

Commission on Innovation and Excellence in Education (CIEE): World Class Teaching and Learning (WCTL) SUBCOMMITTEE

2026 Update: World Class Teaching and Learning

June 2026 Review Brief | Draft for Commission discussion

FEEDBACK SURVEY LINK

This year, the World-Class Teaching & Learning workstream focused on translating Nevada's learner-centered vision into clearer shared language and practical implementation supports. The strand continued to center the promise that every Nevada student should learn in engaging, challenging, personalized environments; move forward when ready; show what they know in meaningful ways; and graduate prepared for the futures they choose.

That learner-centered, competency-based commitment can be seen across Nevada's policy and practice landscape: in legislation and appropriations; in regulatory activity related to competency-based flexibility; in the Future of Learning Network; in Portrait of a Nevada Learner work; and in the day-to-day efforts of districts, schools, and educators that are already testing new ways to organize learning around mastery, agency, and future readiness.

Building from the Commission's 2025 roadmap and prior recommendations, WCTL's work has shifted from broad support for innovation and pilots toward a more explicit focus on statewide coherence, implementation quality, adult capacity, and field-facing tools. In the absence of significant new appropriations or a new statutory definition in the 2025 legislative session, the subcommittee needed to identify ways to advance the vision and the spirit of the Commission's recommendations through guidance, shared language, capacity-building, partner alignment, and practical resources that the field can use now.

The subcommittee also convened stakeholder focus groups to better understand what would need to be true of professional learning to support districts and schools in implementing personalized, competency-based learning practices. That work was partly in service of understanding how SB4 implementation funding might be used to support the Commission's recommendations, and partly in service of a broader question: what high-quality professional learning, school leadership support, and educator capacity-building should look like in Nevada; where leaders and educators need the most support; and how new efforts can strengthen and extend existing partnerships and infrastructure rather than duplicate or dilute them.

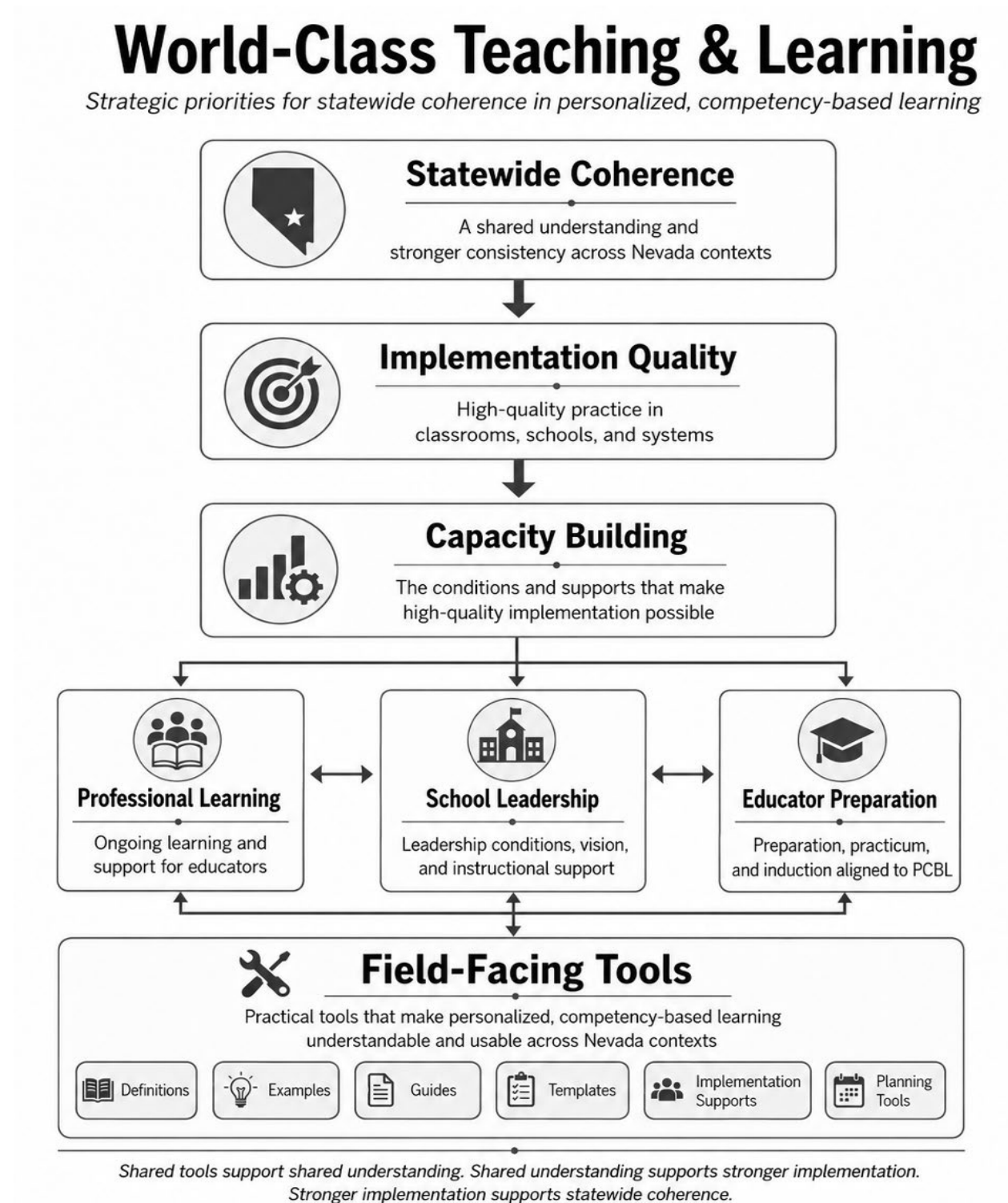
Key Deliverable: PCBL Implementation Companion

