

114TH CONGRESS
1ST SESSION

S. 882

To amend part A of title II of the Elementary and Secondary Education Act of 1965.

IN THE SENATE OF THE UNITED STATES

MARCH 26, 2015

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

A BILL

To amend part A of title II of the Elementary and Secondary Education Act of 1965.

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 “Better Educator Sup-
5 port and Training Act” or the “BEST Act”.

6 **SEC. 2. DEVELOPING AND SUPPORTING EFFECTIVE EDU-**
7 **CATORS FOR DISADVANTAGED STUDENTS.**

8 Part A of title II of the Elementary and Secondary
9 Education Act of 1965 (20 U.S.C. 6601 et seq.) is amend-
10 ed to read as follows:

1 **“TITLE II—DEVELOPING AND**
2 **SUPPORTING EFFECTIVE**
3 **EDUCATORS FOR DISADVAN-**
4 **TAGED STUDENTS**

5 **“PART A—EDUCATOR EQUITY, PROFESSIONAL**
6 **DEVELOPMENT, AND RECRUITMENT FUND**

7 **“SEC. 2101. PURPOSES.**

8 “The purposes of this title are to elevate the teaching
9 profession, support educators, improve student achieve-
10 ment, and ensure equity in the schools and early learning
11 programs of the United States by—

12 “(1) increasing the capacity of local educational
13 agencies, schools, teachers, principals, and other
14 educators to provide a well-rounded, engaging, and
15 rigorous education for all students;

16 “(2) improving the quality and effectiveness of
17 teachers, principals, and other educators;

18 “(3) increasing the number of teachers, prin-
19 cipals, and other educators who are effective in im-
20 proving academic achievement;

21 “(4) ensuring that all students, including stu-
22 dents who are children with disabilities, English lan-
23 guage learners, and low-income and minority stu-
24 dents, have equitable access to effective teachers,
25 principals, and other educators;

1 “(5) increasing the capacity of States and local
2 educational agencies to develop and sustain a coher-
3 ent, comprehensive, and aligned professional con-
4 tinuum for teachers, principals, and other educators
5 that leads to accomplished practice, leadership op-
6 portunities, and increased student learning; and

7 “(6) enhancing the knowledge of elementary
8 school teachers, principals, and other educators in—

9 “(A) early childhood development and
10 learning;

11 “(B) building ongoing relationships with
12 early childhood education programs; and

13 “(C) creating a continuum of develop-
14 mentally appropriate and effective learning.

15 **“SEC. 2102. DEFINITIONS.**

16 “‘In this part:

17 “(1) CLASSROOM PRACTICE.—The term ‘class-
18 room practice’ means evidence of practice gathered
19 from a classroom through multiple measures, includ-
20 ing the demonstration of effective teaching skills, in-
21 cluding overall student performance and perform-
22 ance by the groups described in section
23 1111(b)(2)(C)(v)(II), and some or all of the fol-
24 lowing:

1 “(A) Classroom observations based on rig-
2 orous teacher performance standards or rubrics.

3 “(B) Student work products and perform-
4 ance.

5 “(C) Student data, including attendance
6 and rates of discipline.

7 “(D) Teacher portfolios.

8 “(E) Lesson plans.

9 “(F) Information on the extent to which
10 the teacher collaborates and develops knowledge
11 and skills with other teachers and instructional
12 staff.

13 “(G) Information on the teacher’s use of
14 evidence-based practices in the classroom.

15 “(H) Evidence of the teacher’s collection,
16 analysis, and use of student data to inform in-
17 structional and management decisions.

18 “(I) Indicators of professional growth
19 across a career continuum.

20 “(J) Parent, student, and peer feedback.

21 “(K) Peer and self assessment and reflec-
22 tion.

23 “(2) EDUCATOR.—The term ‘educator’
24 means—

1 “(A) a teacher (including a special edu-
2 cation teacher), principal, or specialized instruc-
3 tional support personnel of a preschool, early
4 childhood education program, kindergarten, ele-
5 mentary school, or secondary school; or

6 “(B) another staff member of a preschool,
7 early childhood education program, kinder-
8 garten, elementary school, or secondary school
9 who provides or directly supports instruction,
10 such as a school librarian, counselor, or highly
11 qualified paraprofessional or other early child-
12 hood instructional staff members.

13 “(3) EFFECTIVE EDUCATOR.—The term ‘effec-
14 tive educator’ means an educator who is rated as ef-
15 fective or higher, as determined by a State or locally
16 approved professional growth and improvement sys-
17 tem.

18 “(4) ENGLISH LANGUAGE LEARNER.—The term
19 ‘English language learner’ means an individual who
20 is limited English proficient, as defined in section
21 9101.

22 “(5) INDUCTION PROGRAM.—The term ‘induc-
23 tion program’ means a formalized program for new
24 teachers, principals, and other educators during not
25 less than the first 2 years of teaching or leading a

1 school that is designed to provide support for, im-
2 prove the professional performance and effectiveness
3 of, and advance the retention of, beginning teachers,
4 principals, or other educators. Such program shall
5 promote effective teaching and leadership skills and
6 shall include the following components:

7 “(A) High-quality mentoring, which may
8 include—

9 “(i) the ability to continue teaching
10 full-time;

11 “(ii) the ability to return to the class-
12 room full-time after a period of
13 mentorship; and

14 “(iii) additional leadership opportuni-
15 ties for experienced mentors.

16 “(B)(i) Frequent, structured time for col-
17 laboration and classroom observation opportuni-
18 ties with teachers in the same department,
19 field, grade, or subject area including mentor
20 teachers; and

21 “(ii) time for information sharing among
22 teachers, principals, administrators, other ap-
23 propriate educators, and participating faculty of
24 an institution of higher education that meets
25 the requirements of subparagraphs (A) and (B)

1 of section 200(17) of the Higher Education Act
2 of 1965 (20 U.S.C. 1021(17)).

3 “(C) The application of evidence-based re-
4 search and practice on instructional practices
5 and school climate.

6 “(D) Opportunities for new teachers and
7 principals to draw directly on the expertise of
8 mentors, faculty, local educational agency per-
9 sonnel, and researchers to support the integra-
10 tion of evidence-based research and practice,
11 which may include release time for beginning
12 teachers to participate in professional develop-
13 ment opportunities with their mentors, other
14 experienced teachers, and peers.

15 “(E) The development, through evidence-
16 based practices, of skills and knowledge in
17 areas needed for new educators, including con-
18 tent knowledge and pedagogy, classroom man-
19 agement, instructional and behavioral interven-
20 tions, formative assessment of student learning,
21 and the analysis and use of student assessment
22 data to improve instruction.

23 “(F) Faculty who—

24 “(i) model the integration of research
25 and practice in the classroom;

1 “(ii) assist new teachers, principals,
2 and other educators with the effective use
3 and integration of technology in instruc-
4 tion; and

5 “(iii) demonstrate the content knowl-
6 edge and pedagogical skills necessary to be
7 effective in advancing student learning.

8 “(G) Interdisciplinary collaboration among
9 exemplary teachers, principals, other educators,
10 researchers, and other staff who prepare new
11 teachers, principals, and other educators with
12 respect to the learning process and the assess-
13 ment of learning.

14 “(H) Assistance with the understanding of
15 data, particularly student achievement data,
16 and the application of such data in classroom
17 instruction.

18 “(I) The development of professional
19 growth and improvement systems for new
20 teachers, using valid and reliable measures of
21 teaching and leadership skills.

22 “(J) Improving the school culture and cli-
23 mate related to school leadership and the role
24 of the principal, including to—

1 “(i) nurture teacher and staff develop-
2 ment to strengthen classroom practice;

3 “(ii) build and sustain a culture of
4 learning among adults and children;

5 “(iii) strengthen communications and
6 relationships with parents, caregivers, and
7 community stakeholders;

8 “(iv) facilitate the sharing of knowl-
9 edge, insight, and best practices in the
10 community served by the school, preschool
11 program, or early childhood education pro-
12 gram; and

13 “(v) build relationships and commu-
14 nicate effectively with State and local edu-
15 cational agency officials.

16 “(6) MENTOR TEACHER.—The term ‘mentor
17 teacher’ means a teacher who—

18 “(A) is a profession ready teacher;

19 “(B) has a minimum of 3 years of teach-
20 ing experience;

21 “(C) is an effective educator; and

22 “(D) is identified by other teachers, prin-
23 cipals, or other educators, and subject to a
24 quality selection process, on the basis of—

25 “(i) exemplary classroom practice;

1 “(ii) increased student learning; and

2 “(iii) excellent communication skills
3 and demonstrated ability to work with
4 adult learners.

5 “(7) PROFESSIONAL GROWTH AND IMPROVE-
6 MENT SYSTEM.—The term ‘professional growth and
7 improvement system’ means a system that—

8 “(A) provides clear, timely, and useful
9 feedback that identifies needs and guides pro-
10 fessional development for educators; and

11 “(B) includes formative and summative
12 feedback on educator performance based on evi-
13 dence of student learning, and either evidence
14 of classroom practice or leadership skills as ap-
15 plicable.

16 “(8) PROFESSION READY.—The term ‘profes-
17 sion ready’—

18 “(A) when used with respect to a principal,
19 means a principal who—

20 “(i) has an advanced degree, or other
21 appropriate credential;

22 “(ii) has completed a principal prepa-
23 ration process and is fully certified and li-
24 censed by the State in which the principal
25 is employed;

1 “(iii) has demonstrated instructional
2 leadership, including the ability to collect,
3 analyze, and utilize data on evidence of
4 student learning and evidence of classroom
5 practice; and

6 “(iv) has demonstrated proficiency in
7 professionally recognized leadership stand-
8 ards, such as through—

9 “(I) a performance assessment;

10 “(II) completion of a residency
11 program; or

12 “(III) other measures of leader-
13 ship, as determined by the State;

14 “(B) when used with respect to a teacher,
15 means a teacher who—

16 “(i) has completed a teacher prepara-
17 tion program and is fully certified and li-
18 censed to teach by the State in which the
19 teacher teaches;

20 “(ii) has demonstrated content knowl-
21 edge in the subject or subjects the teacher
22 teaches; and

23 “(iii) has demonstrated teaching
24 skills, such as through—

1 “(I) a teacher performance as-
2 assessment; or

3 “(II) other measures of teaching
4 skills, as determined by the State; and

5 “(C) when used with respect to any other
6 educator not described in subparagraph (A) or
7 (B), means an educator who has completed an
8 appropriate preparation program and is fully
9 certified or licensed by the State in which the
10 educator is employed.

