Washoe County School District
Title II Evaluation Bulletins 2020-2021

Submitted to
Title II Program
Washoe County School District

The primary goal of the Washoe County School District's (WCSD) 21st Century Learning Program is to help prepare educators in more effective ways of creating and delivering instruction that fosters students' 21st Century Competencies. The 21st Century Online Learning Coordinator (OLC) position supports the development and facilitation of the tiered 21st Century Educator Badge professional learning program. This program helps educators explore multiple strategies for implementing technology and advancing NVACS-aligned, student-centered instruction. Educators are further supported through involvement in a year-long 21st Century Leaders Network.

Throughout SY 2020-2021, the Online Learning Coordinator implemented five 21st Century strategies toward these goals including:

1. Administrator Practitioner Badge Course: (N=9)
2. Explorer Badge—Camp 21, Demystifying NITS/CS, Minecraft, Scratch, Microbits: (N=198)
3. Leader Badge Course: (N=10)
4. Practitioner Badge Course: (N=23)
5. 21st Century Learning Leaders Network: (N=92)

I.   21st Century Learning Leaders Network Survey

During the SY 2021, a total of 92 teachers from district elementary, middle and high schools, participated in the yearly 21st Learning Leaders Network. A survey was administered following the final session of the Learning Leaders Network in

> **332** Teachers were served by the Online Learning Coordinator in SY 2020-2021

May 2021 with a 60% response rate. This survey included five questions/categories that measured participants' knowledge gain related to the *Six Dimensions of 21st Century Learning, (1) Collaboration, (2) Knowledge Construction, (3) Real-World Problem Solving and Innovation; (4) Use of Technology for Leaning, (5) Self-Regulation, and (6) Skilled Communication*, and used the following Likert scales:

- Level of Understanding (1-"Not well at all" to 5-"Extremely well")

- Level of Integration (1-"Not at all" to 5-"A great deal")

- Level of Competence to Integrate (1-"Not at all" to 5-"Extremely")

- Level of Preparedness (1-"Not at all" to 5-"Extremely")

- Level of Ability (1-"Not at all" to 5-"Extremely")

Washoe County School District
Every Child, By Name And Face, To Graduation™

The end of course survey asked the participants their level of understanding of the Six Dimensions of 21st Century Learning prior to participating compared to their understanding following the course. Shown in Figure 1, the participants' material understanding had increased from 16% to 89%. The participants were also asked to compare the extent in which they integrated the Six Dimensions of 21st Century Learning into their instruction prior-to and post-participation of the course, which increased from 25% to 85%.
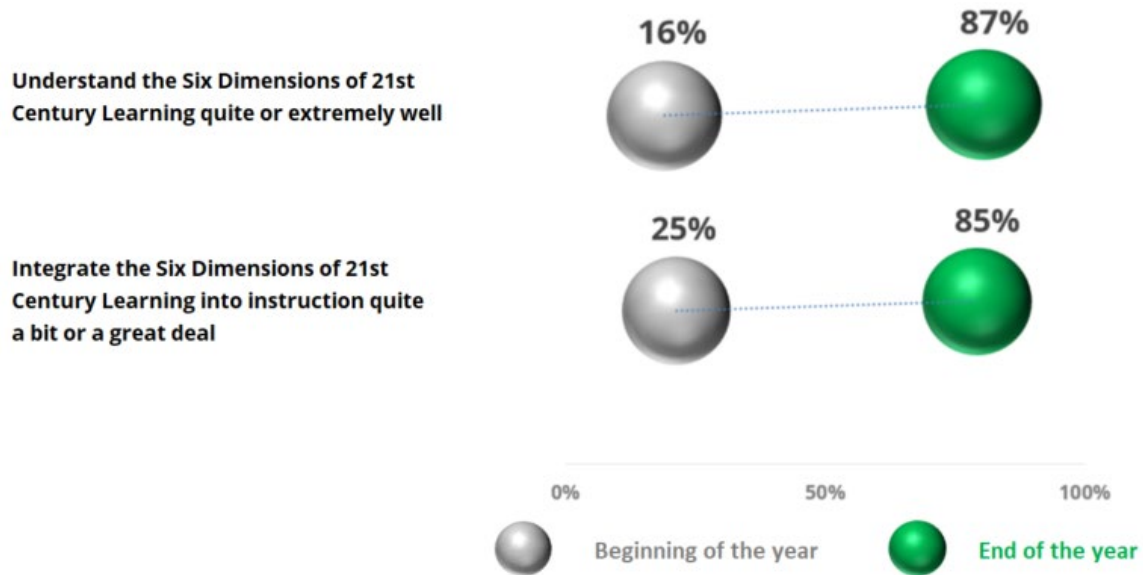

Figure 1. SY 2021 Survey results for participants in the 21st Century Learning Leaders Network Program.

As shown in Figure 2, first-year participants showed very large increases in knowledge across the categories level of understanding, 14% to 72%, and level of willingness to integrate into instruction, 29% to 86%.

Understand the Six Dimensions of 21st Century Learning quite or extremely well

14%   72%

Integrate the Six Dimensions of 21st Century Learning into instruction quite a bit or a great deal

29%   86%

0%   50%   100%

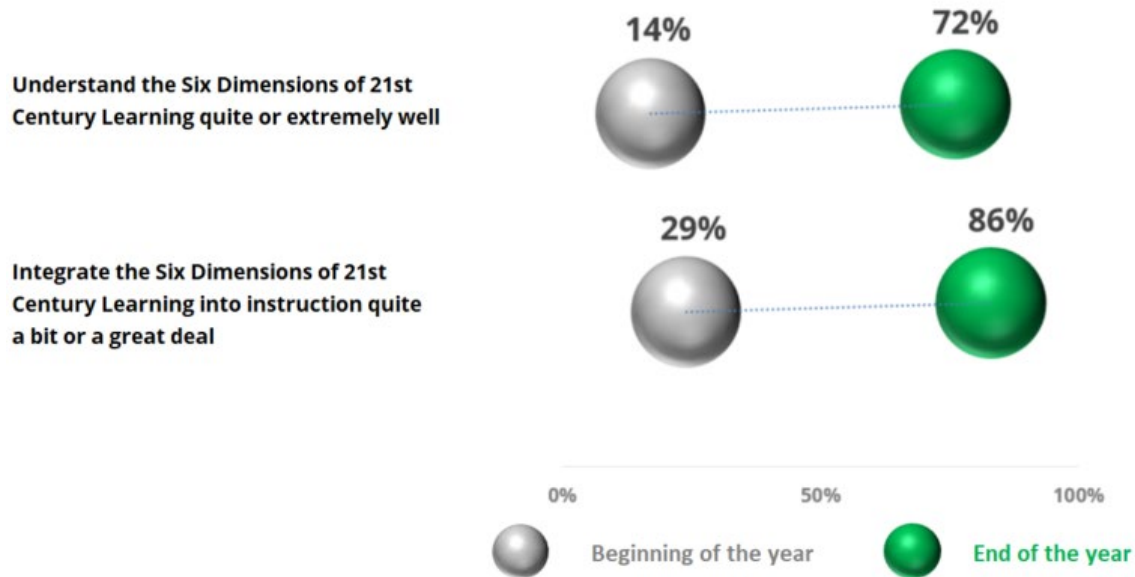⚪ Beginning of the year   🟢 End of the year

Figure 2. SY 2021 The survey results for first-year participants in Level of Understanding and Level of Willingness to Integrate the Six Dimensions of 21st Century Learning.

After completion of the course, the survey results indicated that the majority of the respondents were mostly to extremely prepared and had the ability to provide colleagues with instructional support in the Six Dimensions of 21st Century Learning in the following three categories:

1. Competent integrating the Six Dimensions of 21st Century Learning into their daily classroom instruction (93%)
2. Prepared to assist in the development of site plans for 21st Century Learning at their school (72%)
3. Prepared to provide instructional support and coaching related to 21st Century Learning to colleagues at their school (78%)

The results also showed a high percentage (71%) in the first-year participants' level of competence to integrate the Six Dimensions of 21st Century Learning into daily classroom instruction and preparedness to provide instructional support and coaching related to 21st Century Learning to colleagues at their school.

Washoe County School District
Every Child, By Name And Face, To Graduation™

The Post-survey respondents included a range of novice and veteran participants in the 21st Century Learning Leaders Network, with the largest group being first-year participants:

- Year 1 (SY 2021): 13%
- Year 2 (SY 2020): 36%
- Year 3 (SY2019): 7%
- Year 4 (SY2018): 6%
- Year 5 (SY2017): 16%
- Year 6 (SY2016): 7%
- Year 7 (SY2015): 15%

II. Testimonials

The participants of 21st Century Learning were asked to share a story about their experiences applying what they learned from the 21st Century Learning professional development activities and how it applies to their work included the following responses:

> *"The class really helped me better understand the 21st Century Competencies and their impact on instruction and learning. As a building administrator, the class provided me with knowledge to bring 21st century to my school to enhance learning and overall student engagement. Thank you!"*

> *"I thought the course was great overall - it was well organized, offered many resources, and the activities and resources were usually relevant and applicable."*

> *"I think this course is essential to all teachers. Our world is so different. We need to prepare our students for this new world of technology, collaboration, communication, and problem-solving."*

III. Conclusions

Results from participant surveys reflect the success of the 21st Century Learning professional development programs. It should be noted, that due to the COVID-19 pandemic, there was an impact on course enrollments.

> 1. *By the end of SY, at least 180 teachers and administrators will complete one or*

more of the 21st Century Educator Badge Courses.

- **Objective met:** Approximately 332 teachers and administrators completed at least one 21st Century Educator Badge Course.

2. *By the end of SY, at least 122 teachers and administrators will develop leadership capacity for supporting their schools in 21st Century Competencies and Digital Learning Tools.*

- **Objective not met:** Approximately 111 teachers and administrators reported that the Leaders Network, Leader Badge, and Administrator Practitioner Badge programs positively impacted their ability to design and deliver 21st Century instruction.

3. *By the end of the SY, 80% of certified staff will be trained in Microsoft Platform Teams and Integrated Tools for teaching and learning using a digital learning platform.*

- **Objective not met:** As of the end of the 2020-2021 SY, approximately 38% of all certified staff have been trained.

Washoe County School District
Every Child, By Name And Face, To Graduation™

The primary vision of the **Alternative Route to Licensure (ARL)** in the Washoe County School District (WCSD) is to diversify the pipeline of teacher candidates in hard to fill instructional areas including elementary, special education, secondary math and science, foreign language, early childhood education, and music. ARL teacher candidates[1] often seek opportunities to work with low income and minority students, likewise students benefit from the diversity of experience and background ARL teachers bring to the classroom. Led by a Teacher on Special Assignment (TOSA), there are four strategies for ARL support within the prerequisite (pre-hire) phase of teacher preparation in the WCSD:

1. Recruit, screen, and select ARL participants.

2. Coordinate pre-service coursework, referred to as "Boot Camp", that is aligned to the Nevada Academic Content Standards.

3. Facilitate internship placements of ARL candidates with lead teachers who can assist in increasing their effectiveness.

