

113<sup>TH</sup> CONGRESS  
2<sup>D</sup> SESSION

# H. R. 4269

To amend the Elementary and Secondary Education Act of 1965 to improve teacher and principal effectiveness, and for other purposes.

---

## IN THE HOUSE OF REPRESENTATIVES

MARCH 14, 2014

Mr. POLIS (for himself 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 improve teacher and principal effectiveness, 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 and  
5        Leading for Great Schools Act of 2014”.

6        **SEC. 2. STATE APPLICATION.**

7        Section 2112(b) of the Elementary and Secondary  
8        Education Act of 1965 (20 U.S.C. 6612(b)) is amended—

9                (1) in paragraph (5)(B), by inserting “and  
10        principals” after “to ensure that teachers”;

1           (2) by amending paragraph (6) to read as fol-  
2           lows:

3           “(6) A description of how the State educational  
4           agency will encourage the development of proven, in-  
5           novative strategies to deliver intensive professional  
6           development programs that are both cost-effective  
7           and easily accessible, such as—

8                   “(A) strategies that involve delivery  
9                   through the use of technology, peer networks,  
10                  and distance learning;

11                  “(B) providing protected release time for  
12                  educators to engage in collaborative team-based  
13                  learning multiple times per week or several  
14                  hours per week; and

15                  “(C) leveraging resources such as teaching  
16                  or leadership standards, formative assessments,  
17                  teacher portfolio processes, evidence-based in-  
18                  structional practices, and educator development  
19                  protocols to guide educator learning.”;

20           (3) by amending paragraph (7)(A) to read as  
21           follows:

22           “(7)(A) A description of how the State edu-  
23           cational agency will ensure compliance with the re-  
24           quirements for professional development activities  
25           described in section 9101 and—

1 “(i) include educator input, including  
2 that of teachers and principals, in the de-  
3 velopment, implementation, and revision of  
4 the system of professional learning;

5 “(ii) conduct a formal evaluation sys-  
6 tem under section 2113(c)(5) to evaluate  
7 the effectiveness of the system of profes-  
8 sional learning described in paragraph (13)  
9 using funds under this subpart and sub-  
10 part 2; and

11 “(iii) prepare, support, utilize, and  
12 incentivize internal principals, assistant  
13 principals, teacher leaders, coaches, or con-  
14 tent experts to facilitate school-based pro-  
15 fessional learning.”;

16 (4) in paragraph (8)—

17 (A) by striking “teachers” and inserting  
18 “educators”; and

19 (B) by inserting “and aligned with the in-  
20 dividualized professional development goals in-  
21 formed by educator evaluations described in  
22 section 2113(c)(4)” after “subpart 2”; and

23 (5) by adding at the end the following new  
24 paragraph:

1           “(13) A description of how the State edu-  
2           cational agency will assist schools in creating and  
3           implementing the teacher and principal evaluation  
4           system described in section 2113(c)(4).”.

5 **SEC. 3. STATE USE OF FUNDS.**

6           (a) IN GENERAL.—Section 2113(a)(3) of the Ele-  
7           mentary and Secondary Education Act of 1965 (20 U.S.C.  
8           6613(a)(3)) is amended by adding at the end the following  
9           “, except that not less than 50 percent of such funds shall  
10          be used for programs and activities to improve principal  
11          effectiveness”.

12          (b) STATE ACTIVITIES.—Section 2113(c) of the Ele-  
13          mentary and Secondary Education Act of 1965 (20 U.S.C.  
14          6613(c)) is amended—

15               (1) in the matter preceding paragraph (1), by  
16               striking “one or more of the following activities” and  
17               inserting “the activities described in paragraphs (4)  
18               and (5) of this subsection and may use such funds  
19               to carry out one or more of the following other ac-  
20               tivities”;

21               (2) in paragraph (1)—

22                       (A) by striking “(1)” and inserting “(1)  
23                       CERTIFICATION AND LICENSURE.—”;

24                       (B) in subparagraph (A), by striking “;  
25                       and” and inserting a semicolon;

1 (C) by amending subparagraph (B) to read  
2 as follows:

3 “(B) teacher certification (including recer-  
4 tification) or licensing requirements are aligned  
5 with challenging State academic content stand-  
6 ards, such as—

