I. Summary

a. Program Name and Overall Goals and Objectives of Program

Northwestern Nevada Educator Achievement Project (NNEAP)

- **Goal 1 - Leadership & Development: Provide leadership training for teachers/ administrators in order to develop sustainable leadership capacity for school districts**
  - Objective 1.1: Build a sustainable culture of teacher leadership for 46 teachers in the WCSD through the Northern Nevada Teacher Leader (N2TL) program (measures 1.1a, 1.1c, 1.1d).
  - Objective 1.2: Provide national and regional expertise to 1,020 WCSD teachers and 200 administrators in support of the District Vision for Core Instructional Practice (measures 1.2a, 1.2b, 1.2c, 1.2d).
- **Goal 2 - Science Standards: Increase the number of K-12 teachers who deeply understand science and STEM standards and can effectively implement science and STEM classroom instruction.**
  - Objective 2.1: Provide professional learning in Earth/Space and STEM for 288 K-8 teachers serving all counties in the NWRPDP region (measures 2.1a, 2.1c, 2.1d, 2.1e).
  - Objective 2.2: Provide funding for 17 targeted teachers serving all counties to attend the National Science Teachers Association (NSTA) conference in order to increase content knowledge and broaden understanding of Science and STEM needs at the state and national level (measure 2.2a).
  - Objective 2.3: 180 WCSD K-8 teachers will demonstrate increased competency in integrating Nevada Academic Content Standards for Science (NVACSS) and Next Generation Science Standards into their classroom practices (measures 2.3a, 2.3b).
- **Goal 3 - Recruitment, Selection & Retention: Increase and retain the number of qualified teachers in hard-to-fill positions.**
  - Objective 3.2: Provided training and support for 78 teachers who are seeking their National Board Certification (measure 3.2a).
  - Objective 3.1: Increase and retain the number of qualified teachers in K-12 Special Education by recruiting 30 Special Education pre-service teachers trained in other states to complete their student teaching in WCSD.

b. Abstract and Results Overview

Nevada's Northwest Regional Professional Development Program (NWRPDP) and Washoe County School District (WCSD) collaborated on the **Northwestern Nevada Educator Achievement Project (NNEAP)** to provide new and expanded comprehensive professional learning opportunities targeting high need areas in Nevada. The primary priority was Professional Development for Teacher/Leaders Retention in the area of Leadership Development. The project also addressed Professional Development for

Teacher/Leaders Retention in the area of Nevada Academic Content Standards (NVACS) for Science and Teacher Preparation and Recruitment. The Project sought to serve approximately **30 pre-service teachers, 1,629 teachers, and 200 principals and administrators** in six school districts: Carson, Churchill, Douglas, Lyon, Storey and Washoe. This project had three goals and each goal had corresponding objectives.

Results Overview:

In School Year (SY) 2016-17, the Northwestern Nevada Educator Achievement Project **(NNEAP)** served 2076 K-8 teachers and 200 administrators in various areas of professional learning. The following summarizes these results.

Priorities Addressed:

In SY2015-16, NWRPDP and WCSD established the **NNEAP** which has proven to be highly successfully in meeting the professional development needs of northwestern Nevada's six school districts. For SY 2016-17, NNEAP expanded its area of professional learning in science and leadership. The primary priority of Professional Development for Teacher/Leaders Retention was in the area of Leadership Development. The project also addressed Professional Development for Teacher/Leaders Retention in the area of NVACS for Science and Teacher Preparation and Recruitment. It also sought to expand into retention and recruitment targeting special education teachers and replicating the successful National Board Certifications piloted by Clark County. The number of teachers and leaders served by the GTK grant by goal and objective follows:

- **Goal 1, Objective 1.1 -** In SY 2015-16, NNEAP served a cohort of 20 teachers. This expanded in SY 2016-17 to include a second cohort of 26 additional teachers. Cohorts 1 and 2 are all WCSD classroom teachers and teachers on special assignment (met target of serving 46 teachers).
- **Goal 1, Objective 1.2 -** Five Saturday Cafés served 1499 teachers and 200 administrators in WCSD (exceeded target of serving 1,020 teachers and met target of serving 200 administrators).
- **Goal 2, Objective 2.1 -** Training included 254 K-8th teachers from the NW region who were divided into two cohorts (Cohort 1 (134 teachers) - Fall 2016; Cohort 2 (120 teachers) - Winter/Spring 2017) (original target was 288 teachers).
- **Goal 2, Objective 2.2 -** 23 GTLF Science project participants attended the NSTA Conference; 18 from WCSD, three from Lyon County School District, and two from Storey County School District (exceeded target of serving 17 teachers).
- **Goal 2, Objective 2.3 –** A total of 205 K-8th teachers were served. Specifically, 48 6th-8th grade science teachers participated in **Connecting NGSS Standards to Practice in 6-8th Grade** professional development activity. 22 6th-12th grade science teachers participated in **Planning NGSS Lessons using a Phenomena-based Learning Model** professional development activity. 36 6th-8th grade science teachers participated in **Collaborative NVACSS Lesson Planning** professional development activity. For the five professional development science focused courses offered to K-5 teachers: 32 K-5 teachers participated in

Connecting Standards to Practice: K-5 Science in Fall 2016 with 31 completing the course; 16 4th grade teachers participated in Energy & Waves in Fall 2016 with 11 completing the course; 18 K-5 teachers participated in Connecting Standards to Practice: K-5 Science in Spring 2017 with 14 completing the course; 20 5th grade teachers participated in Mixtures, Solutions & Chemical Reactions in Spring 2017 with 19 completing the course; and 26 1st grade teachers participated in Sound & Light in Spring 2017 with 24 completing the course (exceeded target of serving 180 teachers).

- **Goal 3, Objective 3.1 -** Due to logistical, financial and other difficulties, WCSD was not able to pursue this objective. Accordingly, WCSD sought and received a waiver from the State of Nevada to not pursue this objective. WCSD re-allocated some of the funds designated for this activity to other grant-funded activities.
- **Goal 3, Objective 3.2 -** 75 teachers across the six northern Nevada school districts received training and met the requirements for submittal for their National Board Certificate (original target was 78 teachers).

Evaluation Plan:

An internal program evaluator within WCSD's Office of Accountability worked closely with the Co-Directors to coordinate a comprehensive, mixed-methods evaluation to measure progress on stated objectives. The evaluation relied on qualitative (focus groups, content analyses of lesson plans) and quantitative data (student achievement data, staff retention and placement data) to respond to both formative and summative evaluation questions. Formative measures provided information about the quality of implementation and barriers encountered to guide program decision-making as well as future scale-up and replication efforts. Summative measures, including student achievement data, human capital data, and "knowledge change data" from workshop surveys provided insight into longer-term impact of the program on student achievement, instruction and leadership practices, and quality and retention of staff. The evaluator triangulated evaluation results to provide comprehensive understanding of each program activity implemented.

Evaluation findings showed gains in teacher efficacy, increase teacher knowledge and ability to incorporate NVACSS into instruction, and positive impacts on student achievement as observed by teachers. Critical to the overall success of this project was having the opportunity to offer a grade level specific program, provide all participating teachers the materials and resources required to implement the new NVACSS in the Disciplinary Core Idea area of Earth/Science, and follow-up support sessions. The main goal of the GTL grant activities was to increase teacher knowledge of the standards and to facilitate successful implementation of the NVACSS in classrooms.

Next Steps

Despite scoring 6th highest in the FY18 GTL grant application process out of 43 applications, WCSD was only awarded $38,110. NWRPDP submitted the 4th highest scoring application and was only awarded $107,510. Due to this outcome, WCSD and NWRPDP

are extremely limited in FY18 in what they can offer to teachers and leaders. Specifically, WCSD was awarded $38,110 to provide professional development in NVACS for Science. NWRPDP received $107,510 for School Leadership.

II. Grant Funded Activities

Goal 1 - Leadership & Development:

Provide leadership training for teachers/ administrators in order to develop sustainable leadership capacity for school districts.

- **Objective 1.1: Build a sustainable culture of teacher leadership for 46 teachers in WCSD through the Northern Nevada Teacher Leader (N2TL) program.**

Activity Description

Through the Teacher Leader Competencies (TLC), N2TL cohort participants engaged in building professional capacity to become a network of strong teacher leaders. Cohort 1 continued the action research projects they conducted in Year 1 to see the projects come to fruition, and to pass on the learning to others involved in the projects. Examples of projects include: models for inclusion, developing an elementary math endorsement, Professional Learning Communities (PLC) strategies for research-based discussion methods and data driven decision making, and training on formative assessment. These projects are job-embedded, site-based, with ongoing support for teachers by teachers.
In SY 2016-17, Cohort 1 served as mentors for Cohort 2 and used coaching strategies and their understanding of action research to support this second cohort. There were a number of face-to-face meetings for both Cohorts that created a personal philosophy of education that became the guiding principle for the teacher leader. Cohort 1 focused on deepening their learning from Year 1, and new content included designing engaging professional learning, working with administrators, building model classrooms, leading collaborative groups, and advocacy in Teacher Leader voice. Cohort 2 reviewed information from the summer institute on coaching, and design a plan for implementing the work. An action research project served as the vehicle for Cohorts 1 and 2 to demonstrate learning and practice the competencies explored in the workshops.
Additionally, the curriculum and scope and sequence developed for N2TL was shared regionally with all NWRPDP trainers, and are accessible for any Nevada trainers to use in a statewide system of support.