11 “(9) RESIDENCY PROGRAM.—The term ‘resi-
12 dency program’ means a school-based educator prep-
13 aration program in which a prospective educator
14 who is not the educator of record—

15 “(A) for 1 academic year, teaches or, in
16 the case of a principal or other educator, works,
17 alongside a mentor teacher, principal, or other
18 educator;

19 “(B) receives concurrent instruction during
20 the year described in subparagraph (A) from an
21 institution of higher education that meets the
22 requirements of subparagraphs (A) and (B) of
23 section 200(17) of the Higher Education Act of
24 1965 (20 U.S.C. 1021(17)), which instruction

1 may be taught by local educational agency per-
2 sonnel or residency program faculty, in—

3 “(i) the teaching of the content area
4 in which the prospective educator will be-
5 come certified or licensed;

6 “(ii) pedagogical practices, classroom
7 management, and school climate;

8 “(iii) for prospective principals, lead-
9 ership, management, organizational, and
10 instructional skills necessary to serve as a
11 principal; and

12 “(iv) effective teaching or leadership
13 skills; and

14 “(C) prior to completion of the program,
15 earns a master’s degree or other appropriate
16 advanced credential and attains full State cer-
17 tification or licensure as a teacher or educator.

18 “(10) STUDENT LEARNING.—The term ‘student
19 learning’ means multiple measures of student learn-
20 ing that shall include the following:

21 “(A) Valid and reliable student assessment
22 data, which may include data—

23 “(i) based on—

24 “(I) student learning gains on
25 State student academic assessments

1 under section 1111(b)(3) and, as ap-
2 plicable, the State early learning and
3 development standards for at least the
4 year prior to kindergarten entry; and

5 “(II) student academic achieve-
6 ment assessments used at the na-
7 tional, State, or local educational
8 agency levels, where available and ap-
9 propriate for the curriculum and stu-
10 dents taught;

11 “(ii) from classroom-based formative
12 assessments;

13 “(iii) from classroom-based summative
14 assessments; or

15 “(iv) from objective performance-
16 based assessments.

17 “(B) Not less than 1 of the following addi-
18 tional measures:

19 “(i) Student work, including measures
20 of performance criteria and evidence of
21 student growth.

22 “(ii) Teacher-generated information
23 about student goals and growth.

24 “(iii) Parental feedback about student
25 goals and growth.

1 “(iv) Student feedback about learning
2 and teaching supports.

3 “(v) Student data including attend-
4 ance and rates of discipline.

5 “(vi) Other appropriate measures, as
6 determined by the State.

7 “(11) TEACHER PERFORMANCE ASSESSMENT.—
8 The term ‘teacher performance assessment’ means a
9 pre-service assessment used to measure whether a
10 teacher is profession ready that is approved by the
11 State and is—

12 “(A) based on professional teaching stand-
13 ards;

14 “(B) used to measure the effectiveness of
15 a teacher’s—

16 “(i) curriculum planning;

17 “(ii) instruction of students, including
18 appropriate plans and modifications for
19 students who are limited English proficient
20 and students who are children with disabil-
21 ities;

22 “(iii) assessment of students, includ-
23 ing analysis of evidence of student learn-
24 ing;

1 “(iv) ability to advance student learn-
2 ing;

3 “(v) reframing of teaching based on
4 assessment of student learning, when ap-
5 propriate;

6 “(vi) sensitivity to the culture and
7 community in which the teacher teaches;
8 and

9 “(vii) ability to contribute to a posi-
10 tive school climate;

11 “(C) validated based on professional as-
12 sessment standards;

13 “(D) reliably scored by trained evaluators,
14 who are or who have been educators, with ap-
15 propriate oversight of the process to ensure con-
16 sistency; and

17 “(E) used to support continuous improve-
18 ment of educator practice.

19 “(12) TEACHING SKILLS.—The term ‘teaching
20 skills’ means skills that enable a teacher to—

21 “(A) increase student learning and the
22 ability to apply knowledge;

23 “(B) effectively convey and explain aca-
24 demic subject matter;

1 “(C) actively engage students and person-
2 alize learning;

3 “(D) effectively teach higher-order analyt-
4 ical, evaluation, problem-solving, and commu-
5 nication skills;

6 “(E) develop and effectively apply new
7 knowledge, skills, and practices;

8 “(F) employ strategies grounded in the
9 disciplines of teaching and learning that—

10 “(i) are based on empirically based
11 practice and evidence-based research,
12 where applicable, related to teaching and
13 learning;

14 “(ii) are specific to academic subject
15 matter;

16 “(iii) focus on the identification of
17 students’ specific learning needs, including
18 students who are children with disabilities,
19 English language learners, students who
20 are gifted and talented, and students with
21 low literacy levels, and the tailoring of aca-
22 demic instruction to such needs; and

23 “(iv) enable effective inclusion of stu-
24 dents who have disabilities and English

1 language learners, including the utilization
2 of—

3 “(I) response to intervention;

4 “(II) positive behavioral sup-
5 ports;

6 “(III) differentiated instruction;

7 “(IV) universal design of learn-
8 ing;

9 “(V) appropriate accommoda-
10 tions for instruction and assessments;

11 “(VI) collaboration skills;

12 “(VII) skill in effectively partici-
13 pating in individualized education pro-
14 gram meetings required under section
15 614(d) of the Individuals with Disabil-
16 ities Education Act; and

17 “(VIII) evidence-based strategies
18 to meet the linguistic and academic
19 needs of English language learners;

20 “(G) conduct an ongoing assessment of
21 student learning, which may include the use of
22 formative assessments, performance-based as-
23 sessments, project-based assessments, or port-
24 folio assessments, that measures higher-order
25 thinking skills;

1 “(H) effectively manage a classroom, in-
2 cluding the ability to implement positive behav-
3 ioral support strategies;

4 “(I) communicate and work with parents,
5 and involve parents in their children’s edu-
6 cation; and

7 “(J) use age-appropriate and develop-
8 mentally appropriate strategies and practices.

9 “(13) CHILD.—The term ‘child’ means any in-
10 dividual within the age limits for which the State
11 provides free public education or a public early child-
12 hood education program.

13 **“SEC. 2103. AUTHORIZATION OF APPROPRIATIONS.**

14 “(a) IN GENERAL.—There are authorized to be ap-
15 propriated to carry out this part—

16 “(1) \$3,300,000,000 for fiscal year 2016;

17 “(2) \$3,600,000,000 for fiscal year 2017;

18 “(3) \$3,900,000,000 for fiscal year 2018;

19 “(4) \$4,200,000,000 for fiscal year 2019;

20 “(5) \$4,500,000,000 for fiscal year 2020; and

21 “(6) \$4,800,000,000 for fiscal year 2021.

22 “(b) USE OF APPROPRIATED FUNDS.—From the
23 amount appropriated to carry out this part for a fiscal
24 year, the Secretary shall—

1 “(1) reserve for national activities under section
2 2151—

3 “(A) for any year in which the amount ap-
4 propriated is \$3,300,000,000 or less, not more
5 than 2 percent of the appropriated amount; or

6 “(B) for any year in which the amount ap-
7 propriated is greater than \$3,300,000,000, not
8 more than 2.3 percent of the appropriated
9 amount; and

10 “(2) use the amount remaining after the res-
11 ervation described in paragraph (1) to award allot-
12 ments to States under subpart 1.

13 **“Subpart 1—Grants to States**

14 **“SEC. 2111. ALLOTMENTS TO STATES.**

15 “(a) IN GENERAL.—The Secretary shall make grants
16 to States with applications approved under section 2112
17 to pay for the Federal share of the cost of carrying out
18 the activities specified in section 2113. Each grant shall
19 consist of the allotment determined for a State under sub-
20 section (b).

21 “(b) DETERMINATION OF ALLOTMENTS.—

22 “(1) RESERVATION OF FUNDS.—From the total
23 amount made available under section 2103(b)(2) for
24 a fiscal year, the Secretary shall reserve—

1 “(A) one-half of 1 percent for allotments
2 for the United States Virgin Islands, Guam,
3 American Samoa, and the Commonwealth of
4 the Northern Mariana Islands, to be distributed
5 among those outlying areas on the basis of their
6 relative need, as determined by the Secretary,
7 in accordance with the purposes of this part;
8 and

9 “(B) one-half of 1 percent for the Sec-
10 retary of the Interior for programs under this
11 part in schools operated or funded by the Bu-
12 reau of Indian Education.

13 “(2) STATE ALLOTMENTS.—

14 “(A) HOLD HARMLESS.—

15 “(i) IN GENERAL.—Subject to sub-
16 paragraph (B), from the funds made avail-
17 able under section 2103(b)(2) for any fis-
18 cal year and not reserved under paragraph
19 (1), the Secretary shall allot to each of the
20 50 States, the District of Columbia, and
21 the Commonwealth of Puerto Rico an
22 amount equal to the total amount that
23 such State received for fiscal year 2001
24 under—

1 “(I) section 2202(b) of this Act
2 (as in effect on the day before the
3 date of enactment of the No Child
4 Left Behind Act of 2001); and

5 “(II) section 306 of the Depart-
6 ment of Education Appropriations
7 Act, 2001 (as enacted into law by sec-
8 tion 1(a)(1) of Public Law 106–554).

