

103^D CONGRESS
2^D SESSION

H. R. 3730

To establish a professional development program.

IN THE HOUSE OF REPRESENTATIVES

JANUARY 25, 1994

Mr. SAWYER introduced the following bill; which was referred to the
Committee on Education and Labor

A BILL

To establish a professional development program.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. PROFESSIONAL DEVELOPMENT.**

4 Part A of title II of the Elementary and Secondary
5 Education Act of 1965 is amended to read as follows:

6 “PART A—DWIGHT D. EISENHOWER PROFESSIONAL
7 DEVELOPMENT PROGRAM

8 **“SEC. 2101. FINDINGS.**

9 “The Congress finds that—

10 “(1) reaching National Education Goal Three
11 (all students will demonstrate mastery of challenging
12 subject matter in the core academic subjects) and

1 National Education Goal Five (U.S. students will
2 become first in the world in mathematics and science
3 achievement) requires a comprehensive educational
4 reform strategy that involves parents, schools, gov-
5 ernment, communities, and other public and private
6 organizations at all levels;

7 “(2) a crucial component of the strategy for
8 achieving these two goals is ensuring, through sus-
9 tained and intensive high-quality professional devel-
10 opment, and through the development and adoption
11 of high quality curriculum, that all teachers are ca-
12 pable of providing challenging learning experiences
13 in the core academic subjects for their students;

14 “(3) decisionmaking as to what activities a
15 State or local educational agency should undertake
16 to improve teaching and learning are best made by
17 individuals in the schools closest to the classroom
18 and most knowledgeable about the needs of schools
19 and students;

20 “(4) the potential positive impact of high-qual-
21 ity professional development is underscored by re-
22 cent research findings that—

23 “(A) professional development must be fo-
24 cused on teaching and learning in order to

1 change the opportunities of all students to
2 achieve higher standards; and

3 “(B) effective professional development fo-
4 cuses on discipline-based knowledge and sub-
5 ject-specific pedagogical skills, involves teams of
6 teachers and administrators in a school and,
7 through professional networks of teachers and
8 administrators, is interactive and collaborative,
9 motivates by its intrinsic content and relation-
10 ship to practice, builds on experience and learn-
11 ing-by-doing, and becomes incorporated into the
12 everyday life of the school;

13 “(5) engaging teachers in the development of
14 high quality curriculum is a powerful professional
15 development activity that improves teaching and
16 learning;

17 “(6) special attention must be given in profes-
18 sional development activities to ensure that edu-
19 cation professionals are knowledgeable of, and make
20 use of, strategies for serving populations that his-
21 torically have lacked access to equal opportunities
22 for advanced learning and career advancement;

23 “(7) States and local educational agencies also
24 need to engage teachers in the development of high
25 quality curricula that is aligned with State or local

1 content and performance standards in order to im-
2 prove teaching and learning and to ensure that stu-
3 dents achieve the State standards;

4 “(8) professional development is often a victim
5 of budget reductions in fiscally difficult times and
6 curriculum development is almost nonexistent in
7 many State and local school systems; and

8 “(9) the Federal Government has a vital role in
9 helping States and local educational agencies to
10 make sustained and intensive high-quality profes-
11 sional development in the core academic subjects be-
12 come an integral part of the elementary and second-
13 ary education system and in providing assistance to
14 such agencies to engage teachers in the development
15 of high quality curriculum that is aligned with State
16 or local content and performance standards.

17 **“SEC. 2102. PURPOSES.**

18 “The purposes of this part are to provide assistance
19 to States and local educational agencies so that such agen-
20 cies can determine how best to improve the teaching and
21 learning of all students through—

22 “(1) helping to ensure that teachers, other
23 staff, and administrators have access to sustained
24 and extensive high-quality professional development
25 that is aligned to challenging State content and per-

1 performance standards in the core academic subjects
2 and that—

3 “(A) is tied to challenging State and local
4 curriculum content and student performance
5 standards;

6 “(B) reflects recent research on teaching
7 and learning;

8 “(C) includes strong academic content and
9 pedagogical components;

10 “(D) is of sufficient intensity and duration
11 to have a positive and lasting impact on the
12 teacher’s performance in the classroom; and

13 “(E) is part of the everyday life of the
14 school and creates an orientation toward contin-
15 uous improvement throughout the school; and

16 “(2) assisting States and local educational
17 agencies to engage teachers in the development of
18 high quality curriculum that is aligned with State or
19 local content and performance standards.