Participant Information

In SY 2015-16, NNEAP served a cohort of 20 teachers. This expanded in SY 2016-17 to include a second cohort of 26 additional teachers. Cohorts 1 and 2 are all WCSD classroom teachers and teachers on special assignment.

Effectiveness Measures

Three effectiveness measures were created for objective 1.1 to assess progress in the areas of improving student achievement (ISA) and Assisting Teachers, Administrators or Other Licensed Personnel (ATAO). Effectiveness areas are indicated in parentheses following each measure statement.

- Effectiveness Measure 1.1.a**.** 75% of staff (cohort 1) will report their Action Research Project had a positive impact on student learning (ISA).

Collection Methods: End of year survey and in-depth interviews
Action research projects were developed by 39 participants. Focused support for the action research projects through resource suggestions and individual coaching was provided in SY 2016-17. When asked if the action research was beneficial, all participants (100%) indicated it had a marked impact on their understanding and suggested it should be a part of year 1 programming for future cohorts.

- Effectiveness Measure 1.1.b. 75% of program participants will report increased knowledge of teacher leader competencies, roles, and dispositions (ATAO).

Collection Method: Pre/post teacher leader competency survey
The data collected from the teacher leader competency post surveys at the end of Year 1 (spring 2016) and end of Year 2 (spring of 2017) showed increases in self-ratings among Teachers Leading Change (TLC) cohort members across all competency areas (see Table 1). The largest gain was made in the area of interpersonal effectiveness by 18 percentage points.

Table 1. Percent of Teachers Leading Change Cohort Members Rating Themselves as "Performing" or "Transforming" Across Teacher Leader Competencies on Post Assessments, Spring 2016 and Spring 2017.

Competencies	**Percent "Performing"**	**Percent "Transforming"**	**Percentage Point Change**
Reflective Practice	89% (May 2016)	100% (May 2017)	+11
Personal Effectiveness	83% (May 2016)	100% (May 2017)	+17
Interpersonal Effectiveness	68% (May 2016)	86% (May 2017)	+18
Communication	50% (May 2016)	67% (May 2017)	+17
Continuing Learning	71% (May 2016)	82% (May 2017)	+11
Group Processes	50% (May 2016)	65% (May 2017)	+15
Adult Learning	56% (May 2016)	67% (May 2017)	+11
Technology Facility	21% (May 2016)	32% (May 2017)	+11

Note: Rated on for levels 1=emerging, 2=developing, 3=performing, and 4=transforming. Number of respondents ranges from 19 in 2016 to 22 in 2017.

There were 14 teachers in the TLC cohort that also completed surveys regarding their knowledge and understanding of teacher leader competencies, roles, and dispositions. Teachers rated their understanding between 1 (not at all) and 5 (to a great extent). The highest areas of understanding were credibility and leadership styles where 86 percent of participants rated themselves a 4 or 5. Teachers self-ratings of understanding was lowest in the area of providing feedback (57%), which indicates a need for further training in this area (See Table 2).

Table 2. Number and Percent of Teachers Leading Change Cohort who Rate Their Understanding of Teacher Leader Competencies to a "Moderate Extent" and Great Extent", (n=14).

Competency Area	**Number**	**Percent**
Credibility	12	86%
Leadership Styles	12	86%
Teacher Resistance	11	79%
Mentoring	11	79%
Roles and Responsibilities	10	71%
Coaching	9	64%
Observation	9	64%
Feedback	8	57%

Teachers were interviewed at the end of the year on May 10, 2017 regarding their learning experiences in the TLC cohort. Quotes from the interviews describe the changes to instructional practice and their confidence when engaging in instruction that has resulted from the training:

- *Teacher Leadership is the capacity of classroom teachers to impact change in other adults that will affect students outside of our own rooms. I became more focused on my belief system – always do what's right for kids.*
- *The competency of 'Reflective Practice' has especially increased my awareness to be more mindful and meaningful as I have worked with teachers to increase academic instruction.*
- *I have discovered my ability to build teacher capacity by organizing a group of educators who trust me as a professional and providing them with resources and instruction on how to create a student- centered classroom.*
- *Teacher Leadership is finding a tribe of like-minded colleagues to engage in the collaboration and journey of improving and strengthening our profession and community for the benefit of our students.*
- *My favorite part of the TLC Cohort was being in a community of teachers who are working towards a common goal of making education better through collaboration and leadership.*

- *I had the opportunity to engage in deep self-reflection and really focus on determining what I value and how I can be a change agent to achieve these values.*
- *When your vision is clear, it doesn't matter what the district initiates or new mandates are because the vision that is best will stay in focus and the rest of it will just become a lens with which to accomplish the vision.*
- *This experience has pushed me out of my comfort zone. It made me reflect on my core beliefs as a teacher. My personal growth through the process was surprising to me.*
- *I wonder how I got so lucky! In the past, two years I went from thinking I needed to leave the classroom for a new challenge to being completely satisfied with my career. I can stay in the classroom and practice what I preach by facilitating change.*
- *The cohort has given me the confidence and tools to take risks as a leader and to create leadership roles and opportunities, rather than wait to be asked or chosen.*
- *I'm much more confident as a leader in school. I've become more approachable and excited to work with my colleagues.*

Effectiveness Measures Continued

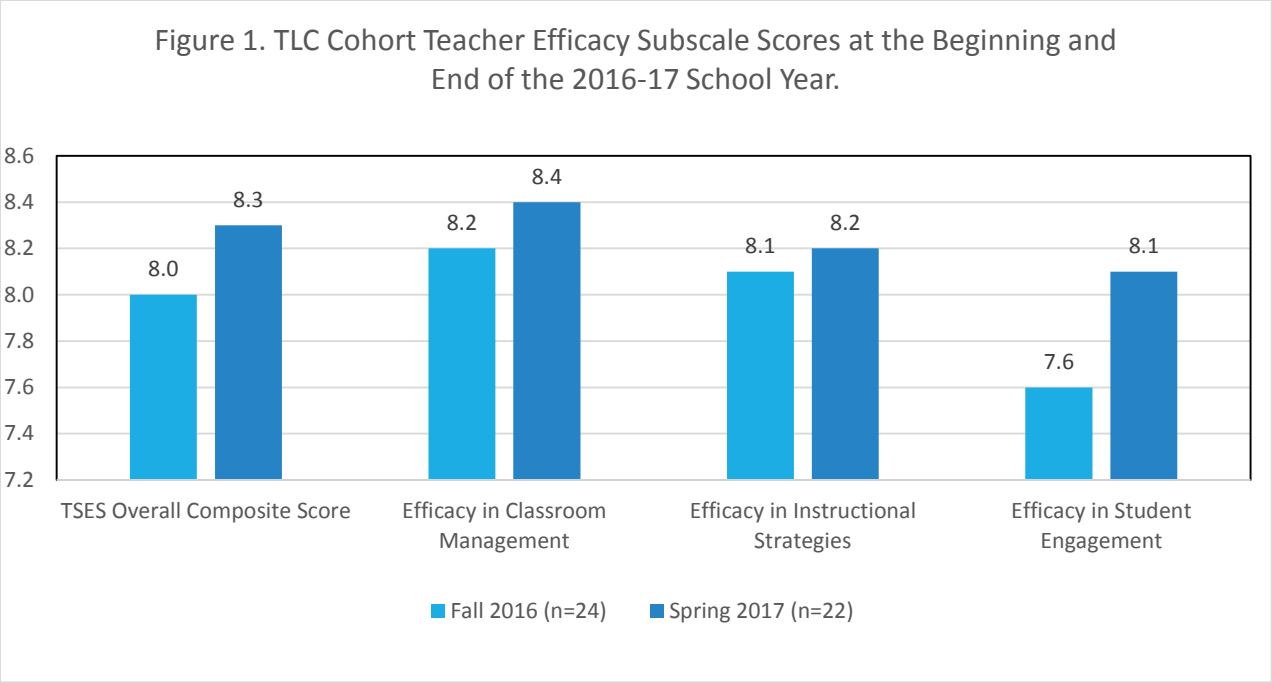
Effectiveness Measure 1.1.c. 75% of cohort members will report increased efficacy at the end of years 1 and 2 (ATAO).