9 “(ii) RATABLE REDUCTION.—If the
10 funds described in clause (i) are insuffi-
11 cient to pay the full amounts that all
12 States are eligible to receive under such
13 clause for any fiscal year, the Secretary
14 shall ratably reduce those amounts for the
15 fiscal year.

16 “(B) ALLOTMENT OF ADDITIONAL
17 FUNDS.—

18 “(i) IN GENERAL.—Subject to clause
19 (ii), for any fiscal year for which the funds
20 made available under section 2103(b)(2)
21 and not reserved under paragraph (1) ex-
22 ceed the total amount required to make al-
23 lotments under subparagraph (A), the Sec-
24 retary shall allot to each of the States de-
25 scribed in subparagraph (A) the sum of—

1 “(I) an amount that bears the
2 same relationship to 35 percent of the
3 excess amount as the number of indi-
4 viduals age 5 through 17 in the State,
5 as determined by the Secretary on the
6 basis of the most recent satisfactory
7 data, bears to the number of those in-
8 dividuals in all such States, as so de-
9 termined; and

10 “(II) an amount that bears the
11 same relationship to 65 percent of the
12 excess amount as the number of indi-
13 viduals age 5 through 17 from fami-
14 lies with incomes below the poverty
15 line, in the State, as determined by
16 the Secretary on the basis of the most
17 recent satisfactory data, bears to the
18 number of those individuals in all
19 such States, as so determined.

20 “(ii) EXCEPTION.—No State receiving
21 an allotment under clause (i) may receive
22 less than one-half of 1 percent of the total
23 excess amount allotted under such clause
24 for a fiscal year.

1 “(3) REALLOTMENT.—If any State does not
2 apply for an allotment under this subsection for any
3 fiscal year, the Secretary shall reallocate the amount of
4 the allotment to the remaining States in accordance
5 with this subsection.

6 “(c) WITHHOLDING.—In any fiscal year, if a State
7 does not meet the requirements of section 207 of the
8 Higher Education Act of 1965, including any require-
9 ments described under this part related to such section
10 207, the Secretary shall withhold an amount of the State’s
11 allotment equal to a portion of the administrative funds
12 that would be available to such State under section
13 2113(a)(4).

14 **“SEC. 2112. STATE APPLICATIONS.**

15 “(a) IN GENERAL.—For a State to be eligible to re-
16 ceive an allotment under this subpart, the State edu-
17 cational agency shall submit—

18 “(1) an application to the Secretary at such
19 time, in such manner, and containing such informa-
20 tion as the Secretary may reasonably require; and

21 “(2) a State educator equity plan described
22 under subsection (c).

23 “(b) CONTENT OF APPLICATION.—Each application
24 submitted under this section shall include the following:

1 “(1) A description of how the activities to be
2 carried out by the State educational agency under
3 this subpart will be evidence-based and an expla-
4 nation of how the activities provide a comprehensive
5 strategy for addressing teacher, principal, and other
6 educator development and support that will improve
7 student learning.

8 “(2) A State educator equity analysis, which
9 shall be an analysis conducted by the State edu-
10 cational agency of the gaps between all of the school
11 districts in the State for low-income and minority
12 students in—

13 “(A) access to profession ready educators;

14 “(B) rates of first and second year teach-
15 ers;

16 “(C) access to effective educators, as meas-
17 ured by a State or locally approved professional
18 growth and improvement system, if applicable;

19 “(D) access to teachers who are certified
20 or licensed to teach the subjects that the teach-
21 ers have been assigned;

22 “(E) rates of chronic educator absentee-
23 ism;

24 “(F) actual teacher salaries; and

25 “(G) student-teacher ratios.

1 “(3) A description of how the State educational
2 agency will ensure that a local educational agency
3 receiving a subgrant under subpart 2, and the State
4 agency for higher education receiving a grant under
5 subpart 3, will comply with the requirements of the
6 applicable subpart.

7 “(4) A description of how the State educational
8 agency will ensure activities assisted under this sub-
9 part are aligned with student academic achievement
10 standards that lead to college and career readiness
11 by secondary school graduation.

12 “(5) A description of a State’s system of certifi-
13 cation or licensing, support, and development for
14 educators, including—

15 “(A) any clinical experiences provided for
16 prospective educators;

17 “(B) support for new educators;

18 “(C) professional development, professional
19 growth, and leadership opportunities;

20 “(D) compensation systems for teachers,
21 principals, and other educators; and

22 “(E) how their certification or licensing re-
23 quirements reflect the specialized knowledge
24 and skills, particularly in child development,
25 needed for teachers of children in the early ele-

1 mentary grades and younger, and elementary
2 school principals.

3 “(6) A description of how the State educational
4 agency will coordinate professional development ac-
5 tivities authorized under this subpart with profes-
6 sional development activities provided under other
7 Federal, State, and local programs.

8 “(7) A description of how the State educational
9 agency will encourage the development of evidence-
10 based and innovative strategies to deliver high-qual-
11 ity professional development and induction programs
12 that are both cost-effective and easily accessible, in-
13 cluding ensuring that teachers, principals, and other
14 educators are trained in the effective use of tech-
15 nology to support student learning.

16 “(8) A description of how the State educational
17 agency, in collaboration with other agencies that
18 oversee early childhood development and education
19 programs and the State Advisory Council on Early
20 Childhood Education and Care designated or estab-
21 lished under 642B of the Head Start Act, will en-
22 sure that high-quality, evidence-based professional
23 development activities assisted under this subpart re-
24 flect research and best practices across all domains
25 of child development and learning.

1 “(9) A description of how the State educational
2 agency will ensure compliance with the requirements
3 of professional development activities described in
4 section 9101 and how the activities to be carried out
5 under the grant will be developed collaboratively and
6 based on the input of teachers, principals, their rep-
7 resentatives, and other educators.

8 “(10) A description of how the State edu-
9 cational agency will increase the diversity of the
10 teaching and leadership pipeline, develop culturally
11 responsive pedagogy, and support the ability of
12 teachers to address the individual learning needs
13 and backgrounds of all students.

14 “(11) A description of how the State edu-
15 cational agency will ensure that activities under this
16 subpart will also provide complementary support for
17 teachers, principals, and other educators who par-
18 ticipate in State preschool programs, and how the
19 State educational agency will ensure that such ac-
20 tivities are aligned with State early learning and de-
21 velopment standards.

22 “(12) An assurance that the State educational
23 agency will comply with section 9501 (regarding par-
24 ticipation by private school children and teachers).

1 “(c) STATE EDUCATOR EQUITY PLAN.—Each State
2 desiring an allotment under this subpart shall prepare a
3 State educator equality plan, which shall be a description
4 of—

5 “(1) how the State educational agency will use
6 State and local funds, and funds under this part, to
7 address gaps identified in the State educator equity
8 analysis described in subsection (b)(2); and

9 “(2) how the State educational agency will sup-
10 port local educational agencies and other publicly
11 funded entities, as appropriate, in meeting such re-
12 quirements, including public charter schools.

13 **“SEC. 2113. STATE USE OF FUNDS.**

14 “(a) IN GENERAL.—Each State educational agency
15 that receives an allotment under this subpart shall use the
16 funds to improve and address gaps in educator equity
17 by—

18 “(1) using 95 percent of the allotment to make
19 subgrants to local educational agencies as described
20 in subpart 2;

21 “(2) using not less than 2 percent and not more
22 than 5 percent of the allotment to develop and im-
23 plement a State plan, with appropriate stakeholders
24 and based on the analysis of relevant data, to—

1 “(A) improve the effectiveness of principals
2 in high-need schools, and at the discretion of
3 the State educational agency, other school lead-
4 ers within a school building;

5 “(B) ensure that students from low-income
6 families and minority students have equitable
7 access to profession ready principals, and at the
8 State’s discretion, other school leaders who are
9 profession ready within a school building; and

10 “(C) implement a comprehensive strategy
11 for educator development and support through
12 carrying out the required activities described in
13 subsection (b) and not less than 1 of the per-
14 missible activities under subsection (c), which
15 may be carried out through a grant or contract
16 with a nonprofit entity;

17 “(3) from the amount of the allotment not used
18 under paragraphs (1) and (2), using any portion of
19 such amount for activities under subpart 3; and

20 “(4) from the amount of the allotment not used
21 paragraphs (1), (2), and (3), using not more than
22 1 percent of the allotment for planning and adminis-
23 tration related to carrying out activities under sub-
24 sections (b) and (c) and subpart 3.

1 “(b) REQUIRED ACTIVITIES.—A State educational
2 agency receiving an allotment under this subpart shall use
3 the grant funds described in subsection (a)(2) to carry
4 out, directly or through grant or contract with a nonprofit
5 entity, all of the following:

6 “(1) Fulfilling the State educational agency’s
7 responsibilities concerning proper and efficient ad-
8 ministration of the programs carried out under this
9 part, including the provision of technical assistance
10 to local educational agencies.

11 “(2) Implementing the State educator equity
12 plan described in section 2112(c).

13 “(3)(A) Applying the requirements of section
14 207 of the Higher Education Act of 1965 to all
15 teacher preparation programs in the State, including
16 programs operated by institutions of higher edu-
17 cation (whether such institutions are public, private,
18 or for-profit), and any other program in the State
19 which provides teacher preparation; and

20 “(B) developing and soliciting public comment
21 on criteria used to assess or identify low-performing
22 teacher preparation programs under section 207 of
23 the Higher Education Act of 1965 and making any
24 such criteria publicly available.

1 “(4) In the case of a State educational agency
2 that does not also serve as the State higher edu-
3 cation agency, assisting the State higher education
4 agency (if the State higher education agency is not
5 the State educational agency) in conducting the ac-
6 tivities described in subpart 3.

