

114TH CONGRESS  
1ST SESSION

# H. R. 848

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

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## IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 10, 2015

Mr. POLIS (for himself and Mrs. DAVIS of California) introduced the following bill; which was referred to the Committee on Education and the Workforce

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## 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 2015”.

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 that choose to cre-  
 3           ate and implement the teacher and principal evalua-  
 4           tion 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 paragraph (1)—

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

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

20                         (C) by amending subparagraph (B) to read  
 21                         as follows:

22                                 “(B) teacher certification (including recer-  
 23                                 tification) or licensing requirements are aligned  
 24                                 with challenging State academic content stand-  
 25                                 ards, such as—

1 “(i) implementing educator testing for  
2 subject matter knowledge; and

3 “(ii) implementing educator testing  
4 for State certification or licensing, includ-  
5 ing rigorous, performance-based assess-  
6 ments that reflect the authentic work of  
7 teachers or principals and are consistent  
8 with title II of the Higher Education Act  
9 of 1965;” and

10 (D) by striking subparagraph (C) and in-  
11 serting the following:

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

20 “(D) teacher and principal licensure sys-  
21 tems that provide a single license for entry into  
22 the profession for candidates who complete a  
23 State-approved teacher or principal preparation  
24 program (whether the program is based at an  
25 institution of higher education, local educational

1 agency, or non-profit organization) and dif-  
2 ferentiate between—

3 “(i) a preliminary license for new  
4 teachers or principals focused on a dem-  
5 onstration of the competencies necessary to  
6 teach or lead in a classroom or school; and

7 “(ii) a professional license based on  
8 effectiveness, which may include data from  
9 robust teacher and principal evaluation  
10 systems; and

11 “(E) programs are carried out that estab-  
12 lish, expand, or improve alternative routes for  
13 State certification of teachers and principals,  
14 especially in the areas of mathematics and  
15 science, for highly qualified individuals with a  
16 baccalaureate or master’s degree, including  
17 mid-career professionals from other occupa-  
18 tions, paraprofessionals, former military per-  
19 sonnel, and recent college or university grad-  
20 uates with records of academic distinction who  
21 demonstrate the potential to become highly ef-  
22 fective teachers or principals.”;

23 (2) in paragraph (2)—

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

1 (B) in the matter preceding subparagraph

2 (A)—

3 (i) by striking “teachers or prin-  
4 cipals” and inserting “teachers, principals,  
5 and principal managers”; and

6 (ii) by inserting “induction or” before  
7 “support for teachers and principals new  
8 to their profession”;

9 (C) in subparagraph (A)—

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

12 (ii) by inserting “coaching,” before  
13 “team teaching”; and

14 (iii) by striking “; and” and inserting  
15 a semicolon;

16 (D) in subparagraph (B)—

17 (i) by striking “standards or assess-  
18 ments” and inserting “standards, assess-  
19 ments, or evaluation systems”;

20 (ii) by striking “teachers” and insert-  
21 ing “educators”; and

22 (iii) by striking the period at the end  
23 and inserting “; and”; and

24 (E) by adding at the end the following new  
25 subparagraph:

1           “(C) invest in the capacity of principals,  
2           assistant principals, and teacher leaders to  
3           evaluate and provide professional learning op-  
4           portunities to teachers, and in the capacity of  
5           principal managers to evaluate and provide pro-  
6           fessional learning opportunities for school lead-  
7           ers, such as training principal managers, prin-  
8           cipals, assistant principals, and teacher leaders  
9           on—

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

13                   “(ii) the use of teacher or principal  
14                   evaluation and support systems;

15                   “(iii) techniques for observing teacher  
16                   or principal practice, including how to inte-  
17                   grate various data sources into a com-  
18                   prehensive assessment of educator effec-  
19                   tiveness;

20                   “(iv) methods for providing strong  
21                   coaching and feedback; and

22                   “(v) the identification of differentiated  
23                   learning, including the creation of profes-  
24                   sional learning communities opportunities  
25                   as part of a targeted growth plan.”;



