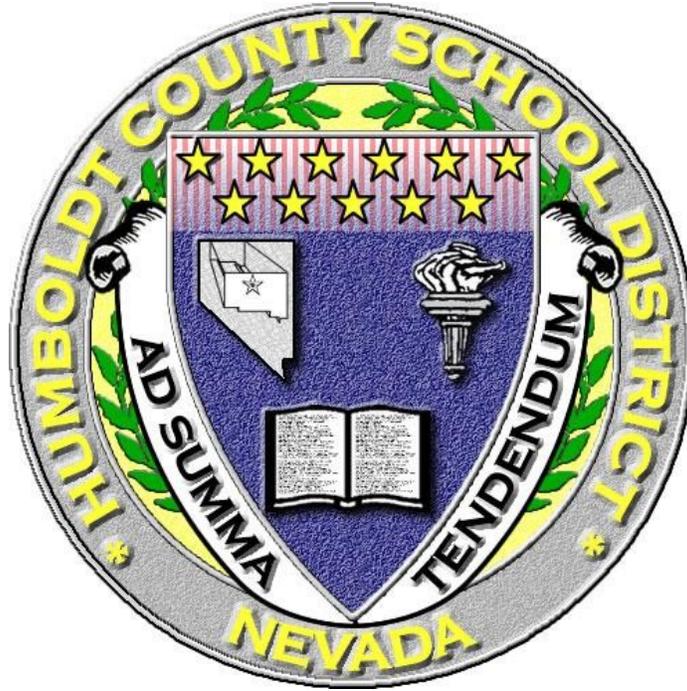


Humboldt County School District
Great Teaching and Leading Funding 2017-2018
End of Year Report



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Superintendent of Humboldt County School District

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1. Summary

a. Program Name and Overall Goals/ Objectives of Program

Humboldt County School District (HCSD) Induction Program

To solve the problem of hiring many new teachers yearly and to increase student achievement, funds from the Great Teachers and Leaders grant were used to establish a two-year, evidence-based HCSD Induction Program based upon Teacher Induction Pathway developed by the American Institutes for Research (Teacher Induction and a Toolkit for Adult Educators) while using the Nevada Educator Performance Framework (NEPF). The HCSD Induction Program matched new teachers with experienced teachers, induction mentors, to cultivate a supportive network that provided new teachers with a sense of community, belonging, and ongoing support. Intensive professional development dedicated to the Nevada Educator Performance Framework was provided to both new teachers and the mentors. Because the new teachers come to HCSD with varied experiences and backgrounds, the HCSD Induction Program was differentiated and individualized for each of the new teachers. The program had the oversight of an induction coach. Through observation of new teachers, she provided descriptive feedback and supports to develop effective teaching practices. This included individual or small group professional development. She also provided guidance to the induction mentors.

The HCSD Induction Program served 33 new educators to HCSD and 2 long term substitutes hired as full-time teachers.

The goals, measurements and activities of the HCSD Induction Program are outlined below.

Goals	Measurements	Activities
Goal #1- Recruit and retain novice teachers		
Objective 1a: Recruit and enroll 25 newly hired teachers	<ul style="list-style-type: none"> Hiring of new teachers 	<ul style="list-style-type: none"> Developing partnerships with higher education institutions and recruiting practices
Objective 1b: Retain 90% of new teachers	<ul style="list-style-type: none"> Percentage of retained teachers Mentee Survey 	<ul style="list-style-type: none"> Establish peer support through mentors at site Provide supports through coaching
Goal #2- Prepare effective educators and leaders through coaching and mentor leadership		
Objective 2a: 80% of first year teachers will score at level 2 or above on NEPF Instructional Practices Rubric	<ul style="list-style-type: none"> Teacher effectiveness on NEPF 	<ul style="list-style-type: none"> Trainings on NEPF Provide mentoring Provide coaching
Objective 2b: Assign 100% of new teachers with a mentor	<ul style="list-style-type: none"> Mentor hiring and recruiting Mentor survey 	<ul style="list-style-type: none"> Matching mentors with mentees Providing mentors with

Goals	Measurements	Activities
	<ul style="list-style-type: none"> Mentee survey 	supports
Goal #3- Ensure all students are served by effective educators		
Objective 3a: 80% of students will meet or exceed their RIT Growth Goal by MAP reading score	<ul style="list-style-type: none"> Reading MAP data 	<ul style="list-style-type: none"> NEPF Training Coaching and mentoring teachers
Objective 3b: Increase the number of 10 th grade students passing the Reading/English Language Arts End of Course examination	<ul style="list-style-type: none"> Reading/ ELA End of Course Examine 	<ul style="list-style-type: none"> NEPF Training Coaching and mentoring teachers

b. Abstract and Results Overview

Humboldt County School District (HCSD) developed a two-year induction program for new teachers to the District to increase retention, teacher effectiveness and student learning. The activities consisted of recruiting new teachers to the District, mentoring through matching mentees with site mentors, providing instructional coaching by an induction coach, and providing professional development about the Nevada Educator Performance Framework (NEPF).

HCSD recruited 33 teachers, mentees. Each new teacher, referred to as mentee for the remainder of this report, was assigned a site mentor. The mentors and mentees met weekly for 1.25-2.5 hours to engage in professional dialogue. Mentor and mentees attended NEPF trainings for five Saturdays. Mentees were also required to record themselves on GoREACT for reflection and minute-by-minute descriptive feedback. The induction coach observed and met with each mentee at least monthly and provided supports and professional development as needed.

HCSD recruited 33 teachers/mentees and retained 28 of them. The five that left were for family reasons. All mentees were assigned mentors. All mentors and mentees met weekly, except for illness, personal leave or training requirements. The induction coach observed and provided feedback to all mentees at least monthly. Professional development was provided as recognized. Seventy-five percent of the mentees utilized the GoREACT platform for recording and reflecting. Eighty-eight percent of the mentees attended NEPF professional development. One hundred percent of the mentors attended the NEPF professional development. Participants viewed the NEPF trainings and mentoring as very valuable. All of the mentees were evaluated at developing or stronger on the NEPF Instructional Practices. Based upon feedback from mentors and mentees, the non-evaluative approach and supportive intention to improve instructional practices moved teaching practices forward. The mentees saw the induction program as time consuming but valuable. The mentors believed the process was successful but desired more mentoring support. The student achievement data revealed that the students made growth. Over 87%-91% of the students made growth, which is remarkable, especially for novice teachers. Although students made growth, only 50-51% met their growth goals. The student data finding shows that the mentees made an impact on student learning, just not as much growth as expected.

