

1 **SEC. 3. DEFINITIONS.**

2 Section 9101 of the Elementary and Secondary Edu-
3 cation Act of 1965 (20 U.S.C. 7801) is amended—

4 (1) by striking paragraph (34) and inserting
5 the following:

6 “(34) **PROFESSIONAL DEVELOPMENT.**—The
7 term ‘professional development’ means comprehen-
8 sive, sustained, and intensive support, provided for
9 teachers, principals, other school leaders, and other
10 instructional staff, that—

11 “(A) fosters collective responsibility for im-
12 proved student learning;

13 “(B) is designed and implemented in a
14 manner that increases teacher, principal, other
15 school leader, paraprofessional, and other in-
16 structional staff effectiveness in improving stu-
17 dent learning and strengthening classroom
18 practice;

19 “(C) analyzes and uses real-time data and
20 information collected from—

21 “(i) evidence of student learning;

22 “(ii) evidence of classroom practice;

23 and

24 “(iii) the State’s longitudinal data
25 system;

26 “(D) is aligned with—

1 “(i) rigorous State student academic
2 achievement standards developed under
3 section 1111(b)(1);

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

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

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

11 “(E) primarily occurs multiple times per
12 week during the regular school day among es-
13 tablished collaborative teams of teachers, prin-
14 cipals, other school leaders, and other instruc-
15 tional staff, by grade level and content area (to
16 the extent applicable and practicable), which
17 teams engage in a continuous cycle of profes-
18 sional learning and improvement that—

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

20 “(I) evidence of student learning;

21 and

22 “(II) evidence of classroom prac-
23 tice;

24 “(ii) defines a clear set of educator
25 learning goals to improve student learning

1 and [strengthen] classroom practice based
2 on the rigorous analysis of evidence of stu-
3 dent learning and evidence of classroom
4 practice;

5 “(iii) develops and implements coher-
6 ent, sustained, and evidenced-based profes-
7 sional development strategies to meet such
8 goals (including through instructional
9 coaching, lesson study, and study groups
10 organized at the school, team, or individual
11 levels);

12 “(iv) provides learning opportunities
13 for teachers to collectively develop and re-
14 fine student learning goals and the teach-
15 ers’ instructional practices and the use of
16 formative assessment;

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

23 “(vi) provides opportunities for follow-
24 up, observation, formative feedback, and
25 assessment of the teacher’s classroom

1 practice, on a regular basis and in a man-
2 ner that allows each such teacher to iden-
3 tify areas of classroom practice that need
4 to be strengthened, refined, and improved;

5 “(F) regularly assesses the effectiveness of
6 the professional development in—

7 “(i) improving student learning; and

8 “(ii) strengthening classroom practice;

9 and

10 “(G) uses an ongoing process of data col-
11 lection and data analysis to evaluate, analyze,
12 and reflect on ongoing improvements in student
13 learning and classroom practice;”; and

14 (2) by adding at the end the following:

15 “(44) EVIDENCE OF CLASSROOM PRACTICE.—

16 The term ‘evidence of classroom practice’ means evi-
17 dence of classroom practice gathered through mul-
18 tiple formats and sources, including some or all of
19 the following:

20 “(A) Demonstration of effective teaching
21 skills.

22 “(B) Classroom observations based on rig-
23 orous teacher performance standards or rubrics.

24 “(C) Student work.

25 “(D) Teacher portfolios.