1           (3) by striking paragraph (3) and redesignating  
2 paragraph (4) as paragraph (3);

3           (4) by amending paragraph (3), as so redesign-  
4 nated to read as follows:

5           “(3) RECRUITMENT AND RETENTION.—Devel-  
6 oping and implementing mechanisms to assist local  
7 educational agencies and schools in effectively re-  
8 cruiting and retaining effective educators, including  
9 teachers, specialists in core academic subjects, teach-  
10 er leaders, assistant principals, principals, and pupil  
11 services personnel, such as—

12                   “(A) developing comprehensive perform-  
13 ance-based compensation systems as part of the  
14 local educational agency’s broader human cap-  
15 ital management system;

16                   “(B) strategies that provide differentiated  
17 pay and recognition for teachers and principals  
18 based on effectiveness and increased respon-  
19 sibilities such as—

20                           “(i) incentives to work in high-need  
21 academic subjects or in high-poverty  
22 schools and districts;

23                           “(ii) strategic staffing models that  
24 allow principals to bring a small team of

1 effective educators to a low-performing  
2 school;

3 “(iii) increased autonomy in decision-  
4 making; or

5 “(iv) opportunities to lead professional  
6 development activities for other educators;  
7 and

8 “(C) a center that—

9 “(i) serves as a statewide clearing-  
10 house for the recruitment and placement of  
11 kindergarten, elementary school, and sec-  
12 ondary school teachers; and

13 “(ii) establishes and carries out pro-  
14 grams to improve educator recruitment  
15 and retention within the State.”; and

16 (5) by striking paragraphs (5) through (18)  
17 and inserting after paragraph (3), as so redesign-  
18 nated, the following new paragraphs:

19 “(4) TEACHER EVALUATIONS.—Developing and  
20 implementing an evaluation and support system for  
21 teachers that is based on multiple measures, has not  
22 less than 3 levels of performance ratings for teach-  
23 ers, and includes the following minimum require-  
24 ments:

25 “(A) STUDENT ACADEMIC OUTCOMES.—

1                   “(i) STUDENT ACADEMIC GROWTH.—  
2                   A factor of the evaluation is based on stu-  
3                   dent academic growth with respect to the  
4                   State’s academic standards, as measured  
5                   by—

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

20                                “(II) for grades and subjects not  
21                                covered by the State’s academic as-  
22                                sessments, another valid and reliable  
23                                assessment of student academic  
24                                achievement, as long as the assess-  
25                                ment is used consistently by the local

1 educational agency in which the teach-  
2 er is employed for the grade or class  
3 for which the assessment is adminis-  
4 tered.

5 “(ii) GRADUATION RATES.—For a  
6 teacher in a secondary school, a portion of  
7 the evaluation is based on improvement in  
8 the school’s graduation rate, when applica-  
9 ble, or in the case of a secondary school  
10 with a graduation rate of more than 90  
11 percent, on maintaining such graduation  
12 rate.

13 “(iii) OTHER ACADEMIC OUTCOMES.—  
14 A State may also choose to factor in other  
15 student academic outcomes, such as rates  
16 of student enrollment in advanced-level  
17 coursework and student grade completion,  
18 so long as student academic growth and  
19 graduation rates have a predominant focus  
20 in the factor of the evaluation relating to  
21 student academic outcomes.

22 “(B) OBSERVATIONS OF TEACHER PER-  
23 FORMANCE.—A portion of the evaluation is  
24 based on observations of the teacher’s perform-

1           ance in the classroom by more than one trained  
2           and objective observer—

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

6                   “(ii) under which—

7                           “(I) a teacher is evaluated  
8                           against a rigorous rubric that defines  
9                           multiple performance categories in  
10                          alignment with the State’s profes-  
11                          sional standards for teachers; and

12                           “(II) observation ratings mean-  
13                          ingfully differentiate among teachers’  
14                          performance and bear a relationship  
15                          to evidence of student academic  
16                          growth with respect to the State’s  
17                          academic standards.

