



Compilation of Principal and School Leader References in the Every Child Achieves Act (S.1177)
Highlighted Select References

TITLE I -

SEC. 1004. BASIC PROGRAM REQUIREMENTS.

SEC. 1111. STATE PLANS.

(a) PLANS REQUIRED.—

(1) IN GENERAL.—For any State desiring to receive a grant under this part, the State educational agency shall submit to the Secretary a plan, developed by the State educational agency with timely and meaningful consultation with the Governor, representatives of the State legislature and State board of education (if the State has a State board of education), local educational agencies (including those located in rural areas), representatives of Indian tribes located in the State, teachers, principals, other school leaders, public charter school representatives (if applicable), specialized instructional support personnel, paraprofessionals (including organizations representing such individuals), administrators, other staff, and parents, that—

- (I) are representative of teachers, principals, other school leaders, specialized instructional support personnel, State educational agencies, local educational agencies, and individuals and researchers with practical experience in implementing academic standards, assessments, or accountability systems, and meeting the needs of disadvantaged students, children with disabilities, students who are English learners, the needs of low-performing schools, and other educational needs of students;

(6) Limitations - (A)(v)(VIII) indicators or specific measures of teacher, principal, or other school leader effectiveness or quality; or

(2) Academic Assessments (B)(xii) enable itemized score analyses to be produced and reported, consistent with clause (iii), to local educational agencies and schools, so that parents, teachers, principals, other school leaders, and administrators can interpret and address the specific academic needs of students as indicated by the students' achievement on assessment items; (pg 45)

(6) Prohibition on federal interference with state and local decisions (J) any aspect or parameter of a teacher, principal, or other school leader evaluation system within a State or local educational agency; (K) indicators or measures of teacher, principal, or other school leader effectiveness or quality. (pg 68)

(c) Other Plan Provisions (A)(ii) how such minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when setting the minimum number; and (pg 68)

(C) in the case of a State that proposes to use funds under this part to offer early childhood education programs, how the State provides assistance and support to local educational agencies and individual elementary schools that are creating, expanding, or improving such programs, such as through plans for engaging and supporting principals and other school leaders responsible for improving early childhood

alignment with their elementary school, supporting teachers in understanding the transition between early learning to kindergarten, and increasing parent and community engagement; (pg70)

(F) how low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by ineffective, out-of-field, and inexperienced teachers, **principals, or other school leaders**, and the measures the State educational agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description;

(G) how the State will make public the methods or criteria the State or its local educational agencies are using to measure teacher, **principal, and other school leader** effectiveness for the purpose of meeting the requirements described in subparagraph (F); however, nothing in this subparagraph shall be construed as requiring a State to develop or implement a teacher, **principal, or other school leader** evaluation system;

(C) Minimum Requirements: Each State report card required under this subsection shall include the following information (iv) (I) inexperienced teachers, **principals, and other school leaders**;
(IV) teachers, **principals, and other school leaders** who are ineffective, as determined by the State, using the methods or criteria under subsection (c)(1)(G); and
(V) the annual retention rates of effective and ineffective teachers, **principals, and other school leaders**, as determined by the State, using the methods or criteria under subsection(c)(1)(G).
(pg 89)

(ix) For a State that implements a teacher, **principal, and other school leader** evaluation system consistent with title II, the evaluation results of teachers, **principals, and other school leaders**, except that such information shall not provide personally identifiable information on individual teachers, **principals, or other school leaders**. (pg 90)

(5)Annual State Report to the Secretary (I) (iii) teachers who are not effective, as determined by the State if the State has a statewide teacher, **principal, or other school leader evaluation system**; and
(J) if the State has a statewide teacher, **principal, or other school leader evaluation system**, information on the results of such teacher, **principal, or other school leader evaluation** systems that does not reveal personally identifiable information.
(pg 106)

(6) PRESENTATION OF DATA. — (A) IN GENERAL. —A State educational agency or local educational agency shall only include in its annual report card described under paragraphs (1) and (2) data that are sufficient to yield statistically reliable information, and that do not reveal personally identifiable information about an individual student, teacher, **principal, or other school leader**.(pg 107)