4. In partnership with school administrators, observe ARL candidates and evaluate their eligibility for hire at the end of the pre-service process.

The program evaluation of ARL in the 2020-21 school year focused on the implementation of program activities and program outcomes. This summary describes findings from three sources of data:

1. ARL applicant and program data
2. ARL Instructor Feedback
3. Teacher performance ratings

I. Description of Candidates

The goal of ARL-TOSA support is to *increase the quantity, diversity, and effectiveness of teachers* through the ARL initiative. In SY 2020-21, 40 participants completed ARL, increasing the total number of teacher candidates who have completed ARL since 2015 through 2021. Shown in Table 1, the largest proportion of candidates, 42%, focused their

---

[1] In this brief, program participants are referred to as "ARL teacher candidates" or "candidates".

preparation on generalist instruction for kindergarten through grade 8. One-fifth of the candidates focused their preparation within special education areas.

Table 1. Number and Percent of WCSD ARL Candidates by Teacher Preparation Area from 2015 through 2021.		
Focus Area	**Number**	**Percent**
Generalist, Kinder - Grade 8	120	42%
Elementary, Kinder - Grade 3	29	10%
Secondary Special Education	20	7%
Special Education Autism/Strategies	19	7%
Secondary Math, Grade 7 – Grade 12	18	6%
Elementary, Grade 4 - Grade 6	14	5%
Elementary Special Education, Kinder - Grade 6	14	5%
Secondary Biology	11	4%
Elementary, Kinder - Grade 6	8	3%
Secondary Physical Science	7	2%
Early Childhood	6	2%
Early Childhood Special Education	6	2%
Music	5	2%
Spanish	3	1%
Focus Area Unknown	1	0%
Total	284	100%
Note. The focus areas listed are broad categories based on notes about candidate intentions at the time of their entry into ARL. These areas do not correspond directly to endorsements or license types secured by candidates after completing the pre-licensure process. Grey rows indicate special education areas. Table is sorted from most selected focus area to least selected focus area.		

II. Instructor Feedback

In the spring of 2021, ARL course instructors provided suggestions for how to strengthen the design of the preparation program. Of the 20 responses, most focused on 3 areas, which were course sequence, connection to teacher performance standards, and application of course content.

Course sequence. Several instructors asked for more intentional mapping of ARL courses so that they are delivered in an order that scaffolds content and learning. Ideas to accomplish this were:

- Create a course matrix to aid in course scheduling.

- Require departments to work together to create an integrated experience.

- Offer courses sequentially beginning with professional expectations and classroom management, then core Tier 1 content and instruction, and ending

with specialized and advances courses.

Teacher performance expectations. Some instructors commented on the importance of candidate knowledge of teacher performance standards and expectations. One person expressed, *"Our future teachers should (and need) to know what they will be held accountable to when they get into the classroom."* To achieve this, they suggest explicitly connecting course content to the Nevada Academic Content Standards, reading and talking about the Danielson framework throughout each course, and providing more opportunities for classroom observation and feedback.

Application of course content. One instructor believes application provides opportunity to gauge and strengthen candidate learning, *"New learning is like wet cement. We need to take the time now to clarify and correct misunderstandings before our future teachers have their own classroom and carry those misunderstandings into practice."* Some suggest that all courses include practice and application. Artifacts from the applied experiences can then be used for class reflection.

Other suggestions. Instructors also provided a range of suggestions to strength ARL, which included:

- Shorten or combine courses in which content is covered in other courses, such as differentiation, supports for multi-lingual learners, and formative assessment.

- Invite principals and others responsible for hiring to share with candidates the qualities and criteria they are looking for in applicants.

- Increase technical access to content and resources by creating Teams channels.

- Add a course on grading and provide lesson planning resources in all courses.

- Recruit teachers for Early Childhood Education.

- Promote the ARL program in the WCSD and more broadly to solicit interest.

III. Conclusions

Three objectives were established to monitor progress toward meeting program goals. These objectives address teacher preparation and candidate diversity.

1. **First Year Teacher Evaluation Ratings.** *At least 90% of ARL program participants*

will achieve first year evaluation ratings of "effective" or "highly effective."

- **Objective Met**: Most (97%, 29 of 30) ARL teachers in their first year of teaching in SY 2020-21 achieved an overall performance rating of Effective or Highly Effective. Compared to those who completed a different pre-service teacher preparation program, the same percentage of ARL teachers were effective or highly effective, however, a larger percentage of non-WCSD ARL trained teachers were rated as highly effective (Table 2).

Table 2. 2020-21 Overall Teacher Ratings by ARL Preservice Participants and Non-WCSD ARL Participants.					
	Total Number of Teachers	Overall Effectiveness Rating			
Preservice program		Ineffective	Developing	Effective	Highly Effective
WCSD ARL Teachers	30	0.0%	3.3%	96.7%	0.0%
Non-WCSD ARL Teachers	178	0.6%	2.8%	82.6%	14.0%
All Novice Teachers	208	0.5%	2.9%	84.6%	12.0%

2. **Canidiate Diversity.** *At least 20% of ARL participants within the 2020-21 cohort will self-identify as ethnically diverse and at least 30% of the ARL participants will be male.*

   - **Objective not met**: ARL candidates were more ethnically and gender diverse than the overall WCSD teaching staff.

     - 15% (6 of 40) of ARL candidates in the 2020-21 cohort were ethnically diverse, compared to 10% of overall District teaching staff.

     - 28% (11 of 40) of ARL candidates in the 2020-21 cohort were male, which is larger than the proportion of males teachers in the overall teacher population of 22% in SY 2020-21.

3. **Student Learning Goal.** *By the end of SY 2021-22, 90% of second year teachers hired through the ARL program will be effective or higher in their annual Student Learning Goal.*

   - **Unable to report:** Student Learning Goals were not required in SY 2021-22.

The Washoe County School District (WCSD) Mentor Teacher Program is designed to increase the performance and retention of novice teachers, Alternative Route to Licensure (ARL) teachers, and underperforming teachers enrolled in the Peer Assistance and Review (PAR) program.

During the 2020-2021 school year, the WCSD assigned three special education Consulting Teachers (CT) and five general education CTs to support approximately 152 teacher-clients in over 50 schools. Only one CT was funded through Title II. The mission of the CT is to ensure quality instruction for students by supporting the success and growth of novice teachers, ARL program graduates, and PAR program teachers. The primary role of the CT is to support these teacher-clients through goal-setting and reflection, provide assistance in student data analyses, and provide resources that align to teacher and student needs.

An evaluation of the Consulting Teachers initiative included satisfaction surveys administered to (a) teacher-clients, (b) site administrators, and (c) Consulting Teachers. The evaluation also included effectiveness ratings for the teacher-clients served.

I.   TEACHER-CLIENT SURVEY RESULTS

In March 2021, an online survey was administered to WCSD teacher-clients to evaluate the level of support received from their Consulting Teacher. Figure 1 summarizes the results of the teacher-client survey for all Consulting Teachers (N=8). The respondents (N=115) included first-year teachers (85%), second-year teachers (11%), veteran teachers (1%) and "Other" teachers (3%) (i.e. PAR, first year in the district, returning teacher). The majority of the survey respondents (97%), indicated their Consulting Teacher either *Mostly* or *To a Great Degree*

8 Consulting Teachers supported 152 Teachers in WCSD

met their overall expectations. [Please note, although only one CT was supported through Title II funding, the survey results for all eight CTs are shown to ensure confidentiality.]

	Not at all/Somewhat	Mostly	To a Great Degree
Demonstrate high standards of integrity and professionalism	1%	3%	96%
Demonstrate knowledge of best practices to improve performance for the teacher-clients	3%	7%	90%
Demonstrate knowledge of resources available	4%	7%	89%
Foster a safe environment to facilitate professional dialogue	1%	2%	97%
Maintain a level of support that matched the needs of the teachers	3%	11%	86%
Demonstrate flexibility, dependability, and responsiveness to the teacher-clients' needs	2%	8%	90%
Listen with understanding and helped teacher-clients problem-solve	2%	8%	90%
Provide written or verbal feedback after classroom observations	11%	5%	84%
Provide information about the New Teacher Academy classes	14%	11%	75%
Help improve performance of the teacher-clients	8%	18%	74%
Meet overall expectations	3%	7%	90%

Figure 1. WCSD Consulting Teachers: Teacher-Client Survey Results, SY 2021

Washoe County School District
Every Child, By Name And Face, To Graduation™

The Teacher-Client survey also included open-ended questions that allowed the respondents to comment on their personal experience with their CT:

> **"She [Consulting Teacher] is a wonderful listener and helps me work through problems with my class that assist my overall performance as a teacher. She offers many resources and outside sources to support her advice. In addition, she stays in contact consistently while remaining flexible around my schedule.."**

> **"I cannot even express how grateful I am to [Consulting Teacher] for all of her support and guidance. Being a new teacher is HARD, and I truly would have given up if it wasn't for her guidance and support. She has helped me navigate all of things I have been expected to do and has come alongsideme to offer support and suggestions when I was stuck. She is a remarkable human, and I am honored that I have had her as my consulting teacher."**

> **"The strength of this consulting teacher are her ability to create a safe space where teachers can talk freely about their own strengths and points of growth. Additionally, when points of growth were identified, she helped come up with solutions rather than leaving me on my own."**

II.   CONSULTING TEACHER INTERVIEW RESULTS

One-on-one interviews were conducted during May 2021 with WCSD consulting teachers (N=8)—3 Special Education and 5 General Education (3 elementary, 2 middle and high school). The purpose of the interviews was to collect feedback to determine the Consulting Teachers' perceptions of their novice teachers' strengths and weaknesses, identify differences and/or gaps in their teacher preparation programs, and provide recommendations for pre- and in-service support. The interview protocols were developed by the Office of Accountability in collaboration with the program coorinators for the Consulting Teachers, Master Lead Teacher Project, and the Alternative Route to Licensure. The protocols consisted of four categories:

- Relationship with Novice Teachers
- Usefulness of the Pre-Service Teacher Preparation Curriculum
- Areas to Improve
- Other areas of concern

Relationship with Novice Teachers

All consulting teachers (CTs) interviewed emphasized the importance of developing strong relationships with their novice teachers. This was critical to establishing their meetings as a "safe place" for new teachers to get advice, vent about work experiences, and find emotional support.

Washoe County School District
Every Child, By Name And Face, To Graduation™

Usefulness of the Pre-Service Teacher Preparation Curriculum: Gaps in Teacher Training

Almost all the CTs expressed excitement that they could individualize their trainings for novice teachers and focus on what each teacher needed the most. The CTs interviewed discussed several areas in which novice teachers could use additional training during their first year:

- The **Evaluation Rubric**: Almost all CTs discussed a need for novice teachers to understand the Evaluation Rubric and the importance of this document being accessible to be less intimidating.

"Make sure they know what the rubric is because I do find that a lot of times my teachers [say] their evaluators haven't even shown them the rubric so we make sure that they know it."