20 **“SEC. 2103. AUTHORIZATION OF APPROPRIATIONS; ALLO-**
21 **CATION BETWEEN SUBPARTS.**

22 “(a) AUTHORIZATION OF APPROPRIATIONS.—For the
23 purpose of carrying out this part, there are authorized to
24 be appropriated \$700,000,000 for fiscal year 1995 and

1 such sums as may be necessary for each of the fiscal years
2 1996 through 1999.

3 “(b) ALLOCATION BETWEEN SUBPARTS.—Of the
4 funds appropriated to carry out this part for a fiscal year,
5 the Secretary shall use—

6 “(1) 5 percent to carry out subpart 1; and

7 “(2) 95 percent to carry out subpart 2.

8 **“Subpart 1—Federal Activities**

9 **“SEC. 2111. PROGRAM AUTHORIZED.**

10 “(a) PROGRAM AUTHORIZED.—The Secretary is au-
11 thorized to make grants to, and enter into contracts and
12 cooperative agreements with, local educational agencies,
13 State educational agencies, State agencies for higher edu-
14 cation, educational service agencies, institutions of higher
15 education, and other public and private agencies, other or-
16 ganizations, and institutions to—

17 “(1) support activities of national significance
18 that will contribute to the development and imple-
19 mentation of high-quality professional development
20 activities in the core academic subject areas;

21 “(2) support the development of challenging
22 curriculum that is aligned with State or local con-
23 tent and performance standards; and

24 “(3) evaluate activities carried out under this
25 subpart and under subpart 2.

1 “(b) COORDINATION WITH OTHER AGENCIES.—In
2 carrying out this program, the Secretary shall consult and
3 coordinate with the National Science Foundation, the Na-
4 tional Endowment for the Humanities, the National En-
5 dowment for the Arts, and other appropriate Federal
6 agencies and entities.

7 **“SEC. 2112. AUTHORIZED ACTIVITIES.**

8 “(a) The Secretary shall use funds available to carry
9 out this subpart—

10 “(1) for the development and maintenance of a
11 national clearinghouse for science, mathematics, and
12 technology education materials;

13 “(2) to support consortia of educational agen-
14 cies and organizations in disseminating information
15 and providing assistance regarding curricula, teach-
16 ing methods, and assessment tools that support na-
17 tional or State content standards in mathematics
18 and science; and

19 “(3) the evaluation of programs under this sub-
20 part and under subpart 2.

21 “(b) The Secretary may use funds available to carry
22 out this subpart—

23 “(1) for the development and maintenance of
24 national clearinghouses for core academic subjects as
25 the Secretary determines are needed;

1 “(2) to provide grants to entities to develop
2 high quality curricula that are aligned with vol-
3 untary national or State content standards;

4 “(3) to sponsor institutes that provide teachers
5 and administrators with professional development
6 that is based on strong and integrated disciplinary
7 content and pedagogical components;

8 “(4) for efforts to train teachers in the innova-
9 tive uses and applications of technology to enhance
10 student learning;

11 “(5) to encourage the development of local and
12 national professional networks of educators;

13 “(6) to disseminate standards in the core aca-
14 demic subjects, including information on voluntary
15 national content and performance standards and re-
16 lated models of high-quality professional develop-
17 ment;

18 “(7) to promote the transferability of licensure
19 and certification of teachers and administrators
20 among State and local jurisdictions; and

21 “(8) support the National Board for Profes-
22 sional Teaching Standards.

23 “(c) In carrying out subsection (a), the Secretary
24 shall ensure that each program, project, and activity con-
25 tained in such subsection receives an allocation that is no

1 less than the amount that each such program, project, or
2 activity received in fiscal year 1994.

3 **“Subpart 2—State and Local Activities**

4 **“SEC. 2121. PROGRAM AUTHORIZED.**

5 “The Secretary is authorized to make grants to State
6 educational agencies for the improvement of teaching and
7 learning through sustained and intensive high-quality pro-
8 fessional development activities in the core academic sub-
9 jects at the State and local levels and the development by
10 teachers and others of high-quality curricula that are
11 aligned with State or local content and performance stand-
12 ards.

