

# Great Teaching and Leading Fund Final Annual Report FY 16 Washoe County School District

## I. Summary

### a. Program Name and Overall Goals and Objectives of Program

The *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 to enhance the effectiveness of teachers, principals, and administrators with the overarching goal of increased student achievement. There were two goals:

**Goal 1 - 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.* K-12 science teachers will be better prepared to connect standards to practice after completing professional development that will deepen their understanding of the Next Generation Science Standards (NGSS) and STEM. Measures and targets include:

- 75% of staff participating in science professional development will report that the training had a positive impact on student learning;
- 75% of randomly selected student work that demonstrates mastery of grade-level NGSS;
- 75% of randomly selected science lesson plans collected after workshops will demonstrate strong alignment with NGSS when assessed by a NWRPDP and WCSD Curriculum & Instruction team of specialists;

**Goal 4 - Leadership & Development:** *Provide leadership training for teachers/ administrators in order to develop sustainable leadership capacity for school districts.* The Northern Nevada Teacher Leaders (N2TL) will build a pipeline of teachers as instructional leaders (NWRPDP & WCSD). Also, leadership training for teachers in data-base decision-making; inclusive practices; core curriculum and instruction, and climate and engagement will be offered through three “Saturday Cafes” (WCSD). Measures and targets include:

- 75% of staff will report that their Action Research Project had a positive impact on student learning as measured by an end-of-year survey;
- 75% of Saturday Café participants will report the training had a positive impact on student achievement;

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- 90% of N2TL cohort will report that the program increased their leadership capacity;
- 90% of staff will report higher confidence to implement strategies used in workshops in pre/post training exit surveys.

## b. Abstract and Results Overview

The *Northwest Regional Professional Development Program* (NWRPDP) and *Washoe County School District* (WCSD) collaborated on the **Northwestern Nevada (NWN) Educator Achievement Project**. This provided new and expanded professional learning opportunities to meet the differentiated learning needs for approximately 2,307 teachers and 477 principals/ administrators serving six Nevada school districts: Carson, Churchill, Douglas, Lyon, Storey and Washoe. The NWN Educator Achievement Project targeted high need areas in Nevada to retain and build the effectiveness of teachers, principals, and administrators with the ultimate goal of increased student achievement. This project scaffolded training so it is not “one-size-fits-all,” but rather targeted rural and urban educators who serve a wide range of students with varied educational needs. The application addressed all four areas of the Great Teaching and Leading grant program under the following two<sup>1</sup> goals:

**Table 1: Northwestern Nevada Educator Achievement Project Goals**

Goal	Description
<b>Science Standards: Goal 1:</b>	Increase the number of K-12 teachers who deeply understand science and STEM standards and can effectively implement science and STEM classroom instruction.
<b>Leadership and Development: Goal 4:</b>	Provide leader development for teachers/administrators in order to develop sustainable leadership capacity for school districts.

The **NWN Educator Achievement Project** embedded “Systems Thinking” which is focused on educator “effectiveness” whereby adult cause data is measured against student effect data. Systems thinking requires an analysis of the various parts of an organization and how those parts impact results (Keen in AASA, 2008). Systems thinking also embodies Learning Forward’s (formerly the National Staff Development Council) purpose statement: “Excellent teaching and learning every day.”

**Results Overview:** The Project served **683 teachers and 495 principals and administrators** in five school districts: Carson, Churchill, Douglas, Lyon, and Washoe. Storey was not able to participate in this round of offerings.

## c. Next Steps

NWRPDP and WCSD will continue to collaborate on the **NNEAP** to provide new and expanded comprehensive professional learning opportunities targeting high need areas in Nevada. These program areas are currently being funded under the GTL grant program for FY 17.

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<sup>1</sup> Goals 2 and 3 were not approved for funding in FY 16.

Designated Priorities: The primary priority is Professional Development for Teacher/Leaders Retention in the area of Leadership Development. The project also addresses Professional Development for Teacher/Leaders Retention in the area of Nevada Academic Content Standards (NVACS) for Science and Teacher Preparation and Recruitment. The Project will 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 application has three goals:

- **Goal 1 - Leadership & Development:** *Provide leadership training for teachers/administrators in order to develop sustainable leadership capacity for school districts.* The Northern Nevada Teacher Leaders (N2TL) will continue building a pipeline of teachers as instructional leaders (NWRPDP & WCSD). Also, leadership training for teachers in data-based decision-making; inclusive practices; core curriculum and instruction; and climate and engagement will be offered through the highly successful “Saturday Cafes” (WCSD). Approximately 1,066 teachers and 200 administrators will be served under this goal.
- **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.* K-12 science teachers will be better prepared to connect standards to practice after completing professional development that will deepen their understanding of the NVCASScience based on the Next Generation Science Standards (NGSS) (NWRPDP and WCSD). Approximately **485 teachers** will be served under this goal.
- **Goal 3 - Recruitment, Selection & Retention:** *Increase and retain the number of qualified teachers in hard-to-fill positions.* This will include: increasing the number of K-12 teachers in Special Education by providing incentives for Special Education pre-service trained in other states to complete their student teaching (WCSD). Targeted professional learning opportunities include the National Board Certifications (NBC) (NWRPDP districts). Approximately **30 pre-service teachers and 78 teachers** will be served under this goal.