18                   “(C) MEANINGFUL DIFFERENTIATION.—

19                   The evaluation provides performance ratings  
20                   that meaningfully differentiate among teacher  
21                   performance using the performance ratings and  
22                   levels described in paragraph (4).

23                   “(D) COMPARABILITY OF STUDENT  
24                   GAINS.—The evaluation provides a measure of  
25                   student learning gains that is comparable

1 across the State for all teachers in grade levels  
2 and subject areas with a statewide assessment.

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

9 “(5) PRINCIPAL EVALUATIONS.—Developing  
10 and implementing an evaluation system for prin-  
11 cipals of schools that connects to a system of sup-  
12 port and development, and complies with the fol-  
13 lowing minimum requirements:

14 “(A) STUDENT ACADEMIC OUTCOMES.—

15 “(i) GROWTH AND ATTAINMENT.—A  
16 factor of the evaluation is based on a focus  
17 on student academic growth, student aca-  
18 demic achievement, and other academic  
19 outcome measures (such as student learn-  
20 ing objectives) with respect to the State’s  
21 academic standards of the school’s stu-  
22 dents, including students in each of the  
23 subgroups described in section  
24 1111(b)(2)(C)(v)(II).

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

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

14                  “(B) SUPPORT OF EFFECTIVE TEACH-  
15                  ERS.—A portion of the evaluation is based on  
16                  the recruitment, development, evaluation, and  
17                  retention of effective teachers.

18                  “(C) LEADERSHIP PRACTICES.—A portion  
19                  of the evaluation is based on the leadership  
20                  practices of the principal, as measured by ob-  
21                  servations of the principal and other relevant  
22                  data evaluated against a rigorous rubric that  
23                  defines multiple performance categories in  
24                  alignment with the State’s professional stand-  
25                  ards for principals.

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

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

20                 “(i) meaningfully differentiates among  
21                 principals’ performance; and

22                 “(ii) bears a strong relationship to  
23                 evidence of student academic growth with  
24                 respect to the State’s academic standards.



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

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

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

20                 “(A) providing professional learning and  
21                 coaching for educators in analyzing student,  
22                 school, and teacher performance data to inform  
23                 decisionmaking and improvement efforts and  
24                 creating a shared vision of teaching and learn-  
25                 ing;

1           “(B) analyzing and extracting information  
2 from student, school, and educator performance  
3 data;

4           “(C) clarifying school improvement goals;

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

9           “(E) understanding and analyzing student  
10 learning standards;

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

16           “(G) designing, creating, and evaluating  
17 the results of curriculum-based diagnostic and  
18 performance assessments;

19           “(H) encouraging and supporting the  
20 training of teachers and administrators to effec-  
21 tively integrate technology into curricula and in-  
22 struction, including training to improve the  
23 ability to collect, manage, and analyze data to  
24 improve teaching, decisionmaking, school im-  
25 provement efforts, and accountability;

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

3           “(J) mentorships and internships;

4           “(K) supporting, managing, and overseeing  
5           the school’s organization, operation, and use re-  
6           sources; and

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

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

19                 “(A) creating paths to—

20                         “(i) grow within the teaching profes-  
21                         sion, such as taking responsibility for addi-  
22                         tional students or students with greater  
23                         needs for improvement, becoming a mentor  
24                         teacher, or contributing instructional tools  
25                         for other teachers;

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

6                   “(iii) become a principal or principal  
7                   manager; and

8                   “(B) utilizing internal principals, assistant  
9                   principals, teacher leaders, coaches, or content  
10                  experts to—

11                  “(i) support classroom learning;

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

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

22                  “(A) ensuring that school protected release  
23                  time for professional learning occurs multiple  
24                  times per week or the equivalent of several  
25                  hours;

1           “(B) implementing on-going, research-  
2           based professional learning for teacher leaders,  
3           coaches, assistant principals, principals, and  
4           principal managers;