7 “(c) PERMISSIBLE ACTIVITIES.—A State educational
8 agency receiving an allotment under this subpart shall use
9 the grant funds to carry out, directly or through grant
10 or contract with a nonprofit entity, 1 or more of the fol-
11 lowing:

12 “(1) Strengthening teacher, principal, and other
13 educator certification (including recertification) or li-
14 censing requirements to ensure that—

15 “(A) all new teachers, principals, and other
16 educators are profession ready prior to becom-
17 ing the teacher, principal, or educator of record;
18 and

19 “(B) teachers, principals, and other edu-
20 cators working in the early elementary grades
21 and in preschool and early childhood education
22 programs have the necessary knowledge in child
23 development and learning.

24 “(2) Implementing evidence-based activities
25 that provide support to teachers, principals, and

1 other educators who are new to the profession, such
2 as programs that provide comprehensive, multi-year
3 induction or residency programs for beginning teach-
4 ers, principals, and other educators.

5 “(3) Implementing evidenced-based programs
6 that establish, expand, or improve alternative routes
7 for State certification or licensure of teachers, prin-
8 cipals, and other educators for individuals with dem-
9 onstrated potential to become effective teachers,
10 principals, and other educators, including efforts to
11 diversify the profession, particularly by including
12 underrepresented individuals, including underrep-
13 resentation based on race, ethnicity, or gender.

14 “(4) Developing, improving, and implementing
15 evidence-based mechanisms to assist local edu-
16 cational agencies and schools in effectively recruiting
17 and retaining effective teacher, principals, and other
18 educators, which may include additional supports
19 and resources for teachers in high-poverty schools or
20 school districts.

21 “(5) Developing or assisting local educational
22 agencies in developing systems that increase teacher
23 leadership opportunities and career pathways, in-
24 cluding compensation above base salaries for effec-

1 tive educators who take on additional roles and re-
2 sponsibilities, which may include—

3 “(A) providing school-based professional
4 development, mentoring, instructional coaching,
5 peer assessment, or peer review; and

6 “(B) distributed leadership, including with
7 respect to hiring decisions and curriculum de-
8 velopment.

9 “(6) Providing systematic, sustained, targeted,
10 and coherent professional development for all teach-
11 ers, principals, and other educators that is collabo-
12 rative and job-embedded.

13 “(7) Encouraging the reciprocity of teacher and
14 principal certification or licensing between or among
15 States, except in cases where it would lead to the
16 weakening of any State teaching or licensing re-
17 quirement.

18 “(8) Implementing or improving a professional
19 growth and improvement system.

20 “(9) Encouraging and supporting local edu-
21 cational agencies in the training of teachers, prin-
22 cipals, and other educators in ways to reduce the use
23 of suspensions and expulsions (especially when re-
24 sulting in discipline disparities), which could include

1 developing tools such as developmentally, culturally,
2 and linguistically appropriate—

3 “(A) positive behavioral intervention sys-
4 tems;

5 “(B) prevention and de-escalation strate-
6 gies;

7 “(C) tiered disciplinary systems;

8 “(D) school climate surveys;

9 “(E) conflict resolution;

10 “(F) restorative justice; and

11 “(G) other evidence-based approaches.

12 “(10) Encouraging the articulation of early
13 education coursework between institutions of higher
14 education to support professional pathways for early
15 education educators within and between States.

16 “(11) Providing or assisting local educational
17 agencies in providing expanded opportunities for
18 teachers to participate in professional enhancement
19 activities through a nationally recognized, standards-
20 based, advanced certificate or credential.

21 “(12) Encouraging a State to align its teacher
22 preparation program approval process with statewide
23 certification and licensing.

1 “(13) Providing feedback on the performance of
2 beginning teachers, principals, and other educators
3 to local educator preparation programs.

4 “(14) Developing high-quality, evidence-based
5 professional development opportunities for super-
6 intendants, elementary school principals, teachers,
7 and other educators to—

8 “(A) gain knowledge of—

9 “(i) child development and learning
10 for children from birth through early ele-
11 mentary grades;

12 “(ii) developmentally appropriate
13 practices and curricula, particularly for
14 cognitive, social, emotional, and physical
15 development; and

16 “(iii) developmentally appropriate as-
17 sessments for instructional improvement;
18 and

19 “(B) learn to create collaborations with
20 community-based early childhood education pro-
21 grams or Head Starts and Early Head Start
22 programs that focus on transition activities
23 from early learning to kindergarten or elemen-
24 tary grades, shared expectations for those tran-

1 sitions, family engagement, and other issues as
2 determined appropriate.

3 “(d) PROHIBITION.—Nothing in this section shall be
4 construed to authorize the Secretary or any other officer
5 or employee of the Federal Government to direct, control,
6 or prescribe—

7 “(1) any elements of a professional growth and
8 improvement system developed by a State or local
9 educational agency; or

10 “(2) any direction or supervision over an educa-
11 tor evaluation system.

12 “(e) RULE OF CONSTRUCTION.—Nothing in this sec-
13 tion shall be construed to alter or otherwise affect the
14 rights, remedies, and procedures afforded to the employees
15 of local educational agencies under Federal, State, or local
16 laws (including applicable regulations or court orders) or
17 under the terms of collective bargaining agreements,
18 memoranda of understanding, or other agreements be-
19 tween such employees and their employers.

20 **“Subpart 2—Subgrants to Local Educational**
21 **Agencies**

22 **“SEC. 2121. ALLOCATIONS.**

23 “(a) IN GENERAL.—The Secretary shall make an al-
24 lotment to a State under subpart 1 only if the State edu-
25 cational agency agrees to distribute the funds described

1 in section 2113(a)(1) as subgrants to local educational
2 agencies under this subpart in accordance with this sec-
3 tion.

4 “(b) HOLD HARMLESS.—

5 “(1) IN GENERAL.—From the funds described
6 under section 2113(a)(1), the State educational
7 agency shall allocate to each local educational agency
8 in the State an amount equal to the total amount
9 that such agency received for fiscal year 2001
10 under—

11 “(A) section 2203(1)(B) (as in effect on
12 the day before the date of enactment of the No
13 Child Left Behind Act of 2001); and

14 “(B) section 306 of the Department of
15 Education Appropriations Act, 2001 (as en-
16 acted into law by section 1(a)(1) of Public Law
17 106–554).

18 “(2) NONPARTICIPATING AGENCIES.—In the
19 case of a local educational agency that did not re-
20 ceive any funds for fiscal year 2001 under one or
21 both of the provisions referred to in subparagraph
22 (A) or (B) of paragraph (1), the amount allocated
23 to the agency under such subparagraph shall be the
24 total amount that the agency would have received
25 for fiscal year 2001 if the agency had elected to par-

1 participate in all of the programs for which the agency
2 was eligible under each of the provisions referred to
3 in those subparagraphs.

4 “(3) RATABLE REDUCTION.—If the funds de-
5 scribed in paragraph (1) are insufficient to pay the
6 full amounts that all local educational agencies in
7 the State are eligible to receive under such para-
8 graph for any fiscal year, the State educational
9 agency shall ratably reduce such amounts for the fis-
10 cal year.

11 “(c) ALLOCATION OF ADDITIONAL FUNDS.—For any
12 fiscal year for which the funds described in section
13 2113(a)(1) exceed the total amount required to make allo-
14 cations under subsection (b), the State educational agency
15 shall allocate to each of the eligible local educational agen-
16 cies in the State the sum of—

17 “(1) an amount that bears the same relation-
18 ship to 20 percent of the excess amount as the num-
19 ber of individuals age 5 through 17 in the geo-
20 graphic area served by the agency, as determined by
21 the Secretary on the basis of the most recent satis-
22 factory data, bears to the number of those individ-
23 uals in the geographic areas served by all the local
24 educational agencies in the State, as so determined;
25 and

1 “(2) an amount that bears the same relation-
2 ship to 80 percent of the excess amount as the num-
3 ber of individuals age 5 through 17 from families
4 with incomes below the poverty line in the geo-
5 graphic area served by the agency, as determined by
6 the Secretary on the basis of the most recent satis-
7 factory data, bears to the number of those individ-
8 uals in the geographic areas served by all the local
9 educational agencies in the State, as so determined.

10 **“SEC. 2122. LOCAL APPLICATION AND NEEDS ASSESSMENT.**

11 “(a) IN GENERAL.—To be eligible to receive a
12 subgrant under this subpart, a local educational agency
13 shall—

14 “(1) prior to applying for the subgrant, conduct
15 a data analysis of each school, and if applicable,
16 early learning program, served by the local edu-
17 cational agency, based on data and information col-
18 lected from student learning, classroom practice, and
19 the State’s longitudinal data system, in order to—

20 “(A) determine school-by-school gaps for
21 low-income and minority students with respect
22 to—

23 “(i) access to profession ready edu-
24 cators;

1 “(ii) rates of first and second year
2 teachers;

3 “(iii) access to effective educators, as
4 measured by a State or locally approved
5 professional growth and improvement sys-
6 tem;

7 “(iv) access to teachers assigned to
8 teach in the area for which the teachers
9 are licensed or certified;

10 “(v) rates of chronic educator absen-
11 teeism;

12 “(vi) actual teacher salaries; and

13 “(vii) student-teacher ratios;

14 “(B) determine which schools and pro-
15 grams have the most critical teacher, principal,
16 and other educator quality, effectiveness, and
17 professional development needs; and

18 “(C) identify the specific needs regarding
19 the quality, effectiveness, and professional de-
20 velopment needs of the school or early learning
21 program’s teachers, principals, and other edu-
22 cators, including with respect to instruction
23 provided—

1 “(i) for individual student subgroups
2 (including students who are children with
3 disabilities and English language learners);

4 “(ii) specific grade levels, including
5 early childhood education if applicable; and

6 “(iii) content areas;

7 “(2) submit an application described in sub-
8 section (b) to the State educational agency at such
9 time, in such manner, and containing such informa-
10 tion as the State educational agency may reasonably
11 require; and

12 “(3) submit an educator equity plan, as de-
13 scribed in subsection (d).