- **Backward Planning** and other Lesson Planning: CTs often mentioned the need for novice teachers to be guided in basing their classroom activities from the testing guidelines and how to be effective consumers of the curriculum they are provided with. This would allow teachers to better map their teaching onto the expected outcomes for students and focus on teaching the most critical content areas.

"At the end of the year we set their goals for next year. A big topic of our conversation is classroom management and behavior management and getting their rules and consequences, and all that in line and ready to go because next year is going to be almost like their first year again"

- **Reflections**: A few CTs mentioned the importance of getting novice teachers to reflect on their classroom activities and the reaction from their students. These reflections can guide changes to their future lesson plans and allow them to identify the strategies that work the best.
- **Classroom Management**: Almost all CTs interviewed mentioned a need for novice teachers to have better classroom management skills. One CT mentioned that these skills often depended on what semester a teacher had been a student teacher (Fall experiences better prepared novice teachers for setting up a classroom). Others mentioned that ARL teachers specifically lacked the necessary skills to properly manage their classrooms as novice teachers.

Areas to Improve: CTs Need More Resources

Many of the CTs expressed a lack of time available to meet with and support all novice teachers as much as they felt was ideal. CTs felt weekly meetings were the best way to support novice teachers but few had the ability to do so and felt that if there were more CTs (there was recently a reduction in CTs from 11 a few years ago to 8 this year), they would have enough time to adequately support their clients. One benefit of COVID-19 was removing drive time from their schedules, which helped to free up some time, but they were unsure how that would look in future years.

Washoe County School District
Every Child, By Name And Face, To Graduation™

CTs also felt that support for novice teachers into their second year of teaching would be incredibly beneficial. Especially for teachers who started during the pandemic, their second year would be very similar to their first in terms of having experience setting up and managing a classroom.

> *"Our teachers ask every year at the end of the year, "Do I get you next year, are you with me next year?' and we have to say, 'No, I'm sorry,' and they are disappointed."*

Other Areas of Concern: Views on ARL Programs

CT interviewees reported mixed opinions on the ARL program. Multiple CTs expressed concerns about the training available for ARL teachers before they start in a classroom, as well as hesitation to recommend the ARL program for future teachers. Others thought the program was an excellent opportunity for individuals passionate about working with kids and sharing their excitement for teaching but unwilling to go back through a university program again later in life. Almost all CTs suggested that ARL teachers need more training on classroom management and teaching methods classes before they are placed in a classroom as many are expected to take over teaching without this training in advance which places them in extremely stressful situations.

> *"I think that it's so important for people going into teaching to get that background in educational pedagogy and child development and teachers spend 4 or 5 years in the university going through that training, having someone next door to you that walks into the classroom with a boot camp of however many hours, and saying that should be equal, I would say no."*

Other Areas of Concern: Difficulties (and Benefits) of Distance Learning

Many of the CTs discussed the unfamiliar territory of mentoring novice teachers during the COVID-19 pandemic. Difficulties included awkward first encounters and longer times until a strong relationship was formed and lacking in-class observation experiences, inability to engage in all training activities such as observing veteran teachers or attending Math Lab training sessions.

> *"It was kind of both pros and cons this year with the virtual meetings."*

The benefits of virtual meetings were the ability to meet with more teachers on a more regular basis, removing drive-time between meetings, and minimizing distractions during meetings. CTs also emphasized the amazing flexibility of novice teachers this year that allowed them to quickly adapt to the changes forced by COVID.

III. ADMINISTRATOR SURVEY RESULTS

In April 2021, an online survey was administered to school administrators (N=124) asking them to rate the effectiveness of the CT support provided to the teacher-clients at their site. The response rate was

Washoe County School District
Every Child, By Name And Face, To Graduation™

93% (N=115), which is an extremely high response rate. As shown in Figure 2, the majority of respondents (97%) felt their CT was *Effective/Highly Effective* in all five categories of the survey:

1. Help improve the performance of the novice or underperforming teacher-clients (98%)

2. Demonstrate high standards of integrity and professionalism (100%)

3. Communicate with administrators about the work done to support teacher-clients (97%)

4. Provide a level of support that matched the needs of the teacher-clients (99%)

5. Met overall expectations (98%)
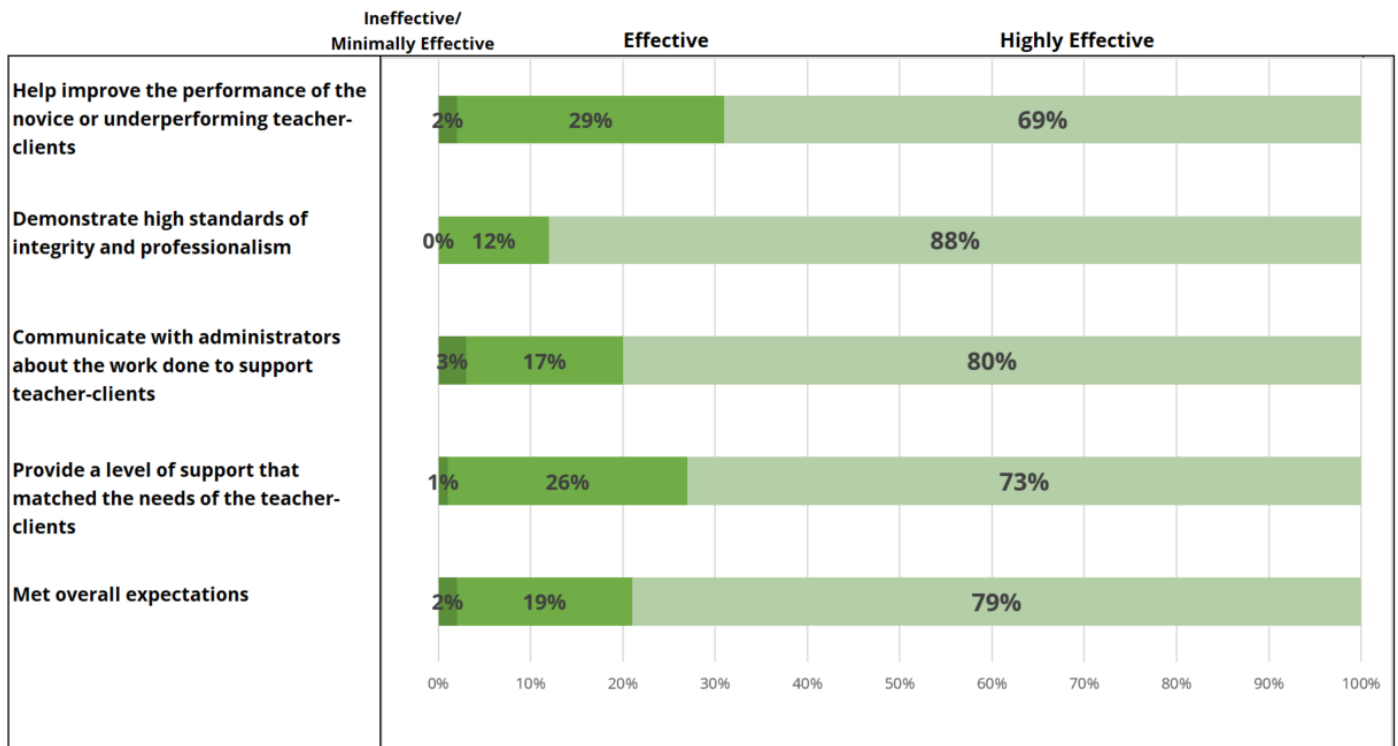
Figure 2. WCSD Consulting Teachers: Administrator Survey Results, SY 2021

Site administrators also provided open-ended feedback about CTs, the majority of which was very positive:

> **"Professional, well prepared and effectively supported her mentees toward feeling confident about their job and providing them support of being able to deliver best practice service to our students and to our professional community."**

> **"I appreciate the time and the work [Consulting Teacher] provides to the new teachers at our school. She is focused in her feedback to them and helps guide their instructional practice."**

"This is a wonderful program that provides additional support for our new teachers. We definitely appreciate the outside support and so do our new teachers."

IV. FIRST-YEAR TEACHER EVALUATION RESULTS

The first-year evaluation ratings for novice and ARL teachers (N=152) were reviewed for teacher-clients who were supported by a Consulting Teacher during the SY 2021. As shown in Figure 3, 95% (N=115) of teachers-clients were rated as *Effective/Highly Effective*, 4% (N=5) were rated as *Developing*, while 1% (N=1) of the teacher-clients had an *Ineffective* rating. [Please note, some novice and ARL teachers (N=31) supported by the CT did not have an evaluation rating. They were categorized as "Observation Only" and are not reported here.]

Ineffective	Developing	Effective	Highly Effective
1%	4%	84%	11%

Figure 3. First-Year Teacher-Client Effectiveness Ratings (N=121), SY 2021

V. CONCLUSIONS

A summary of the Consulting Teachers measurable objectives and results are as follows:

1. *By the end of SY 2020-21, first year evaluation ratings for novice and ARL teachers will be at the Effective level or higher for 85% of teachers who are supported with the additional Consulting Teacher.*

   - **Objective Met**: 95% of the first-year evaluation of novice teacher-clients supported by a Consulting Teacher received a first-year rating of *Effective* or *Highly Effective*.

2. *By the end of SY 2020-21, Special Education student achievement rates of mentored Special Education Teachers' students will increase by 3%.*

   - **Objective Partially Met:** The District showed an increase in the Student Growth Percentile (SGP) for both Smarter Balance ELA and Math for elementary school IEP students from 2018-19 to 2020-21*. The overall SGP for ELA increased from 49 to 53 (8%), while the SGP for Math increased from 50 to 64 (22%).

Washoe County School District
Every Child, By Name And Face, To Graduation™

The District SGP for Smarter Balance ELA for middle school IEP students remained unchanged, 46, from 2018-19 to 2020-21. The overall SGP for Smarter Balance Math for middle school IEP students increased from 44 to 47 (6%).

*Due to the COVID-19 pandemic school closures, Smarter Balanced Assessment Consortium (SBAC) testing did not occur during SY 2020. IEP student data from SY 2019 for SBAC-ELA and SBAC-Math Student Growth Percentile (SGP) was used for comparison.

The goal of the Washoe County School District Department of English Language (EL) Development is to ensure that rigorous, explicit and high quality language instruction is provided to students who are learners of English while maintaining and encouraging strong connections to home language and culture. The Title II EL programming consisted of multiple professional development and intervention support strategies targeting English Learners. During the 2020-2021 school year, these strategies included the Guided Language Acquisition Design (GLAD) professional development two and five day sessions focused on theory, research and demonstration, as well as a GLAD refresher course offered during the spring. Due to COVID-19 restrictions, these courses were all conducted virtually, on-line through the zoom application.

I. GLAD Professional Development: Theory and Research (2 day session)

During the 2020-21 school year, there were a total of 78 participants that attended the GLAD two day professional development sessions. The exit surveys given at the conclusion of the 2-Day GLAD trainings were overwhelmingly positive. For example, the majority of the participants (99%) indicated how useful the trainings were and that they were likely to implement the concepts, topics and activities learned from the course into their classroom practice. That same percentage (99%) of participants stated that they now had a basic understanding of the components of GLAD as well as a very broad understanding of the nature of GLAD. In addition, the participants confirmed that the content presented in the course would meet the needs of their students.

