67

AI AS AN ED. PARTNER

PARTS approach to creating effective AI prompts

BEFORE	AFTER	GAIN
2.67	3.92	+1.25

Understanding deepfakes and AI technology

BEFORE	AFTER	GAIN
3.25	4.33	+1.08

Using text-based AI tools in an educational context

BEFORE	AFTER	GAIN
2.67	3.67	+1.00

★ LARGEST SINGLE GAIN IN THE PROGRAM ★

I understand that sentence stems and structured discourse protocols are instructional tools that elevate the quality of academic conversation for all students, and that structure does not limit discourse, it deepens it.

BEFORE	AFTER	GAIN
2.67	3.67	+1.73

"I want them to be curious and learn for the sake of learning and discover new things because they are interested in them." - cohort participant

Curious by Design: Building Teachers Who Build Learners

Course Design

The 2025-26 cohort includes 23 educators, 18 secondary and 5 elementary, who represent the full spectrum of how people enter teaching in Churchill County. Twelve are on Alternative Route to Licensure pathways. Two hold Business and Industry licenses, bringing professional expertise from outside education into Churchill County classrooms. Five are substitutes working toward full licensure. Over the course of the year, each participant attended seven three-hour sessions, met monthly with a mentor, all while managing their own classrooms and their own continuing development as educators.

Evidence of Impact

The single largest shift this cohort showed was in structured discourse, confidence in facilitating academic conversation where students build meaning together, moving 1.733 points on a 5-point scale. Metacognitive instruction followed closely at 1.667 points of growth, reflecting educators' confidence that any student in their classroom could accurately explain what they are learning and why. These gains are connected: structured discourse and metacognitive transparency ask the same thing of students, and when a teacher improves at one, the other follows.

Participants described changes that go beyond skill acquisition. "I have really tried to focus on more collaboration and less of me steering each lesson every day," one wrote. Another reflected something that doesn't show up in any rubric: "Connecting the experiences of the other professionals in the room. We shared a common struggle." Across twenty-one hours of professional learning, these educators left each session knowing they were not navigating this work alone.

Project Overview

Now in its third year, the New Teacher Academy provides structured professional learning for incoming and transitioning educators in Churchill County School District through an in-person format pairing targeted content with mentoring and classroom observation. The 23 participants in this cohort collectively serve approximately 2,255 students district-wide, 150 at the elementary level and 2,125 at the secondary level.

Conclusion

Churchill County School District will carry the New Teacher Academy into 2026-27 with the same commitments: in-person learning, relevant content, and a structure that treats new educators as professionals building expertise. The program works because it meets educators where they are, and in its third year, the evidence shows they are getting there.

Does Your Impact Match Your Intention?

LEAD Churchill - Grow Your Own Leadership Cohort

Project Overview

LEAD Churchill is a grow-your-own leadership development cohort designed to build teacher leadership capacity across Churchill County School District. Co-facilitated through NWRPDP, the cohort enrolled nine CCSD teacher leaders in a year-long, 14-session professional learning experience grounded in collaborative inquiry, research-based frameworks, and reflective practice. The culminating project challenged each participant to conduct a formal case study—applying leadership frameworks to a real professional team—and present findings to the board of trustees and superintendent.

participants	sessions	credit hours	year
11	17	45	1

> My biggest aha moment so far has been figuring out what impostor syndrome is and overcoming it.



Course design & analysis

Sessions were sequenced to build leadership identity before introducing team dynamics frameworks. Content was drawn from Lencioni's Five Dysfunctions, Edmondson's Psychological Safety, Collective Efficacy, SCARF, and First & Second Order Change — each anchored in participants' real team contexts.







> Good conversations that help to see different perspectives from different walks of this job.



Conclusion & Next Steps

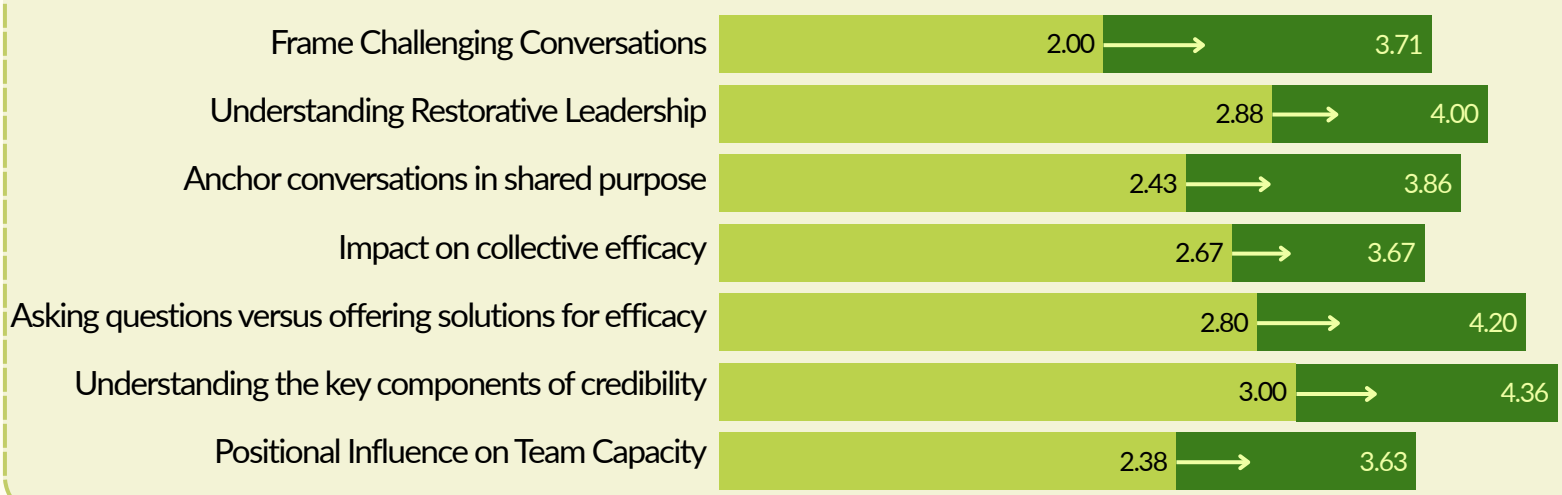


LEAD Churchill's inaugural cohort demonstrated measurable growth across every tracked leadership competency. Participants entered with limited confidence in the most complex skills — navigating difficult conversations, analyzing team dysfunction, and understanding the difference between first and second order change — and left with applied confidence across all measures. As a next step, facilitators have compiled all course resources and built a Canvas shell, making this program ready to pass along to other systems through NWRPDP. LEAD Churchill is replicable — and it is ready.

Evidence of Impact

Pre versus Post Scores





Does Your Impact Match Your Intention?

LEAD Churchill - Grow Your Own Leadership Cohort

Project Overview

School districts across Nevada face a persistent challenge: developing teacher leaders from within. Without intentional investment, high-potential educators are left to navigate leadership without frameworks, language, or a community of practice. LEAD Churchill was designed to change that.

Churchill County School District partnered with the Northwest Regional Professional Development Program (NWRPDP) to launch LEAD (Leadership Excellence and Development) Churchill—a grow-your-own cohort model grounded in the belief that the expertise to lead already exists inside every school building. The question was never whether teacher leaders were capable. It was whether they had the conditions, tools, and support to lead with confidence and intention. LEAD Churchill bridged the gap between educational theory and practical leadership application.

Course Design and Frameworks

LEAD Churchill enrolled eleven CCSD teacher leaders in a year-long, 17-session professional learning experience grounded in collaborative inquiry, research-based frameworks, and reflective practice.