14 “(b) CONTENTS.—Each application to a State edu-
15 cational agency shall include the following:

16 “(1) A description of how the local educational
17 agency will address the gaps identified in subsection
18 (a)(1) and assist schools and programs identified
19 with the greatest need, according to such subsection.

20 “(2) A description of how the local educational
21 agency will ensure that activities funded under the
22 subgrant are integrated and aligned pursuant to
23 subsection (c) to provide a comprehensive strategy
24 for teacher, principal, and other educator develop-
25 ment and support.

1 “(3) A description of how the local educational
2 agency will use subgrant funds to target and support
3 the schools and programs identified with the great-
4 est need, pursuant to subsection (a)(1), before using
5 funds for other schools.

6 “(4) A description of how the local educational
7 agency will enable effective inclusion of all students,
8 including students who are children with disabilities
9 and English language learners through utilization by
10 the teachers, principals, and other educators of the
11 local educational agency of—

12 “(A) multi-tiered system of supports;

13 “(B) response to intervention;

14 “(C) positive behavioral supports;

15 “(D) school climate surveys;

16 “(E) differentiated instruction;

17 “(F) universal design for learning;

18 “(G) appropriate accommodations for in-
19 struction and assessments;

20 “(H) social and emotional learning com-
21 petencies;

22 “(I) collaboration skills;

23 “(J) skill in effectively participating in in-
24 dividualized education program meetings re-

1 required under section 614 of the Individuals with
2 Disabilities Education Act;

3 “(K) evidence-based strategies to meet the
4 linguistic and academic needs of English lan-
5 guage learners; and

6 “(L) effective transitions of children en-
7 rolled in preschool programs, including those
8 receiving services under section 619 or part B
9 of the Individuals with Disabilities Education
10 Act.

11 “(5) A description of how the local educational
12 agency will assist schools and early learning pro-
13 grams in utilizing real-time student learning data,
14 based on changes in student learning and classroom
15 practice, to inform instruction and target profes-
16 sional development for teachers, principals, and
17 other educators.

18 “(6) A description of how the local educational
19 agency will work with institutions of higher edu-
20 cation and local teacher and principal preparation
21 programs to improve the performance of beginning
22 teachers and principals, improve residency and in-
23 duction programs, and strengthen professional devel-
24 opment.

1 “(7) A description of how the local educational
2 agency will train teachers, principals, and other edu-
3 cators in ways to reduce the use of suspensions and
4 expulsions (especially when resulting in discipline
5 disparities), which could include developing tools
6 such as developmentally, culturally, and linguistically
7 appropriate—

8 “(A) positive behavioral intervention sys-
9 tems;

10 “(B) prevention and deescalation strate-
11 gies;

12 “(C) tiered disciplinary systems;

13 “(D) conflict resolution;

14 “(E) restorative justice;

15 “(F) school climate surveys; and

16 “(G) other evidence-based approaches.

17 “(8) A description of how the local educational
18 agency will train elementary school teachers, prin-
19 cipals, and other educators to understand and imple-
20 ment effective, developmentally appropriate curricula
21 and instructional assessment practices for children
22 in early elementary grades and early childhood edu-
23 cation programs in all domains of learning and de-
24 velopment.

1 “(9) A description of how the local educational
2 agency will ensure that activities under this subpart
3 will also provide complementary support for teach-
4 ers, principals, and other educators who participate
5 in State preschool programs, and how the local edu-
6 cational agency will ensure that such activities are
7 aligned with State early learning and development
8 standards.

9 “(c) JOINT DEVELOPMENT AND SUBMISSION.—

10 “(1) IN GENERAL.—A local educational agency
11 shall—

12 “(A) jointly develop the data analysis
13 framework required under subsection (a)(1) and
14 the application under subsection (b) (except for
15 the requirements of subsection (b)(3)) with
16 local organizations representing the teachers,
17 principals, and other educators in the local edu-
18 cational agency, and the community-based orga-
19 nizations representing parents and students
20 served by the local educational agency (includ-
21 ing, where applicable, local civil rights groups);
22 and

23 “(B) submit the application and data anal-
24 ysis in partnership with such community-based
25 organizations.

1 “(2) EXCEPTION.—A State may, after consulta-
2 tion with the Secretary, consider an application from
3 a local educational agency that is not jointly devel-
4 oped and submitted in accordance with paragraph
5 (1) if the application includes documentation of the
6 local educational agency’s extensive attempt to work
7 jointly with local teacher, principal, educator, and
8 community-based organizations, and the community
9 being served.

10 “(d) EDUCATOR EQUITY PLAN.—Each local edu-
11 cational agency desiring an allocation under this subpart
12 shall provide a description of how the local educational
13 agency will use State and local funds, in addition to funds,
14 provided under this subpart, to address gaps identified in
15 the data analysis described in subsection (a)(1) and assist
16 programs identified with the greatest need under sub-
17 section (a)(1)(B).

18 **“SEC. 2123. LOCAL USE OF FUNDS.**

19 “(a) IN GENERAL.—A local educational agency that
20 receives a grant under this subpart shall use the funds
21 to improve and address gaps in educator equity and target
22 assistance to schools identified with the greatest need, as
23 identified by the data analysis required under section
24 2122(a)(1), by implementing a comprehensive strategy for
25 educator development and support through implementing

1 all of the required activities described in subsection (b)
2 and not less than 1 of the permissible activities described
3 in subsection (c).

4 “(b) REQUIRED ACTIVITIES.—A local educational
5 agency receiving an allocation under this subpart shall use
6 the allocation to carry out all of the following:

7 “(1) Addressing gaps in access, as identified by
8 the data analysis described in section 2122(a)(1).

9 “(2) Targeting assistance to schools identified
10 with the greatest need, as identified by such data
11 analysis.

12 “(3) Implementing evidence-based activities
13 that provide support to teachers, principals, and
14 other educators who are new to the profession, such
15 as programs that provide comprehensive, multi-year
16 induction programs for beginning teachers, prin-
17 cipals, and other educators.

18 “(4) Providing systematic, sustained, targeted,
19 and coherent professional development for all teach-
20 ers, principals, and other educators that is collabo-
21 rative, developmentally appropriate for grade levels
22 taught, job-embedded, and differentiated according
23 to specific job responsibilities in the school building.

1 “(5) Providing feedback on the performance of
2 beginning teachers, principals, and other educators
3 to local educator preparation programs.

4 “(6) Developing and implementing a profes-
5 sional growth and improvement system.

6 “(c) PERMISSIBLE ACTIVITIES.—A local educational
7 agency receiving an allocation under this subpart shall use
8 the allocation to carry out 1 or more of the following:

9 “(1) Developing systems that increase teacher
10 leadership opportunities and career pathways, in-
11 cluding compensation above base salaries for effec-
12 tive educators who take on new roles in providing
13 school-based professional development, mentoring,
14 instructional coaching, and shared decisionmaking,
15 including hiring and curriculum development.

16 “(2) Recruitment of profession ready teachers
17 and principals, particularly underrepresented indi-
18 viduals who demonstrate strong potential to become
19 effective educators.

20 “(3) Reducing class size by an amount and to
21 a level consistent with what evidence-based research
22 has found to improve student learning.

23 “(4) Developing or implementing rigorous en-
24 trance examinations into the teacher, principal, or
25 other educator profession, such as teacher perform-

1 ance assessments that are aligned with challenging
2 State academic content and student academic
3 achievement standards under section 1111(b)(1)
4 that evaluate content knowledge and other com-
5 petencies that lead to increased student learning.

6 “(5) Encouraging and supporting schools in the
7 training of teachers, principals, and other educators
8 in ways to reduce the use of suspensions and expul-
9 sions, (especially when resulting in discipline dispari-
10 ties), which may include developing tools such as de-
11 velopmentally, culturally, and linguistically appro-
12 priate—

13 “(A) positive behavioral intervention sys-
14 tems;

15 “(B) prevention and deescalation strate-
16 gies;

17 “(C) tiered disciplinary systems;

18 “(D) conflict resolution;

19 “(E) restorative justice;

20 “(F) school climate surveys; and

21 “(G) other evidence-based approaches.

22 “(6) Training and support for supervisors of
23 teachers and principals in effectively evaluating, ob-
24 serving, providing feedback, and targeting support to

1 build the capacity of the teachers and principals they
2 are supervising.

3 “(7) Providing joint professional learning activi-
4 ties for preschool teachers in community-based set-
5 tings and elementary school staff, especially kinder-
6 garten teachers, in order to improve transitions for
7 students and families.

8 “(8) Developing or strengthening partnerships
9 with 1 or more local teacher and principal prepara-
10 tion programs that ensure that each preparation
11 program includes—

12 “(A) clinical experiences consistent with
13 section 202(d)(2) of the Higher Education Act
14 of 1965;

15 “(B) residency programs;

16 “(C) models of accomplished practice; and

17 “(D) clinical instructors with exemplary
18 teaching skills.

19 “(9) Expanding opportunities for teachers to
20 participate in professional enhancement activities
21 through a nationally recognized standards-based ad-
22 vanced certificate or advanced credential.

23 “(10) Developing high-quality, evidence-based
24 professional development opportunities for elemen-

1 tary school principals, administrators, teachers, and
2 other educators to—

3 “(A) gain knowledge of—

4 “(i) child development and learning
5 for children from ages birth through early
6 elementary grades; and

7 “(ii) developmentally appropriate
8 practices and curricula, particularly for
9 cognitive, social, emotional, and physical
10 development; and developmentally appro-
11 priate assessments for instructional im-
12 provement; and

13 “(B) learn to create collaborations with
14 community-based early childhood education pro-
15 grams or Head Start and Early Head Start
16 programs that focus on transition activities
17 from early learning to kindergarten or elemen-
18 tary grades, shared expectations for those tran-
19 sitions, family engagement, and other issues as
20 determined appropriate by the local educational
21 agency or State, as appropriate.

