

110TH CONGRESS
1ST SESSION

S. 1979

To amend the Elementary and Secondary Education Act of 1965 to provide for school improvement, comprehensive, high-quality multi-year induction and mentoring for new teachers, and professional development for experienced teachers, and for other purposes.

IN THE SENATE OF THE UNITED STATES

AUGUST 2, 2007

Mr. REED (for himself, Mrs. MURRAY, Mr. OBAMA, and Mr. BROWN) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To amend the Elementary and Secondary Education Act of 1965 to provide for school improvement, comprehensive, high-quality multi-year induction and mentoring for new teachers, and professional development for experienced teachers, 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. REFERENCES.**

4 Except as otherwise expressly provided, whenever in
5 this Act an amendment or repeal is expressed in terms
6 of an amendment to, or repeal of, a section or other provi-
7 sion, the reference shall be considered to be made to a

1 section or other provision of the Elementary and Sec-
2 ondary Education Act of 1965 (20 U.S.C. 6301 et seq.).

3 **SEC. 2. FINDINGS AND PURPOSES.**

4 (a) FINDINGS.—Congress finds the following:

5 (1) Teacher quality is the single most important
6 factor influencing student learning and achievement.

7 (2) Studies have found that 40 to 90 percent of
8 the difference in student test scores can be attrib-
9 uted to teacher quality.

10 (3) New teachers, not just those in hard-to-staff
11 schools, face such challenging working conditions
12 that nearly half leave the profession within their
13 first 5 years, $\frac{1}{3}$ leave within their first 3 years, and
14 14 percent leave by the end of their first year.

15 (4) The rate of attrition is roughly 50 percent
16 higher in poor schools than in wealthier ones.

17 (5) A report by the Alliance for Excellent Edu-
18 cation estimated that the cost of replacing public
19 school teachers who have dropped out of the profes-
20 sion is \$2,600,000,000 per year.

21 (6) Comprehensive induction cuts attrition rates
22 in half, and helps to develop novice teachers into
23 high-quality professionals who improve student
24 achievement.

1 (7) Research has demonstrated that comprehen-
2 sive, multi-year induction—such as that provided by
3 the New Teacher Center at University of California,
4 Santa Cruz—provides a return on investment (\$1.66
5 for every \$1 spent); increases the new teacher reten-
6 tion rate (to 88 percent after 6 years in some Cali-
7 fornia districts); and strengthens beginning teacher
8 effectiveness to such an extent that their students
9 demonstrate learning gains similar to those students
10 of their more veteran counterparts.

11 (b) PURPOSES.—The purposes of this Act are to
12 build capacity and grow effective teachers and principals
13 in our Nation’s schools through—

14 (1) comprehensive, high-quality, rigorous multi-
15 year induction and mentoring programs for begin-
16 ning teachers; and

17 (2) systematic, sustained, coherent team-based,
18 job-embedded professional development for experi-
19 enced teachers.

20 **SEC. 3. SCHOOL IMPROVEMENT.**

21 Section 1003(g)(5) (20 U.S.C. 6303(g)(5)) is amend-
22 ed—

23 (1) in subparagraph (B), by striking “and”
24 after the semicolon;

1 (2) in subparagraph (C), by striking the period
2 and inserting “; and”; and

3 (3) by adding at the end the following:

4 “(D) permitted to be used to supplement
5 the activities required under section 2501.”.

6 **SEC. 4. LOCAL SCHOOL IMPROVEMENT ACTIVITIES.**

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

9 **“PART E—BUILDING SCHOOL CAPACITY FOR**
10 **EFFECTIVE TEACHING**

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

12 “(a) SUBGRANTS TO LOCAL EDUCATIONAL AGEN-
13 CIES.—

14 “(1) IN GENERAL.—The Secretary shall award
15 grants to States to enable the States to award sub-
16 grants to local educational agencies under this part.

17 “(2) RESERVATION.—A State that receives a
18 grant under this part shall—

19 “(A) reserve 95 percent of the funds made
20 available through the grant to make subgrants
21 to local educational agencies; and

22 “(B) use the remainder of the funds for
23 administrative activities in carrying out this
24 part.