Intended results: The **NNEAP** will target high need areas in Nevada to retain and build the effectiveness of teachers, principals, and administrators with the ultimate goal of increased student achievement. This project will scaffold training so it is not “one-size-fits-all,” but rather targets rural and urban educators who serve a wide range of students with varied educational needs.

## II. Grant Funded Activities

**SCIENCE STANDARDS: GOAL 1: Increase the number of K-12 teachers who deeply understand science and STEM standards and can effectively implement science and STEM classroom instruction.**

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**Objective 1.1 Provide professional learning in Life Science and STEM for 305 K-7 teachers serving all counties in the NWRPDP region.**

- **NSTA (National Science Teachers Association) one-day pre-conference by Lawrence Hall of Science**

### Participant Information

There were **43 teachers** who attended the one-day pre-conference by Lawrence Hall of Science.

### Measure

The standard NWRPDP evaluation was provided to pre-conference participants. Average responses are displayed on Table 2.

**Table. 2 RPDP Program Activities Evaluation 1-5 (1 = Not at all, 5= To a great extent)**

Question	Average Rating
<b>1. The activity matched my needs.</b>	4.75
<b>2. The activity provided opportunity for interactions and reflections.</b>	4.88
<b>3. The presenter/facilitator's experience and expertise enhanced the quality of the activity.</b>	4.88
<b>4. The presenter/facilitator efficiently managed time and pacing of activities.</b>	4.75
<b>5. The presenter/facilitator modeled effective teaching strategies.</b>	4.75
<b>6. This activity added to my knowledge of standards and/or subject matter content.</b>	4.69
<b>7. The activity will improve my teaching skills.</b>	4.81
<b>8. I will use the knowledge and skills from this activity in my classroom or professional duties.</b>	4.81
<b>9. This activity will help me meet the needs of diverse student populations (e.g. gifted and talented, ELL, special ed., at-risk students).</b>	4.81

Comments from participants included the following:

- The training and the supplies made available with lessons will not only increase my repertoire for STEM activities but will engage my students and get them excited about school! Thank you!
- Thank you for the best, most classroom applicable training I've had in a long time. Giving me supplies to implement in the content from this training is invaluable!
- Thank you for including Lyon County and PreK teachers in this training. It was FANTASTIC to get training where we get to take the materials back with us to our classrooms! We need that more often!
- Great training. Activities were developmentally appropriate and engaging while hitting standards.

## Implications for Future Implementation

The NSTA pre-conference was valuable to the confidence of those who attended. Future attendance to this conference is anticipated.

- **Hands-On Training on NVCASS and STEM in Life Science K–7<sup>th</sup> Grade Teachers (Goal 1 Activity)**

Following award of the grant in August 2015, the NWRPDP facilitators worked to design, prepare, and implement grade level specific trainings for two cohorts in the area of Life Science. Each of the two cohorts, of nine grade level specific groups, received three full days of instruction. Cohort 1 received training from December 2015 through February 2016 and Cohort 2 received training from March 2016 through May 2016. Each grade level received instruction that consisted of training for the implementation of the Nevada Academic Content Standards in Science (NVCASS)/Next Generation Science Standards (NGSS) in the domain of Life Science for their specific grade level. Each grade level received three days of training that included a history of how the NVCASS were developed through a basic understanding of how the standards are intended to be implemented in the classroom. Teachers studied the three dimensions of the standards (disciplinary core ideas, cross-cutting concepts, and science and engineering practices) and received access to resources such as science equipment (in the form of FOSS kits and other supplies) and an online component that included curriculum aligned to the standards. Also addressed were note-booking, assessments, video collections, fiction and nonfiction literature, and other ELA supports.

The trainings culminated in a two-day summer follow-up/networking opportunity on Friday, June 3<sup>rd</sup> and Saturday, June 4<sup>th</sup> 2016. The two-day Summer Institute focused on NVCASS and Science, Technology, Engineering, and Math (STEM) training. The Institute provided opportunities for reflection and sharing of questions and ideas among colleagues and science experts.

The goal of the workshops and Summer Institute was to provide teachers the training and support required to engage students in quality science instruction that incorporated the NVCASS (based on the NGSS). Teachers were expected to gain an understanding of what science education is and how they could utilize it in their classrooms.

## Participant Information

A total of 191 participants in Cohorts 1 and 2 were served: 95 teachers in Cohort 1 and 96 teachers in Cohort 2. Of the participants, 151 were K-5 teachers and 40 were middle school teachers. Experience levels of teacher participants ranged from first year novices to more than 20-year veterans. Participation in the culminating two-day Summer Institute included 101 teachers from four school districts. Table 1 describes the number of teachers in Cohorts 1 and 2 and those who participated in the Summer Institute across each of the four participating school districts.