> **115** Teachers
>
> participated in GLAD professional development sessions in 2020-21

The survey also addressed the two strategies of the GLAD Framework that specifically promote cross-cultural sensitivity: the Three Personal Standards (make good decisions, show respect, solve problems) with Literacy Awards and the T-Graph for Social Skills and Team Points, where 86% of the participants planned to incorporate these strategies into their instructional practice. The participants were also asked to report on which of six key components of GLAD they were likely to incorporate into their practice. Respondents indicated they were most likely to use Input, Guided Oral Practice and Assessment and Evaluation strategies (91%); Figure 1)

Washoe County School District
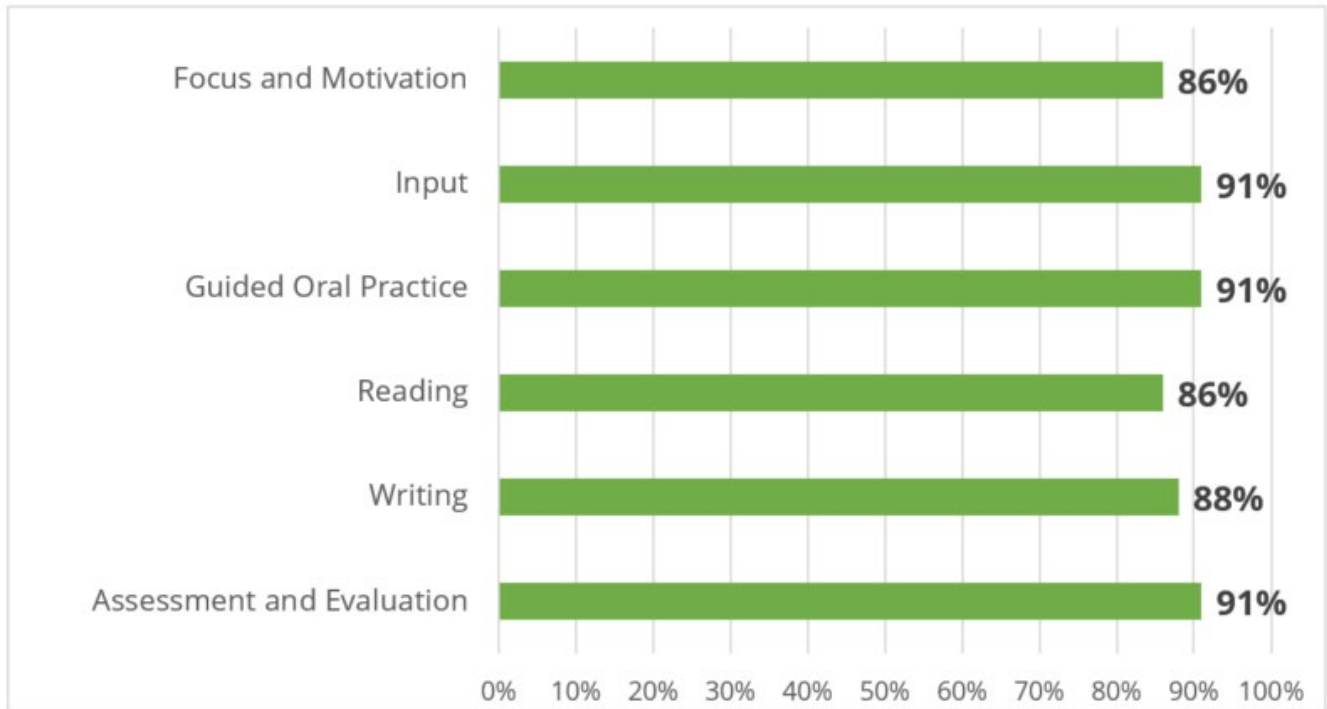Every Child, By Name And Face, To Graduation™

Figure 1. The participants were asked which of these six components of GLAD they would incorporate into their instructional practice. Between 86% - 91% of participants plan to implement the GLAD components mostly or completely.

The participants were asked to provide any comments they may have regarding the overall course experience. Nearly all comments received were positive about participants' experience in the GLAD training. Below is an example of some of the feedback staff provided:

"I think this class was extremely informative and well organized. The binder is very helpful as well so that I can go back and review the strategies taught as well as look into additional strategies." – GLAD 2-day participant

"This was very informative and I have learned so many new strategies to be able to use with my students to make sure they are getting a deeper understanding of the content." – GLAD 2-day participant

"I enjoyed that we were able to actively participate in these strategies as students so we can see what it is really like implementing them from the student view." – GLAD 2-day participant

II. GLAD Professional Development: Demonstration Session (5 day session)

In May 2021, a total of 21 participants completed the five-day GLAD professional development virtual course. The participants represented thirteen different district school sites with an average of eleven years' teaching experience, 48% of whom were endorsed ESL instructors. Following the end of the course, an exit survey was administered in which all of the participants (100%) agreed or strongly agreed they had a basic understanding of the components of GLAD after completing the course. In addition, all of the participants felt that this course met their expectations and planned to implement the strategies and concepts learned from this course into their practice within the next 30 days.

An analysis of the survey results also indicated that nearly all of the participants felt confident in their ability to implement each of the six GLAD components mostly, completely or already practiced them. The Guided Oral Practice and Reading component had the highest percentage of participants (100%) indicating that they would implement into their practice (Figure 2).
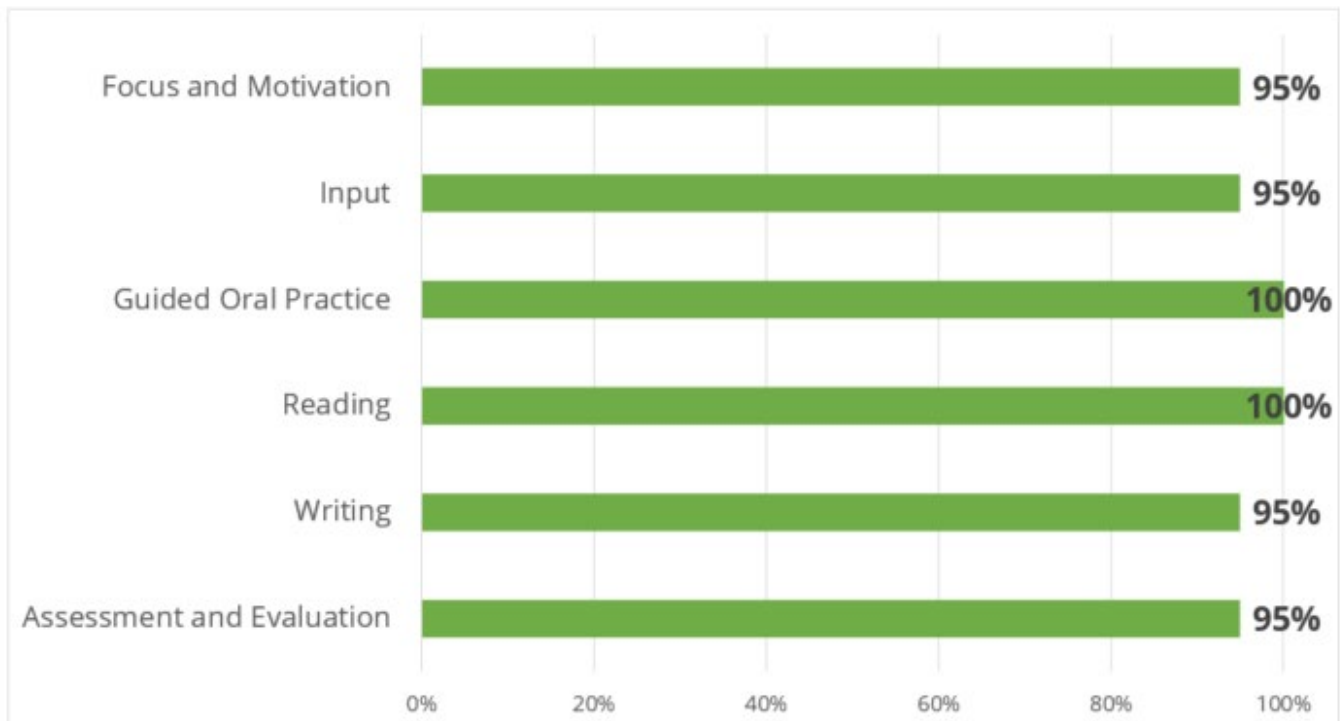

Figure 2. Between 95% to 100% of participants plan to implement the six GLAD components mostly, completely or already practiced them.

The participants were also asked to what extent they planned to incorporate the Two strategies of the GLAD Framework, which specifically promote cross-cultural sensitivity.

Approximately 86% of the participants indicated they would mostly or completely incorporate the Three Personal Standards (make good decisions, show respect, solve problems) with Literacy Awards into their instructional practice. In additional, 95% indicated they would mostly or completely incorporate the T-Graph for Social Skills with Team Points into their instructional practice.

"This was a fantastic course. I have so many pages of notes, things highlighted, and bookmarked. This truly will help me help my kindergarten students and I am so grateful to all of you for your training, support, and dedication." – GLAD 5 day participant

"Thank you both, you did great and the class was a great reminder of things that I do that I have forgotten are GLAD strategies and also reminded me of completely forgotton strategies that I will implement in my classroon and as a support for next year's teachers at my school site." – GLAD 5 day participant

III. GLAD Refresher

A total of 16 participants enrolled in the yearly GLAD Refresher demonstration session. This virtual course took place in March 2021. The participants took an online survey following the conclusion of the course, where 94% of the respondents reported that this GLAD refresher class renewed their excitement for teaching using Guided Language Acquisition Strategies as well as developing a clearer understanding of how GLAD strategies help develop content and language. 88% of the participants agreed that this course increased their ability to take the research, writing and presentation strategies full circle.