The culminating project challenged each participant to conduct a formal case study—applying the leadership frameworks explored throughout the year to a real professional team they were part of—and present their findings to the Churchill County Board of Trustees and Superintendent. This design held participants accountable to authentic, applied learning rather than theoretical exercises.

Facilitators designed the program with a clear north star: create the conditions for teacher leaders to develop the skills, language, and confidence to lead—and then get out of the way. In practice, that required a year of designing, reading the room, and redesigning. The program's most important learning often happened in those unplanned moments.

Sessions were sequenced deliberately—beginning with leadership identity before introducing team dynamics frameworks—so participants could locate themselves in the work before analyzing the systems around them. Each framework was anchored in participants' real contexts, not abstract scenarios.

Core Frameworks included Lencioni's Five Dysfunctions of a Team, Edmondson's Psychological Safety, Collective Efficacy & Enabling Conditions, SCARF Model, First & Second Order Change, and Restorative Leadership Practices.

Mid-cohort, facilitators discovered that many participants did not have functioning PLCs—the structural scaffold the culminating project had been built around. Rather than push through a design that no longer matched reality, facilitators paused, named the pattern without blame, and

reframed the case study as observational and analytical research around an identified problem of practice.

The result: participants who once felt stuck produced some of the most honest and substantive case studies in the cohort. The limitation became the lens.

Conclusion

LEAD Churchill's inaugural cohort demonstrated measurable growth across every tracked leadership competency. Participants entered with limited confidence in the most complex skills—navigating difficult conversations, analyzing team dysfunction, and understanding the difference between first and second order change—and left with applied confidence across all measures.

Perhaps more importantly, the program demonstrated that high-quality leadership development does not require participants to have perfect conditions—it requires skilled facilitators who can hold the learning even when the plan needs to change. The willingness to name what wasn't working—and redesign in real time—was itself the highest-fidelity modeling of the adaptive leadership the cohort was designed to build.

LEAD (Leadership Excellence and Development) is built and ready to implement. Facilitators have compiled all course resources and built a Canvas shell, making this program ready to replicate across other NWRPDP districts. The curriculum is complete. The framework is tested. The evidence of impact is documented.

Does your impact match your intention? Only if you're willing to ask the question honestly—and adjust when the answer is no. LEAD Churchill asked. LEAD Churchill adjusted. And the results speak for themselves.

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Parent Involvement and Family Engagement

"The most beneficial part was realizing that even small, consistent efforts can make a big impact on family engagement and student success."

164 educators

The participants included 79 elementary teachers, 55 secondary teachers, and an additional 30 individuals from various roles such as administrator, counselor, social worker, nurse, and speech pathologist, from 6 Nevada school districts. They met for eight two-hour Zoom classes, completed assignments related to each module, asynchronous reading, and a final project.

Impact Potential

- Students and families of 3,475 elementary students.
- Students and families of 9,740 secondary students.

On a scale of 1 to 5 rate the statement:

This course offered useful and important information about Parent Involvement and Family Engagement.

Mean: 4.70

Participants said:

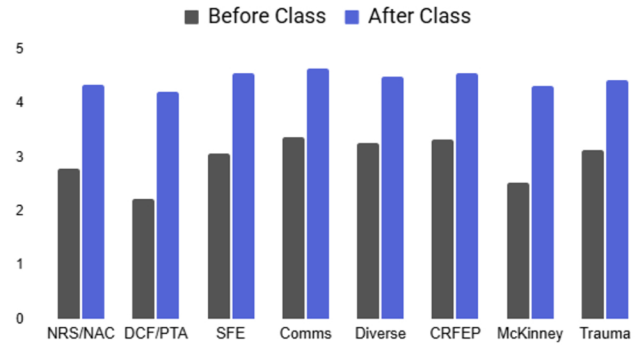
"Thank you for making us do positive phone calls home — it is the best outreach and relationship building technique I have ever tried."

"It definitely made me less scared for my teacher conferences. I feel like I built enough positive currency with parents to where I am not afraid to relay a bad day to them."

"I was able to apply what I learned right away."

"The strategies and frameworks felt realistic and adaptable to daily practice rather than theoretical."

The Results



Educators left the class with a strong understanding of best practices related to family engagement, preparing them to cultivate stronger and more equitable school-family partnerships in the future

Parent and Family Topics Addressed:

1. Knowledge of Parent Involvement and Family Engagement NRS 391.019 and NAC 391.030
2. Dual Capacity Framework and PTA Standards
3. Implications of Diverse Family Structures
4. Ideas to Support Family Engagement at Your School Site
5. Culturally Responsive Family Engagement Practices
6. Effective Communication Strategies for Working with Families
7. McKinney-Vento Act and Help for Families in Transition
8. Trauma Informed Practices

Looking ahead...

17% of participants developed collaborative initiatives that will strengthen parent involvement strategies by sharing with broader educational stakeholders, extending research backed family engagement frameworks throughout our educational community.

34% of participants created sustainable projects grounded in evidence-based practices that will welcome new families and establish lasting systems to strengthen school-family partnerships for years to come.

When Knowing the Law Isn't Enough - Parent Involvement and Family Engagement

"The evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life."

- Anne T. Henderson & Karen L. Mapp, A New Wave of Evidence (2002)

Project Overview

Nevada law is clear: every initial licensee must complete 3 semester credits in parent involvement and family engagement within three years of receiving their license. But a legal requirement and genuine competence are not the same thing. The Parent Involvement and Family Engagement (PIFE) course was designed to bridge that gap - not by checking a compliance box, but by building the skills, frameworks, and confidence educators need to actually reach the families they serve.

Course Design

NWRPDP delivers PIFE as a research-grounded professional learning experience that meets NRS 391.019 and NAC 391.030 requirements while going far beyond them. Sessions moved deliberately from legal foundation to relational practice - building knowledge of policy and frameworks first, then anchoring that knowledge in the real contexts participants navigate every day. The final project was not incidental to the learning; it was the point. Participants left with a tangible, context-specific product designed to be implemented, not shelved.

Evidence of Impact

Participants grew across every competency area tracked - with the most striking gains in the areas where educators arrived with the least prior knowledge. The data tells part of the story. Participants told the rest.

One came in needing something simple and essential: "gathering the confidence to talk with families." Another left with a reframe that gets at the heart of the course: "family engagement is not just about hosting events or sharing information, but about creating systems that empower families to feel valued, heard, and connected to their child's learning."

Conclusion

The reach of this course extends far beyond the educators who completed it. When teachers, counselors, administrators, and support staff know how to build genuine partnerships with families - not just satisfy a requirement - students benefit. That is the work PIFE does. And this year's data shows it is working.



TEACHER BOOK CLUBS

Read. Reflect. Grow—Together.

STRONGER EDUCATORS. HEALTHIER CLASSROOMS. BETTER OUTCOMES FOR STUDENTS.

Learning together. Growing together.

