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(Original Signature of Member)

111TH CONGRESS
2D SESSION

H. R. _____

To amend the Elementary and Secondary Education Act of 1965 to provide for school improvement and professional development for teachers, principals, instructional staff, and other school leaders, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

Mr. POLIS of Colorado introduced the following bill; which was referred to the Committee on _____

A BILL

To amend the Elementary and Secondary Education Act of 1965 to provide for school improvement and professional development for teachers, principals, instructional staff, and other school leaders, 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 Teachers for
5 Great Schools Act of 2010”.

1 **SEC. 2. REFERENCES.**

2 Except as otherwise expressly provided, whenever in
3 this Act an amendment or repeal is expressed in terms
4 of an amendment to, or repeal of, a section or other provi-
5 sion, the reference shall be considered to be made to a
6 section or other provision of the Elementary and Sec-
7 ondary Education Act of 1965 (20 U.S.C. 6301 et seq.).

8 **SEC. 3. FINDINGS AND PURPOSE.**

9 (a) FINDINGS.—The Congress finds the following:

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

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

15 (3) Principal leadership is second only to class-
16 room instruction in terms of school-related factors
17 which affect student learning, especially in high-
18 needs schools.

19 (4) Available experimental studies indicate that
20 there is a direct correlation between professional de-
21 velopment and student performance. A set of pro-
22 grams that offered substantial professional develop-
23 ment, ranging from 30 to 100 hours in total, spread
24 over six to 12 months, showed a positive and signifi-
25 cant effect on student achievement gains. According
26 to the research, the intensive professional develop-

1 ment efforts that offered an average of 49 hours in
2 a year boosted student performance by approxi-
3 mately 21 percentile points.

4 (5) Studies that benchmark United States' aca-
5 demic performance against that of other developed
6 nations have stressed the importance of and need for
7 improved professional development, for example as
8 follows:

9 (A) For professional development, Finland
10 relies on a system wherein students are trained
11 from a young age in the skills required for
12 classroom success. These skills are bolstered in
13 the workplace through an organizational struc-
14 ture that promotes entrepreneurship, daily
15 learning, and continual professional develop-
16 ment.

17 (B) Japan's focus on continually building
18 content knowledge, intrinsic capabilities, and
19 pedagogical knowledge – especially amongst
20 young teachers – has yielded massive edu-
21 cational success for the country. They imple-
22 ment a nationally-practiced system of “guidance
23 teachers” and “trainee teachers” which encour-
24 age one-on-one coaching and an intense com-
25 mitment to professional development.

1 (C) After experiencing unsatisfactory
2 progress in literacy and mathematics for nearly
3 50 years, England pursued a national teacher
4 training program that employed best practice
5 techniques. After three years, England in-
6 creased the number of students meeting the
7 target standards in literacy from 63 percent to
8 75 percent.

9 (b) PURPOSE.—The purpose of this Act is to build
10 the capacity of teachers and principals in our Nation’s
11 schools through systematic, sustained, coherent school and
12 team-based, job-embedded professional development.

13 **SEC. 4. SCHOOL IMPROVEMENT.**

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

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

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

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

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

23 **SEC. 5. LOCAL SCHOOL IMPROVEMENT.**

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

1 **“PART E—BUILDING SCHOOL CAPACITY FOR**
2 **EFFECTIVE TEACHING**

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

4 “(a) SUBGRANTS TO LOCAL EDUCATIONAL AGEN-
5 CIES.—

6 “(1) IN GENERAL.—The Secretary shall allot
7 the amount made available to carry out this part for
8 a fiscal year among the State educational agencies
9 in proportion to the amounts received by the States
10 under title I for such year.

11 “(2) USE OF ALLOTMENT.—A State edu-
12 cational agency that receives an allotment under this
13 part shall—

14 “(A) reserve 95 percent of the fund to
15 make subgrants to local educational agencies;
16 and

17 “(B) use the remainder of the funds for
18 administrative activities in carrying out this
19 part.

20 “(3) PROPORTIONALITY.—To the extent prac-
21 ticable, the Secretary shall ensure that subgrants
22 awarded under this part are equitably distributed
23 among local educational agencies and serving urban
24 and rural areas.

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

4 “(1) that demonstrate the greatest need for dis-
5 trict and school improvement subgrant funds;

6 “(2) in which the average graduation rates are
7 less than 65 percent, if applicable; and

8 “(3) in which children eligible for free and re-
9 duced priced lunches under the Richard B. Russell
10 National School Lunch Act constitute not less than
11 40 percent of the total population of children aged
12 5 to 17 served by the agency.