The project was limited by the funding provided. HCSD supplemented the grant to be able to follow through with the proposal and achieve the desired results.

c. Next Steps for 2018-2019

Overall

HCSD will continue with recruiting efforts, retention support, and effective instructional practices through the use of mentors, professional development and an induction coach. The HCSD Induction Program will continue to follow the Teacher Induction Pathway developed by the American Institutes for Research (Teacher Induction and a Toolkit for Adult Educators) while using the Nevada Educator Performance Framework (NEPF).

Recruiting

HCSD will continue recruiting through partnerships with higher education, advertising, and recruiting fairs.

Mentoring

Each new teacher to HCSD will be matched to a mentor. The mentee and mentor will be required to meet 1-2 hours/ week. The requirement was reduced by 15 minutes to address the concern of time. The dialogue will be documented through a Mentoring Log. Each mentee and mentor will be encouraged to use GoREACT, as a tool for observation and feedback. Mentors and mentees will be provided substitute teachers for observing each other.

Professional Development

Based upon feedback and observation, the professional development will be restructured to be more inclusive and differentiated for all mentees. Training will be broadened to include more topics than just NEPF. There will be three parts. First, professional development will be provided before school starts, Start Fresh. Two weeks before school starts, HCSD will provide an intensive and varied professional development menu that will consist of activities that are aligned to the district's strategic plan to introduce the mentees to the culture and guaranteed learning curriculum of HCSD. Examples of culture priorities are youth mental health, family engagement, and positive behavior supports (PBIS). Examples of guaranteed learning curriculum are using quality tier one literacy curriculum and math curriculum based upon grade level, instructing using the NEPF Instructional Practices and incorporating technology as a tool of learning. This decision is to provide clear expectations to mentees before school starts. Second, professional development will be provided throughout the year as recognized by the district, as completed last year. Third, professional development will be provided to individuals or small groups based upon recognized needs, as completed last year. All of these opportunities will be available for all district employees.

Because the mentors will be returning, professional development on the NEPF will not be required for mentors. All of the professional development opportunities for the district will be available to mentors, but they will be required to attend at least two selections. Also, other required professional development will focus on the mentoring process and honing their

leadership skills. The mentors will complete an online course, Mentoring New Teacher Modules to refine mentoring skills. The course is estimated to require 25 hours to complete. The course has five modules: Building Trust, Responding to Diverse Learners, Knowledge of Standards, Assessment of Students, and Assessment of Teachers (NEPF). Each of the modules has objectives, knowledge building through articles and videos, coaching through videos, and activities to complete with mentees. Also, the Induction Coach will provide support to mentors for their learning and implementation.

Induction Coach

The induction coach will visit each new teacher to HCSD monthly for an observation and dialogue. Based upon observation and feedback, the induction coach will provide supports and professional development. The induction coach will conduct an orientation for the mentors. She will communicate with the mentors throughout the process. Second year teachers that need support will also receive continued support from the induction coach.

Goals for 2018-2019

Goal 1: Recruit and retain novice teachers

Objective 1a: Recruit 25 teachers to HCSD.

Objective 2a: Retain 85% of first- and second-year teachers.

Goal 2: Prepare effective educators and leaders through coaching and mentor leadership as evidenced by NEPF Instructional Practice Rubric

Objective 2a: 80% of first year teachers will score at a level 2 or above on NEPF Instructional Practices Rubric by the end of the first year. 80% of the second-year teachers will score at a level 3 or above on the NEPF Instructional Practices Rubric by the end of the second year.

Objective 2b: Assign 100% of new teachers with an experienced site mentor

Goal 3: Ensure all students are served by effective educators as evidenced by student academic progress

Objective 3a: 80% of students taught by first year and second year teachers will meet or exceed their Reading RIT Growth Goal by the end of year one, as measured by MAP Reading score

Objective 3b: 80% of students taught by first year and second year teachers will meet or exceed their Math RIT Growth Goal by the end of year one, as measured by MAP Reading score

Goal 1 was revised to meet current district needs and considers teachers leaving for personal reasons. Goal 2 stayed the same. Goal 3 included math as well as reading. The HS student academic progress was deleted as only one teacher was hired at the high school so the results would have been identifiable.

i. Next Steps Budget 2018-2019

Funds awarded were \$125,687.45 for 2018-2019. Because of this reduction in funds, HCSD supplemented the grant to ensure that the HCSD Induction Program was implemented with evidence-based research activities and to ensure program success. The decision to scale back the induction program was considered but there was concern that the desired results would not be achieved and the program may fail.

The budget of the HCSD Induction Program was as follows:

Object	Second Year Funding	2018-19 Budget	Differences
100	75240.00	65000.00+ subs= 75,240.00	0
200	0	Mentor benefits	HCSD to pay benefits to mentors on stipends
300	48585.70	60,000 professional Services	HCSD supplements \$11,414.30
400	0	0	0
500	561.75	\$561.75 travel	0
600	1300.00	1300.00 <u>GoREACT</u>	0
800	0	0	0
TOTAL	125687.45		

2. Grant Funded Activities

1) Recruiting

Overview: HCSD will recruit through multiple pathways by following a strategic plan to focus on building a diverse cadre of highly qualified candidates, not just for current vacancies, but also for future opportunities. The forums (traditional programs versus Alternative Route to Licensure) and venues (hiring fairs) where the District will seek these candidates will vary. In addition, the District desires to establish relationships with candidates who are currently in Educational programs and may be interested in conducting their student teaching within the District. The District will be working to expand “internship” type opportunities for current high school students to expand interest in the teaching field. The District will continue to work in collaboration with Great Basin College, University of Nevada Reno, Western Governor’s University and newly established higher education institutions that may provide teachers to HCSD.

HCSD will continue actively recruiting for positions through the use of internal advertising, as well as on line teacher recruitment sites. During the 2017-2018 school year, the district implemented an online application process through TalentEd. TalentEd enables the District to post open positions (including job descriptions and salary ranges), track candidates, and facilitate the hiring process. In addition, the District will create and revise brochures, flyers, videos and print ads as needed. Human Resources will share these resources with HCSD community and business partners, university partnerships, and additional recruitment avenues. Finally, Human Resources will advertise vacancies in various print publications as appropriate; these sources may include The Humboldt Sun, Reno Gazette Journal, Social Media and Education Week.

