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SECOND REPRINT

S.B. 474

SENATE BILL NO. 474—COMMITTEE ON FINANCE

(ON BEHALF OF THE DEPARTMENT OF ADMINISTRATION)

MARCH 23, 2015

Referred to Committee on Education

SUMMARY—Makes various changes concerning the professional development of teachers, school administrators and other educational personnel. (BDR 34-1183)

FISCAL NOTE: Effect on Local Government: No.
Effect on the State: Yes.

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

AN ACT relating to education; creating the Great Teaching and Leading Fund; prescribing the administration and use of money in the Fund; authorizing certain entities to submit an application to the State Board of Education for a grant of money from the Fund; requiring school districts and charter schools to ensure that certain professional development is available to teachers and administrators; revising provisions governing the provision of training by the regional training programs for the professional development of teachers and administrators; creating the Advisory Task Force on Educator Professional Development to study and report on matters relating to professional development of teachers, school administrators and other educational personnel; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

- 1 **Section 1.5** of this bill creates the Great Teaching and Leading Fund in the
- 2 State General Fund, to be administered by the Superintendent of Public Instruction.
- 3 **Section 1.5** also authorizes the following entities to submit an application to the
- 4 State Board of Education for a grant of money from the Fund: (1) the governing
- 5 body of a regional training program for the professional development of teachers
- 6 and administrators; (2) the board of trustees of a school district; (3) the governing
- 7 body of a charter school; (4) the State Public Charter School Authority; (5) a
- 8 university, state college or community college within the Nevada System of Higher



Education; (6) employee associations representing licensed educational personnel; and (7) nonprofit educational organizations. **Section 1.5** further requires the State Board of Education to prescribe annually the priorities of programs for which grants of money may be awarded from the Fund and requires an application submitted by an entity to address how the money will be used in accordance with those priorities. An entity that receives a grant of money from the Fund is required to use the money in accordance with the priorities to provide: (1) professional development for teachers, administrators and other licensed educational personnel; (2) programs of preparation for teachers, administrators and other licensed educational personnel; (3) programs of peer assistance and review for teachers, administrators and other licensed educational personnel; (4) programs for leadership training and development; and (5) programs to recruit, select and retain effective teachers and principals. Finally, **section 1.5** requires the Superintendent of Public Instruction, to the extent money is available for this purpose, to contract for an independent evaluation of the effectiveness of the grants made from the Fund.

Section 1.7 of this bill requires the board of trustees of each school district and the governing body of each charter school to ensure that teachers and administrators have access to high-quality, ongoing professional development training.

Existing law creates three regional training programs for the professional development of teachers and administrators and requires the governing body of each regional training program to make an assessment of the training needs of teachers and administrators who are employed by school districts within the primary jurisdiction of the regional training program and provide training based upon that assessment. (NRS 391.512, 391.544) **Section 2** of this bill requires the provision of training by a regional training program to also be based upon the priorities of programs prescribed by the State Board pursuant to **section 1.5**.

Section 3.5 of this bill creates the Advisory Task Force on Educator Professional Development to study certain issues relating to professional development of teachers, school administrators and other educational personnel. The Task Force is required to meet at least four times before June 30, 2016, and prepare a final report with its findings and recommendations which must be distributed to the Governor, the State Board of Education, the Legislative Committee on Education and the Director of the Legislative Counsel Bureau for distribution to the next regular session of the Legislature.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN
SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. Chapter 391 of NRS is hereby amended by adding thereto the provisions set forth as sections 1.5 and 1.7 of this act.

Sec. 1.5. 1. *The Great Teaching and Leading Fund is hereby created in the State General Fund, to be administered by the Superintendent of Public Instruction. The Superintendent may accept gifts and grants from any source for deposit in the Fund. Any money from such gifts and grants must be expended only in accordance with the terms and conditions of the gift or grant, or in accordance with this section.*

2. *The interest and income earned on:*

(a) *Money in the Fund, after deducting any applicable charges; and*



(b) Unexpended appropriations made to the Fund from the State General Fund,

↳ must be credited to the Fund.