1 “(b) FIRST AWARD.—In awarding subgrants under
2 this part, a State shall first award grants to local edu-
3 cational agencies—

4 “(1) that serve the lowest achieving schools;

5 “(2) that demonstrate the greatest need for
6 subgrant funds; and

7 “(3) in which children counted under section
8 1124(c) constitute not less than 20 percent of the
9 total population of children aged 5 to 17 served by
10 the agency.

11 “(c) LOCAL EDUCATIONAL AGENCY APPLICATION.—

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

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

20 “(A) a description of how the local edu-
21 cational agency will assist schools identified
22 under section 1116(b) in implementing induc-
23 tion programs pursuant to subsection (d)(1);

24 “(B) a description of how the local edu-
25 cational agency will assist, pursuant to sub-

1 section (d)(2)(A), schools identified under sec-
2 tion 1116(b) in implementing high-impact pro-
3 fessional development;

4 “(C) a description of how the local edu-
5 cation agency will select mentors pursuant to
6 the requirements of subsection (d)(1)(A);

7 “(D) a description of how the local edu-
8 cational agency will assist schools identified
9 under section 1116(b) in providing high-quality
10 mentoring and mentor-teacher interactions pur-
11 suant to subsection (d)(1)(B);

12 “(E) a description of how the local edu-
13 cational agency will ensure schools identified
14 under section 1116(b) provide protected release
15 time for high-quality mentoring that occurs not
16 less than 1.5 hours per week pursuant to sub-
17 section (d)(1)(C);

18 “(F) a description of how the local edu-
19 cational agency will assist schools identified
20 under section 1116(b) in providing ongoing, evi-
21 dence-based professional development for men-
22 tors, principals, and administrators pursuant to
23 subsection (d)(1)(D);

24 “(G) a description of how the local edu-
25 cational agency will assist schools identified

1 under section 1116(b) in using evidence-based
2 teaching standards, formative assessments,
3 teacher portfolio processes, and teacher develop-
4 ment protocols during the induction process
5 pursuant to subsection (d)(1)(E);

6 “(H) a description of how the local edu-
7 cational agency will evaluate the effectiveness of
8 the programs and assistance provided under
9 paragraphs (1) and (2) of subsection (d) and
10 pursuant to subsection (e);

11 “(I) a description of how the local edu-
12 cational agency will train teachers, principals,
13 and administrators pursuant to subsection
14 (d)(2)(B);

15 “(J) a description of how the local edu-
16 cational agency will utilize internal teacher
17 leaders, coaches, or content experts pursuant to
18 subsection (d)(2)(C);

19 “(K) a description of how the local edu-
20 cational agency will ensure that the induction
21 program required under subsection (d)(1) and
22 the high-impact professional development re-
23 quired under subsection (d)(2) are integrated
24 and aligned;

1 “(L) where applicable, a description of pro-
2 cedures that the local educational agency will
3 use to ensure flexibility for agency and school
4 leaders to facilitate placement of graduates of
5 teaching residency programs in cohorts that fa-
6 cilitate professional collaboration among grad-
7 uates of the teaching residency program, as well
8 as between such graduates and mentor teachers
9 in the receiving school;

10 “(M) a description of how the local edu-
11 cation agency will target funds to schools iden-
12 tified under section 1116(b) and within its ju-
13 risdiction—

14 “(i) that serve the lowest achieving
15 schools;

16 “(ii) that demonstrate the greatest
17 need for subgrant funds; and

18 “(iii) in which not less than 40 per-
19 cent of the students served by the school
20 receive or are eligible to receive a free or
21 reduced price lunch under the Richard B.
22 Russell National School Lunch Act (42
23 U.S.C. 1751 et seq.);

24 “(N) a description of how the local edu-
25 cational agency will ensure that the induction

1 program required under subsection (d)(1) and
2 the high-impact professional development re-
3 quired under subsection (d)(2) are integrated
4 and aligned with the State’s school improve-
5 ment efforts under sections 1116 and 1117;
6 and

7 “(O) a description of how the local edu-
8 cational agency will include experienced admin-
9 istrators and educators, including teacher orga-
10 nizations, in the design and ongoing develop-
11 ment, implementation, and evaluation of the in-
12 duction program required under subsection
13 (d)(1) and the high-impact professional develop-
14 ment required under subsection (d)(2).

15 “(3) JOINT DEVELOPMENT AND SUBMISSION.—
16 To the extent practicable, a local educational agency
17 shall jointly develop and submit such application
18 with local teacher organizations.