While “traditional” recruitment methods will be utilized, the increase of social media websites and the involvement of HCSD on social media, the use of these networks as a recruiting tool will be used as an additional way to reach out to potential candidates. Planned recruitment trips are designed to identify and interview candidates for vacancies in the 2018-2019 school year. Not only will principals be attending job fairs, but also identified teacher leaders will be attending. For future recruitment fairs, trips that are duplicative from the 2017-2018 hiring season will be planned to assist the District and will be selected based on the past data showing that the trips were successful and yielded high quality candidates. Conversely, hiring fairs identified during the 2017-2018 season that were not successful will be removed from consideration.

Participants: District employees, Superintendent Dr. Dave Jensen, Assistant Superintendent Dawn Hagness, principals (7), vice principals (5), teacher leaders (9) (see Appendix G, Key Personnel)

Area of Effectiveness Measured: Improve recruitment of effective teachers

2) Mentoring

Overview: HCSD paired mentees with mentors, experienced teachers, to cultivate a supportive network that provides mentees with a sense of community, belonging, and ongoing support. The

position of mentor was posted internally by the HCSD (see Appendix B, for mentor application). The requirements were based upon Adult Education Teacher Induction Pathway Toolkit and emphasis was placed upon strong interpersonal skills and being able to model and articulate successful, reflective teaching. Mentors applied for the positions. The site principals and induction coach reviewed applications and matched mentors to mentees. The induction coach met with mentors at each site to review requirements and mentoring activities. Mentors were required to attend three out of the five NEPF trainings, meet with his/her mentor for 1.25-2.5 hours/ week, keep a log of mentoring meetings (see Appendix C, for mentoring log), meet and communicate with induction coach. Mentoring discussions were guided by the Toolkit: Four overarching strategies that effective mentors integrate into their ongoing work: (1) supporting reflective practice, (2) giving effective feedback, (3) using a gradual release approach, and (4) using student work to inform practices. Mentors also observed their mentees, mentees observed mentors or both of them observed other teachers.

The mentees had the following requirements: (1) meet with mentor weekly for 1.25-2.5 hours/ week, (2) attend five out of five NEPF trainings, (3) be observed and meet with induction coach at least monthly, (4) video themselves at least once and reflect, and (5) participate in ongoing professional development as necessary.

Participants:

Mentors- Twenty-eight mentors were hired. Four mentors agreed to mentor two mentees.

Mentees- There was a total of thirty-three new hires and two long term substitutes, hired as full-time teachers. All were provided supports of the HCSD Induction Program.

	Number of Mentees Participating
First year educators	13
ARL participants	7
First year to HCSD with previous experience	13
Long term substitutes (LTS) currently enrolled in a teacher education program	2
TOTAL	33 new hires and 2 LTS

Because of the uniqueness of each mentee and supports already existing at specific sites, the program was differentiated.

Components of HCSD Induction Program	Number of Mentees Participating
Assigned to mentors	32
Required to attend NEPF trainings	33
Coached	32

Areas of Effectiveness Measured: (1) Prepare effective educators through coaching and mentoring leadership (2) Retain novice teachers (3) Ensure all students are served by effective educators and improve student achievement

Based upon the logs of the mentors, the mentors and mentees met weekly for 1.5-2.5 hours, except for illness, conferences, professional development trainings, recruiting trips, or district required events. The primary focus of their discussions was for planning, second was for supporting reflective practice, third was for using student data to make an instructional decision next step and fourth was for observing each other or other teachers.

Focus on Discussions between Mentor and Mentee

Mentee Survey Feedback for Mentoring (see Appendix D, for Mentee Survey)

	Great deal	Quite a Bit	Somewhat	Not Helpful
Planning- instructional strategies/ metacognition	46%	17%	38%	0%
Using assessments, feedback, analyzing data/differentiating	42%	17%	33%	8%
Reflective practice based upon your goals	54%	8%	33%	4%
Reflective practice based upon student learning	46%	38%	13%	4%
Mentor modeling or observing other teachers	42%	21%	29%	8%
Mentor modeling or observing other teachers	50%	25%	21%	4%

	Great deal	Quite a Bit	Somewhat	Not Helpful
Mentor contributed to student growth	42%	29%	25%	4%
Mentor impacted your growth as an effective teacher	54%	17%	29%	0%

Mentee feedback- Most beneficial part of mentoring process

- Collaboration with colleague and her years of experience provided good feedback. Resources ideas were also provided to me
- She always puts students' needs first
- Bouncing ideas around that would be helpful in my classroom
- I learned a lot of management strategies
- Helped me through first year woes
- Absolutely everything
- It gave me a lot of time to improve my teaching skills with guidance
- Lesson planning and assessment

- Being able to see the practices of veteran teacher and the strategies they used effectively
- Learning how to integrate NEPF and how to plan effectively and create purposeful lessons.
- Becoming familiar with how the pacing works and resources available in the district
- Intentional monthly planning meetings
- Sharing of the experience
- My mentor provided a safe place to talk and truly understand.
- Feeling like I have someone who will support me. She provided valuable and incredible feedback all the time. Her knowledge in reading was powerful and helpful when times felt like they were failures. She helped me realize that those failures were not only learning experiences but also would make me a stronger leader as we reflected on them.
- Being able to discuss growth goals for myself and my students, as well as continually work towards the goal
- We did a lot of planning and coteaching
- She was knowledgeable about best practices. She took the time to teach me instead of just telling me. She was open to collaborating with me. We worked great together.
- It allowed for direct feedback to my particular instructional needs

Mentee feedback- Recommendations

- Time was too big of a commitment
- Overwhelming on both sides, time was an issue.
- Time requirements
- More time to observe mentors
- More time for more mentor observing me
- More time to observe other teachers

Mentor Survey Feedback for Mentoring (see Appendix E, for Mentor Survey)

While working with your mentee, to what degree did you provide support in the following area:	Great deal	Quite a Bit	Somewhat	Not Helpful
Planning- instructional strategies/ metacognition	37%	46%	17%	0%
Using assessments, feedback, analyzing data/differentiating	25%	46%	29%	0%
Reflective practice based upon your goals	21%	50%	29%	0%
Reflective practice based upon student learning	25%	42%	33%	0%
Mentor modeling or observing other teachers	0%	25%	58%	17%
Support with NEPF	33%	36%	29%	0%

	Great deal	Quite a Bit	Somewhat	Not Helpful
Mentee was able to implement your supports	29%	54%	17%	0%
Mentor impacted your growth as an effective teacher	8%	50%	42%	0%

