

**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:

1 “(iii) in the case of a local educational
2 agency that is not implementing a teacher
3 evaluation system that meets the require-
4 ments of clauses (i) through (v) of section
5 2123(A)(A), information contained in each
6 school report card of each school served by
7 the local educational agency, and for each
8 quartile of schools in the local educational
9 agency based on school poverty level and
10 for high-minority schools and low-minority
11 schools in the local educational agency,
12 data regarding the percentage and dis-
13 tribution of the following categories of
14 teachers:
15 “(I) Teachers who are new.

1 “(II) Teachers who have not
2 completed a teacher preparation pro-
3 gram.

4 “(III) Teachers who are not
5 teaching in the subject or field for
6 which the teacher is certified or li-
7 censed.

8 “(IV) Where applicable, teachers
9 who have the highest or lowest ratings
10 in a professional growth and improve-
11 ment system.”.

Page 432, after line 6, insert the following:

12 “(45) PROFESSIONAL DEVELOPMENT.—The
13 term ‘professional development’ means a comprehen-
14 sive system of professional learning to increase edu-
15 cator effectiveness in improving student learning and
16 achievement means that—

17 “(A) fosters collective responsibility for im-
18 proved student performance;

19 “(B) is comprised of professional learning
20 that—

21 “(i) is aligned with rigorous State stu-
22 dent academic achievement standards as
23 well as related local educational agency
24 and school improvement goals;

1 “(ii) is conducted among educators at
2 the school and facilitated by well-prepared
3 school principals and school-based profes-
4 sional development coaches, mentors, mas-
5 ter teachers, or other teacher leaders who
6 have demonstrated success at getting re-
7 sults with the given student population;
8 and

9 “(iii) primarily occurs several times
10 per week, or the equivalent of several
11 hours per week, among established teams
12 of teachers, principals, and other instruc-
13 tional staff members where the teams of
14 educators engage in a continuous cycle of
15 improvement that—

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

20 “(II) defines a clear set of educa-
21 tor learning goals based on the rig-
22 orous analysis of the data;

23 “(III) achieves the educator
24 learning goals based identified in sub-
25 clause (II) by implementing coherent,

1 sustained, and evidence-based learning
2 strategies, such as lesson study and
3 the development of formative assess-
4 ments, that improve instructional ef-
5 fectiveness and student achievement;

6 “(IV) provides job-embedded
7 coaching or other forms of assistance
8 to support the transfer of new knowl-
9 edge and skills to the classroom;

10 “(V) regularly assesses the effec-
11 tiveness of the professional develop-
12 ment in achieving identified learning
13 goals, improving teaching, and assist-
14 ing all students in meeting chal-
15 lenging State academic achievement
16 standards;

17 “(VI) informs ongoing improve-
18 ments in teaching and student learn-
19 ing; and

20 “(VII) may be supported by ex-
21 ternal assistance; and

22 “(C) may be supported by activities such
23 as courses, workshops, institutes, networks, and
24 conferences that—

1 “(i) address the learning goals and
2 objectives established by educators at the
3 school level;

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

6 “(iii) are provided for by for-profit
7 and nonprofit entities outside the school
8 such as universities, education service
9 agencies, technical assistance providers,
10 networks of content-area specialists, and
11 other education organizations and associa-
12 tions.’”.