(8) Secretary's Report Card (v) analyze information on the teaching, **principal, and other school leader professions**, including education and training, retention and mobility, and effectiveness in improving student achievement.(pg 109)

SEC. 1112. LOCAL EDUCATIONAL AGENCY PLANS. (a) PLANS REQUIRED. — (1) SUBGRANTS. —
(A) is developed with timely and meaningful consultation with teachers, **principals, other school leaders**, public charter school representatives (if applicable), specialized instructional support personnel, paraprofessionals (including organizations representing such individuals), administrators (including

administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children in schools served under this part (pg 112)

(b) Plan Provisions (11) how teachers and **school leaders**, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1113, will identify the eligible children most in need of services under this part; (pg 118)

(2) Schoolwide Program Plan (B) is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, **principals, other school leaders**, paraprofessionals present in the school, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and students; (pg 145)

(2) Targeted Assistance School Program (iv) supporting effective teachers, **principals, other school leaders**, paraprofessionals, and, if appropriate, specialized instructional support personnel, and other school personnel who work with participating children in programs under this subsection or in the regular education program with resources provided under this part, and, to the extent practicable, from other sources, through professional development; (pg 156)

(3) STATE EDUCATIONAL AGENCY RESPONSIBILITIES.— (D) publicize and disseminate to the public, including teachers, **principals and other school leaders**, and parents, the results of the State review under paragraph (1). (pg 166)

(b) LOCAL EDUCATIONAL AGENCY REVIEW AND RESPONSIBILITIES.—

(1) IN GENERAL.—Each local educational agency with a school identified as in need of intervention and support under subsection (a)(1)(A) shall, in consultation with teachers, **principals and other school leaders**, school personnel, parents, and community members— (pg 167)

Subgrants to Local Educational Agencies (5)(A) a description of the process the local educational agency has used for selecting an appropriate evidence-based school intervention and support strategy for each school to be served, including how the local educational agency has analyzed the needs of each such school in accordance with subsection (b)(1) and meaningfully consulted with teachers, **principals, and other school leaders** in selecting such intervention and support strategy; (pg 179)

(C) in paragraph (3), by striking ‘pupil services personnel, principals’ and inserting ‘specialized instructional support personnel, **principals, and other school leaders**’(pg 194)

(5) Stakeholder Feedback (A) how educators, **school leaders**, and administrators use assessment data to improve and differentiate instruction;

(C) the extent to which assessment data is presented in an accessible and understandable format for educators, **school leaders**, parents, students (if appropriate), and the community; (pg 233)

(f) Subgrants to Local Educational Agencies (D) improve the capacity of **school leaders** and educators to disseminate assessment data in an accessible and understandable format for parents and families, including for children with disabilities or English learners;

(C) Progress Report (ii) Criteria(IV) teachers, principals, and other school leaders have demonstrated a commitment and capacity to implement or continue to implement the innovative assessment systems; (pg 244)

(IV) teachers, principals, and other school leaders have demonstrated a commitment and capacity to implement or continue to implement the innovative assessment systems; (pg 245)

(iv) feedback from teachers, principals, other school leaders, and parents about their satisfaction with the innovative assessment system; and (pg 254)

(E) solicited feedback from teachers, principals, other school leaders, and parents about their satisfaction with the innovative assessment system; and (pg 262)

Section 1015 – General Provisions - (B) in subsection (b)—(i) in paragraph (1), by inserting ‘principals, other school leaders (including charter school leaders),’ after ‘teachers,’; (pg 294)

SEC. 1019. REPORT ON STUDENT HOME ACCESS TO DIGITAL LEARNING RESOURCES.