3. Any money in the Fund and any unexpended appropriations made to the Fund from the State General Fund remaining at the end of a fiscal year do not revert to the State General Fund, and the balance in the Fund must be carried forward to the next fiscal year.

4. The money in the Fund may only be used for public schools and public education, as authorized by the Legislature and in accordance with the priorities of programs prescribed by the State Board pursuant to subsection 8.

5. The Superintendent of Public Instruction shall coordinate the annual distribution of grants of money from the Fund to the following entities whose applications for a grant are approved:

(a) The governing body of a regional training program for the professional development of teachers and administrators.

(b) The board of trustees of a school district.

(c) The governing body of a charter school.

(d) The State Public Charter School Authority.

(e) A university, state college or community college within the Nevada System of Higher Education.

(f) Employee associations representing licensed educational personnel.

(g) Nonprofit educational organizations.

6. The Superintendent of Public Instruction shall:

(a) Prescribe the form for an entity described in subsection 5 to submit an application for a grant of money from the Fund and the deadline for submission of such an application.

(b) Assign a committee to review the applications and make recommendations to the Superintendent for awarding grants of money from the Fund.

(c) Make recommendations to the State Board regarding awarding grants of money from the Fund.

7. Based upon the recommendations made by the Superintendent of Public Instruction pursuant to paragraph (c) of subsection 6 and to the extent money is available in the Fund, the State Board shall award grants of money to each entity with an approved application not later than December 31 of each year. To the extent that money is available, a grant of money from the Fund may be awarded for a period of up to 5 years. The State Board may not award more than 25 percent of the money placed in the Fund by legislative appropriation to any single entity in a fiscal year.



8. On or before September 30 of each year, the State Board shall prescribe the priorities of programs set forth in subsection 10 for which grants of money will be made from the Fund on or before December 31 of that year. In developing the priorities, the State Board shall review and consider the assessment of the training needs of teachers and administrators made by the governing body of each regional training program for the professional development of teachers and administrators pursuant to NRS 391.540.

9. An entity described in subsection 5 may submit an application for a grant of money on the form prescribed by the Superintendent of Public Instruction, which must include, without limitation, a description of how the entity will use money from the grant to address the priorities prescribed by the State Board pursuant to subsection 8.

10. An entity that receives a grant of money from the Fund shall use the money in accordance with the priorities of programs prescribed by the State Board pursuant to subsection 8 to provide:

(a) Professional development for teachers, administrators and other licensed educational personnel;

(b) Programs of preparation for teachers, administrators and other licensed educational personnel;

(c) Programs of peer assistance and review for teachers, administrators and other licensed educational personnel;

(d) Programs for leadership training and development; and

(e) Programs to recruit, select and retain effective teachers and principals.

11. An entity that receives a grant of money from the Fund shall provide a report annually if the entity receives a grant of money for more than 1 year or, if the entity receives a grant of money for 1 year or less, within 120 days after the conclusion of the grant to the Superintendent of Public Instruction in the form prescribed by the Superintendent that includes, without limitation, a description of:

(a) The programs for which the grant of money was used.

(b) The effectiveness of the grant of money in:

(1) Improving the achievement of pupils;

(2) Assisting teachers, administrators and other licensed educational personnel; and

(3) Improving the recruitment, selection and retention of effective teachers and principals.

12. To the extent money is available from legislative appropriation or otherwise, the Superintendent of Public Instruction shall contract for an independent evaluation of the



effectiveness of the grants of money from the Fund, including, without limitation, a review and analysis of data relating to:

- (a) Changes in instructional or administrative practices;
- (b) The achievement of pupils; and
- (c) The recruitment, selection and retention of effective teachers and administrators.

↪ The Superintendent of Public Instruction shall consult with the Statewide Council for the Coordination of the Regional Training Programs in determining the duties of the contractor.