Mentor feedback- Most beneficial part of mentoring process

- Understanding NEPF
- Time to talk and collaborate
- Made a new friend
- Learning from my mentee as well as collaborating
- Learning about our school site
- She was able to my eyes to a new way of thinking
- The discourse was a great way for both of us to collaborate and brainstorm ideas for best teaching practices. It was a good experience.
- The ability to bounce ideas off of each other and then reflect on the outcomes together.
- Showing my mentee the ropes
- Sharing my classroom teaching plan and materials
- Collaborating and talking about things working well and things that needed improvement, lots of sharing ideas
- Building comfort and rapport with her was beneficial and deciphering NEPF
- Answering questions and providing feedback and reassuring mentee. Likewise, I benefited from a fresh perspective and a chance to evaluate what the reasons for the practices are that one may be very comfortable with but not thought of critically in awhile
- Lots and lots of talks about management and ideas to get the students more engaged
- Focused discussion
- Being able to share ideas and strategies
- Seeing things through multiple view points

Mentor feedback- Recommendations

- Time for observation
- More time to observe other teachers
- More structure outline of topics
- Less time commitment
- More time watching each other

3) Professional Development NEPF Training

Overview: HCSD contracted with Araceli Avila with Cavi Educational Services to conduct training on the Nevada’s Educator Performance Standards Framework (NEPF). The training provided teachers and administrators with practical, research-based approaches and strategies to

effectively execute Nevada’s Instructional Practice Standards. Mentees were required to attend all five trainings. Mentors were required to attend three out of the five trainings. The mentors and mentees sat together to process the learning and reflect on how to support instructional practices. Administrators and other teachers were invited to participate. Handouts were provided for all trainings.

The trainings were scheduled for a full day on Saturday. The trainings began promptly at 9 AM and ended at 2 PM. Each day began with objectives with formative assessments woven throughout the training with opportunities for teachers to reflect on their practices and articulate their intentions for implementation. Araceli modeled the use of the instructional practices with explicit communication of the thought process and how all of the standards were intertwined. The trainings included: teachers reading and collaborating on the literature review for the standard, instruction on how theory and research informed the standard, explicit vocabulary connections, graphic organizers of the organization of the presented standard, instructional techniques for implementation, discussion of standards rubric, engagement strategies to practice techniques, and ample opportunities to collaborate, present, and discuss.

Trainings were provided on the following dates:

October 7, 2017	Standard 1: New learning is connected to prior learning and experience
November 4, 2017	Standard 4: Students engage in metacognitive activity to increase understanding of and responsibility for their own learning
December 9, 2017	Standard 5: Assessment is integrated into instruction
January 27, 2018	Standard 3: Students engage in meaning-making through discourse and other strategies
February 24, 2018	Standard 2: Learning tasks have high cognitive demand for diverse learners

Makeup Trainings for those that were ill or had family emergencies. These trainings were half day trainings with small groups. They were on the following dates:

May 7, 2018	Standard 1: New learning is connected to prior learning and experience
May 7, 2018	Standard 5: Assessment is integrated into instruction
May 8, 2018	Standard 3: Students engage in meaning-making through discourse and other strategies
May 8, 2018	Standard 4: Students engage in metacognitive activity to increase understanding of and responsibility for their own learning
May 9, 2018	Standard 2: Learning tasks have high cognitive demand for diverse learners

Participants:

Araceli Avila with Cavi Educational conducted all of the NEPF Trainings. (see Appendix G, Key Personnel)

The NEPF trainings were well attended.

NEPF Standards Training	Mentees (Attended 5 out of 5 trainings)	Mentors (Attended 3 out of 5 trainings)
#1	88%	100%
#2	85%	100%
#3	88%	100%
#4	85%	100%
#5	88%	100%

Area of Effectiveness Measured: Ensure all students are served by effective educators and improve student achievement

Mentee Feedback NEPF Trainings

To what degree did the NEPF Trainings assist you at mentoring?

	Great Deal	Quite a Bit	Somewhat	Not Helpful
NEPF 1	33%	36%	21%	8%
NEPF 2	33%	33%	25%	8%
NEPF 3	29%	33%	29%	8%
NEPF 4	25%	33%	29%	13%
NEPF 5	25%	38%	29%	8%

Mentor Feedback NEPF Trainings

To what degree did the NEPF Trainings assist you becoming a more effective teacher?

	Great Deal	Quite a Bit	Somewhat	Not Helpful
NEPF 1	17%	25%	46%	13%
NEPF 2	21%	25%	50%	4%
NEPF 3	17%	25%	50%	8%
NEPF 4	17%	25%	46%	13%
NEPF 5	17%	25%	46%	13%

Overall benefits of NEPF trainings:

- Better understanding of NEPF
- Talking and understanding with others about the same struggles
- Time to discuss teaching
- Clarified questions that I had and helped me make sense of the information
- Strategies written out and explained to implement the standards
- Good ideas for instructional strategies
- Many practical and useful ideas to implement and a deeper understanding of the NEPF and how to help mentees implement and meet the standards
- The activities that she presents are engaging and fun

- I appreciate the time to talk and work with my mentee. We were able to brainstorm and practice together.
- Exposure and explanation of the standards helped to understand the meaning and difference of the levels of standards
- Applying the knowledge
- Learning about the indicators more deeply
- Ideas of what to do to hit the indicators.
- Helped me to understand what I was being evaluated on as a teacher
- A deeper understanding of NEPF and good teaching practices.
- Lots of beneficial info regarding teaching tips and tricks
- Great review for methods and modes for meeting the standards and indicators
- Working and collaborating with other teachers to understand the standards
- Understanding the language and requirements of the NEPF
- The straight forward layout and detailed explanation of each NEPF standard
- The visuals and scaffolded lessons made the experience better and memorable.
- Learning new instructional strategies and seeing how easy they are to implement in the classroom.
- Group discussion

Recommendations for NEPF Trainings:

- Half day trainings
- Not on Saturdays
- Smaller groups and shorter times

4) Induction Coach

Overview: The induction coach scaffolded learning by providing individual feedback and specific guidance to move teaching practices forward. The induction coach observed each mentee monthly then met to discuss instructional practices and NEPF instructional techniques. The induction coach provided different supports to each mentee based upon their goals, strengths, fears and self-reported gains from the program. The mentees completed a preassessment to self-reflect upon their skills (See Appendix A: Mentee Preassessment). These responses were used to differentiate the induction program to meet the specific goals of each mentee.

Based upon the observation and discussion, the induction coach provided support through small group or individual professional development, sought resources for the teacher, and modeled or co-taught lessons. The induction coach attended several professional learning communities (PLCs) when grade level teachers met for planning or reviewing data. The induction coach spent a minimum of 20 hours per week working with teachers, observing and meeting with all of the mentees monthly.