The GLAD Refresher course participants, who represented ten different district schools with an average of over fifteen years' teaching experience, were asked to rate how much the GLAD Refresher session had increased their knowledge across multiple GLAD strategies (Figure 3). Out of these strategies, the respondents knowledge pertaining to Input charts, sentence patterning charts and cooperative strip paragraph/whole class group frame purposes and procedures saw the largest increase.
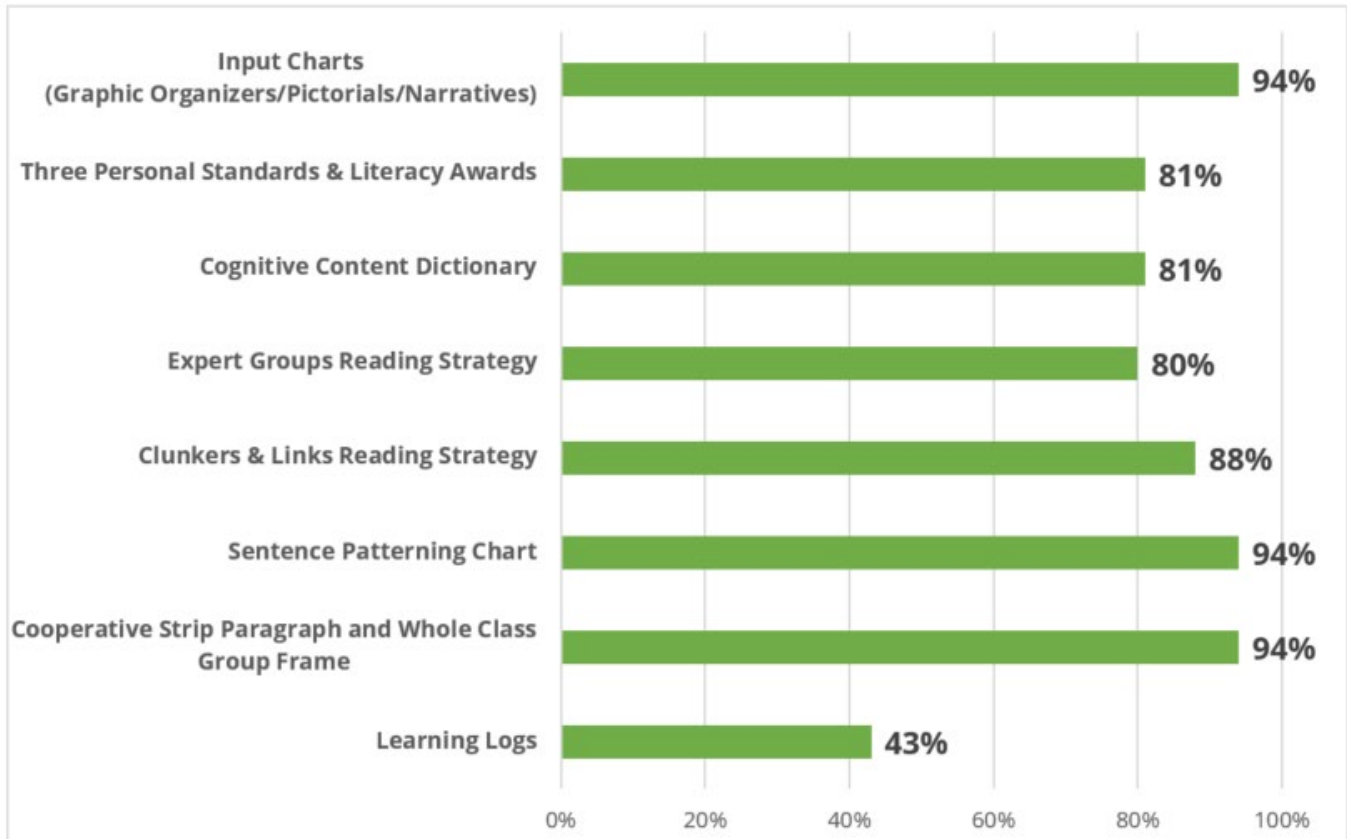
Figure 3. The following percentages represent the participants knowledge about the specific purposes and procedures increasing quite a bit or a great deal.

IV. Conclusions

The following objectives were established to monitor progress toward meeting program goals. These objectives focus on an increase in Teacher capacity and ELPA proficiency (as measured by the ACCESS exam).

1. *By the end of SY 2019-20, at least 125 teachers will build their capacity in language development to ensure that classroom practices develop language proficiency in listening, speaking, reading, and writing interdependently in all content areas.*

   - **Objective Not Met:** A total of 115 teachers participated in the GLAD

professional development virtual sessions during SY 2021.

2. *By the end of SY 2020-21, at least two newly certified GLAD trainers will pass the GLAD certification, as measured by Project GLAD certification process.*

- **Objective Met:** During SY 2021, two district employees passed the GLAD certification requirements.

3. *By the end of SY 2020-21, at least 50% of general education teachers who have completed GLAD training will have extensive opportunities to develop GLAD units that assist student to achieve academic success as measure by progress in the four domains of language progress as measure by ELPA.*

   a. *Participating schools will increase ELPA proficiency rates by at least two percentage points by participating in any of the following professional learning opportunities*
   b. *Participating dual language schools will increase ELPA proficiency rates of their second ELs by at least two percentage points.*

- **Objective unable to be addressed at this time:** ACCESS AGP scores will not be available until late fall, SY 2022.

The primary vision of the Washoe County School District's (WCSD) Leadership Development Program is to help build the capacity of school-based and central office leaders through providing high quality professional learning and mentoring to aspiring administrators. This program focuses on the development of the participants' leadership skills as well as improving their overall competence and effectiveness. The evaluation of the Leadership Development Program included an in-depth analysis of exit surveys received from both the WASL and McREL session participants.

I.   Washoe Academy of School Leaders (WASL)

The Washoe Academy of School Leaders (WASL) provides professional development, administrative support, and collegial mentoring to aspiring principals to encourage their leadership skill development. The mission of WASL is "to develop a new generation of outstanding, transformational building-level leaders in Washoe County." The academy was comprised of five

> **21** leaders participated in WASL professional development in SY 2020-2021

sessions spread out over the second half of the school year. The 2020-21 school year marks the ten year anniversary of the WASL program. A total of 21 teachers, Teachers on Special Assignment (TOSA), Deans, and Administrators participated in the program this year.

Through targeted professional development and professional mentoring, academy participants build their individual capacities in six critical areas:

- Leadership
- Leading learning
- Creating an accountable school
- Leading and managing people
- Managing resources
- Building relationships

WASL participants were given exit surveys after each of the five sessions about whether the session had met their need for collaboration and strengthened their understanding of leadership responsibilities within WCSD. After all five sessions, 94% of those that responded either agreed or strongly agreed that their needs for collaboration were met and 93% reported that these sessions strengthened their understanding of leadership responsibilities within the context of WCSD. A combined summary of all survey responses about additional, session-specific survey questions is provided in Figure 1. Overall, WASL

participants responded almost unanimously favorably about their experiences in this professional development series.

Session 1	% Agree or Strongly Agree
Strengthened my skills and abilities necessary to lead in public education in a time of rapid reform	100%
Deepened my awareness of core values and beliefs and allowed me to reflect on life experiences that inform the foundation of my approach to leadership	100%
Session 2	% Agree or Strongly Agree
Strengthened my skills and understanding and connections among MTSS, SEL, Trauma Informed Practices, and Behavioral Health	100%
Deepened my awareness of core values and beliefs and allowed me to inform the foundation of my approach to leadership	95%
Session 3	% Agree or Strongly Agree
Strengthened my skills and understanding about leading professional learning communities and their integral role in supporting instructional goals	88%
Deepened my awareness of leading PLCs and their practical application for school performance planning and continuous improvement	100%
Session 4	% Agree or Strongly Agree
Strengthened my skills and understanding about school performance planning and the application of a continuous improvement cycle	100%
Deepened my awareness of accountability measures and their practical application for school performance planning	100%
Session 5	% Agree or Strongly Agree
Strengthened my skills and understanding about leading professional learning and understanding regarding budgets and setting budget priorities	100%
Deepened my awareness of my growth and development as a leader. Specifically, my ability to prioritize initiatives and communicate who I am as a leader	100%

Figure 1. 88-100% of the WASL participants' responses indicated this program strengthened their overall leadership skills.

The feedback received from the participants of WASL were overwhelmingly positive, below are a few examples taken from the open comments section of the end of session survey:

WASL participants feedback received from the sessions 1 - 5:

"This session of WASL was powerful! I am encouraged by the thoughtful planning linking assessment, data, and SPP on the same day!"

"Composing my leadership story has provided me the opportunity to dig deeper into what I feel is most important as a leader. Reflecting on past experiences and people who have had a strong influence both personally and professionally has helped to sculpt my core values and beliefs and helped to build my foundation approaching leadership."

"As leaders, we are responsible for ensuring positive outcomes for our students. Leading others by example, assessing the needs for student success, and facilitating positive relationships and culture within our schools helps us to support and achieve positive outcomes. Understanding the expectations from the district and providing the leadership to support those expectations is critical to success. This class facilitated understanding and helped to build my skills as a leader in addition to providing powerful tools to use immediately."

II. Mid-continent Research on Education and Learning (McREL)

The Mid-continent Research on Education and Learning (McREL) Balanced Leadership is a professional development series offered to newly hired principals and assistant principals to help develop the skills and responsibilities needed to lead schools. Throughout the 2020-21 school year, there were four separate topics presented in the McREL series: Balanced Leadership Overview (September 2020), Managing Change (January 2021), Developing a Purposeful Community (February 2021) and Focus of School Level Leadership (April 2021).   All participants received a survey after each session about the content and usefulness of the session. The results of surveys are presented below in Figure 2.

Washoe County School District
Every Child, By Name And Face, To Graduation™

McREL Series	Overview	Developing a Purposeful Community	Managing Change	Focus of School Level Leadership
	% Good or Very Good	% Good or Very Good	% Good or Very Good	% Good or Very Good
Overall quality of this session	100%	100%	95%	100%
Overall usefulness of this session	100%	100%	95%	100%
	% Agree or Strongly Agree	% Agree or Strongly Agree	% Agree or Strongly Agree	% Agree or Strongly Agree
I expect to use the information and skills acquired during this session in my work	100%	100%	95%	100%
I would recommend this session to a colleague	100%	100%	95%	100%

Figure 2. 95-100% of McREL participants responded favorably about the usefulness of all sessions.

III. Conclusions

The feedback received from the session exit surveys from the WASL and McREL series reflect the success of this professional development program. The majority of WASL and McREL participants felt these courses strengthened their overal leadership capacity and they planned on applying these learned skills in their instruction. Below is a summary of the program objectives and results.

1. *80% of the aspiring district leaders who participate and complete WASL will enter the leadership pool for assistant principal, principal and dean positions.*

   - **Objective not met:** Out of the 21 WASL participants in 2020-21, 5 entered the leadership pool (24%).

2. *By the end of the SY 2020-21, 95% of the WASL participants will report that their experience provided them with strong support in building their leadership skills as measured by feedback surveys and program evaluation at the conclusion of the course.*

   - **Objective Met:** An average of 99% of all the participant's responses

indicated the overall program strengthened their awareness, leadership skills and overall competence as administrators.

3. *By the end of the SY 2020-21, 95% of all assistant principals and 100% of 2nd year principals will complete all four McRel Balanced Leadership modules.*

   - **Objective not met:** A total of 8 school administrators, including new and assistant principals attended the McRel Balanced Leadership modules.

4. *By the end of the SY 2020-21, End of Course Surveys will indicate a 90% satisfaction rate with the relevance and applicability of the content presented in the leadership modules/courses.*

   - **Objective Met:** 93% of the WASL participants indicated that these sessions strengthened their understanding of leadership responsibilities, while an average of 99% of the McREL series reported that they were satisfied with the overall usefulness and quality of the session's content.

