

116TH CONGRESS  
1ST SESSION

# S. 468

To amend title II of the Higher Education Act of 1965 to provide for teacher, principal, and other school leader quality enhancement.

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IN THE SENATE OF THE UNITED STATES

FEBRUARY 13, 2019

Mr. CORNYN (for himself, Mr. WARNER, Mr. SCOTT of South Carolina, and Mr. BENNET) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

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## A BILL

To amend title II of the Higher Education Act of 1965 to provide for teacher, principal, and other school leader quality enhancement.

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. SHORT TITLE.**

4 This Act may be cited as the “Teachers and School  
5 Leaders need Education And Development to be Empow-  
6 ered Resources in Schools Act” or the “Teachers and  
7 School LEADERS Act”.

1 **SEC. 2. TEACHER, PRINCIPAL, AND OTHER SCHOOL LEAD-**  
 2 **ER QUALITY ENHANCEMENT.**

3 (a) DEFINITIONS.—Section 200 of the Higher Edu-  
 4 cation Act of 1965 (20 U.S.C. 1021) is amended to read  
 5 as follows:

6 **“SEC. 200. DEFINITIONS.**

7 “In this title:

8 “(1) ARTS AND SCIENCES.—The term ‘arts and  
 9 sciences’ means—

10 “(A) when referring to an organizational  
 11 unit of an institution of higher education, any  
 12 academic unit that offers one or more academic  
 13 majors in disciplines or content areas cor-  
 14 responding to the academic subject matter  
 15 areas in which teachers provide instruction; and

16 “(B) when referring to a specific academic  
 17 subject area, the disciplines or content areas in  
 18 which academic majors are offered by the arts  
 19 and sciences organizational unit.

20 “(2) CHILDREN FROM LOW-INCOME FAMI-  
 21 LIES.—The term ‘children from low-income families’  
 22 means children described in section 1124(c)(1)(A) of  
 23 the Elementary and Secondary Education Act of  
 24 1965.

25 “(3) COMPREHENSIVE LITERACY INSTRUCC-  
 26 TION.—The term ‘comprehensive literacy instruc-

1       tion’ has the meaning given the term in section  
2       2221(b) of the Elementary and Secondary Edu-  
3       cation Act of 1965.

4           “(4) EARLY CHILDHOOD EDUCATOR.—The  
5       term ‘early childhood educator’ means an individual  
6       with primary responsibility for the education of chil-  
7       dren in an early childhood education program.

8           “(5) EDUCATIONAL SERVICE AGENCY.—The  
9       term ‘educational service agency’ has the meaning  
10      given the term in section 8101 of the Elementary  
11      and Secondary Education Act of 1965.

12          “(6) ELIGIBLE PARTNERSHIP.—

13           “(A) ELIGIBLE ENTITY.—In this para-  
14      graph, the term ‘eligible entity’ means an entity  
15      that shall include—

16            “(i) a high-need local educational  
17            agency; and

18            “(ii)(I) a high-need school or a con-  
19            sortium of high-need schools served by the  
20            high-need local educational agency; or

21            “(II) as applicable, a high-need early  
22            childhood education program.

23           “(B) IN GENERAL.—Except as otherwise  
24      provided in section 251, the term ‘eligible part-  
25      nership’ means an eligible entity that is in part-

1           nership with at least one of the following enti-  
2           ties whose practices have a demonstrated record  
3           of success with high-need local educational  
4           agencies (including in addressing the eligible  
5           entity’s human capital needs):

6                   “(i) A partner institution.

7                   “(ii) A school, department, or pro-  
8                   gram of education within such partner in-  
9                   stitution, which may include an existing  
10                  teacher or school leader professional devel-  
11                  opment program with proven outcomes  
12                  that provides intensive and sustained col-  
13                  laboration between faculty, or program  
14                  staff, and local educational agencies con-  
15                  sistent with the requirements of this title.

16                  “(iii) A school or department of arts  
17                  and sciences within such partner institu-  
18                  tion.

19                  “(iv) An entity operating a program  
20                  that provides alternative routes to State  
21                  certification of teachers or school leaders.