7 “(i) implementing educator testing for  
8 subject matter knowledge; and

9 “(ii) implementing educator testing  
10 for State certification or licensing, includ-  
11 ing rigorous, performance-based assess-  
12 ments that reflect the authentic work of  
13 teachers or principals and are consistent  
14 with title II of the Higher Education Act  
15 of 1965;” and

16 (D) by striking subparagraph (C) and in-  
17 serting the following:

18 “(C) funding projects that promote reci-  
19 procity of teacher and principal certification or  
20 licensing between or among States, except that  
21 no reciprocity agreement developed under this  
22 subparagraph or developed using funds pro-  
23 vided under this part may lead to the weak-  
24 ening of any State teaching certification or li-  
25 censing requirement;

1           “(D) teacher and principal licensure sys-  
2           tems that provide a single license for entry into  
3           the profession for candidates who complete a  
4           State-approved teacher or principal preparation  
5           program (whether the program is based at an  
6           institution of higher education, local educational  
7           agency, or non-profit organization) and dif-  
8           ferentiate between—

9                   “(i) a preliminary license for new  
10                  teachers or principals focused on a dem-  
11                  onstration of the competencies necessary to  
12                  teach or lead in a classroom or school; and

13                   “(ii) a professional license based on  
14                  effectiveness, which may include data from  
15                  robust teacher and principal evaluation  
16                  systems; and

17           “(E) programs are carried out that estab-  
18           lish, expand, or improve alternative routes for  
19           State certification of teachers and principals,  
20           especially in the areas of mathematics and  
21           science, for highly qualified individuals with a  
22           baccalaureate or master’s degree, including  
23           mid-career professionals from other occupa-  
24           tions, paraprofessionals, former military per-  
25           sonnel, and recent college or university grad-

1 uates with records of academic distinction who  
2 demonstrate the potential to become highly ef-  
3 fective teachers or principals.”;

4 (3) in paragraph (2)—

5 (A) by striking “(2)” and inserting “(2)  
6 SUPPORT OF TEACHERS AND PRINCIPALS.—”;

7 (B) in the matter preceding subparagraph  
8 (A)—

9 (i) by striking “teachers or prin-  
10 cipals” and inserting “teachers, principals,  
11 and principal managers”; and

12 (ii) by inserting “induction or” before  
13 “support for teachers and principals new  
14 to their profession”;

15 (C) in subparagraph (A)—

16 (i) by striking “teacher” the first  
17 place it appears and inserting “educator”;

18 (ii) by inserting “coaching,” before  
19 “team teaching”; and

20 (iii) by striking “; and” and inserting  
21 a semicolon;

22 (D) in subparagraph (B)—

23 (i) by striking “standards or assess-  
24 ments” and inserting “standards, assess-  
25 ments, or evaluation systems”;

1 (ii) by striking “teachers” and insert-  
2 ing “educators”; and

3 (iii) by striking the period at the end  
4 and inserting “; and”; and

5 (E) by adding at the end the following new  
6 subparagraph:

7 “(C) invest in the capacity of principals,  
8 assistant principals, and teacher leaders to  
9 evaluate and provide professional learning op-  
10 portunities to teachers, and in the capacity of  
11 principal managers to evaluate and provide pro-  
12 fessional learning opportunities for school lead-  
13 ers, such as training principal managers, prin-  
14 cipals, assistant principals, and teacher leaders  
15 on—

16 “(i) a shared vision of teacher or prin-  
17 cipal performance based on the State’s  
18 teaching or leadership standards;

19 “(ii) the use of teacher or principal  
20 evaluation and support systems;

21 “(iii) techniques for observing teacher  
22 or principal practice, including how to inte-  
23 grate various data sources into a com-  
24 prehensive assessment of educator effec-  
25 tiveness;



1 “(iv) methods for providing strong  
2 coaching and feedback; and

3 “(v) the identification of differentiated  
4 learning, including the creation of profes-  
5 sional learning communities opportunities  
6 as part of a targeted growth plan.”;

7 (4) by striking paragraph (3) and redesignating  
8 paragraph (4) as paragraph (3);

