New Teacher Center’s 2016 Review of State Policies on New Educator Induction provides comprehensive summaries for all 50 states. For each state, NTC reviews the presence or absence of policies related to nine key criteria that are most critical to the provision of universal, high-quality induction and mentoring support for beginning educators. The state summaries capture all relevant policies, statutes, regulations, induction program standards, and other guidance.

State Policy Review: New Educator Induction

Nevada

1. Educators Served

State policy should require that all beginning teachers, principals, and administrators receive induction support during their first two years in the profession.

The state does not require all new teachers to receive induction support. Teachers who hold a special qualifications license or an alternate special qualifications license are required to be provided induction or mentoring support.

School districts that employ a teacher who holds a special qualifications license must provide them with: (1) “At least 120 hours of training and orientation” before they begin teaching; and (2) A mentor teacher “to provide assistance, guidance and training” during their first two years of employment and assist them with the development of an individualized plan for professional development. [Nevada Administrative Code (NAC) 391.0583]

Applicants for an alternate special qualifications license must either submit proof that they have completed a program of student teaching or mentoring or are required to participate in a mentoring program during their first year of employment. [NAC 391.0585]

The state does not require all new administrators to receive induction support. New school administrators with conditional licenses are required to receive such support. An employing school district must assign at least one veteran administrator “to provide assistance, guidance and training” to the conditional license holder. Before beginning employment, the conditional license holder must complete at least 40 hours of training and orientation and must complete an additional 80 hours of training and orientation within their first year of employment. [Regulation of the Commission on Professional Standards in Education LCB File R047-10]

2. Mentor Quality

State policy should require a rigorous mentor selection process and foundational training and ongoing professional development for mentors. State policy should also establish criteria for how and when mentors are assigned to beginning educators and allow for a manageable caseload of beginning educators and the use of full-time teacher mentors.

State policy does not address mentor selection, mentor training, or mentor assignment and caseload.

3. Time

State policy should encourage programs to provide release time for teacher mentors and dedicated mentor-new teacher contact time.

State policy does not address time for mentoring activities.

4. Program Quality

State policy should address the overall quality of induction programs by requiring regular observation of new teachers by mentors, the provision of instructional feedback based on those observations, and opportunities for new teachers to observe experienced teachers’ classrooms. It should encourage a reduced teaching load for beginning teachers; and encourage the participation of beginning educators in a learning community or peer network.

State policy does not identify key induction program elements.

5. Program Standards

The state should adopt formal program standards that govern the design and operation of local educator induction programs.

The state does not have formal induction program standards.

6. Funding

The state should authorize and appropriate dedicated funding for local educator induction programs; and/or establish competitive innovation funding to support high-quality, standards-based programs.

The state does not provide dedicated funding for local induction programs.

7. Educator Certification/Licensure

The state should require beginning educators to complete an induction program to move from an initial teaching license.

The state does not require new teachers to participate in an induction program to advance to a professional teaching license. Special Qualifications and Alternate Special Qualifications license holders are required to receive induction or mentoring support; however, while these licenses are renewable, they remain three-year licenses. [NAC 391.0583 and 391.0585]
8. **Program Accountability**

The state should assess and monitor induction programs through strategies such as program evaluation, program surveys, and peer review.

The state does not assess or monitor induction program quality.

9. **Teaching Conditions**

The state should adopt formal standards for teaching and learning conditions; conduct regular assessments of such conditions; and incorporate the improvement of such conditions in school improvement plans.

State policy does not address teaching and learning conditions.

**Links**

Nevada Department of Education — Teacher Licensure: [http://www.doe.nv.gov/Educator_Licensure/](http://www.doe.nv.gov/Educator_Licensure/)


Nevada Administrative Code, Chapter 391—Educational Personnel: [http://www.leg.state.nv.us/nac/NAC-391.html](http://www.leg.state.nv.us/nac/NAC-391.html)

The Nevada Department of Education did not respond to our requests to review this state summary.

This information is accurate as of January 2016.