**Table 3. Number of Teachers Across Nevada School Districts Who Participated in the 2016 NVCASS and STEM Summer Institute.**

<i>School District</i>	<b>Cohorts 1 and 2</b>	<b>Summer Institute</b>
<b>Carson</b>	44	21
<b>Churchill</b>	14	4

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<i>School District</i>	<b>Cohorts 1 and 2</b>	<b>Summer Institute</b>
<b>Lyon</b>	16	20
<b>Washoe</b>	117	56
<b>Total</b>	<b>191</b>	<b>101</b>

## Measures

Three measures were selected to demonstrate the influence of professional learning in life science and STEM on student-level work and achievement and teacher effectiveness.

- 90% of staff will report higher confidence to implement strategies used in workshops in pre/post training exit surveys.
- 75% of randomly selected student work that demonstrates mastery of grade-level NGSS.
- 75% of randomly selected science lesson plans collected after workshops will demonstrate strong alignment with NGSS when assessed by a NWRPDP and WCSD Curriculum & Instruction team of specialists.

At the conclusion of the project, the facilitators conducted a post- reflective survey with GTL workshop participants regarding their learning and teaching of the NVCASS and STEM Standards (Table 2). The five pre-workshop questions were again asked and participants rated themselves on a scale of 1 to 10 in terms of where they would rate themselves post-training in the following areas: 1) Knowledge of standards, 2) Teaching of standards, 3) Availability of resources, 4) Teaching hands-on inquiry-based science, and 5) Knowledge of the three-dimensional aspects of NVCASS. Survey responses from the 191 teachers revealed an average increase of 4.1 points (on a 10 point scale) in confidence regarding teaching the NVACS Life Science standards.

**Table 4. Pre- and Post-Workshop Survey Item Average Ratings on a Scale of 1 = Not at All to 10 = Yes, I feel so comfortable I could train teachers on this topic.**

<i>Question</i>	<b>Pre-Workshop</b>	<b>Post-Workshop</b>	<b>Average Change</b>
<b>I feel comfortable in my knowledge of the NVCASS based on the NGSS in the DCI of Life Science.</b>	4.0	8.1	4.1
<b>I feel comfortable in teaching the NVCASS based on the NGSS in the DCI of Life Science.</b>	4.0	7.2	3.2
<b>I have the materials /resources necessary to teach the NVCASS based on the NGSS in the DCI of Life Science.</b>	2.5	8.1	5.6
<b>I feel comfortable in teaching hands-on, inquiry based science that address the NVCASS based on the NGSS in the DCI of Life Science.</b>	4.4	7.9	3.5
<b>I feel comfortable in my knowledge of the 3-dimensional aspects of the NVCASS based on the NGSS in the DCI of Life Science.</b>	3.0	7.1	4.1
<b>Average Change Increase</b>	3.6	7.7	4.1

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**The pre/post surveys revealed an overall increase in confidence in knowledge and teaching in NVCASS based on the NGSS in the DCI of Life Science.** The post-training survey indicated that the teachers and their students were engaged by and found value from the training to motivate them to use the FOSSNG Kits during the upcoming school years.

### Implications for Future Implementation

An additional three questions were added to the Post-Training Survey (Table 3) to determine future use of materials and content. Average answers on a scale of 1-10 were between 8.9 and 9.6 regarding use and value of training for teachers and students:

Question	Average Response
I plan on using the FOSSNG kit next year.	9.3
Do you feel this training was valuable for you?	8.9
Do you feel that your students enjoyed and learned quality Life Science from using the FOSSNG kits?	9.6

Based on the evaluation findings, NWRPDP facilitators will continue to strive to provide the same high quality training to existing and future cohorts. Although training was valuable for most of the participants, some indicated room for improvement, and it is the goal of the trainers to meet the learning needs of all participants.

Due to the limited time participants had to practice this content, student work or lesson plans were not collected from teachers. Participants followed expert lesson plans provided by Delta Education that were included in the FOSSNG Science Kits and developed by the Lawrence Hall of Science. Samples of student work and lesson plans will be collected and analyzed as part of the evaluation plan moving forward.

- Objective 1.2: Provide funding for 140 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.**

### Participant Information

There were **20 teachers** who attended the three-day NSTA conference in Reno through NWRPDP. There were **15 teachers** who attended the three-day NSTA conference in Reno through WCSD. Due to the subgrant being awarded in mid-October, not all the teachers targeted to attend the NSTA conference in Reno were able to attend, so both NWRPDP and WCSD sent an additional **27 teachers** to the NSTA conference in Tennessee in the spring 2016.

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## Measure (for teachers who attended the NSTA conferences through NWRPDP)

A retrospective survey was administered to NWRPDP conference attendees to determine if participation increased content knowledge and understanding of science and STEM. Of the attendees who completed a survey about their experience with the NSTA conference, 100% agreed or strongly agreed that what was learned at the conference had a positive impact on student learning, 77% agreed or strongly agreed that learning had a positive impact on their understanding of the NGSS, and 100% agreed or strongly agreed they would apply their learning from the conference.