9 (5) by amending paragraph (3), as so redesi-  
10 gnated to read as follows:

11 “(3) RECRUITMENT AND RETENTION.—Devel-  
12 oping and implementing mechanisms to assist local  
13 educational agencies and schools in effectively re-  
14 cruiting and retaining effective educators, including  
15 teachers, specialists in core academic subjects, teach-  
16 er leaders, assistant principals, principals, and pupil  
17 services personnel, such as—

18 “(A) developing comprehensive perform-  
19 ance-based compensation systems as part of the  
20 local educational agency’s broader human cap-  
21 ital management system;

22 “(B) strategies that provide differentiated  
23 pay and recognition for teachers and principals  
24 based on effectiveness and increased respon-  
25 sibilities such as—

1 “(i) incentives to work in high-need  
2 academic subjects or in high-poverty  
3 schools and districts;

4 “(ii) strategic staffing models that  
5 allow principals to bring a small team of  
6 effective educators to a low-performing  
7 school;

8 “(iii) increased autonomy in decision-  
9 making; or

10 “(iv) opportunities to lead professional  
11 development activities for other educators;  
12 and

13 “(C) a center that—

14 “(i) serves as a statewide clearing-  
15 house for the recruitment and placement of  
16 kindergarten, elementary school, and sec-  
17 ondary school teachers; and

18 “(ii) establishes and carries out pro-  
19 grams to improve educator recruitment  
20 and retention within the State.”; and

21 (6) by striking paragraphs (5) through (18)  
22 and inserting after paragraph (3), as so redesign-  
23 nated, the following new paragraphs:

24 “(4) REQUIREMENTS FOR TEACHER EVALUA-  
25 TIONS.—Developing and implementing an evaluation

1 and support system for teachers that is based on  
2 multiple measures, has not less than 3 levels of per-  
3 formance ratings for teachers, and includes the fol-  
4 lowing minimum requirements:

5 “(A) STUDENT ACADEMIC OUTCOMES.—

6 “(i) STUDENT ACADEMIC GROWTH.—

7 A factor of the evaluation is based on stu-  
8 dent academic growth with respect to the  
9 State’s academic standards, as measured  
10 by—

11 “(I) student learning gains on  
12 the State’s academic assessments ad-  
13 ministered under section 1111, which  
14 may be used in combination with  
15 other valid and reliable academic out-  
16 come measures with respect to the  
17 State’s academic standards for the  
18 school’s students, including students  
19 in each of the subgroups described in  
20 section 1111(b)(2)(C)(v)(II) (such as  
21 student learning objectives, or teacher,  
22 school, or local educational agency as-  
23 sessments, or student work (such as  
24 papers, portfolios, and projects)); or

1                   “(II) for grades and subjects not  
2                   covered by the State’s academic as-  
3                   sessments, another valid and reliable  
4                   assessment of student academic  
5                   achievement, as long as the assess-  
6                   ment is used consistently by the local  
7                   educational agency in which the teach-  
8                   er is employed for the grade or class  
9                   for which the assessment is adminis-  
10                  tered.

11                  “(ii) GRADUATION RATES.—For a  
12                  teacher in a secondary school, a portion of  
13                  the evaluation is based on improvement in  
14                  the school’s graduation rate, when applica-  
15                  ble, or in the case of a secondary school  
16                  with a graduation rate of more than 90  
17                  percent, on maintaining such graduation  
18                  rate.

19                  “(iii) OTHER ACADEMIC OUTCOMES.—  
20                  A State may also choose to factor in other  
21                  student academic outcomes, such as rates  
22                  of student enrollment in advanced-level  
23                  coursework and student grade completion,  
24                  so long as student academic growth and  
25                  graduation rates have a predominant focus

1 in the factor of the evaluation relating to  
2 student academic outcomes.

3 “(B) OBSERVATIONS OF TEACHER PER-  
4 FORMANCE.—A portion of the evaluation is  
5 based on observations of the teacher’s perform-  
6 ance in the classroom by more than one trained  
7 and objective observer—

8 “(i) that take place on several occa-  
9 sions during the school year for which the  
10 teacher is being evaluated; and

11 “(ii) under which—

12 “(I) a teacher is evaluated  
13 against a rigorous rubric that defines  
14 multiple performance categories in  
15 alignment with the State’s profes-  
16 sional standards for teachers; and

17 “(II) observation ratings mean-  
18 ingfully differentiate among teachers’  
19 performance and bear a relationship  
20 to evidence of student academic  
21 growth with respect to the State’s  
22 academic standards.

