COLLEGE OF EDUCATION
UNIVERSITY OF NEVADA LAS VEGAS

SELECTED P-16 INITIATIVES

Center for Accelerating Student Achievement (CASA)
This is a partnership between the Nevada Department of Education, UNLV College of Education, and the Clark County School District for the purpose of addressing the achievement gap. Projects include developing a state web site that lists supplemental programs used in teaching reading, and a UNLV faculty study related to potential problems of children being miss-assessed in terms of the nature of their reading difficulty. In addition, projects in the areas of technology education, science education, and math education have been designed to address the achievement gap.

Center on Autism Spectrum Disorders
UNLV CASD was conceived in response to demand for high quality research and training to support people with ASD, their families, and service providers. The mission of University of Nevada, Las Vegas Center for Autism Spectrum Disorders (UNLV CASD) is to conduct community-focused research, assessment, and training of persons with autism spectrum disorders (ASD), their families, and community service providers in Southern Nevada. Current projects include: Family Focused Positive Behavior Support; Autism Community Listserv; Outreach Training Seminars; Student Research Opportunities; and Program Consultation and Evaluation

Center for Economic and Entrepreneur Education
The Center for Economic Education supports statewide P-16 economic education workshops, professional development, and undergraduate and graduate economic education courses. The Center also hosts resources for loan to P-12 teachers.

Center for Educational Policy Studies
The Center for Education Policy Studies is a vehicle by which faculty and graduate students from the College of Education can engage in an agenda of in-depth education policy study, research, and program evaluation for the purpose of contributing to K-12 school improvement. It is designated as a service and scholarly research center. The Center operates within the aegis of the College of Education with the Co-Directors of the Center reporting directly to the Dean. Essential to the mission of the Center is the task of aggressively engaging qualified members of the faculty and students in research activities directly associated with school improvement policy studies. Activities undertaken by the Center are closely coordinated with other entities with the College of Education.

Center for Outreach in School Leadership Development
This is a comprehensive professional development center for school leaders, with a focus on meeting documented national and regional educational needs of practicing and aspiring principals in both rural and urban schools. The Center for Outreach in School Leadership Development will provide quality professional development opportunities, school improvement resources and services, and research-based information and products to urban and rural school administrators in Nevada and other western states.
Center for Mathematics and Science Education
The CMSE at UNLV is intended to bring together faculty and resources of the College of Sciences (COS), College of Education (COE) and Clark County School District (CCSD). One of the goals of the Center is to improve the quality of science and mathematics instruction in CCSD. The Center is the administrative center for externally funded research in mathematics and science education. The Center serves as a focal point for K-12 outreach and as the conduit for the continued interactions between the faculty in the COS and the COE. In addition, the CMSE acts as an interface between UNLV and CCSD on a number of projects including collaboration with the Regional Professional Development Program.

Center of Multicultural Education
The center concentrates on activity in the areas of multicultural education including: research activities to improve practices related to race, ethnicity, SES, equity issues, intergroup relations, and the achievement of students of color. The center provides for professional development support and technical assistance, resources for the Rural, CCSD, university students, faculty, staff and administrators with individual and systemic change for multicultural education. It also serves as a resource center for dissemination of research articles and materials.

Center for Sports Education
A scholarly institute dedicated to advancing the field of sports education through creation of new instructional methodologies, evaluation of coaching behaviors, and athletic performance. This center supports several initiatives such as Youth First a parent/coach orientation program; The Southern Nevada Consortium for Youth Sports and Fitness a collaborative clearinghouse supporting the efforts of public and private organizations providing youth sports.

Center for Workforce Development & Occupational Research
The center provides resource services to the workforce and education communities regarding training, education, and career options as well as comprehensive professional development and customized training to both educators and business/industry throughout the state of Nevada. The center conducts and provides research services and information to the Nevada System of Higher Education, state departments and the workforce community at large.

