

112TH CONGRESS
1ST SESSION

H. R. 2211

To amend the Elementary and Secondary Education Act of 1965 to provide for a system of professional learning to continuously improve educator effectiveness, student achievement, and overall school and system performance, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

JUNE 16, 2011

Mr. POLIS (for himself, Mr. GRIJALVA, Ms. RICHARDSON, Mr. CARNAHAN, Mr. CONYERS, and Mr. PAYNE) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To amend the Elementary and Secondary Education Act of 1965 to provide for a system of professional learning to continuously improve educator effectiveness, student achievement, and overall school and system performance, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Great Teaching for
5 Great Schools Act of 2011”.

1 **SEC. 2. REFERENCES.**

2 Except as otherwise expressly provided, whenever in
3 this Act an amendment or repeal is expressed in terms
4 of an amendment to, or repeal of, a section or other provi-
5 sion, the reference shall be considered to be made to a
6 section or other provision of the Elementary and Sec-
7 ondary Education Act of 1965 (20 U.S.C. 6301 et seq.).

8 **SEC. 3. FINDINGS AND PURPOSE.**

9 (a) FINDINGS.—The Congress finds the following:

10 (1) Teacher quality is the single most important
11 school factor influencing student learning and
12 achievement.

13 (2) Principal leadership is second only to class-
14 room instruction in terms of school-related factors
15 which affect student learning, especially in high-
16 needs schools.

17 (3) Available experimental studies indicate that
18 there is a direct correlation between professional
19 learning and student performance. A set of pro-
20 grams that offered substantial professional learning,
21 ranging from 30 to 100 hours in total, spread over
22 six to 12 months, showed a positive and significant
23 effect on student achievement gains. According to
24 the research, the intensive professional learning ef-
25 forts that offered an average of 49 hours in a year

1 boosted student performance by approximately 21
2 percentile points.

3 (4) In a study of policies in States performing
4 above national averages on the National Assessment
5 of Educational Progress (NAEP) conducted by the
6 Stanford Center for Opportunity Policy in Education
7 for Learning Forward, the authors found that State
8 policies and systems that ensure accountability and
9 monitor professional development are critical factors
10 in implementing effective professional learning.

11 (5) In order to maximize educator effectiveness
12 on a large scale, high-performing education systems
13 implement a comprehensive human capital manage-
14 ment system that addresses 3 purposes—individual-
15 ized growth, schoolwide improvement, and program
16 implementation.

17 (6) In a 2007, study of California high schools
18 that consistently outperformed schools with similar
19 demographics and risk-factors, authors identified
20 “teacher support and training” or collaborative pro-
21 fessional learning as a consistent strategy imple-
22 mented in schools that beat the odds.

23 (7) In a five-year University of California, Los
24 Angeles study of schools receiving funding under
25 title I of the Elementary and Secondary Education

1 Act of 1965 (20 U.S.C. 6301 et seq.), serving more
2 than 14,000 students, the team documented the sig-
3 nificant contribution of teacher learning teams as
4 part of the school improvement model evaluated.
5 Achievement rose by 41 percent overall, and 54 per-
6 cent for Hispanic students.

7 (8) Studies that benchmark United States aca-
8 demic performance against that of other developed
9 nations that are outperforming the United States
10 have stressed the importance of and need for im-
11 proved professional learning for teachers, principals,
12 and other school instructional leaders.

13 (b) PURPOSE.—The purpose of this Act is to build
14 the capacity of educators, particularly teachers and prin-
15 cipals in our Nation’s schools through systematic, sus-
16 tained, coherent school and team-based, job-embedded
17 professional learning.

18 **SEC. 4. ASSISTANCE FOR LOCAL SCHOOL IMPROVEMENT.**

19 Section 1003(g)(1) (20 U.S.C. 6303(g)(1)) is amend-
20 ed by inserting before the period “and section 2501(d)”.

21 **SEC. 5. LOCAL SCHOOL IMPROVEMENT.**

22 Title II (20 U.S.C. 6601 et seq.) is amended by add-
23 ing at the end the following:

1 **“PART E—BUILDING SCHOOL AND SYSTEM**

2 **CAPACITY FOR EFFECTIVE TEACHING**

3 **“SEC. 2501. LOCAL SCHOOL IMPROVEMENT ACTIVITIES.**

4 “(a) ALLOCATIONS TO STATE EDUCATIONAL AGEN-
5 CIES.—

6 “(1) PROGRAM AUTHORIZED.—From the
7 amounts appropriated under subsection (h) for a fis-
8 cal year, the Secretary shall allocate funds to State
9 educational agencies in proportion to the funds re-
10 ceived by the State educational agencies for the fis-
11 cal year under title I to enable the State educational
12 agencies to provide subgrants to local educational
13 agencies for the purpose of providing for a system
14 of professional development in schools, as defined in
15 section 9101(34).