Collection Method: Teachers' Sense of Efficacy Scale

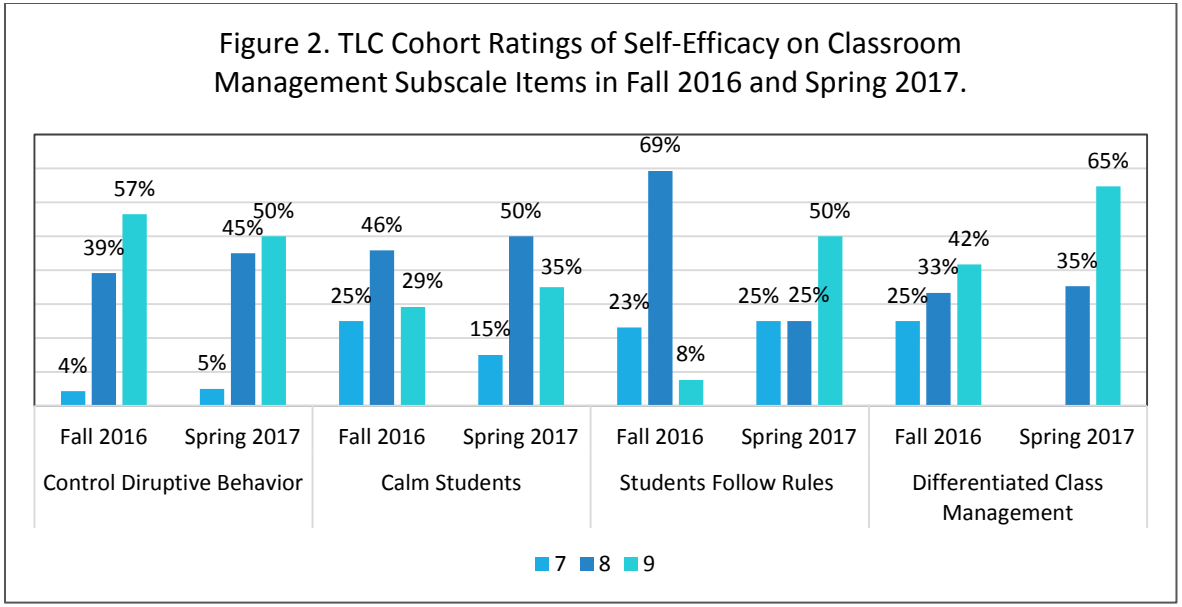
Research has shown that teachers who report high levels of self-efficacy are correlated with increased student performance (Henson, 2001; Klassen & Tze, 2014; Tschannen-Moran, 2011). Data collected over the course of the two-year TLC cohort offers evidence of consistent growth for participants as measured by TSES (Tschannen-Moran, Hoy, & Woolfolk-Hoy 2001).

Figures 1 displays mean scores across three scales collected from the TSES pre- and post-surveys in Fall of 2016 and spring of 2017 among TLC cohort participants. The short form of the TSES was used, which is comprised of 12 items that measure three components of instruction: efficacy for instructional strategies, efficacy for classroom management, and efficacy for student engagement. For each item, on a scale from 1 (nothing) to 9 (a great deal), respondents rated the extent they can impact particular school conditions given internal and external constraints.

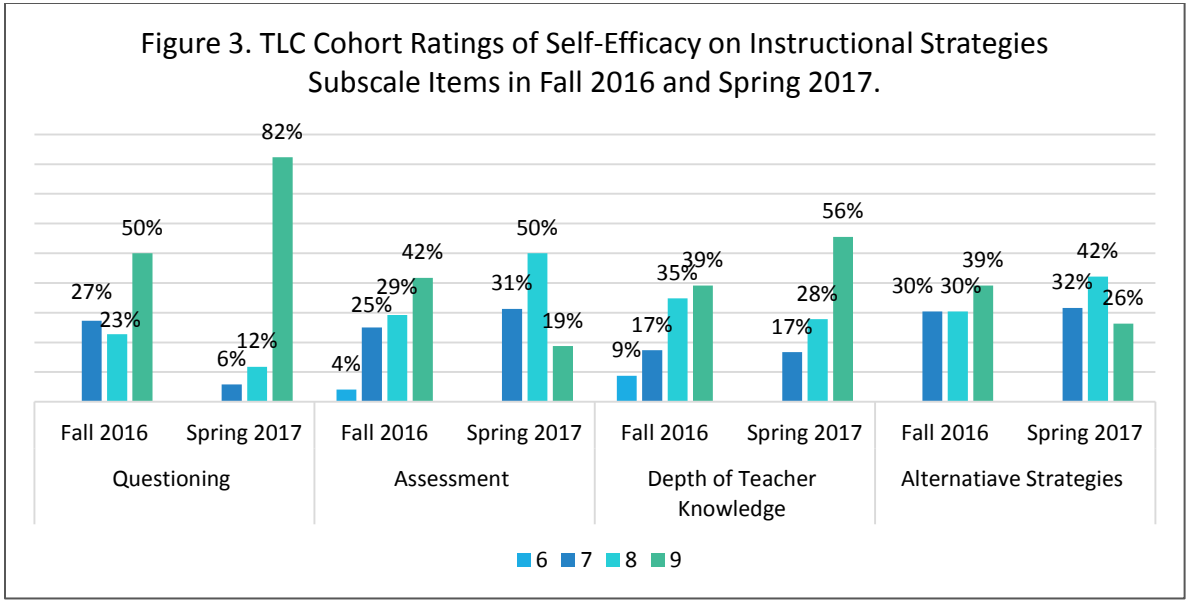
Participants began the year with a strong sense of efficacy, whereby the overall composite score was 8 out of a possible high of 9. Despite starting with strong efficacy, **TLC cohort members experienced gains in their sense of efficacy across each of the three components of instruction.** The largest gain was made in the area student engagement, whereby the mean score increased from 7.6 in the fall to 8.1 in the spring.



When examining individual items that comprise the classroom management subscale (see Figure 2), participants of the TLC cohort experienced the largest gains in efficacy in differentiated class management and students following rules. These gains are likely attributed to the TLC curriculum, which contained a substantial amount of content regarding resistance, conflict de-escalation, and facilitating difficult conversations. Although the content was framed for the participants in adult learning and resistance, it appears that the learning was applied in classroom structures and engagement as well as evidenced by change in efficacy.

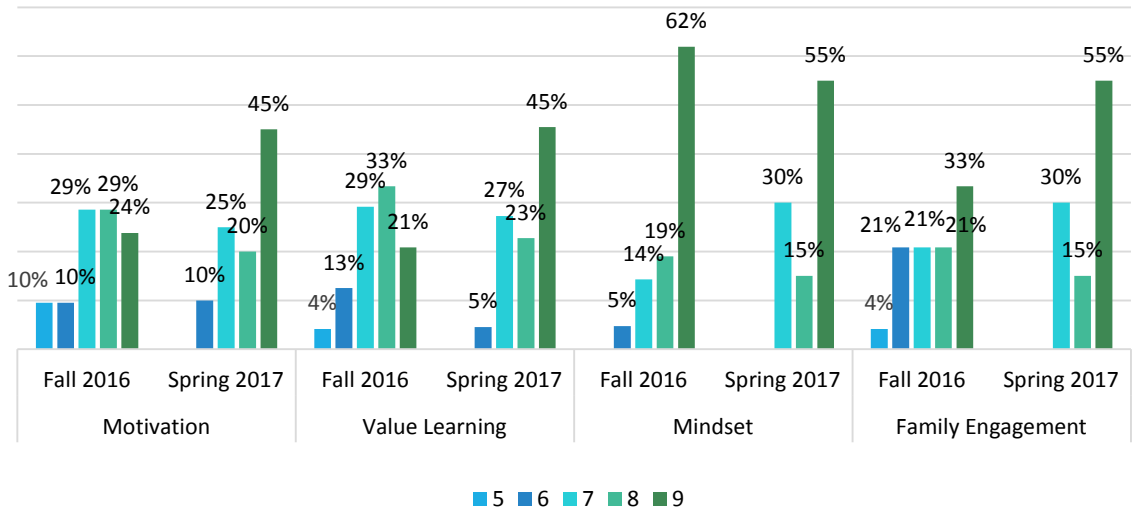


The TSES also offered insight regarding teachers' perception of their efficacy in instructional strategies. While the data show increases across all items in this area, the most remarkable gains were made in the areas of questioning and depth of teacher knowledge. This data suggests the intentional design of the 45 hours of learning in the TLC cohort, focused on discussion, questioning, and practical application of new learning had a positive impact on teachers' self-efficacy in these areas.