![Washoe County School District logo — Every Child, By Name And Face, To Graduation]

The vision of the **Master Lead Teacher Project (MLTP)** in the Washoe County School District (WCSD) is to increase sustainable teacher and leadership capacity in the WCSD by providing professional learning (PL) to teachers who oversee field experiences of preservice teacher interns. Teachers are selected to participate based on principal recommendations, national board certification status, and other criteria that demonstrate strong instructional skill. Once chosen, PL is provided to these teachers through an advisory seminar course and direct coaching from an instructional coach with the Regional Professional Development Program. Through this PL, these "Master Lead Teachers" expand their capacity to mentor others, model leadership, and support equitable and inclusive instructional practices. As expert teachers and mentors working alongside their student teachers, master lead teachers provide focused assistance specific to the needs of interns within the classroom context.[1] In turn, preservice teacher interns enter their teaching careers prepared for the rigors of teaching with a strong sense of self-efficacy and are more likely to persist in the teaching field far beyond the probationary period.

The program evaluation of MLTP in the 2020-21 school year (SY) focused on the implementation of program activities and program outcomes. This summary describes findings from two sources of data:

1. MLTP program data
2. Survey of Master Lead Teachers
3. Teacher performance ratings

Teacher participants and interns. Since the MLTP began in SY 2019-20, 52 teachers from 21 schools completed MLTP professional learning to become master lead teachers. Under their mentorship, 53 preservice teacher interns completed field placements (Table 1).

Table 1. Number of Master Lead Teachers and Student Interns by Cohort Semester and Year.		
Cohort semester and year	Master Lead Teachers	Preservice Teacher Interns
2021-22 (Fall semester only)	10	10
2020-21	20	21
2019-20	22	22
Total	52	53

---

[1] Grimmett, H., Forgasz, R., Williams, J., & White, S. (2018). Reimagining the Role of Mentor Teachers in Professional Experience: Moving to I as Fellow Teacher Educator. *Asia-Pacific Journal of Teacher Education*, v46 n4 p340-353.

Peiser, G., Ambrose, J., Burke, B., & Davenport, J. (2018). The role of the mentor in professional knowledge development across four professions. *International Journal of Mentoring and Coaching in Education*, v7 n1, p2-18.

Master lead teacher perspectives. A retrospective survey of master lead teachers who completed the mentoring course (n=17) in November 2020 showed increased confidence in their ability to support interns. In comparison to a prior experience mentoring a preservice intern, a teacher described the added value of the MLTP:

> *"I felt much better prepared for this experience... I had a student teacher many years ago and it did not go well so I was very reluctant to try again. The weekly support was huge in making me feel successful as a lead teacher. Additionally, I was able to give my student teacher a worthwhile experience."*
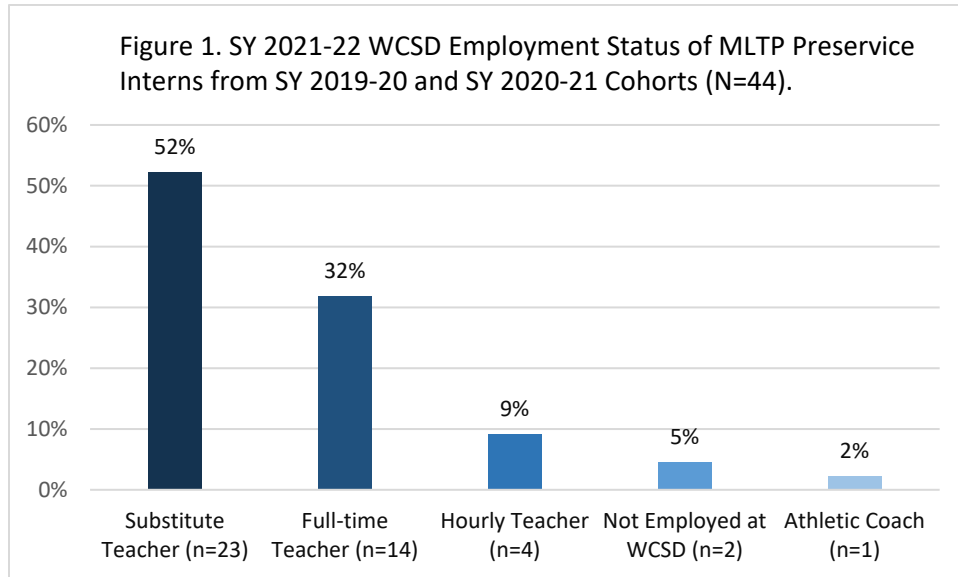>
> *Master Lead Teacher course participant*

Master lead teachers attributed improved confidence to their participation in the weekly PL, and specifically noted the benefit of having *"critical friends"*, collaborating with others, learning how to co-teach, and access to quality materials that could be used immediately. In addition to improving their ability to mentor and coach student teacher interns, several said the PL benefitted their ability to teach overall. Rating the program as a 5 out of 5, one teacher testified, *"I would do it again!... The MLT Project helped me to be reflective in my own practice as well".*

MLTs also pointed to areas of the program that may be improved. Some asked for stronger alignment between WCSD and UNR of expectations for field experiences, more critical and detailed feedback to student teacher interns from field supervisors, and shorter meeting times and less homework.

Program adjustments. Beginning SY 2021-22, teachers selected for the program are observed prior to the start of the program to (a) better match incoming student teacher interns with a master teacher and (b) help the instructional coach prepare for course instruction and coaching to meet the learning needs of the cohort. Additionally, program leaders are exploring incentives to increase recruitment of teachers to serve as Master Lead Teachers at the secondary level.

Teacher employment. Of pre-service teachers who interned with a Master Lead Teacher in SY 2019-20 and SY 2020-21 (N=44), over half (52%) were employed as substitute teachers and about one-third (32%) as full-time teachers by November 2021. The remaining were employed as hourly grant-funded teachers, as an athletic coach, or were not employed in the WCSD (Figure 1).

Figure 1. SY 2021-22 WCSD Employment Status of MLTP Preservice Interns from SY 2019-20 and SY 2020-21 Cohorts (N=44).

Employment Status	Percentage
Substitute Teacher (n=23)	52%
Full-time Teacher (n=14)	32%
Hourly Teacher (n=4)	9%
Not Employed at WCSD (n=2)	5%
Athletic Coach (n=1)	2%

Conclusions

Three objectives were established to monitor progress toward meeting program goals, including recruitment of master lead teachers and teacher preparation to meet effectiveness standards.

1. *By the end of SY 2020-21, 30 teachers will complete the Master Lead Teacher Program.*

   - **Objective Met**: At the end of SY 2020-21, 42 teachers had served as master lead teachers to 43 preservice teacher interns. An additional 10 teachers and 10 student teacher interns are currently participating in the SY 2021-22 cohort.

2. *By the end of SY 2021-22, at least 70% of student interns in a classroom with a teacher who interned under a master lead teacher will have met their student learning goal.*

   - **Unable to report**: Student learning objectives are not required of first year teachers and will be available for teachers from the SY 2019-20 MLTP cohort who are in their second year of teaching in SY 2021-22. This objective will be reported in the SY 2021-22 annual summary.

3. *By the end of SY 2020-21, at least 85% of teachers who interned with a master lead teacher will achieve first year evaluation ratings of "effective" or "highly effective."*

-   **Unable to report**: Only 4 teachers received performance evaluations in SY 2020-21. The minimum number for reporting is 10.

The mission for the Washoe County School District (WCSD) professional learning around the Nevada Academic Content Standards (NVACS) is to provide opportunities for teachers to build their capacity for planning and establishing a shared vision of teaching and learning across all district schools. This practice helps teachers prepare themselves with the knowledge needed to ensure student success in accessing the NVACS. The Teachers on Special Assignment (TOSAs) within the Department of Curriculum and Instruction (C&I) provided K-5 math support and coaching to teachers within the district. During SY 2021, there was one TOSA facilitator and three coaches, one of which being supported by Title II funding.

The K-5 math professional learning opportunities that were offered by the TOSAs during the SY 2020-2021 included:

- Bridges in Mathematics "Getting Started" kick-off
- envision Mathematics 2.0 Implementation Essentials (Getting Started Grades 2-5)
- Leadership in Mathematics Education (LME)
- Mathematics Learning Labs: Facilitated Classroom Observations
- Using Manipulatives to Support Conceptual Understanding in Mathematics
- Embedded co-teaching cycles
- PLC facilitation and /or team meetings
- Site-based professional learning whole staff, grade bands, or specific grade levels (pink Wednesdays, weekends, or before the school year started)
- Technology support (enVisionmath 2.0/DreamBox)
- Walk-through observations, conversations and/or school planning support (with administrators, coaches, teacher leaders)

I.   NVACS Professional Development

Throughout the 2020-2021 school year, there were multiple virtual professional development training sessions held at 64 WCSD elementary schools. The sessions included professional learning on instructional planning and materials, problem-solving strategies, and embedded support. This included technology support for enVision,

Bridges, DreamBox, and virtual classrooms. Open office hours were also offered for additional support. Onsite visits and in-person trainings were not conducted for the majority of the school year due to the COVID-19 pandemic regulations. By spring 2021, onsite professional development took place at Double Diamond elementary school, where the team was able to review instructional materials and standards with staff and facilitated classroom observations.

II.   NVACS Spring 2021 Follow-Up Evaluation Survey

A follow-up survey was administered online at the end of SY 2021 to both teachers and administrators who participated in NVACS professional learning. The objective of the survey was to use feedback from the participants to help determine the effectiveness of the program. The survey was completed by 66 (24%) participants (N=277) who received math intensified support, math coaching, and Professional Learning Community (PLC) support.

The participants were asked to reflect on their knowledge and use of NVACS strategies at the beginning of the year—prior to professional development—compared to the end of the year. As shown in Figure 1, results of the survey indicate an increase from 62% to 98%, in participants' level of understanding of mathematics instruction and formative assessment strategies required to meet the intended outcomes of NVACS. In addition, the results show a large increase, 77% to 96%, in participants' confidence to teach students grade-level content that is aligned with NVACs in mathematics.

