UNIT HIGHLIGHTS

Table 3c.6 (1)
What does your unit do particularly well related to Standard 3?

- Unit faculty are highly productive in research and grant activities that, among many things, inform practice and include candidates in hands-on research.
- The unit has a close working relationship with the local school district in planning and implementing field experiences and internships. A new placement protocol, that is mindful of many factors and variables, was implemented for internship in spring 2013 and was followed in the fall by field experiences.
- Candidates in all teacher preparation programs engage in field experiences early in and frequently throughout their programs. At the completion of the teaching programs, interns are prepared to teach in common core classrooms.
- Field experiences and internship are sequenced and provide varied opportunities for candidates and interns to work with diverse student populations and to be responsive to contemporary educational realities.
- Candidates are often included in professional learning communities at their schools. Total immersion and school acculturation is invaluable during internship and advanced field experiences.
- Unit faculty provide consultation and professional development to Nevada’s schools. The local school district, through a shared fiscal agreement, provides three teachers to the unit, who contribute “real world” knowledge and skills back to the university classrooms.
- Lead teachers, faculty and internship supervisors provide candidates frequent feedback. Input from lead teachers is used for the evaluation of candidates. Lead teachers and internship supervisors inform the evaluation of interns.
- Assignments during field experiences and internship target the ability of the candidate and intern to bring about measureable and meaningful learning experiences for all students.
- In concert with local school district focus on student achievement, assessment, and professional learning communities to help all students reach their potentials, the unit’s field experiences and internships target candidates’ and interns’ abilities to use student performance data and reflection to make informed instructional decisions that bring about measureable and meaningful learning for all students.
- A new chapter has begun in the already robust relationship between the unit and the local school district. The unit and the local school district have entered into a formal agreement such that the unit will have access to aggregated annual teacher evaluation data. Additionally, the same teacher evaluation tool used by the local school district will be used to evaluate interns beginning January 2014. This is an essential part of program evaluation for both of parties.

Table 3c.6 (2)
What research related to Standard 3 is being conducted by the unit?

Three examples that were shared previously in Standard 3 are mentioned again here:

- The unit’s Raggio Research Center for STEM Education (Science, Technology, Engineering, and Math) has partnered with 9 WCSD schools that are transitioning from failing schools to STEM schools.
- School University Partnerships for Education and Research (SUPER) involves the unit, 2 elementary schools and 1 middle school. In these schools, research is being conducted about collaboration and co-teaching as it relates to field experiences and internship.
- The new WCSD teacher evaluation data share agreement is integral to the unit’s research about the quality of the teacher preparation programs.

Table 3c.6 (3)
Other examples of policy and Practice Briefs and Research Briefs may be viewed at: http://www.unr.edu/education/all-downloads

The Nevada Center for Excellence in Disabilities (NCED) serves as Nevada’s University Center for Excellence in Developmental Disabilities (UCEDD). The UCEDDs are funded by the Developmental Disabilities Rights Assistance and Rights Act (DD Act). The mission of the NCED is to cooperatively work with consumers, agencies, and programs to assist Nevadans with disabilities of all ages to be independent and productive citizens who are included in their communities. The NCED has a number of partnerships with school districts and the Nevada Department of Education to provide training and model services, to conduct research, and to help improve systems for students with disabilities and their families. These partnership include:

- Instructional Consultation Teams. In collaboration with the Nevada Department of Education, and the Instructional Consultation Lab, the NCED helps facilitate trainings on the development and implementation of Instructional Consultation Teams in 8 school districts.
- Mega Conference is a statewide conference offered in the spring of each year and provides an opportunity for participants to discuss issues on school improvement and provides examples of model schools. The NCED facilitates the conference with the Nevada Department of Education. Mega Conference is designed to provide data based training on multiple issues related to the education of all students, including those students with disabilities. Technical Assistance
- Center on Social Emotional Intervention for Young Children (TACSEI). The purpose of TACSEI is to build state capacity to develop, implement and sustain a comprehensive system of training and technical assistance for supporting social emotional competence and addressing challenging behaviors in young children at-risk for or with identified developmental delays in Nevada. TACSEI is collaboration with Nevada Department of Education, IDEA Part C Office, Positive Behavior Support Nevada (PBS-NV), NCED, and Head Start Collaboration and Early Childhood Systems Office.
- Positive Behavior Support-Nevada (PBS-NV). PBS-NV is sponsored by a consortium of Nevada agencies and organizations and is part of a national program of state-level in-service trainings to provide supports and services for individuals with disabilities and behavior problems. PBS-NV provides in-service training to educators, agency staff, and families who support individuals with disabilities and challenging behavior problems.
• Prevent-Teach-Reinforce for Young Children (PTR-YC). The purpose of PTR-YC is to determine whether a manualized intervention model is effective in reducing the challenging behaviors of children between the ages of 3-5 years. PTR-YC is a four-year research project funded by the Institute of Educational Science. Children participating in the project will be selected from preschool and early childhood classrooms in the metropolitan areas of Reno, Nevada and Denver, Colorado.

• Regulations, Relationships, and Results Conference- In collaboration with the Nevada Department of Education, the NCED facilitates a two-day training for parents and administrators on the Regulations of Special Education, the Relationships between parents and school personnel and the Results in Nevada.

• School-Wide Positive Behavioral Supports (SWPBS) provides an operational framework for improving student academic and behavior outcomes by ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. SWPBS is working with seven school districts including Lyon, Douglas, Carson City, Storey, White Pine, Elko and Washoe.

• Showcase Nevada Conference. In collaboration with the Nevada Department of Education, the NCED facilitates this 2-day conference which provides an opportunity for after-school professionals and other practitioners providing services to youth in Nevada to discuss after-school program development, linking programs to school improvement and curriculum, and sustainability focusing on creating a unified, statewide network.

• Special Education District Administrators (SEDA)- In collaboration with the Nevada Department of Education, the NCED facilitates SEDA meetings, networking, and collaboration.

• Vocational Opportunities for Inclusive Career Education (VOICE). VOICE is a partnership with the Washoe County School District, Nevada Bureau of Vocational Rehabilitation and the NCED to provide 18-22 yr old WCSD students with significant disabilities community-based vocational experiences.