An upward trend toward increased self-efficacy was reported by all respondents regarding teachers' efficacy in student engagement (see Figure 4). The data regarding student value in learning and mindset are particularly interesting, as it appears that the majority of participants believe they have increased their ability to positively impact a student's belief that they can be successful in school. These data support research conducted by Klassen, TZE, Betts and Gordon (2011) who found that teachers with high self-efficacy were more likely to positively impact their students' perception of self-efficacy, engagement in learning, and attitude toward adversity than educators with lower perceived self-efficacy.

Figure 4. TLC Cohort Ratings of Self-Efficacy on Student Engagement Subscale Items in Fall 2016 and Spring 2017.



Implications for Future Implementation

Both the qualitative and quantitative data collected from the TLC cohort participants indicate that participation in the TLC cohort positively impacts teachers' self-efficacy. Future programming will continue to focus on discussion, questioning, and practical application of new learning.

- **Objective 1.2: Provide national and regional expertise to 1,020 WCSD teachers and 200 administrators in support of the District Vision for Core Instructional Practice.**

Activity Description

WCSD provided leadership training for certified, classified and administrative staff members around the Four Fundamentals through five Saturday Cafes. The total number of participants across the five Cafes was 1,499 and 200 administrators. Each Café focused on a different Fundamental as outlined below:

- **Those Kids are OUR Kids**: This Café focused on Fundamental II: Inclusive Practice. The keynote speakers were JoEtta Gonzalez, a WCSD Area Superintendent, and Stephen Hinkle, an outside consultant who brought first-hand experience to share around growing up with autism. Each of the 17 breakout sessions focused around inclusive practice within various areas of education. The total number of attendees was 306, with no attendees earning stipends paid for out of GTLF.
- **Powerful, Literate, Curious**: **Engaging the 21st Century Learner**: Will Richardson, a national speaker, was the keynote speaker for this Café which focused on Fundamental I: Core Curriculum and Instruction. Mr. Richardson engaged participants in a message around incorporating 21st Century Learning Competencies across curriculum. All of the 16 breakout sessions focused on the 21st Century Competencies and how they could be incorporated into specific areas. The total number of attendees was 337, with 141 of those earning stipends paid for out of GTLF.
- **MTSS in Action**: This Café focused on Fundamental IV: Multi-Tiered System of Supports, including both academic and behavioral supports. Baruti Kafele, a national speaker, delivered a message on addressing the achievement gap through the attitude gap. Each of the 17 breakout sessions built off of the idea of the attitude gap and provided participants with strategies to target both the achievement and attitude gap across a variety of topics. This Café was attended by 380 people, 162 of which had stipends paid for out of GTLF.
- **Navigating Complex Terrain:** This Café focused again on Fundamental I: Core Curriculum and Instruction. Tim Shanahan was the keynote speaker. He is a national speaker with an expertise in literacy. He engaged participants in a discussion around complex text across the levels and curriculums. The common thread throughout the 16 breakout sessions was how to navigate complex text across content areas in a way that meets the needs of all students. This Café was attended by 356 people, 162 of which received stipends paid for out of GTLF.
- **Excellence with Equity**: The final Café of the year focused on Fundamental III: Climate and Engagement. John Krownapple, a national speaker, focused on the importance of equity. Each of the breakout sessions wove in a common thread of creating an equitable climate through high levels of belongingness and togetherness. 320 people attended this Café with 111 earning stipends paid for out of GTLF.

Participant Information

Five Saturday Cafés served 1,499 teachers and 200 administrators in WCSD.

Effectiveness Measures

Four effectiveness measures were created for objective 1.2 to assess progress in the areas of assisting teachers, administrators or other licensed personnel (ATAO) and improving student achievement (ISA). Effectiveness areas are indicated in parentheses following each measure statement.

- Effectiveness Measure 1.2.a. 90% of Saturday Café participants will report increased knowledge (ATAO).

Collection Method: Saturday Café same day exit survey
The majority (95%) of participants agreed or strongly agreed that their knowledge of the concepts presented at the Café they attended was strengthened.

- Effectiveness Measure 1.2.b. 75% of Saturday Café participants will report implementing strategies they learned in the 45-day follow-up survey (ATAO).

- Collection Method: Saturday Café 45 day follow-up survey.
    - Most (98%) respondents indicated that they implemented what they learned at the CAFÉ. When asked how they would implement the content, the majority of respondents indicated that they would be implementing what they learned with students. For example:
        - *I learned that it is ok when students struggle with complex text. I reflected on my teaching practices and decided that it is ok to raise the bar and ask more from my students.*
        - *Looking at teaching vocabulary and which words to focus on was my big aha.*
    - Most (81%) respondents also indicated that the implementation had a positive effect on their instructional practice. Several people described how their practice has changed. For example:
        - *I am reading and using the book Best Practices in Reading. It represents the latest research and I plan on reading it more this summer and implementing many practices this fall.*
        - *I spend more time getting to know my kids.*
        - *It changed the content and frequency of my guided reading groups.*
        - *I pushed kids to read harder books than I normally would have.*

- Effectiveness Measure 1.2.c. 75% of attendees will report increased capacity to meet the expectations of the Four Fundamentals (ATAO).

- Collection Method: Saturday Café 45 day follow-up survey

The majority (95%) of respondents agreed or strongly agreed that their understanding of the Fundamental focus was strengthened.

- Effectiveness Measure 1.2.d. 75% of Saturday Café participants will report the training had a positive impact on student achievement (ISA).
  - Collection Method: Saturday Café 45 day follow-up survey.
    - Most (81%) respondents indicated that the implementation had an effect on student learning. Comments from participants highlight the enthusiasm they have for how their new knowledge is filtering to student learning:
      - *The strategies I learned from the presenters, such as Word Gaps and Syntax Surgery, positively affected my students' learning. As Tim Shanahan says " Students need to learn how to figure out what a text says by reading it and analyzing the information from the text." The aforementioned two strategies made student learning possible.*
      - *Creating magic by building relationships with my students' academic achievement. I always try to ensure that every student soars to the highest. As Mr. Kafele emphasized in his speed, "Inspire students, fire them up." It is critical that I continually motivate, educate and empower my students by developing self-regulated learners, using actionable feedback, adjusting ongoing teacher and learning as well as improving student's attainment of learning goals and targets. Most importantly, when I am excited about my teaching, my students are empowered to learn.*
      - *Students are now more focused and on task.*
      - *When my students reached a level 4 in DRA, I used harder levels with these students than I normally would have. Six of the eight students I did that with reached a DRA level 12. Two others reached a DRA level 8. I'm excited because these students are kindergarteners.*

Implications for Future Implementation

Due to no funding awarded pursuant to the FY18 GTL grant, WCSD must find other sources of funds to continue this professional development.

Goal 2 - Science Standards: Increase the number of K-12 teachers who deeply understand science and STEM standards and can effectively implement science and STEM classroom instruction.

Objective 2.1: Provide professional learning in Earth/Space and STEM for 288 K-8 teachers serving all counties in the NWRPDP region.

Activity Description

In partnership with Delta Education and Dan Ruby, Director of the Fleischmann Planetarium at University of Nevada, Reno, professional learning workshops were conducted on the NVACSS/ NGSS and STEM in Earth/Space. This training included 254 K-8th teachers from the NW region who were divided into two cohorts (Cohort 1 (134 teachers) - Fall 2016; Cohort 2 (120 teachers) - Winter/Spring 2017). Each cohort participated in three one-day, hands-on workshops based on the NVACSS/NGSS. Nine mentors supported teachers with after-school planning and assistance in support of integrating science and engineering practices, cross-cutting concepts, and disciplinary core ideas into core instruction.

Participant Information

All six school districts in the northwest region were invited to participate in the science GTLF training and activities. Carson, Churchill, Lyon, Storey, and Washoe County School districts were represented by participating teachers.

Table 3. Cohort Participants by Grade Level and School District.

Grade Level	Washoe	Carson	Lyon	Storey	Churchill	Total
Kindergarten	18	4	5	0	0	27
1st Grade	15	9	2	2	0	28
2nd Grade	20	1	3	1	0	25
3rd Grade	34	3	4	2	0	43
4th Grade	23	0	4	1	7	35
5th Grade	19	2	4	2	0	27
6th Grade	25	0	2	1	0	28
7th Grade	19	0	2	0	1	22
8th Grade	14	0	3	1	1	19
Total Participants	187	19	29	10	9	254

Effectiveness Measures

Four effectiveness measures were created for objective 2.1 to assess progress in areas of assisting teachers, administrators or other licensed personnel (ATAO) and improving student achievement (ISA). Effectiveness areas are indicated in parentheses following each measure statement.