Accelerated Schools Center
Accelerated school communities use a systematic process involving collaborative and informed decision making to transform an entire school rather than focusing on a particular grade, curriculum, or approach to teaching. The transformation begins with the entire school community taking a deep look into its present situation through a process called taking stock. The entire school community then forges a shared vision of what it wants the school to be. By comparing the vision to the present situation, the school community identifies priority challenge areas. Groups then set out to address those priority challenge areas, working through an accelerated schools governance structure and analyzing their challenge areas using the Inquiry Process. The Inquiry Process is a systematic method that helps school communities clearly understand the problems, find and implement solutions, and assess their results.
**Bureau of Educational Research and Dissemination**

The goal of the Bureau of Educational Research and Dissemination (BERD) is to facilitate the efforts of COE faculty in scholarly pursuits, especially those of external funding. BERD facilitates external funding by establishing links with UNLV and outside agencies. BERD also acts as a liaison with the Clark County School District for cooperative research projects for students and faculty in the COE.

**Center for Evaluation and Assessment**

The Center for Evaluation and Assessment is a major academic center, providing initial consultation on statistical and research methodologies. For researchers not yet experienced in empirical methods, the Research Center provides expert advice on sampling, questionnaire construction, and the analyses of data. The Center for Evaluation and Assessment is concerned with emotional, behavioral, and cognitive aspects of human behavior as well as related issues in education and student behavior. The focus of discussions is on basic curriculum support and extrapolations from actual and simulated research. Illustrative collaborative efforts with Clark County School District include evaluation services for the Empowerment project and Reading First. Administration and scoring of on-line student course evaluations are available to UNLV departments.

**School Psychology Clinic**

The School Psychology Clinic, a subdivision of the Center for Evaluation and Assessment, provides psychological services, assisting children and adults who are experiencing learning, behavioral, or emotional difficulties. Psycho-educational evaluations are provided for children and adolescents in public and private schools in Clark County. Services are provided to referrals from the UNLV Disability Resource Center for evaluation of eligibility for disability accommodations.

**Gayle A. Zeiter Literacy Development Center (LDC)**

The Gayle A. Zeiter Literacy Development Center services the whole Las Vegas community as a place primarily where families bring their K-8 students for literacy tutoring. The Center's fundamental purposes are: 1) to develop a model program which focuses on the prevention of literacy learning difficulties, 2) to provide literacy development education for parents, teachers, and caregivers through workshops and instructional sessions, and 3) to act as a clearinghouse for the dissemination of information related to the development of literacy in children.

**James Moffett Center**

The Center is a collaboration between UNLV, UNR, University of CA at Santa Barbara (UCSB) to preserve and extend the legacy of scholarship of James Moffett in language and communication.

**Lynn Bennett Early Childhood Education Center**

The Center is the home of the UNLV/CSUN Preschool. The UNLV Department of Special Education administers the program. There are approximately 220 children in the preschool. Children in the center are from university students, faculty, staff, and the greater community. The center fosters the learning, growth, and development of children through promotion of integrated communities and facilities that focus on the whole child.
Professional Development School (PDS) Partnership
The University of Nevada Las Vegas (UNLV)/Clark County School District (CCSD) Professional Development School (PDS) Partnership is a collaboration between the College of Education at UNLV and the CCSD. The primary aim of the PDS Partnership is to work toward continuous teacher education improvement and reform in order to promote increased P-12 student learning. Three principal goals of the PDS Partnership are: to participate jointly in teacher education, to sustain continuous professional development for university and partnership school staff, and to participate jointly in field-based research. Currently there are three PDSs: Paradise PDS (elementary); Petersen PDS (elementary); and Fremont PDS (middle school).

Paradise Professional Development School
A neighborhood public school was constructed on campus several years ago. This school is a model professional development school that prepares a new set of approximately 15 teachers each year. Teacher education students take their professional education courses in conjunction with spending an entire year in the school. The Counselor Education Department has established a partnership for school counselors including a practicum-internship mentorship program using Play Activity Learning.

Petersen Professional Development School
This school is a model professional development school that prepares a new set of approximately 15 teachers each year. Teacher education students take professional education courses in conjunction with spending an entire year in the school. The Counselor Education Department established a new partnership for school counselors including the development of a practicum-internship mentorship program using Play Activity Learning.