13 **“SEC. 2122. ALLOCATION OF FUNDS.**

14 “(a) RESERVATION OF FUNDS.—From the amount
15 made available to carry out this subpart for any fiscal
16 year, the Secretary shall—

17 “(1) reserve one half of one percent for the out-
18 lying areas, to be distributed among them on the
19 basis of relative need, as determined by the Sec-
20 retary in light of the purposes of this part; and

21 “(2) reserve one half of one percent for the Sec-
22 retary of the Interior for programs under this sub-
23 part for professional development activities for
24 teachers, other staff, and administrators in schools
25 operated or funded by the Bureau of Indian Affairs.

1 “(b) STATE ALLOTMENTS.—The Secretary shall allo-
2 cate the remaining amount to each of the 50 States, the
3 District of Columbia, and the Commonwealth of Puerto
4 Rico as follows, except that no State shall receive less than
5 one-half of one percent of such remaining amount:

6 “(1) 50 percent shall be allocated among such
7 jurisdictions on the basis of their relative popu-
8 lations of individuals aged 5 through 17, as deter-
9 mined by the Secretary on the basis of the most re-
10 cent satisfactory data.

11 “(2) 50 percent shall be allocated among such
12 jurisdictions in accordance with the relative amounts
13 such jurisdictions received under part A of title I of
14 this Act for the preceding fiscal year.

15 “(c) REALLOCATION.—If any jurisdiction does not
16 apply for its allotment under subsection (b) for any fiscal
17 year, the Secretary shall reallocate such amount to the re-
18 maining jurisdictions in accordance with such subsection.

19 **“SEC. 2123. WITHIN-STATE ALLOCATIONS.**

20 “(a) RESERVATIONS.—Of the amounts received by a
21 State under this subpart for a fiscal year—

22 “(1) not more than 5 percent shall be used for
23 the administrative costs of programs carried out by
24 the State educational agency and the State agency
25 for higher education;

1 “(2) not more than 5 percent may be used for
2 State-level activities, as described in section 2125;
3 and

4 “(3) of the remaining amount—

5 “(A) 90 percent shall be distributed to
6 local educational agencies, to be used in accord-
7 ance with section 2129, as follows:

8 “(i) 50 percent of such amount shall
9 be distributed in accordance with the rel-
10 ative enrollments in public and private
11 nonprofit schools within their boundaries.

12 “(ii) 50 percent of such amount shall
13 be distributed in accordance with the rel-
14 ative amount such agencies received under
15 part A of title I of this Act for the preced-
16 ing fiscal year; and

17 “(B) 10 percent shall be used for competi-
18 tive grants to institutions of higher education
19 as described in section 2129.

20 “(b) LIMITATION.—

21 “(1) GENERAL RULE.—Except as provided in
22 paragraph (2), any local educational agency that re-
23 ceives an allocation of less than \$10,000 under sub-
24 section (a) shall, for the purpose of providing serv-
25 ices under this subpart, form a consortium with at

1 least 1 other local educational agency or institution
2 of higher education receiving assistance under this
3 section.

4 “(2) WAIVER.—The State educational agency
5 shall waive the application of paragraph (1) in the
6 case of any local educational agency that dem-
7 onstrates that the amount of its allocation is suffi-
8 cient to provide a program of sufficient size, scope,
9 and quality to be effective. In granting waivers
10 under the preceding sentence, the State educational
11 agency shall—

12 “(A) give special consideration to local
13 educational agencies serving rural areas; and

14 “(B) consider cash or in-kind contributions
15 provided from State or local sources that may
16 be combined with the local educational agency’s
17 allocation for the purpose of providing services
18 under this part.

19 **“SEC. 2124. STATE APPLICATIONS.**

20 “(a) APPLICATIONS REQUIRED.—Each State edu-
21 cational agency that wishes to receive its allotment under
22 this subpart for any fiscal year shall submit an application
23 to the Secretary at such time and in such form as the
24 Secretary may require.

1 “(b) STATE PLAN TO IMPROVE TEACHING AND
2 LEARNING—(1) Each application under this section shall
3 include a State plan that—

4 “(A) is integrated with the State’s plan, either
5 approved or being developed, under title III of the
6 Goals 2000: Educate America Act, and satisfies the
7 requirements of this section that are not already ad-
8 dressed by that State plan; or

9 “(B) if the State does not have an approved
10 plan under title III of the Goals 2000: Educate
11 America Act and is not developing such a plan, is
12 integrated with other State plans under this Act and
13 satisfies the requirements of this section.