Understand mathematics instruction and formative assessment strategies required to meet the intended outcomes of NVACS — 62% / 98%

Confident to teach students grade-level content that is aligned with NVACS in mathematics — 77% / 96%

% Mostly or Extremely Well
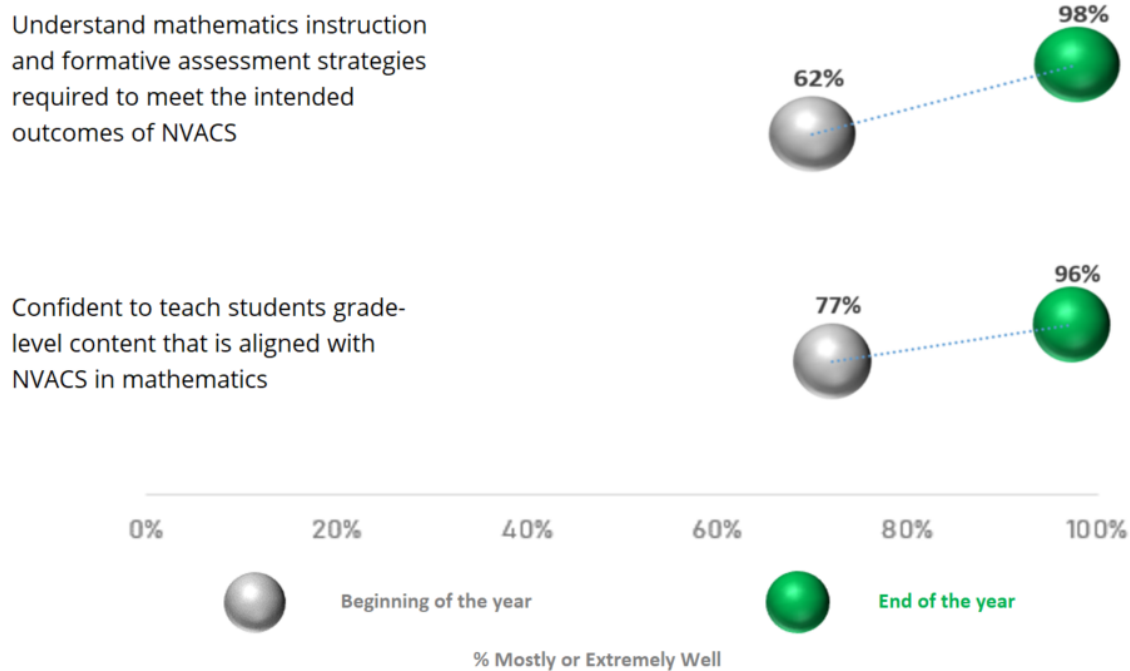
Beginning of the year / End of the year

Figure 1. Results of the NVACS Spring 2021 Follow-Up Evaluation Survey.

Overall, 87% of the participants responded that they were *Mostly or Extremely Familiar* with the following WCSD resources:

- NVACS Standards for Mathematics
- Math Curriculum Guides
- Math Pacing Frameworks
- Instructional Materials (e.g. Bridges or enVisionmath2.0)

Approximately 77% of the participants indicated that the additional math support they received from the TOSAs was beneficial to their overall instructional practice, which was the same when compared with the percentage (77%) reported in the previous SY 2020.

Samples of participant feedback regarding their experience working with the TOSAs are shown in Figure 2. All open-ended comments received were positive.

Washoe County School District
Every Child, By Name And Face, To Graduation™

Comments received from K-5 Math professional learning participants on support received and classroom implementation:

"It was a great experience, all of the teachers were very knowledgeable and went above and beyond to support us."

"This was a wonderful class and extremely helpful to plan and discuss the curriculum and then be able to implement it right away, while it's still fresh."

"The TOSAS have modeled math, explained math learning, recommended excellent reading materials, coached me, and helped me become a much better math teacher. They also taught me how to work with my team and school to advocate for the best math teaching experience for our students."

Figure 2. K-5 Math Professional Learning Open-Ended Feedback, SY 2021.

III.   Conclusions

The success of NVACS professional development for the teachers' overall understanding and confidence in aligning classroom instruction to the NVACS was demonstrated by the year-end survey results.

1. Teachers will demonstrate a deeper understanding of subject area outcomes including instructional and formative assessment strategies required to meet intended outcomes of the NVACS in K-5 mathematics.

    Objective Met: Respondents indicated that their confidence level to teach students grade-level mathematics content aligned with NVACS increased after professional development, from 77% to 96%.

The role of the Washoe County School District (WCSD) Title II-School Improvement Coordinators (SICs) is to review and support instructional practices with district school administrators to help promote school improvement with the goal of increasing student achievement.   There are two full-time SICs to help support the 110 schools (elementary, middle, and high schools) within the district, both of which are Title II funded. To help achieve district goals, the SICs used a school monitoring protocol for the implementation and improvement process. During the 2020-2021 school year, the SICs provided numerous specialized trainings that were customized to meet each school's specific needs, these activities included:

- Providing a system of support for the school improvement process through the WCSD School Performance Plan (SPP) which included an in-depth review with school administrators at the beginning of the 2020-2021 school year. Due to the Covid-19 pandemic, the majority of SIC support for administrators continued through online platforms such as Zoom and Microsoft Teams.

> **Administrators at 110 schools received support from the School Improvement Coordinators**

- The SICs provided assistance to schools to help align academic goals with distance learning for students. Additional support was also provided through data collection and analyses, presentations, collaborative committee work, and the completion of a collaborative forum with the Nevada Department of Education (NDE) during the 2020-2021 school year.

- Assisted in keeping the teachers, administrators, parents, and community members informed regarding the implications of the different school achievement designations, such as Comprehensive School Improvement and Targeted School Improvement through meetings, written documents, email, phone conferences, as well as collaborative committee work (e.g. NDE, Family Engagement, Assessment, McKinney Vento Group).

- Conducting a state-mandated Needs Assessment (NCCAT-S) for each school to support their School Improvement Plan (SIP).

I. School Improvement Coordinator (SIC) Satisfaction Survey

Prior to the end of the 2020-2021 school year, an online survey was emailed to

Washoe County School District
Every Child, By Name And Face, To Graduation℠

school administrators (N=110) for feedback regarding the level of support that they had received from the SICs. The survey respondents included 35 administrators, in which 69% were from elementary schools, 20% from middle schools and 11% from high schools.

The participants were asked to select specific support categories their school received from the School Improvement Coordinators during the 2020-2021 school year. As shown in Figure 1, all of the respondents reported that they received support in the development of their School Performance Plan (SPP).
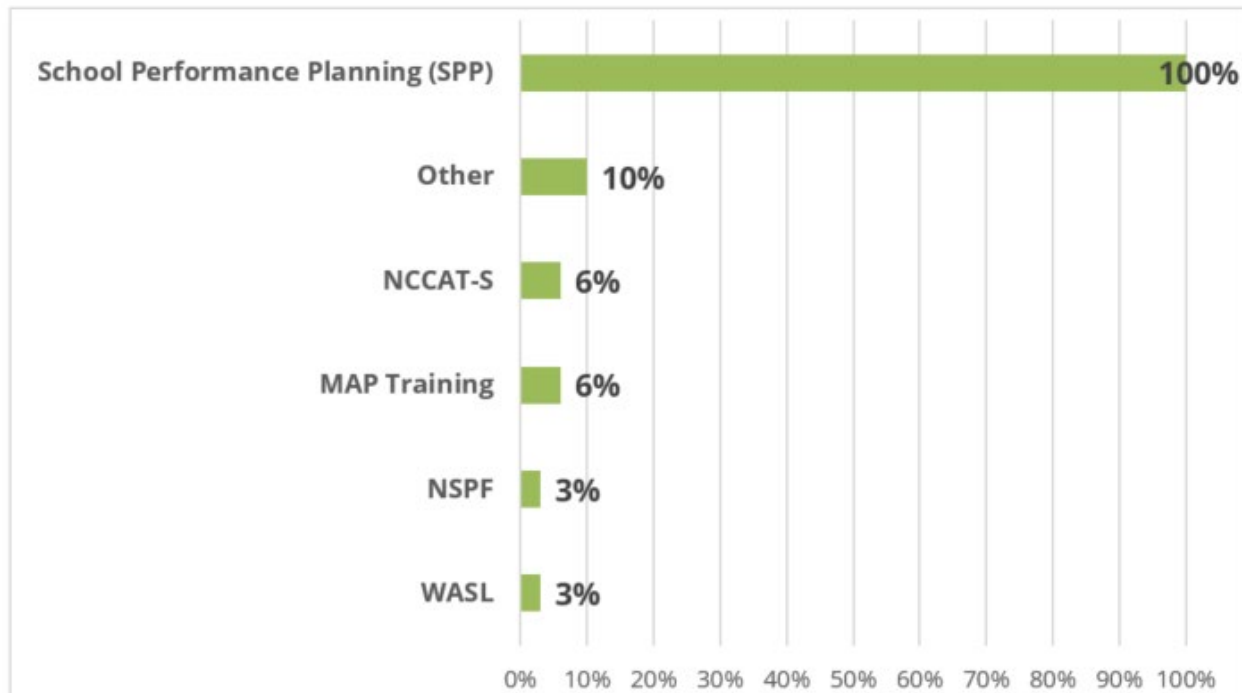

Figure 1. Administrator responses regarding the specific support categories their school received from the SICs during the 2020-2021 school year.

Additionally, the administrators were asked the type of support they received during the school year. As shown in Figure 2, most respondents (97%) reported that they received Review and Feedback support from the SICs, while 23% of respondents indicated they received Technical Assistance as well. Other support categories included School-wide Assessment Training (10%), Direct Assessment (6%), and Other: e.g. data profiles, ESSA, CSI/TSI/ATSI (6%).
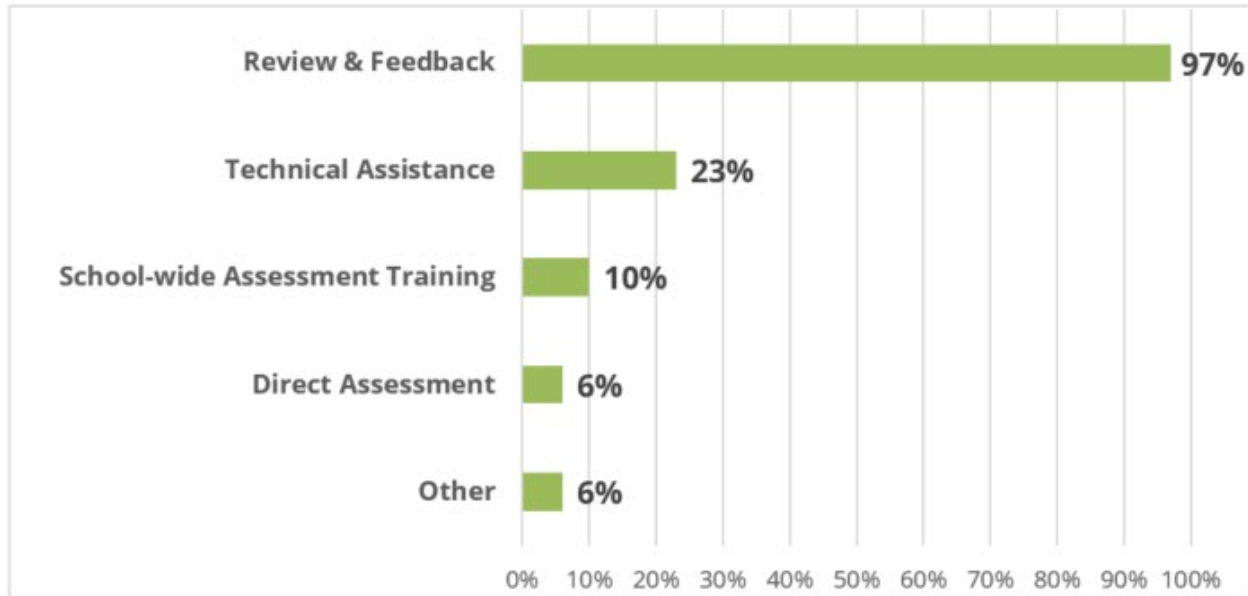
Figure 2. Participants were asked what support their school received from the SICs during the 2020-2021 school year.