Conference attendees also described their takeaways from the conference. Several comments demonstrate the value of conference attendance to their teaching practices:

- *Using literacy as the backdrop for STEM is a great way to also integrate and teach literacy standards as well as NGSS. I'll draw on resources provided in the session as well as explain how I've adapted these strategies in my own classroom since attending the NSTA conference.*
- *This session both inspired me to put together a problem/solution oriented project based learning unit on the rivers and waterways in our area.*
- *We learned how to get our students excited about engineering by allowing them to do real, hands-on activities, using problem-solving to be successful.*

These teachers all attended the hands-on classes and Summer Institute so their conference experiences were included in the final evaluations collected at the Summer Institute described above.

## Measure (for teachers who attended the NSTA conferences through WCSD)

**Table 6: Pre-Post Survey of WCSD Teachers Who Attended the NSTA Conference**

<b>NSTA Attendee post-conference survey from Strongly Disagree to Strongly Agree</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree or Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
What I learned at the NSTA Conference will have a positive impact on student learning.	0	0	1	22	8
What I learned at the NSTA Conference will have a positive impact on my understanding of the NGSS.	0	0	2	23	6
I will apply what I learned at the NSTA Conference in my classroom or my work with teachers.	0	0	1	21	9

Attendee comments about implementation:

- *“Many of the sessions I attended dealt with integration of new technology in the classroom and inventive ways to implement teaching strategies to highlight the NGSS core ideas and practices. Much of the shift to NGSS and CCSS seems to be taking the focus off the teacher and*

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*putting it on the students... by giving students more responsibility we are making them more engaged learners that can take ownership of their education. I plan to share many of these ideas at the district science meetings with some of the teachers I am not in as close contact with...and I have already shared much of it with my colleagues that I am in frequent contact with.*

- *Together with my science colleague who attended, we plan to present our learning to our department at the next department PLC. We've already shared lesson plans, video links, and book resources with other teachers in our content (Biology). I've met with my principal in an effort to bring an engineering course I learned about at the conference to our school beginning next year.*
- *We are planning to share what we learned from each session during our PLC's.*
- *There were several sessions that helped us gain a better understanding of the standards. This improved understanding of the NGSS will help us make direct connections and alignment to NGSS when we create and offer workshops for teachers.*

## Implications for Future Implementation

The NSTA conference was very valuable to the confidence of those who attended. Future attendance to this conference is anticipated. All attendees were asked to provide follow-up content to teachers at either the District or site level. There were many opportunities for them to do this, including the local Math & Science Conference in August. NWRPDP will strive to continue to provide this embedded and practical type of training to support teachers in transferring their skills to the classroom. Materials are now available to check out from NWRPDP and ongoing training will be offered in NVACSS and STEM.

- **Objective 1.3: 120 WCSD K-8 teachers will demonstrate increased competency in integrating NGSS into their classroom practices.**

## Participant Information

There were **28 K-5 teachers** who completed the 15-hour Connecting Standards to Practice course and **29 K-5 teachers** who completed the two-day Connecting Standards to Practice course.

## Measure

This introductory course will increase awareness and understanding of the NVACS for Science based on the NGSS. Participants will explore the structure and organization of the standards and delve into the Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts. Coherence within and across grade levels will be identified focusing on how to use the standards when planning. Participants will engage in a range of instructional strategies including three-dimensional learning and reflect on the integration of literacy and mathematics with science and how to shift instruction in their own classrooms.

**Table 7. Post-Workshop Survey Item Ratings from Strongly Disagree to Strongly Agree on confidence in understanding NGSS.**

<b>57 Respondents</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
This learning session added to my knowledge of the NVACS for science.	0	1	5	51
The quality of this session met my expectations.	0	1	12	44
I feel confident in my ability to implement the concepts/topics/activities from this learning experience.	0	2	2	28
I plan to implement the concepts/topics/activities from this learning experience.	0	1	16	40

**Example Comments:**

- *This class gave me the confidence to do science.*
- *Loved the hands on opportunities that I can take back and do with my students*
- *Great job of explaining how to read the Standards and sharing grade specific activities.*
- *I loved working with the other teachers in my grade level. It helped me create & build specific activities.*
- *The modelling & examples were wonderful. The time allowed for exploring and planning of content was really helpful. The teachers were so knowledgeable.*
- *This class made the NGSS not so daunting. I feel like I can do science with my students.*

**Implications for Future Implementation**

Based on the evaluation findings, WCSD facilitators will continue to strive to provide the same high quality training to existing and future cohorts. Although training was valuable for most of the participants, some indicated room for improvement, and it is the goal of the trainers to meet the learning needs of all participants.

**Participant Information**

There were **30 middle school teachers** who completed the 15-hour course and **10 middle schools teachers** who completed the two-day Connecting Standards to Practice course. The 15-hour middle school Connecting Standards to Practice was not run due to lack of participation.

**Measure**

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This course will develop deep content knowledge of the specific Physical Science Core Ideas of the NVACS for Science and increase understanding of the scientific practices and crosscutting concepts. It explores concepts related to the effects of balanced and unbalanced forces and patterns of motion and culminates with an integrated engineering design challenge. Participants will engage in three-dimensional learning to explain phenomena and reflect on how to shift instruction in their own classrooms.

