Guidance Document

Science of Reading Professional Development

Senate Bill (SB) 460 §56.2

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Introduction

[Senate Bill (SB) 460§56.2](#) mandates that a school district and the governing body of a charter school shall ensure that a course of professional development training in the Science of Reading that is approved by the Nevada Department of Education (NDE) is successfully completed. The course must include phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Science of Reading in Nevada

Nevada Revised Statute (NRS) 392.748 defines reading to include, without limitation, phonological and phonemic awareness, decoding, fluency, vocabulary, and comprehension. The science of reading refers to a broad, evidence-based body of research across disciplines such as education, cognitive science, linguistics, and psychology that is focused on understanding how individuals learn to read, the processes involved in reading development, and the most effective instructional practices for teaching reading. This includes insights and information regarding all of the elements of reading as outlined in NRS 392.748.

Why do educators need this professional development?

Science of Reading professional development is designed to build educators' understanding of evidence-based literacy practices that foster reading proficiency for all students.

Deadlines to Complete the Science of Reading Professional Development Course:

- **Hired before Aug. 1, 2025**: Complete by end of **2027–2028** school year
- **Hired on/after Aug. 1, 2025**: Complete within **3 years** of start date

Personnel Requirements

Who is required to take this training?

Teachers
Each teacher who teaches pupils in kindergarten or grade 1, 2, or 3 are required to take this course. Educators who do not currently teach kindergarten through grade 3 are not required under SB 460 §56.2 to complete the course in order to continue teaching other grade levels. However, it is recommended that all educators holding a K–5 or K–8 license complete the Science of Reading course. Priority for Science of Reading Training should be given to teachers who are currently teaching elementary literacy content.

Paraprofessionals
Each paraprofessional who directly serves pupils in kindergarten or grade 1, 2, or 3. Paraprofessionals who do not currently teach kindergarten through grade 3 are not required under SB 460 §56.2 to complete the course in order to continue teaching other grade levels. However, it is recommended that all paraprofessionals working in a K-5 school complete the Science of Reading course.

Administrators
Each administrator of a school in which pupils in kindergarten or grade 1, 2, or 3 are enrolled. Administrators who supervise administrators of schools where kindergarten or grades 1, 2, or 3 are enrolled or who are responsible for shaping educational systems that impact pupil achievement in reading.

Science of Reading Professional Development Requirements

Professional Development provides comprehensive training and instruction in the **five pillars of reading**, aligned with the Science of Reading:

> **I. Phonological and phonemic awareness** – *The ability to attend to, discriminate, remember, and manipulate oral language units at the word, syllable, and phoneme (sound) level.*
> **II. Phonics** – *Explicit and systematic instruction in letter-sound relationships that includes encoding and decoding.*
> **III. Fluency** – *Accuracy, Rate, and Prosody.*
> **IV. Vocabulary** – *The knowledge of word meanings, how words are used to communicate effectively, strategies for understanding unknown words, includes academic language.*
> **V. Comprehension** – *The ability to understand, interpret, and make meaning from text including strategies, text structures, higher-order thinking.*

Minimum Requirements

The course must provide a comprehensive overview of the five pillars of reading, with a minimum of 15 instructional hours specifically dedicated to the Science of Reading.

Objectives or Learning Outcomes

Learning outcomes may include but are not limited to:

I. Phonological & Phonemic Awareness
Participants will be able to:
1. Describe the developmental progression of phonological and phonemic awareness skills.
2. Model and deliver explicit instruction in phoneme segmentation, blending, deletion, substitution, and manipulation.
3. Select and administer assessment tools to identify student needs in phonological and phonemic awareness.
4. Provide differentiated small-group and intervention activities targeting early foundational skills.

II. Phonics
Participants will be able to:
1. Explain the principles of explicit, systematic, and cumulative phonics instruction.
2. Teach and apply letter–sound relationships for encoding (spelling) and decoding (reading).
3. Analyze student errors to diagnose specific phonics gaps and plan targeted instruction.
4. Align phonics instruction with grade-level standards and foundational skills progressions.

III. Fluency
Participants will be able to:
1. Define fluency and its components (accuracy, rate, prosody) and explain their role in comprehension.
2. Implement evidence-based fluency practices such as repeated reading, modeling, and guided oral reading.
3. Assess fluency using appropriate tools and interpret results to inform instruction.
4. Support diverse learners with fluency instruction embedded within a Multi-Tiered System of Supports.