KEY OUTCOMES REPORTED BY EDUCATORS

IMPROVED CLASSROOM PRACTICE & STUDENT OUTCOMES

- Stronger routines and smoother transitions
- Improved student regulation and fewer challenging behaviors
- More proactive, consistent, and relationship-centered teaching
- Increased student engagement and success

> *"Students now follow routines more consistently, transitions are smoother, and elopement has greatly improved."*

GROWTH IN KNOWLEDGE & INSTRUCTIONAL CONFIDENCE

- New strategies for classroom management and self-regulation
- Practical tools that are easy to use and implement
- More confident, proactive, and effective educators

> *"I have learned so many techniques for classroom management... I am much more preventative than punitive now."*

STRONGER WELL-BEING & SELF-CARE

- Greater awareness of self-care and setting healthy boundaries
- Better stress management and emotional regulation
- Showing up more present for students and colleagues

> *"These courses have helped me be better at scheduling out my self care and holding myself accountable so I can show up more presently in my profession."*

STRONGER RELATIONSHIPS & STUDENT CONNECTIONS

- More intentional listening and empathy
- Valuing student voice and unique perspectives
- Creating classrooms where students feel seen, heard and valued

> *"One thing that has really resonated with me is making every single one of my students feel noticed every day."*

COLLABORATION, COMMUNITY & PROFESSIONAL GROWTH

- Supportive, respectful, and encouraging professional community
- Sharing ideas, challenges, and successes
- Learning from others across roles and districts
- Less isolation, more connection

> *"The dialogue is often MORE valuable than the readings... I walk away with an idea, situation, or tip that I could use later."*

POSITIVE IMPACT ON STUDENT LEARNING & PERFORMANCE

- Improved classroom climate
- Increased student engagement
- Greater academic success and growth

> *"It's not only about academics, we're educating the whole person."*

SHIFTING MINDSETS & PRACTICES

- From reacting to behaviors → proactive, compassionate support
- Greater patience, trust, and predictability in the classroom
- Seeing challenges as opportunities for growth

> *"This experience changed my practice by helping me become more patient, proactive, and focused on building trust and predictability."*

DIVERSE PERSPECTIVES, SHARED PURPOSE

- Educators from different roles, subjects, and backgrounds
- Welcoming new voices and building belonging
- United by a passion to be better for our students

> *"It's amazing to collaborate with people who want to be in these book clubs, and want to learn to be better educators."*

TEACHER BOOK CLUBS EMPOWER EDUCATORS, STRENGTHEN CLASSROOMS, AND CREATE LASTING POSITIVE IMPACT FOR STUDENTS.

TOGETHER, WE READ. TOGETHER, WE GROW. TOGETHER, WE MAKE A DIFFERENCE.

Research Summary: Impact of Teacher Book Clubs on Instructional Practice and Student Outcomes YEAR 2

Teacher book clubs provide a powerful, research-based model of professional learning that strengthens instructional practice, educator well-being, and student success. Grounded in collaboration, reflective dialogue, and shared learning, these book studies promote active engagement, sustained professional growth, and collective participation among educators (DuFour, 2004). Research shows that collaborative professional learning communities improve instructional effectiveness and student outcomes when educators engage in ongoing inquiry and evidence-based practices (Amendum et al., 2019).

Educators described the book clubs as supportive professional communities that reduced isolation, encouraged shared problem-solving, and strengthened cross-district collaboration among teachers, counselors, librarians, social workers, and other educational professionals. Several participants reported that the discussions and collaborative exchanges were often as impactful as the readings themselves, helping them translate research and theory into practical classroom strategies.Others emphasized increased attention to student voice, emotional connection, and creating classrooms where students feel seen, valued, and supported.

This Year 2 case study included 25 educators from five school districts who participated in three or more book studies during the 2024–2025 school year and continued participation throughout 2025–2026. An additional 25 educators joined the book club cohorts during the 2025–2026 school year, expanding the collaborative professional learning community across districts and educator roles. Participant reflections demonstrated strong alignment with the Nevada Department of Education's strategic priorities, particularly in the areas of Equipped Educators and Leaders, Strong Foundations, and Empowering Pathways. Educators reported increased capacity to implement evidence-based instructional and social-emotional practices, foster inclusive and relationship-centered learning environments, and support the whole child through meaningful engagement, compassion, and culturally responsive approaches.

Key Findings from Survey Results

Participants reported substantial growth across all professional and personal wellness indicators following participation in the book club/professional learning experience.

	Knowledge Before	Knowledge After	Change +
Building Positive Relationships with **Students**	3.25	4.65	+1.4
Building Positive Relationships with **Colleagues**	3.15	4.7	+1.6
Utilizing Social Emotional Learning Strategies (Welcoming/Inclusion, Engaging, Optimistic Closures),	3.15	4.65	+1.5
Utilizing Trauma-Sensitive Strategies (Check-ins, Strengths-Based Language, Regulation and Safety, Empathy)	3.05	4.65	+1.6
Creating a Calm Classroom Environment (Calming Corners, Classroom Lighting, etc.)	3.5	4.6	+1.1
Self Regulation (Regulate, Relate, Reason)/Brain Research	3.05	4.5	+1.5

De-escalation Techniques for Difficult Behaviors	2.9	4.35	+1.5
Developing and Implementing Professional and Personal Goals	3.05	4.8	+1.8
Maximizing Your Time and Energy	2.85	4.7	+1.9
Ideas for Self Care/Addressing Stress	3.1	4.8	+1.7

*All survey results showed statistically significant gains ($p < 0.001$), indicating that improvements were highly unlikely to have occurred by chance and strongly suggest meaningful participant growth as a result of the professional learning experience.

Participant Perception and Application of Learning

Survey responses demonstrated exceptionally strong participant satisfaction, motivation, and confidence in applying the learning from the book clubs to their professional practice.

Survey Area	**Average Rating (5-Point Scale)**
Motivation to Continue Learning Collaboratively Through Book Studies	4.85
Likelihood of Using Book Club Ideas and Strategies	4.85
Sense of Stronger Professional Community	4.75
Courses Offered Useful Information That Improved Student Performance	4.70

Participants reported high levels of motivation to continue collaborative professional learning through future book studies, expressed strong confidence in applying the strategies and practices learned to their professional settings, described the book clubs as fostering meaningful professional connection and collaboration, and overwhelmingly agreed that the courses provided valuable, relevant, and actionable information that positively impacted student learning and performance.

Resources

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NWRPDP

THE AI FRONTIER

EMPOWERING EDUCATORS IN NEVADA 2026 CONFERENCE

MARCH 7TH & 8TH

Conference Experience & Innovation

- *Human-Centered Creativity in the Age of AI:* Keynote Jesse Lubinsky explored how AI empowers student expression rather than replacing it.
- *Practical Workflows Rather than Flashy Tech*: Session focused on reducing teacher busywork through tools like MagicSchool, Gemini, and Canva.
- *Student Voice on the AI Frontier*: A Panel of 11th and 12th grade students shared perspectives on AI for tutoring and efficiency.
- *From Theory to "Monday-Ready" Resources:* Sessions focused on instant implementation of AI for differentiation and lesson design.

Professional Impact & Feedback

- 72% Boost in Supporting Diverse Learners

Participants reported the conference greatly helped them meet the needs of ELL, Special Education, and Gifted students.

- 71% Direct Classroom Implementation

Educators confirmed they felt more prepared to translate these skills into their teaching and professional duties immediately.

- 76% Would recommend the Conference to a Colleague

MORE THAN150 EDUCATORS ATTENDED

>50% OF ATTENDEES WERE NEW TO NWRPDP

The AI Frontier: Empowering Educators in Nevada 2026 Conference

Project Summary

The AI Frontier: Empowering Educators in Nevada was a comprehensive two-day conference held March 7–8, 2026, in Reno, Nevada. This event served as a critical intervention for K-12 educators, repositioning AI as a pedagogical catalyst for critical thinking, original expression, and student-led inquiry.

Research Base

Current research points to a significant "readiness gap" in schools. Educators remain wary of AI due to concerns about academic integrity and the potential displacement of the human element in teaching. The strongest predictor of resistance is lack of time; most educators require 12–18 months to feel confident with new technologies. Compounding this, only 19% of teachers report that their schools have clear AI policies, creating widespread professional uncertainty. This conference was designed to directly address these barriers through structured, hands-on professional development.

