

**ADOPTED REGULATION OF THE  
STATE BOARD OF EDUCATION**

**LCB File No. R137-23**

EXPLANATION – Matter in *italics* is new; matter in brackets ~~[omitted material]~~ is material to be omitted.

AUTHORITY: § 1, NRS 385.080 and 391A.370.

A REGULATION relating to education; revising the standards for professional development training provided to teachers and administrators employed by a school district or a charter school; and providing other matters properly relating thereto.

**Legislative Counsel’s Digest:**

Existing law requires the State Board of Education to adopt regulations to prescribe the standards for the professional development training provided to teachers and administrators employed by a school district or charter school. (NRS 391A.370) This regulation revises those standards. (NAC 391A.300)

**Section 1.** NAC 391A.300 is hereby amended to read as follows:

391A.300 1. In developing, implementing and evaluating professional development training for teachers and administrators, a regional training program for the professional development of teachers and administrators, a school district or a charter school of this State, as applicable, must use the standards prescribed in subsection 2.

2. Professional development training for teachers and administrators employed by a school district or a charter school must ~~+~~

~~—(a) Provide~~ *provide* learning experiences for teachers and administrators that increase the effectiveness of teachers and administrators and improve the results for all pupils ~~+~~ *and align with the following standards:*

*(a) Providing professional learning for each teacher and administrator that is aligned to standards, guidelines and research specific to the role of the teacher or administrator and the content knowledge relevant to that role;*

~~(b) {Occur within learning communities committed to continuous improvement, collective responsibility and alignment with goals;~~

~~—(e) Be provided}~~ *Provision of professional learning* by *knowledgeable and* skillful ~~{leaders}~~ *facilitators* who develop capacity within, advocate for and create systems of support for learning by teachers and administrators;

~~{(d) Prioritize, monitor and coordinate resources for teacher or administrator learning;~~

~~—(e)}~~ *(c) Setting the expectation that professional learning ensures that all pupils have access to an education that is rigorous and inclusive of race, gender, ethnicity, language, ability and other aspects of identity;*

*(d) Use of* a variety of sources and types of pupil data, teacher or administrator data and other data deemed appropriate to plan, assess and evaluate learning by teachers and administrators;

~~{(f) Integrate theories, research and models of human learning to achieve the outcome intended;~~

~~—(g) Apply research on change and sustain support for implementation of learning by teachers and administrators for long-term change;~~

~~—(h) Align outcomes with the performance of a teacher or administrator and curriculum standards required for a pupil;~~

~~—(i)}~~ *(e) Focus on equitable access, opportunities and outcomes with an emphasis on achievement and disparity of opportunities between groups of pupils; and*

~~—(j) Facilitate~~ (f) *Use of learning theories in the design of learning and match appropriate learning designs to teacher and administrator learning goals;*

(g) *Sustaining learning through opportunities for practice, feedback and follow-up;*

(h) *Focusing professional learning skills and knowledge needed to implement high-quality curriculum, instructional materials and aligned assessments;*

(i) *Creating and supporting a culture where professional learning connects to opportunities for and access to a rigorous education for each pupil; and*

(j) *Facilitating the* self-examination by a teacher or administrator of his or her awareness, knowledge, skills and actions that pertain to culture and how he or she can develop culturally responsive strategies to enrich educational experiences for all pupils.