13 “(c) LOCAL EDUCATIONAL AGENCY APPLICATION.—

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

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

22 “(A) a description of how the local edu-
23 cational agency will assist schools identified
24 under section 1116(b), and low-achieving sec-

1 ondary schools with graduation rates less than
2 65 percent, in—

3 “(i) implementing high-impact profes-
4 sional development;

5 “(ii) providing protected release time
6 for high-impact professional development
7 that occurs not less than multiple times
8 per week; and

9 “(iii) using teaching standards, form-
10 ative assessments, teacher portfolio proc-
11 esses, evidence-based instructional prac-
12 tices, and teacher development protocols;
13 and

14 “(B) a description of how the local edu-
15 cational agency will—

16 “(i) evaluate the effectiveness of the
17 programs and assistance provided under
18 subsection (d) and pursuant to subsection
19 (e);

20 “(ii) prepare, support, and utilize in-
21 ternal teacher leaders, coaches, or content
22 experts to facilitate school-based profes-
23 sional development; and

24 “(iii) ensure that the professional de-
25 velopment required under subsection (d) is

1 integrated and aligned with the State's
2 school improvement efforts under sections
3 1116 and 1117.

4 “(d) USE OF FUNDS.—

5 “(1) IN GENERAL.—A local educational agency
6 that receives a subgrant under this part shall use
7 the subgrant funds to improve teacher, principal,
8 and other instructional staff quality through a com-
9 prehensive system of professional development (as
10 defined in section 9101(34))—

11 “(A) to increase principals’, coaches’, and
12 teacher leaders’ knowledge and skills in—

13 “(i) assisting the school to—

14 “(I) clarify school improvement
15 goals;

16 “(II) train educators in analyzing
17 school and student data to inform de-
18 cisionmaking and improvement ef-
19 forts;

20 “(III) develop and implement
21 professional development aligned with
22 student achievement needs and educa-
23 tor learning goals;

24 “(IV) allocate teacher and prin-
25 cipal professional development re-

1 sources and help develop the revised
2 plan as related to the professional de-
3 velopment required under section
4 1116(b);

5 “(V) select and implement strate-
6 gies and interventions to improve stu-
7 dent achievement, increase teacher
8 and school leader effectiveness, in-
9 crease graduation rates, and ensure
10 students graduate prepared for suc-
11 cess in college and careers;

12 “(VI) make available opportuni-
13 ties for individual and team learning
14 activities that focus on increasing ped-
15 agogical and content knowledge in
16 academic subjects that are aligned to
17 student learning goals; and

18 “(VII) design, create, and evalu-
19 ate the results of curriculum-based di-
20 agnostic and performance assess-
21 ments; and

22 “(ii) utilizing internal teacher leaders,
23 coaches, or content experts to—

24 “(I) support classroom learning;
25 and

1 “(II) facilitate effective collabora-
2 tion skills across learning communities
3 and transfer knowledge from peers
4 teaching and leading at high-per-
5 forming schools;

6 “(B) to increase principals’ knowledge and
7 skills necessary for leading effective professional
8 learning, including—

9 “(i) establishing a shared vision of
10 school success among all school stake-
11 holders, including teachers, parents, com-
12 munity organizations and related stake-
13 holders by—

14 “(I) seeking leadership contribu-
15 tions from parents, community orga-
16 nizations, and other school stake-
17 holders;

18 “(II) actively engaging the com-
19 munity to create shared responsibility
20 for student and school success; and

21 “(III) engaging in partnerships
22 between elementary schools, secondary
23 schools, and institutes of higher edu-
24 cation to ensure the vertical alignment
25 of student learning outcomes;

1 “(ii) establishing the school as a pro-
2 fessional learning community in which—

3 “(I) there is a culture of contin-
4 uous learning for adults that is tied to
5 student learning and school goals;

6 “(II) there is time for team col-
7 laboration focused on evaluating and
8 improving instructional practice;

9 “(III) educators are able to ana-
10 lyze and use data to drive instruction;

11 “(IV) professional development is
12 evaluated and connected to all of the
13 school learning goals; and

14 “(V) members of the faculty en-
15 gage in leadership roles that con-
16 tribute to school improvement efforts;
17 and

18 “(iii) promoting the effective use of
19 data by educators, including—

20 “(I) the use of multiple data
21 sources as diagnostic tools to identify
22 barriers to student success and drive
23 instructional improvement;

24 “(II) the review and analysis of
25 student work to determine whether

1 students are being taught to State
2 academic content and achievement
3 standards; and

4 “(III) the use of classroom obser-
5 vations to ensure that all students are
6 provided meaningful learning opportu-
7 nities that promote active engage-
8 ment; and

9 “(IV) supporting a standards-
10 aligned academic instructional pro-
11 gram that sets rigorous goals for each
12 student, and a school culture that al-
13 lows for and encourages students to
14 reach those goals through ensuring
15 that learning is aligned to established
16 State academic standards by—

17 “(aa) ensuring that State
18 academic content standards serve
19 as the basis for the creation of
20 curriculum and instruction; and

21 “(bb) monitoring and ad-
22 justing the alignment of stand-
23 ards, curriculum, assessments,
24 and instruction; and

1 “(C) for coaches, principals, and adminis-
2 trators that—

3 “(i) supports coaches in responding to
4 developmental and contextual needs and
5 promotes the ongoing examination of class-
6 room practice;

7 “(ii) assists coaches in the collection
8 and sharing of observation data to help
9 teachers improve their practice;

10 “(iii) provides coaches with strategies
11 for helping teachers identify student needs,
12 plan for differentiated instruction, and en-
13 sure equitable learning outcomes;

14 “(iv) supports the coaches in coaching
15 strategically and finding solutions to chal-
16 lenging situations; and

17 “(v) helps coaches bring teachers to-
18 gether for meaningful and responsive
19 team-based learning.