14 “(2) Each such plan shall also—

15 “(A) be developed in conjunction with the State
16 agency for higher education, institutions of higher
17 education, schools of education, and with the exten-
18 sive participation of teachers and administrators and
19 members of the public who are interested in improv-
20 ing education in the State and show the role of each
21 in implementation;

22 “(B) be designed to give teachers and adminis-
23 trators in the State the knowledge and skills to pro-
24 vide all students the opportunity to meet challenging
25 State performance standards;

1 “(C) include an assessment of State and local
2 needs for professional development and for the devel-
3 opment of curricula that are aligned with State or
4 local content and performance standards;

5 “(D) include a description of how the plan has
6 maintained funding for professional development ac-
7 tivities in mathematics and science education;

8 “(E) a description of how programs in all core
9 academic subjects, but especially in mathematics and
10 science, will take into account the need for greater
11 access to, and participation in, such disciplines by
12 students from historically underrepresented groups,
13 including females, minorities, individuals with lim-
14 ited-English proficiency, the economically disadvan-
15 taged, and the disabled;

16 “(F) if the State’s needs assessment under sub-
17 section (C) demonstrates a need for professional de-
18 velopment, describe how the State will—

19 “(i) work with teachers, administrators,
20 local educational agencies, schools, and institu-
21 tions of higher education to ensure that they
22 develop the capacity to support sustained and
23 intensive, high-quality professional development
24 programs in all the core academic subject areas,
25 but especially in mathematics and science;

1 “(ii) take specific steps for the reform of
2 State requirements for licensure of teachers and
3 administrators, including certification and
4 recertification, to align such requirements with
5 challenging State content and performance
6 standards; and

7 “(iii) address the need for improving
8 teaching and learning through teacher develop-
9 ment beginning with recruitment, pre-service,
10 and induction, and continuing throughout the
11 professional teaching career; and

12 “(G) if the State’s needs assessment under sub-
13 paragraph (C) demonstrates a need for curricula de-
14 velopment, describe—

15 “(i) a strategy for engaging teachers in the
16 development of curricula that are aligned with
17 State or local content and performance stand-
18 ards; and

19 “(ii) how the State will also work with ad-
20 ministrators, parents, school board members,
21 and other members of the community in devel-
22 oping high quality curricula that are aligned
23 with State or local content and performance
24 standards.

1 “(c) ADDITIONAL MATERIAL.—Each State applica-
2 tion shall also include—

3 “(1) a description of how the activities funded
4 under this subpart will be coordinated, as appro-
5 priate, with—

6 “(A) other activities conducted with Fed-
7 eral funds, especially activities supported under
8 part A of title I of this Act;

9 “(B) State and local funds;

10 “(C) resources from business and industry;
11 and

12 “(D) funds from other Federal agencies,
13 such as the National Science Foundation, the
14 Departments of Commerce, Energy, and Health
15 and Human Services, the National Endowment
16 for the Arts, and the National Endowment for
17 the Humanities; and

18 “(2) a description of the activities to be spon-
19 sored under the State-level activities and the higher
20 education components of its program under this sub-
21 part.

22 “(d) PEER REVIEW AND SECRETARIAL APPROVAL.—

23 (1) The Secretary shall approve the application of a State
24 educational agency if it meets the requirements of this sec-

1 tion and holds reasonable promise of achieving the pur-
2 poses of this part.

3 “(2) In reviewing applications, the Secretary shall ob-
4 tain the advice of non-Federal experts on education in the
5 core academic subjects and on teacher education, includ-
6 ing teachers and administrators.

7 **“SEC. 2125. STATE-LEVEL ACTIVITIES.**

8 “Each State may use funds reserved under section
9 2123(a)(2) to carry out activities referred to in section
10 2124(b), such as—

11 “(1) reviewing and reforming State require-
12 ments for teacher and administrator licensure, in-
13 cluding certification and recertification, to align such
14 requirements with the State’s content standards and
15 ensure that teachers and administrators have the
16 knowledge and skills necessary to help students meet
17 challenging State performance standards;

18 “(2) developing performance assessments and
19 peer review procedures, as well as other methods, for
20 licensing teachers and administrators;

21 “(3) providing technical assistance to schools
22 and local educational agencies especially schools and
23 local educational agencies that receive assistance
24 under part A of title I of this Act, to help such
25 schools and agencies provide effective professional

