



UNIVERSITY OF NEVADA DOCTORAL PROGRAM EDUCATIONAL LEADERSHIP COHORT 4

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DOCTORAL PROGRAM PREPARING EDUCATIONAL LEADERS

- Innovative program:
- To support the Transformational Change to enable the District to adopt a Learner-Centered Model in alignment with the Race to the Top Project
- Provide a job embedded access to a Doctoral Program
- Formative evaluation of program

SHIFT FROM TRADITIONAL TO LEARNER CENTERED MODEL

District Specific Program

Traditional program

- No guaranteed viable curriculum
- No common assessment system
- No way to track mastery of content or skills
- No databased decision-making

District Needs

- Organizational change
- Skills and Knowledge
- Improve achievement

PROGRAM

- Pre service administrators to earn credential and/or masters
 - 6 Masters/Credential Candidates
- Pre-service and current administrators to earn doctorate
 - 7 Doctoral Candidates
- (Mandatory Attendance) All Implementation Specialists were required to attend the first two years of coursework as part of their duties whether or not they were in the program. (16 total and 12 of which were in the program)

PARTNERSHIP

- Partnership between the District and the University
- Aligned vision
- Organizational Change

LEARNER CENTERED MODEL

- Vision to build a learner centered organization
 - Fully aligned system (curriculum, instruction, assessment, leadership, data)
- Eagle Valley MS – SIG grant
- Race to the Top Grant

KEY COMPONENTS OF PROGRAM

- District change model
 - Alignment
 - Professional Learning focused on building the system and managing change
 - Systems components
 - Effective feedback
 - Data based decision making
 - Leadership
- Participant Benefits
 - Skills and Knowledge related to Org change
 - Advanced Degree
 - Administrative endorsement

KEY SYSTEMS COMPONENTS COURSES ALIGNED SPECIFICALLY TO THE PROJECT – LEARNER-CENTERED MODEL

- Curriculum
- Assessment
- Student Data management
 - Mastery Connect
 - Data Matrix
 - Graduation Tracker
- Instruction
- Change management
- Courses integrated applications of these concepts
- Professional development

MENTORING PROGRAM PARTICIPANTS

- Course work,
- Direct mentoring,
- District supported professional development –

Deeply aligned of course work, learning activities, district support, w
Learner-Centered Model

Leadership

MOVED FROM COURSE WORK TO PATTERNS OF PRACTICE

- Administrative support for the Learner-Centered Model.
- Ongoing professional development
- Effective use of databased decision-making

SHIFT TOWARD LEARNER CENTERED MODEL

Research :Learner-centered teaching

- engages students in the hard, messy work of learning
- encourages students to reflect on what and how learning
- motivates students --some control over learning processes
- encourages collaboration.

▪ Actual Data:

- Improved graduation rates
- instruction is aligned w Learner-Centered Model
- Use of Tracker system
- Improved credit recovery
- Parents use of Mastery Connect

TEACHER EVALUATION

- District aligned teacher evaluations w expectations of Learner-Centered Model.
- District continued the Implementation Specialists for support
- Principals trained in the expectations of Learner-Centered Model

NEXT STEPS

- Internal
 - Expanding the system to Pre-K – grade 12
 - Full system alignment with continuous formative feedback.
 - Continued key elements,
 - professional development,
 - aligned curriculum, instruction, assessments,
 - Master Connect continue to expand
 - Formative feedback for continuous improvement
- External
 - Share model and training system with other districts and educational service providers