19 “(d) USE OF FUNDS.—A local educational agency
20 that receives a subgrant under this part shall use the
21 subgrant funds to improve teacher and principal quality
22 through a comprehensive system of induction and profes-
23 sional development that is developed, implemented, and
24 evaluated in collaboration with local teacher organizations
25 and that addresses the needs of beginning and experienced

1 teachers by providing assistance, which may be provided
2 through the formation of induction and professional devel-
3 opment support teams, to each school identified by such
4 agency pursuant to subsection (c)(2)(M) to—

5 “(1) implement a comprehensive, coherent,
6 high-quality induction program for teachers in not
7 less than their first 2 years of full-time teaching that
8 shall include—

9 “(A) rigorous mentor selection by school or
10 local educational agency leaders with mentoring
11 and instructional expertise, and which shall in-
12 clude requirements that the mentor dem-
13 onstrate—

14 “(i) mastery of pedagogical and sub-
15 ject matter skills;

16 “(ii) strong interpersonal skills;

17 “(iii) exemplary classroom teacher
18 skills;

19 “(iv) expertise in designing and imple-
20 menting standards-based instruction;

21 “(v) exemplary knowledge about con-
22 tent, materials, and methods that support
23 high standards in various curriculum
24 areas;

1 “(vi) commitment to personal and
2 professional growth and learning, such as
3 National Board for Professional Teaching
4 Standards certification;

5 “(vii) experience in relating to adult
6 learners;

7 “(viii) a record of engaging in cooper-
8 ative and collaborative projects with staff,
9 adults, and administration;

10 “(ix) skill in collaboration and group
11 dynamics;

12 “(x) knowledge of staff development
13 practices and in-service education;

14 “(xi) excellent oral and written com-
15 munication skills;

16 “(xii) a commitment to participate in
17 professional development throughout the
18 year to develop the knowledge and skills
19 related to effective mentoring; and

20 “(xiii) a willingness to engage in
21 formative assessment processes, including
22 non-evaluative, reflective conversations
23 with beginning teachers using evidence of
24 classroom practice and student learning;

1 “(B) high-quality, intensive, ongoing men-
2 toring and mentor-teacher interactions that—

3 “(i) establish and maintain a trustful,
4 confidential, non-evaluative relationship
5 with beginning teachers;

6 “(ii) matches mentors, to the extent
7 applicable and practicable, with beginning
8 teachers by grade level and content area;

9 “(iii) assist teachers in reflecting on
10 and analyzing their practice and reviewing
11 student work to inform instruction and en-
12 hance student achievement;

13 “(iv) provide opportunities for obser-
14 vation of exemplary practice, model les-
15 sons, and conferences with beginning
16 teachers on-site, during, and after school
17 hours;

18 “(v) model, as appropriate, innovative
19 teaching methodologies through techniques
20 such as team teaching, demonstrations,
21 simulations, and consultations;

22 “(vi) act as a vehicle for beginning
23 teachers to establish short- and long-term
24 planning goals, and identify instructional

1 resources and support throughout the en-
2 tire school community; and

3 “(vii) provide a ratio of not more than
4 12 teachers per mentor;

5 “(C) school protected release time for high-
6 quality mentoring and mentor-teacher inter-
7 actions that occurs not less than 1.5 hours per
8 week;

9 “(D) ongoing, research-based professional
10 development for mentors, principals, and ad-
11 ministrators that—

12 “(i) supports mentors in responding
13 to each new teacher’s developmental and
14 contextual needs and promotes the ongoing
15 examination of classroom practice;

16 “(ii) assists mentors in the collection
17 and sharing of observation data with pro-
18 fessional teaching standards to help new
19 teachers improve their practice;

20 “(iii) provides mentors with strategies
21 for helping beginning teachers identify stu-
22 dent needs, plan for differentiated instruc-
23 tion, and ensure equitable learning out-
24 comes;

1 “(iv) supports the mentor in coaching
2 strategically and finding solutions to chal-
3 lenging situations;

4 “(v) helps mentors bring teachers to-
5 gether for meaningful and responsive
6 learning experiences;

7 “(vi) demonstrates models that create
8 a collaborative learning environment in
9 which mentors can develop skills, gain
10 knowledge, and problem-solve issues of
11 mentoring; and

