

**PROPOSED REGULATION OF THE
DEPARTMENT OF EDUCATION**

LCB FILE NO. R137-23I

**The following document is the initial draft regulation proposed
by the agency submitted on 12/14/2023**

The intent of these changes is to update the current language to align to the new national professional development standards. NDE worked with education partners from across the state to draft these changes.

NAC 391A.300 Standards for development, implementation and evaluation of professional development training. (NRS 385.080, 391A.190, 391A.370)

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

Provide learning experiences for teachers and administrators that increase the effectiveness of teachers and administrators and improve the results for all pupils and align to the following standards;

(a) professional learning for each educator is aligned to role- and content specific standards, guidelines, and research

(b) Be provided by knowledgeable and skillful **leaders** who develop capacity within, advocate for and create systems of support for learning by teachers and administrators;

(c) Set expectations that professional learning ensures all students have access to rigorous learning, inclusive of their race, gender, ethnicity, language, ability, and other assets of identity;

(d) 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;

(e) Use learning theory in the design of professional learning and match appropriate learning designs with educator learning goals

(f) Sustain learning with opportunities for practice, feedback, and follow-up

(g) Focus professional learning on how to implement high-quality curriculum and instructional materials and aligned assessments;

(h) Create and support a culture where professional learning connects to each student's opportunity for and access to rigorous learning and

(i) 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.