

Open the attached PDF to see all the professional learning opportunities available through the Professional Learning tab within MyPGS that will begin in September.



### 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 (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.

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)



### Course Highlights:

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

[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.”

[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.

[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). There will be 2 hours of homework for this course where participants will analyze walk throughs, teacher data, and practice writing formal observations and narratives. Participants will have an opportunity to provide one another feedback throughout the course. The instructor will also give specific feedback on each participant’s work.

[Leading Collaborative Teams/Groups at Work](#) – As Teacher Leaders, we play an important role in improving student achievement not just in our classrooms, but also by supporting the effectiveness of our collaborative teams by facilitating inquiry, building capacity for reflection and collaborative skills for ourselves and others, and building a culture of openness and trust. This course will explore how to support and develop collaborative groups to be more effective, efficient, and productive in serving our students. Participants will investigate the practices and premises that build the capacity of the group as a whole and the individual members including practical strategies for focusing attention, processing information, and building relationships. When groups are engaged in safe and supportive working structures they develop awareness of their own habits that contribute to the success of the group and the skills of others

[Making Impacts: Using Evidence-Based Strategies to Support Students with Disabilities](#) –

This class is designed for special education teachers as well as general education teachers who teach and support students with exceptional needs in the general education classroom as well as self-contained classrooms. Participants will learn about research and evidenced-based strategies and the “why” behind using these practices. Disabilities discussed in this class include autism, developmental disabilities, emotional disturbance and learning disabilities including dyslexia. Participants will learn how to identify effective strategies based on student needs and implement these strategies in efforts to narrow the achievement gap for this unique population. In addition, participants will also learn effective strategies to work collaboratively with other teachers and support staff to ensure students are receiving appropriate and effective instruction.

[Math Workshop 1: Number Sense and Mathematical Discourse](#) – This course will explore how to easily and systematically implement research-based Math Workshop Model strategies into math instruction using your current instructional materials such as Bridges, enVision, or GoMath. Strategies include building number sense 5 minutes at a time, encouraging mathematical discourse, and much more.

[Restorative Practices 2022-23 Cohort Year 2](#) – Current Restorative Practices (RP) teams who participated in the Restorative Practices 2022-23 Cohort AND/OR building staff with prior knowledge of RP invited by the building cohort team will be trained and supported on Tier 1 implementation of Restorative Practices. Dedicated collaboration time will be included.

[Restorative Practices 2023-24 Cohort Year 1](#) – Current Restorative Practices (RP) teams who attended the 2023 RPE trainings will be trained and supported on Tier 1 implementation of Restorative Practices. Dedicated collaboration time will be included.

[Skillful Teacher I](#) – Participants will learn how to be more skillful in their teaching, with emphasis on Standard Three, Instruction. Instructional strategies for each of the components of Standard Three will be explored, including how to communicate clearly, ask questions effectively, engage students in learning, sustain momentum, give feedback and be flexible.

[SPED 101](#) – This course is designed to lay the foundations for writing an Individual Education Plan (IEP) that is implementable and compliant. Participants will receive hands-on practice and guided instruction that will prepare them for their first caseload. Participants will also receive training in district mandated FERPA and AB 56 trainings.

**Please bring the EdPlan binder you received in your EdPlan training to this class. The EdPlan binder will be referenced throughout the course.**

[Teaching Social Studies through Historical Empathy](#) – This course is designed for experienced social studies teachers interested in developing culturally responsive instructional materials. Our goal is to highlight marginalized stories while re-examining the practices we use when teaching sensitive topics.

**[NASA – Nevada Association of School Administrators \(nasanv.org\)](#)**

NASA is Nevada’s PreK-12 Professional Development Organization for all Nevada educators. NASA is not a union. NASA workshops are open to everyone, including individuals in a non-administrative position. Most workshops are held online via Zoom. In addition to registering in MyPGS for each workshop, participants must also register on the NASA website at [nasanv.org](#) and pay a nominal registration fee.

- [Building a Foundation in the Primary Years](#)
- [Ignite and Elevate Student Motivation Engagement and Achievement](#)
- [The Flipped Classroom](#)
- [The Ripple Effect: Leveraging Positive Psychology and Emotional Intelligence](#)
- [Trauma-Informed Practices](#)



### **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 Pulleyn at [jpulleyn@washoeschools.net](mailto:jpulleyn@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 [jpulleyn@washoeschools.net](mailto:jpulleyn@washoeschools.net) or go to <http://washoeschools.net/Domain/188> for a Master’s Plus application.