Project Description & Scope

The conference featured a keynote by Jesse Lubinsky (Adobe) on "Creativity in the Age of AI," followed by over 30 immersive breakout sessions covering platforms such as MagicSchool AI, Adobe Express, Canva, Drift, and Google Gemini. A standout highlight was a Student Panel in which Washoe-area high schoolers shared how they use AI to personalize their learning. The conference reached K-12 educators, administrative staff, and administrators across the NWRPDP service area; notably, 51% of attendees were first-time NWRPDP participants.

Goals

The primary goal was to move educators beyond AI hype and fear toward meaningful pedagogical growth, through three objectives:

- **Instructional Efficiency** — reducing administrative fatigue and classroom "busywork"
- **Inclusive Excellence** — providing tools for instant differentiation to support diverse learners
- **Future Readiness** — bridging the gap between current technology and classroom practice

Results

Evaluation data confirmed strong impact:

- 92% of participants felt the activities matched their professional needs
- 71% intended to apply the skills gained "to a great extent" in their classrooms
- 72% reported the conference helped them better meet the needs of diverse student populations
- 63% believed the training would significantly improve their overall teaching skills

Impact

The AI Frontier conference shifted educator perception of AI from an academic integrity concern to a practical instructional resource, helping bridge the 12–18 month readiness gap common among teachers. NWRPDP's "teaching assistant" framing allowed educators to recover approximately six weeks of instructional time annually and refocus on student-centered approaches. With 51% first-time participants, the initiative meaningfully expanded regional reach while improving inclusive readiness; 72% of educators left better equipped to support diverse learners, including multilingual and at-risk populations.

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ENRICHING CONTENT KNOWLEDGE & INSTRUCTIONAL PRACTICE THROUGH SOCIAL STUDIES BOOK CLUBS

NWRPDP
CARSON-CHURCHILL-DOUGLAS-LYON-STOREY-WASHOE

The Content Anchors

- *The Ghost Map* by Steven Johnson: Focused on the 1854 London cholera outbreak and the battle between miasma and germ theory.
- *The Divorce Colony* by April White: Explored the Gilded Age legal doctrine of "coverture" and the rise of "divorce mills" in cities like Sioux Falls and Reno.
- *The Peking Express* by James Zimmerman: Examined 1920s Chinese-American relations through an international train hijacking.
- *The Escape Artist* by Jonathan Freedland: Detailed the systemic dehumanization of the Holocaust and the "burden of witness" following an Auschwitz escape.

EDUCATOR GROWTH METRICS

Increased Content Confidence:
Educators reported feeling "much more knowledgeable" and "confident" discussing complex topics like the Holocaust, public health crises, and 19th-century law with their students.
Complex Text Comfort:
A significant majority noted a higher comfort level in using challenging nonfiction in their own classrooms.

SCIENCE OF READING CONNECTIONS

Vocabulary Scaffolding:
Moving from "everyday" words to discipline-specific terms.
Discourse Conventions:
Teaching students how historians organize evidence and construct arguments.
Active Inquiry:
Shifting students from memorizing facts to "reasoning and producing knowledge" like experts.

DIRECT CLASSOOM IMPACT

Student Engagement:
Teachers noted that students found the new strategies "fun".
Quality of Work:
"Discussions were more robust and comprehensive," and graphic organizers led to deeper understanding of novels read in class.
Concept Connection:
"I love that my students can connect to the content easier with this strategy".

THEN VS. NOW CONNECTIONS

Public Health Misinformation:
Connect historical "deadly misconceptions") to modern challenges in public health communication.
Chinese-U.S.-Relations:
Using the Peking Express scandal as a foundation for modern U.S.-China economic and political relations.
Social Laws:
Cultural views of divorce from the 19th century to modern-day.

Nevada DAP in Action: Strengthening Kindergarten Practice

NEVADA Department of Education

PROJECT OVERVIEW & FRAMEWORK

Aligning the PreK - 3rd-grade experience through engagement & high quality environments







THREE-PHASE PROJECT TIMELINE



Phase 1
OBSERVATION
Calibration of high-quality P3 early learning instruction and environments

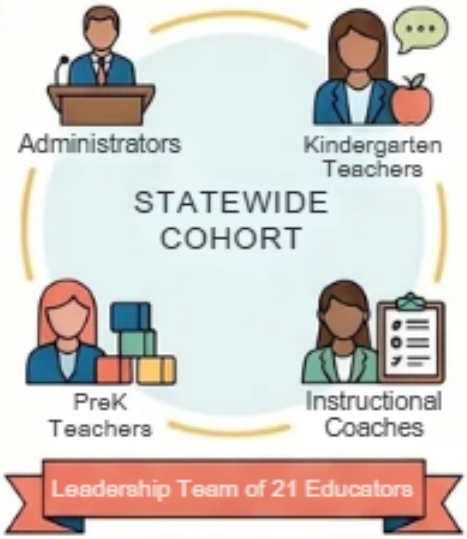


Phase 2
VIDEO DOCUMENTATION
Recruiting and coaching teachers in Playful Learning Practices to create video-based learning tools



Phase 3
SUSTAINABILITY
Launching statewide video repository and teacher community resources