(B) strategies employed by educators, school leaders, and administrators to address the differing levels of home Internet access among students; and (pg 310)

TITLE II—HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS

Section 2001 – Purpose (1) increasing the ability of local educational agencies, schools, teachers, principals, and other school leaders to provide a well-rounded and complete education for all students; (2) improving the quality and effectiveness of teachers, principals, and other school leaders; (3) increasing the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and (4) ensuring that low-income and minority students are served by effective teachers, principals, and other school leaders and have access to a high quality instructional program. (pg 313)

Section 2002 – Definitions –

(1) SCHOOL LEADER RESIDENCY PROGRAM.—The term ‘school leader residency program’ means a school-based principal, school leader, or principal and school leader preparation program in which a prospective principal or school leader—

‘(ii) receives ongoing support from a mentor principal or school leader who is effective. (pg 314)

Sec. 2003 – Authorization and Appropriations

(c) TEACHER AND SCHOOL LEADER INCENTIVE PROGRAM.—For the purposes of carrying out part B, there are authorized to be appropriated such sums as may be necessary for each of fiscal years 2016 through 2021.

State Use of Funds - ‘(3) PRINCIPALS AND OTHER SCHOOL LEADERS.—Notwithstanding paragraph (1) and in addition to funds otherwise available for activities under paragraph (4), a State educational agency may reserve not more than 3 percent of the amount reserved for subgrants to local educational agencies under paragraph (1) for activities for principals and other school leaders described in paragraph (4), if such reservation would not result in a lower allocation to local educational agencies under section 2102, as compared to such allocation for the preceding fiscal year.(pg 321)

(B) Types of State Activities - (i) Reforming teacher, principal, and other school leader certification, recertification, licensing, or tenure systems or preparation program standards and approval processes to ensure that— (pg 322)

(iii) Improving equitable access to effective teachers, principals, and other school leaders. (pg 324)

(iv) Carrying out programs that establish, expand, or improve alternative routes for State certification of teachers (especially for teachers of children with disabilities, English learners, science, technology, engineering, mathematics, or other areas where the State demonstrates a shortage of educators), principals, and other school leaders, for—

(V) recent graduates of institutions of higher education with records of academic distinction who demonstrate the potential to become highly effective teachers, principals, or other school leaders. (pg 325)

(v) Developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers, principals, and other school leaders who are effective in improving student academic achievement, including highly effective teachers from underrepresented minority groups and teachers with disabilities, such as through—

(I) teacher advancement initiatives that promote professional growth and emphasize multiple career paths, such as school leadership, mentoring, involvement with school intervention and support, and instructional coaching;(pg 327)

(II) strategies that provide differential pay, or other incentives, to recruit and retain teachers in high need academic subjects and teachers, principals, or other school leaders, in low-income schools and school districts, which may include performance-based pay systems; and

(III) new teacher, principal, and other school leader induction and mentoring programs that are evidence-based and designed to—

(bb) increase the retention of effective teachers, principals, and other school leaders;

(cc) improve school leadership to improve classroom instruction and student learning and achievement; and

(dd) provide opportunities for teachers, principals, and other school leaders who are experienced, are effective, and have demonstrated an ability to work with adult learners to be mentors. (pg 327)

(II) the development and support of other school leadership programs to develop educational leaders.

(ix) Supporting efforts to train teachers, principals, and other school leaders to effectively integrate technology into curricula and instruction, which may include blended learning projects that include an element of online learning, combined with supervised learning time and student-led learning, in which the elements are connected to provide an integrated learning experience.

(xi) Supporting teacher, principal, and other school leader residency programs.

(xii) Reforming or improving teacher, principal, and other school leader preparation programs. (pg 329)

(xv) Developing, or assisting local educational agencies in developing, strategies that provide teachers, principals, and other school leaders with the skills, credentials, or certifications needed to educate all students in postsecondary education coursework through early college high school or dual or concurrent enrollment courses or programs.

(xvi) Providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse.

(xvii) Supporting principals, other school leaders, teachers, teacher leaders, paraprofessionals, early childhood education program directors, and other early childhood education program providers to participate in efforts to align and promote quality early learning experiences from prekindergarten through grade 3.

(xix) Supporting the efforts and professional development of teachers, principals, and other school leaders to integrate academic and career and technical education content into instructional practices, which may include—

(E) If a State educational agency plans to use funds under this part to improve equitable access to effective teachers, principals, and other school leaders, a description of how such funds will be used to meet the State’s commitment described in section 1111(c)(1)(F) to ensure equitable access to effective teachers, principals, and school leaders.

