

**Below is a list of in-service courses available through the Professional Learning tab within MyPGS that will begin in January, 2024.**



**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 in-service credits from courses posted in MyPGS. For graduate courses, send an official transcript to Lisa Porsow in Human Resources.

In-service credits from WCSD courses 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.

NWRPDP courses (indicated in MyPGS by NWRPDP in the course number) offered for in-service credit in MyPGS are NOT downloaded electronically to your pay card. You will receive an email from NWRPDP with your certificate attached advising you to send the certificate to Lisa Porsow to be applied to your pay card.

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 In-service Division via the in-service credit application (attached).
- Undergraduate courses not pre-approved through the In-service Division via the Master's Plus application (attached).

You can find more information about in-service credit on this website: [Inservice / In-service Information \(washeschools.net\)](http://washeschools.net/inservice/)



**Course Highlights:**

**The courses listed below offer in-service credit and can be used for both salary advancement and license renewal:**

**#15289 Gilder Lehrman Institute - Historical Content Courses (2023-2024)**

This course is designed for K-12 teachers of social studies to engage in rigorous, self-paced courses provided by the Gilder Lehrman Institute of American History. Each of the courses offers online instruction provided through video lectures from eminent historians, digital labs, and pedagogy sessions, as well as primary sources and in-depth readings. After engaging in course content, teachers will complete a series of short quizzes to review their knowledge and receive a certificate of completion from the Gilder Lehrman Institute. Topics of courses are aligned to the NVACS-SS and cover a wide range of content. Teachers who wish to participate in this professional learning opportunity will first enroll in this course and then follow the link below to enroll directly through the Gilder Lehrman Institute. Each Gilder Lehrman course requires the teacher to pay a fee of \$39.99 (\$29.99 for teachers from affiliate schools).

<https://www.gilderlehrman.org/programs-and-events/self-paced-courses>

This course will run three times a year. All participants will be processed at the end of the course. Please see the section for more information.

### [#15125 NASA - Virtual Winter Conference](#)

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. Participants are required to track attendance at their conference sessions on the attached time tracker.

### [#13102 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.

### [#15433 Mapping Your Way to A Quality Canvas Course \(Washoe\)](#)

This course is designed to help participants create and build a quality digital course in Canvas through course mapping. We will explore four areas as we look at how to take a well-written course map all the way to a Canvas course.

### [#15068 Intro to Supervision and Evaluation](#)

These 4 sessions will be centered around high-leverage strategies for supervision and evaluation. We will walk through all aspects of the evaluation cycle – walk throughs, formal observations, and final narratives. This course addresses the Instructional Expertise, Operations and Organizations, and Vision and Strategy competencies on the Leadership Pathway Project (LPP).

### [#14938 NASA - Monitoring Student Behaviors Outside the Classroom](#)

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. This course was previously held under the name "NASA - The SEL on SEL".

As we continue to build Social Emotional Learning systems and structures, as educators, we need to incorporate students, engagement, and the love of learning in any educational setting. As a student develops, their individual need for SEL support can quickly change and quite possibly even from one quarter to the next. This workshop will not only provide conversations regarding the basic needs of our students but provide opportunities to dig deeper and build a structure that can be molded to assist students, regardless of socio-economic status.

### [#15452 Using Student Data to Plan Benchmark Instruction](#)

Teachers will use student Access data to plan Benchmark Instruction. They will also incorporate ELlevation strategies to scaffold instruction. Teachers will use the Proficiency Level Descriptors to monitor student progress.

### [#15474 NASA - Math Matters \(Free Math Workshops\)](#)

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.

This workshop is specially designed for superintendents, school administrators, curriculum specialists, school strategists, department heads, professional developers or anyone that has a role in supporting math teachers K-12.

### [#15361 Advanced Positive Relationships, Positive Classrooms](#)

This learning opportunity is a two-credit continuation of Positive Relationships, Positive Classrooms! We will be learning more about self and co-regulation as well as accessible neuroscience and connection strategies that bring calm into the classroom.

#### [#15436 LETRS Kindergarten Teacher Volume 1 Units 1-4](#)

LETRS for Educators is a professional course of study to help educators master the content and principles of effective reading, language, and literacy instruction. With its flexible blend of online and in-person coursework that includes video modeling and interactive activities, face-to-face workshop, print resource, and virtual support. This research-based course supports educators in their crucial role of changing reading outcomes that set students on a lifelong path to success. LETRS is grounded in the Science of Reading. The LETRS concepts and instructional approaches are aligned with respected sources.

#### [#14724 Career and Technical Student Organization Management](#)

This course introduces career and technical teachers to all aspects of career and technical student organizations (CTSO), thus providing them with a broad background for integrating these concepts and principles into their CTE curriculum and classroom instruction. This course will focus on organizing and advising the activities and programs of the CTSOs associated with career and technical education programs. This course satisfies the Nevada Department of Education provisional course #7583.

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#### [#14376 Advanced Classroom Strategies](#)

**This course has shifted and will occur in an ALL VIRTUAL/ONLINE format. Links to join the 5 sessions will be emailed to all participants prior to the course beginning.**

This course is recommended for all veteran case managers. The course will be a combination of virtual meetings on Teams and independent work. 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.

#### [#15134 Building Thinking Classrooms in Mathematics \(Part I\)](#)

Peter Liljedahl stepped into classrooms over the course of 15 years and collaborated with 400+ K-12 teachers focused on one of the slipperiest questions in education; "What works?" By systematically challenging educational norms, he was able to define 14 practices found in every mathematics classroom and identify the optimal practice for getting students to think. As he states, "The goal of thinking classrooms is to build engaged students that are willing to think about any task."

