

Below is a list of Inservice courses available through the Professional Learning tab within MyPGS that will begin April 1st, 2025 – April 30th, 2025.



The Inservice Application is Now Available Through MyPGS!

We're excited to announce that the Inservice Application can now be submitted directly through MyPGS for Site-Based teams! This new feature eliminates the need for a PDF application, ensures that the Professional Learning team receives your request, and allows you to track the progress of your application, including any additional information that may be required, all within MyPGS!

All principals will have immediate access to their site's teams. For anyone else who would like access to the new form, please send in a request to ProfessionalLearningSupport@washoeschools.net with your administrator and location included.

The Inservice Application will still be available on the [Inservice page](#) under *Professional Learning Forms* for conferences and other activities held off site. Additionally, anyone looking to submit a **Master's Plus application** can find it available on the same form.

If you have any questions about the new process, please refer to the [attached instructions](#) or contact the [Professional Learning Support team](#).

Important Message Regarding Inservice Credits

For updated information regarding approved and non-approved professional learning providers, please [click here](#) or go to "Inservice" under "Departments" from the WCSD home page. We will continue to update this website. If you are not sure if your provider or university meets WCSD requirements, please email eric.sotelo@washoeschools.net.

Approved Providers

The following providers are approved for Inservice Credit and will require an official transcript to be sent to your HR Generalist. [Click here](#) to find your HR Generalist.

- [Antioch University - CEU's for counselors](#)
- [American College of Education - Teaching Channel](#)
- [American Speech-Language-Hearing Association](#)
- [Augustana University - Professional Development Graduate Courses](#)
- [Dominican University of CA - Online Education Courses for Teachers, Teacher Training Certificate Program](#)
- [Grand Canyon University](#)

- [Great Basin College](#)
- [Michael Mills - Independent Study Courses - Fresno Pacific University \(Spring 2025 information\)](#)
- [National Education Association \(NEA\) Micro-Credentials](#) (Please check the course details in MyPGS for unapproved micro-credentials)
- [North Dakota State University](#)
- [UC San Diego - Professional Development Institute \(PDI\)](#)
- [UF College of Education - Graduate Certificate in Dyslexia](#)
- [Western Governors University](#)

Unapproved Providers

Vendors can get lists of email addresses from the Nevada Department of Education without approval from districts. It should not be assumed that emails advertising credits for salary advancement have been reviewed or approved for Inservice Credit by WCSD.

- [CDA Child Development Associate](#) - Effective 3/6/2024
- [Gilder Lehrman self-paced courses](#) - Effective 2/9/2024
- [Albion self-paced online courses - Idaho State University](#) - Effective 2/9/2024
- [PD Classes Online](#) - Effective 3/1/2024
- [Speechpathology.com](#) - Effective 4/16/2024
- [Professional Development Courses \(PDC\) - University of La Verne](#) - Effective 2/19/2024
- [Benerd Professional Development - University of the Pacific](#) - Effective 2/9/2024

Educational Conferences

If you will be attending an educational conference outside of contract time and would like to receive Inservice Credit, please submit a request by using the following form: [Application for Inservice Credit](#).

The application must be submitted and approved prior to conference attendance. Approved conferences must be attended in-person or live, with a time tracker. Self-paced conferences do not qualify for Inservice Credit.

Credits and Salary Advancement

For salary advancement purposes, certified and administrative staff can use educational graduate credits from accredited colleges and universities, as well as Inservice credits from courses posted in MyPGS. For graduate courses, send an official transcript to your HR Generalist.

To receive Inservice Credit for RPDP courses, please send a copy of your RPDP certificate or SUU transcript to your HR Generalist for processing. After the course has ended, classes may take 2-3 weeks to be reflected onto your MyPGS transcript. For any questions regarding classes missing from your MyPGS transcript, please contact the course instructor at RPDP.

Inservice credits from WCSD courses (with course numbers containing W, WA, or WCSD) in MyPGS are electronically downloaded to pay cards on a weekly basis. You will not receive a certificate of credit for these courses. You can use a PDF of the MyPGS transcript to upload these courses into OPAL for license renewal.

In addition to the approved and not approved professional learning providers, courses that cannot be used for salary advancement include:

- Courses where you receive a stipend;
- Courses taken during the contract day;
- Courses less than 7.5 hours in length;

- Non-WCSD courses offering CEU's that have not been pre-approved by the Inservice Division via the Inservice credit application (attached)
- Undergraduate courses not pre-approved through the Inservice Division via the Master's Plus application (attached).



Course Highlights

The courses listed below offer Inservice Credit and can be used for both salary advancement and Nevada Department of Education license renewal:

National Education Association (NEA) Micro-credentials

The National Education Association offers courses in micro-credential “stacks” free of charge to all members of the Washoe Education Association (WEA). These job-embedded courses are in 15-hour increments with relevant topics for educators. Courses are self-paced and can be started at any time. Follow instructions included on the course page on MyPGS.

Book Club: Midnight in Chernobyl

Midnight in Chernobyl is a comprehensive look into the Soviet Union during the Cold War and the worst nuclear disaster in history. Participants will learn about how the meltdown at Chernobyl led to the collapse of the Soviet Union and the lengths the government went to keep the severity of the disaster a secret. Additionally, participants will engage in reading, discussion, and inquiry strategies they can take back to their classrooms.

Bridging the Gap Leveraging State and University Library Resources for College

This in-person course at the University of Nevada, Reno Libraries will entail hands-on activities with state and university library resources as well as engagement with curriculum standards and professional guidelines. Participants will also tour the Libraries and learn about the various library services available at the University. The audience for this course is high school librarians.