Effectiveness Measure 2.1.a**.** 75% of randomly selected science lesson plans will demonstrate strong alignment with NVACSS/NGSS and STEM (ATAO).

Collection Method: Random selection of lessons checked against rubric.

All lessons (100%) taught by teachers in this project came from the FOSS Next Generation kits through collaboration with Delta Education and were fully aligned with NVACSS/ NGSS and STEM. Practice lessons were guided by the Learning Facilitator, Lou Loftin, as well as the nine mentor teachers who oversaw the practicing of the FOSS lessons.

Effectiveness Measure 2.1.b**.** 75% of participating staff in PD activities designed to improve their science teaching, and leadership capacity will report the PD increased their knowledge (ATAO).

- Collection Method: Post-reflective survey

Teachers were asked to rate their learning in a variety of areas before the training and after the training (n=196, see Table 3). These areas included understanding of standards, structuring of activities to engage students, ideas for parent and family engagement, ideas for engaging students, science activity development, positive discipline, and teaching strategies. *T-test* statistics revealed significant positive gains (<.001) in all areas.

Table 4. Post-reflective Survey Results (Rating scale of 1 to 5 where 1 is Poor and 5 is Excellent)

Instructional Area	Mean before	Mean after	Change	t-score	p value
NVACSS in Earth/Space science	2.55	4.30	+1.78	29.396	< .001
How to structure activities/pedagogy and engage students with the NVACSS in Earth/Space science	2.51	4.46	+1.95	27.106	< .001
Ideas for parent and family engagement in curriculum and teaching practice that involves the NVACSS in Earth/Space science	2.29	4.05	+1.76	23.309	< .001
Ideas for student engagement with the NVACSS Earth/Space	2.53	4.55	+2.02	29.799	< .001
Activities to implement in support of curricula for NVACSS Earth/Space science	2.36	4.61	+2.25	32.728	< .001
Positive guidance and discipline techniques in the classroom	3.34	4.49	+1.15	15.221	< .001
Teaching strategies that are aligned to and assess the NVACSS Earth/Space	2.61	4.53	+1.92	25.226	< .001

Note: All pre to post evaluation questions revealed positive gains and were significant at the $p < .001$ level. $n = 196$

Effectiveness Measure 2.1.c. 90% of staff will report higher confidence to implement strategies used in science training workshops (ATAO).

- Collection Method: Post-reflective survey

Teachers rated how likely they are to use the information gained during the year in their classrooms, value of the training, and student enjoyment. Mean ratings on a 1 to 5 scale fell between 4.90 and 4.93, with the highest rating indicating future use (See Table 4).

Table 5. Post-reflective survey ratings regarding future use. Scale 1 - 5 (1 = Not at all, 5 = Yes, fully)

Question	Average Response
I intend to use the information from this training in the future within my classroom	4.93
Do you feel this training was valuable for you?	4.90
Do you feel your students enjoyed and learned quality NVACSS Earth/Space science from using the FOSSNG kits?	4.90

Additionally, 99% of teachers indicated interest in continuing professional development in science. Open comments by teachers describe the value of the training to their instructional practices. For example:

It is great in helping me as a teacher to pass on not just the knowledge of science… but the excitement.

- *Having the materials for myself and the students was the only way I could meet the rigor of science standards.*
- *Thank you for letting me part of this training. I consider myself to be a novice at science and really left with a lot more knowledge.*
- *This workshop was excellent! I feel completely confident in teaching Science in my classroom! Thank you!*

Teachers were asked to rate the quality of the training on a scale of 1 to 5 in terms of organization and preparation, style and delivery, responsiveness to participants, creating a learning environment, and content of the training. All responses (n=196) were between a mean rating of 4.76 and 4.88.

Table 6. RPDP Program Activity Evaluation with Scale from 1 (not at all) to 5 (to a great extent)

Training Area	Average Rating
Organization and preparation	4.80
Style and delivery	4.76
Responsiveness to participate	4.86
Creating a learning environment	4.88
Content of the training	4.86

The quality of the professional development is also reflected in comments made by participants in post-reflective surveys. For example:

- *Thank you so much for sharing knowledge & hands on science activities.*
- *Gives me real experience I can use in classroom. Thank you, you are great!*
- *This was a great way to learn NVACSS and NGSS.*
- *Very interesting & educational training. Info. I can use right away!*
- *Loved it! Thank you! ☺Best training ever in six years!*

Effectiveness Measure 2.1.d**.** 75% of staff participating in science professional development will report the training had a positive impact on student learning (ISA).

- Collection Method: Post-reflective survey

Teachers were not specifically asked if the professional development had a positive impact on student learning; however, several comments from an open-ended question suggest that the training is influencing student learning. Examples of these comments include:

- *I have gotten so much out of these trainings and I think my students have gotten the benefit. Thanks.*
- *Thank you! I have expanded my knowledge immensely over the past 3 months. I LOVE teaching Science in my class now! Even better my students LOVE IT!*
- *My students beg to do science now after these hands on lessons.*

Implications for Future Implementation

Teachers clearly indicated interest and intention in using the information and materials from the NWRPDP GTLF Earth/Space science project. Of the 196 respondents on the post-reflective survey, 95% indicated they were "very likely" to use the information from the training in the future within their classroom; 99% indicated the training was "very valuable;" and 94% felt that their students "enjoyed and learned quality NVACSS Earth/Space Science from using the FOSSNG kits." To date, 150 teachers from the region have already checked out or reserved materials from the GTL Earth/Space science project for use in the 2017-18 school year.

Unfortunately, due to the lack of funding awarded to NWRPDP for FY18, there is no immediate plan to continue this professional development activity.

Objective 2.2: Provide funding for 17 targeted teachers serving all counties to attend the National Science Teachers Association (NSTA) conference in order to increase content knowledge and broaden understanding of Science and STEM needs at the state and national level.

Activity Description

Attendance at the National Teachers Science Association (NSTA) Conference served 23 teachers: Teachers from three Northwest Nevada districts had their registration, sub days, hotel, per diem, and/or air fare covered for the NSTA conference to be held in Los Angeles, CA March/April 2017. The conference focused on NGSS integration with CCSS ELA, Bundling the NGSS and CCSS, Connecting Standards to Practice, and Engineering. Teachers were selected to attend the conference through an application process. Each applicant demonstrated a project plan to share the information learned with teachers at their site or through district sponsored in-service classes. Five participating teachers were chosen to present information and lessons learned at the "Mission NGSS" Conference in May 2017 to 100 teachers – a 2-day training held at Grizzly Creek Outdoor Education Camp.

Participant Information

There were 23 GTL Science project participants who attended the NSTA Conference; 18 from Washoe County School District, three from Lyon County School District, and two from Storey County School District.

T*able 7. National Teachers Science Association Conference Attendees by Grade Level*

Grade Level	Number Attendees
Kindergarten	2
1st Grade	1
2nd Grade	4
3rd Grade	5
4th Grade	1
5th Grade	2
6th Grade	4
7th Grade	3
8th Grade	1
Total Attendees	23

Effectiveness Measures

One effectiveness measure was created for objective 2.2 to assess progress in the area of improving student achievement (ISA).

Effectiveness Measure 2.2.a**.** 75% of staff participating in NSTA conference will report that it had a positive impact on their planning and instruction (ISA).

- Collection Method: Retrospective survey

Of the 23 teachers attending the attending the NSTA 2017 Spring National Conference through NWRPDP, 96 percent of them reported that conference participation had a positive impact on their planning and instruction with NVACSS/NGSS lessons.

Implications for Future Implementation

The teachers attending the conference bought back NGSS content knowledge, lessons, and materials that they were able to implement as part of their teaching immediately and in subsequent school years. Teachers identified the following ideas for sharing information upon their return from the conference:

- Site level: Sharing/presenting resources, curriculum, and lesson plan ideas with PLCs, grade level meetings, and at staff meetings;
- Providing training and presenting at conferences in Nevada;
- Integrating science curriculum with ELA and math for students in their classrooms;
- Serving on the school improvement/school performance plan development team to provide content support in science;
- Project-based Learning (PBL) Team support;
- Pursuing resources learned about at the conference and sharing with the school;
- Offer mentoring in science to other teachers at the school site;
- Share resources with administration; and
- Provide family engagement opportunities in science and share ideas with colleagues on how to increase family engagement through science

Five teachers from the Science Cohorts who attended the NSTA Conference presented at the "Mission NGSS" Conference – a two-day training held at Grizzly Creek Outdoor Education Camp in May 2017.

Unfortunately, due to the lack of FY18 funding awarded to NWRPDP and WCSD for this goal/objective, there is no immediate plan to send teachers to the 2018 NSTA annual conference.