Fremont Professional Development School
Fremont Middle School opened the 2008-2009 school year as Fremont Professional Development Middle School. In partnership with UNLV, Fremont will help to transform the middle school concept. The partnership with UNLV will allow for middle school teachers to experience teacher education programs, professional development initiatives, site-based research projects, and grant writing. A new academic math program incorporates hands-on technology for students and teachers.

Innovations International Charter School of Nevada
This partnership provides professional development for teachers, a field placement site for school psychology students, and integrated research opportunities for faculty and graduate students. Current efforts include evaluating the effectiveness of multicultural initiatives at this K-12 Charter School.

Community in Schools Partnership - Cunningham Elementary
The Counselor Education Department has established a new partnership for mental health and school counselors with health care providers for underserved children that includes a practicum-internship mentorship program using Play Therapy.

Pinion Accelerated School Project
Faculty in C&I coordinate an Accelerated School Project in Pinion, AZ on the Navajo Reservation to address the educational challenges of Native Americans.
**Andre Agassi Preparatory School/UNLV Partnership**
The Department of Curriculum & Instruction collaborates with Agassi Preparatory Academy in the preparation of future teachers by having C&I students act as “residents” at Agassi while preparing to be teachers. This partnership incorporates professional development for teachers, a field placement site for teacher education students, and a unique research opportunity. The faculty members are routinely engaged with activities in this school including studies of its impact on children’s successes.

**St. Paul Church**
Curriculum and Instruction faculty members work with students in the TESL masters program to help refugees with English.

**The Southern Nevada Regional Professional Development Program (RPDP)**
The RPDP was established by the Nevada Legislature to offer professional development focused on the content teachers teach, how they teach it, student performance and changes in instructional strategies that result in increased student achievement. The collaboration between the Board of Regents of the Nevada System of Higher Education (NSHE) on behalf of UNLV and the Southern Nevada RPDP is coordinated by the Department of Curriculum and Instruction and the College of Education in partnership with the UNLV Graduate College and Educational Outreach. Approximately 150 courses are offered each semester in areas of math, science, literacy, and technology to service the professional development needs of Nevada’s teachers.

**Professional Development Classes**
The UNLV teacher preparation program provides college credit for approved professional classes offered by the Southern Nevada Regional Professional Development Program. This program leads to a Masters degree in elementary or secondary math or science education.

**National Board Certification**
This Initiative is designed to provide powerful professional development wrapped around the NBC process to increase teacher quality and student achievement in CCSD. To this end, they provide multiple activities to facilitate professional development for teachers at different stages in their careers focused on the National Board for Professional Teaching Standards. Numerous research studies show that teachers who are National Board Certified have increased student achievement in their classrooms.

**National Certification for Athletic Administrators**
The Department of Sports Education Leadership partners with the National Interscholastic Athletic Administrators Association to provide UNLV students with opportunity to obtain national certification as a Certified Athletic Administrator. As a function of enrollment in select coursework, students may pursue this opportunity.

**Athletic Director Continuing Education Credit**
The Department of Sports Education Leadership partners with the Nevada Athletic Director Association (NADA) to offer continuing education credit to Nevada’s athletic directors annually and in conjunction with the annual NADA meeting.
CCSD Health and Physical Education Partnerships
Faculty in the Department of Sports Education Leadership partner with Clark County School District Health and Physical Education Curriculum specialists to conduct teacher in-service programming, select textbook and curricular materials, and to discuss curriculum standards. Additionally, Clark County School District is working with center to conduct a Title IX audit district-wide.

CCSD Mathematics, Science and Technology Divisions Partnerships
A series of collaborations with the Clark County School District focusing on cooperative grant writing, professional development design and implementation, in-school programs, etc. in the areas of high teacher demand.

UNLV/CCSD Collaborative Principal Preparation Program
The Department of Educational Leadership and the Clark County School District have been participating in a collaborative program to prepare educational leaders to meet the needs of the school district. The program has been highly successful in creating a pool of qualified school administrators who are able to fill necessary and important positions within the public schools.

University Residence Life Internship
A partnership for mental health/school counselors, development of a new practicum-internship program focusing on developmental needs of university residents.

Blind Connect
Partnership for mental health/school counselors, development of a practicum-internship program focusing on needs of newly visually impaired clients and their transitions.