**Table 8: Post-Workshop Survey Item Ratings from Strongly Disagree to Strongly Agree on confidence in understanding NGSS.**

<b>40 respondents</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
This learning session added to my knowledge of the NVACS for science.	2	0	2	36
The quality of this session met my expectations.	1	1	2	36
I feel confident in my ability to implement the concepts/topics/activities from this learning experience.	2	1	3	34
I plan to implement the concepts/topics/activities from this learning experience.	2	1	2	35

Example Comments:

- *The time to collaborate with other teachers was incredibly valuable. I gained some knowledge from everyone in the room.*
- *This was an incredible chance to explore science content with other teachers. I gained valuable feedback on my current lessons and have an increased knowledge of content for next year.*
- *Dynamic, interactive, interesting instructors. I liked trying out the activities that the students would be doing.*
- *The hands-on learning helped make me feel confident to implement the NVACS in my classroom. It was wonderful to learn with the other teachers in the class.*
- *Good balance between building teacher background knowledge and practical classroom application.*
- *One of the best classes I have taken in my 26 years of teaching. The instructors were excellent. The hands on activities and lessons are something I could take back to my classroom and use right away. I learned strategies & content. Wonderful!*

## Implications for Future Implementation

Based on the evaluation findings, WCSD facilitators will continue to strive to provide the same high quality training to existing and future cohorts. Although training was valuable for most of the participants, some

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indicated room for improvement, and it is the goal of the trainers to meet the learning needs of all participants.

**LEADERSHIP AND DEVELOPMENT: GOAL 4: Provide leader development for teachers and principals in order to develop sustainable leadership capacity for school districts.**

- **Objective 4.1: Build a sustainable culture of teacher leadership for 23 teachers in the WCSD through the Northern Nevada Teacher Leader (N2TL) program.**

Participants in this professional learning represented a wide array of educational areas: K-12<sup>th</sup> grade, core content, special education teachers, English language learner support, and music. A variety of different types of schools were also represented from low socio-economic and low performing schools to high socio-economic and high performing sites. These demographically diverse groups of educators were also employed in a variety of different teaching contexts: classroom teachers, Teacher Incentive Fund (TIF) master/mentor teachers, data coaches, and instructional coaches. Experience ranged from three years of teaching to 26 years in the classroom. Services were delivered in two different ways: monthly meetings and two teacher substitute work-days. The monthly meetings were held twice a month from 4:00-7:00 p.m. and the two substitute days were scheduled to ensure that the teachers were offered time for reflection and collaboration with one another and to work on their action research projects.

The curriculum of this class had a broad scope and sequence ranging from leadership styles, leading during change, and developing one's own mission and vision to mentoring, observation, feedback, and coaching. Meeting twice a month for three hours each time, the embedded model of professional learning set the expectation that the participants would implement their new learning from each class and return with anecdotal evidence to share. In addition to this continuous cycle of implementation, all participants were expected to design and implement an action research project that collected evidence of impact on teaching and learning in the classroom. These action research projects were monitored on a continual basis by the three facilitators and all participants were offered feedback on an ongoing basis.

The intent of the cohort was to offer participants learning that would elevate their understanding of the competencies necessary to assume teacher leadership responsibilities. In addition to their learning and growth, all participants designed action research projects that positively impacted teaching and learning in WCSD.

## Participant Information

Two-year cohort launched in August 2015 with 23 teachers from WCSD. There were **23 teachers** who participated in Cohort 1.

## Measures

Two measures were selected to demonstrate the influence of participation in the N2TL to the development of a sustainable leadership culture in the WCSD and influence on student achievement.

- 90% of N2TL cohort will report that the program increased their leadership capacity.

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- 75% of staff will report that their Action Research Project had a positive impact on student learning as measured by an end-of-year survey.

Change data was collected from the Teacher Leader Competencies Pre- and Post-Assessments.

**Participants indicated growth across all teacher leader competencies.** Participants grew most in the area of reflective practice, where only a quarter indicated they were performing or transforming *prior* to the training and all of them (100%) felt they were performing or transforming *after* the training (an increase of 74 percentage points). The least amount of growth was observed in the area of technology facility, where only a 13 percentage point increase was made in the performing and transforming categories (Table 4).

**Table 9. Percent of N2TL Cohort Members Rating Themselves as “Performing” or “Transforming” Across Teacher Leader Competencies on Pre and Post Assessments, SY 2015-16.**

Competencies	Pre-Assessment	Post- Assessment	Percentage Point Change
Reflective Practice	26%	100%	74
Continuing Learning	30%	67%	36
Adult Learning	22%	56%	34
Communication	17%	50%	33
Personal Effectiveness	52%	83%	31
Interpersonal Effectiveness	48%	72%	24
Group Processes	26%	50%	24
Technology Facility	8%	21%	13

Note: Rated on for levels 1=emerging, 2=developing, 3=performing, and 4=transforming. Total number of respondents ranges from 23 to 24 in the pre-assessment and 16 to 19 in the post-assessment.

Several narrative statements indicated that participants’ original pre-assessment ratings had not reflected where they stood prior to completing the classes. Participants shared the following comments: “I had no idea how much I actually had to learn,” “I didn’t even realize how much I didn’t know,” and, “Looking back now I should have had a zero in every area!” The reflection comments suggest that the upward trend of strengthened competencies may be even more substantial.