DEMOGRAPHICS & IMPACT





INVESTMENT IN EDUCATORS & CLASSROOMS





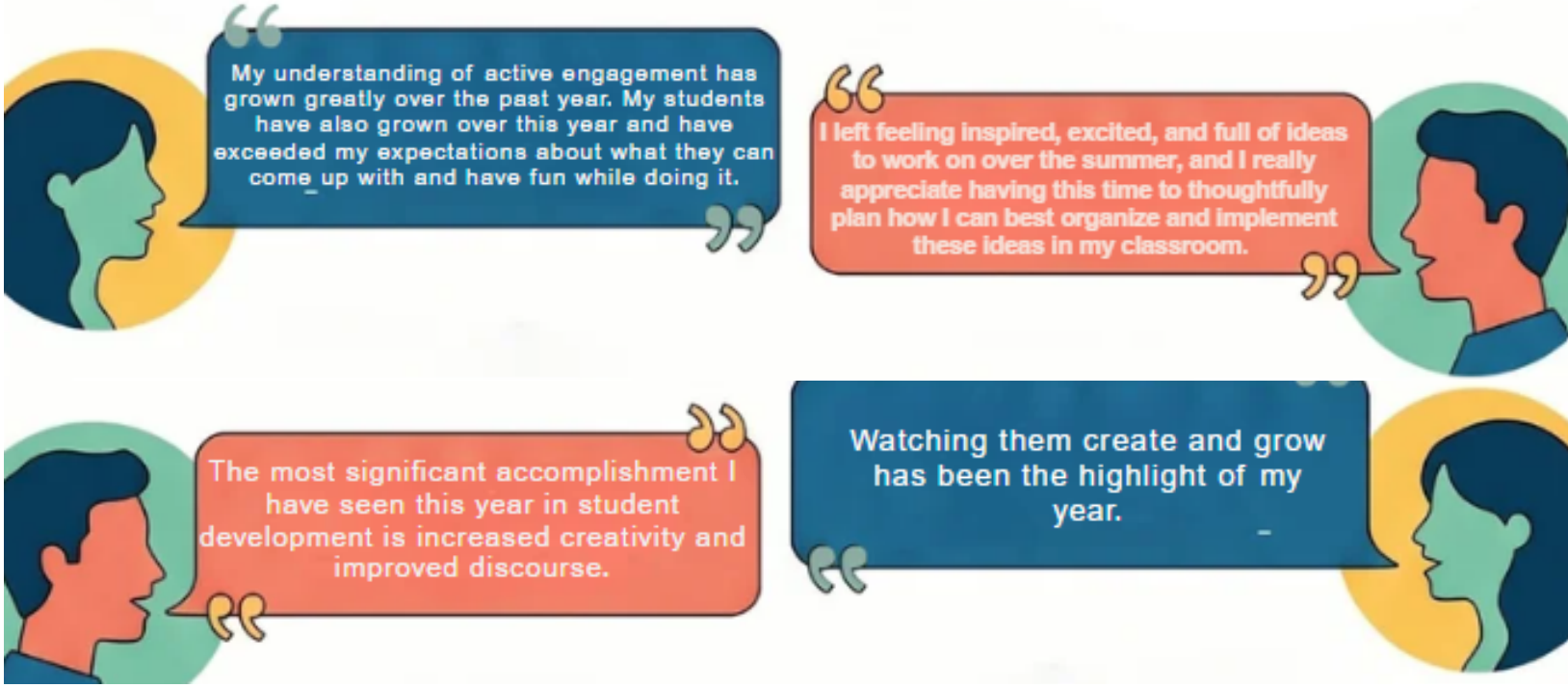
$5000 x 20 NV Classrooms



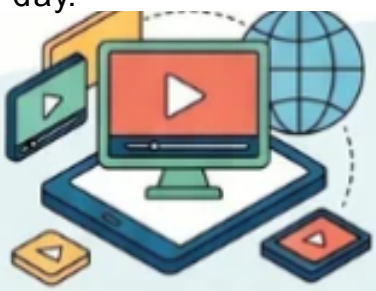
$35,000 books and consumables



$135,000 invested statewide



The DAP in Action project is a comprehensive initiative to implement Developmentally Appropriate Practices within early childhood education, specifically focusing on the transition between Pre-K and kindergarten with the eventual goal of aligning transitions through 2nd grade. A state leadership team of 21 educators and administrators came together to observe national examples of high quality developmentally appropriate practices and chose a model to emulate and “Nevadacize.” Central to this project is a shift toward playful learning, emphasizing engagement as well as student choice and autonomy. During a 30-60 minute period of the day, students are given the freedom to choose their own learning path and demonstrate their understanding in unique and individualized ways. They utilize academic language from the unit, collaborate with one another and then participate in a “thinking and feedback” protocol to reflect on their learning and plan work for the next day.



THE ULTIMATE GOAL

Creating a video coaching tool for statewide implementation of developmentally appropriate practices via asynchronous learning to support modern educational systems

7 Mighty Moves Book Study: Aligning Instruction to the SOR Research

Focus:

A six-week Science of Reading book study designed for K–3 educators, building knowledge and implementation skills in phonemic awareness, phonics, high frequency words, decodable texts, fluency, and comprehension. Delivered via Zoom by NWRPDP facilitators, this course directly addresses the foundational literacy practices Nevada SB460 requires of all K–3 teachers.

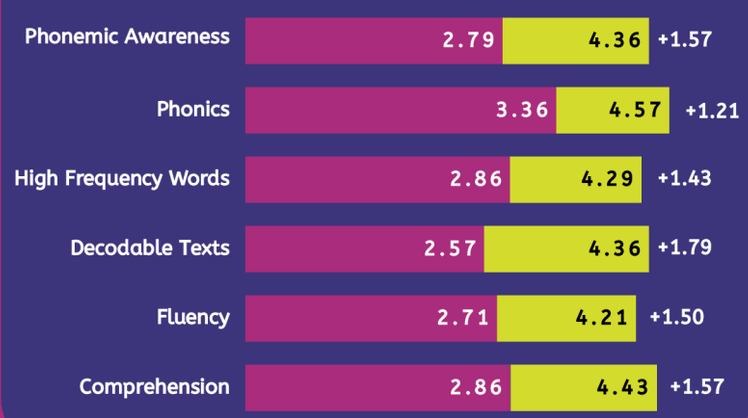
Impact:

Seventeen teachers across four districts achieved statistically significant gains in all 12 measured literacy domains ($p < 0.001$). On average, teachers moved from a score of 2.8 to 4.3 — nearly a full category shift on a 5-point scale — reflecting deep, meaningful change in both knowledge and classroom practice.

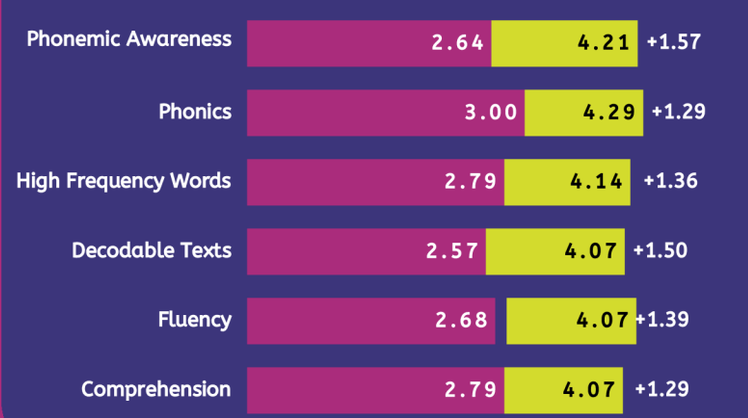
Evidence of Impact

3 Districts	2.8 → 4.3	400 Students
Served	Average Confidence Gain	Impacted

Understanding/Knowledge Gains



Implementation/Intentional Practice



Participant Feedback

Instructional Change

"All the reading training I have had over the years resulted in expert guessing. I now have a tool box filled with strategies that will help all of my students become successful life-long readers."
-Lyon County Educator

Excitement & Confidence

"Valuable strategies that I can go back to at any time and take little to no prep to implement"
-Lyon County Educator

"This class (and book) was phenomenal!"
-Washoe County Educator

Learning Community

"It was interesting, encouraging, and enlightening to learn how to put Science of Reading practices into place - and to talk through it all with teachers from a variety of schools."
-Washoe County Educator

Next Steps in Literacy Instruction Book Study: Aligning Assessment and Instruction to the SOR Research

Focus:

A nine-week intervention course for K–5 educators delivered via Zoom by NWRPDP facilitators. Grounded in Scarborough's Reading Rope, the course equips teachers with diagnostic tools and evidence-based strategies across all eight literacy strands to identify skill gaps and deliver intensive, targeted support to students not yet meeting benchmarks.

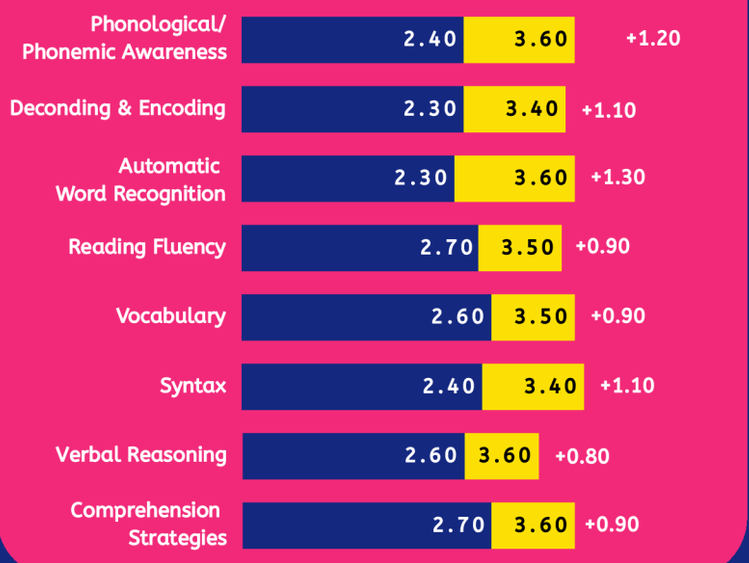
Impact:

Ten teachers achieved statistically significant gains across all 18 measured intervention domains — 4 at $p < 0.001$ and 14 at $p < 0.01$. Teachers moved from an average score of 2.49 to 3.53, developing both the knowledge and the diagnostic lens to effectively support struggling K–5 readers.

