<table>
<thead>
<tr>
<th>NSLP Essential</th>
<th>Completion of Required Professional Development in the following areas:</th>
<th>Facilitation and/or Delivery of Required Professional Development for K-4 Classroom Educators</th>
<th>Additional Duties</th>
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</table>
| Essential 1   | • Components of Nevada State Literacy Plan (2015) [emphasis on the Elementary Section]  
• National standards for coaching concerning literacy  
• Methods for effectively delivering and receiving constructive feedback  
• Methods for assisting the board of trustees of a school district or the governing body of a charter school in preparing a plan to improve the literacy of pupils enrolled in K–3 | • Components of Nevada State Literacy Plan (2015) [emphasis on the Elementary Section]  
• How to effectively deliver and receive constructive feedback  
• Methods for maintaining collaborative and reflective communication | • Provide leadership and support to the board of trustees of a school district or the governing body of a charter school in preparing a plan to improve the literacy of pupils enrolled in K–3 |
| Essential 2   | • Effective implementation of the NVACS (Nevada Academic Content Standards) in the English Language Arts for K–3  
• Requirements of the Nevada State Educator Performance Framework (NEPF)  
• Evidence-based best practices for instruction and intervention concerning literacy  
• Methods for screening for and intervention concerning dyslexia and other reading disabilities | • Effective Implementation of the NVACS (Nevada Academic Content Standards) in the English Language Arts for K–3  
• Using student data to improve instruction concerning literacy  
• Evidence-based best practices for instruction and intervention concerning literacy  
• Methods for screening for and intervention concerning dyslexia and other reading disabilities | Oversee the following assessment protocols:  
• the assessment of all kindergarten students in Reading within the first 30 days of school using State Board approved assessments  
• the assessment of all students in Reading for grades 1, 2, & 3 using State Board approved assessments  
• the development of a progress monitoring plan for every student identified as “deficient” in Reading  
• systematic progress monitoring for these students  
• the assessment of all identified students during winter and spring benchmarks |
| Essential 3   | • Effective implementation of the RBG3 K–3 Reading Assessments per the July, 2015 policy list (2016-2017)  
• Effective implementation of the RBG3 Reading Assessments: Brigance Screener III (K) & MAP K–3 Reading Assessments (2017-2018) | • Effective implementation of the RBG3 K–3 Reading Assessments per the July, 2015 policy list (2016-2017)  
• Effective implementation of the RBG3 Reading Assessments: Brigance Screener III (K) & MAP K–3 Reading Assessments (2017-2018) | Oversee an effective implementation of the RBG3 K–3 Reading Assessments per the July, 2015 policy list (2016-2017)  
Oversee an effective implementation of the RBG3 Reading Assessments: Brigance Screener III (K) & MAP Growth Reading Assessments (2017-2018) |
| Essential 4   | • See Essentials 1–3 for Professional Learning Topics | • See Essentials 1–3 for Professional Learning Topics | Facilitate and/or deliver the professional learning topics required for RBG3 K–4 classroom teachers  
Participate in all required professional development areas that have been identified in the Nevada Administrative Code, Chapter 388 |
| Essential 5   | | | Ensure that parents and/or legal guardians within 30 days of the determination that a K-3 student is struggling in the subject area of reading (SB 391)  
Ensure that parents’ and/or legal guardians’ approve of progress monitoring plans for struggling students (SB 391)  
Provide instruction and support for the parents and guardians of pupils who have been identified as struggling in the subject area of reading |