Sec. 1.7. The board of trustees of each school district and the governing body of each charter school shall ensure that the teachers and administrators employed by the school district or charter school have access to high-quality, ongoing professional development training. The professional development training must include, without limitation, training concerning:

1. The academic standards adopted by the State Board, including the academic standards for science.

2. The curriculum and instruction required for courses of study in science, technology, engineering and mathematics.

Sec. 2. NRS 391.544 is hereby amended to read as follows:

391.544 1. Based upon the **priorities of programs prescribed by the State Board pursuant to subsection 8 of section 1.5 of this act and the** assessment of needs for training within the region and priorities of training adopted by the governing body pursuant to NRS 391.540, each regional training program shall provide:

(a) Training for teachers and other licensed educational personnel in the:

(1) Standards established by the Council to Establish Academic Standards for Public Schools pursuant to NRS 389.520;

(2) Curriculum and instruction required for the ~~common~~ **core-state** standards adopted by the State Board;

(3) Curriculum and instruction recommended by the Teachers and Leaders Council of Nevada; and

(4) Culturally relevant pedagogy, taking into account cultural diversity and demographic differences throughout this State.

(b) Through the Nevada Early Literacy Intervention Program established for the regional training program, training for teachers who teach kindergarten and grades 1, 2 or 3 on methods to teach fundamental reading skills, including, without limitation:

- (1) Phonemic awareness;
- (2) Phonics;
- (3) Vocabulary;
- (4) Fluency;
- (5) Comprehension; and
- (6) Motivation.



(c) Training for administrators who conduct the evaluations required pursuant to NRS 391.3125 and 391.3127 relating to the manner in which such evaluations are conducted. Such training must be developed in consultation with the Teachers and Leaders Council of Nevada created by NRS 391.455.

(d) Training for teachers, administrators and other licensed educational personnel relating to correcting deficiencies and addressing recommendations for improvement in performance that are identified in the evaluations conducted pursuant to NRS 391.3125 or 391.3127.

(e) At least one of the following types of training:

(1) Training for teachers and school administrators in the assessment and measurement of pupil achievement and the effective methods to analyze the test results and scores of pupils to improve the achievement and proficiency of pupils.

(2) Training for teachers in specific content areas to enable the teachers to provide a higher level of instruction in their respective fields of teaching. Such training must include instruction in effective methods to teach in a content area provided by teachers who are considered masters in that content area.

(3) In addition to the training provided pursuant to paragraph (b), training for teachers in the methods to teach basic skills to pupils, such as providing instruction in reading with the use of phonics and providing instruction in basic skills of mathematics computation.

(f) In accordance with the program established by the Statewide Council pursuant to paragraph (b) of subsection 2 of NRS 391.520 training for:

(1) Teachers on how to engage parents and families, including, without limitation, disengaged families, in the education of their children and to build the capacity of parents and families to support the learning and academic achievement of their children.

(2) Training for teachers and paraprofessionals on working with parent liaisons in public schools to carry out strategies and practices for effective parental involvement and family engagement.

2. The training required pursuant to subsection 1 must:

(a) Include the activities set forth in 20 U.S.C. § 7801(34), as deemed appropriate by the governing body for the type of training offered.

(b) Include appropriate procedures to ensure follow-up training for teachers and administrators who have received training through the program.

(c) Incorporate training that addresses the educational needs of:

(1) Pupils with disabilities who participate in programs of special education; and



1 (2) Pupils who are limited English proficient.

2 3. The governing body of each regional training program shall
3 prepare and maintain a list that identifies programs for the
4 professional development of teachers and administrators that
5 successfully incorporate:

6 (a) The standards of content and performance established by the
7 Council to Establish Academic Standards for Public Schools
8 pursuant to NRS 389.520;

9 (b) Fundamental reading skills; and

10 (c) Other training listed in subsection 1.

11 ➤ The governing body shall provide a copy of the list on an annual
12 basis to school districts for dissemination to teachers and
13 administrators.

14 4. A regional training program may include model classrooms
15 that demonstrate the use of educational technology for teaching and
16 learning.

17 5. A regional training program may contract with the board of
18 trustees of a school district that is served by the regional training
19 program as set forth in NRS 391.512 to provide professional
20 development to the teachers and administrators employed by the
21 school district that is in addition to the training required by this
22 section. Any training provided pursuant to this subsection must
23 include the activities set forth in 20 U.S.C. § 7801(34), as deemed
24 appropriate by the governing body for the type of training offered.