Participants described their learning and how they intend to apply it to their role as a teacher leader in the post-assessment. Overall, participants expressed a sense that the participation in the N2TL cohort increased their collaboration skills and ability to advocate for positive change.

- *I have learned the importance of being able to work with other teachers and administrators to create and be a part of change at my school. -High School participant*
- *The Cohort has helped me walk the walk, and talk the talk. I have much more credibility now. - Elementary participant*

- *The biggest impact of the cohort is that it has given me the confidence to challenge beliefs and practices at my school that are static.- High School participant*

## Implications for Future Implementation

There will be a year two of this cohort, again funded by the GTL, where the action research projects will continue to be refined and build sustainability. A second cohort with 26 new participants will begin in the fall of 2016. In light of post assessment data, training sessions will be enhanced to include a stronger focus on building technology facility.

- **Objective 4.2: Provide national and regional expertise to 300 WCSD teachers and 200 administrators in support of the District Vision for Core Instructional Practice.**

Leadership training for teachers in data-based decision-making; inclusive practices; core curriculum and instruction; and climate and engagement was provided through three “Saturday Cafés” (WCSD). Three LTL (Lead Teach Learn administrator) meetings and four Saturday Cafés took place during SY 2015-16. The Saturday Cafés were developed through the WCSD’s Department of Professional Learning to support District-wide implementation of the NVACS professional growth systems and school performance plans. The purpose of the Saturday Cafés was to strengthen capacity of classroom teachers, while companion sessions were planned for principals through an instructional leadership lens. The Saturday Cafés offered a menu of professional learning opportunities directly aligned to the event’s topic as well as an expert in the educational field who frames the content within a national context. Five topics were covered, which included Understanding Data, Inclusive Practice (IP), Core Curriculum and Instruction (CC&I), Climate and Engagement (CE), and Multi-Tiered System of Supports (MTSS). Each conference guided participants to explore a focus area related to one of the initiatives with each department contributing breakout sessions in support of that focus.

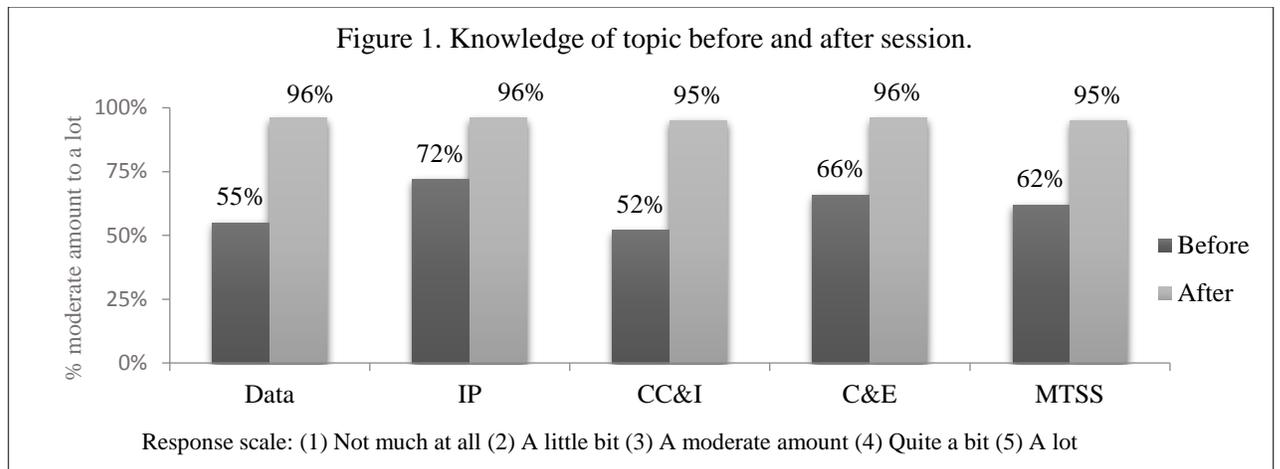
## Participant Information

Three Saturday Cafés served **262 teachers, five substitute teachers,** and approximately **495 administrators** were served during the LTL meetings.