23 “(C) MEANINGFUL DIFFERENTIATION.—  
24 The evaluation provides performance ratings  
25 that meaningfully differentiate among teacher

1 performance using the performance ratings and  
2 levels described in paragraph (4).

3 “(D) COMPARABILITY OF STUDENT  
4 GAINS.—The evaluation provides a measure of  
5 student learning gains that is comparable  
6 across the State for all teachers in grade levels  
7 and subject areas with a statewide assessment.

8 “(E) COMPARABILITY OF RESULTS.—The  
9 evaluation provides results that are comparable,  
10 at a minimum, across all teachers within a  
11 grade level or subject area in the local edu-  
12 cational agency in which the teacher is em-  
13 ployed.

14 “(5) REQUIREMENTS FOR PRINCIPAL EVALUA-  
15 TIONS.—Developing and implementing an evaluation  
16 system for principals of schools that connects to a  
17 system of support and development, and complies  
18 with the following minimum requirements:

19 “(A) STUDENT ACADEMIC OUTCOMES.—

20 “(i) GROWTH AND ATTAINMENT.—A  
21 factor of the evaluation is based on a focus  
22 on student academic growth, student aca-  
23 demic achievement, and other academic  
24 outcome measures (such as student learn-  
25 ing objectives) with respect to the State’s

1 academic standards of the school's stu-  
2 dents, including students in each of the  
3 subgroups described in section  
4 1111(b)(2)(C)(v)(II).

5 “(ii) GRADUATION RATES.—For a  
6 principal of a secondary school, a portion  
7 of the evaluation is based on improvements  
8 in the school's graduation rate, when appli-  
9 cable, or in the case of a secondary school  
10 with a graduation rate of more than 90  
11 percent, the success of the principal in  
12 maintaining such graduation rate.

13 “(iii) OTHER ACADEMIC OUTCOMES.—  
14 A State may also choose to factor in other  
15 academic outcomes, such as rates of taking  
16 advanced-level coursework and grade com-  
17 pletion.

18 “(B) SUPPORT OF EFFECTIVE TEACH-  
19 ERS.—A portion of the evaluation is based on  
20 the recruitment, development, evaluation, and  
21 retention of effective teachers.

22 “(C) LEADERSHIP PRACTICES.—A portion  
23 of the evaluation is based on the leadership  
24 practices of the principal, as measured by ob-  
25 servations of the principal and other relevant

1 data evaluated against a rigorous rubric that  
2 defines multiple performance categories in  
3 alignment with the State’s professional stand-  
4 ards for principals.

5 “(D) OTHER LEADERSHIP PRACTICES.—A  
6 portion of the evaluation is based on other lead-  
7 ership practices, such as creating a school cul-  
8 ture of high student achievement, school plan-  
9 ning and progress, engaging families, commu-  
10 nity, and other stakeholders, cultivating a posi-  
11 tive environment for learning and teaching,  
12 managing staff talent and development, engag-  
13 ing in strategic planning and systems based on  
14 student learning and classroom practice data,  
15 and focusing on personal leadership, profes-  
16 sional knowledge, skills, and improvement.

17 “(E) REPORT ON SUMMATIVE RATINGS  
18 AND STUDENT ACHIEVEMENT.—Each State re-  
19 ports to the Secretary local educational agency-  
20 level data that compares aggregated summative  
21 evaluation results and correlations with student  
22 academic outcomes to demonstrate that the  
23 evaluation and support system—

24 “(i) meaningfully differentiates among  
25 principals’ performance; and



1                   “(ii) bears a strong relationship to  
2                   evidence of student academic growth with  
3                   respect to the State’s academic standards.

4                   “(F) MEANINGFUL DIFFERENTIATION.—  
5                   The evaluation provides performance ratings  
6                   that meaningfully differentiate among principal  
7                   performance using the not less than 3 levels of  
8                   performance ratings.