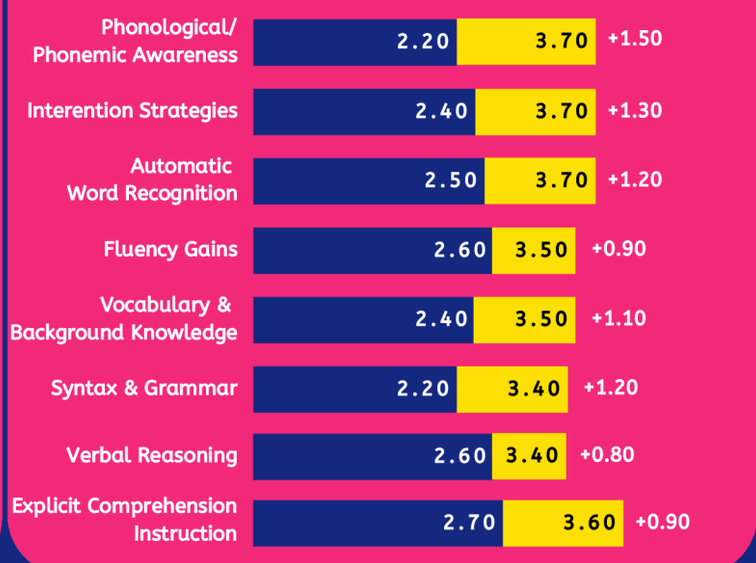
Evidence of Impact

3 Districts	2.49 → 3.53	400 Students
Served	Average Confidence Gain	Impacted

Understanding/Knowledge Gains



Implementation/Intentional Practice



Participant Feedback

Instructional Change

"My instruction is more focused and purposeful with a diagnostic lens. I now look at what each student needs specifically before choosing a strategy."
-Washoe County Educator

Strategies Implemented

"Elkonin boxes, CUPS, arm spelling, story maps, word chains, and many more."
-Churchill County Educator

"Decodables, fluency triangles, vocabulary, and more."
-Mariposa Academy Educator

Excitement & Confidence

"This book was easy to read and had great, applicable activities that can be easily added to any classroom lesson!"
-Washoe County Educator

"I love having the padlet with added resources."
-Churchill County Educator

NWRPDP Science of Reading: A Professional Learning Continuum

Overview

Nevada's Senate Bill 460 (2025) codifies the Science of Reading into state law, requiring all K–3 teachers to complete training in research-backed literacy instruction. The urgency is clear: fewer than four in ten Nevada third graders currently read at grade level. Meeting SB460's mandate requires more than policy — it requires high-quality, sustained professional learning that actually changes what happens in classrooms.

NWRPDP is meeting that challenge through an intentional continuum of Science of Reading professional learning. During the 2025–26 school year, NWRPDP facilitators delivered three connected experiences: *Seven Mighty Moves*, a six-week book study equipping K–3 teachers with evidence-based Tier 1 practices directly aligned to SB460; *Literacy Interventions for K–5 Students*, a nine-week course equipping teachers to deliver targeted intervention to students not yet meeting benchmarks; and a Train the Trainer experience preparing literacy specialists in one Northwest region district to bring Science of Reading training directly to their school sites. Together, these experiences reached educators across five districts and schools, producing statistically significant gains at every level of the system.

Seven Mighty Moves Book Study: Aligning Instruction to the Science of Reading Research

Summary

Designed and facilitated by NWRPDP facilitators, *Seven Mighty Moves* was a six-week book study for K–3 educators directly aligned to Nevada SB460. Participants met via Zoom on Monday evenings from 4:00–6:00 PM. A total of 17 teachers from Washoe County School District, Lyon County School District, Churchill County School District, and Mariposa Academy built knowledge and implementation skills in phonemic awareness, phonics, high frequency words, decodable texts, fluency, and comprehension — the foundational practices SB460 requires.

Results

Teachers self-reported knowledge and implementation across 12 domains before and after the book study using a 5-point scale, analyzed with the Wilcoxon signed-rank test. Gains across all 12 domains were statistically significant ($p < 0.001$). On average, teachers moved from a score of 2.8 to 4.3 — nearly a full category shift. The largest gains were in decodable texts (+1.79), phonemic awareness (+1.57), and comprehension (+1.57).

In the end of course comments, participants described what they learned in the course:

> *"All the reading training I have had over the years resulted in expert guessing. I now have a toolbox filled with strategies that will help all of my students become successful life-long readers."*
> — Lyon County teacher

> *"I am already implementing strategies and seeing success!"*
> — Lyon County teacher

Next Steps

As SB460 drives demand for Science of Reading professional learning statewide, NWRPDP is positioned to meet that need. *Seven Mighty Moves* offers districts a rigorous, evidence-based option for fulfilling the law's K–3 training requirements. As documented below, NWRPDP is already equipping literacy specialists to deliver this training within their own districts — extending reach and building lasting local capacity.

Next Steps in Literacy Instruction Book Study: Aligning Assessment and Intervention to the Science of Reading

Summary

Literacy Interventions for K–5 Students was the second step in NWRPDP's continuum — moving from Tier 1 classroom instruction into the specialized work of intervention. Designed and facilitated by NWRPDP facilitators, this nine-week course met via Zoom on Monday evenings from 4:00–6:30 PM. Ten teachers from Washoe County School District, Churchill County School District, and Mariposa Academy built knowledge and implementation skills across all eight strands of Scarborough's Reading Rope, from phonological awareness and phonics through syntax, verbal reasoning, and comprehension. The goal was to equip teachers with diagnostic tools and evidence-based strategies to deliver intensive, targeted support to students not yet meeting literacy benchmarks — ensuring that the students SB460 aims to reach are supported at every tier of instruction.

Results

Teachers self-reported knowledge and implementation across 18 domains before and after the course using a 5-point scale, analyzed with the Wilcoxon signed-rank test. Gains across all 18 domains were statistically significant — 4 at $p < 0.001$ and 14 at $p < 0.01$. On average, teachers moved from a score of 2.49 to 3.53, a gain of more than a full point. The largest implementation gains were in phonological awareness (+1.50), evidence-based intervention strategies (+1.30), and automatic word recognition (+1.30).

In the end of course comments, participants described what they learned in the course:

> *"It has made a huge change on my students' comprehension and writing."*
> — Washoe County teacher

> *"I have implemented vocabulary and fluency strategies with a focus on students' specific needs."*
> — Washoe County teacher

Next Steps

NWRPDP will continue to offer *Literacy Interventions for K–5 Students* as an ongoing professional learning opportunity that meets the requirements of SB460. This course ensures Tier 2 and Tier 3 instruction keeps pace — giving every K–5 student access to the evidence-based literacy support they deserve.

Train the Trainer: A District in the Northwest Region

Summary

The Train the Trainer experience represents the most systemically ambitious step in NWRPDP's continuum — moving from equipping individual teachers to building district-level capacity to lead Science of Reading implementation from within. This model directly addresses one of the core challenges of SB460 compliance: ensuring districts have the internal expertise to sustain Science of Reading professional learning over time.

In May 2026, NWRPDP facilitators delivered 15 hours of intensive professional learning over two sessions — May 21 and May 28 — for 11 literacy specialists in one Northwest region school district. Participants focused on the Science of Reading research base, Scarborough's Reading Rope, the Simple View of Reading, connecting research to instructional practice, managing teacher resistance, and planning school-wide rollout of *Seven Mighty Moves* for K–2 teachers and *Next Steps in Literacy Instruction* for grades 3–5 teachers. The district's literacy specialists are scheduled to deliver that training to their teaching staff beginning in the 2026–27 school year.