The primary artifact developed this cycle is a draft [Personalized, Competency-Based Learning in Nevada: Vision and Implementation Companion](#). The companion is intended to clarify Nevada's shared understanding of learner-centered, competency-based practice; describe what strong implementation looks like for learners, educators, leaders, and systems; and provide practical entry points for districts and schools at different stages of implementation. Its purpose is to support coherence by helping existing Nevada efforts - including Portrait work, the Future of Learning Network, professional learning, district innovation, educator preparation, and emerging policy implementation - strengthen alignment around a clearer instructional core.

Figure 1 summarizes the action logic. Shared tools support shared understanding; shared understanding supports stronger implementation; and stronger implementation supports statewide coherence. The next stage of WCTL work should therefore focus on making Nevada's established learner-centered direction understandable, rigorous, locally adaptable, and supported across classrooms, schools, and systems.

Figure 1 . Action Logic

Please see page 3 for the explanation of the infographic image below.



Explaining the Action Logic Diagram

This page explains the action logic diagram from the previous page, showing how shared tools, adult capacity, implementation quality, and statewide coherence work together to support personalized, competency-based learning across Nevada.

World-Class Teaching & Learning

Strategic priorities for statewide coherence in personalized, competency-based learning

The infographic presents the priorities in sequence:

1. Statewide Coherence

A shared understanding and stronger consistency across Nevada contexts.

2. Implementation Quality

High-quality practice in classrooms, schools, and systems.

3. Capacity Building

The conditions and supports that make high-quality implementation possible.

Capacity building includes three connected areas:

Professional Learning

Ongoing learning and support for educators.

School Leadership

Leadership conditions, vision, and instructional support.

Educator Preparation

Preparation, practicum, and induction aligned to PCBL.

Together, these areas are supported by:

Field-Facing Tools

Practical tools that make personalized, competency-based learning understandable and usable across Nevada contexts.

The tools listed are:

Definitions

Examples

Guides

Templates

Implementation Supports

Planning Tools

The closing message at the bottom says:

Shared tools support shared understanding. Shared understanding supports stronger implementation. Stronger implementation supports statewide coherence.

Proposed WCTL Direction

The PCBL Implementation Companion represents an initial field-facing resource intended to support shared understanding and implementation. Building from that foundation, the subcommittee recommends that 2026-27 work focus on strengthening the conditions that support high-quality implementation across Nevada. The implementation planks below describe the areas where continued learning, tool development, partnership, and field engagement could help move the state from isolated examples of innovation toward greater coherence, quality, and sustainability.

Implementation Plank	What it means for 2026-27 work
Statewide coherence	Clarify established definitions and related terms across legislation, regulation, Commission recommendations, the Portrait, Future of Learning Network language, and district practice. Preserve local flexibility while clarifying the shared instructional core.
Implementation quality	Describe what high-quality practice looks like in classrooms, schools, and systems, including rigor, standards alignment, Tier 1 instruction, meaningful evidence of mastery, learner agency, MTSS/intervention, and continuous improvement.
Capacity building	Consider strategies to align the three interacting adult-capacity domains: professional learning, school leadership, and educator preparation/practicum/induction. Consider strategies to ensure that professional learning models the kind of learner-centered practice Nevada wants students to experience.
Field-facing tools	Build upon the initial PCBL Implementation Companion (that offers an initial PCBL overview and entry points) to an Implementation Playbook that provides examples, guides, templates, implementation supports, planning tools, and short Nevada exemplars that can be used across differing contexts.
Learning loops	Capture evidence and implementation learning from district practice, Nevada bright spots, SB4-funded professional learning, the Future of Learning Network, emerging policy implementation, and partner networks so future recommendations are field-informed.