1 development in the core academic subjects and de-
2 velop high quality curricula;

3 “(4) developing or supporting professional de-
4 velopment networks, either within a State or in a re-
5 gional consortium of States, that provide a forum
6 for interaction among teachers and that allow ex-
7 change of information on advances in content assess-
8 ment and pedagogy;

9 “(5) enhancing the effective use of educational
10 technology as an instructional tool for increasing
11 student understanding of the core academic subject
12 areas including—

13 “(A) efforts to train teachers in the inno-
14 vative uses and application of instructional
15 technology, and

16 “(B) utilizing and strengthening existing
17 telecommunications infrastructure dedicated to
18 educational purposes;

19 “(6) providing incentives for teachers to be in-
20 volved in curriculum development and technical as-
21 sistance processes for teachers and students;

22 “(7) professional development enabling teachers
23 and other school staff to ensure that girls, young
24 women, minorities, limited English proficient stu-
25 dents, individuals with disabilities, and economically

1 disadvantaged individuals have the opportunity to
2 achieve challenging State performance standards in
3 the core academic subjects by, for example, encour-
4 aging girls, young women, and minorities to pursue
5 advanced courses in mathematics and science;

6 “(8) designing professional development activi-
7 ties that increase the numbers of members of minor-
8 ity and other underrepresented groups in the teach-
9 ing force in the core subjects;

10 “(9) developing high quality curriculum that is
11 aligned with State or local content and performance
12 standards; and

13 “(10) providing financial or other incentives for
14 teachers to become certified by the National Board
15 for Professional Teaching Standards.

16 **“SEC. 2126. LOCAL PLAN AND APPLICATION FOR IMPROV-**
17 **ING TEACHING AND LEARNING.**

18 “(a) LOCAL APPLICATION.—(1) Each local edu-
19 cational agency that wishes to receive a subgrant under
20 this subpart shall submit an application (singly or as a
21 consortia as described in section 2123(b)) to the State
22 educational agency at such time as the State educational
23 agency shall require, but not less frequently than every
24 3rd year.

1 “(2) If the local educational agency has an applica-
2 tion approved by the State under title III of the Goals
3 2000: Educate America Act, the application required by
4 this section shall be a component of (or, if necessary, an
5 addendum to) its Goals 2000 application.

6 “(3) A local education agency shall set specific per-
7 formance indicators for improving teaching and learning
8 through professional development and curriculum develop-
9 ment.

10 “(4) A local educational agency shall submit, as part
11 of its application, the results of the needs assessment con-
12 ducted under subsection (b), and the local educational
13 agency plan developed in accordance with subsection (c).

14 “(b) NEEDS ASSESSMENT.—(1) A local educational
15 agency that wishes to receive a subgrant under this sub-
16 part shall include in its application an assessment of such
17 agency’s need for professional development, for the devel-
18 opment of high quality curricula that are aligned with
19 State or local content and performance standards.

20 “(2) Such needs assessment shall be carried out with
21 the involvement of teachers and shall take into account
22 what activities need to be conducted in order to give teach-
23 ers and administrators the means, including the knowl-
24 edge and skills, to provide students with the opportunity
25 to meet challenging State or local performance standards.

1 “(c) PLAN DEVELOPMENT.—(1) The plan required
2 under this subsection shall be developed jointly by the local
3 educational agency and by teachers from the core aca-
4 demic disciplines.

5 “(2) Such teachers shall also be representative of the
6 grade spans within schools to be served.

7 “(3) Based on the needs assessment required under
8 subsection (b), the local educational agency’s plan shall
9 include the following—

10 “(A) a description of the local educational agen-
11 cy’s strategy to improve teaching and learning in
12 every school;

13 “(B) a description of how the plan contributes
14 to the local educational agency’s overall efforts for
15 school reform and educational improvement;

16 “(C) a description of the activities the local
17 educational agency intends to undertake under this
18 subpart consistent with such agency’s needs assess-
19 ment conducted under subsection (b);

20 “(D) a description of how the plan has main-
21 tained funding for professional development activi-
22 ties in mathematics and science education;

23 “(E) a description of how programs in all core
24 academic subjects, but especially in mathematics and
25 science, will take into account the need for greater

1 access to, and participation in, such disciplines by
2 students from historically underrepresented groups,
3 including females, minorities, individuals with lim-
4 ited-English proficiency, the economically disadvan-
5 taged, and the disabled;