Objective 2.3: 180 WCSD K-8 teachers will demonstrate increased competency in integrating NVACSS/NGSS into their classroom practices.

Activity Descriptions – Four Separate Activities

1. Connecting NGSS Standards to Practice in 6-8th Grade

In August of 2016, science teachers across the District voted to adopt the integrated model of teaching. This means the standards in each of the three disciplines (Life Science, Physical Science, and Earth & Space Science) are taught in each grade 6 through 8. Previously, District curriculum required teachers to teach standards in only one discipline per grade level. This integration of disciplines along with the recently implemented NVACS for Science drove this need for curriculum documents which (1) state exactly which standards are to be taught in each grade (2) recommend units whereby these standards are bundled together and (3) provide resources and guidance for the novice teacher to use in preparing effective lessons.

Participant Information

There were 48 6th-8th grade science teachers who participated in activity.

Implications for Future Implementation

As a result of the curriculum materials developed by the teachers, they have begun to use them in planning lessons in collaborative groups within their schools, as well as with teachers across the district. In the next school year, special collaborative groups will be set up to assist teachers in utilizing the new curriculum materials to plan their lessons to be three-dimensional and appropriately aligned to NVACS for Science.

2. Planning NGSS Lessons using a Phenomena-based Learning Model

In order to assist teachers in preparing lesson plans which are aligned to three-dimensional instruction as required by NVACSS, this course was developed which uses phenomena as the focus for instruction. Class outcomes for teachers:

- Deeper understanding of three-dimensional learning;
- Understanding of the shift in practice required for NGSS instruction;
- How to use phenomena-based teaching to integrate the three dimensions in classroom instruction; and
- Using resources to develop, evaluate, critique and revise NGSS based lessons.

Teachers received instruction in identifying, evaluating, and selecting appropriate phenomena. Next, they learned to develop a lesson around that phenomenon which incorporates all three dimensions of the standards.

Participant Information

There were 22 6th-12th grade science teachers who participated in activity.

Implications for Future Implementation

Future courses on lesson planning using phenomena are planned. Results from teacher surveys indicate they are interested in more collaborative opportunities for lesson planning and are interested in learning how to incorporate phenomena in their plans. Participants

from this class reported seeing an immense change in their students' engagement when they were asked to generate questions which would ultimately drive the lesson. Research indicates that this type of engagement where students have buy-in leads to deeper understandings.

3. Collaborative NVACSS Lesson Planning

In an effort to assist teachers in planning lessons which incorporate three dimensional learning, a course was offered to encourage collaborative planning among teachers of the same grade level. These teachers were offered resources and other supports to assist them in developing effective plans.

Participant Information

There were 36 6th-8th grade science teachers who participated in activity.

Implications for Future Implementation

Participating teachers reported they were grateful for the extra collaborative time with their colleagues because it resulted in comprehensive, well designed unit plans which they are excited to implement in the next school year. Plans include sharing these unit plans with teachers across the district using a digital platform.

4. Science-Focused Professional Development

Five professional development courses were offered to K-5 teachers. These included two sections of Connecting Standards to Practice: K-5 Science, and three based on physical science content -- Energy & Waves for 4th grade, Mixtures, Solutions & Chemical Reactions for 5th grade, and Sound & Light for 1st grade. Connecting Standards to Practice was an introduction to the NVACS-S and the Framework for Science Education. The content courses focused on the Physical Science domain of the Framework and the associated standards specific to each grade level. All courses engaged participants in three-dimensional learning and how to shift instruction in their own classrooms.

Participant Information

Participants ranged in grade-levels they serve, with a total of 112 K-8th teachers participating, and 99 completing the activity.

- 32 K-5 teachers participated in Connecting Standards to Practice: K-5 Science in Fall 2016 with 31 completing the course.

- 16 4th grade teachers participated in Energy & Waves in Fall 2016 with 11 completing the course.
- 18 K-5 teachers participated in Connecting Standards to Practice: K-5 Science in Spring 2017 with 14 completing the course.
- 20 5th grade teachers participated in Mixtures, Solutions & Chemical Reactions in Spring 2017 with 19 completing the course.
- 26 1st grade teachers participated in Sound & Light in Spring 2017 with 24 completing the course.

Effectiveness Measures

Two effectiveness measures were created for objective 2.3 to assess progress in areas of assisting teachers, administrators or other licensed personnel (ATAO) and improving student achievement (ISA). Effectiveness areas are indicated in parentheses following each measure statement.

Effectiveness Measure 2.3.a. Teaching lesson plans that incorporate three dimensions of learning. (WCSD only) (ATAO).

- Collection Method: Random selection of lesson plans checked against NGSS Lesson Screener

Participants of the course, Planning NGSS Lessons using a Phenomena-based Learning Model, developed lesson plans that incorporate three dimensions of learning as determined by using the NGSS Lesson Screener published in December 2016 and created by Achieve and NSTA. Three lesson plans were randomly selected from the 22 plans that were created and assessed. All three lesson plans incorporated the three dimensions of the standards.

Effectiveness Measure 2.3.b**.** 75% of randomly selected student work will demonstrate alignment of grade-level NVACSS to NGSS (ISA).

- Collection Method: Random selection of student work checked against rubric

Photos, videos, and student written work were examined and 100 percent of the randomly selected student work demonstrates alignment to grade-level NVACSS/NGSS. Samples are archived at NWRPDP. At WCSD, teachers used the QFT (Question Formulation Technique) which participants used to help students generate questions regarding the phenomena which then led to content learning within the lesson.

Goal 3 - Recruitment, Selection & Retention: Increase and retain the number of qualified teachers in hard-to-fill positions.

Objective 3.1: Increase and retain the number of qualified teachers in K-12 Special Education by recruiting 30 Special Education pre-service teachers trained in other states to complete their student teaching in WCSD.

Due to logistical, financial and other difficulties, WCSD was not able to pursue this objective. Accordingly, WCSD sought and received a waiver from the State of Nevada to not pursue this objective. WCSD re-allocated some of the funds designated for this activity to other grant-funded activities.

Objective 3.2: Provide training and support for 78 teachers who are seeking their National Board Certification.

Activity Description

The National Conference of State Legislatures (2011) found that retention rates were higher among National Board Certification (NBC) teachers than non-NBC teachers in three states. In SY 2015-16, Clark County piloted a new NBC program called National Boards for Professional Teaching Schools (NBPTS). This program offered NBC support to schools that have learning teams committed to the NBC process.

NWRPDP replicated the NBC Professional Teaching Schools model in its service area with a goal toward elevating teacher efficacy, deepening understanding of content standards, and retaining effective teachers. During SY 2016-17, 75 NBC candidates met in monthly PLCs and face-to-face workshops for 45 hours to study grade level/content area learning through the collection of evidence on the following topics: framework and structure of the process, high-cognitive demand instructional strategies, analysis and reflection on student work and teacher efficacy, formative assessment, writing from sources, research-based discussion methods, peer editing and feedback on project submissions, and cross-referencing performance with the NEPF Framework. The NWRPDP facilitator worked with five NBC teachers to lead the cohorts.

Participant Information

There were 75 teachers across the six northern Nevada school districts who participated in activity.

Effectiveness Measures

One effectiveness measure was created for objective 3.1 to assess progress in improving recruitment, selection and retention of effective teachers/principals (IRSR).

Effectiveness Measure 3.1.a. 50% of National Board Certificate cohort will meet requirements to submit for the National Board Certificate (IRSR).

- Collection Method: Number and percent meeting submission requirements

All 75 participants met the requirements for submittal for the National Board Certificate - a submission rate of 100%.

Implications for Future Implementation

Due to lack of funding awarded in the FY18 GTL grant, NWRPDP is not able to continue this program.

III. Budget

Narrative Overview and Use of GTL Funds Awarded

Funding under GTL was used to support teacher and principal professional development in three main areas: 1) **Leadership & Development:** Provide leadership training for teachers/ administrators in order to develop sustainable leadership capacity for school districts; 2) **Science Standards:** Increase the number of K-12 teachers who deeply understand science and STEM standards and can effectively implement science and STEM classroom instruction; and 3) **Recruitment, Selection & Retention:** Increase and retain the number of qualified teachers in hard-to-fill positions.

b. Brief Description of Expenditure Categories and Description

Goal 1 - Leadership Development

Personnel:

- **Substitutes - N2TL Program (NW RPDP/WCSD Program):** Teacher Leader candidates were provided 3 sub days each to observe each other and practice coaching and leadership skills. 26 participants x 3 x $100 = $7,800.
- **Hourly Pay - Saturday Cafe (WCSD DPL Program):** The goal of the Saturday Cafe is to strengthen teacher capacity to integrate Nevada Academic Content Standards with instructional strategies in Special Education, EL, Equity & Diversity,

Family Engagement, 21st Century Learning, Gifted and Talented Education, SEL, Leadership Development, and others. Five Saturday Cafes x 204 teachers/Cafe x 7.5 hours x $30/hour = $229,500.