22 “(d) INTEGRATION AND ALIGNMENT.—The strategy
23 described in subsection (a) shall—

24 “(1) integrate and align all of the activities de-
25 scribed in such subsection;

1 “(2) be aligned with the State’s school improve-
2 ment efforts under sections 1116 and 1117; and

3 “(3) be aligned with the programs funded
4 under title II of the Higher Education Act of 1965
5 and other professional development programs au-
6 thorized under this Act.

7 “(e) ELIGIBLE ENTITIES.—The assistance required
8 to be provided under this section may be provided—

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

10 “(2) by the local educational agency, in collabo-
11 ration with—

12 “(A) the State educational agency;

13 “(B) an institution of higher education;

14 “(C) a nonprofit organization;

15 “(D) a teacher organization;

16 “(E) a principal or school leader organiza-
17 tion;

18 “(F) an educational service agency;

19 “(G) a teaching residency program;

20 “(H) an early learning provider; or

21 “(I) another nonprofit entity with experi-
22 ence in helping schools and early learning pro-
23 grams improve student learning.

1 “(f) PROHIBITION.—Nothing in this section shall be
 2 construed to authorize the Secretary or any other officer
 3 or employee of the Federal Government to prescribe—

4 “(1) any elements of a professional growth and
 5 improvement system developed by a State or local
 6 educational agency; and

7 “(2) any direction or supervision over an educa-
 8 tor evaluation system.

9 “(g) RULE OF CONSTRUCTION.—Nothing in this sec-
 10 tion shall be construed to alter or otherwise affect the
 11 rights, remedies, and procedures afforded to the employees
 12 of local educational agencies under Federal, State, or local
 13 laws (including applicable regulations or court orders) or
 14 under the terms of collective bargaining agreements,
 15 memoranda of understanding, or other agreements be-
 16 tween such employees and their employers.

17 **“Subpart 3—State Educational Agency or State**
 18 **Agency for Higher Education Grants**

19 **“SEC. 2131. GRANTS AND SUBGRANTS.**

20 “(a) IN GENERAL.—The State agency for higher edu-
 21 cation for a State that receives an allotment under subpart
 22 1, working in conjunction with the State educational agen-
 23 cy (if such agencies are separate), shall use the funds pro-
 24 vided under section 2113(a)(3) to carry out activities de-

1 scribed in section 2132, either directly or through sub-
2 grants to eligible entities, as described in this subpart.

3 “(b) DISTRIBUTION.—In making subgrants to eligi-
4 ble entities under this subpart, the State agency for higher
5 education shall ensure that such subgrants are equitably
6 distributed by geographic area within the State.

7 “(c) SUBGRANT APPLICATIONS.—An eligible entity
8 desiring a subgrant under this section from a State agency
9 for higher education that elects to carry out the require-
10 ments of this subpart through such subgrants shall submit
11 an application to the State agency for higher education
12 at such time, in such manner, and containing such infor-
13 mation as the State agency may require.

14 **“SEC. 2132. USE OF FUNDS AND WITHHOLDING.**

15 “(a) REQUIRED USES OF FUNDS.—In using the
16 funds reserved under section 2113(a)(3), the State agency
17 for higher education shall, directly or through subgrants
18 to eligible entities as described in section 2131, use such
19 funds for all of the following activities:

20 “(1) Providing technical assistance to or closing
21 low-performing teacher preparation programs, as
22 identified under section 207 of the Higher Edu-
23 cation Act of 1965, by—

24 “(A) assisting each teacher preparation
25 program in the State that are at risk of being

1 identified as low performing, or have been iden-
2 tified as low performing, under such section,
3 through—

4 “(i) technical assistance designed to
5 identify the reasons such program is at
6 risk of being identified, or has been identi-
7 fied, as low performing;

8 “(ii) the development of an improve-
9 ment plan to address the reasons identified
10 under clause (i);

11 “(iii) technical assistance to imple-
12 ment the plan described under clause (ii);
13 and

14 “(iv) other such assistance that re-
15 sponds to the reasons for such identifica-
16 tion; and

17 “(B) if a program described in subpara-
18 graph (A) is identified as low-performing after
19 such technical assistance and a period of time
20 for program improvement (as determined by the
21 State), terminating the eligibility of such a pro-
22 gram as described in section 207 of the Higher
23 Education Act of 1965 or if the State agency
24 for higher education does not oversee such pro-

1 gram, assisting such other State agency in ter-
2 minating such eligibility.

3 “(2) Developing a system for assessing the
4 quality and effectiveness of professional development
5 offered throughout the State (in conjunction with
6 the appropriate State agency, if an agency other
7 than the State agency for higher education is re-
8 sponsible for professional development of teachers in
9 such State).

10 “(b) ALLOWABLE USES OF FUNDS.—In using the
11 funds provided under section 2113(a)(3), the State agency
12 for higher education may, directly or through subgrants
13 to eligible entities, use such funds for any of the following
14 activities:

15 “(1) Developing and implementing a valid, reli-
16 able, and rigorous teacher performance assessment
17 for entry into the teacher, principal or other educa-
18 tor profession.

19 “(2) Developing and implementing a valid and
20 reliable principal performance assessment based on
21 the following factors:

22 “(A) Student growth and achievement.

23 “(B) School planning and progress.

24 “(C) School culture.

25 “(D) Stakeholder support and engagement.

1 “(E) Professional qualities and practices.

2 “(F) Professional growth and learning.

3 “(3) Providing systematic, sustained, targeted,
4 and coherent professional development for all teach-
5 ers, principals, and other educators that is collabo-
6 rative, job-embedded, and developmentally appro-
7 priate for grade levels taught.

8 “(4) Developing and providing assistance to
9 local educational agencies and individuals who are
10 teachers, principals, and other educators for sus-
11 tained, high-quality, evidence-based professional de-
12 velopment activities.

13 “(5) Carrying out evidence-based activities that
14 provide support to teachers, principals, and edu-
15 cators that are new to the profession, such as pro-
16 grams that provide comprehensive, multi-year induc-
17 tion or residency programs for beginning teachers,
18 principals, and other educators.

19 “(6) Developing partnerships between 1 or
20 more local educational agencies, 1 or more schools
21 served by such local educational agencies, and 1 or
22 more institutions of higher education for the purpose
23 of improving teaching and learning at low-achieving
24 schools.

1 “(7) Training and supporting supervisors of
2 teachers, principals, and other educators in effec-
3 tively evaluating, observing, providing feedback, and
4 targeting support to build the capacity of the teach-
5 ers, principals, and other educators that they are su-
6 pervising.

7 “(c) RULE OF CONSTRUCTION.—Nothing in this sub-
8 part shall be construed to alter or otherwise affect the
9 rights, remedies, and procedures afforded to the employees
10 of local educational agencies under Federal, State, or local
11 laws (including applicable regulations or court orders) or
12 under the terms of collective bargaining agreements,
13 memoranda of understanding, or other agreements be-
14 tween such employees and their employers.

15 “(d) DEFINITION OF ELIGIBLE ENTITY.—In this
16 subpart, the term ‘eligible entity’ means—

17 “(1) an institution of higher education, as de-
18 fined in section 101(a) of the Higher Education Act
19 of 1965;

20 “(2) a local educational agency;

21 “(3) a school or college of education;

22 “(4) a nonprofit organization; or

23 “(5) a partnership of any of the entities de-
24 scribed in paragraphs (1) through (4).

1 **“Subpart 4—Accountability**

2 **“SEC. 2141. ACCOUNTABILITY AND REPORTING.**

3 “(a) STATE REPORT.—Each State that receives a
4 grant under subpart 1 shall annually submit to the Sec-
5 retary, in a manner prescribed by the Secretary, and make
6 public, a State report on program performance and results
7 under such grant. Such State report shall provide the fol-
8 lowing information:

9 “(1) A report on uses of program funds, includ-
10 ing ways funds were used to elevate the profession,
11 ensure equity, support educators, and improve stu-
12 dent achievement.

13 “(2) An educator equity report that shows dem-
14 onstrated progress toward greater educator equity
15 by local educational agency, as measured by—

16 “(A) access to profession ready educators;

17 “(B) rates of first and second year teach-
18 ers;

19 “(C) access to effective educators, as meas-
20 ured by a State or locally approved professional
21 growth and improvement system, if applicable;

22 “(D) rates of chronic educator absentee-
23 ism;

24 “(E) access to teachers assigned within
25 their license area;

26 “(F) actual teacher salaries; and

1 “(G) student-teacher ratios.

2 “(3) A report on the demographic makeup of
3 teachers, principals, and other educators within a
4 State.

5 “(b) WITHHOLDING.—If a State does not dem-
6 onstrate progress on its educator equity report, as de-
7 scribed in subsection (a)(2), for 3 consecutive academic
8 years, the Secretary shall reserve the right to withhold a
9 portion of the administrative funds that would be available
10 to such State under section 2113(a)(4).

11 “(c) LOCAL EDUCATIONAL AGENCY REPORT.—Each
12 local educational agency that receives a subgrant under
13 subpart 2 shall annually submit to the State, in a manner
14 prescribed by the State, and make public, a local edu-
15 cational agency report on program performance and re-
16 sults under such subgrant. Such local educational agency
17 report shall provide the following information:

18 “(1) A report on the uses of program funds
19 provided under such subpart, including ways funds
20 were used to elevate the profession, ensure equity,
21 support educators, and improve student learning.

