

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.

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

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;”;

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 redesi-
5 gnated, 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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