(H) A description of how the State educational agency will improve the skills of teachers, principals, and other school leaders in order to enable them to identify students with specific learning needs, particularly students with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.(I) A description of how the State will use data and ongoing consultation with and input from teachers and teacher organizations, principals, other school leaders, specialized instructional support personnel, parents, community partners, and (where applicable) institutions of higher education, to continually update and improve the activities supported under this part.

(J) A description of actions the State may take to improve preparation programs and strengthen support for principals and other school leaders based on the needs of the State, as identified by the State educational agency.

(3) CONSULTATION.—In developing the State plan under this subsection, a State shall—(A) involve teachers, teacher organizations, principals, other school leaders, specialized instructional support personnel, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this title;

(1) The development, improvement, or implementation of elements of any teacher, principal, or school leader evaluation systems.(pg 336)

SEC. 2102. SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES.

(B) Requirements - (i) increasing the number of teachers, principals, and other school leaders who are effective in improving student academic achievement;

(ii) ensuring that low-income and minority students are not disproportionately served by ineffective teachers, principals, and other school leaders;

(iv) hiring, retention, and advancement and leadership opportunities for effective teachers, principals, and other school leaders; (pg 340)

(v) supporting and developing all educators, including preschool, kindergarten, elementary, middle, or high school teachers (including special education and career and technical education teachers), principals, other school leaders, early childhood directors, specialized instructional support personnel, paraprofessionals, or other staff members who provide or directly support instruction;

(vii) improving student behavior, including the response of teachers, principals, and other school leaders to student behavior, in the classroom and school, including the identification of early and appropriate interventions, which may include positive behavioral interventions and supports;(pg 341)

(E) A description of the local educational agency's systems of hiring and professional growth and improvement, such as induction for teachers, principals, and other school leaders.

(F) A description of how the local educational agency will support efforts to train teachers, principals, and other school leaders to effectively integrate technology into curricula and instruction. (pg 344)

Sec. 2103 – Local Use of Funds

(B) developing and implementing initiatives to assist in recruiting, hiring, and retaining highly effective teachers, principals, and other school leaders, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards described in section 1111(b)(1), to improve within-district equity in the distribution of teachers, principals, and school leaders consistent with the requirements of section 1111(c)(1)(F), such as initiatives that provide—

(iii) teacher, paraprofessional, principal, and other school leader advancement and professional growth, and an emphasis on leadership opportunities, multiple career paths and pay differentiation;

(iv) new teacher, principal, and other school leader induction and mentoring programs that are designed to—

(I) improve classroom instruction and student learning and achievement;

(II) increase the retention of effective teachers, principals, and other school leaders;

(III) improve school leadership to improve classroom instruction and student learning and achievement; and

(v) the development and provision of training for school leaders, coaches, mentors and evaluators on how to accurately differentiate performance, provide useful feedback, and use evaluation results to inform decisionmaking about professional development, improvement strategies, and personnel decisions; (pg 348)

(C) recruiting qualified individuals from other fields to become teachers, principals, or other school leaders including mid-career professionals from other occupations, former military personnel, and recent graduates of institutions of higher education with a record of academic distinction who demonstrate potential to become effective teachers, principals, or other school leaders;

(E) providing high-quality, personalized professional development for teachers, instructional leadership teams, principals, and other school leaders, focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, and other school leaders to—

(i) the knowledge base of teachers, principals, and other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and

(ii) the ability of principals and other school leaders to support teachers, teacher leaders, early childhood educators, and other professionals to meet the needs of students through age 8, which may include providing joint professional learning and planning activities for school staff and educators in preschool programs that address the transition to elementary school;