UNLV/CCSD 21st Century Partnership Schools
The Department of Curriculum and Instruction collaborates with CCSD in the establishment and implementation of urban teaching sites. The focus is on working with the UNLV students and mentor teachers to connect better the field experiences with methods courses on campus. Experienced teachers benefit from meaningful professional development; teacher candidates benefit from meaningful, over-time experiences in schools; and CCSD students benefit from having additional educators assist in their classrooms.

Education Student Practica and Internships
School districts across the area collaborate with the College of Education to provide practicum and internship experiences for education majors. Each semester, 90 to 130 students are in K-12 schools participating in a 16-week internship. In addition, schools provide approximately 600 placements for students involved in shorter practicum experiences.

Internship Placement and Supervision
In cooperation with the Clark County School District School Psychology Program, advanced school psychology students complete 9-month internships in the school district. Supervision for the Ed.S. and Ph.D. students is provided in collaborative effort of CCSD staff and EPY department faculty.
**International Student Teaching Program**
The UNLV College of Education offers opportunities to student teach abroad. Over the past ten years the program has placed students in England, France, Ireland, Germany, New Zealand, Australia, Costa Rica, and Mexico. Programs are available throughout the year, with opportunities to spend one semester. Academic credits earned in UNLV student teaching abroad programs are part of regular authorized course offerings.

**Using Technology Innovations in Teacher Education**
The Lynn Bennett Early Childhood Center has remote controlled camera and audio that allows education students in classrooms in the Bennett Center to view live classroom activities. After each lesson, the classroom teacher can meet with education students and reflect on what occurred during the lesson. We hope to expand this system to include classrooms in the Paradise Professional Development School.

**Mirage/Mandalay Bay Partnership**
A collaborative field-program at the Dolphin Experience for pre-service teachers in science and mathematics education allows students to learn science first hand through backstage lectures and experiences at the Mirage.

**Teacher Education Academy Collaboration – Project TEACH**
The Teacher Education Academy at Clark High School is generating students who will go on to become teachers. Articulation agreements and collaboration on curriculum and assessment promote a direct path from high school to post-secondary education.

**Benjamin Banneker Mathematics K-12 Student Achievement Awards**
Each spring the Clark County School District acknowledges the achievement of students across the grades in the subject of mathematics. The College of Education participates in this celebration of achievement and encourages students to reach their full potential.

**National Youth Sports Program (NYSP)**
NYSP is an academic and sports enrichment collaborative with CCSD and community agencies. The program serves as a positive alternative to violence, gangs, and drug abuse. The program focuses mainly on math and science, health education, alcohol/drug abuse, conflict resolution, diversity, family focus and individual sports.

**Superintendent’s Institute**
A collaborative effort between the COE Department of Educational Leadership, the Superintendents Association of Nevada, and the Nevada Department of Education to prepare school chief operating officers.

**GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)**
This project, which includes parental involvement, was designed to enable more young Americans to stay in school, study hard, and take the right courses to go to college. It is aimed at providing services to low-income student populations; providing an early intervention component, including early college awareness and preparation activities through comprehensive mentoring, counseling, outreach, and supportive services; and
providing a scholarship component which establishes and maintains a financial assistance program or renewable scholarships for GEAR UP students.

**Alternate Route to Licensure (ARL) Programs**
These programs are intended to prepare teachers for instruction. Eligible students participate in 150 hours of staff development provided by the school district and begin their college course work for teacher certification.

**Teach for America**
The Departments of Curriculum and Instruction and Special Education have an established partnership with Teach for America (TFA) to help increase the number and quality of teachers in schools. TFA is the national corps of recent college graduates who commit two years to teach in some of the nation’s most under-served communities. The Clark County School District, UNLV, and TFA have collaborated to open up CCSD as a site for placing TFA participants. TFA students concomitantly pursue a Master’s Degree while teaching in CCSD.

**Special Education Cohort Program**
A UNLV/CCSD partnership intended to offer a series of intensive full-time cohort programs through which current CCSD employees can complete a bachelor’s degree and become licensed as special education teachers.