As shown in Figure 3, 87% of the respondents reported that they were satisfied with the current level of understanding and support they had received from the SICs. While 10% of the respondents stated that they could use some additional support, 3% stated that they could help someone else understand the content in which they had received support. Not one of the respondents indicated they need a lot more information or additional support.

Current Support Need Status	
I am satisfied with my current level of understanding and support.	87%
I need some more information and/or support.	10%
I could help someone else to understand.	3%
I need a lot more information and/or support.	0%

Figure 3. Status of SY 2021 support needs.

Respondents were asked to provide any feedback or comments that they had regarding their interactions with the SICs. All qualitative feedback from the satisfaction survey was positive and a few samples are shown in Figure 4.

Washoe County School District
Every Child, By Name And Face, To Graduation™

Feedback received from respondents of the School Improvement Satisfaction Survey :

"I have always felt fully supported by the School Improvement Coordinators! They help administrators navigate quality school goals that resonate best from data."

"Some excellent gentlemen that work in this area. Professional, available, and understand how to tailor the SPP to the needs of my school."

"Nick and Ron always provided support and met with me personally when I had questions. I look forward to working with them on the new plan."

Figure 4. Qualitative feedback examples from respondents on the SICs 2020-2021 Satisfaction Survey.

II. Training Sessions

During the 2020-2021 school year, the SICs conducted multiple training sessions via telephone, Zoom, Microsoft Teams and in some cases in-person at schools. Note: Site visits and in-person trainings were not conducted for the majority of the school year due to the COVID-19 pandemic regulations. The training sessions included an in-depth review of site-specific data, as well as, MAP testing results for the elementary schools. In addition, the SICs helped train staff in how to analyze and use data to drive instructional decision-making at their school. The SICs also conducted training/presentations for the Washoe Academy of School Leaders (WASL) program and the Nevada Leads program.

III. National Department of Education CSI/SPP Review

The National Department of Education (NDE) reviewed and scored all of the Washoe County SPP's for Comprehensive Support and Improvement (CSI) schools during the 2020-2021 school year. The results of their review indicated

that the Washoe County CSI schools scored the highest in the state and scored above the state average in every category, including a comprehensive needs assessment, inquiry process & action plan design, budget plan and required elements for Title I schools. The NDE communicated that they were impressed in how our district addressed school performance planning.

IV. Conclusions

A summary of the School Improvement measurable objectives and results are as follows:

1. Each school will complete a SPP and a Comprehensive Needs Assessment.

    a. By the end of SY 2020-21 all (100%) of Washoe County School District schools, at all levels (Elementary, Middle, and High) will have conducted a comprehensive needs assessment to address curricular, leadership, assessment and accountability, MTSS, Equity and Diversity, and Family Engagement systems in place at their site as measured by completed and peer reviewed School Performance Plans.

    b. By the end of SY 2020-21 all (100%) of Washoe County School District schools, at all levels (Elementary, Middle, and High) will construct their measurable objectives to reflect root causes and the comprehensive needs assessment with a focus on adult actions and student centered achievement (outcomes) as measured by completed and peer reviewed School Performance Plans.

    - **Objective Met:** All schools (N=109) in the WCSD completed a School Performance Plan and comprehensive needs assessment, with the exception of Gerlach, as they were an accreditation school during the 2020-2021 school year. All of the required actions detailed above were addressed and was approved by the Nevada Department of Education.

Washoe County School District
Every Child, By Name And Face, To Graduation℠

WCSD Title II Special Education Initiative:
Professional Learning for Whole Classroom Design Evaluation Bulletin 2021

Professional learning (PL) in Whole Classroom Design provided by the Special Education Department focuses on building diverse skill sets for special education teachers to foster student self-determination and resilience to maximize their access and engagement to the rigor of the state academic standards.

Learning objectives. The objective of the Whole Classroom Design PL is to increase the capacity of teachers to teach and engage students with disabilities in all classroom settings on the rigor of grade level standards. Teachers are taught:

- analysis of classroom resources
- pinpointing specific targets
- complex goal setting with students
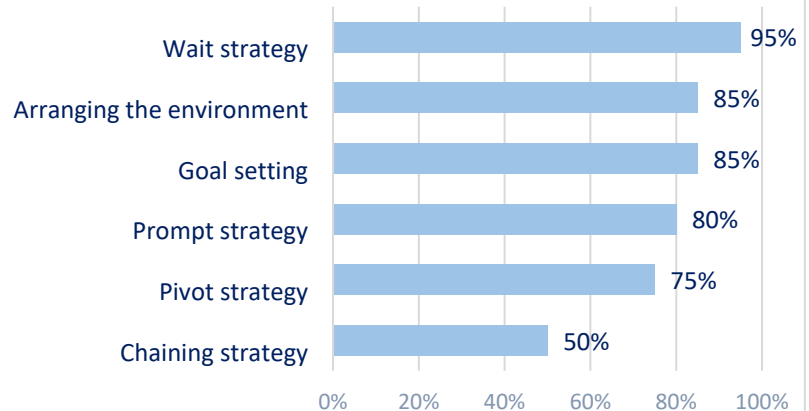- using pre-established skills to recombine to new skills

These learning objectives are intended to equip teachers with strategies for responding to specific student needs, to be responsive in the moment to those needs, and to ensure delivery of Specially Designed Instruction through inclusive practices.

Training format. The training is provided by High Sierra Industries and is offered to new and experienced case managers in special education. Teachers attend multi-day sessions in cohorts to support a collaborative working community. Special Education Facilitators provide follow-up support for the practice of Whole Classroom Design strategies through coaching and modeling. This approach is personalized for each teacher by modeling the learner readiness, replacement behaviors, and differentiation that teachers are expected to implement.

In SY 2021, 3 courses were offered, including Classroom Strategies and Design, Advanced Classroom Strategies, and Leading Transitions Through Evidenced Based Practices (see course descriptions in the callout). A survey of participants of the Advanced Classroom Strategies and Design course variation in the number of

Figure 1. SY 2020-21 Percent of Advanced Classroom Strategies and Design Course Participants Who Used Whole Classroom Design Key Strategies, by Strategy (N = 20)
Question: Have you used the _____ strategy? (Yes/No).

Strategy	Percent
Wait strategy	95%
Arranging the environment	85%
Goal setting	85%
Prompt strategy	80%
Pivot strategy	75%
Chaining strategy	50%

Washoe County School District
Every Child, By Name And Face, To Graduation™

strategies used after course completion. Of 9 strategies, 65% of teachers used 7-9 of them, 25% used 4-6, and 10% used 1-3. Described in figure 1, the most and least used strategies are:

- Wait, arranging the environment, and goal setting strategies were most used.
- Prompt, pivot, and chaining strategies were least used – Only half of participants employed the chaining strategy.

Most participants said they understand the needs of their students (90%, 18 of 20).

Whole Classroom Design Courses Offered in School Year 2020-21
Classroom Strategies and Design September 22, 2020 and October 14, 2020
The difficulty of teaching in the first 3 years has been well documented within the established educational literature. The course aims to walk through potential classroom design, conceptual, and practical skills to help create a range of tools to help you establish the classroom environment that you envision. Take this time with us to reflect on what is working, how to gauge engagement, and promote active learning for your students. Together we will explore a range of techniques from scheduling, prompting, providing feedback, using goal setting, and evaluating success of the strategies employed in self-contained and inclusive classrooms. This will be accomplished by creating the space for reflection, processing, and integration to your personal educational style.
Advanced Classroom Strategies and Design September 24, 2020
Given your skills and abilities developed through your formal education and teaching experience, the current course aims to share some standard language to guide a reflection on current practices to establishing the learning environment you envision. The course will focus on promoting student engagement, using prompting strategies, providing feedback, refining goal setting, and data-based decision making. Take this time to work with other veteran teachers, share ideas, and further your passion as an educator. This course is recommended for all veteran case managers.
Leading Transitions Through Evidence-Based Practices September 23, 2020
The world of transition services for special education has undergone massive changes in the last 10 years including the introduction of the Workforce Innovation and Opportunity Act (WIOA), development of evidence-based practices, and a shifting culture of awareness of people with unique abilities. The current course will use a hybrid of face-to-face meetings via Microsoft Teams and solo guided adventures exploring current evidence supported practice to promote meaningful transition from an educational environment to the real world. Topics will include guidance through career mapping, promoting job explorations, encouraging skill development, building "stick with it-ness" and aligning motivation for learners. The unique format of the course will allow for a year-long exploration of the topic throughout both the fall and spring. This course is recommended for MS and HS special education case managers.
Note. Course information taken from MyPGS course catalog.

Washoe County School District
Every Child, By Name And Face, To Graduation™

I. Challenges and Solutions

Limited ability to provide coaching. Opportunities to provide coaching to case managers was severely limited in SY 2020-21 under COVID restrictions that limited visits to schools. Additionally, Special Education Facilitators dedicated approximately 80 percent of their time serving as substitute teachers to fill vacancies that resulted from teacher quarantines. Despite these conditions, some coaching was provided outside of class within virtual meetings to case managers who requested support. Often coaching was provide informally where opportunity presented.

To encourage systematic coaching practices, SPED Facilitators who completed a coaching course were advised to bring 3 teachers through one full 6-week coaching cycle. In addition to building their own professional knowledge and coaching capacity, SPED Facilitators could use these experiences as artifacts within their performance evaluations. SPED Facilitators were advised to focus on one strategy for the entire cycle and to document their experiences, interactions, and observations of the coached teachers.

Difficulty transferring strategies to virtual learning environments. Anecdotal evidence suggested teachers found it difficult to transfer strategies to online instruction. This was made more challenging by multiple models of instruction--in-person, hybrid, and full-time distance learning--sometimes with teachers navigating instruction in multiple formats simultaneously or switching between them.

The SPED PL Specialist explored the idea of constructing a rubric for teachers to self-assess their use of key strategies within in-person and online learning environments. This self-assessment could be used guide expectations for practice, allow teachers to gauge and modify their use of strategies across environments, and provide SPED Facilitators information about the specific learning and practice needs of teachers in a confidential and non-evaluative manner. The creation of a rubric and process for self-assessment will be further developed in combination with observation protocols in SY 2021-22.

II. Conclusions

1. ***Key Strategies.*** *At least 80% of teachers who participate in professional learning will demonstrate effective implementation of one Whole Classroom Design key strategy to engage students in standard based learning.*

Washoe County School District
Every Child, By Name And Face, To Graduation™

- **Objective Unable to report:** 80% of the teachers implemented at least 1 strategy as reported anecdotally; however, less than 5 class observations were completed virtually and data showing the use of key strategies were not collected. Coaching in SY 2020-21 focused on virtual instructional practices with limited attention given to adapting key strategies to online instruction.

2. *Student Engagement.* *At least 80% of students of teachers who participate in professional learning will demonstrate "active engagement" through responding to a Whole Classroom Design key strategy.*

   - **Objective Unable to report:** Direct observation of student engagement in response to specific strategies were not reliably observable. Less than 5 class observations were completed virtually and data showing student responses to key strategies were not collected.