12 “(vii) as applicable, supports prin-
13 cipals and administrators in identifying be-
14 ginning teacher developmental needs, se-
15 lecting high-quality mentors, determining
16 effective strategies to conduct teacher ob-
17 servations, and providing feedback in ways
18 that support new teacher instructional
19 growth; and

20 “(E) use of research-based teaching stand-
21 ards, formative assessments, teacher portfolio
22 processes, such as the National Board for Pro-
23 fessional Teaching Standards certification proc-
24 ess, and teacher development protocols that—

1 “(i) guide beginning teachers in devel-
2 oping and reflecting on student learning
3 and their teaching and classroom practice,
4 including structured self-assessment and
5 examining and analyzing student work;

6 “(ii) prepare beginning teachers to ex-
7 amine, analyze, and reflect on—

8 “(I) student learning needs, in-
9 cluding tailoring instruction to indi-
10 vidual and special learning needs;

11 “(II) student and classroom aca-
12 demic progress, including effective
13 methods for monitoring and managing
14 such progress;

15 “(III) achieving the goals of the
16 school, district, and statewide cur-
17 riculum;

18 “(IV) effective methods for class-
19 room management;

20 “(V) representations of student
21 work and curriculum-based diagnostic
22 and performance assessments;

23 “(VI) instructional methods, the
24 effectiveness of such methods, and

1 ways to improve upon instructional
2 techniques for future lessons;

3 “(VII) the effectiveness, and
4 ways to improve, lesson planning; and

5 “(VIII) interaction with students,
6 parents, and administrators, and ways
7 to improve such interactions in order
8 to enhance student learning;

9 “(iii) formulate professional goals to
10 improve teaching practice, which may in-
11 clude developing an individualized induc-
12 tion plan;

13 “(iv) guide, monitor, and assess the
14 progress of a teacher’s practice toward
15 such professional goals;

16 “(v) assist teachers in connecting stu-
17 dents’ prior knowledge, life experience, and
18 interests with learning goals;

19 “(vi) promote self-directed, reflective
20 learning for all students;

21 “(vii) engage students in problem
22 solving, critical thinking, and other activi-
23 ties within and across subject matter areas
24 and in ways that encourage students to

1 apply them in real-life contexts that make
2 the subject matter meaningful;

3 “(viii) use a variety of instructional
4 strategies and resources to respond to stu-
5 dents’ diverse needs;

6 “(ix) facilitate learning experiences
7 that promote autonomy, interaction, and
8 choice so students are able to demonstrate,
9 articulate, and evaluate what they learn;

10 “(x) focus on the identification of stu-
11 dents’ specific learning needs, particularly
12 students with disabilities, students who are
13 limited English proficient, students who
14 are gifted and talented, and students with
15 low literacy levels, and the tailoring of aca-
16 demic instruction to such needs;

17 “(xi) employ strategies grounded in
18 the disciplines of teaching and learning
19 on—

20 “(I) effectively managing a class-
21 room; and

22 “(II) communicating and working
23 with parents and guardians, and in-
24 volving parents and guardians in their
25 children’s education;

1 “(xii) involve an ongoing process of
2 data collection and data analysis to inform
3 teaching practice; and

4 “(xiii) is used to guide professional
5 development, and not for the purpose of
6 teacher evaluation or employment deci-
7 sions; and

8 “(2) implement high-impact, professional devel-
9 opment that is ongoing and sustained by—

10 “(A) assisting the school to—

11 “(i) develop and implement strong
12 curriculum plans aligned to State stand-
13 ards and student needs;

14 “(ii) clarify school improvement goals;

15 “(iii) select and implement strategies
16 and interventions to improve student
17 achievement and teacher effectiveness;

18 “(iv) design, create, and evaluate the
19 results of curriculum-based diagnostic and
20 performance assessments;

21 “(v) develop and implement profes-
22 sional development plans aligned with stu-
23 dent achievement needs and priority learn-
24 ing goals;

1 “(vi) allocate teacher and principal
2 professional development resources and
3 help develop the revised plan as related to
4 the professional development required
5 under section 1116(b); and

6 “(vii) make available opportunities for
7 individual and team learning activities that
8 focus on increasing pedagogical and con-
9 tent knowledge in academic subjects that
10 are aligned to student learning goals;