**Early Childhood Alternative Route to Licensure**
The Early Childhood program at UNLV has developed several alternative programs to meet the needs of early childhood teachers. No Child Left Behind (NCLB) is requiring that individuals in early childhood have at least a bachelors or AA degree to be considered highly qualified. Students attend classes on weekends and evenings. The majority of these students are recruited from the grant for the Child Care Subsidy Program. This program is coordinated through the Department of Special Education.

**Special Education Alternative Route to Licensure Program (M.Ed.)**
This program supports students who have a bachelor’s degree in something other than education. These individuals complete a master’s degree in generalist resource. This program has been in place for 10 years with 17 groups completing the program. More than 450 individuals have been in the program. A recent study completed for CCSD found that 86% of students are retained and continue to teach in the school district. Nationally, only 50% of special education teachers continue to be employed in special education. More than 500 teachers have completed this program.

**Specialized Teacher Education Program (STEP)**
STEP is a graduate program to fill existing vacancies in specialized programs. All participants are currently special education teachers but are needed in self-contained classrooms. These programs include Early Childhood Special Education, Autism, and Mental Retardation. Students complete all course work in one year and receive two licenses, i.e. MR and ECSE, Autism and ECSE etc. This program has been in existence for approximately six years. There have been 239 participants over the past 7 years. Data have been collected from this program too support the efficacy of the program.
**STEP-CV**
This is a collaborative effort between the Department of Special Education at UNLV and various rural school districts in Nevada. The program helps address the critical need and shortage or early childhood special education and autism teachers, who work with children with special needs, throughout Nevada. Participants in this program take courses via WebCT over a one-year period of time and earn a master’s degree in special education and are eligible for Nevada DOE endorsements in ECSE and autism.

**STEP-NEIS**
This is a collaborative effort between the Department of Special Education at UNLV and Nevada Early Intervention Services-South. The program helps address the critical need and shortage of early intervention specialists, who work with infants and toddlers birth to three with special needs, in Southern Nevada. Program participants take classes in ECSE and autism over a one-year period of time and earn a master’s degree in special education and are eligible for Nevada DOE endorsements in ECSE and autism.

**Strategy Instruction Model (SIM)**
Professional Development Faculty and doctoral students in the Special Education department at UNLV offer workshops in the Strategic Instruction Model for school district personnel. Teachers and administration determine the need at the school and/or region level and request instruction in specific strategies. Workshops have been conducted with an entire school faculty and in cohorts consisting of teachers from elementary, middle, and high schools. Currently school wide training implementation is being conducted in the Northeast region of CCSD.

**The Inclusion Partnership (TIP)**
TIP is a program in which select UNLV students receive appropriate instruction in inclusion, and then apply their knowledge in the real world of the classroom. In addition, CCSD teachers receive advanced instruction in inclusion and work hand-in-hand with the UNLV students, to support all students in learning and performing their best. As of 2008, there are over 140 schools that have signed up to participate in the TIP/Inclusive Schools project. More than 500 UNLV preservice teachers have been trained in this program.

**Fast-track Teaching Second Language Learners (TESL) Program**
This program, developed collaboratively between the Department of Special Education and the CCSD English Language Learner Program. The program consists of 12 graduate credit hours in Teaching English as a Second Language. Four courses make up this TESL series with content in theories, methods, assessment, and curriculum for students in inclusive settings, with and without disabilities. The four courses are offered in various formats over one semester in order to accommodate teacher’s schedules. The program is in its second year and has contributed significantly to the growing number of CCSD teachers who have obtained a TESL endorsement over the last couple of years.

**University of Nevada Mathematics Council – Las Vegas**
The College of Education sponsors a student affiliate group of the National Council of Teachers of Mathematics in collaboration with the Southern Nevada Mathematics Council, the Nevada Mathematics Council and the Clark County School District. This is one of only 13 such groups in the country.
Oral History of the Public School Principalship
The Oral History of the Public School Principalship projects engaged in the collection of the craft knowledge/wisdom of former public school administrators, most of who served in the Clark County School District during the past 30-40 years. Those to be interviewed are identified with the assistance of present and former CCSD personnel. They are then interviewed by advanced graduate students in the Department of Educational Leadership on an extensive number of educational issues. These issues are of past and current concern to educators in the district, the state of Nevada, and the nation. Following transcription and classroom discussion/analysis of the output, copies of the interviews are filed in hard copy format with the Special Collections Department of UNLV’s Lied Library. In addition, copies are uploaded to a dedicated website, also maintained by UNLV, a procedure which provides access to scholars and other interested parties seeking information on local school operations. The project is part of a nationwide collection effort underway since 1986.