6 “(F) an assurance that the activities conducted
7 with funds received under this program will be as-
8 sessed at least every 3 years using the performance
9 indicators; and

10 “(G) a description of how the program funded
11 under this subpart will be coordinated, as appro-
12 priate, with—

13 “(i) activities conducted under section
14 2130 and other services of institutions of higher
15 education;

16 “(ii) similar State and local activities;

17 “(iii) resources provided under part A of
18 title I and other parts of this Act, particularly
19 part B of title II;

20 “(iv) resources from business, industry,
21 private nonprofit organizations (including muse-
22 ums, libraries, educational television stations,
23 professional organizations and associations spe-
24 cializing in, or with a demonstrated expertise in
25 the core academic disciplines);

1 “(v) funds or programming from other
2 Federal agencies, such as the National Science
3 Foundation, the Department of Energy, the
4 Department of Health and Human Services, the
5 National Endowment for the Humanities, and
6 the National Endowment for the Arts; and

7 “(vi) an identification of funding that will
8 provide the local educational agency’s contribu-
9 tion under section 2127.

10 **“SEC. 2127. LOCAL COST SHARING.**

11 “(a) IN GENERAL.—Each local educational agency
12 shall bear not less than 33 percent of the cost of any pro-
13 gram carried out under this subpart, but not including the
14 cost of services provided to private school teachers.

15 “(b) AVAILABLE RESOURCES FOR COST-SHARING.—
16 A local educational agency may meet the requirements of
17 subsection (a) through one or more of the following:

18 “(1) Cash expenditures from non-Federal
19 sources, including private contributions, directed to-
20 ward professional development and curriculum devel-
21 opment activities.

22 “(2) Release time for teachers participating in
23 professional development or curricula development
24 funded under this subpart.

1 “(3) Funds received under one or more of the
2 following programs, if used for professional develop-
3 ment or curricula development activities consistent
4 with this subpart and the statutes under which such
5 funds were received, and used to benefit students
6 and teachers in schools that otherwise would have
7 been served with such funds:

8 “(A) Part A of title I of this Act.

9 “(B) The Safe and Drug Free Schools pro-
10 gram under title IV of this Act.

11 “(C) The bilingual education program
12 under title VII of this Act.

13 “(D) Title III of the Goals 2000: Educate
14 America Act.

15 “(E) Programs that are related to the pur-
16 poses of this Act that are administered by other
17 agencies, including the National Science Foun-
18 dation, the National Endowment for the Hu-
19 manities, the National Endowment for the Arts,
20 and the Department of Energy.

21 “(c) WAIVER.—The State educational agency may
22 approve an application which has not fully met the re-
23 quirements of subsection (a) and waive the requirements
24 of subsection (a) if a local educational agency can dem-
25 onstrate that it is unable to meet the requirements of sub-

1 section (a) due to economic hardship and that compliance
2 with such requirements would preclude its participation in
3 the program.

4 **“SEC. 2128. LOCAL ALLOCATION OF FUNDS AND ALLOW-**
5 **ABLE ACTIVITIES.**

6 “(a) LOCAL ALLOCATION OF FUNDS.—Each local
7 educational agency that receives funds under this subpart
8 for any fiscal year—

9 “(1) shall use not less than 80 percent of such
10 funds for—

11 “(A) professional development of teachers,
12 administrators, and other staff; and

13 “(B) engaging teachers and other staff in
14 the development of high quality curricula
15 aligned with State and local content and per-
16 formance standards, in a manner that is deter-
17 mined by such teachers and staff and is consist-
18 ent with the provisions of such local educational
19 agency’s application under section 2126, any
20 school plan under part A of title I of this Act,
21 and any other plan for professional development
22 or curricula development carried out with Fed-
23 eral, State, or local funds; and

24 “(2) may use not more than 20 percent of such
25 funds for district-level professional or curricula de-

1 velopment activities, which may include the partici-
2 pation of administrators and policymakers.

3 “(b) AUTHORIZED ACTIVITIES.—Each local edu-
4 cational agency and school that receives funds under this
5 subpart shall use such funds for activities that give teach-
6 ers and administrators the knowledge and skills to provide
7 students with the opportunity to meet challenging State
8 or local content and performance standards. Funds re-
9 ceived by local educational agencies under this subpart
10 only shall be used only for the activities specified under
11 subsections (c) and (d).

