

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

LCB File No. R110-20

October 22, 2020

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

AUTHORITY: §1, NRS 391A.580; §2, NRS 385.080 and 391A.370.

A REGULATION relating to education; revising provisions relating to the Teach Nevada Scholarship Program; revising provisions relating to professional development programs; and providing other matters properly relating thereto.

Legislative Counsel’s Digest:

Existing law authorizes the State Board of Education to adopt regulations relating to education. (NRS 385.080) Existing law establishes the Teach Nevada Scholarship Program Account to award a scholarship to a student who agrees to complete a program that will enable him or her to obtain an endorsement to teach English as a second language or special education. (NRS 391A.575, 391A.580)

Existing law requires 25 percent of a Teach Nevada Scholarship to be retained by the State Board and released to the recipient only upon meeting certain requirements. (NRS 391A.585) To receive this retained amount, existing regulations require a recipient of a Teach Nevada Scholarship to submit to the teacher program provider proof that the recipient: (1) holds a license to teach; (2) has not been the subject of disciplinary action; (3) is not currently the subject of an investigation that could result in disciplinary action; (4) has maintained employment at a public school for 5 consecutive school years after completion of the program; and (5) was employed at a certain type of school for 3 years after completion of the program. (NAC 391A.070) **Section 1** of this regulation requires a recipient to submit such proof to the Department of Education instead of the teacher program provider. **Section 1** also requires that the employment of a recipient at a public school begin within 1 year of completion of the program for which he or she was awarded the scholarship. Finally, **section 1** removes the requirement that a recipient be employed at a certain type of school for 3 years after completion of the program.

Existing law requires the State Board to adopt regulations prescribing standards for professional development training for teachers and administrators. (NRS 391A.370) Existing regulations outline those standards. (NAC 391A.300) **Section 2** of this regulation requires a regional training program for the professional development of teachers and administrators, a school district or a charter school to incorporate those standards throughout the system of professional development training.

Section 1. NAC 391A.070 is hereby amended to read as follows:

391A.070 ~~111~~ 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:

~~1(a)~~ 1. Holds a valid license to teach:

~~1(1)~~ (a) Elementary education;

~~1(2)~~ (b) Secondary education;

~~1(3)~~ (c) Pupils in a program of early childhood education; or

~~1(4)~~ (d) Special education to pupils in prekindergarten through grade 12;

~~1(b)~~ 2. Has not been the subject of any disciplinary action taken by any school district by which he or she was employed;

~~1(e)~~ 3. Is not currently the subject of an investigation that could result in the imposition of disciplinary action against him or her;

~~1(d)~~ and

4. Has maintained employment as a teacher at a public school in this State for 5 consecutive school years *beginning within 1 year after completion of the program for which he or she was awarded the scholarship* and received a performance evaluation rating designating him or her as “highly effective” or “effective” during each of the 5 school years . ~~1(f) and~~

~~1(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.~~

Sec. 2. NAC 391A.300 is hereby amended to read as follows:

391A.300 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* the standards prescribed in subsection 2 ~~+~~ *throughout the system.*

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.