- (H) providing training, technical assistance, and capacity-building in local educational agencies to assist teachers and school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond, as appropriate;
- (I) supporting teacher, **principal, and school leader** residency programs;
- (J) reforming or improving teacher, **principal, and other school leader** preparation programs; (pg 352)
- (O) providing training for all school personnel, including teachers, principals, other school leaders, specialized instructional support personnel, and paraprofessionals, regarding how to prevent and recognize child sexual abuse;
- (Q) providing training for teachers, **principals, and other school leaders** to address school climate issues such as school violence, bullying, harassment, drug and alcohol use and abuse, and rates of chronic absenteeism (including both excused and unexcused absences);
- (U) providing high-quality professional development for teachers, **principals, and other school leaders** on effective strategies to integrate rigorous academic content, career and technical education, and work-based learning, if appropriate, which may include providing common planning time, to help prepare students for postsecondary education and the workforce without the need for remediation;

(c) Principles of Effectiveness

- (i) increase the number of teachers, **principals, and other school leaders** who are effective in improving student academic achievement;
- (ii) ensure that low-income and minority students are served by effective teachers, **principals, and other school leaders**; and
- (i) aimed at ensuring that all students receive a high-quality education taught by effective teachers and attend schools led by effective **principals and other school leaders**; and (pg 356)

(C) include meaningful and ongoing consultation with and input from teachers, teacher organizations, **principals, other school leaders**, specialized instructional support personnel, parents, community partners, and (where applicable) institutions of higher education, in the development of the application and administration of the program or activity.

(2) PERIODIC EVALUATION.—(A) IN GENERAL.—A program or activity carried out under this section shall undergo a periodic evaluation to assess its progress toward achieving the goal of providing students with a high-quality education, taught by effective teachers, in schools led by **effective principals and school leaders** that results in improved student academic achievement. (pg 358)

Sec 2104 – State Reporting

(1) the number and percentage of teachers, **principals, and other school leaders** in the State and each local educational agency in the State who are licensed or certified, provided such information does not reveal personally identifiable information;

(4) if funds are used under this part to improve equitable access to teachers, **principals, and other school leaders** for low-income and minority students, a description of how funds have been used to improve such access. (pg 359)

SEC. 2105. NATIONAL ACTIVITIES OF DEMONSTRATED EFFECTIVENESS.

(D) identify or develop evidence-based professional development for teachers, paraprofessionals, principals, other school leaders, and specialized instructional support personnel to—

Programs of National Significance

(A) providing teachers, principals, and other school leaders from nontraditional preparation and certification routes or pathways to serve in traditionally underserved local educational agencies; (pg 363)

(C) providing teachers, principals, and other school leaders with professional development activities that enhance or enable the provision of postsecondary coursework through dual or concurrent enrollment and early college high school settings across a local educational agency.

(E) providing teachers, principals, and other school leaders with evidence-based professional enhancement activities, which may include activities that lead to an advanced credential. (pg 364)

Definition of Eligible Entity

(B) a national nonprofit entity with a demonstrated record of raising student academic achievement, graduation rates, and rates of higher education attendance, matriculation, or completion, or of effectiveness in providing preparation and professional development activities and programs for teachers, principals, and other school leaders; or

(d) SCHOOL LEADER RECRUITMENT AND SUPPORT PROGRAMS.—

(A) developing or implementing leadership training programs designed to prepare and support principals and other school leaders in high-need schools, including through new or alternative pathways and school leader residency programs;

(B) developing or implementing programs or activities for recruiting, selecting, and developing aspiring or current principals and other school leaders to serve in high-need schools;

(C) developing or implementing programs for recruiting, developing, and placing school leaders to improve schools identified for intervention and support under section 1114(a)(1)(A), including through cohort-based activities that build effective instructional and school leadership teams and develop a school culture, design, instructional program, and professional development program focused on improving student learning;

(D) providing continuous professional development for principals and other school leaders in high-need schools;

(F) other evidence-based programs or activities described in section 2101(c)(3) or section 2103(b)(4) focused on principals and other school leaders in high-need schools.

Part B TEACHER AND SCHOOL LEADER INCENTIVE PROGRAM

S EC. 2201. PURPOSES; DEFINITIONS.