5           “(C) ensuring that principal managers,  
6           principals, assistant principals, teacher leaders,  
7           coaches, teachers, and schools are using data to  
8           inform instructional practices; and

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

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

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

21          Section 2122(b) of the Elementary and Secondary  
22          Education Act of 1965 (20 U.S.C. 6622(b)) is amended—  
23                  (1) in paragraph (3)—

1 (A) in subparagraph (B), by inserting “in  
2 grades kindergarten through three” after “class  
3 size”; and

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

7 (2) in paragraph (4)—

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

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

16 (4) by redesignating paragraphs (8) through  
17 (11) as paragraphs (5) through (8), respectively;

18 (5) in paragraph (7), as so redesignated, by  
19 striking “meet the requirements of section 1119”  
20 and inserting “increase the number of effective edu-  
21 cators as measured by the evaluation system defined  
22 in section 2113(e)(4)”;

23 (6) by adding at the end the following new  
24 paragraphs:

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

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

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

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

17           “(10) A description of how the local educational  
18 agency will—

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

23           “(B) conduct a formal evaluation system  
24 under section 2113(c)(23) to evaluate the effec-  
25 tiveness of the system of professional learning

1 described in paragraph (13) using funds under  
2 this part; and

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

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

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

11 (1) in subsection (a)—

12 (A) by amending paragraph (1) to read as  
13 follows:

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

20 “(A) developing strategies that provide dif-  
21 ferentiated pay and recognition for teachers and  
22 principals based on effectiveness and increased  
23 responsibilities, such as—

24 “(i) providing scholarships, signing  
25 bonuses, or other financial incentives, to



1 work in high-need academic subjects or in  
2 high-poverty schools;

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

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

9 “(B) recruiting and hiring highly qualified  
10 teachers to reduce class size, particularly in the  
11 early grades; and

12 “(C) establishing programs that—

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

19 “(ii) train and hire effective teachers  
20 of special needs children, as well as teach-  
21 ing specialists in core academic subjects  
22 who will provide increased individualized  
23 instruction to students;

24 “(iii) recruit qualified professionals  
25 from other fields, including highly qualified

1           paraprofessionals, and provide such profes-  
2           sionals with alternative routes to educator  
3           certification, including developing and im-  
4           plementing hiring policies that ensure com-  
5           prehensive recruitment efforts as a way to  
6           expand the applicant pool, such as through  
7           identifying teachers and principals certified  
8           through alternative routes, and using a  
9           system of intensive screening designed to  
10          hire the most qualified applicants;

11                 “(iv) provide increased opportunities  
12           for minorities, individuals with disabilities,  
13           and other individuals underrepresented in  
14           the teaching and principal professions; and

15                 “(v) develop and support school lead-  
16           ership academies to help exceptionally tal-  
17           ented aspiring or current teacher leaders  
18           or principals or superintendents become  
19           outstanding managers and educational  
20           leaders;

21                 “(D) educator mentoring from exemplary  
22           teachers, teacher leaders, assistant principals,  
23           principals, or principal managers;

24                 “(E) induction and support for teachers  
25           and principals during their first 3 years of em-

1           ployment as teachers or principals, respectively;  
2           and

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

7           (B) by striking paragraphs (2) through  
8           (5);

9           (C) by redesignating paragraphs (6)  
10          through (10) as paragraphs (2), (3), (5), and  
11          (6), respectively;

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

14          “(4) Increasing the knowledge and skills of  
15          principal managers, principals, assistant principals,  
16          coaches and teacher leaders on how to—

17                 “(A) develop educators by leading effective  
18                 professional learning and data-driven instruc-  
19                 tion teams aligned with achievement needs and  
20                 educator goals;

21                 “(B) conduct observations to provide use-  
22                 ful feedback to educators in identifying and  
23                 meeting student needs and creating a profes-  
24                 sional climate of shared accountability for stu-  
25                 dent learning;

1           “(C) manage talent, including defining  
2 great educator candidates, recruiting top talent,  
3 and hiring the best applicants, conducting for-  
4 mal educator evaluations, and dismissing or  
5 counseling out underperforming educators;