IV. Vocabulary
Participants will be able to:
1. Explain how vocabulary knowledge supports comprehension and world knowledge.
2. Teach vocabulary using explicit, robust, and multimodal instruction, including morphology and academic vocabulary.
3. Apply strategies for teaching words in context.
4. Use read-alouds, discourse routines, and content-area texts to develop language-rich classrooms.

V. Comprehension
Participants will be able to:
1. Describe the cognitive processes involved in understanding and interpreting text.
2. Teach comprehension using evidence-based strategies (e.g., summarizing, questioning, text structure knowledge, scaffolded discussion).
3. Facilitate comprehension across genres, content areas, and grade levels.
4. Apply higher-order thinking strategies that support deep reading of complex texts.

Possible Course Inclusion and Differentiation Outcomes

Coursework may include the following elements; however, they are to be provided **beyond** the 15 hours of Science of Reading (SOR) instruction.

The SOR professional development course required under SB 460 §56.2 is separate from licensure requirements referenced in SB 460 §39.3 and SB 460 §41.5.

Role-Specific Implementation

Administrators will be able to:
1. Use walkthrough tools to identify evidence of SOR-aligned instruction.
2. Support educators with feedback, resource allocation, and professional development.

Educators will be able to:
1. Apply grade-level–specific instructional tools to plan daily lessons aligned with SOR.
2. Integrate assessment data to adjust instruction within Tier 1 and Tier 2 settings.

Paraprofessionals will be able to:
1. Implement structured small-group routines aligned with classroom SOR instruction.
2. Support foundational skills practice using scripted or guided materials.

Differentiated Instruction (MTSS)

Participants will be able to:
1. Interpret diagnostic, screening, and progress monitoring data to provide tiered supports.
2. Plan and implement interventions targeting the five pillars of reading.
3. Document student progress and adjust instruction based on data trends.

Coaching & Mentoring

Participants will be able to:
1. Engage in reflective practice cycles with peers, mentors, or coaches.
2. Use coaching feedback tools.
3. Apply feedback to refine instructional practices aligned with SOR research.

Behavior Management & Trauma-Informed Practice

Participants will be able to:
1. Apply evidence-based classroom management strategies that support literacy instruction.
2. Integrate trauma-informed practices to promote emotional safety and learning readiness.

Vertical Alignment

Participants will be able to:

1. Map foundational skill progressions across grade levels to ensure consistency and coherence.
2. Collaborate with colleagues across grade bands to align standards, expectations, and instructional routines.
3. Use common language and shared practices to support reading development.

Competency Based Instruction - Role Specific Implementation

Administrators will be able to:

1. Support educators in identifying and defining literacy competencies aligned to grade-level standards and the Science of Reading.
2. Use classroom observations and walkthrough tools to monitor implementation of mastery-based instruction.
3. Allocate resources and provide professional development that supports competency-based progression and differentiated pathways.

Educators will be able to:

1. Design and deliver instruction that allows students to advance upon mastery of Nevada Academic Content Standards (NVACS).
2. Use formative assessment data to make instructional decisions, including reteaching, scaffolding, and acceleration.
3. Provide multiple opportunities and pathways for students to demonstrate mastery, including individualized or small-group tasks.
4. Clearly communicate expectations for grade-level proficiency to learners in order to promote goal-setting and self-monitoring.

Professional Development Delivery Options

1. **Synchronous**
   In-person or virtual meetings and coursework
2. **Asynchronous**
   Online coursework
3. **Hybrid**
   A combination of in-person and online coursework

Science of Reading Professional Development Course Approval Process

Local Education Agencies (LEA), Regional Professional Development Programs (RPDP), Nevada System of Higher Education (NSHE), or NDE may submit a professional development course.

Course Proposal Application

The process for having your professional development course approved includes completing an application and submitting necessary supporting documentation, so the course proposal can be reviewed utilizing the course evaluation rubric. The steps for preparing and completing the application are:

1. **Complete the Crosswalk:** Use the provided template to create a crosswalk aligning the proposed course with the Science of Reading (SoR) requirements.
   - **45-hour course example**
   - **15-hour course example**
2. **Prepare supporting documents**:
   - Professional learning plan
   - Objectives/learning outcomes
   - Instructional materials list
   - Assignment or assessment samples
3. **Submit the Application**: Once documents are prepared to upload, please complete and submit the application.