(a) PURPOSES.—The purposes of this part are—

(1) to assist States, local educational agencies, and nonprofit organizations to develop, implement, improve, or expand comprehensive performance based compensation systems or human capital management systems for teachers, principals, and other school leaders (especially for teachers, principals, and other school leaders in high-need schools) who raise student academic achievement and close the achievement gap between high- and low-performing students; and

(2) to study and review performance-based compensation systems or human capital management systems for teachers, principals, and other school leaders to evaluate the effectiveness, fairness, quality, consistency, and reliability of the systems.

(4) PERFORMANCE-BASED COMPENSATION SYSTEM.—The term ‘performance-based compensation system’ means a system of compensation for teachers, principals, and other school leaders that—

(B) may include—

(i) differentiated levels of compensation, which may include bonus pay, on the basis of the employment responsibilities and success of effective teachers, principals, and other school leaders in hard-to staff schools or high-need subject areas; and

(ii) recognition of the skills and knowledge of teachers, principals, and other school leaders as demonstrated through—

SEC. 2202. TEACHER AND SCHOOL LEADER INCENTIVE FUND GRANTS.

(2) a description of the most pressing gaps or insufficiencies in student access to effective teachers and school leaders in high-need schools, including gaps or inequities in how effective teachers and school leaders are distributed across the local educational agency, as identified using factors such as data on school resources, staffing patterns, school environment, educator support systems, and other school-level factors; (pg 377)

(3) a description and evidence of the support and commitment from teachers, principals, and other school leaders, which may include charter school leaders, in the school (including organizations representing teachers, principals, and other school leaders), the community, and the local educational agency to the activities proposed under the grant;

(4) a description of how the eligible entity will develop and implement a fair, rigorous, valid, reliable, and objective process to evaluate teacher, principal, school leader, and student performance under the system that is based in part on measures of student academic achievement, including the baseline performance against which evaluations of improved performance will be made;

(6) a description of the quality of teachers, principals, and other school leaders in the local educational agency and the schools to be served under the grant and the extent to which the system will increase the quality of teachers, principals, and other school leaders in a high-need school;

(d) AWARD BASIS.—

(1) PRIORITY.—In awarding a grant under this part, the Secretary shall give priority to an eligible entity that concentrates the activities proposed to be assisted under the grant on teachers, principals, and other school leaders serving in high-need schools. (pg 379)

(i) reflects clear and fair measures of teacher, principal, and other school leader performance, based in part on demonstrated improvement in student academic achievement; and

(ii) provides teachers, principals, and other school leaders with ongoing, differentiated, targeted, and personalized support and feedback for improvement, including professional development opportunities designed to increase effectiveness.

(E) Improving the local educational agency’s system and process for the recruitment, selection, placement, and retention of effective teachers and school leaders in high-need schools, such as by improving local educational agency policies and procedures to ensure that high-need schools are competitive and timely in— (pg 382)

(F) Instituting career advancement opportunities characterized by increased responsibility and pay that reward and recognize effective teachers and school leaders in high-need schools and enable them to expand their leadership and results, such as through teacher-led professional development, mentoring, coaching, hybrid roles, administrative duties, and career ladders.

(B) the satisfaction of the participating teachers, principals, and other school leaders; and
(C) the extent to which the program assisted the eligible entities in recruiting and retaining high-quality teachers, principals, and other school leaders, especially in high-need subject areas.

SEC. 2304. NATIONAL ACTIVITIES.

(a) PURPOSE.—The purpose of this section is to promote new and existing evidence-based strategies to encourage innovative American history, civics and government, and geography instruction, learning strategies, and professional development activities and programs for teachers, principals, and other school leaders, particularly such instruction, strategies, activities, and programs that benefit low-income students and underserved populations. (pg 393)

SEC. 2403. SUBGRANTS TO ELIGIBLE ENTITIES IN SUPPORT OF BIRTH THROUGH KINDERGARTEN ENTRY LITERACY.

(1) carry out high-quality professional development opportunities for early childhood educators, teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and instructional leaders; (pg 410)

(3) coordinate the involvement of families, early childhood education program staff, principals, other school leaders, specialized instructional support personnel (as appropriate), and teachers in literacy development of children served under the subgrant.