#### [#15103 NASA - Trauma-Informed Practices](#)

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

If we want all students to thrive in our classrooms, we must understand how trauma affects learning and utilize Trauma-Informed Practices to help students succeed. As teachers, we often feel ill-equipped to meet the wide variety of needs our students bring with them to our classrooms every day. Research shows that 46% of students under 17 have experienced a traumatic event and that trauma can alter the development of the brain and affect student learning, behavior, and emotional regulation. When we infuse Trauma-Informed Practices in our classrooms, we can cultivate a supportive and trusting environment where our students are motivated to learn, demonstrate grit and nurture a resilient mindset. In this workshop, we give you the strategies you need to face these challenges and improve your students' overall well-being.

### [#15445 Music Skills 101](#)

In this course, participants will engage in music learning focused on teaching the teacher the skills included in the skills, scope, and sequence document as well as the musical skills needed to deliver that instruction. Teachers will accomplish mastery of these topics through model activities that can be used with students as well as in-depth discussions with the course leader and other participants to answer specific questions and fill gaps in adult music learning, including singing with correct intonation, reading music, elemental piano skills, and an overall understanding of the skills in the skills, scope, and sequence. While this course is targeted toward "new to content" teachers, all are welcome, including music teachers with a music background, classroom teachers who want to learn more about music, and even administrators and teacher leaders who want to be able to better support the music teacher in their building. This class will be flexible to the needs of its participants and pacing and sequencing will be determined by the needs of those who register.

### [#12466 Building Your Capacity as a Teacher Leader](#)

This course is for teachers who are considering site or district leadership roles such as an implementation specialist, program coordinator, or instructional coach. Course content will focus on building your capacity as a leader among peers through exploration of a variety of leadership topics such as: Adult Learning Theory, Differentiated Leadership, Change Management, Coaching, Observation and Feedback, and Facilitating Groups.

### [#15468 Classroom Culture for the Novice Teacher \(CPI Model\)](#)

This course includes engaging with the online Crisis Prevention Institute (CPI) Classroom Culture materials as well as participating in an in-person setting. The in-person part of the course allows participants to plan for and reflect on how information learned is applied in the classroom setting. The purpose of the CPI Classroom Culture program is to help establish a supportive classroom culture that promotes learning within your school. When a positive classroom culture is established, behavior issues and classroom disruptions are limited. Limited disruptions lead to better relationships and improved student learning.

### [#15424 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. Register by January 16th.

### [#15018 NASA - Data-Driven Decisions](#)

**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.**

If we want to close the gaps in achievement, then teachers need actionable information to plan their teaching and reteaching for students. With increasing accountability, using data to inform instructional practices is more important than ever. Most educators, however, did not enter the profession because they wanted to be statisticians or number crunchers. The data collection and analysis process can be daunting, particularly when it comes from the top down.

### [#14614 McREL: Inspiring and Leading Change](#)

This is the third course in the four-course McREL Balanced Leadership for Student Learning series. It is recommended that participants take all four courses in one year. Each course will build upon prior knowledge; however, they can be stand-alone courses if the participant needs to spread them out over more than one year.

### [#15425 Multicultural Education Culturally Responsive Teaching Across Contexts](#)

Participants will develop cultural competency knowledge and skills using culturally responsive communication approaches and understanding in order to establish positive cross-cultural relationships with students, families, colleagues, and community members.

#### [#15016 Elevating Elementary Art Experiences with Doodles Academy](#)

In this class, elementary teachers will learn how to successfully implement the Nevada Visual Art Standards. Participants will learn about the strands, careful observation/visual thinking strategies, and the resource "Doodles Academy." Taken together, teachers will know how to guide their students through a standards-aligned art lesson. Moreover, they will complete three full art projects that will be implemented in their classrooms.

#### [#12790 Back to the Basics: IEP Writing Clinic](#)

This course will offer participants the opportunity to examine Federal and State guidelines for IEP writing. Multiple opportunities will be given to participants so that they can practice and hone their skills in developing IEPs that are defensible and can be implemented with fidelity. This class is geared towards special education teachers.

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#### [#15473 Part 2: Dance in the Music Classroom- Folk Dancing Inspired by Phyllis Weikart](#)

This is part 2 of the book club by Phyllis Weikart titled "Teaching Movement and Dance." This course will be focusing on level 2 and 3 dances. Participants will collaborate to create dance lessons for students.



#### **More Information**

**In-Service Department Procedures, Applications, Web Registration Instructions:** Visit the In-Service website at <http://washoeschools.net/Domain/188>.

**In-service Credit for Educational Conferences:** If you will be attending an educational conference outside of contract time and would like to receive in-service credit, please contact Dr. Janet Pulley at [jpulley@washoeschools.net](mailto:jpulley@washoeschools.net) or at (775) 325-2075. The application must be submitted prior to conference attendance. Access the application here: [Application for In-service Credit](#)

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

**Human Resources Licensing Page:** <https://www.washoeschools.net/Page/1178>.

**License Renewal Information:** Access the Nevada Department of Education website at [https://doe.nv.gov/educator\\_licensure/](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 In-Service Division at [jpulley@washoeschools.net](mailto:jpulley@washoeschools.net) or go to <http://washoeschools.net/Domain/188> for a Master's Plus application.