Results

Participants self-reported confidence and preparedness across 8 domains before and after the training using a 5-point scale, analyzed with the Wilcoxon signed-rank test, with 10 of 11 participants completing the survey. Gains across all 8 domains were statistically significant — 1 at $p < 0.001$ and 7 at $p < 0.01$. Overall, participants moved from an average score of 3.14 to 4.25, a gain of +1.11 points. Notably, specialists began with higher baseline scores than classroom teacher cohorts, reflecting existing expertise — yet gains were consistent and meaningful across every domain. The largest gains were in having a clear plan to roll out SOR training (+1.20) and feeling supported by their district to lead implementation (+1.10).

In the end of course comments, participants described what they learned in the course:

> *"I like that everyone was presented with the same information, so it is consistent across all of our sites. Having the background knowledge and being able to ask specific questions of NWRPDP facilitators really helped and made me feel more confident."*
> — Northwest region literacy specialist

> *"I feel much more confident in the plan for delivering the Science of Reading training. NWRPDP has put together a well-informed and comprehensive presentation."*
> — Northwest region literacy specialist

Next Steps

Beginning in 2026–27, the 11 literacy specialists will deliver *Seven Mighty Moves* and *Next Steps in Literacy Instruction* professional learning across their school sites — directly multiplying NWRPDP's reach without requiring every teacher to participate in an external course. This is precisely the district-embedded capacity SB460 demands for sustainable, long-term implementation. NWRPDP will explore bringing the Train the Trainer model to additional districts across the region.

Conclusion

Nevada SB460 sets a clear mandate. NWRPDP's 2025–26 continuum demonstrates it is already being met.

Across three cohorts, NWRPDP reached 38 educators — 17 classroom teachers in *Seven Mighty Moves*, 10 teachers and interventionists in *Literacy Interventions for K–5 Students*, and 11 literacy specialists in one Northwest region school district. Every cohort produced statistically significant gains. Every cohort reported meaningful changes in instructional practice. And beginning in 2026–27, those literacy specialists will extend that reach further, bringing Science of Reading training to teachers across their school sites.

The students who benefit are the K–5 readers in Washoe, Lyon, Churchill, and Mariposa Academy classrooms whose teachers now understand how reading develops — and have the tools, the confidence, and the research backing to act on it. That is what SB460 calls for. That is what NWRPDP delivers.

Train the Trainer:
A District in the Northwest Region

Focus:

A 15-hour, two-day intensive designed to prepare 11 district literacy specialists to facilitate Science of Reading professional learning at their own school sites. Grounded in Scarborough's Reading Rope and the Simple View of Reading, this training builds the sustainable, district-embedded leadership capacity that SB460 implementation demands over time.

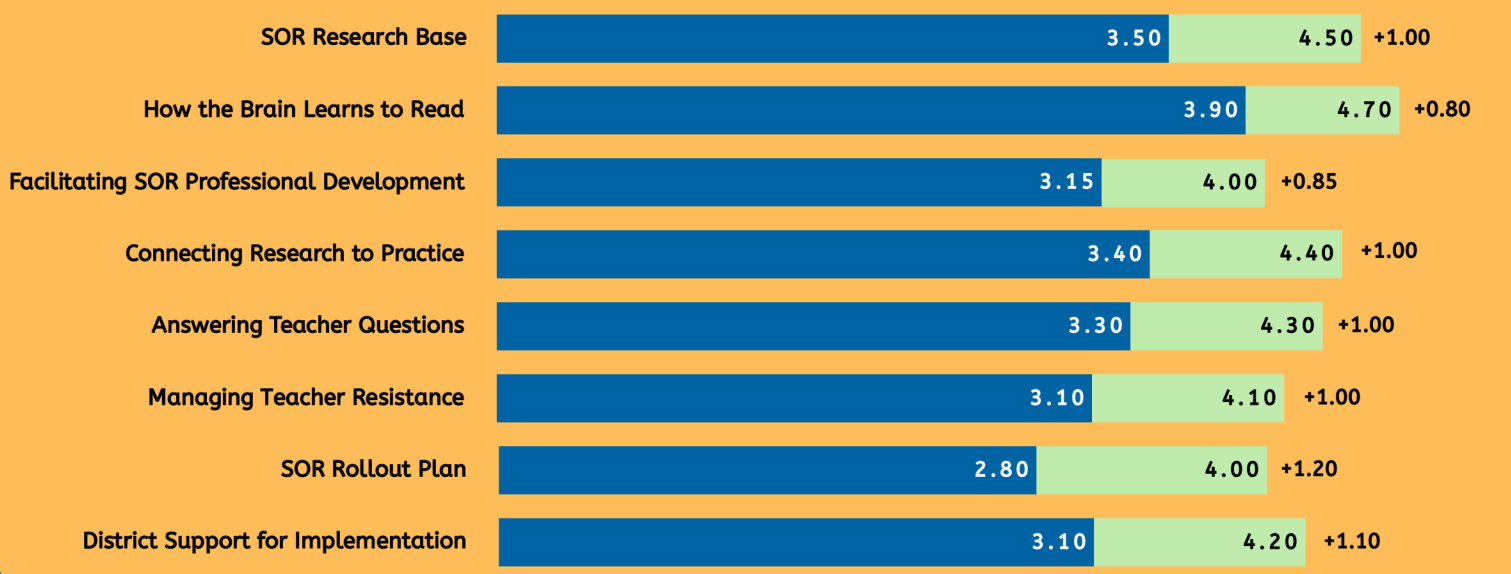
Impact:

All 8 confidence and preparedness domains reached statistical significance, with an overall gain of +1.11 points on a 5-point scale. Beginning in 2026–27, these specialists will deliver Seven Mighty Moves and Next Steps in Literacy Instruction training directly to teachers across their school sites — multiplying NWRPDP's reach region-wide.

Evidence of Impact

11 Specialists	3.14 → 4.25	2,150 Students
Trained	Average Confidence Gain	Impacted

Instructional Leadership Readiness



Participant Feedback

Consistency Across Sites

"I like that everyone was presented with the same information, consistent across all of our sites"
- Literacy Specialist

Confidence to Lead

"I feel much more confident in the plan for delivering the Science of Reading training."
-Literacy Specialist

Excitement for Impact

"I think my biggest shift will be the way that I approach interventions with my students 3-5."
-Literacy Specialist

Supporting Teachers. Strengthening Practice. Impacting Students.

Northern Nevada National Board Cohort | 2025–26

National Board for Professional Teaching Standards®

PROJECT OVERVIEW

The Northern Nevada National Board Cohort supports educators as they pursue National Board Certification, the profession's highest mark of accomplished teaching. During the 2025–26 cohort year, candidates represented diverse certificate areas, grade levels, and districts across Nevada. Through monthly cohort sessions, individualized Candidate Support Provider feedback, writing tools, work sessions, and revision cycles, the cohort helped teachers strengthen reflective practice, analyze student learning, and complete components aligned to National Board standards.

97 candidates in Preschool to 12th grade

8 candidate support providers

40 candidates certified in 2025

5,560 students impacted

6 Nevada districts highlighted

COHORT DESIGN & SUPPORT MODEL

Support was intentionally designed around the four National Board components. Candidates received structured guidance for understanding prompts, collecting evidence, writing analytically, revising forms and commentaries, and preparing for Component 1. The cohort model included whole-group learning, small-group support, individualized feedback, work time, and ongoing access to resources.