Course Approval

The Nevada Department of Education will evaluate each course proposal within 45 business days upon receipt of the application. Courses that are not approved will receive feedback on what adjustments need to be made in order to meet course requirements. Courses will be posted on the NDE website the following month after approval has been given. Coursework completed on or after January 1, 2020 will be considered for approval.

Courses or Pathways Approved by the Nevada Department of Education

The approved course list is posted on the Nevada Department of Education website under Science of Reading for Educators and Administrators. Additional pathways, including the Nevada Reading Endorsement, are included on the list. All listed courses and pathways fulfill the requirement.

Local Education Agency (LEA) Reporting Requirements

Districts & Charter Organizations must:

A. Maintain Records of Completion
- Districts and charters must maintain records of the successful completion of the required professional development.
- Provide such records to NDE upon request.

B. Reporting requirements

Submit an annual report to NDE beginning in 2026.
- **Submission Deadline:**
  September 15 of each year beginning in 2026
  The reporting period for the course completion is July 1 - June 30.
- **Submission Platform:**
  Districts:
  It must be submitted as an addendum to the District Performance Plan in Plan4Learning. Any district sponsored charter must be included in the report.
  SPCSA Sponsored Charter Organizations:
  It must be submitted as an addendum under SPCSA in Plan4Learning
- **Naming Convention**
  The Report must use the following naming convention

  Districtorchartername.SORPDReport.schoolyearbeingreported

  Examples:

  CarsonCitySchoolDistrict.SORPDReport.2025-2026

  DoralAcademyofNevada.SORPDReport.2025-2026

- **Report Template**
  The following template must be used to submit the report annually.

  LEA Science of Reading Course Reporting Form

Appendix

Science of Reading Professional Development Evaluation Rubric

For Approval of Professional Development Aligned with **Senate Bill 460 §56.2 Requirements**

Submitter: _____

Email: _____

Job Title: _____

Organization: _____
(District, Charter
Organization, Regional
Professional
Development Programs,
Nevada System of Higher
Education)

Intended audience for the course (check all that apply):

☐ Teachers (K-3)

☐ Paraprofessionals (Serving K-3 Students)

☐ Administrators (of K-3 teachers)

☐ Administrator Supervisors (of administrators who lead schools with K-3 students)

Section A: Submission Requirements (Checklist)

Partial fulfillment of requirements is not allowable.

Requirement	Submitted (Y/N)	Notes
Professional Development Plan (insert sample from NDE Foundational Literacy course)		
Objectives or Learning Outcomes		
Instructional Materials List (**Books, Videos, Curricula,** etc.)		
Assignment or Assessment Samples (**Formative, Summative, Reflection and/or Implementation Tasks**)		
Delivery Format (e.g., **Hybrid, Online, In-Person)**		

Section B: Evaluation Rubric – Detailed Alignment with Legal Requirements

Component	Fully Meets	Does Not Meet (Feedback for Revision)
Foundational Literacy Skills (Science of Reading)* 15 hours minimum	Professional Development provides comprehensive training and instruction in **all five pillars of reading** aligned with the Science of Reading: **I. Phonological and phonemic awareness** – *The ability to attend to, discriminate, remember, and manipulate oral language units at the word, syllable, and phoneme (sound) level.* **II. Phonics** – *Explicit and systematic instruction in letter-sound relationships that includes encoding and decoding.* **III. Fluency** – *Accuracy, Rate, and Prosody.* **IV. Vocabulary** – *The knowledge of word meanings, how words are used to communicate effectively, strategies for understanding unknown words, includes academic language.* **V. Comprehension** – *The ability to understand, interpret, and make meaning from text including strategies, text structures, higher-order thinking.*	
This course may also cover topics and strategies including, but not limited to, the following:	- Role-specific implementation - Differentiated instruction - Multi-Tiered System of Supports (MTSS) focused on literacy - Coaching and mentoring - Behavior management and trauma-informed practices - Vertical alignment between foundational skills, standards, grade levels, and/or stakeholders - Competency-Based Instruction - Embed elements of other required professional learning such as the Nevada Educator Performance Framework (NEPF) - Other:	

Approved as submitted ☐   Needs Revision ☐

*The course may be offered over several sessions or completed during the organization's scheduled professional learning days.

Nevada Law [SB 460 §56.2](#)

1) A school district and the governing body of a charter school shall ensure that a course of professional development training in the science of reading that is approved by the Department is successfully completed by:
    a) Teachers who teach pupils in kindergarten or grade 1, 2 or 3;
    b) Administrators of schools in which pupils in kindergarten or grade 1, 2 or 3 are enrolled and other administrators who supervise such administrators or are responsible for shaping educational systems that impact pupil achievement in reading; and
    c) Paraprofessionals who directly serve pupils in kindergarten or grade 1, 2 or 3.

