

1           “(34) PROFESSIONAL DEVELOPMENT.—The  
2 term ‘professional development’ means a systematic  
3 school improvement strategy that—

4           “(A) is designed to—

5           “(i) improve teachers’ and principals’  
6 effectiveness in improving student learning;

7           “(ii) accomplish other important  
8 school goals;

9           “(iii) foster collective responsibility for  
10 improved student achievement; and

11           “(iv) engage established teams of  
12 teachers, principals, and other instruc-  
13 tional staff in ongoing professional develop-  
14 ment designed to support and improve  
15 their professional practice multiple times  
16 per week during the regular work day and  
17 to the extent applicable and practicable, by  
18 grade level and content area to—

19           “(I) evaluate student, teacher,  
20 and school learning needs through a  
21 thorough review of data on student  
22 achievement;

23           “(II) define a clear set of educa-  
24 tor learning goals based on the rig-  
25 orous analysis of the data;

1                   “(III) achieve educator learning  
2                   goals by implementing coherent, sus-  
3                   tained, evidenced-based, and content  
4                   area specific learning strategies, in-  
5                   cluding lesson study, developing form-  
6                   ative assessments, and peer observa-  
7                   tions;

8                   “(IV) regularly assess the effec-  
9                   tiveness in achieving identified learn-  
10                  ing goals, improving teaching, and as-  
11                  sisting all students in meeting chal-  
12                  lenging State student academic  
13                  achievement standards or other meas-  
14                  ures of student achievement; and

15                  “(V) inform ongoing improve-  
16                  ments in teaching practice and stu-  
17                  dent learning;

18                  “(B) is sustained, high-quality, intensive,  
19                  and comprehensive;

20                  “(C) is content-centered, collaborative,  
21                  school-embedded, tied to practice, focused on  
22                  student work, supported by evidence-based re-  
23                  search, and aligned with and designed to help  
24                  students meet challenging State academic con-

1 tent standards and challenging State student  
2 academic achievement standards;

3 “(D) includes sustained in-service activities  
4 to improve and promote strong teaching skills—

5 “(i) in the core academic subjects;

6 “(ii) to integrate technology into the  
7 curriculum;

8 “(iii) to improve understanding and  
9 the use of student assessments;

10 “(iv) to improve classroom manage-  
11 ment;

12 “(v) to address the identification of  
13 students’ specific learning needs, particu-  
14 larly students with disabilities, students  
15 who are limited English proficient, stu-  
16 dents who are gifted and talented, and stu-  
17 dents with low literacy levels, and the tai-  
18 loring of academic instruction to such  
19 needs;

20 “(vi) to apply empirical knowledge  
21 about teaching and learning to their teach-  
22 ing practice and to their ongoing classroom  
23 assessment of students; and

1                   “(vii) to provide instruction on how to  
2                   work with, communicate with, and involve  
3                   parents to foster academic achievement;

4                   “(E) includes sustained training and men-  
5                   toring opportunities that provide active learning  
6                   and observational opportunities for teachers to  
7                   model effective practice, review student work,  
8                   deliver presentations, and improve lesson plan-  
9                   ning;

10                  “(F) is supported by school principals, in-  
11                  cluding school-based coaches, mentors, or lead  
12                  teachers when available, who allocate time, re-  
13                  sources, and structured facilitation to the learn-  
14                  ing teams;

15                  “(G) encourages and supports training of  
16                  teachers, principals, and administrators to ef-  
17                  fectively use and integrate technology—

18                         “(i) into curricula and instruction, in-  
19                         cluding training to improve the ability to  
20                         collect, manage, and analyze data to im-  
21                         prove teaching, decisionmaking, school im-  
22                         provement efforts, and accountability;

23                         “(ii) to enhance learning by students  
24                         with specific learning needs, particularly  
25                         students with disabilities, students who are

1 limited English proficient, students who  
2 are gifted and talented, and students with  
3 low literacy levels; and

4 “(iii) to improve the ability of teach-  
5 ers and administrators to communicate  
6 with, work with, and involve parents in  
7 their children’s education;

8 “(H) is focused on content that is aligned  
9 with challenging State student academic  
10 achievement standards, curricula or curriculum  
11 materials, and assessments, as well as related  
12 local educational agency and school improve-  
13 ment and instructional goals; and

14 “(I) improves the academic content knowl-  
15 edge, as well as knowledge to assess the student  
16 academic achievement and how to use the re-  
17 sults of such assessments to improve instruc-  
18 tion, of teachers in the subject matter or aca-  
19 demic content areas in which the teachers are  
20 considered highly qualified.”.

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