The mentees explained their teaching backgrounds, experiences as a teacher, strengths, fears and what they wanted to gain from the induction program. The mentees reported they wanted to gain the following from the HCSD Induction Program:

	Number of Mentees Goal
Genuine feedback and support	11
NEPF and expectation	4
Confidence in teaching	4
More teaching strategies	3
Knowledge of NVACS	2
Support with a specific subject	2
Classroom management	1
Teaching in NV	1

The mentees self-reported the following information before the school year started.

Question	Average of Responses Scale 1-6
Rate your knowledge and understanding of NEPF.	3
Rate your ability to teach based upon NEPF.	3.3
I purposefully plan student tasks that allow for deep learning of learning targets.	4
I consistently include student in monitoring their own progress in learning.	4.2
I consistently use student data and work to make instructional decisions.	4.6
Overall Average	3.9

Utilizing GoReact, 75% of the teachers recorded him/herself, uploaded the video and reflected upon the recordings. The induction coach also provided feedback on each video.

The induction coach also collaborated with mentors. The school year began with an initial meeting with expectations and requirements. The induction communicated with mentors and provided them support as well throughout the school year. On occasion, the mentor, mentee and induction coach would meet to determine how best to support the mentee.

Participants:

The induction coach is Dr. Bonnie Hofland. (see Appendix G, Key Personnel)

Mentors- Twenty-eight mentors were hired. Four mentors agreed to mentor two mentees.

Mentees- There was a total of thirty-three new hires and two long term substitutes, hired as full-time teachers. All were provided supports of the HCSD Induction Program.

Area of Effectiveness Measured: (1) Prepare effective educators through coaching and mentoring leadership (2) Retain novice teachers (3) Ensure all students are served by effective educators and improve student achievement

Mentee Feedback from Survey

	Great deal	Quite a Bit	Somewhat	Not Helpful
Induction Coach impact your growth as an effective teacher	67%	8%	25%	0%

Mentee feedback about benefits:

- Educational strategies were beneficial
- Reflection
- Knowledge gained
- Feedback and suggestions. She was very supportive.
- She made me realize the positive things I was doing in the classroom.
- I felt encouraged and supported.
- She was very helpful in my understanding of the curriculum and how to better implement strategies with my class for academics or behavior.
- Learning how to use NEPF effectively, and how to create a lesson that engages all students.
- The no-nonsense approach to intentional planning and curriculum assessment.
- The ability to talk openly about curriculum, assessment, data and work with students behaviorally and academically.
- Having her watch, me and give me tips and tricks. She was also able to show me where I could improve on using the NEPF standards during certain lesson.

Mentee recommendations:

- I am an experienced teacher and didn't need the extra coach.
- Less observations
- More frequent visits
- Video recording was a waste of time
- More pre/post questionnaire
- More time to reflect with her on goals and planning process
- Carve out time to meet before a lesson
- More time

Mentor feedback about benefits:

- Her availability and positive support
- Her positive feedback
- She was always available

- Willingness to answer questions of help with anything
- Tremendous resource for ideas and support
- The coach was very focused on the success of the mentee and a positive force
- Great conversation about good teaching practices and what teacher expectations are

Mentor recommendations:

- More time with coach
- Meet with coach regularly with mentee
- Feedback on log during the year
- Need more professional development in the following areas: curriculum, infinite campus, NWEA-MAP, classroom management, Fountas and Pinnell reading curriculum, tier 1 curriculum, math, reading, and writing curriculum, Eureka math, pacing of curriculum

3. Goals and Results of Overall HCSD Induction Program

Each activity benefited from individual measurements and data for continual refinement, but several of the activities contributed to several overall goals so the goals of the grant were measured holistically.

Goal #1 Recruit and Retain Teachers- Improving Recruitment/ Selection/ Retention of Effective Teachers

Objective 1a: Recruit and enroll 25 newly hired teachers

HCSD recruited and enrolled 33 new teachers to the district. Although the goal was met, two positions had to be filled by long term-substitutes.

Objective 1b: Retain 90% of new teachers

HCSD hired 33 educators. Of the 33 hired, 28 will be returning for an 85% retention rate. The goal was not quite met but close. Based upon the surveys, the five teachers that won't be returning made the decision based upon family. Each of them is either moving closer to family or moving because a spouse's job was relocated. None of them are leaving the teaching field.

Implications for Future Implementation

HCSD was able to fill all positions, but recruiting will remain a priority. Recruiting teachers to rural Nevada continues to be difficult so the strategic plan for recruiting will be adhered.

Although many factors contribute to retention, the mentoring feedback showed that close relationships were developed and this may have assisted with retention. The new teachers felt positively supported and this could have assisted in success in the teaching profession.

Goal #2- Prepare effective educators and leaders through coaching and mentor leadership- Assisting Teacher Effectiveness

Objective 2a: 80% of first year teachers will score at level 2 or above on NEPF Instructional Practices Rubric

100% of the teachers averaged a score of 2.0 on the NEPF Instructional Practices Rubric.

Objective 2b: Assign 100% of new teachers with a mentor

All (100%) of the new teachers were assigned a mentor.

Implications for Future Implementation

With the support of professional development, mentoring and coaching; the goal was met. Based upon participant feedback, professional development in instructional practices is necessary to meet the evolving demands of teaching.

Goal #3 Academic Growth of Students- Improving Student Achievement

Objective 3a: 80% of students will meet or exceed their RIT Growth Goal by MAP reading score

Twenty-four of the mentees’ RIT Growth Goals for reading were included in the data because each mentee either explicitly taught ELA or taught a content course that effected the RIT Growth Goal reading score. Seventeen of the mentees’ RIT Growth Goals for math were included in the data because each explicitly taught math.

MAP DATA READING AND MATH- NEW TEACHERS TO HCSD	Percent
Average Reading Growth	91%
Average Math Growth	87%
Average Reading Growth Goals Met or Exceeded	51%
Average Math Growth Goals Met or Exceeded	50%

The data revealed that the students made growth. Over 87%-91% of the students made growth, which is remarkable, especially for novice teachers. Although students made growth, only 50-51% met their growth goals. The student data finding shows that the instruction and teachers are making an impact on student learning. It is important to note that NWEA states statistically teachers making at least 50% of their students meeting their growth goals is typical.

Objective 3b: Increase the number of 10th grade students passing the Reading/English Language Arts End of Course examination

Because we hired only one High School English teacher, this goal was not a good indicator of program effectiveness. Because the data includes only one educator, the results would be identifiable; therefore, we can’t publicly share the data.

