

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; and

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

21 **SEC. 6. PROFESSIONAL DEVELOPMENT DEFINED.**

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

24 “(34) PROFESSIONAL DEVELOPMENT.—The
25 term ‘professional development’ means a comprehen-

1 sive, sustained, and intensive approach to improving
2 teachers' and principals' effectiveness in raising stu-
3 dent achievement that—

4 “(A) fosters collective responsibility for im-
5 proved student performance;

6 “(B) is comprised of professional learning
7 that—

8 “(I) is aligned with rigorous State
9 student academic achievement standards
10 as well as related local educational agency
11 and school improvement goals;

12 “(ii) is conducted among educators at
13 the school and facilitated by well-prepared
14 school principals and school-based profes-
15 sional development coaches, mentors, mas-
16 ter teachers, or other teacher leaders; and

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

23 “(I) evaluates student, teacher,
24 and school learning needs through a

1 thorough review of data on teacher
2 and student performance;

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

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

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

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

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

4 “(VII) may be supported by ex-
5 ternal assistance; and

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

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

12 “(ii) advance the ongoing school-based
13 professional development; and

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