- **Hourly Pay - N2TL (NW RPDP/WCSD Program):** Hourly pay was provided to consulting teachers to develop curriculum based on the work of the Coaching Project (see Consultants). Content focused on coaching, mentoring, and feedback aligned with the Learning Forward Professional Learning Standards. Two consulting teachers x 115 hours/each x $35 = $8,050.

Purchased Professional Services:

- **Consultants - N2TL (NW PRPD/WCSD Program):** Instructional Coaching Project-Kansas City (Director Jim Knight-University of Kansas) was retained as curriculum design experts in teacher leadership to help develop appropriate curriculum for the Nevada Network of Teacher Leaders. A follow-up summer institute was provided in 2016 for both the current year cohort and the new applicants. $24,000.
- **Consultants: Saturday Cafés (WCSD DPL Program):** Five regional or nationally known education consultants to be the featured speaker at the LTL meetings, serving approximately 250 school administrators, and then provide full-day trainings at the Saturday Cafés for 200 teachers per Cafe. Six consultants @ $10,000 = $60,000.

Supplies:

- **Professional Books (WCSD DPL):** Professional books for participants in LTL and Saturday Café. Approximately 600 participants x 5 LTL/Saturday Cafes x $25/book.

Goal 2 – Science Standards

Personnel:

- **Hourly Pay - NVACSS Training (NW RPDP Program):** 9 teacher mentors assisted with afterschool assistance x 72hrs x $30 = $19,440. Organizing training materials 2 people x 40 hours x $30 = $2,400.
- **Substitutes - NVACSS Training (NWRPDP Program & WCSD):** 288 teachers x 3 workshop days = 864 days (864 x $100

= $86,400). 23 teachers attended the Lawrence Hall of Science 1 day NSTA preconference workshop & 3 days for NSTA Conference for March 29 - April 2, 2017 for teacher absences (23 teachers x 4 days = 92 days (92 x $100 per day = $9,200). Total sub days 956 x $100/each.

- **Substitutes - Connecting Standards to Practice ES (WCSD Program):** For teacher absences. 30 teachers x 2 days x $100 per day = $6,000.
- **Substitutes - Connecting Standards to Practice MS (WCSD Program):** For teacher absences. 60 teachers x 2 days x $100 per day = $12,000.
- **Hourly Pay ES Teachers - Connecting Standards to Practice (WCSD Program):** Introductory NGSS classes for teachers to increase teacher awareness of the NGSS, increase understanding of the three dimensions of learning and build teachers' capacity to teach science. This allocation provided training for 30 K-5 teachers. 30 teachers x 15 hours x $30/hr. = $13,500.

- **Hourly Pay ES Teachers - NGSS Grade Level Content Classes (WCSD Program):** These classes increased teacher understanding of NGSS physical science standards in grades 4 & 6. This allocation provided training for 60 K-5 teachers. 60 teachers x 15 hours x $30/hour = $27,000.

Purchased Professional Services:

- **Consultant - NVACSS (NW RPDP Program):** Dan Ruby from UNR Fleischmann Planetarium provided professional development in the area of Space Science. $10,000
- **Consultant - NVACSS (NW RPDP Program):** Delta Education provided professional learning to 288 teachers around Earth/Space Science Next Generation Science Standards with connections to English Language Arts standards including materials. Materials were retained by NWRPDP for check out by regional teachers.
- **NSTA Registration - NVACSS (NW RPDP Program):** 23 teachers funded to attend the National Science Teachers Association Conference in Los Angeles, March 29 - April 2, 2017. Approximate registration cost is $295 per teacher.

Other Purchased Services

- **NSTA Travel (NW RPDP Program):** 23 teachers attended the National Science Teachers Association Pre & Conference in Los California, CA in March / April 2017. RPDP Staff. (Air $500, Hotel $275 x 5 nights = $1,375, Per Diem $41 x 5 days = $205, **and $50 round trip shuttle) = $2,130 for each teacher.**

Supplies

- **General Supplies (NW RPDP Program):** General training supplies needed for doing the teacher trainings. $7,918.

Goal 3 – Recruitment, Retention & Retention

Personnel:

- **Extra Duty Pay - Special Education Intern Stipends (WCSD HR Program):** Employ special education interns and an early offer of employment. $2,500 stipend x 30 special education interns = $75,000.
- **Hourly Pay - National Board Certification (NW RPDP Program):** Candidate Support Providers (CSPs) (Teacher Trainers) for National Board Certification (NBC) to lead cohort facilitation in six districts. These leaders performed tasks such as: explanation and management of assignments from NBC, meeting with candidates, reading and giving feedback on assignments, helping with video-taping teaching for submittal, and supporting candidates in viewing and analyzing their videos. These teacher trainers provided 25 hours of service each quarter to the NBC Cohort. 100 hours x $35/hr x 8 Candidate Support Providers = $28,000.

Purchased Property Services:

- **Rental of Training Space (NW RPDP):** Training space for NBC Cohort workshops. Collaboration with UNR for $1,000 for Redfield Campus use.

Awarded Funds vs. Unexpended Funds, Including Narrative of all Unexpended Funds

WCSD was not awarded funds until mid-August 2016. The total grant amount was $973,295 with $883,751, or 92% expended, and $89,544, or 8% returned.

WCSD expended $334,743 of the awarded $369,550 in the Leadership and Development budget, which amounts to 94% of the awarded funds. Funds not expended in this area were primarily hourly pay for teachers and consulting services.

For WCSD's Science Standards budget, $68,265 was expended out of the $97,969 awarded, or 70%. This was largely due to fewer teachers than expected attending the scheduled training sessions.

NWRPDP expended $480,744 or the $505,776 awarded funds, or 95% of the funds. Similar to WCSD, the primary unexpended funds were due to fewer teachers attending the training sessions, with a corresponding less number of substitutes needed.

c. Awarded Funds vs. Unexpended Funds

Object Name	Description of Item	Amount Budgeted	Amount Expended	Amount Not Spent
Substitutes (NW RPDP N2TL)	Substitutes - N2TL Program (NW RPDP/WCSD Program): Teacher Leader candidates will be provided 3 sub days each to observe each other and practice coaching and leadership skills.	2,700.00	2,600.00	100.00
Substitutes (NW RPDP Science)	Substitutes - NVACSS Training (NWRPDP Program & WCSD): Approximately 288 teachers x 3 workshop days = 864 days. Approximately 17 teachers to attend the Lawrence Hall of Science 1 day NSTA preconference workshop & 3 days for NSTA Conference for March 29 - April 2, 2017 for teacher absences.	58,200.00	49,306.17	8,893.83
Substitutes (WCSD Science 1)	Substitutes - Connecting Standards to Practice ES (WCSD Program 1): For teacher absences. 30 teachers x 2 days x $100 per day = $6,000.	6,000.00	5,958.00	42.00
Substitutes (WCSD Science 2)	Substitutes - Connecting Standards to Practice MS (WCSD Program 2): For teacher absences. 60 teachers x 2 days x $100 per day = $12,000.	12,000.00	3,158.00	8,842.00
Substitutes (WCSD Science 3)	Substitutes - NGSS K-2 (WCSD Program 3): For teacher absences to attend NGSS K-2 content classes.	4,800.00	7,132.00	(2,332.00)
Substitutes (WCSD DPL)	Substitutes - (WCSD DPL Program): For teachers to attend professional development on kindergarten classroom management, instruction, and related.	7,800.00	4,742.00	3,058.00
Certified Hourly (WCSD DPL)	Hourly Pay - Saturday Cafe (WCSD DPL Program): The goal of the Saturday Cafe is to strengthen teacher capacity to integrate Nevada Academic Content Standards with instructional strategies in Special Education, ELL, Equity & Diversity, Family Engagement, 21st Century Learning, Gifted and Talented Education, SEL, Leadership Development, and others. Five Saturday Cafes x 204 teachers/Cafe x 7.5 hours x $30/hour = $229,500.	221,700.00	209,932.50	11,767.50