UNPACK COMPONENTS → **GATHER EVIDENCE** → **DRAFT** → **RECEIVE FEEDBACK** → **REVISE** → **SUBMIT**

- **UNPACK COMPONENTS:** Understand prompts, standards, and scoring expectations
- **GATHER EVIDENCE:** Collect and analyze student learning and classroom assessment
- **DRAFT:** Write analytically using structure, evidence, and reflection
- **RECEIVE FEEDBACK:** Get personalized feedback from CSPs and peers
- **REVISE:** Strengthen writing and evidence based on feedback
- **SUBMIT:** Finalize and submit each component toward National Board Certification

QUALITATIVE SURVEY DATA: CANDIDATE IMPACT

When asked how the National Board process has influenced their teaching and mindset, candidates shared profound shifts in their practice, reflection, and impact on students.

MORE REFLECTIVE & DATA-DRIVEN

"Absolutely, I am more data-driven than I was before."
– Laura S.

"It has improved my teaching practices and I love everything I have learned through the process."
– Megan C.

IMPROVED PRACTICES & INSTRUCTIONAL IMPACT

"This experience has helped me review and refine a lot of practices that had become a natural."
– Amanda A.

"My biggest shift comes with seeking more student input through survey, self-assessment, and self-reflection."
– Adrienne B.

FOCUS ON STUDENT VOICE & FEEDBACK

"Yes! I feel so much more confident and knowledgeable as an educator."
– Justine C.

"I'm definitely more invested in my feedback to students, teammate feedback, and feedback from myself."
– Conrad P.

GROWTH, CONFIDENCE & MINDSET SHIFT

"Growth mindset for me. I feel like I'm learning a lot about myself as a teacher."
– Jen W.

"This has impacted me so much. I feel like it has rejuvenated my instruction and my love for teaching."
– Jen W.

LASTING IMPACT ON STUDENTS & FUTURE PRACTICE

"Kids deserve this level of education. Teachers need time to teach this way."
– Paul G.

"I promise your hard work is going to impact on hundreds of students and their lives."
– Ilissa F.

Candidate comments are drawn from exit tickets.

NEVADA SNAPSHOT



Nevada ranks **#11** nationally

3.80% of Nevada educators are active NBCTs

State ranking data updated Jan. 26, 2026

ACTIVE NBCTS LISTED IN THE NATIONAL BOARD DIRECTORY

National Board Directory total in Nevada: 1,547

1	Clark County School District	932
2	Washoe County School District	462
3	Carson City School District	23
4	Douglas County School District	23
5	Lyon County School District	23
6	Churchill County School District	9
	NEVADA TOTAL	**1,547**

Source: National Board Certified Teacher Directory, active listings by Nevada district, 2026.

WHO WE SERVED: CERTIFICATE AREAS REPRESENTED

CTE (9–12)	2
Early Adolescence through Young Adulthood/ Art (Ages 11–18+)	1
English as a New Language (Ages 3–12)	2
English as a New Language (Ages 11–18+)	5
English Language Arts (Ages 11–14)	1
English Language Arts (Ages 11–15)	2
English Language Arts (Ages 14–18+)	5
Exceptional Needs	13
Generalist Early Childhood	12
Generalist Middle Childhood (Ages 7–12)	17
Health—Early Adolescence and YA (Ages 14–18)	1
Library Media (6th–8th)	1
Literacy (Ages 3–12)	6
Mathematics (Ages 11–15)	7
Mathematics (Ages 11–18+)	7
Music, Early & Middle Childhood (Ages 3–12)	5
Physical Education	1
Science Early Adolescence–YA (Ages 14–18)	3
Science Young Adult (Ages 11–15)	3
Social Studies–History (Ages 14–18+)	4
World Language (Ages 11–18+)	3

Certificate areas represented across 97 candidates.

CONCLUSION & NEXT STEPS

The Northern Nevada National Board Cohort demonstrated measurable impact by helping candidates complete components, certify, and continue progressing toward National Board Certification. Candidates reported that structured sessions, individualized feedback, writing supports, and Candidate Support Provider guidance made the process clearer, more manageable, and more supportive.

NEXT STEPS

- Targeted support for the candidates completing Component 2 and 3 next year.
- Recruit school groups to participate in the 2026–27 cohort together.
- Expanded opportunities for certified teachers to serve as mentors and teacher leaders across the region.

Project Overview

The Northern Nevada National Board Cohort supports educators as they pursue National Board Certification, the profession's highest recognition of accomplished teaching. During the 2025–26 cohort year, 97 candidates in Preschool through 12th grade represented a wide range of certificate areas, grade levels, and districts across Northern Nevada. Eight Candidate Support Providers facilitated classes at Sparks High School, provided feedback, and supported candidates throughout the process. The cohort provided structured support through monthly cohort sessions, weekly work sessions at WCSD schools, Zoom sessions for rural candidates, individualized feedback, Component 1 study sessions, written commentary guides, component tip sheets, revision cycles, and a pacing calendar with suggested due dates. Candidates also unpacked rubrics, studied the Architecture of Accomplished Teaching Helix, and examined how National Board expectations aligned to each component.

Why the Project

National Board Certification is a rigorous process that requires teachers to examine their practice, collect evidence of student learning, analyze instructional decisions, and communicate the impact of their teaching. Many candidates begin with strong instructional skills, but need support understanding component expectations, organizing evidence, writing analytically, and maintaining momentum. The cohort was created so candidates would not complete this work in isolation but would instead collaborate with and learn alongside other accomplished teachers across the region. Through consistent guidance, individualized feedback, practical resources, collaboration, and accountability, the cohort made the process more manageable and meaningful. Although the process is designed to take 2–3 years, a larger group of candidates completed all four components in one year because December 2026 will be the last year WCSD offers the 8% National Board incentive before it decreases to 5% in December 2027.

Results and Impact

The 2025–26 Northern Nevada National Board Cohort demonstrated measurable impact across candidate progress, certification outcomes, teacher leadership, and student reach. In December 2025, 40 candidates earned National Board Certification for the 2024–2025 school year, resulting in a 91% pass rate for our cohort. For the 2025–2026 school year, 61 candidates submitted all four components, and 39 candidates will continue working on Components 2 and 3 next year. The cohort was supported by 8 Candidate Support Providers and impacted an estimated 5,560 students. Candidates reported becoming more data-driven, intentional, and student-centered in their instructional decisions, strengthening classroom practice beyond the certification process. The cohort also reflects Nevada's broader commitment to growing accomplished teachers and expanding National Board Certification across the state. Nevada ranks 11th nationally, with 3.80% of educators holding active National Board Certification. According to the National Board-Certified Teacher Directory, Nevada has 1,547 active NBCTs, including 932 in Clark County, 462 in Washoe County, 23 in Carson City, 23 in Douglas, 23 in Lyon, and 9 in Churchill. Candidate feedback provided strong evidence of impact. Candidates described the cohort as supportive, structured, and essential to their success. They highlighted the value of unpacking components, receiving feedback, using writing guides and tip sheets, attending support sessions, and working with knowledgeable Candidate Support Providers. One candidate shared, "The feedback was spot on, constructive, and useful." Another wrote, "I couldn't have done it without you all." These comments show that the cohort provided clarity, encouragement, accountability, and professional growth.

Conclusion

The Northern Nevada National Board Cohort helped educators make progress toward certification, complete components, certify, and grow as reflective practitioners and teacher leaders. The cohort model was effective because it addressed both the technical and emotional demands of National Board Certification. Next steps include supporting candidates completing Components 2 and 3, recruiting school groups for the 2026–27 cohort, preparing NBCTs for Maintenance of Certification, and expanding opportunities for certified teachers to serve as mentors and teacher leaders. This work continues to strengthen accomplished teaching across Nevada and extend that impact to thousands of students.