CCSD UNLV School Counseling Advisory Board
The CCSD-UNLV School Counseling Advisory Board is a collaborative effort between the College of Education School Counseling Program and the CCSD Guidance and Counseling Department. The advisory board meets regularly to plan, initiate, and evaluate activities and research in school counseling. Through this collaboration, faculty members from the school counseling program at UNLV participate in the professional development training of CCSD school counselors. In addition, advisory board members provide input on the school counseling program curriculum and help coordinate the placement of UNLV students into school counseling practicum and internship sites in CCSD. The CCSD-UNLV School Counseling Advisory Board ultimately serves to highlight the positive impact of school counselors on children and their families in southern Nevada.

2+2 Program
The University of Nevada, Las Vegas and the College of Southern Nevada (formerly Community College of Southern Nevada) cooperatively plan and implement a new initiative designed to increase the number of baccalaureate degree level student prepared as elementary, secondary, early childhood, and special education teachers. The two institutions dedicate themselves to expanding the lower division course offerings at the community college while expanding the capacity of the upper division education courses, resulting in more schoolteachers.

M.A.T.E.S. Plus Program (Mentoring Aspiring Technical Educators Plus UNLV Credit)
The University of Nevada Las Vegas, through the Workforce Education and Development Program and in cooperation with the Clark County School District offers university credit for participation in the M.A.T.E.S. Plus Program. Those desiring to receive three (3) units of university credit are required to attend a minimum of 18 hours of M.A.T.E.S. workshops and a minimum of 27 additional hours of Tools for Change Inservices to meet the 45 classroom hours required for university credit (either undergraduate or graduate).

CCSD Early Childhood Joint Technical Skills Committee
The Special Education Department advises this committee that reviews early childhood courses taught at CCSD high schools including curriculum, materials, and environments.


**Early Literacy Program with CCSD**
This program includes workshops and consultations on early literacy programs throughout CCSD. Teachers who work with young children are given specific training in early literacy for young children and how to integrate these skills into the home and family.

**Acelero Clark County Head Start Board**
This program provides all head start services to eligible children in southern Nevada. This includes 200 children from CCSD eligible through early childhood special education.

**NSHE Nevada Inclusive Education Task Force**
This is a consortium of all NSHE colleges/departments of education and the Nevada Partnership for Inclusive Education. The Task Force was created as an outgrowth of the activities of Nevada PIE. Faculty and administrators from NSHE programs or college of education are planning effective methods for integrating inclusive strategies, methods, and curricula across education programs.

**NSHE Common Course Numbering**
The Department of Curriculum and Instruction along with other departments in the College of Education has collaborated with other NSHE institutions and served as a leader in establishing a common course numbering system for beginning education courses at the undergraduate level to facilitate the articulation across NSHE institutions.

**Nevada System of Higher Education and CCSD College Readiness Assessment**
Members of the Department of Curriculum and Instruction and the Mathematics Department have partnered with CCSD and the Regional Professional Development Program to reduce the remedial mathematics rate for students entering UNLV from CCSD. This has resulted in the development of a new course, SCI 108 0 Transitions to College Algebra – that is designed to prepare students for success by “paving for the road ahead instead of patching holes in the road behind.”

**Nevada Department of Education Mathematics Standards Revision**
The College of Education played a significant role in the development of the original state mathematics standards and was engaged in a similar role through collaboration with the Nevada Department of Education in the recent revision process.

**Nevada Collaborative Teaching Improvement Program (NeCoTIP)**
A NeCoTIP proposal, in collaboration with UNLV, CCSN, NSC and identified Clark County high schools, for the purpose of providing staff development in Science Education in accordance with Nevada state standards and individual school needs.