11 “(B) training teachers, principals, and ad-
12 ministrators in—

13 “(i) analyzing school, teacher, and
14 student data and developing instructional
15 supports to respond to such data;

16 “(ii) effective coaching strategies;

17 “(iii) effective strategies for improving
18 and identifying the learning needs of stu-
19 dents with disabilities and English lan-
20 guage learners;

21 “(iv) managing the change process,
22 implementing high-impact professional de-
23 velopment, and leadership and inter-
24 personal skills, including conflict manage-
25 ment and consensus building;

1 “(v) effectively communicating with,
2 working with, and involving parents in
3 their children’s education; and

4 “(vi) effective classroom management
5 skills; and

6 “(C) utilizing internal teacher leaders,
7 coaches, or content experts to—

8 “(i) support classroom learning; and

9 “(ii) model effective collaboration
10 skills across learning communities and ac-
11 cess knowledge from peers teaching and
12 leading at high-performing schools.

13 “(e) EVALUATION.—

14 “(1) IN GENERAL.—Both the induction pro-
15 gram required under subsection (d)(1) and the pro-
16 fessional development program required under sub-
17 section (d)(2) shall include a formal evaluation sys-
18 tem to determine the effectiveness of the program on
19 not less than—

20 “(A) teacher retention;

21 “(B) student learning gains;

22 “(C) teacher instructional practice;

23 “(D) student graduation rates, as applica-
24 ble;

1 “(E) parent, family, and community in-
2 volvement;

3 “(F) student attendance rates;

4 “(G) teacher satisfaction; and

5 “(H) student behavior.

6 “(2) LOCAL EDUCATIONAL AGENCY AND
7 SCHOOL EFFECTIVENESS.—The formal evaluation
8 system described in paragraph (1) shall also meas-
9 ure the local educational agency’s and school’s effec-
10 tiveness in—

11 “(A) implementing the rigorous mentor se-
12 lection process described in subsection
13 (d)(1)(A);

14 “(B) ensuring that school protected release
15 time for high-quality mentoring and mentor-
16 teacher interactions occurs not less than 1.5
17 hours per week pursuant to subsection
18 (d)(1)(C);

19 “(C) implementing on-going, research-
20 based professional development for mentors,
21 principals, and administrators pursuant to sub-
22 section (d)(1)(D);

23 “(D) ensuring that mentors, teachers, and
24 schools are using data to inform instructional
25 practices;

1 “(E) ensuring that the comprehensive in-
2 duction and high-quality mentoring required
3 under subsection (d)(1) and the high-impact
4 professional development required under sub-
5 section (d)(2) are integrated and aligned with
6 the State’s school improvement efforts under
7 sections 1116 and 1117; and

8 “(F) ensuring that research-based teaching
9 standards, formative assessments, teacher port-
10 folio processes, and teacher development proto-
11 cols are used during the induction process pur-
12 suant to subsection (d)(1)(E).

13 “(3) CONDUCT OF EVALUATION.—The evalua-
14 tion described in subsection (e)(1) shall be con-
15 ducted by the State, institutions of higher education,
16 or an external agency that is experienced in con-
17 ducting qualitative research, and shall be developed
18 in collaboration with groups such as—

19 “(A) experienced educators with track
20 records of success in the classroom;

21 “(B) institutions of higher education in-
22 volved with teacher induction and professional
23 development located within the State; and

24 “(C) local teacher organizations.

1 “(f) INTEGRATION AND ALIGNMENT.—The com-
2 prehensive induction and high-quality mentoring required
3 under subsection (d)(1) and the high-impact professional
4 development required under subsection (d)(2) shall be—

5 “(1) integrated and aligned; and

6 “(2) aligned with the State’s school improve-
7 ment efforts under sections 1116 and 1117.

8 “(g) ELIGIBLE ENTITIES.—The assistance required
9 to be provided under subsection (d) may be provided—

10 “(1) by the local educational agency; or

11 “(2) by the local educational agency, in collabo-
12 ration with the State educational agency, an institu-
13 tion of higher education, a nonprofit organization, a
14 teacher organization, an educational service agency,
15 a teaching residency program, or another entity with
16 experience in helping schools improve student
17 achievement.