6           “(D) individualize educator roles and re-  
7 sponsibilities by designing staffing models to le-  
8 verage educator strengths and encouraging  
9 members of the faculty to engage in leadership  
10 roles that contribute to school improvement ef-  
11 forts;

12           “(E) engage the community, including  
13 seeking contributions from parents, community  
14 organizations, and other school stakeholders;

15           “(F) engage in partnerships between ele-  
16 mentary schools, secondary schools, and insti-  
17 tutes of higher education to ensure the vertical  
18 alignment of student learning outcomes; and

19           “(G) foster professional learning commu-  
20 nities in which educators have time, protocols,  
21 and an instructional focus, and which transfer  
22 knowledge from peers teaching and leading at  
23 high-performing classrooms and schools.”;

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

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

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

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

9           “(A) ensuring that school protected release  
10 time for professional learning occurs multiple  
11 times per week or the equivalent of several  
12 hours;

13           “(B) implementing on-going, research-  
14 based professional learning for teacher leaders,  
15 coaches, assistant principals, principals, and  
16 principal managers;

17           “(C) ensuring that principal managers,  
18 principals, assistant principals, teacher leaders,  
19 coaches, teachers, and schools are using data to  
20 inform instructional practices;

21           “(D) ensuring that the system of profes-  
22 sional learning is carried out using subgrant  
23 funds received under this subpart and is inte-  
24 grated and aligned with the evaluation system

1 described in section 2113(c)(4) and the State’s  
2 school improvement plans; and

3 “(E) determining the effectiveness of such  
4 a program on—

5 “(i) teacher instructional practice;

6 “(ii) principal instructional leadership  
7 practice;

8 “(iii) student learning gains;

9 “(iv) teacher retention;

10 “(v) student graduation and college  
11 readiness rates, as applicable;

12 “(vi) student attendance rates;

13 “(vii) teacher and principal efficacy;

14 and

15 “(viii) teachers participating in leader-  
16 ship roles.”; and

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

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

22 **SEC. 6. PROFESSIONAL DEVELOPMENT DEFINED.**

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

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

6                   “(A) fosters collective responsibility for im-  
7 proved student performance;

8                   “(B) is comprised of professional learning  
9 that—

10                           “(i) is aligned with rigorous State stu-  
11 dent academic achievement standards as  
12 well as related local educational agency  
13 and school improvement goals;

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

22                           “(iii) primarily occurs several times  
23 per week, or the equivalent of several  
24 hours per week, among established teams  
25 of teachers, principals, and other instruc-

1 tional staff members where the teams of  
2 educators engage in a continuous cycle of  
3 improvement that—

4 “(I) evaluates student, teacher,  
5 and school learning needs through a  
6 thorough review of data on teacher  
7 and student performance;

8 “(II) defines a clear set of educa-  
9 tor learning goals based on the rig-  
10 orous analysis of the data;

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

19 “(IV) provides job-embedded  
20 coaching or other forms of assistance  
21 to support the transfer of new knowl-  
22 edge and skills to the classroom;

23 “(V) regularly assesses the effec-  
24 tiveness of the professional develop-  
25 ment in achieving identified learning



1 goals, improving teaching, and assist-  
2 ing all students in meeting chal-  
3 lenging State academic achievement  
4 standards;

5 “(VI) informs ongoing improve-  
6 ments in teaching and student learn-  
7 ing; and

8 “(VII) may be supported by ex-  
9 ternal assistance; and

10 “(C) may be supported by activities such  
11 as courses, workshops, institutes, networks, and  
12 conferences that—

13 “(i) address the learning goals and  
14 objectives established by educators at the  
15 school level;

16 “(ii) advance the ongoing school-based  
17 professional learning; and

18 “(iii) are provided for by for-profit  
19 and nonprofit entities outside the school  
20 such as universities, education service  
21 agencies, technical assistance providers,  
22 networks of content-area specialists, and  
23 other education organizations and associa-  
24 tions.”.

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