9                   “(G) COMPARABILITY OF RESULTS.—The  
10                  evaluation provides annual summative results  
11                  that are comparable across all principals within  
12                  the local educational agency in which the prin-  
13                  cipal is employed.

14                  “(6) SUPPORT.—Providing assistance to local  
15                  educational agencies for the development and imple-  
16                  mentation of proven, evidence-based strategies to de-  
17                  liver intensive, continuous, and differentiated profes-  
18                  sional development programs for aspiring or current  
19                  principal managers, principals, assistant principals,  
20                  coaches, and teacher leaders that are both cost-effec-  
21                  tive and easily accessible in order to assist the school  
22                  in—

23                  “(A) providing professional learning and  
24                  coaching for educators in analyzing student,  
25                  school, and teacher performance data to inform

1 decisionmaking and improvement efforts and  
2 creating a shared vision of teaching and learn-  
3 ing;

4 “(B) analyzing and extracting information  
5 from student, school, and educator performance  
6 data;

7 “(C) clarifying school improvement goals;

8 “(D) developing and implementing a sys-  
9 tem of professional learning aligned with stu-  
10 dent achievement needs and educator learning  
11 goals;

12 “(E) understanding and analyzing student  
13 learning standards;

14 “(F) making available opportunities for  
15 team-learning activities that focus on increasing  
16 pedagogical and content knowledge in academic  
17 subjects that are aligned to student learning  
18 goals;

19 “(G) designing, creating, and evaluating  
20 the results of curriculum-based diagnostic and  
21 performance assessments;

22 “(H) encouraging and supporting the  
23 training of teachers and administrators to effec-  
24 tively integrate technology into curricula and in-  
25 struction, including training to improve the

1 ability to collect, manage, and analyze data to  
2 improve teaching, decisionmaking, school im-  
3 provement efforts, and accountability;

4 “(I) academic study, developmental simula-  
5 tion exercises, or self-reflection;

6 “(J) mentorships and internships;

7 “(K) supporting, managing, and overseeing  
8 the school’s organization, operation, and use re-  
9 sources; and

10 “(L) engaging with the community to cre-  
11 ate a shared responsibility for student academic  
12 performance and successful personal develop-  
13 ment.

14 “(7) ADVANCEMENT AND PIPELINE DEVELOP-  
15 MENT.—Developing, or assisting local educational  
16 agencies in developing, educator advancement initia-  
17 tives that promote professional growth, emphasize  
18 multiple career paths for expanding the reach of ef-  
19 fective teachers and principals, and recognize effec-  
20 tiveness and increased responsibilities with pay dif-  
21 ferentiation, such as—

22 “(A) creating paths to—

23 “(i) grow within the teaching profes-  
24 sion, such as taking responsibility for addi-  
25 tional students or students with greater

1 needs for improvement, becoming a mentor  
2 teacher, or contributing instructional tools  
3 for other teachers;

4 “(ii) move towards a school leadership  
5 position, such as conducting peer evalua-  
6 tions, providing instructional coaching,  
7 serving on a school-wide leadership team,  
8 or leading teams of teachers; or

9 “(iii) become a principal or principal  
10 manager; and

11 “(B) utilizing internal principals, assistant  
12 principals, teacher leaders, coaches, or content  
13 experts to—

14 “(i) support classroom learning;

15 “(ii) facilitate effective collaboration  
16 skills across learning communities and  
17 transfer knowledge from peers teaching  
18 and leading high-performing classrooms  
19 and schools.

20 “(8) MEASURING EFFECTIVENESS.—Measuring  
21 the effectiveness of each local educational agency re-  
22 ceiving a subgrant under subpart 2 and each school  
23 receiving assistance from the agency under this part,  
24 in—

1           “(A) ensuring that school protected release  
2           time for professional learning occurs multiple  
3           times per week or the equivalent of several  
4           hours;

5           “(B) implementing on-going, research-  
6           based professional learning for teacher leaders,  
7           coaches, assistant principals, principals, and  
8           principal managers;

9           “(C) ensuring that principal managers,  
10          principals, assistant principals, teacher leaders,  
11          coaches, teachers, and schools are using data to  
12          inform instructional practices; and

13          “(D) ensuring that the system of profes-  
14          sional learning described in paragraph (7) is  
15          carried out using subgrant funds received under  
16          subpart 2 is integrated and aligned with the  
17          evaluation system described in paragraph (6)  
18          and the State’s school improvement plans.