## Measures

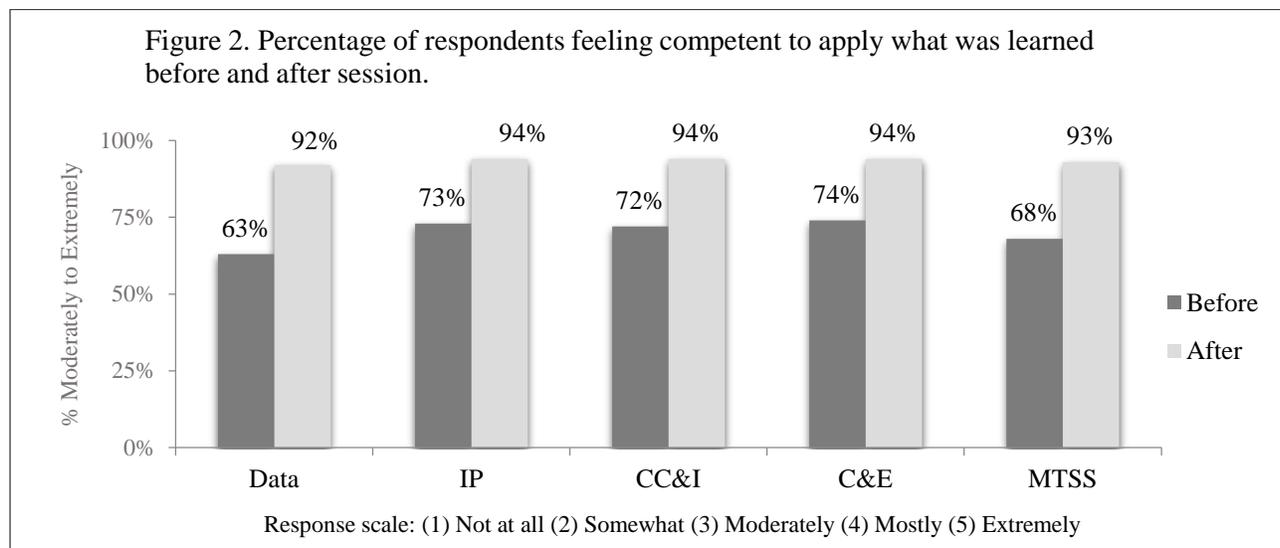
One measure was selected to demonstrate the likely impact to student learning that professional growth resulting from participation in Saturday Café conferences.

- 75% of Saturday Café participants will report the training had a positive impact on student achievement.



Participants rated how much they knew the topic on a five-point scale from 1 = *not much at all* to 5 = *a lot*. **Most participants indicated that their knowledge of Café topics increased as a result of participating in the Saturday Café events.** From 95% to 96% of respondents indicated they knew “a moderate amount” to “a lot” about the topic after the Café (Figure 1). The greatest perceived increase in knowledge was related to Core Curriculum & Instruction, while Inclusive Practice had the smallest perceived increase.

Participants rated how competent they felt to apply what they had learned, to which 92% to 94% said they felt *moderately to extremely competent* to do so after the session (Figure 2). Sessions from the Data Summit Café in September had the greatest increase in perception of competency from before to after the Café.



The majority (60% to 82%) of participants across all Café sessions indicated that they were *very or extremely likely* to implement what they had learned within the next 30 days, with the highest anticipated implementation for Climate & Engagement.

Follow-up evaluation surveys were administered to participants online approximately two months

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following each Café event. Most follow-up respondents reported that, as a result of attending the Café, both their knowledge of the Café topic (81%-91%) and readiness to implement what they had learned (75%-87%) had increased *moderately* to *extremely*. Furthermore, the majority of respondents reported implementing something they had learned (68%-81%) and sharing what they had learned with colleagues (65%-80%). The highest increases in knowledge and competence were reported for Core Curriculum & Instruction. Attendees at the Core Curriculum & Instruction focused Café also reported the highest levels of implementation after that Café. Sharing what they learned with colleagues was highest for Data Summit attendees. Attendees of the Inclusive Practice and Climate & Engagement Cafés reported the highest need for more information and/or support related to that topic.

## Implications for Future Implementation

An item that explicitly assesses participants' belief that participation in the Saturday Café conferences affected student learning will be added to the follow-up evaluation surveys. WCSD's Department of Professional Learning will continue to reach out to Café participants to ensure quality PD is provided and that topics are relevant and useful to the educators who attend.

## III. Budget

### a. Narrative Overview of Use of GTL Funds Awarded

Funding under GTL was used to support teacher and principal professional development in two main areas: Science and Leadership. In science, teachers received training in NVACS, NGSS and/or attended the NSTA conference to deep understand science content.

Leadership funds were used to support teachers in the N2TL, which builds a pipeline for teacher leaders. The second area was for WCSD to support its Lead Teach Learn (LTL) principal/administrator meetings and Saturday Cafés for teachers and principals. Please see abstract for more details.

### b. Brief Description of Expenditure Categories and Description

#### Goal 1 Science Standards:

##### Personnel:

- **Substitutes: NVCASS Training (NW RPDP Program).** 225 teachers x 3 workshop days = 675 days (675 x 100 = \$67,500). 8 teacher leaders assisted with spring training x 3 days = 24 days (24 x 100 = \$2,400). 80 teachers attended the Lawrence Hall of Science 1-day workshop (80 x \$100 = \$8,000). NSTA Conference for October 22-23, 2015 for teacher absences. 30 teachers x 2 days x \$100 per day = \$6,000. Total sub days 839 x \$100/each.
- **Hourly Pay: NVCASS Training (NW RPDP Program):** 8 teacher leaders assisted with spring training and Summer Institute, preparation of materials, developing student examples and assessments. 48 hours each for each event. 8 x 48 = 384 hrs. x \$30/hr. = \$11,520.
- **Hourly Pay ES Teachers: Connecting Standards to Practice (WCSD Program):** Introductory NGSS classes for teachers increased teacher awareness of the NGSS, increased understanding of the

three dimensions of learning and built teachers' capacity to teach physical science. This allocation provided training for 30 K-5 teachers. 30 teachers x 15 hours x \$30/hr. = \$13,500.