Object Name	Description of Item	Amount Budgeted	Amount Expended	Amount Not Spent
Certified Hourly (WCSD Science 1)	Hourly Pay ES Teachers - Connecting Standards to Practice (WCSD Program 1): Introductory NGSS classes for teachers will increase teacher awareness of the NGSS, increase understanding of the three dimensions of learning and build teachers' capacity to teach science. This allocation will provide training for 30 K-5 teachers.	13,500.00	5,055.00	8,445.00
Certified Hourly (WCSD Science 2)	Hourly Pay ES Teachers - NGSS Grade Level Content Classes (WCSD Program 2): These classes will increase teacher understanding of NGSS physical science standards in grades 4 & 6. This allocation will provide training for 60 K-5 teachers.	27,000.00	13,147.50	13,852.50
Certified Hourly (WCSD Science 3)	Hourly Pay NGSS (WCSD Program 3): NGSS high school content class for life and physical science.	13,500.00	14,925.00	(1,425.00)
Certified Hourly (WCSD Science 4)	Hourly Pay NGSS Expansion (WCSD Program 4): Additional seats for two different learning classes: Connecting Standards to Practice (Introductory NGSS classes for teachers K-5 and NGSS content classes in grades 4 & 5 in physical science.	7,890.00	6,960.00	930.00
Certified Hourly (NW RPDP Science 1)	Hourly Pay - NVACSS Training (NW RPDP Program 1): 9 teacher mentors to assist with afterschool assistance. Organizing training materials for 2 people.	12,540.00	12,415.00	125.00
Certified Hourly (NW RPDP Science 2)	Hourly Pay - Grades 6-8 NGSS (NW RPDP Program 2): Grades 6-8 NGSS contente class for teachers.	5,400.00	5,088.00	312.00
Certified Hourly (NW RPDP Science 3)	Hourly Pay - FOSS Kits (NW RPDP Program 3): For teachers to learn about the FOSS kits and how to best put them to use in their classrooms. Also includes science kits assembled by staff from various supplies.	5,550.00	5,505.00	45.00
Training Pay, Instructor (NW RPDP N2TL)	Hourly Pay - N2TL (NW RPDP/WCSD Program): Hourly pay will be provided to consulting teachers to develop curriculum based on the work of the Coaching Project (see Consultants). Content focused on coaching, mentoring, and feedback aligned with the Learning Forward Professional Learning Standards. Two consulting teachers.	8,050.00	6,198.87	1,851.13

Object Name	Description of Item	Amount Budgeted	Amount Expended	Amount Not Spent
Training Pay, Instructor (NW RPDP NBC)	Hourly Pay - National Board Certification (NW RPDP Program): Candidate Support Providers (CSPs) (Teacher Trainers) for National Board Certification (NBC) will lead cohort facilitation in six districts. These leaders will perform tasks such as: explanation and management of assignments from NBC, meeting with candidates, reading and giving feedback on assignments, helping with video taping teaching for submittal, and supporting candidates in viewing and analyzing their videos. These teacher trainers will provide hours of service each quarter to the NBC Cohort.	21,840.00	21,840.00	-
Fringe Benefit	FICA	3,830.00	2,507.67	1,322.33
Fringe Benefit	FICA	1,414.00	996.15	417.85
Fringe Benefit	FICA	484.00	541.41	(57.41)
Fringe Benefit	Medicare	1,774.00	913.52	860.48
Fringe Benefit	Medicare	1,229.00	792.57	436.43
Fringe Benefit	Medicare	3,328.00	2,963.77	364.23
Fringe Benefit	Workers Comp	969.00	161.89	807.11
Fringe Benefit	Workers Comp	636.00	160.12	475.88
Fringe Benefit	Workers Comp	2,238.00	520.46	1,717.54
Education Consultants - Fleischmann Planetarium (NW RPDP Science)	Consultant - NVACSS (NW RPDP Program): Dan Ruby from UNR Flieschmann Planetarium will provide professional development in the area of Space Science. $10,000	10,000.00	10,000.00	-
Educational Consultants - NW RPDP N2TL	Consultants - N2TL (NW PRPD/WCSD Program): Instructional Coaching Project-Kansas City (Director Jim Knight-University of Kansas) will be retained as curriculum design experts in teacher leadership to help develop appropriate curriculum for the Nevada Network of Teacher Leaders. A follow-up summer institute will be provided in 2016 for both the current year cohort and the new applicants.	13,500.00	13,500.00	-

Object Name	Description of Item	Amount Budgeted	Amount Expended	Amount Not Spent
Educational Consultants - NW RPDP Sierra Nevada Journeys	Consultants - (NW PRPD/WCSD Program): Contract with Dan Ruby for a NGSS aligned professional learning class at Sierra Nevada Journeys.	1,000.00	1,000.00	-
Educational Consultants - Saturday Cafes (WCSD DPL)	Consultants: Saturday Cafés (WCSD DPL Program): Five regional or nationally known education consultants to be the featured speaker at the LTL meetings, serving approximately 250 school administrators, and then provide full-day trainings at the Saturday Cafés for 200 teachers per Cafe. Five consultants @ $10,900 = $54,500.	54,500.00	41,275.00	13,225.00
Educational Consultants - Delta Education (NW RPDP Science)	Consultant - NVACSS (NW RPDP Program): Delta Education will provide professional learning to 288 teachers around Earth/Space Science Next Generation Science Standards with connections to English Language Arts standards including materials. Materials to be retained by NWRPDP for check out by regional teachers.	221,265.00	220,855.86	409.14
Employee Training & Development; NSTA Registration (NW RPDP Science)	NSTA Registration - NVACSS (NW RPDP Program): approximately 17 teachers will be funded to attend the National Science Teachers Association Conference in Los Angeles, March 29 - April 2, 2017. Approximate registration cost is $295 per teacher.	5,015.00	5,015.00	-
National Board Certification	National Board Certification - Participants will have their NBC components paid for through participation in this program. 20 teachers at $1,900 each (to cover the cost of 4 components).	38,000.00	38,000.00	-
National Board Certification	National Board Certification - One participant will have one NBC component paid for through participation in this program.	475.00	475.00	-
Registration Sierra NV Journeys	Conference Registration - To send high school teachers to the NGSS aligned professional learning class at Sierra Nevada Journeys.	2,400.00	1,825.00	575.00
NACS Registration	Conference Registration - To pay registration costs for teachers to attend a weekend training on the Nevada Academic Content Standards in Science thru Sierra Nevada Journeys at Grizzly Creek, May 19 thru May 21, 2017.	15,000.00	15,000.00	-

Object Name	Description of Item	Amount Budgeted	Amount Expended	Amount Not Spent
Rental of Training Space	Rental of Training Space (NW RPDP): Training space for NBC Cohort workshops. Collaboration with UNR for $1,000 for Redfield Campus use.	1,000.00	650.00	350.00
Rental of Training Space	Rental of Training Space (WCSD DPL): TMCC rental fee for three remaining Saturday Cafés.	3,000.00	3,000.00	-
Travel - NSTA Conference	NSTA Travel (NW RPDP Program): approximately 17 teachers to attend the National Science Teachers Association Pre & Conference in Los California, CA in March / April 2017. RPDP Staff. (Air $500, Hotel $275 x 5 nights = $1,375, Per Diem $41 x 5 days = $205, and $50 round trip shuttle) = $2,130 for each teacher.	36,210.00	35,901.87	308.13
Printing	Printing (WCSD DPL): To print materials for remaining Saturday Cafés.	1,500.00	142.02	1,357.98
General Supplies	General Supplies (NW RPDP Program): General training supplies needed for doing the teacher trainings.	2,986.00	2,151.76	834.24
General Supplies, prof learning	General Supplies (NW RPDP Program): Supplies for the NGSS aligned professional learning class at Sierra Nevada Journeys.	11,000.00	8,643.47	2,356.53
General Supplies, FOSS related	General Supplies (NW RPDP Program): Supplies for existing professional development classes around FOSS kits. Also includes teacher assembled kits with items such as cotton balls, rock samples, sand, markers, Ziploc bags, string, tape, hand lenses and various similar items.	20,000.00	14,273.66	5,726.34
General Supplies, microscopes	General Supplies (WCSD Science): Microscopes for 6th grade professional learning classes.	10,000.00	9,980.22	19.78
Professional Books	Professional Books (WCSD DPL): Professional books for participants in LTL and Saturday Café. Approximately 600 participants x 5 LTL/Saturday Cafes x $25/book.	75,000.00	71,625.94	3,374.06

Object Name	Description of Item	Amount Budgeted	Amount Expended	Amount Not Spent
Supplies Info Tech, Robots	Info Tech Supplies (NW RPDP Program): Robots to increase incorporation of NVACS and STEM in earth/space by teaching standards based lessons integrating computer science and computer programming. Robots are increasingly utilized in earth/space science research and inquiry as well as in STEM fields.	1,872.00	1,835.85	36.15
Computers , iPads	Computers (NW RPDP Program): Robots to increase incorporation of NVACS and STEM in earth/space by teaching standards based lessons integrating computer science and computer programming. iPads are utilized to write and run computer programs to operate robots.	5,200.00	5,080.00	120.00
Totals		973,295.00	883,751.25	89,543.75