Amendment to the Rules Committee Print
of H.R. 5
Offered by Mr. Polis of Colorado

Page 46, line 12, strike “and”.

Page 46, line 15, strike the period and insert “; and”.

Page 46, after line 15, insert the following:

“(iii) in the case of a local educational agency that is not implementing a teacher evaluation system that meets the requirements of clauses (i) through (v) of section 2123(A)(A), information contained in each school report card of each school served by the local educational agency, and for each quartile of schools in the local educational agency based on school poverty level and for high-minority schools and low-minority schools in the local educational agency, data regarding the percentage and distribution of the following categories of teachers:

“(I) Teachers who are new.
“(II) Teachers who have not completed a teacher preparation program.

“(III) Teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

“(IV) Where applicable, teachers who have the highest or lowest ratings in a professional growth and improvement system.”.

Page 432, after line 6, insert the following:

“(45) PROFESSIONAL DEVELOPMENT.—The term ‘professional development’ means a comprehensive system of professional learning to increase educator effectiveness in improving student learning and achievement means that—

“(A) fosters collective responsibility for improved student performance;

“(B) is comprised of professional learning that—

“(i) is aligned with rigorous State student academic achievement standards as well as related local educational agency and school improvement goals;
“(ii) is conducted among educators at the school and facilitated by well-prepared school principals and school-based professional development coaches, mentors, master teachers, or other teacher leaders who have demonstrated success at getting results with the given student population; and

“(iii) primarily occurs several times per week, or the equivalent of several hours per week, among established teams of teachers, principals, and other instructional staff members where the teams of educators engage in a continuous cycle of improvement that—

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

“(II) defines a clear set of educator learning goals based on the rigorous analysis of the data;

“(III) achieves the educator learning goals based identified in sub-clause (II) by implementing coherent,
sustained, and evidence-based learning strategies, such as lesson study and the development of formative assessments, that improve instructional effectiveness and student achievement;

“(IV) provides job-embedded coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom;

“(V) regularly assesses the effectiveness of the professional development in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging State academic achievement standards;

“(VI) informs ongoing improvements in teaching and student learning; and

“(VII) may be supported by external assistance; and

“(C) may be supported by activities such as courses, workshops, institutes, networks, and conferences that—
“(i) address the learning goals and objectives established by educators at the school level;

“(ii) advance the ongoing school-based professional learning; and

“(iii) are provided for by for-profit and nonprofit entities outside the school such as universities, education service agencies, technical assistance providers, networks of content-area specialists, and other education organizations and associations.’”