19          “(9) ADMINISTRATION.—Fulfilling the State  
20          educational agency’s responsibilities concerning  
21          proper and efficient administration of the programs  
22          carried out under this part, including provision of  
23          technical assistance to local educational agencies.”.

1 **SEC. 4. LOCAL APPLICATIONS AND NEEDS ASSESSMENT.**

2 Section 2122(b) of the Elementary and Secondary  
3 Education Act of 1965 (20 U.S.C. 6622(b)) is amended—

4 (1) in paragraph (3)—

5 (A) in subparagraph (B), by inserting “in  
6 grades kindergarten through three” after “class  
7 size”; and

8 (B) in subparagraph (C), by inserting “or  
9 the State’s alternative school improvement sys-  
10 tem” after “section 1116(b)”;

11 (2) in paragraph (4)—

12 (A) by inserting “, as well as funds re-  
13 ceived under part D that are used for profes-  
14 sional development to train teachers and prin-  
15 cipals to integrate technology into curricula and  
16 instruction to improve teaching, learning, and  
17 technology literacy” after “other Federal, State,  
18 and local programs”;

19 (3) by striking paragraphs (5) through (7);

20 (4) by redesignating paragraphs (8) through  
21 (11) as paragraphs (5) through (8), respectively;

22 (5) in paragraph (7), as so redesignated, by  
23 striking “meet the requirements of section 1119”  
24 and inserting “increase the number of effective edu-  
25 cators as measured by the evaluation system defined  
26 in section 2113(c)(4)”;

1           (6) by adding at the end the following new  
2 paragraphs:

3           “(9) A description of how the local educational  
4 agency will assist schools in—

5                   “(A) ensuring that a system of profes-  
6 sional development to continuously improve ed-  
7 ucator effectiveness, student achievement, and  
8 overall school and system performance is an in-  
9 tegral part of an educator evaluation system;

10                   “(B) providing protected release time for  
11 educators to engage in collaborative team-based  
12 learning multiple times per week or several  
13 hours per week; and

14                   “(C) leveraging resources such as teaching  
15 and leadership standards, formative assess-  
16 ments, teacher portfolio processes, evidence-  
17 based instructional practices, and educator de-  
18 velopment protocols to guide educator learning.

19           “(10) A description of how the local educational  
20 agency will—

21                   “(A) include educator input, including that  
22 of teachers and principals, in the development,  
23 implementation, and revision of the system of  
24 professional learning;

1           “(B) conduct a formal evaluation system  
2           under section 2113(c)(23) to evaluate the effec-  
3           tiveness of the system of professional learning  
4           described in paragraph (13) using funds under  
5           this part; and

6           “(C) prepare, support, utilize, and  
7           incentivize internal principals, assistant prin-  
8           cipals, teacher leaders, coaches, or content ex-  
9           perts to facilitate school-based professional  
10          learning.”.

11 **SEC. 5. LOCAL USE OF FUNDS.**

12          Section 2123 of the Elementary and Secondary Edu-  
13          cation Act of 1965 (20 U.S.C. 66239a) is amended—

14               (1) in subsection (a)—

15                       (A) by amending paragraph (1) to read as  
16                       follows:

17                       “(1) Developing and implementing mechanisms  
18                       to assist schools in effectively recruiting and retain-  
19                       ing effective educators, including teachers, special-  
20                       ists in core academic subjects, teacher leaders, prin-  
21                       cipals, assistant principals, and pupil services per-  
22                       sonnel, such as—

23                               “(A) developing strategies that provide dif-  
24                               ferentiated pay and recognition for teachers and



1 principals based on effectiveness and increased  
2 responsibilities, such as—

3 “(i) providing scholarships, signing  
4 bonuses, or other financial incentives, to  
5 work in high-need academic subjects or in  
6 high-poverty schools;

7 “(ii) strategic staffing models that  
8 allow principals to bring a small team of  
9 effective educators to a low-performing  
10 school; or