12 “(c) PROFESSIONAL DEVELOPMENT.—If a needs as-
13 sessment conducted under section 2126(b) determines
14 that funds under this subpart should be used to provide
15 professional development in the core academic subjects for
16 teachers and other school staff, the local educational agen-
17 cy shall use such funds for professional development for
18 teachers and other staff to support teaching consistent
19 with State, or local content standards, and shall, to the
20 extent practicable, coordinate such activities with institu-
21 tions of higher education and activities under section
22 2129:

23 “(1) Professional development activities funded
24 under this subpart shall—

1 “(A) be tied to challenging State or local
2 curriculum content and student performance
3 standards;

4 “(B) reflect recent research on teaching
5 and learning;

6 “(C) include strong academic content and
7 pedagogical components;

8 “(D) be of sufficient intensity and duration
9 to have a positive and lasting impact on the
10 teacher’s performance in the classroom; and

11 “(E) be part of the everyday life of the
12 school and create an orientation toward contin-
13 uous improvement throughout the school.

14 “(2) Funds under this subpart may be used for
15 professional development activities such as—

16 “(A) professional development for teams of
17 teachers, administrators, or other staff from in-
18 dividual schools, to support teaching consistent
19 with State or local content standards;

20 “(B) support and time for teachers and
21 other school staff to participate in professional
22 development in the core subjects offered
23 through professional associations, universities,
24 and other providers including museums and
25 educational partnership organizations;

1 “(C) activities that provide followup for
2 teachers who have participated in professional
3 development activities that are designed to en-
4 sure that knowledge and skills learned by the
5 teacher are implemented in the classroom;

6 “(D) the establishment and maintenance of
7 local professional networks that provide a forum
8 for interaction among teachers and that allow
9 exchange of information on advances in content
10 and pedagogy;

11 “(E) activities to prepare teachers in the
12 effective use of educational technology as an in-
13 structional tool for increasing student under-
14 standing of the core academic subject areas;

15 “(F) activities to enable teachers to ensure
16 that girls, young women, minorities, limited-
17 English proficient students, individuals with
18 disabilities, and economically disadvantaged in-
19 dividuals the opportunity to achieve the chal-
20 lenging State performance standards in the core
21 academic subjects;

22 “(G) professional development activities
23 designed to increase the number of minorities,
24 individuals with disabilities, and other
25 underrepresented groups teaching in the core

1 academic subjects, particularly in mathematics
2 and science;

3 “(H) the development of incentive strate-
4 gies for rewarding schools where a substantial
5 portion of the teachers achieve certification by
6 the National Board for Professional Teaching
7 Standards; and

8 “(I) other sustained and intensive high-
9 quality professional development activities in
10 the core academic subjects.

11 “(d) CURRICULUM DEVELOPMENT.—(1) If the needs
12 assessment of a local educational agency determines that
13 funds under this subpart should be used for development
14 curricula, such agency shall use the funds provided to de-
15 velop high quality curricula that is aligned with State or
16 local content and performance standards.

17 “(2) Funds may be used to purchase the curriculum
18 materials to the extent such materials are essential compo-
19 nents of the local educational agency’s plan to improve
20 teaching and learning in the core academic subjects.

21 **“SEC. 2129. HIGHER EDUCATION ACTIVITIES.**

22 “(a) GENERAL.—(1) The State agency for higher
23 education, working in conjunction with the State edu-
24 cational agency (if it is a separate agency), shall make
25 grants to, or enter into contracts or cooperative agree-

1 ments with, institutions of higher education and nonprofit
2 organizations including museums and educational partner-
3 ship organizations, working in conjunction with local edu-
4 cational agencies, for—

5 (A) professional development activities in the
6 core academic subject areas that contribute to the
7 State plan for professional development; and

8 (B) engaging teachers in the development of
9 high-quality curricula that are aligned with State or
10 local content and performance standards.

11 “(2) All such awards shall be made on a competitive
12 basis.

13 “(3) Each project funded under this section shall in-
14 volve a joint effort of the recipient’s school or department
15 of education and the schools or departments in the specific
16 disciplines in which assistance may be provided.

