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

“(A) is designed to—

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

“(ii) accomplish other important school goals;

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

“(iv) engage established teams of teachers, principals, and other instructional staff in ongoing professional development designed to support and improve their professional practice multiple times per week during the regular work day and to the extent applicable and practicable, by grade level and content area to—

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

“(II) define a clear set of educator learning goals based on the rigorous analysis of the data;
“(III) achieve educator learning goals by implementing coherent, sustained, evidenced-based, and content area specific learning strategies, including lesson study, developing formative assessments, and peer observations;

“(IV) regularly assess the effectiveness in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging State student academic achievement standards or other measures of student achievement; and

“(V) inform ongoing improvements in teaching practice and student learning;

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

“(C) is content-centered, collaborative, school-embedded, tied to practice, focused on student work, supported by evidence-based research, and aligned with and designed to help students meet challenging State academic con-
tent standards and challenging State student academic achievement standards;

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

“(i) in the core academic subjects;

“(ii) to integrate technology into the curriculum;

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

“(iv) to improve classroom management;

“(v) to address the identification of students’ specific learning needs, particularly students with disabilities, students who are limited English proficient, students who are gifted and talented, and students with low literacy levels, and the tailoring of academic instruction to such needs;

“(vi) to apply empirical knowledge about teaching and learning to their teaching practice and to their ongoing classroom assessment of students; and
“(vii) to provide instruction on how to work with, communicate with, and involve parents to foster academic achievement;

“(E) includes sustained training and mentoring opportunities that provide active learning and observational opportunities for teachers to model effective practice, review student work, deliver presentations, and improve lesson planning;

“(F) is supported by school principals, including school-based coaches, mentors, or lead teachers when available, who allocate time, resources, and structured facilitation to the learning teams;

“(G) encourages and supports training of teachers, principals, and administrators to effectively use and integrate technology—

“(i) into curricula and instruction, including training to improve the ability to collect, manage, and analyze data to improve teaching, decisionmaking, school improvement efforts, and accountability;

“(ii) to enhance learning by students with specific learning needs, particularly students with disabilities, students who are
limited English proficient, students who
are gifted and talented, and students with
low literacy levels; and

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

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

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