- **Hourly Pay MS Teachers: Connecting Standards to Practice (WCSD Program):** Introductory NGSS classes for teachers increased teacher awareness of the NGSS, increased understanding of the three dimensions of learning and built teachers' capacity to teach physical science. This allocation will provide training for 30 6th-8th grade teachers. 30 x 15 hours x \$30/hr. = \$13,500.
- **Substitutes: Connecting Standards to Practice (WCSD Program):** For teacher absences. 60 teachers x 1 days x \$100 per day = \$6,000.
- **Hourly Pay ES Teachers: NGSS Grade Level Content Classes (WCSD Program):** These classes increased teacher understanding of NGSS physical science standards. This allocation will provide training for 30 K-5 teachers. 30 teachers x 15 hours x \$30/hour = \$13,500.
- **Hourly Pay MS Teachers: NGSS Grade Level Content Classes (WCSD Program):** These classes increased teacher understanding of NGSS physical science standards. This allocation will provide training for 30 6th-8th grade teachers. 30 teachers x 15 hours x \$30/hour = \$13,500.
- **Substitutes: NSTA Conference for October 22-23, 2015 (WCSD Program):** For teacher absences. 30 teachers x 2 days x \$100 per day = \$6,000.

**Benefits:** Standard fringe benefits rates.

**Purchased Professional Services:**

- **Consultant: NVCASS (NW RPDP Program):** Delta Education provided professional learning to 225 teachers around Life Science Next Generation Science Standards with connections to English language arts standards including materials. Materials retained by NWRPDP for check out by regional teachers.
- **Consultant: NVCASS (NW RPDP Program): Summer Institutes 2016:** Friday, Saturday, & Sunday (dates TBA) of Summer 2016. \$250 per teacher for a 3 day institute x 225 teachers = \$56,250.
- **NSTA Registration: Full Three-Day Conference: (NW RPDP Program):** 30 teachers funded to attend the National Science Teachers Association Conference in Reno, October 21-24, 2015. Approximate registration cost is \$315 per teacher. 30 x \$315 = \$9,450.00.
- **NSTA Registration: Full Three-Day Conference: (WCSD Program):** 30 teachers funded to attend the National Science Teachers Association Conference in Reno, October 21-24, 2015. Approximate registration cost is \$315 per teacher. 30 x \$315 = \$9,450.00.
- **NSTA Conference – One-Day (WCSD Program):** This allocation funded a total of 80 WCSD K-12 teachers to attend the Saturday session of the NSTA Conference in Reno, Nevada on Saturday, October 24, 2015. 80 teachers x \$110 = \$8,800.

**Goal 4 Leadership:**

**Personnel:**

- **Substitutes N2TL Program (NW RPDP/WCSD Program):** Teacher Leader candidates were provided with 3 sub days each to observe each other and practice coaching and leadership skills. 24 participants x 1 = 24 x \$100 = \$2,400.

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- **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 for 134 hours x \$30 = \$6,900.
- **Saturday Cafe (WCSD 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. This allocation should provide 300 teachers each to attend three Saturday Cafes. Approximately 106 teachers x 7.5 hours x \$30/hour x three Saturday Cafes.

**Benefits:** Standard fringe benefits rates.

**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.
- **Consultants: Saturday Cafés (WCSD Program):** Three regional or nationally known education consultants were the featured speaker at the LTL meetings, serving approximately 250 school administrators, and provided full-day trainings at the Saturday Cafés for 300 teachers.

**Supplies:**

- **Professional Periodicals: N2TL (NW PRPD/WCSD Program):** Subscriptions to professional journals Phi Delta Kappan and Ed Leadership used for action research projects. Phi Delta Kappan \$106 x 23 = \$2,438 and Ed Leadership \$81 x 23 = \$1,863 Total = \$4,301.
- **Professional Books Saturday Café (WCSD Program):** Each teacher participant received a book related to the Saturday Café topic. 300 teachers x \$50/book.

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

WCSD was not awarded funds until mid-October 2016. The total grant amount was \$611,460 with \$562,522.96 or 92% expended and \$48,936, or 8% returned.

For the Leadership budget of \$168,601, almost all, 94% or \$157,310, was expended for a remaining balance of \$11,290 or 6%. Funds in this area not expended was mainly due to costs coming in lower than expected such as consultants for both the N2TL and the LTL/Saturday Cafés.

For the Science budget of \$442,859, almost all, 91.5% or \$405,212, was expended for a remaining balance of \$37,646 or 8.5%. This was largely due to not getting the sub-grant award until mid-October and trainings and conferences were planned for the end of October. Due to this, many teachers were unable to attend on such short notice. Case in point: we had targeted 80 teachers from across the NWRPDP region to attend the one-day Lawrence Hall of Science pre-workshop at the NSTA conference. However, only 62

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teachers attended the NSTA three-day conference instead of the targeted 140 teachers again, due to short notice due to the delay in the grant award. GTL funds were used to pay for substitutes for 43 teachers to attend this one-day conference. As well, Storey and Douglas Counties chose not to participate in NVACS and NGSS trainings provided by NWRPDP which decreased number of participants in some of the science professional development offerings.