17 “(b) ALLOWABLE ACTIVITIES.—A recipient of funds
18 under this section shall use those funds for—

19 “(1) sustained and intensive high-quality pro-
20 fessional development for teams of teachers, or
21 teachers and administrators from individual schools
22 or districts;

23 “(2) other sustained and intensive professional
24 development activities related to achievement of the
25 State plan for professional development such as—

1 “(A) establishment and maintenance of
2 professional networks of teachers that provide a
3 forum for interaction among teachers and that
4 allow exchange of information on advances in
5 content and pedagogy;

6 “(B) programs that prepare teachers to be
7 effective users of information technology, able
8 to integrate technology into their pedagogy and
9 their instructional practices, and able to en-
10 hance their curricular offerings by appropriate
11 applications of technology;

12 “(C) programs that utilize information
13 technology to deliver sustained and intensive
14 high quality professional development activities
15 for teachers;

16 “(D) activities to enable teachers to ensure
17 that girls, young women, minorities, limited-
18 English proficient students, individuals with
19 disabilities, and economically disadvantaged in-
20 dividuals have the opportunity to achieve the
21 challenging State performance standards in the
22 core academic subjects;

23 “(E) professional development activities
24 designed to increase the number of minorities,
25 individuals with disabilities, and other

1 underrepresented groups teaching in the core
2 academic subjects, particularly in mathematics
3 and science;

4 “(F) establishment of professional develop-
5 ment academies operated as partnerships be-
6 tween one or more elementary or secondary
7 schools and one or more institutions of higher
8 education to provide school-based teacher train-
9 ing that provides prospective and novice teach-
10 ers with an opportunity to work under the guid-
11 ance of master teachers and college faculty
12 members; and

13 “(G) technical assistance to local edu-
14 cational agencies in providing sustained and in-
15 tensive high quality professional development
16 activities for teachers.

17 **“Subpart 3—General Provisions**

18 **“SEC. 2131. REPORTING AND ACCOUNTABILITY.**

19 “(a) STATES.—Each State that receives funds under
20 this part shall submit a report to the Secretary every 3
21 years on the State’s progress toward the performance indi-
22 cator identified in its State plan, as well as on the effec-
23 tiveness of State and local activities under this part.

24 “(b) LOCAL EDUCATIONAL AGENCIES.—Each local
25 educational agency that receives funds under this part

1 shall submit a report to the State every 3 years on its
2 progress toward the outcome performance indicators in its
3 plan.

4 “(c) FEDERAL EVALUATION.—The Secretary shall
5 report to the President and Congress on the effectiveness
6 of programs and activities funded under this part.

7 “(d) PROHIBITION ON FUNDS BEING USED FOR
8 CONSTRUCTION OR RENOVATION.—Funds received under
9 this part shall not be used for construction or renovation
10 of buildings, rooms, or any other facilities.

11 **“SEC. 2132. DEFINITIONS**

12 “As used in this part, the following terms have the
13 following meanings:

14 “(1) The term ‘core academic subjects’ means
15 those subjects listed in the State plan under title III
16 of the Goals 2000: Educate America Act or under
17 National Education Goal Three as set out in section
18 102(3) of such Act.

19 “(2) The term ‘performance indicators’ means
20 measures of specific outcomes that the State or local
21 educational agency identifies as assessing progress
22 toward the goal of ensuring that all teachers have
23 the knowledge and skills to assist their students to
24 meet challenging State standards in the core aca-

1 demic subject areas. Examples of such indicators in-
2 clude—

3 “(A) the degree to which licensure require-
4 ments are tied to State standards;

5 “(B) specific increases in the number of el-
6 ementary and secondary teachers with strong
7 content backgrounds in the core academic sub-
8 jects; and

9 “(C) specific increases in the number of
10 Board certified teachers licensed in each core
11 subject.

12 “(3) The term ‘sustained and intensive high-
13 quality professional development’ means professional
14 development activities that—

15 “(A) are tied to challenging State or vol-
16 untary national content and performance stand-
17 ards;

18 “(B) reflect up-to-date research in teach-
19 ing and learning and include integrated content
20 and pedagogical components;

21 “(C) are of sufficient intensity and dura-
22 tion to have a positive and lasting impact on
23 the teacher’s performance in the classroom or
24 the administrator’s performance on the job; and

1 “(D) recognize teachers as an important
2 source of knowledge that should inform and
3 help shape professional development.

4 “(4) The term ‘local standard’ means challeng-
5 ing content and performance standards in the core
6 subjects (in addition to State content and perform-
7 ance standards approved by the State for title I).

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