20 “(2) SPECIAL RULE.—A local educational agen-
21 cy that receives a subgrant under this part shall use
22 not less than 10 percent of the subgrant funds for
23 professional development for principals.

24 “(e) EVALUATION.—

1 “(1) IN GENERAL.—The professional develop-
2 ment program required under subsection (d) shall
3 include a formal evaluation system to determine the
4 effectiveness of the program on not less than—

5 “(A) teacher instructional practice;

6 “(B) student learning gains;

7 “(C) teacher retention;

8 “(D) student graduation and college readi-
9 ness rates, as applicable;

10 “(E) student attendance rates; and

11 “(F) teacher efficacy.

12 “(2) LOCAL EDUCATIONAL AGENCY AND
13 SCHOOL EFFECTIVENESS.—The formal evaluation
14 system described in paragraph (1) shall also meas-
15 ure the local educational agency’s and school’s effec-
16 tiveness in—

17 “(A) ensuring that school protected release
18 time for professional development occurs not
19 less than multiple times per week;

20 “(B) implementing on-going, research-
21 based professional development for coaches,
22 principals, and administrators;

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

1 “(D) ensuring that the professional devel-
2 opment required under subsection (d) is inte-
3 grated and aligned with the State’s school im-
4 provement efforts under sections 1116 and
5 1117.

6 “(3) CONDUCT OF EVALUATION.—The evalua-
7 tion described in subsection (e)(1) shall be con-
8 ducted by the State, local educational agencies, insti-
9 tutions of higher education, or an external agency
10 that is experienced in conducting qualitative re-
11 search, and shall be developed in collaboration with
12 groups such as—

13 “(A) experienced educators with track
14 records of success in the classroom;

15 “(B) institutions of higher education in-
16 volved with teacher induction and professional
17 development located within the State; and

18 “(C) local teacher organizations.

19 “(f) ELIGIBLE ENTITIES.—The assistance required
20 to be provided under subsection (d) may be provided—

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

22 “(2) by the local educational agency, in collabo-
23 ration with the State educational agency, an institu-
24 tion of higher education, a nonprofit organization, a
25 teacher organization, an educational service agency,

1 a teaching residency program, or another for profit
2 or nonprofit with experience in helping schools im-
3 prove student achievement.

4 “(g) AUTHORIZATION OF APPROPRIATIONS.—There
5 are authorized to be appropriated to carry out this section
6 \$500,000,000 for fiscal year 2010 and such sums as may
7 be necessary for each succeeding fiscal year.

8 “(h) DEFINITIONS.—For purposes of this section:

9 “(1) GRADUATION RATE.—The term ‘gradua-
10 tion rate’ has the meaning given the term in section
11 1111(b)(2)(C)(vi), as clarified in section
12 200.19(b)(1) of title 34, Code of Federal Regula-
13 tions.

14 “(2) LOCAL EDUCATIONAL AGENCY.—The term
15 ‘local educational agency’—

16 “(A) shall have the meaning given such
17 term in section 9101;

18 “(B) shall include any public charter
19 school that constitutes a local educational agen-
20 cy under State law; and

21 “(C) shall include a consortium of local
22 educational agencies acting together.”.

23 **SEC. 6. PROFESSIONAL DEVELOPMENT DEFINED.**

24 Section 9101(34) (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, sustained, and intensive approach to improving
4 teachers’ and principals’ effectiveness in raising stu-
5 dent achievement 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
11 student academic achievement standards
12 as 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; and

19 “(iii) primarily occurs several times
20 per week among established teams of
21 teachers, principals, and other instruc-
22 tional staff members where the teams of
23 educators engage in a continuous cycle of
24 improvement that—

1 “(I) evaluates student, teacher,
2 and school learning needs through a
3 thorough review of data on teacher
4 and student performance;

5 “(II) defines a clear set of educa-
6 tor learning goals based on the rig-
7 orous analysis of the data;

8 “(III) achieves the educator
9 learning goals based identified in sub-
10 clause (II) by implementing coherent,
11 sustained, and evidence-based learning
12 strategies, such as lesson study and
13 the development of formative assess-
14 ments, that improve instructional ef-
15 fectiveness and student achievement;

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

20 “(V) regularly assesses the effec-
21 tiveness of the professional develop-
22 ment in achieving identified learning
23 goals, improving teaching, and assist-
24 ing all students in meeting chal-

1 lenging State academic achievement
2 standards;

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

6 “ (VII) may be supported by ex-
7 ternal assistance; and

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

11 “ (I) address the learning goals and
12 objectives established for professional de-
13 velopment by educators at the school level;

14 “ (ii) advance the ongoing school-based
15 professional development; and

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