**Southern Nevada Writing Project**
As one of 189 writing projects affiliated with the National Writing Project (NWP), the SNWP is dedicated to improving student writing and learning through its network of professional development opportunities aimed at improving the teaching of writing. Drawing on the knowledge, expertise, and leadership of successful classroom teachers, SNWP offers programs for teachers (Summer and Spring Invitational Institutes; Mini-conferences; Open Institutes focused on English Language Learners, Teacher Inquiry, Integrating Science and Writing, etc.; and support for new teachers) and for students and
families (the Family Writing Project, Poetry Jam, Elementary and Secondary Writing Fairs, and Young Writers Institutes). The SNWP also offers a new teacher mentoring program designed to support new teachers as they face the demands of a challenging profession. Small groups include new teachers and engage them in critical reflection and inquiry.

**Literacy Professional Development Project**

The Department of Curriculum and Instruction leads an intensive content area literacy professional development initiative with Clark County School District teachers. The project involves training teacher leaders in content area literacy and is funded through the NeCoTIP program.

**Physical Activity Behavior and Policy Research Program**

This research program brings together community stakeholders from the Southern Nevada Health District, Clark County School District, the Outside Las Vegas Foundation, the American Heart Association, the National Parks Service, Rivers, Trails & Conservation Assistance program, and the Clark County Comprehensive Planning Department. Community stakeholders provide feedback and guidance in the development and conceptualization of research, assist in gaining access to documents, people, and places for the conduct of research, and assist in identifying funding. A resulting outcome was a study focusing on physical activity and park utilization in the Las Vegas area.

**Increasing the Quality of Physical Education Through Policy and/or Environment Change**

The purpose of this study is to use a case study approach to assess the relative contributions of site based policy and environmental variables in elementary school settings to the observed levels of children's physical activity during physical education.

**Discovering Obstacles to Physical Education: Do PE!**

This project, funded by Active Living Research – Robert Wood Johnson, aims to describe perceived facilitators and obstacles to the adoption of evidence-based PE in a sample of elementary school principals and direct providers of PE (i.e., teachers). A second aim is to compare and contrast perceived facilitators and obstacles to the adoption of evidence-based PE in elementary schools that have and have not adopted evidence-based PE.

**Statewide Surveillance of Physical Activity Opportunity in Nevada K-12 Schools**

A report published in the Journal of Physical Activity and Health examined the status of physical activity opportunity in Nevada K-12 public schools. The focus was on determining both prevalence and nature of existing programs as well as school administrators’ perceived barriers to offering physical activity programs.

**Project PASS**

COE and COS collaborators work with 66 high school teachers for the summer 2008 institute for Project PASS and 54 middle school mathematics, science and elementary teachers for the first summer institute for Project MIST. The institutes were held at Palo Verde High School and both groups were studying the topic of nanoscience.

**Project MIST**

C&I faculty and collaborators in the College of Sciences and Clark County School District (CCSD) have a major grant from the Nevada State Department of Education to support
Project MIST, a professional development initiative that includes a summer institute and graduate coursework in mathematics and science. Other principal investigators on the project include faculty from the Department of Chemistry as well as staff from the Curriculum and Professional Development Division of CCSD.

**CAPSULES**
C&I faculty lead project CAPSULES (Communication and Problem Solving Using Lesson Studies) in collaboration with faculty in both the College of Education and College of Sciences at the University of Nevada, Las Vegas (UNLV) and the faculty and administration of Robert Lunt Elementary in Clark County School District. The focus of this project is on developing teachers’ content and pedagogical knowledge of and through problem solving and communication strands in the Nevada Mathematics Standards.

**Nevada Mathematics and Science Leadership Cadre**
This professional development effort is a collaborative program with the Department of Curriculum and Instruction, Lincoln County School District, the Regional Professional Development Center (RPDP), the Southern Nevada Mathematics Council, and UNR that brings together teachers from 13 of the state's 17 school districts. Teachers are trained to eventually provide additional professional development to their hometown colleagues with the intention of improving math and science achievement for students in the schools.

**Just Voices**
The Southern Nevada Writing Project (SNWP) joins with the Nevada Partners in Inclusive Education, UNLV's English Department, and the Regional Professional Development Center to offer an innovative program for CCSD high school teachers and students. *Just Voices* brings world-class writers from around the world to local schools to share their stories and interact with students, thus aiming to address challenges of teaching writing and to raise curiosity and interest in literature and increase motivation and skills in writing. This curriculum helps students find their own voices as writers by providing opportunities to see that effective writing skills are a powerful tool toward making a positive impact on the world.