11 “(iii) increased autonomy in decision-  
12 making;

13 “(B) recruiting and hiring highly qualified  
14 teachers to reduce class size, particularly in the  
15 early grades; and

16 “(C) establishing programs that—

17 “(i) train and hire regular and special  
18 education teachers (which may include hir-  
19 ing special education teachers to team-  
20 teach in classrooms that contain both chil-  
21 dren with disabilities and nondisabled chil-  
22 dren);

23 “(ii) train and hire effective teachers  
24 of special needs children, as well as teach-  
25 ing specialists in core academic subjects

1 who will provide increased individualized  
2 instruction to students;

3 “(iii) recruit qualified professionals  
4 from other fields, including highly qualified  
5 paraprofessionals, and provide such profes-  
6 sionals with alternative routes to educator  
7 certification, including developing and im-  
8 plementing hiring policies that ensure com-  
9 prehensive recruitment efforts as a way to  
10 expand the applicant pool, such as through  
11 identifying teachers and principals certified  
12 through alternative routes, and using a  
13 system of intensive screening designed to  
14 hire the most qualified applicants;

15 “(iv) provide increased opportunities  
16 for minorities, individuals with disabilities,  
17 and other individuals underrepresented in  
18 the teaching and principal professions; and

19 “(v) develop and support school lead-  
20 ership academies to help exceptionally tal-  
21 ented aspiring or current teacher leaders  
22 or principals or superintendents become  
23 outstanding managers and educational  
24 leaders;

1           “(D) educator mentoring from exemplary  
2 teachers, teacher leaders, assistant principals,  
3 principals, or principal managers;

4           “(E) induction and support for teachers  
5 and principals during their first 3 years of em-  
6 ployment as teachers or principals, respectively;  
7 and

8           “(F) incentives, including financial incen-  
9 tives, to retain educators who have a record of  
10 success in helping low-achieving students im-  
11 prove their academic achievement.”;

12           (B) by striking paragraphs (2) through  
13 (5);

14           (C) by redesignating paragraphs (6)  
15 through (10) as paragraphs (2), (3), (5), and  
16 (6), respectively;

17           (D) by inserting after paragraph (3), as so  
18 redesignated, the following new paragraph:

19           “(4) Increasing the knowledge and skills of  
20 principal managers, principals, assistant principals,  
21 coaches and teacher leaders on how to—

22           “(A) develop educators by leading effective  
23 professional learning and data-driven instruc-  
24 tion teams aligned with achievement needs and  
25 educator goals;

1           “(B) conduct observations to provide use-  
2           ful feedback to educators in identifying and  
3           meeting student needs and creating a profes-  
4           sional climate of shared accountability for stu-  
5           dent learning;

6           “(C) manage talent, including defining  
7           great educator candidates, recruiting top talent,  
8           and hiring the best applicants, conducting for-  
9           mal educator evaluations, and dismissing or  
10          counseling out underperforming educators;

11          “(D) individualize educator roles and re-  
12          sponsibilities by designing staffing models to le-  
13          verage educator strengths and encouraging  
14          members of the faculty to engage in leadership  
15          roles that contribute to school improvement ef-  
16          forts;

17          “(E) engage the community, including  
18          seeking contributions from parents, community  
19          organizations, and other school stakeholders;

20          “(F) engage in partnerships between ele-  
21          mentary schools, secondary schools, and insti-  
22          tutes of higher education to ensure the vertical  
23          alignment of student learning outcomes; and

24          “(G) foster professional learning commu-  
25          nities in which educators have time, protocols,

1 and an instructional focus, and which transfer  
2 knowledge from peers teaching and leading at  
3 high-performing classrooms and schools.”;

4 (E) by striking paragraph (5), as so reded-  
5 igned, and inserting the following:

6 “(5) Carrying out the teacher and principal  
7 evaluation system described in section 2113(c)(4).”;

8 and

9 (F) by striking paragraph (6), as so reded-  
10 igned, and inserting the following:

11 “(6) Carrying out a formal evaluation system to  
12 determine the effectiveness of a program carried out  
13 under such system, including—

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

18 “(B) implementing on-going, research-  
19 based professional learning for teacher leaders,  
20 coaches, assistant principals, principals, and  
21 principal managers;