Implications for Future Implementation

This year HCSD developed a strategic plan centered around two collective commitments to guaranteed learning and culture. All of our plans and activities revolve around student learning. The student achievement data shows that students made growth but not the expected growth. HCSD with the support of their thought partner through other grant funds (Consolidated 1003a) determined that there was not a quality tier I curriculum in place for ELA and that the quality tier I math curriculum was not being taught consistently within the schools and across the district. In addition, there was an inordinate amount of time placed on creating assessments. The findings on the assessments were that they were often low rigor and not used to drive instruction. Mentee feedback last year spoke specifically to the need to receive training on the expected curriculum and standards thus as a district we knew the focus with our new hires (as well as all staff) had to be on tier I instruction and providing them high quality assessments. This has to be where the funding is focused moving forward if we expect to see increases in student achievement.

Changes Made to Grant Plan: There was some deviation from the original proposal: number of mentees and dates/deadlines (see Appendix F, for Proposed/ Actual Timeline).

HCSD estimated approximately 25 first year educators during the first year of the grant. Instead the number of new teachers served by the HCSD Induction Program were 35 mentees. The number of participants increased to include all ARL teachers, two long term substitutes, and new positions not anticipated at the time of proposal.

Proposed dates also were changed. HCSD was awarded the middle of the summer and deadlines were changed to ensure that decisions were made when data was available. (See Appendix E: Timeline Updated)

The action plan was remained very similar to the proposal.

The recruitment through building partnerships was completed.

The professional development included one day orientation and five days of NEPF training. Individual and small group professional development was offered to new teachers as determined necessary. The district provided extra trainings for teachers who were ill or had a family emergency.

The mentor position was posted and mentors were matched to mentees. The mentors attended an orientation for mentoring and attended three of the five days of training for NEPF. The mentors met with their mentees for 1.25-2.5 hours/ week. Discussion were based upon planning, analyzing student data, reflection and professional growth, and through modeling.

The induction coach observed and dialogues with each of the mentees monthly. The mentees also recorded a teaching lesson and the induction coach provided feedback. The induction coach provided supplemental professional development as needed. The induction coach met with the mentors for an orientation and maintained communication throughout the year.

The process, structure and outcome were reviewed regularly and adjustments were made to increase effectiveness.

4. Budget Summary

a. Narrative Overview of Use of GTL Funds Awarded

The GTL funds were used for providing stipends to mentors, contracting for NEPF professional development, contracting with an induction coach, paying for substitutes while teachers were observing or in trainings, and purchasing GoReact, a video platform for minute by minute feedback.

b. Brief Description of Expenditure Categories and Description

The initial GTLF grant request was \$264,437.46. Funds awarded were \$125,687.45. Because of this reduction in funds, HCSD supplemented the grant to ensure that the HCSD Induction Program was implemented with evidence-based research activities and to ensure program success. HCSD was awarded additional funds later in the year when unused funds became available. The decision to scale back the induction program was considered but there was concern that the desired results would not be achieved and the program may fail.

The budget of the HCSD Induction Program was as follows:

Object	Requested	Funded	Spent with District Supplement	Differences
100	142,740.00	90,240.00	62000.00 mentors + \$6884.00 subs	(reverted back \$11376 in funds reserved for subs)
200	6085.71	3585.70	Mentor benefits	(reverted back \$1157.62 in benefits for subs)
300	113750.00	90000.00	60,000 coach +30,000 NEPF	n/a
500	561.75	561.75	160.50	Only two trips were made instead of five to rural schools
600	1300.00	1300.00	1300.00	<u>GoREACT</u> was fully funded
TOTAL	264437.46	175687.45		

c. Awarded Funds vs. Unexpended Funds, Including Narrative of All Unexpended Funds

HCSD did revert back to the state about \$13,000. The funds unexpended were to provide opportunities for mentees to attend professional learning sessions as well as to observe other classrooms. Subs were also to be used for mentors to attend professional learning opportunities as well as providing modeling of lessons, observe the mentee, and to visit other classrooms together as additional learnings. Although those that took advantage of the time, felt the benefit

both mentors and mentees found it a challenge to have a sub in their classrooms. The time away from their own students was impactful. Had HCSD not been awarded additional funds due to unexpended FY 17 funds general fund dollars would have had to make up for the difference and ensure success of the grant funds.

Appendix B: Mentor Application

Induction Mentor Position Application

Introduction

In conjunction with the state of Nevada through the Great Teachers and Leaders Grant, HCSD will provide supports and resources to retain new teachers in the teaching profession and provide opportunities to experienced educators to hone their leadership talents. The Induction Program will match new teachers with experienced teachers to cultivate a supportive network that provides new teachers with a sense of community, belonging, and ongoing support. The HCSD Induction Program is based upon the evidence-based program of Teacher Induction Pathway developed by the American Institutes for Research and has been awarded the funding for two years.

Definition of a Mentor

A mentor is an experienced and exemplary teacher who nurtures professional growth in a beginning teacher by sharing their knowledge and insights and supporting the beginning teacher in their professional learning and growth.

Description of Position

Induction mentors need strong interpersonal skills, including relationship-building and communication skills, to be able to model and articulate successful and reflective teaching, to be able to deliver constructive, nonjudgmental feedback to others, to be reflective and committed to continuing to strengthen their own practice. Mentors will provide modeling and guided practice, where needed, in evidence-based instruction, articulating the thinking behind the instructional choices they make; assist the beginning teacher in understanding and navigating the program's site, culture, and classroom context; provide constructive feedback related to the beginning teacher's understanding and performance, as demonstrated during classroom observations and plan for growth as a mentor through self-assessment.

Minimum Qualifications

- Three years of successful teaching
- Demonstration of effective teaching practices
 - Commitment to self-reflection and ongoing professional development and growth
 - Ability to use, model and explain evidence-based principles and methods
 - Ability to use student performance data to design and adapt instruction
 - Time management, follow-through and organizational skills
- Demonstration of the willingness to mentor
 - Commitment and ability to support the growth and development of other teachers
 - Interpersonal skills, including communication and relationship building
 - Ability to provide balanced, nonjudgmental, and constructive feedback

Requirements

- Attend a professional development session (offered after school) on mentoring. The professional development will be taught the four key mentoring strategies: supportive

reflective practice, giving effective feedback, using a gradual release approach, and using student work to inform practice.

