

Forum on Educational Accountability

<http://www.edaccountability.org>

September 18, 2007

George Miller
Chairman
House Committee on Education

Howard P. "Buck" McKeon
Senior Republican Member
House Committee on Education

Dale E. Kildee
Chairman
Subcommittee on Early Childhood,
Elementary and Secondary Education

Michael Castle
Senior Republican Member
Subcommittee on Early Childhood,
Elementary and Secondary Education

Dear Sirs:

The Forum on Educational Accountability (FEA) is a working group seeking to implement the Joint Organizational Statement on NCLB, now signed by 140 national education, civil rights, religious, disability, parent, civic and labor groups representing more than 50 million Americans. FEA greatly appreciates that the House Committee on Education and Labor has publicly released the Miller/McKeon Discussion Draft of Title II of the Elementary and Secondary Education Act/No Child Left Behind (NCLB) and invited recommendations to amend it.

FEA is pleased to submit the following recommendations for amending various provisions of the Title II Discussion Draft relating to professional development. To a great extent, these recommendations are designed to make the competitive grants of Title II compatible with the changes to professional development that FEA recommended, on September 5th, be made to Title I, as well as to carry out FEA's "Proposed ESEA/NCLB Amendments" of March 30, 2007.

Specifically, FEA recommends revising the Title II Draft in the following respects:

P 30, Section 2122

P 31, line 8-9 Replace "Providing ...assist them in" with "Assisting the staff of each school or district to design or select, implement and evaluate high quality professional development that meets their specific needs for"

Line 12 Strike ".", insert immediately thereafter, "by:", then reletter and transfer the text of Discussion Draft subsections 2122(e)(2) (3) (4)(5)and (6) as new subsections 2122(d)(1)(A)(B)(C)(D)and (E)

Line 13 Then, add further new subsections to (d)(1) as follows:

"(F) Providing intensive training for teachers on engaging and supporting families and communities so all can contribute to their children's behavioral development and academic achievement, involving parents in designing and providing this training.

“(G) Providing training in instructional leadership skills for teachers so they can effectively work with school administrators and pupil services personnel to create supportive learning communities that will improve instruction, produce effective professional development activities, and engage families in their children’s education.”

P 32, Lines 19-25 Renumber subsections (e)(7)(8)(9) as (e)(2)(3)(4), respectively

P 33, Lines 1-10 Renumber subsections (e)(10)(11)(12)(13)(14) and (15) as (e)(5)(6)(7)(8)(9)and (10), respectively

P 51, Section 2216

Line 25 Insert after “shall use”, “at least 90 % of”

P 53, Line 9 Replace “delivery of” with “assisting the staff of each school or district to design or select, implement and evaluate”

Line 14 Insert immediately before “distance learning”, “,where appropriate,”

Line 15 Add a new subsection 2216©(1)(A)(ii)(V), and insert there what is now subsection 2216(c)(2)(B) re multiple career paths

Line 23 Insert immediately after “for principals”, “,including peer collaboration and mentoring,”

P 54, line 20 Insert immediately after “may use”, “up to 10% of”

PP 55, line 15 – 57, line 21 Reletter subsections 2216©(2)(C)(D)(E)(F) and (G) as 2216©(2)(B)(C)(D)(E) and (F), respectively

P 60, Section 2222

P63, line 19 Change “to teachers” to ”for teachers”

P 64, line 15 – Insert immediately after “how such activities will”,
“(I) assist the staff of each school, or group of similar schools, to design or select, implement and evaluate professional development that will meet their specific needs;
(II) provide regular time for staff discussion and collaboration during the school day;
(III) be supported by the establishment of positions for multiple career paths for teachers, including mentor teacher and master teacher;
(IV) provide intensive training for school staff on engaging and supporting families and communities so all can contribute to their children’s behavioral development and academic achievement, involving parents in designing and providing this training; and (V) provide training in instructional leadership skills

for school administrators, teachers, and pupil services personnel so that they can effectively improve education.”

line 16 Immediately before “(I)”, insert a newly numbered subsection 2222(b)(2)(D)(iii), “a description of how such activities will be aligned with –“, to be followed by the existing lines 16-22

lines 24-25 Replace “scientifically valid research” with “research-based approaches or other proven instructional programs.”

P 67, Section 2223

Lines 13-14 Replace “be used to deliver high-quality professional development to” with “assist the staff of each school or group of similar schools to design or select, implement and evaluate high-quality professional development to enable”

Line 16 Strike the “.” and insert immediately after “agency” “meet their specific professional development needs.”

Line 18 Insert after “DEVELOPMENT”, “- MANDATORY”

Line 20 Replace “agency may” with “agency shall”

P 68, lines 24-25 Replace “scientifically valid research” with “research-based approaches or other proven instructional programs”

P 69, lines 6-13 Transfer this subsection 2223(b)(1)(C)(vii) to new subsection (b)(4) below

P 70, lines 1-8 Transfer this subsection 2223(b)(1)(C)(x) to new subsection (b)(4) below

Lines 10-11 Replace “scientifically valid research” with “research-based approaches or other proven instructional programs”

Line 23 Replace “professional development to teachers” with “professional development for teachers”

PP 71, line 3 – 74, line 2 - Transfer selected subsections 2223(b)(3)(B)(C)(D)(G)(K)(L)(M)(N) and (O) to new subsection (b)(4) below

PP 71, line 16 – 74, line 6 - Reletter subsections 2223(b)(3)(E)(F)(H)(I)(J)(P) and (Q) as a new subsection (b)(4)(A)(B)(C)(D)(E)(F) and (G), respectively

P 74, line 7 Establish a new subsection (b)(4) that begins, “HIGH-QUALITY PROFESSIONAL DEVELOPMENT - PERMISSIBLE ACTIVITIES. - A local educational agency may also carry out the following activities:” and then insert the sections now relettered as

(b)(4)(A)(B)(C)(D)(E)(F) and (G) and identified in the immediately above paragraph of these recommendations.

We look forward to working with the House Education Committee to further improve ESEA. FEA participating organizations would be pleased to discuss our ideas and recommendations with you. The Joint Statement and our recommendations of March 30, 2007 and September 5, 2007 are on the web at www.edaccountability.org, or we would be glad to forward them to you electronically.

Sincerely yours,

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