SEC. 2404. SUBGRANTS TO ELIGIBLE ENTITIES IN SUPPORT OF KINDERGARTEN THROUGH GRADE 12 LITERACY.

(B) How the school, the local educational agency, or a provider of high-quality professional development will provide ongoing high quality professional development to all teachers, principals, other school leaders, specialized instructional support personnel (as appropriate), and other instructional leaders served by the school. (pg 412)

SEC. 2505. AUTHORIZED ACTIVITIES.

(3) Providing professional development and other comprehensive systems of support for teachers and school leaders to promote high-quality instruction and instructional leadership in the identified subjects. (pg 426)

SEC. 2601. RULES OF CONSTRUCTION.

(2) teacher, principal, or other school leader evaluation system;
(3) specific definition of teacher, principal, or other school leader effectiveness; or
(4) teacher, principal, or other school leader professional standards, certification, or licensing. (pg 439)

SEC. 3003. ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND ACADEMIC ACHIEVEMENT.

(3) to assist early childhood educators, teachers, principals and other school leaders, State educational agencies, and local educational agencies in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;

(4) to assist early childhood educators, teachers, principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective

instruction programs designed to prepare English learners, including immigrant children and youth, to enter all-English instruction settings; (pg 442)

'SEC. 3115. SUBGRANTS TO ELIGIBLE ENTITIES.

(2) to provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, other school leaders, administrators, and other school or community-based organizational personnel, that is—

(A) designed to improve the instruction and assessment of English learners;

(B) designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement appropriate curricula, assessment practices, and instruction strategies for English learners; (pg 455)

SEC. 4104. SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES.

(2) CONSULTATION.—

(A) IN GENERAL.—A local educational agency or consortium of such agencies shall conduct a needs assessment described in paragraph (3), and develop its application, through consultation with parents, teachers, principals, school leaders, specialized instructional support personnel, early childhood educators, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations (if applicable) that may be located in the region served by the local educational agency, and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this part. (pg 489)

SEC. 4105. LOCAL EDUCATIONAL AGENCY AUTHORIZED ACTIVITIES.

(M) strategies that establish learning environments to further students' academic and nonacademic skills essential for school readiness and academic success, such as by providing integrated systems of student and family supports and building teacher, principal, and other school leader capacity; (pg 500)

(C) include meaningful and ongoing consultation with and input from teachers, principals, school leaders, and parents in the development of the application and administration of the program or activity. (pg 505)

PART E—FAMILY ENGAGEMENT IN EDUCATION PROGRAMS

SEC. 4501. PURPOSES.

(2) To assist State educational agencies, local educational agencies, community-based organizations, schools, and educators in strengthening partnerships among parents, teachers, school leaders, administrators, and other school personnel in meeting the educational needs of children and fostering greater parental engagement.(pg 550)

'SEC. 4504. USES OF FUNDS.

(a) IN GENERAL.—Grantees shall use grant funds received under this part, based on the needs determined under section 4503, to provide training and technical assistance to State educational agencies, local educational agencies, and organizations that support family-school partnerships, and activities, services, and training for local educational agencies, school leaders, educators, and parents—

(B) to communicate effectively with their children, teachers, school leaders, counselors, administrators, and other school personnel;

SEC. 5103. GRANTS TO SUPPORT HIGH-QUALITY CHARTER SCHOOLS.

(4) providing instructional materials, implementing teacher and principal or other school leader professional development programs, and hiring additional nonteaching staff; (pg 584)

PART G—INNOVATIVE TECHNOLOGY EXPANDS CHILDREN’S HORIZONS (I–TECH)

SEC. 5701. PURPOSES.

(4) to ensure that local educational agency and school leaders have the skills required to implement, and support school- and district-wide approaches for using technology to inform instruction, support teacher collaboration, and personalize learning; (p 652)

SEC. 5704. STATE APPLICATIONS.

(B) Provide educators, school leaders, and administrators with the professional learning tools, devices, content, and resources to—

SEC. 5705. STATE USE OF GRANT FUNDS.