25 6. To the extent money is available from legislative
26 appropriation or otherwise, a regional training program may provide
27 training to paraprofessionals.

28 **Sec. 3.** Notwithstanding the provisions of subsection 8 of
29 section 1.5 of this act, for Fiscal Year 2015-2016, the priorities of
30 programs for which grants of money may be made from the Great
31 Teaching and Leading Fund created by section 1.5 of this act must
32 address:

33 1. The provision of professional development for teachers to
34 provide instruction in the standards of content and performance for
35 the subject area of science;

36 2. The implementation of the statewide performance evaluation
37 system established pursuant to NRS 391.465;

38 3. The recruitment, selection and retention of effective teachers
39 and principals; and

40 4. Programs of leadership training and development.

41 **Sec. 3.5.** 1. The Advisory Task Force on Educator
42 Professional Development is hereby created consisting of:

43 (a) Two members of the State Board of Education, appointed by
44 the President of the Board;



(b) Two members who are Senators, one of whom is appointed by the Majority Leader of the Senate and one of whom is appointed by the Minority Leader of the Senate;

(c) Two members who are members of the Assembly, one of whom is appointed by the Speaker of the Assembly and one of whom is appointed by the Minority Leader of the Assembly;

(d) One member who is a teacher, appointed by the Nevada State Education Association; and

(e) One member of the Statewide Council for the Coordination of the Regional Training Programs, appointed by the Chair of the Council.

2. The Task Force shall study:

(a) The cost of professional development for teachers and school administrators in this State and the use and availability of regional training programs created pursuant to NRS 391.512;

(b) Federal funding available for the professional development of teachers and school administrators in this State;

(c) The effectiveness of the manner in which professional development is delivered to teachers and administrators in this State;

(d) The standards and quality of professional development provided to teachers and school administrators in this State;

(e) The effectiveness of the programs for professional development provided to teachers and school administrators in this State;

(f) Professional development for paraprofessionals and other educational personnel; and

(g) The structure for the delivery of professional development.

3. At the first meeting of the Task Force, the members of the Task Force shall elect a Chair by majority vote.

4. The Task Force shall hold its first meeting by not later than August 31, 2015, and shall meet not less than four times before June 30, 2016.

5. A majority of the members of the Task Force constitutes a quorum for the transaction of business, and a majority of those members present at any meeting is sufficient for any official action taken by the Task Force.

6. The Department of Education shall provide the Task Force with such staff as is necessary for the Task Force to carry out its duties.

7. The Legislators who are members of the Task Force are entitled to receive the salary provided for a majority of the members of the Legislature during the first 60 days of the preceding session for each day's attendance at a meeting of the Task Force the per diem allowance provided for state officers generally, and travel expenses provided pursuant to NRS 218A.655. Such compensation,



per diem allowances and travel expenses must be paid from the Legislative Fund.

8. While engaged in the business of the Task Force, to the extent that money is available for that purpose, the members of the Task Force who are not Legislators are entitled to receive the per diem allowance and travel expenses provided for state officers and employees generally.

9. A member of the Task Force who is an officer or employee of this State or a political subdivision of this State must be relieved from his or her duties without loss of regular compensation so that he or she may prepare for and attend meetings of the Task Force and perform any work necessary to carry out the duties of the Task Force in the most timely manner practicable. A state agency or political subdivision of this State shall not require an officer or employee who is a member of the Task Force to:

(a) Make up the time the member is absent from work to carry out his or her duties as a member of the Task Force; or

(b) Take annual leave or compensatory time for the absence.

10. By not later than December 31, 2016, the Task Force shall complete a final report with its findings and any recommendations, including, without limitation, recommendations regarding budgets, changes to regulations and legislation. The Superintendent of Public Instruction shall assist the Task Force in preparing the final report. The final report must be submitted to the Governor, the State Board of Education, the Legislative Committee on Education and the Director of the Legislative Counsel Bureau for transmittal to the next regular session of the Legislature.

Sec. 4. This act becomes effective upon passage and approval.