Building Thinking Classrooms in Mathematics (Part II)

In this class, we will move beyond Building Thinking Classrooms in Mathematics' Toolkits 1 & 2 where the focus is on Collective Synergy to discuss and examine Toolkit 3 & 4 where students' Individual Meaning Making takes place. We will also explore instructional practices and structures that enhance and compliment the vertical spaces and the Thinking Classroom.

CPI Non-Violent Crisis Intervention Foundation Course

This course is being offered as an opportunity to learn skills to effectively handle crisis intervention at your school site. The course will consist of practice of physical components, in-depth discussion concerning real situational applications, and updated principles of Verbal De-escalation.

Creating a Classroom of Calm BC

Calm is a choice. The key to a calm classroom isn't students who are obedient or quiet but students who feel empowered and safe. It starts with you as the teacher and your ability to foster an environment that supports emotional awareness, psychological safety and belonging, and connected relationships.

[Crisis Prevention Institute \(CPI\): Verbal Intervention 15 hour](#)

The purpose of this program is to build on your knowledge and skills to recognize, prevent, and manage crisis behaviors using person-centered and trauma-informed responses. You will begin to establish a common philosophy and framework for your organization's culture of Care, Welfare, Safety, and Security.

[DBT for School Mental Health Staff](#)

DBT skills can help adolescents manage difficult emotions, cope with stress in an appropriate manner, and make healthier choices. This course will be exposed to DBT treatment components. Participants will learn how to engage clients in DBT practice. They will learn Stage 1 DBT from pre-treatment work to use of DBT to reduce maladaptive behavioral targets.

[Deep Kindness: A Revolutionary Guide For the Way We Think, Talk, and Act in Kindness Book Club](#)

Exploring everything from the empathy gap to the skill of emotional regulation, Deep Kindness is perfect for anyone who believes in a kinder world and recognizes that there is a lot of work to do before we achieve it. By engaging with Houston Kraft's "Deep Kindness," participants delve into the importance of empathy, compassion, and intentional acts of kindness.

[Equity 101](#)

This course will provide an understanding of how to create an equitable educational culture through culturally responsive practices across our district. It is a shift in perspective that challenges educational professionals to be self-reflective and practice teaching through Curtis Linton's equity framework from *Equity 101*.

[IEP Bootcamp for LEAs](#)

This course is for new and veteran administrators who serve as LEAs for IEPs and want to improve their practices in their role as the LEA. Participants will learn how to *prepare* for an effective and compliant IEP meeting and process.

[Parent Involvement and Family Engagement](#)

Participants will explore expectations regarding state and district requirements and expectations for parent engagement and family involvement; working with parents and families to promote and strengthen communication and collaboration; to develop equal partnerships; and to empower parents and families to advocate for both their children's learning and school decision making in school policies, practices and programs.

[Restorative Practice Conferencing - Administrators ONLY](#)

Restorative Practice Conferencing covers the fundamentals of facilitating a formal conference in response to an incident of wrongdoing or harm. You will then be able to utilize those skills to create deeper interpersonal understanding and repair relationships among those involved or affected by such an incident.

[Restorative Practice for Educators: Restorative Practices 101](#)

You will learn to apply the restorative practices continuum, understanding which restorative processes are best for achieving certain goals or responding to particular situations. We will focus specifically on facilitating circles, an essential process for creating a positive learning environment and school culture. Circles can be used both proactively and responsively to build social capital, sustain relationships, address social problems, and respond when harm occurs.

[Vex Robotics for Teachers and Coaches](#)

This class will support continuing and new robotics coaches to bring robotics to their schools in order to provide more students with access to robotics opportunities within the district. The course will develop teachers'/ coaches' skill in building and coding robots using the VEX IQ robotics kit. The course will also support teachers/coaches ability to confidently guide teams to compete in the REC Foundation robotic tournament by hands-on participation in the RECF game.

[NASA - Balancing the Whole Child](#)

Participants must register for this course in MyPGS, as well as at this website: [HOME | Nevada Association of School Administrators \(nasanv.org\)](#). A registration fee is required.

In our daily interactions with children, it's crucial to approach their development holistically, considering the entirety of their needs when employing strategies and resources. As our educational journey evolves annually, it becomes imperative to regularly scrutinize and adapt our classroom practices to guarantee that every child's requirements are addressed consistently. The workshop will commence with a broad exploration of best practices, providing participants with a high-level overview.

[NASA - The Impact of Social Media](#)

Participants must register for this course in MyPGS, as well as at this website: [HOME | Nevada Association of School Administrators \(nasanv.org\)](#). A registration fee is required.

Society embraces social media as the latest news. Unfortunately, this is sometimes a distraction for our students. This course will focus on strategies to provide guidance and resources of social media in the classroom. The workshop will be interactive and participants will engage in lesson plan development and implementation. As we continue to build foundational skills for our students, this workshop will focus on and enhance critical thinking.



[More Information](#)

[Inservice Department Procedures, Applications, Web Registration Instructions](#): Visit the Inservice website at <http://washoeschools.net/Domain/188>.

Salary Advancement Information: Contact Washoe County School District Human Resources at (775) 348-0321.

Human Resources Licensing Page: <https://www.washoeschools.net/Page/19617>.

License Renewal Information: Access the Nevada Department of Education website at https://doe.nv.gov/educator_licensure/ for information on renewing your license, adding an endorsement, or changing your license. Click “Educator License Lookup” in the Educator Resources section to view the details of your license. You may also reach them by calling (775) 687-9115 for the Carson City Office, or (702) 486-6458 for the Las Vegas Office.

Undergraduate-Level College Courses to Count for Salary Movement if you have a Master's Degree: Contact the Professional Learning team at ProfessionalLearningSupport@WashoeSchools.net or [click here](#) and select **Master's Plus** to submit an application.