

Reforming Professional Development to Improve Literacy Outcomes in Nevada

Presented by

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Why Literacy?

- Literacy is the base for all future skills.
- Low levels of literacy
 - Only 27 percent of 4th grade students and 30 percent of 8th grade students were proficient in reading on the 2013 National Assessment of Educational Progress (NAEP).
- Adverse Impact
 - If students are not reading by 3rd grade, they are far more likely to not graduate from high school.



Key Research Questions

What are the shortcomings of the current professional development (PD) system?

How can the system be improved?

How are existing funds available for professional development being spent?

How can resources be reprioritized for professional development?

Teacher Pipeline is Inadequate

Number of Students Completing Teacher Licensing Programs

Year	2008-09	2009-10	2010-11	2011-12	2012-13
University of Nevada, Las Vegas	423	413	381	405	351
University of Nevada, Reno	185	199	203	198	204
Nevada State College	31	1	25	38	25
Great Basin College	19	20	14	15	13
TOTAL	658	633	623	656	593



Current Issues with PD System

- System lacks coordination
- Lack of a unified system for PD standards
- Time and resources are not structured in a way to benefit teachers
- Lack of a rigorous external evaluation system



Creative Ideas Being Implemented in Nevada

- Teacher Incentive Fund (TIF3 and TIF4) in Washoe County
- Striving Readers Implementation in Lyon County (also in Clark, Washoe, and Douglas)
- Core Task Project in Washoe County
- Sunrise Mountain HS Pilot Project
- Former Edison School Model in Clark County
- Peer Assistance & Review: Clark & Washoe



Common Factors of Innovative PD

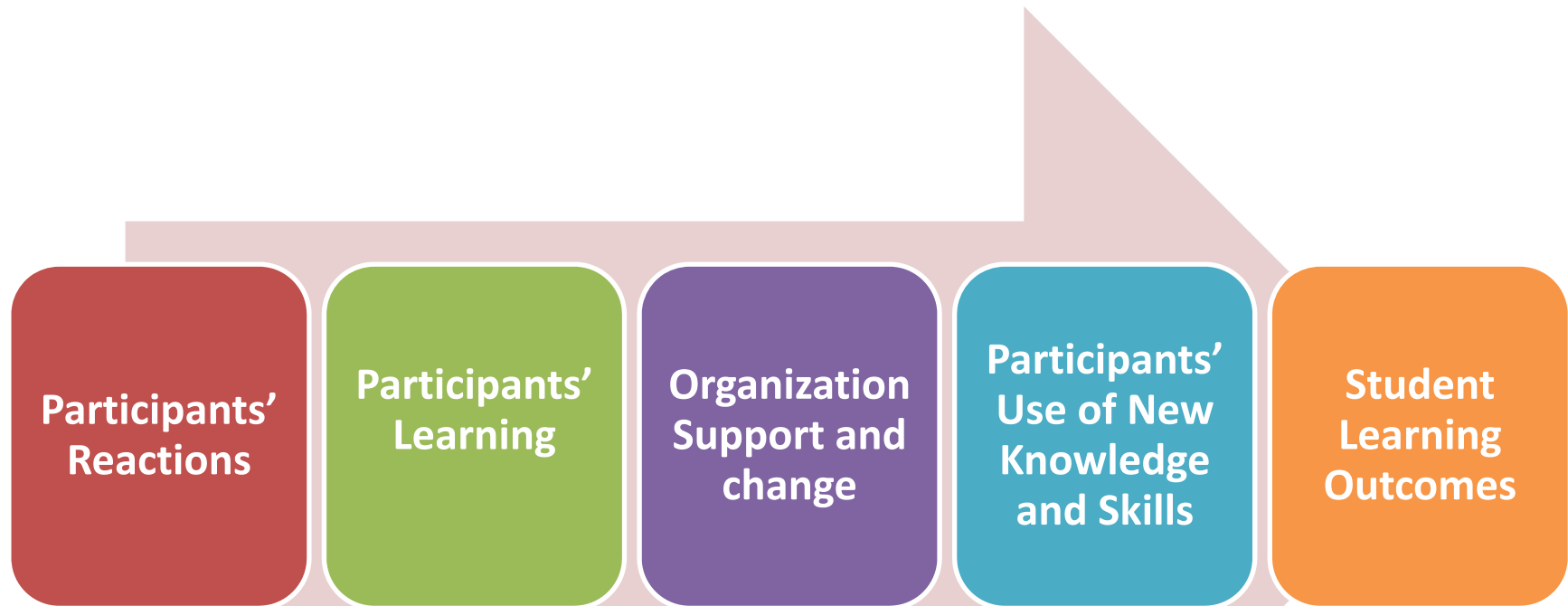


**Teacher
Leadership**

**Structured time for
coaching and
mentoring**

Based at School Site

Five Levels of Evaluation



Several Funding Sources Available

- Title I Part A
 - Largest pot of money that can be spent on PD
- Title II Part A (Teacher Quality)
 - Much smaller amount, but focused on PD
- Title III (Limited English Proficient)
 - Limited funding and purpose
- IDEA (Individuals with Disabilities Education Act)
 - Early Intervening Services set-aside
- Other federal grants/ General Fund



Current Funding Not Maximized

- Title I carryover is high
- Effectiveness of current spending not evaluated
 - Most funding spent on salaries
 - Spending on supplies ramps up at end of school year
- No required set-asides for professional development



State Recommendations

- Adopt standards
 - Apply to both the Regional Professional Development Programs and Local Educational Agencies
 - Emphasize quality and evaluation
- Adopt set-asides of federal funds for PD
 - Title I Part A and Title I Focus Schools
 - The set-aside equal to 5 to 15 percent of Title I, Part A funds for low performing schools required by the ESEA waiver
 - IDEA early intervening services set-aside



District Recommendations

- Program Recommendations
 - Prioritize improving the quality of professional development
 - Provide a coordinated, coherent professional development program driven by needs
 - Improve the quality of implementation
 - Create structured time for teacher collaboration
 - Encourage innovation and demand accountability
 - Shift the focus of evaluation



District Recommendations

- *Fiscal Recommendations*
 - Utilize Title I carryover funds for one-time efforts
 - Critically analyze existing spending of federal funds and eliminate expenditures for ineffective programs to free up funding for PD
 - Coordinate funding to implement a coherent professional development program



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