16 “(2) REALLOCATIONS.—If a State educational
17 agency does not receive funds under this subsection,
18 the Secretary shall reallocate such funds to other
19 States in the same proportion funds are allocated
20 under paragraph (1).

21 “(3) USE OF GRANTS.—A State educational
22 agency that receives an allocation under this sub-
23 section shall—

24 “(A) reserve 95 percent of the funds to
25 make subgrants to local educational agencies;
26 and

1 “(B) use the remainder of the funds for
2 administrative activities in carrying out this
3 part.

4 “(b) PRIORITY AND PROPORTIONALITY.—

5 “(1) PRIORITY.—In awarding subgrants under
6 this part, a State educational agency shall—

7 “(A) give priority to local educational
8 agencies that demonstrate the greatest need for
9 subgrant funds, by demonstrating that—

10 “(i) children eligible for free and re-
11 duced priced lunches under the Richard B.
12 Russell National School Lunch Act con-
13 stitute not less than 40 percent of the total
14 population of children aged 5 to 17 served
15 by the agency;

16 “(ii) the agency serves a school identi-
17 fied for school improvement under section
18 1116(b)(1) that fails to make adequate
19 yearly progress, as defined by the State
20 under section 1111(b)(2), by the end of
21 the second full school year after the identi-
22 fication and is identified for corrective ac-
23 tion under section 1116(b)(7); and

1 “(iii) the agency serves schools with
2 an average graduation rate that is less
3 than 65 percent; and

4 “(B) to the extent practicable, ensure that
5 subgrants awarded under this subsection are
6 equitably distributed among local educational
7 agencies serving urban and rural areas.

8 “(c) LOCAL EDUCATIONAL AGENCY APPLICATION.—

9 “(1) IN GENERAL.—To be eligible to receive a
10 subgrant under this part, a local educational agency
11 shall submit an application to the State educational
12 agency at such time, in such manner, and containing
13 such information as the State educational agency
14 may reasonably require.

15 “(2) CONTENTS.—Each application submitted
16 pursuant to paragraph (1) shall include—

17 “(A) a description of how the local edu-
18 cational agency will assist schools identified for
19 corrective action under section 1116(b)(7), and
20 low-achieving secondary schools with graduation
21 rates of less than 65 percent, in—

22 “(i) providing for a system of profes-
23 sional development to continuously improve
24 educator effectiveness, student achieve-

1 ment, and overall school and system per-
2 formance;

3 “(ii) providing protected release time
4 for educators to engage in collaborative
5 team-based learning multiple times per
6 week or several hours per week; and

7 “(iii) leveraging resources such as
8 teaching standards, formative assessments,
9 teacher portfolio processes, evidence-based
10 instructional practices, and teacher devel-
11 opment protocols to guide educator learn-
12 ing; and

13 “(B) a description of how the local edu-
14 cational agency will—

15 “(i) include educator input, including
16 that of teachers and principals, in the de-
17 velopment and implementation of the sys-
18 tem of professional learning;

19 “(ii) evaluate under subsection (e) the
20 effectiveness of the system of professional
21 learning described in subsection (d) carried
22 out with the subgrant received under this
23 part;

24 “(iii) prepare, support, and utilize in-
25 ternal teacher leaders, coaches, or content

1 experts to facilitate school-based profes-
2 sional learning; and

3 “(iv) ensure that the professional
4 learning carried out with the subgrant re-
5 ceived under this part is integrated and
6 aligned with the State’s school improve-
7 ment efforts under sections 1116 and
8 1117, and individualized professional devel-
9 opment informed by educator evaluations.

10 “(d) USE OF FUNDS.—

11 “(1) IN GENERAL.—A local educational agency
12 that receives a subgrant under this part shall use
13 the subgrant funds for the following purposes:

14 “(A) To improve teacher, principal, and
15 other instructional staff quality through profes-
16 sional development.

17 “(B) To increase principals’, coaches’, and
18 teacher leaders’ knowledge and skills in—

19 “(i) assisting the school to—

20 “(I) provide professional learning
21 for educators in analyzing student,
22 school, and teacher performance data
23 to inform decision making and im-
24 provement efforts;

1 “(II) analyze student, school, and
2 teacher performance data;

3 “(III) clarify school improvement
4 goals;

5 “(IV) develop and implement a
6 system of professional learning
7 aligned with student achievement
8 needs and educator learning goals;

9 “(V) allocate resources for
10 school-based educators to develop and
11 implement an effective system of edu-
12 cator professional learning aligned
13 with the school’s revised improvement
14 plan required under section 1116(b);

15 “(VI) make available opportuni-
16 ties for team-learning activities that
17 focus on increasing pedagogical and
18 content knowledge in academic sub-
19 jects that are aligned to student learn-
20 ing goals;