- Attend at least **3 out of 5** Nevada Educator Performance Framework (NEPF) professional development sessions with mentee. The sessions will be conducted by Arceli Avila from Cavi Educational Services. Each session will attack one of the Teacher Instructional Practice Standards. Full day sessions will be scheduled on **Saturdays**.
- Schedule **1.25-2.5 hours/ week** for professional dialogue with mentee which focuses on improving teaching practices and student learning through rich networking and reflection.
- Document conferences with mentee through the provided discussion questions.
- Observe mentee regularly and provide feedback (live observations or video recordings)
- Welcome mentee to observe your practices
- Communicate with Induction Leader on progress and supports needed

Incentives

- Stipend of \$2000/ year (possibly for two years)
- Professional development: NEPF trainings, mentoring and possibly other opportunities
- Receive support from Induction Leader

Reports to: Principal and Dr. Bonnie Hofland, Lead on Great Teachers and Leaders Mentoring Program

Appendix C: Mentoring Log

Mentor Requirements

- Dialogue with assigned mentee for 1.25-2.5 hours/ week (make note on log)
- Meet with Induction Leader, Bonnie Hofland- as a site mentor team twice (September- expectations & May-feedback)
- Attend three out of five Nevada Educator Performance Framework (NEPF) Professional Development: Saturday Series with mentee (Oct. 7, 2017, Nov. 4, 2017, Dec. 9, 2017, Jan. 27, 2017, Feb. 24, 2017)
- Communicate with Bonnie Hofland about celebrating successes, concerns, support via bonniehofland@gmail.com 775-934-4883

Mentor/ Mentee Dialogue Stems to Promote Discussion

Focus on ONE *area* or *question* per week

1. Planning

What do you want your students to learn? (Desired Results) How will you communicate them to your students?

How will you know if they have learned it? What student data/ work/ assessment will inform you?

What teaching strategies will you use to actively construct meaning?

Using the planned guiding questions, how you initiate participation from all students? When and how will you use these questions?

How can you integrate more disciplines? Do these lessons connect to anything else you are teaching?

How will the students self-direct their learning through metacognition and self-reflection? Will they track their learning?

How can you differentiate and scaffold to meet the needs of ALL students?

2. Student Assessments

Based upon student data/ work, what is your next step?

3. Supportive Reflective Practice

What is the most urgent concern, problem or obstacle to progress and have better results (student data)?

What progress are you making on **your goals**? What can I do to support your progress?

Did anything happen this week that you handled well? Or not so well? What would you do today if the same experience occurred?

Did your guiding questions result in deeper conversations? Were all students participating in the conversation, if not how will you scaffold?

Is the learning environment fostering a safe, collaborative community?

Did the learning result in knowledge and construction through deeper understanding?

After observing the mentee, provide feedback (specific, concrete, and descriptive) and develop an action plan.

4. Gradual Release Approach

Based upon the objectives, teaching strategies, students and assessment; is there anything I can model or show you? (I do, we do, you do)

Appendix D: Survey Mentee

**HCS D Induction Program Survey 2017-2018
Mentee- New Teachers to HCS D**

Welcome to the HCS D Induction Program Survey. The information you provide regarding your involvement in the Induction program will help us to make meaningful program improvements. The survey consists of five parts: Mentor, Induction Coach, NEPF Trainings, Overall Induction Program, and Future Professional Development. Participation in the survey will serve as your consent. All information provided will be anonymous.

Mentor

1. In a typical week, how many hours were you able to meet with your mentor?
 - 0-1.5
 - 1.5-2.15
 - More than 2.15 hours

2. While working with your mentor, to what degree did your mentor provide support in the following areas?

	Great deal	Quite a Bit	Somewhat	Not Helpful
Planning- instructional strategies/ metacognition				
Using assessments, feedback, analyzing data/differentiating				
Reflective practice based upon your goals				
Reflective practice based upon student learning				
Mentor modeling or observing other teachers				
Mentor modeling or observing other teachers				

3. Overall, to what degree do you think your mentor contributed to student growth in your classroom.

Not at all , somewhat, quite a bit, a great deal
Explain- Text Box

4. Overall, to what degree do you think your mentor impacted your growth as an effective teacher.

Not at all , somewhat, quite a bit, a great deal
Explain- Text Box

5. What did you find most beneficial about the time you spent with your mentor?
Explain- Text box

6. What would you recommend to improve upon the time with your mentor?

Explain- Text box

Induction Coach

Overall, to what degree do you think the Induction Coach impacted your growth as an effective teacher.

Not at all , somewhat, quite a bit, a great deal

Explain- Text Box

What did you find most beneficial about the time you spent with the Induction Coach?

Explain- Text box

What would you recommend to improve upon the time with the Induction Coach?

Explain- Text box

NEPF Trainings

To what degree did the NEPF Trainings increase your knowledge of the NEPF Instructional Practices?

	Great Deal	Quite a Bit	Somewhat	Not Helpful
NEPF 1 New Learning is Connect to Prior Learning and Experience				
NEPF 2				
NEPF 3				
NEPF 4				
NEPF 5				

What did you find most beneficial about the NEPF Trainings?

Explain- Text box

What would you recommend to improve upon the NEPF trainings?

Explain- Text box

Overall

How beneficial was the Induction Program (Mentor, Induction Coach, NEPF Trainings)?

Not at all, somewhat, quite a bit, a great deal

Explain- text box

What would you recommend to improve upon the Induction Program?

Explain- Text box

What topics should the district focus on for providing supports to new teachers to HCSD?

Explain- Text box

How long do you plan to continue teaching in HCSD?

No I am leaving.

1-3 years

4-6 years

More than 7 years

If you are leaving, why?

If you are planning to remain with HCSD, do you have a need for further professional development?

Explain- Text box

I would attend professional development trainings the week of August 13, 2018.

Yes No

General Comments:

Textbox

Appendix E: Survey Mentor

**HCS D Induction Program Survey 2017-2018
Mentors**

Welcome to the HCS D Induction Program Survey. The information you provide regarding your involvement in the Induction program will help us to make meaningful program improvements. The survey consists of four parts: Mentoring, Induction Coach, NEPF Trainings, Overall Induction Program. Participation in the survey will serve as your consent. All information provided will be anonymous.

Mentoring

For most weeks, I was able to meet with my mentee for 1.5-2.15 hours/ week.

Yes

No

While working with your mentee, to what degree did you provide support in the following areas?

	Great Deal	Quite a Bit	Somewhat	Not Helpful
Planning- instructional strategies/ metacognition				
Using assessments, feedback, analyzing data/differentiating				
Reflective practice based upon your goals				
Reflective practice based upon student learning				
Modeling/ observing mentor, mentee, other teachers				
Support with NEPF				

Overall, to what degree do you think your mentee was able to implement your input?

Not at all , somewhat, quite a bit, a great deal

Explain- Text Box

Overall, to what degree do you think your mentorship had an impact on the student growth in your mentee’s classroom.

Not at all , somewhat, quite a bit, a great deal

Explain- Text Box

Overall, to what degree do you think your mentoring impacted your mentee’s growth as an effective teacher.