22 “(2) An educator equity report that shows dem-
23 onstrated progress toward educator equity by school,
24 as measured by—

25 “(A) access to profession ready educators;

1 “(B) rates of first and second year teach-
2 ers;

3 “(C) access to effective educators, as meas-
4 ured by a State or locally approved professional
5 growth and improvement system, if applicable;

6 “(D) rates of chronic educator absentee-
7 ism;

8 “(E) access to teachers assigned within
9 their license area;

10 “(F) actual teacher salaries; and

11 “(G) student-teacher ratios.

12 “(3) A report on evidence of increased student
13 learning for the schools and early learning programs
14 with the greatest need targeted for assistance within
15 a local educational agency.

16 “(4) A report on evidence of increased student
17 learning for all schools and early learning programs
18 within a local educational agency.

19 “(5) A report on the demographics of the teach-
20 ers, principals, and other educators employed by the
21 local educational agency.

22 “(d) FERPA COMPLIANCE.—Each State and local
23 educational agency that submits a report under this sec-
24 tion shall collect, report, and disseminate information con-
25 tained in such report in compliance with section 444 of

1 the General Education Provisions Act (20 U.S.C. 1232g,
 2 commonly known as the ‘Family Educational Rights and
 3 Privacy Act of 1974’).

4 “(e) TEACHER AND PRINCIPAL PRIVACY.—No State
 5 or local educational agency shall publicly report informa-
 6 tion under this section that reveals personally identifiable
 7 information about an individual teacher or principal.

8 **“Subpart 5—National Activities**

9 **“SEC. 2151. NATIONAL ACTIVITIES.**

10 “(a) DEFINITION OF HIGH-NEED LOCAL EDU-
 11 CATIONAL AGENCY.—In this section, the term ‘high-need
 12 local educational agency’ means a local educational agen-
 13 cy—

14 “(1)(A) that serves not fewer than 10,000 chil-
 15 dren from families with incomes below the poverty
 16 line; or

17 “(B) for which not less than 20 percent of the
 18 children served by the agency are from families with
 19 incomes below the poverty line; and

20 “(2)(A) for which there is a high percentage of
 21 teachers not teaching in the academic subjects or
 22 grade levels that the teachers were trained to teach;
 23 or

1 “(B) for which there is a high percentage of
2 teachers with emergency, provisional, or temporary
3 certification or licensing.

4 “(b) GRANTS TO SUPPORTING EFFECTIVE EDUCA-
5 TOR DEVELOPMENT.—The Secretary is authorized to
6 award grants to national nonprofit organizations for
7 projects that are supported by not less than moderate evi-
8 dence to—

9 “(1) recruit and select teachers, principals, and
10 other educators; or

11 “(2) prepare or provide professional enhance-
12 ment activities for teachers, principals, and other
13 educators.

14 “(c) SCHOOL LEADERSHIP.—

15 “(1) IN GENERAL.—The Secretary is authorized
16 to establish and carry out a national principal re-
17 cruitment program to assist high-need local edu-
18 cational agencies in recruiting and training prin-
19 cipals through such activities as—

20 “(A) providing financial incentives to as-
21 piring new principals;

22 “(B) providing stipends to principals who
23 mentor new principals;

1 “(C) carrying out professional development
2 programs in instructional leadership and man-
3 agement; and

4 “(D) providing incentives that—

5 “(i) are appropriate for teachers or
6 individuals from other fields who want to
7 become principals; and

8 “(ii) are effective in retaining new
9 principals.

10 “(2) GRANTS.—If the Secretary uses sums
11 made available under section 2103(b)(1) to carry out
12 paragraph (1), the Secretary shall carry out such
13 paragraph by making grants, on a competitive basis,
14 to—

15 “(A) high-need local educational agencies;

16 “(B) consortia of high-need local edu-
17 cational agencies; and

18 “(C) partnerships of high-need local edu-
19 cational agencies, nonprofit organizations, and
20 institutions of higher education.

21 “(d) ADVANCED CERTIFICATION OR ADVANCED
22 CREDENTIALING.—

23 “(1) IN GENERAL.—The Secretary is authorized
24 to support activities to encourage and support teach-
25 ers seeking advanced certification or advanced

1 credentialing through high-quality professional
2 teacher enhancement programs designed to improve
3 teaching and learning.

4 “(2) IMPLEMENTATION.—In carrying out para-
5 graph (1), the Secretary shall make grants to eligi-
6 ble entities to—

7 “(A) develop teacher standards that in-
8 clude measures tied to increased student aca-
9 demic achievement; and

10 “(B) promote outreach, teacher recruit-
11 ment, teacher subsidy, or teacher support pro-
12 grams, related to teacher certification or
13 credentialing by the National Board for Profes-
14 sional Teaching Standards, the National Coun-
15 cil on Teacher Quality, or other nationally rec-
16 ognized certification or credentialing organiza-
17 tions.

18 “(3) ELIGIBLE ENTITIES.—In this subsection,
19 the term “eligible entity” includes—

20 “(A) a State educational agency;

21 “(B) a local educational agency;

22 “(C) the National Board for Professional
23 Teaching Standards, in partnership with a
24 high-need local educational agency or a State
25 educational agency;

1 “(D) the National Council on Teacher
2 Quality, in partnership with a high-need local
3 educational agency or a State educational agen-
4 cy; or

5 “(E) another recognized entity, including
6 another recognized certification or credentialing
7 organization, in partnership with a high-need
8 local educational agency or a State educational
9 agency.

10 “(e) EARLY CHILDHOOD EDUCATOR PROFESSIONAL
11 DEVELOPMENT.—

12 “(1) PURPOSE.—The purpose of this subsection
13 is to enhance the school readiness of young children,
14 particularly disadvantaged young children, and to
15 prevent young children from encountering difficulties
16 once the children enter school, by improving the
17 knowledge and skills of early childhood educators
18 who work in communities that have high concentra-
19 tions of children living in poverty.

20 “(2) PROGRAM AUTHORIZED.—

21 “(A) GRANTS TO PARTNERSHIPS.—The
22 Secretary is authorized to carry out the purpose
23 of this subsection by awarding grants, on a
24 competitive basis, to partnerships consisting
25 of—

1 “(i)(I) one or more institutions of
2 higher education that provide professional
3 development for early childhood educators
4 who work with children from low-income
5 families in high-need communities; or

6 “(II) another public or private entity
7 that provides such professional develop-
8 ment;

9 “(ii) one or more public agencies (in-
10 cluding local educational agencies, State
11 educational agencies, State human services
12 agencies, and State and local agencies ad-
13 ministering programs under the Child Care
14 and Development Block Grant Act of 1990
15 (42 U.S.C. 9858 et seq.)), Head Start
16 agencies, or private organizations; and

17 “(iii) to the extent feasible, an entity
18 with demonstrated experience in providing
19 training to educators in early childhood
20 education programs concerning identifying
21 and preventing behavior problems or work-
22 ing with children identified as or suspected
23 to be victims of abuse.

24 “(B) DURATION AND NUMBER OF
25 GRANTS.—

1 “(i) DURATION.—A grant awarded
2 under this subsection shall be for a period
3 of not more than 4 years.

4 “(ii) NUMBER.—No partnership may
5 receive more than one grant under this
6 subsection.

7 “(3) APPLICATIONS.—

8 “(A) APPLICATIONS REQUIRED.—Any
9 partnership that desires to receive a grant
10 under this subsection shall submit an applica-
11 tion to the Secretary at such time, in such man-
12 ner, and containing such information as the
13 Secretary may require.

14 “(B) CONTENTS.—Each such application
15 shall include—

16 “(i) a description of the high-need
17 community to be served by the project pro-
18 posed to be carried out through the grant,
19 including such demographic and socio-
20 economic information as the Secretary may
21 request;

22 “(ii) information on the quality of the
23 early childhood educator professional devel-
24 opment program currently conducted (as of
25 the date of the submission of the applica-

1 tion) by the institution of higher education
2 or another provider in the partnership;

3 “(iii) the results of a needs assess-
4 ment that the entities in the partnership
5 have undertaken to determine the most
6 critical professional development needs of
7 the early childhood educators to be served
8 by the partnership and in the broader com-
9 munity, and a description of how the pro-
10 posed project will address those needs;

11 “(iv) a description of how the pro-
12 posed project will be carried out, including
13 a description of—

14 “(I) how individuals will be se-
15 lected to participate;

16 “(II) the types of professional de-
17 velopment activities, based on scientifi-
18 cally based research, that will be car-
19 ried out;

20 “(III) how research on effective
21 professional development and on adult
22 learning will be used to design and de-
23 liver project activities;

24 “(IV) how the project will be co-
25 ordinated with and build on, and will

1 not supplant or duplicate, early child-
2 hood education professional develop-
3 ment activities in the high-need com-
4 munity;

5 “(V) how the project will train
6 early childhood educators to provide
7 developmentally appropriate school-
8 readiness services that are based on
9 the best available research on early
10 childhood pedagogy and child develop-
11 ment and learning domains;

12 “(VI) how the project will train
13 early childhood educators to meet the
14 diverse educational needs of children
15 in the community, including children
16 who are English learners, children
17 with disabilities, or children with
18 other special needs; and

19 “(VII) how the project will train
20 early childhood educators in identi-
21 fying and preventing behavioral prob-
22 lems in children or working with chil-
23 dren identified as or suspected to be
24 victims of abuse;

25 “(v) a description of—

1 “(I) the specific objectives that
2 the partnership will seek to attain
3 through the project, and the methods
4 that the partnership will use to meas-
5 ure progress toward attainment of
6 those objectives; and

7 “(II) how the objectives and the
8 measurement methods align with the
9 achievement indicators established by
10 the Secretary under paragraph (6)(A);

11 “(vi) a description of the partnership’s
12 plan for continuing the activities carried
13 out under the project after Federal fund-
14 ing ceases;

15 “(vii) an assurance that, where appli-
16 cable, the project will provide appropriate
17 professional development to volunteers
18 working directly with young children, as
19 well as to paid staff; and

20 “(viii) an assurance that, in devel-
21 oping the application and in carrying out
22 the project, the partnership has consulted
23 with, and will consult with, relevant agen-
24 cies, early childhood educator organiza-

1 tions, and early childhood providers that
2 are not members of the partnership.

