

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

LCB FILE NO. R110-201

**The following document is the initial draft regulation proposed
by the agency submitted on 06/26/2020**

NAC 391A.070 Conditions to receive amount held back from award by State Board. (NRS 391A.580)

1. A scholarship recipient may only receive the money retained by the State Board pursuant to paragraph (b) of subsection 2 of NRS 391A.580 if the scholarship recipient meets the requirements prescribed in subsection 4 of NRS 391A.585 and, within 1 year after the 5-year anniversary of the date on which the scholarship recipient completed the program for which he or she was awarded the scholarship, submits to the ~~{teacher program provider}~~ **Department, on a form specified by the Department,** proof that he or she:

(a) Holds a valid license to teach:

- (1) Elementary education;
- (2) Secondary education;
- (3) Pupils in a program of early childhood education; or
- (4) Special education to pupils in prekindergarten through grade 12;

(b) Has not been the subject of any disciplinary action taken by any school district by which he or she was employed;

(c) Is not currently the subject of an investigation that could result in the imposition of disciplinary action against him or her;

(d) Has maintained employment as a teacher at a public school in this State for 5 consecutive school years **starting within one year following completion of program** and received a performance evaluation rating designating him or her as “highly effective” or “effective” during each of the 5 school years. ~~}; and~~

~~—(e) Was employed for at least 3 years as a teacher at a public school in this State that:~~

~~—(1) Was a Title I school, as defined in NRS 385A.040, for the year immediately preceding the year in which he or she began employment as a teacher at the school;~~

~~—(2) Received an annual rating established as one of the two lowest ratings possible indicating underperformance of a public school, as determined by the Department pursuant to the statewide system of accountability for public schools for the year immediately preceding the year in which he or she began employment as a teacher at the school; or~~

~~—(3) Had a teacher vacancy rate that was higher than the statewide average teacher vacancy rate as determined by the Department and published on the website maintained by the Department for the year immediately preceding the year in which he or she began employment as a teacher at the school.~~

~~—2. A scholarship recipient who transfers employment between schools that satisfy the requirements specified in paragraph (e) of subsection 1 satisfies the requirements of that paragraph.}~~

NAC 391A.300 Standards for development, implementation and evaluation of professional development training.

1. In developing, implementing and evaluating **a system of** 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}~~ **incorporate throughout the system** the standards prescribed in subsection 2.

2. ~~[Professional]~~ **Activities conducted as part of a system of professional** development training for teachers and administrators employed by a school district or a charter school must , **to the extent appropriate and applicable within each activity:**

(a) Provide learning experiences for teachers and administrators that increase the effectiveness of teachers and administrators and improve the results for all pupils;

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

(c) Be provided by skillful leaders 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) Use 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) Focus on equitable access, opportunities and outcomes with an emphasis on achievement and disparity of opportunities between groups of pupils; and

(j) Facilitate 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.