Not at all , somewhat, quite a bit, a great deal

Explain- Text Box

What did you find most beneficial about the time you spent with your mentee?

Explain- Text box

What would you recommend to improve upon the time with your mentee?

Explain- Text box

To what degree did you grow professionally as a result of the mentoring process?

Not at all , somewhat, quite a bit, a great deal

Explain- Text Box

What trainings or support would have benefited you as a mentor?

Explain- Text box

Induction Coach

What did you find most beneficial about working with the Induction Coach?

Explain- Text box

What would you recommend to improve upon the time with the Induction Coach?

Explain- Text box

NEPF Trainings

To what degree did the NEPF Trainings assist you at mentoring?

	Great Deal	Quite a Bit	Somewhat	Not Helpful
NEPF 1				
NEPF 2				
NEPF 3				
NEPF 4				
NEPF 5				

What did you find most beneficial about the NEPF Trainings?

Explain- Text box

What would you recommend to improve upon the NEPF trainings?

Explain- Text box

Overall

What would you recommend to improve upon the Induction Program?

Explain- Text box

What topics should the district focus on in terms of providing supports to new teachers to HCSD?

Explain- Text box

General Comments:

Appendix F: Proposed/ Actual Timeline

Task	Person Responsible	Proposed Date	Actual Date
Hire new teachers	Site Principals	Ongoing	
Awarded Grant	NVDOE		Aug. 10, 2017
Funding press release	Dr. Jensen	August 1, 2017	Aug. 16, 1017
Compile baseline data	Dawn Hagness	August 1, 2017	Aug. 18, 2017
Complete 1 day new teacher induction	Dawn Hagness, Dr. Hofland	August 23, 2017	Aug. 23, 2017
Meet with Great Basin personnel	Dr. Jensen	September 18, 2017	Ongoing
Meet with UNR personnel	Dr. Jensen	September 18, 2017	Ongoing
Qualifications of mentors sent to experienced teachers	Dawn Hagness	September 18, 2017	Aug. 21, 2017
Hire mentors	Dawn Hagness, Dr. Hofland	August 1, 2017	September 1-10, 2018
Introduce new teachers to their mentor	Dr. Hofland	August 23, 2017	September 1-15, 2017
Scheduling bi-weekly coaching sessions	Dr. Hofland	September 4, 2017	Ongoing every month
Begin mentor coaching sessions	Dr. Hofland	September 11, 2017	September 8, 2017
Coaching data sent to grant manager	Dr. Hofland	October 30, 2017	October 30, 2107
Data compiled	Dawn Hagness	November 13, 2017	November 13, 2017
Team data review	Dr. Jensen, Dawn Hagness, Dr. Hofland	November 20, 2017	November 20, 2017
Coaching data sent to grant manager	Dr. Hofland	January 19, 2018	January 19, 2018
Data compiled	Dawn Hagness	February 2, 2018	February 2, 2018
Team data review	Dr. Jensen, Dawn Hagness, Dr. Hofland	February 9, 2018	February 9, 2018
Coaching data sent to grant manager	Dr. Hofland	March 23, 2018	March 23, 2018
Data compiled	Dawn Hagness	April 9, 2018	April 9, 2018
Team data review	Dr. Jensen, Dawn Hagness, Dr. Hofland	April 16, 2018	April 16, 2018
Coaching data sent to grant manager	Dr. Hofland	June 1, 2018	June 11, 2018
Data compiled	Dawn Hagness	June 15, 2018	June 15, 2018
Final report submitted to the Division	Dawn Hagness	August 1, 2018	June 30, 2018

Appendix F: Key Personnel

Dave Jensen, Ed.D. - Dr. Jensen has served as an administrative leader with the HCSD for the past 18 years. During his tenure, Dr. Jensen has served as Director of Federal Programs, Associate Superintendent, Assistant Superintendent and now as Superintendent for the past five years. He has served as the president of the Nevada Association of School Superintendents and was selected as Nevada Superintendent of the Year in 2017. Dr. Jensen is in his second term as a Governor appointee to the Nevada State Board of Education. He holds an Educational Doctorate in Educational Leadership and Administrative Certification. His Bachelor's and Master's degrees are in Educational Psychology and School Psychology. His projected level of effort is 5%.

Dawn Hagness, M.A.Ed.- Ms. Hagness has served as the Assistant Superintendent for HCSD for four years. Ms. Hagness began her career as a classroom educator and brings with her experience in administration, instructional coaching, professional development, and grant oversight. She holds a bachelor's degree in elementary education with an endorsement in administration and a master's degree in literacy studies. Prior to joining the HCSD team she worked as the Director of the Northeastern Nevada Regional Professional Development Program (NNRPDP). Ms. Hagness will serve as the grant oversight manager, reporting on effectiveness measures and managing HCSD resources required to support the activities of this grant. Her projected level of effort is 15%.

Rhonda Havens- Ms. Havens is the HCSD Finance Supervisor. Ronda has been the Special Funds (grants) accountant since November 1999, responsible for all federal, state, and local grant fiscal compliance. Ms. Havens has served as the Finance Supervisor since August 2008 and oversees all fiscal activities for HCSD. Her projected level of effort is 5%.

Bonnie Hofland, PhD- Dr. Hofland has taught in Teacher Education Programs in higher education for the past seventeen years. Beginning as a special educator and advocating for inclusive teaching practices, she has prepared and professionally developed special education and K-12 educators to effectively teach all students. She has an extensive background in the Teacher Instructional and Professional Standards, as well as the Core Academic Content Standards. Her doctorate is in Educational Studies, masters in learning disabilities with a reading emphasis and bachelors in elementary education with minors in special education and reading. She will be hired as a contracted position to be the coach for the new teachers and provide support for instructional growth as determined by the NEPF. Her projected level of effort is 50%.

Araceli Avila, PhD- Dr. Avila from Cavi Educational Services has a history of working with HCSD and training the teachers on the NEPF. She makes connections to Sheltered Instruction Observation Protocol (SIOP) which supports our English Language Learning students. Staff has appreciated her deep understanding of the indicators as well as her teacher approach and practical strategies and hands on practice with the standards. She will facilitate the five professional development days. Araceli Avila has a Master's Degree in Education and a Bachelor's Degree in Mathematics. She has been a National trainer for Pearson Education in the Sheltered Instruction Observation Protocol. She connects to teachers as having been a teacher, Math Specialist, and instructional coach. She uses her experiences as a student English Language Learner to support the need for teachers to learn and implement the five Instructional Standards found in the NEPF. Her projected level of effort is 10%.