21 “(VII) select and implement
22 strategies and interventions to im-
23 prove student achievement and educa-
24 tor effectiveness, particularly to in-
25 crease teacher and school leader effec-

1 tiveness, increase graduation rates,
2 and ensure students graduate pre-
3 pared for success in college and ca-
4 reers; and

5 “(VIII) design, create, and evalu-
6 ate the results of curriculum-based di-
7 agnostic and performance assess-
8 ments; and

9 “(ii) utilizing internal teacher leaders,
10 coaches, or content experts to—

11 “(I) support classroom learning;

12 “(II) facilitate effective collabora-
13 tion skills across learning communities
14 and transfer knowledge from peers
15 teaching and leading at high-per-
16 forming classrooms and schools; and

17 “(III) support the implementa-
18 tion of instructional strategies
19 through structured mentoring and
20 coaching;

21 “(C) To increase principals’ knowledge and
22 skills necessary for leading effective professional
23 learning, including—

24 “(i) establishing a shared vision of
25 school success among all school stake-

1 holders, including teachers, parents, com-
2 munity organizations and related stake-
3 holders by—

4 “(I) seeking leadership contribu-
5 tions from parents, community orga-
6 nizations, and other school stake-
7 holders;

8 “(II) engaging the community to
9 create shared responsibility for stu-
10 dent and school success; and

11 “(III) engaging in partnerships
12 between elementary schools, secondary
13 schools, and institutes of higher edu-
14 cation to ensure the vertical alignment
15 of student learning outcomes;

16 “(ii) establishing the school as a pro-
17 fessional learning community in which—

18 “(I) there is a culture of contin-
19 uous learning for adults that is tied to
20 student learning and school goals;

21 “(II) there is time for team col-
22 laboration focused on professional
23 learning and evaluating and improving
24 instructional practice;

1 “(III) educators are able to ana-
2 lyze and use data to drive instruction;

3 “(IV) professional learning is
4 evaluated and connected to all of the
5 school academic achievement goals;
6 and

7 “(V) members of the faculty en-
8 gage in leadership roles that con-
9 tribute to school improvement efforts;
10 and

11 “(iii) promoting the effective use of
12 data by educators, including—

13 “(I) the use of multiple data
14 sources as diagnostic tools to identify
15 barriers to student success and drive
16 instructional improvement;

17 “(II) the review and analysis of
18 student work to determine whether
19 students are achieving State academic
20 content and achievement standards;
21 and

22 “(III) the use of classroom obser-
23 vations to ensure that all students are
24 provided meaningful learning opportu-

1 nities that promote active engage-
2 ment; and

3 “(IV) support for a standards-
4 aligned academic instructional pro-
5 gram that sets rigorous goals for each
6 student and a school culture that al-
7 lows for and encourages students to
8 reach those goals through ensuring
9 that learning is aligned to established
10 State academic standards by—

11 “(aa) ensuring that State
12 academic content standards serve
13 as the basis for the creation of
14 curriculum and instruction; and

15 “(bb) monitoring and ad-
16 justing the alignment of stand-
17 ards, curriculum, assessments,
18 and instruction; and

19 “(D) To support coaches, principals, and
20 administrators to—

21 “(i) respond to developmental and
22 contextual needs and promote the ongoing
23 examination of classroom practice;

1 “(ii) collect and share observation
2 data to help teachers improve their prac-
3 tice;

4 “(iii) assist teachers with strategies to
5 identify student needs, plan for differen-
6 tiated instruction, and ensure equitable
7 learning outcomes;

8 “(iv) identify strategic solutions to
9 challenging situations; and

10 “(v) facilitate and convene teachers
11 for meaningful and responsive team-based
12 learning.

13 “(2) SPECIAL RULE.—A local educational agen-
14 cy that receives a subgrant under this part shall use
15 not less than 10 percent of the subgrant funds for
16 professional learning for principals.

17 “(e) EVALUATION.—

18 “(1) IN GENERAL.—Each local educational
19 agency carrying out the system of professional learn-
20 ing described in subsection (d) using a subgrant re-
21 ceived under this part shall include, as part of such
22 system, a formal evaluation system to determine the
23 effectiveness of the program on not less than—

24 “(A) teacher instructional practice;

25 “(B) student learning gains;

1 “(C) teacher retention;

2 “(D) student graduation and college readi-
3 ness rates, as applicable;

4 “(E) student attendance rates; and

5 “(F) teacher efficacy.