3 “(4) SELECTION OF GRANT RECIPIENTS.—

4 “(A) CRITERIA.—The Secretary shall se-
5 lect partnerships to receive grants under this
6 subsection on the basis of the degree to which
7 the communities proposed to be served require
8 assistance and the quality of the applications
9 submitted under paragraph (3).

10 “(B) GEOGRAPHIC DISTRIBUTION.—In se-
11 lecting partnerships to receive grants under this
12 subsection, the Secretary shall seek to ensure
13 that communities in different regions of the
14 United States, as well as both urban and rural
15 communities, are served.

16 “(5) USES OF FUNDS.—

17 “(A) IN GENERAL.—Each partnership re-
18 ceiving a grant under this subsection shall use
19 the grant funds to carry out activities that will
20 improve the knowledge and skills of early child-
21 hood educators who are working in early child-
22 hood programs that are located in high-need
23 communities and serve concentrations of chil-
24 dren from low-income families.

1 “(B) ALLOWABLE ACTIVITIES.—Such ac-
2 tivities may include—

3 “(i) professional development for early
4 childhood educators, particularly to famil-
5 iarize those educators with the application
6 of recent research on child, language, and
7 literacy development and on early child-
8 hood pedagogy;

9 “(ii) professional development for
10 early childhood educators in working with
11 parents, so that the educators and parents
12 can work together to provide and support
13 developmentally appropriate school-readi-
14 ness services that are based on scientif-
15 ically based research on early childhood
16 pedagogy and child development and learn-
17 ing domains;

18 “(iii) professional development for
19 early childhood educators to work with
20 children who are English language learn-
21 ers, children with disabilities, and children
22 with other special needs;

23 “(iv) professional development to train
24 early childhood educators in identifying
25 and preventing behavioral problems in chil-

1 dren or working with children identified as
2 or suspected to be victims of abuse;

3 “(v) activities that assist and support
4 early childhood educators during their first
5 3 years in the field;

6 “(vi) development and implementation
7 of early childhood educator professional de-
8 velopment programs that make use of dis-
9 tance learning and other technologies;

10 “(vii) professional development activi-
11 ties related to the selection and use of
12 screening and diagnostic assessments to
13 improve teaching and learning; and

14 “(viii) data collection, evaluation, and
15 reporting needed to meet the requirements
16 of paragraph (6) relating to accountability.

17 “(6) ACCOUNTABILITY.—

18 “(A) ACHIEVEMENT INDICATORS.—On the
19 date on which the Secretary first issues a notice
20 soliciting applications for grants under this sub-
21 section, the Secretary shall announce achieve-
22 ment indicators for this subsection, which shall
23 be designed—

1 “(i) to measure the quality and acces-
2 sibility of the professional development
3 provided;

4 “(ii) to measure the impact of that
5 professional development on the early
6 childhood education provided by the indi-
7 viduals who receive the professional devel-
8 opment; and

9 “(iii) to provide such other measures
10 of program impact as the Secretary deter-
11 mines to be appropriate.

12 “(B) ANNUAL REPORTS; TERMINATION.—

13 “(i) ANNUAL REPORTS.—Each part-
14 nership receiving a grant under this sub-
15 section shall report annually to the Sec-
16 retary on the partnership’s progress to-
17 ward attaining the achievement indicators.

18 “(ii) TERMINATION.—The Secretary
19 may terminate a grant under this sub-
20 section at any time if the Secretary deter-
21 mines that the partnership receiving the
22 grant is not making satisfactory progress
23 toward attaining the achievement indica-
24 tors.

25 “(7) COST-SHARING.—

1 “(A) IN GENERAL.—Each partnership car-
2 rying out a project through a grant awarded
3 under this subsection shall provide, from
4 sources other than the program carried out
5 under this subsection, which may include Fed-
6 eral sources—

7 “(i) at least 50 percent of the total
8 cost of the project for the grant period;
9 and

10 “(ii) at least 20 percent of the project
11 cost for each year.

12 “(B) ACCEPTABLE CONTRIBUTIONS.—A
13 partnership may meet the requirements of sub-
14 paragraph (A) by providing contributions in
15 cash or in kind, fairly evaluated, including
16 plant, equipment, and services.

17 “(C) WAIVERS.—The Secretary may waive
18 or modify the requirements of subparagraph
19 (A) for a partnerships in cases of demonstrated
20 financial hardship.

21 “(8) FEDERAL COORDINATION.—The Secretary
22 and the Secretary of Health and Human Services
23 shall coordinate activities carried out through pro-
24 grams under this subsection with activities carried
25 out through other early childhood programs adminis-

1 tered by the Secretary or the Secretary of Health
2 and Human Services.

3 “(9) DEFINITIONS.—In this subsection:

4 “(A) EARLY CHILDHOOD EDUCATOR.—The
5 term ‘early childhood educator’ means a person
6 providing, or employed by a provider of, non-
7 residential child care services (including center-
8 based, family-based, and in-home child care
9 services) that is legally operating under State
10 law, and that complies with applicable State
11 and local requirements for the provision of child
12 care services to children at any age from birth
13 through the age at which a child may start kin-
14 dergarten in that State.

15 “(B) HIGH-NEED COMMUNITY.—

16 “(i) IN GENERAL.—The term ‘high-
17 need community’ means—

18 “(I) a political subdivision of a
19 State, or a portion of a political sub-
20 division of a State, in which at least
21 50 percent of the children are from
22 low-income families; or

23 “(II) a political subdivision of a
24 State that is among the 10 percent of
25 political subdivisions of the State hav-

1 ing the greatest numbers of such chil-
2 dren.

3 “(ii) DETERMINATION.—In deter-
4 mining which communities are described in
5 clause (i), the Secretary shall use such
6 data as the Secretary determines are most
7 accurate and appropriate.

8 “(C) LOW-INCOME FAMILY.—The term
9 ‘low-income family’ means a family with an in-
10 come below the poverty line for the most recent
11 fiscal year for which satisfactory data are avail-
12 able.”.

13 **SEC. 3. DEFINITION OF PROFESSIONAL DEVELOPMENT.**

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

17 “(34) PROFESSIONAL DEVELOPMENT.—The
18 term ‘professional development’ means job-embedded
19 comprehensive, sustained, targeted, intensive, evi-
20 dence-based, and classroom-focused support and ca-
21 pacity-building for teachers, principals, and other
22 educators that strengthens classroom practice and
23 increases student learning, which includes activities
24 that—

1 “(A) foster collective responsibility for im-
2 proved student learning;

3 “(B) are designed and implemented in a
4 manner that increases leadership opportunities
5 for teachers and other educators, and increases
6 the effectiveness of teachers, principals, and
7 other educators in improving student learning
8 and strengthening classroom practice, which
9 may include expanding opportunities for teach-
10 ers to participate in professional enhancement
11 activities through a nationally recognized stand-
12 ards-based certificate or advanced credential;

13 “(C) analyze and use—

14 “(i) real-time data and information
15 collected from—

16 “(I) student learning;

17 “(II) classroom practice; and

18 “(III) the State’s longitudinal
19 data system; and

20 “(ii) other relevant data collected by
21 the school or local educational agency;

22 “(D) are aligned with—

23 “(i) rigorous State student academic
24 achievement standards developed under

1 section 1111(b)(1) and State early learn-
2 ing guidelines;

3 “(ii) related academic and school im-
4 provement goals of the school, local edu-
5 cational agency, and statewide curriculum;

6 “(iii) statewide and local curricula;
7 and

8 “(iv) rigorous standards of profes-
9 sional practice and development; and

10 “(E) include ongoing, job-embedded oppor-
11 tunities determined by established collaborative
12 teams of teachers, principals, and other edu-
13 cators in which teams engage in a continuous
14 cycle of professional learning and improvement
15 that—

16 “(i) identifies, reviews, and analyzes—

17 “(I) student learning, including
18 gaps in performance;

19 “(II) classroom practice; and

20 “(III) measures of school climate,
21 including staff, students, and parent
22 and family feedback;

23 “(ii) define a clear set of educator
24 learning goals to improve school climate
25 and strengthen classroom practice based

1 on the rigorous analysis of evidence of stu-
2 dent learning and evidence of classroom
3 practice;

4 “(iii) develop and implement coherent,
5 sustained, targeted, and evidenced-based
6 strategies to meet such goals (including
7 through instructional coaching, lesson
8 study, and study groups organized at the
9 school, team, or individual levels);

10 “(iv) provides learning opportunities
11 for teachers to collectively develop and re-
12 fine student learning goals and develop in-
13 structional strategies to support students
14 in meeting those goals;

15 “(v) provides opportunities for teach-
16 ers to develop, implement, and utilize the
17 data from formative assessments to inform
18 classroom practice;

19 “(vi) provides an effective mechanism
20 to support the transfer of new knowledge
21 and skills to the classroom (including uti-
22 lizing teacher leaders, instructional coach-
23 es, school librarians, and content experts
24 to support such transfer);

1 “(vii) provides opportunities for fol-
2 low-up, observation, and formative feed-
3 back and assessment of the teacher’s class-
4 room practice, on a regular basis and in a
5 manner that allows each such teacher to
6 identify areas of classroom practice that
7 need to be strengthened, refined, and im-
8 proved;

9 “(viii) regularly assesses the effective-
10 ness of the support, and uses such assess-
11 ments to inform ongoing improvements,
12 in—

13 “(I) improving student learning;

14 “(II) strengthening classroom
15 practice; and

16 “(III) improving school climate;

17 and

18 “(ix) supports the recruiting, hiring,
19 retaining, and training of profession ready
20 teachers, including teachers who become li-
21 censed through State and local alternative
22 routes to certification or licensure.”.

○