Rationale: Why These Priorities Matter

Theme	Implication for WCTL
Nevada’s direction is established.	Learner-centered, personalized competency-based practice is a visible priority in statewide policy conversations, appropriations, regulatory change, Future of Learning Network work, Portrait implementation, and district practice. WCTL adds value by helping those efforts cohere.
Some significant appropriations were not able to be funded at the level originally anticipated.	Because a significant statutory and appropriation vehicle did not move forward in the last legislative session, the Commission needs another way to carry the spirit of its recommendations. This can include shared language, practical guidance, field tools, partner ownership, and implementation learning.
Professional learning remains a strategic lever.	Stakeholder focus groups helped the subcommittee understand what professional learning would need to look like to support PCBL implementation, how SB4-related efforts could be used well, and how new supports could strengthen existing networks rather than duplicate or dilute them.
Language is an implementation issue.	The Commission does not need to invent new terminology where Nevada already has language. It can clarify how terms fit together, what they mean in practice, and what educators, leaders, and policymakers should look for when implementation is strong. The significance of clarifying terminology is rooted in funding and policy which require definitions for decision-making, accountability, program approval and pilot creation.
Recent policy signals reinforce the need.	R077-25 and related State Board activity underscore that Nevada is moving from vision into administrative implementation. This should be treated as one example of the context, not the organizing frame for WCTL. Staff should verify final legal/effective status before publication.

WCTL Next Steps: 2026-2027 Look-Ahead

2026-27 task	Practical output
<p>Expand the Implementation Companion for field use and create field-facing tools and examples</p>	<p>Build upon the initial PCBL Implementation Companion (that offers an initial PCBL overview and entry points) to an Implementation Playbook that provides examples, guides, templates, implementation supports, planning tools, and short Nevada exemplars that can be used across differing contexts.</p>
<p>Build a terminology crosswalk</p>	<p>Clarify established Nevada language and related terms without unnecessarily creating new definitions. Anchor in legislation, regulation, Future of Learning Network language, Portrait work, and Commission recommendations. Find and create opportunities to socialize with the field.</p>
<p>Translate focus group insights into a professional learning quality frame</p>	<p>Further engage statewide experts (RPDP, NDE Professional learning, et) to and clarify characteristics of professional learning that can support PCBL implementation in NV. Build on the initial findings from 2025-26 focus groups to identified: sustained, job-embedded, collaborative, standards-aligned, assessment-literate, leadership-connected, grounded in adult learning, and modeled on learner-centered practice.</p>
<p>Clarify leadership supports</p>	<p>Name and clarify leadership conditions needed for implementation in NV. Build off of conditions initially framed such as: shared instructional vision, collaboration time, scheduling and staffing flexibility, family/community communication, resource alignment, and coherent improvement routines with embedded cycles of inquiry/improvement.</p>
<p>Connect to educator preparation, practicum, and induction</p>	<p>Identify opportunities for new and early-career educators to experience learner-centered design, performance assessment, learner agency, interdisciplinary learning, durable skills, AI literacy, and flexible demonstrations of mastery.</p>
<p>Establish and run implementation learning loops</p>	<p>Use district practice, bright spots, professional learning investments, regulatory implementation, and partner networks to inform future guidance, policy recommendations, and implementation supports.</p>

Cross-Subcommittee and Partner Dependencies

Dependency	Why it matters
With NGCP	Career-connected learning depends on flexible, high-quality teaching and learning. WCTL can help define what strong instruction looks like when students engage in career exploration, work-based learning, interdisciplinary projects, and demonstrations of learning.
With MWM	Any state reporting mechanisms should enable, and some should even incentivize, learner centered, competency based practice, while preserving rigor, comparability, and technical feasibility.
With NDE, State Board, SAR, and CSF	WCTL should align with emerging NDE strategic priorities, State Board regulatory activity, School Accountability Redesign work, and Commission on School Funding questions about competency-based education, seat time, funding, and implementation conditions.
With operators and carriers	The companion and related tools should be used by districts, schools, RPDPs, NASS, the Future of Learning Network, educator-preparation partners, professional learning providers, and school leaders. The commission must regularly pursue opportunities to connect these tools and resources with the stakeholders who will benefit from them most.

Policy Development Pathway

Phase	Purpose
Near-term: 2026-27 alignment and proof	Field test the companion and tools; use SB4 professional learning work to identify quality criteria and feedback loops; review NDE strategic priorities and State Board implementation activity; coordinate with CSF where competency-based education has funding, staffing, and seat-time implications.
84th Session and beyond	Determine whether statutory or regulatory definition alignment is needed or whether guidance is sufficient; identify barriers related to seat time, program approval, transcripts, credits, attendance, assessment, funding, and accountability; bring forward targeted recommendations only after field evidence is stronger.

Proposed Commission Action

The Commission is asked to:

- endorse WCTL’s direction for field testing of the PCBL Implementation Companion;
- affirm the need for shared clarity around established learner-centered and competency-based terminology; and
- authorize WCTL to continue developing field-facing tools, professional learning quality criteria, leadership supports, educator-preparation connections, and implementation learning loops for 2026-27.