(7) Coordinating with teacher, principal, and other school leader preparation programs to ensure that preservice teachers, principals, and other school leaders have the skills to implement digital learning programs effectively. (pg 665)

SEC. 5706. LOCAL SUBGRANTS.

(4) a description of the team of educators who will coordinate and carry out the activities under this section, including individuals with responsibility and expertise in instructional technology, teachers who specialize in supporting students who are children with disabilities and English learners, other school leaders, school librarians and media personnel, technology officers, and staff responsible for assessments and data;

(5) a description of how the local educational agency will build capacity for principals, other school leaders, and local educational agency administrators to support teachers in developing data literacy skills and in implementing digital tools to support teaching and learning; (pg 670)

SEC. 5902. EARLY LEARNING ALIGNMENT AND IMPROVEMENT GRANTS.

(6) any aspect or parameter of a teacher, principal, other school leader, or staff evaluation system within a State or local educational agency. (pg 698)

“Subpart 2—Weighted Student Funding Flexibility Pilot Program

SEC. 6121. WEIGHTED STUDENT FUNDING FLEXIBILITY PILOT PROGRAM.

(H) an assurance that the local educational agency developed and will implement the local flexibility demonstration agreement in consultation with teachers, principals, other school leaders, administrators of Federal programs impacted by the agreement, parents, civil rights leaders, and other relevant stakeholders; (pg 757)

TITLE VII—INDIAN, NATIVE HAWAIIAN, AND ALASKA NATIVE EDUCATION

SEC. 7102. PURPOSE.

(3) to ensure that teachers, principals, other school leaders, and other staff who serve American Indian and Alaska Native students have the ability to provide effective instruction and supports to such students.;(pg 775)

SEC. 7121. IMPROVEMENT OF EDUCATIONAL OPPORTUNITIES FOR INDIAN CHILDREN AND YOUTH.

(III) by striking ‘teachers, administrators, teacher aides’ and inserting ‘effective teachers, principals, other school leaders, administrators, teacher aides, counselors’; (pg 799)

(4) to develop and implement initiatives to promote retention of effective teachers, principals, and school leaders who have a record of success in helping low-achieving Indian or Alaska Native students improve their academic achievement, outcomes, and preparation for postsecondary education or the workforce without the need for postsecondary remediation. (pg 800)

(1) recruit qualified Indian or Alaska Native individuals, such as students who may not be of traditional college age, to become teachers, principals, or school leaders; (pg 803)

SEC. 7304. PROGRAM AUTHORIZED.

(iii) Programs that will lead to the 24 certification and licensing of Alaska Native teachers, principals, other school leaders, and superintendents. (pg 827)

TITLE IX—GENERAL PROVISIONS

SEC. 9101. DEFINITIONS.

(A) are an integral part of school and local educational agency strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in the core academic subjects and to meet challenging State academic standards; and (pg 889)

(viii) are developed with extensive participation of teachers, principals, other school leaders, parents, representatives of Indian tribes (as applicable), and administrators of schools to be served under this Act; (pg 891)

(x) to the extent appropriate, provide training for teachers, principals, and other school leaders in the use of technology (including education about the harms of copyright piracy), so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach; (pg 892)

(xiv) include instruction in ways that teachers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families;

(xv) involve the forming of partnerships with institutions of higher education, including, as applicable, Tribal Colleges and Universities as defined in section 316(b) of the Higher Education Act of 1965 (20 U.S.C. 1059c (b)), to establish school-based teacher, principal, and other school leader training programs that provide prospective teachers, novice teachers, principals, and other school leaders with an opportunity to work under the guidance of experienced teachers, principals, other school leaders, and faculty of such institutions; (pg 893)

(42) SCHOOL LEADER.—The term ‘school leader’ means a principal, assistant principal, or other individual who is—

(A) an employee or officer of an elementary school or secondary school, local educational agency, or other entity operating an elementary school or secondary school; and

(B) responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building.; (pg 895)

SEC. 10102. GRANTS FOR STATE AND LOCAL ACTIVITIES.

(I) by striking '(including' and all that follows through 'personnel)' and inserting '(including liaisons designated under subparagraph (J)(ii), principals and school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel); and (pg 946)