6 “(2) LOCAL EDUCATIONAL AGENCY AND
7 SCHOOL EFFECTIVENESS.—The formal evaluation
8 system described in paragraph (1) shall also meas-
9 ure the effectiveness of each local educational agency
10 receiving a subgrant under this part and each school
11 receiving assistance from the agency under this part,
12 in—

13 “(A) ensuring that school protected release
14 time for professional learning occurs multiple
15 times per week or the equivalent of several
16 hours;

17 “(B) implementing on-going, research-
18 based professional learning for teacher leaders,
19 coaches, principals, and administrators;

20 “(C) ensuring that coaches, teachers, and
21 schools are using data to inform instructional
22 practices; and

23 “(D) ensuring that the system of profes-
24 sional learning described in subsection (d) that
25 is carried out using subgrant funds received

1 under this part is integrated and aligned with
2 the State's school improvement efforts under
3 sections 1116 and 1117.

4 “(3) CONDUCT OF EVALUATION.—The evalua-
5 tion of a local educational agency under the formal
6 evaluation system described in paragraph (1) shall
7 be conducted by the agency. In conducting the eval-
8 uation, the local educational agency may request and
9 use subgrant funds received under this part to re-
10 ceive assistance from the State, an institution of
11 higher education, or an external agency that is expe-
12 rienced in conducting qualitative research. Such
13 evaluation shall be developed in collaboration with
14 groups, such as—

15 “(A) teacher leaders with track records of
16 success in the classroom;

17 “(B) institutions of higher education in-
18 volved with teacher induction and professional
19 development located within the State; and

20 “(C) local teacher organizations.

21 “(f) AUTHORIZATION OF APPROPRIATIONS.—There
22 are authorized to be appropriated to carry out this section
23 \$500,000,000 for fiscal year 2012 and such sums as may
24 be necessary for each succeeding fiscal year.

25 “(g) DEFINITIONS.—For purposes of this section:

1 “(1) GRADUATION RATE.—The term ‘gradua-
2 tion rate’ has the meaning given the term in section
3 1111(b)(2)(C)(vi), as clarified in section
4 200.19(b)(1) of title 34, Code of Federal Regula-
5 tions.

6 “(2) LOCAL EDUCATIONAL AGENCY.—The term
7 ‘local educational agency’—

8 “(A) has the meaning given such term in
9 section 9101;

10 “(B) includes any public charter school
11 that constitutes a local educational agency
12 under State law; and

13 “(C) includes a consortium of local edu-
14 cational agencies acting together.”.

15 **SEC. 6. PROFESSIONAL DEVELOPMENT DEFINED.**

16 Section 9101(34) (20 U.S.C. 7801(34)) is amended
17 to read as follows:

18 “(34) PROFESSIONAL DEVELOPMENT.—The
19 term ‘professional development’ means a comprehen-
20 sive system of professional learning to increase edu-
21 cator effectiveness in improving student learning and
22 achievement means that—

23 “(A) fosters collective responsibility for im-
24 proved student performance;

1 “(B) is comprised of professional learning
2 that—

3 “(i) is aligned with rigorous State stu-
4 dent academic achievement standards as
5 well as related local educational agency
6 and school improvement goals;

7 “(ii) is conducted among educators at
8 the school and facilitated by well-prepared
9 school principals and school-based profes-
10 sional development coaches, mentors, mas-
11 ter teachers, or other teacher leaders; and

12 “(iii) primarily occurs several times
13 per week, or the equivalent of several
14 hours per week, among established teams
15 of teachers, principals, and other instruc-
16 tional staff members where the teams of
17 educators engage in a continuous cycle of
18 improvement that—

19 “(I) evaluates student, teacher,
20 and school learning needs through a
21 thorough review of data on teacher
22 and student performance;

23 “(II) defines a clear set of educa-
24 tor learning goals based on the rig-
25 orous analysis of the data;

1 “(III) achieves the educator
2 learning goals based identified in sub-
3 clause (II) by implementing coherent,
4 sustained, and evidence-based learning
5 strategies, such as lesson study and
6 the development of formative assess-
7 ments, that improve instructional ef-
8 fectiveness and student achievement;

9 “(IV) provides job-embedded
10 coaching or other forms of assistance
11 to support the transfer of new knowl-
12 edge and skills to the classroom;

13 “(V) regularly assesses the effec-
14 tiveness of the professional develop-
15 ment in achieving identified learning
16 goals, improving teaching, and assist-
17 ing all students in meeting chal-
18 lenging State academic achievement
19 standards;

20 “(VI) informs ongoing improve-
21 ments in teaching and student learn-
22 ing; and

23 “(VII) may be supported by ex-
24 ternal assistance; and

1 “(C) may be supported by activities such
2 as courses, workshops, institutes, networks, and
3 conferences that—

4 “(i) address the learning goals and
5 objectives established by educators at the
6 school level;

7 “(ii) advance the ongoing school-based
8 professional learning; and

9 “(iii) are provided for by for-profit
10 and non-profit entities outside the school
11 such as universities, education service
12 agencies, technical assistance providers,
13 networks of content-area specialists, and
14 other education organizations and associa-
15 tions.”.

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