

**PROPOSED REGULATION OF THE
STATE BOARD OF EDUCATION**

LCB File No. R037-16

DRAFT OF REGULATION LANGUAGE FOR SB 391

**SUBMITTED BY: Kevin Marie Laxalt, Read by Grade 3 Education Program Professional
& Lauren Hulse, Management Analyst
Nevada Department of Education**

DATE: 3-10-16

The Nevada Department of Education is proposing new regulations pursuant to Section 5 [Subsection 5 – 1 (b)] (The board of trustees of each school district and the governing body of each charter school shall prepare a plan to improve the literacy of pupils enrolled in kindergarten and grades 1, 2 and 3. Such a plan must include, without limitation: (b) Procedures for assessing a pupil’s proficiency in the subject area of reading using valid and reliable assessments that have been approved by the State Board by regulation) and Section 6 [Subsection 6 – 4 (a-c)] of Senate Bill 391, Nevada’s Read by Grade Three Act (The State Board shall prescribe by regulation:

- (a) Any training or professional development that a learning strategist is required to successfully complete.
- (b) Any professional development that a teacher employed by a school district or charter school to teach kindergarten or grade 1, 2, 3, or 4 is required to receive from a learning strategist in the subject area of reading; and
- (c) The duties and responsibilities of a learning strategist).

Sec. 1. *As used in this chapter, unless the context otherwise requires:*

a. “Learning Strategist” has the meaning as defined in Section 6, subsection 1 of SB391.

Sec. 2. *To determine kindergarten, 1st, 2nd, and 3rd grade pupils’ proficiency levels in the subject area of reading, school districts and charter schools shall use assessments prescribed by the State Board that meet the following criteria: screen pupils’ initial levels of reading proficiency, diagnose any deficiencies that a pupil might be exhibiting in reading, and monitor pupils’ progress in reading.*

Sec. 3. *A learning strategist is required to successfully complete training or professional development*

on:

- a) The Nevada Academic Content Standards (NVACS) for English Language Arts for kindergarten and grades 1, 2 and 3 as established in NAC 389*
- b) The 2015 Nevada State Literacy Plan as established by the Department*

- c) Methods for facilitating the writing of a site-based literacy plan that aligns with the state literacy plan as established by the Department*
- d) The Nevada Educator Performance Framework*
- e) National standards for literacy coaching*
- f) How to effectively deliver and receive constructive feedback*
- g) How to be a skillful evaluator of literacy needs through the use of the assessments prescribed by the State Board.*
- h) Evidence-based best practices in literacy instruction and intervention*
- i) Methods for screening and intervention for dyslexia and other reading disabilities*

Sec. 4. A teacher employed by a school district or charter school to teach kindergarten or grade 1, 2, 3, or 4 is required to receive professional development from a learning strategist on:

- a) How to implement the Nevada Academic Content Standards (NVACS) for English Language Arts for kindergarten and grades 1, 2 and 3 as established in NAC 389*
- b) The state literacy plan as established by the Department*
- c) How to effectively deliver and receive constructive feedback*
- d) How to be a skillful evaluator of literacy needs through the use of the assessments prescribed by the State Board*
- e) Methods for effectively using student data to drive literacy instruction*
- f) Methods for implementing evidence-based best practices in literacy instruction and intervention*
- g) Methods for screening and intervention for dyslexia and other reading disabilities*
- h) How to maintain collaborative and reflective communication*

Sec. 5. A learning strategist has the following duties and responsibilities:

- a) Demonstrating leadership abilities in organizing, implementing, and participating as a key member of the site-level literacy team*
- b) Providing professional development and instructing teachers of kindergarten and grade 1, 2, 3 and 4 teachers on the topics in Sec. 4.*
- c) Providing instruction on all identified reading assessments to K-4 teachers*
- d) Planning, preparing, and conducting professional learning opportunities to support school-based personnel with effective practices in literacy instruction*
- e) Providing literacy education and support to the parents or legal guardians of students who have been identified as deficient in the subject area of reading*