**Project KNOTtT (Kansas, Nevada, Ohio and Texas Transition to Teaching)**
This Project is a consortium of colleges and universities in Kansas, Nevada, Ohio and Texas. UNLV is the only Nevada institution in this consortium. The program offered through UNLV is based on the grant requirements to prepare 15 "high needs" teachers in English language arts, math and science through alternative routes to licensure who will teach in CCSD.

**The Nevada Writing Project State Network**
This program is comprised of teacher leaders and university professors from The Southern Nevada Writing Project (SNWP), the Northern Nevada Writing Project, and Great Basin Writing Project. A major focus has been on leading teacher inquiry groups in local school districts and presenting findings at local, state and national conferences. They partner with the CCSD Department of Research, the Department of Educational Psychology and School Improvement (RSI) to offer support for CCSD teachers, specialists, and administrators who are conducting action research.
Critical Friends
The Southern Nevada Writing Project provides training for CCSD teachers to become Critical Friends Group (CFG) coaches and form CFGs at school sites (currently 6 schools). Teachers and coaches meet regularly to examine student work and classroom practices, thereby deepening the practice and supporting both novice and veteran teachers.

Holocaust Education Workshop
The Department of Curriculum and Instruction presented this workshop featuring “Echoes and Reflections - A Multimedia Curriculum on the Holocaust for 6th – 12th grades” a joint project of ADL, the USC Shoah Foundation Institute and Yad Vashem.

Summer Institute for Applied Linguistics
A Curriculum and Instruction faculty member works with Teaching English as a Second Language (TESL) professionals and students from around the world as part of this institute.

Summer Institute for Educational Leaders
This Department of Educational Leadership seminar, funded by the Regional Professional Development Center and attended by administrators throughout the state, has a positive reputation for providing concrete suggestions for administrators to use to improve a school achievement.

Nevada Association of School Administrators
Educational Leadership faculty provided initial and on-going professional development for new district superintendents in the area of school finance and budgeting, statute review, supervision requirements etc. This annual training along with regular fireside chats with the district superintendents testify to the fact that UNLV and the Department of Educational Leadership at the forefront in helping Nevada School Superintendents succeed.

PK-12 Educational Leadership Conferences
Two conferences were offered to all school administrators. The Annual Law Conference was again a success in both the Southern Nevada and the Northern Nevada Conference. The Finance Conference was held for third year with the largest audience to date of over 125 participants.

Nevada Department of Education Special Education School Improvement Project
An Educational Leadership faculty member serves as a coach and change process assessor for a five-year initiative to implement research based strategies for Response to Instruction (RTI), a federal mandate.

Empowerment Schools Evaluation Study Team
EDL faculty took an in depth look at the Empowerment Schools in the Clark County School District. Faculty worked on the school leadership component and were also involved in gathering data including observing and interviewing faculty and administrators and provided data analysis of the budgets of each of the four Empowerment Schools.

CCSD Expert Mathematics Panel
The committee represents a balanced group of approximately 25 individuals with representation from K-12 teachers and administrators. The NSHE is represented on this
panel, specifically through collaboration with UNLV and the Center for Mathematics and Science Education. The purpose of the committee is to review the Clark County School District (CCSD) mathematics curriculum and make recommendations to the Instruction Unit that will meet the needs of all students. The initiative focuses on K-12 mathematics in order to impact district-wide student achievement in mathematics. The Expert Mathematics Panel sets goals and reviews data with constituents in order to make informed recommendations.

**Counselor Education Department Community Involvement**

CED works in concert with over 45 community agencies and schools to provide educational supervision and preparation for emerging school, mental health and addiction specialists. Students provide mental health and counseling services to many clients in the Las Vegas region that may otherwise not receive interventions, treatments and care.

**Undergraduate and Graduate Student Education Partners**

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* Please note that the site summary is a brief introduction to the various topics that the counselor intern students may experience at their sites in conjunction with their agency supervisor.