2) Any course of professional development training required to be completed by an employee pursuant to subsection 1:
    a) May be provided by the school district or governing body or through an agreement with an institution of higher education or a regional training program for the professional development of teachers and administrators.
    b) Must be provided at no cost to the employee.

3) Each teacher who teaches pupils in kindergarten or grade 1, 2 or 3, and each paraprofessional who directly serves pupils in kindergarten or grade 1, 2 or 3, and who was employed to teach or serve such pupils before August 1, 2025, must successfully complete the course of professional development training required by this section not later than the end of the 2027-2028 school year. Each teacher who teaches pupils in kindergarten or grade 1, 2 or 3, and each paraprofessional who directly serves pupils in kindergarten or grade 1, 2 or 3, and who is employed to teach or serve such pupils on or after August 1, 2025, must successfully complete the course of professional development training required by this section not later than 3 years after the employment start date for the teacher or paraprofessional.

4) Each administrator of a school in which pupils in kindergarten or grade 1, 2 or 3 are enrolled, and any other administrator who supervises such administrators or is responsible for shaping educational systems that impact pupil achievement in reading, and who is employed in such a position before August 1, 2025, must complete the course of professional development training required by this section not later than the end of the 2027-2028 school year. Each administrator of a school in which pupils in kindergarten or grade 1, 2 or 3 are enrolled, and any other administrator who supervises such administrators or is responsible for shaping educational systems that impact pupil achievement in reading, and who is employed in such a position on or after August 1, 2025, must complete the course of professional development training required by this section not later than 3 years after the employment start date of the administrator for that position.

5) The Department shall develop and post on the Internet website maintained by the Department a list of courses of professional development training in the science of reading that have been approved by the Department.

6) The board of trustees of each school district and the governing body of each charter school shall:
   a) Maintain such records of the successful completion of courses of professional development training required by subsection 1 as necessary to ensure compliance with the requirements of this section; and
   b) Provide such records to the Department upon request.

7) On or before November 1 of each year, the Department shall prepare, and post on the Internet website maintained by the Department, a report on the compliance of each board of trustees of a school district and governing body of a charter school with the requirements of this section. The report must contain:
   a) The number of persons who are required to complete the course of professional development training and the percentage of such persons who have completed the course of professional development training, disaggregated by district;
   b) A list of the approved providers of courses of professional development training and the standards applied by the Department to approve such a course; and
   c) An analysis of trends, challenges and recommendations for improving compliance and training outcomes.

8) On or before November 1 of each year, the Department shall submit the report prepared pursuant to subsection 7 to:
   a) The Governor;
   b) The State Board;
   c) The Director of the Legislative Counsel Bureau for transmittal to:
      i) The Joint Interim Standing Committee on Education, if the report is submitted in an odd-numbered year; or
      ii) The Senate and Assembly Standing Committees on Education, if the report is submitted in an even-numbered year; and
   d) The board of trustees of each school district and the governing body of each charter school.

9) The Department may adopt regulations to carry out the provisions of this section, including, without limitation, regulations to establish standards for the approval of courses of professional development in the science of reading and the approval of providers of such courses.

Frequently Asked Questions

Who can submit a course?
- Districts, Charter Organizations, RPDP, NSHE Institutions, NDE

How is a course submitted?
- [Course Proposal Application](#)

Can other topics be covered during the 15-hour course?
- 15 hours must be devoted to the five pillars of reading
- Other topics may be covered if course is more than 15 hours

How should the course be delivered?
- A 15-hour course may be delivered over two 7.5-hour professional learning days
- A 15-hour course may be delivered over 15 weeks of one-hour professional learning sessions
- The course may be presented during weekly meetings focused on professional development

If I've completed the first year of LETRS training, have I fulfilled the requirements of SB460?
- No, the first half of LETRS training does not complete the requirements. Both years of LETRS training must be completed in order to fulfill the requirements of [SB460 §56.2.](#)

Do I have to finish a course if it is more than 15 hours to fulfill the requirement?
- Any approved courses must be completed by participants to fulfill the requirements of [SB460 §56.2.](#) Partial completion is not sufficient.

Who needs to complete this training?
- [Personnel Requirements](#)