18 “(h) AUTHORIZATION OF APPROPRIATIONS.—There
19 are authorized to be appropriated to carry out this part
20 \$500,000,000 for fiscal year 2008 and such sums as may
21 be necessary for each succeeding fiscal year.”.

22 **SEC. 5. HIGH IMPACT PROFESSIONAL DEVELOPMENT.**

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

1 “(34) PROFESSIONAL DEVELOPMENT.—The
2 term ‘professional development’ means a systematic
3 school improvement strategy that—

4 “(A) is designed to—

5 “(i) improve teachers’ and principals’
6 effectiveness in improving student learning;

7 “(ii) accomplish other important
8 school goals;

9 “(iii) foster collective responsibility for
10 improved student achievement; and

11 “(iv) engage established teams of
12 teachers, principals, and other instruc-
13 tional staff in ongoing professional develop-
14 ment designed to support and improve
15 their professional practice multiple times
16 per week during the regular work day and
17 to the extent applicable and practicable, by
18 grade level and content area to—

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

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

1 “(III) achieve educator learning
2 goals by implementing coherent, sus-
3 tained, evidenced-based, and content
4 area specific learning strategies, in-
5 cluding lesson study, developing form-
6 ative assessments, and peer observa-
7 tions;

8 “(IV) regularly assess the effec-
9 tiveness in achieving identified learn-
10 ing goals, improving teaching, and as-
11 sisting all students in meeting chal-
12 lenging State student academic
13 achievement standards or other meas-
14 ures of student achievement; and

15 “(V) inform ongoing improve-
16 ments in teaching practice and stu-
17 dent learning;

18 “(B) is sustained, high-quality, intensive,
19 and comprehensive;

20 “(C) is content-centered, collaborative,
21 school-embedded, tied to practice, focused on
22 student work, supported by evidence-based re-
23 search, and aligned with and designed to help
24 students meet challenging State academic con-

1 tent standards and challenging State student
2 academic achievement standards;

3 “(D) includes sustained in-service activities
4 to improve and promote strong teaching skills—

5 “(i) in the core academic subjects;

6 “(ii) to integrate technology into the
7 curriculum;

8 “(iii) to improve understanding and
9 the use of student assessments;

10 “(iv) to improve classroom manage-
11 ment;

12 “(v) to address the identification of
13 students’ specific learning needs, particu-
14 larly students with disabilities, students
15 who are limited English proficient, stu-
16 dents who are gifted and talented, and stu-
17 dents with low literacy levels, and the tai-
18 loring of academic instruction to such
19 needs;

20 “(vi) to apply empirical knowledge
21 about teaching and learning to their teach-
22 ing practice and to their ongoing classroom
23 assessment of students; and

1 “(vii) to provide instruction on how to
2 work with, communicate with, and involve
3 parents to foster academic achievement;

4 “(E) includes sustained training and men-
5 toring opportunities that provide active learning
6 and observational opportunities for teachers to
7 model effective practice, review student work,
8 deliver presentations, and improve lesson plan-
9 ning;

10 “(F) is supported by school principals, in-
11 cluding school-based coaches, mentors, or lead
12 teachers when available, who allocate time, re-
13 sources, and structured facilitation to the learn-
14 ing teams;

15 “(G) encourages and supports training of
16 teachers, principals, and administrators to ef-
17 fectively use and integrate technology—

18 “(i) into curricula and instruction, in-
19 cluding training to improve the ability to
20 collect, manage, and analyze data to im-
21 prove teaching, decisionmaking, school im-
22 provement efforts, and accountability;

23 “(ii) to enhance learning by students
24 with specific learning needs, particularly
25 students with disabilities, students who are

1 limited English proficient, students who
2 are gifted and talented, and students with
3 low literacy levels; and

4 “(iii) to improve the ability of teach-
5 ers and administrators to communicate
6 with, work with, and involve parents in
7 their children’s education;

8 “(H) is focused on content that is aligned
9 with challenging State student academic
10 achievement standards, curricula or curriculum
11 materials, and assessments, as well as related
12 local educational agency and school improve-
13 ment and instructional goals; and

14 “(I) improves the academic content knowl-
15 edge, as well as knowledge to assess the student
16 academic achievement and how to use the re-
17 sults of such assessments to improve instruc-
18 tion, of teachers in the subject matter or aca-
19 demic content areas in which the teachers are
20 considered highly qualified.”.

○