22 “(C) ensuring that principal managers,  
23 principals, assistant principals, teacher leaders,  
24 coaches, teachers, and schools are using data to  
25 inform instructional practices;

1           “(D) ensuring that the system of profes-  
2           sional learning is carried out using subgrant  
3           funds received under this subpart and is inte-  
4           grated and aligned with the evaluation system  
5           described in section 2113(c)(4) and the State’s  
6           school improvement plans; and

7           “(E) determining the effectiveness of such  
8           a program on—

9                   “(i) teacher instructional practice;

10                   “(ii) principal instructional leadership  
11           practice;

12                   “(iii) student learning gains;

13                   “(iv) teacher retention;

14                   “(v) student graduation and college  
15           readiness rates, as applicable;

16                   “(vi) student attendance rates;

17                   “(vii) teacher and principal efficacy;

18           and

19                   “(viii) teachers participating in leader-  
20           ship roles.”; and

21           (2) by adding at the end the following:

22           “(c) LIMITATION.—A local educational agency that  
23           receives a subgrant under section 2121 shall use not less  
24           than 10 percent of the subgrant funds for programs and  
25           activities to improve principal effectiveness.”.

1 **SEC. 6. PROFESSIONAL DEVELOPMENT DEFINED.**

2 Section 9101(34) of the Elementary and Secondary  
3 Education Act of 1965 (20 U.S.C. 7801(34)) is amended  
4 to read as follows:

5 “(34) PROFESSIONAL DEVELOPMENT.—The  
6 term ‘professional development’ means a comprehen-  
7 sive system of professional learning to increase edu-  
8 cator effectiveness in improving student learning and  
9 achievement means that—

10 “(A) fosters collective responsibility for im-  
11 proved student performance;

12 “(B) is comprised of professional learning  
13 that—

14 “(i) is aligned with rigorous State stu-  
15 dent academic achievement standards as  
16 well as related local educational agency  
17 and school improvement goals;

18 “(ii) is conducted among educators at  
19 the school and facilitated by well-prepared  
20 school principals and school-based profes-  
21 sional development coaches, mentors, mas-  
22 ter teachers, or other teacher leaders who  
23 have demonstrated success at getting re-  
24 sults with the given student population;  
25 and

1           “(iii) primarily occurs several times  
2 per week, or the equivalent of several  
3 hours per week, among established teams  
4 of teachers, principals, and other instruc-  
5 tional staff members where the teams of  
6 educators engage in a continuous cycle of  
7 improvement that—

8                   “(I) evaluates student, teacher,  
9 and school learning needs through a  
10 thorough review of data on teacher  
11 and student performance;

12                   “(II) defines a clear set of educa-  
13 tor learning goals based on the rig-  
14 orous analysis of the data;

15                   “(III) achieves the educator  
16 learning goals identified in subclause  
17 (II) by implementing coherent, sus-  
18 tained, and evidence-based learning  
19 strategies, such as lesson study and  
20 the development of formative assess-  
21 ments, that improve instructional ef-  
22 fectiveness and student achievement;

23                   “(IV) provides job-embedded  
24 coaching or other forms of assistance



1 to support the transfer of new knowl-  
2 edge and skills to the classroom;

3 “(V) regularly assesses the effec-  
4 tiveness of the professional develop-  
5 ment in achieving identified learning  
6 goals, improving teaching, and assist-  
7 ing all students in meeting chal-  
8 lenging State academic achievement  
9 standards;

10 “(VI) informs ongoing improve-  
11 ments in teaching and student learn-  
12 ing; and

13 “(VII) may be supported by ex-  
14 ternal assistance; and

15 “(C) may be supported by activities such  
16 as courses, workshops, institutes, networks, and  
17 conferences that—

18 “(i) address the learning goals and  
19 objectives established by educators at the  
20 school level;

21 “(ii) advance the ongoing school-based  
22 professional learning; and

23 “(iii) are provided for by for-profit  
24 and nonprofit entities outside the school  
25 such as universities, education service

1 agencies, technical assistance providers,  
2 networks of content-area specialists, and  
3 other education organizations and associa-  
4 tions.”.

○