22                  “(v) A public or private nonprofit edu-  
23                  cational organization.

24                  “(vi) An educational service agency.

1           “(C) PERMISSIVE PARTNERS.—An ‘eligible  
2 partnership’ may include any of the following:

3           “(i) The Governor of the State.

4           “(ii) The State educational agency.

5           “(iii) The State board of education.

6           “(iv) The State agency for higher edu-  
7 cation.

8           “(v) A business.

9           “(vi) A teacher organization.

10           “(vii) A high-performing local edu-  
11 cational agency, or a consortium of such  
12 local educational agencies, that can serve  
13 as a resource to the partnership.

14           “(viii) A charter school (as defined in  
15 section 4310 of the Elementary and Sec-  
16 ondary Education Act of 1965).

17           “(ix) A school or department within  
18 the partner institution that focuses on psy-  
19 chology and human development.

20           “(x) A school or department within  
21 the partner institution with comparable ex-  
22 pertise in the disciplines of teaching, learn-  
23 ing, and child and adolescent development.

24           “(7) ENGLISH LEARNER.—The term ‘English  
25 learner’ has the meaning given the term in section

1 8101 of the Elementary and Secondary Education  
2 Act of 1965.

3 “(8) EVIDENCE-BASED.—The term ‘evidence-  
4 based’ has the meaning given the term in section  
5 8101 of the Elementary and Secondary Education  
6 Act of 1965.

7 “(9) EXEMPLARY TEACHER.—The term ‘exem-  
8 plary teacher’ has the meaning given the term in  
9 section 9101 of the Elementary and Secondary Edu-  
10 cation Act of 1965 as such section was in effect on  
11 the day before the enactment of the Every Student  
12 Succeeds Act.

13 “(10) HIGH-NEED EARLY CHILDHOOD EDU-  
14 CATION PROGRAM.—The term ‘high-need early child-  
15 hood education program’ means an early childhood  
16 education program serving children from low-income  
17 families that is located within the geographic area  
18 served by a high-need local educational agency.

19 “(11) HIGH-NEED LOCAL EDUCATIONAL AGEN-  
20 CY.—The term ‘high-need local educational agency’  
21 means a local educational agency—

22 “(A) for which not less than 20 percent of  
23 the children served by the agency are children  
24 from low-income families;

1           “(B) that serves not fewer than 10,000  
2 children from low-income families;

3           “(C) that meets the eligibility requirements  
4 for funding under the Small, Rural School  
5 Achievement Program under section 5211(b) of  
6 the Elementary and Secondary Education Act  
7 of 1965; or

8           “(D) that meets the eligibility require-  
9 ments for funding under the Rural and Low-In-  
10 come School Program under section 5221(b) of  
11 the Elementary and Secondary Education Act  
12 of 1965.

13           “(12) HIGH-NEED SCHOOL.—

14           “(A) IN GENERAL.—The term ‘high-need  
15 school’ has the meaning given the term in sec-  
16 tion 2221(b) of the Elementary and Secondary  
17 Education Act of 1965.

18           “(B) SPECIAL RULE.—

19           “(i) DESIGNATION BY THE SEC-  
20 RETARY.—The Secretary may, upon ap-  
21 proval of an application submitted by an  
22 eligible partnership seeking a grant under  
23 this title, designate a school that does not  
24 qualify as a high-need school under sub-  
25 paragraph (A) as a high-need school for

1 the purpose of this title. The Secretary  
2 shall base the approval of an application  
3 for designation of a school under this  
4 clause on a consideration of the informa-  
5 tion required under clause (ii), and may  
6 also take into account other information  
7 submitted by the eligible partnership.

8 “(ii) APPLICATION REQUIREMENTS.—  
9 An application for designation of a school  
10 under clause (i) shall include—

11 “(I) the number and percentage  
12 of students attending such school who  
13 are—

14 “(aa) age 5 through 17 in  
15 poverty counted in the most re-  
16 cent census data approved by the  
17 Secretary;

18 “(bb) eligible for a free or  
19 reduced price school lunch under  
20 the Richard B. Russell National  
21 School Lunch Act;

22 “(cc) in families receiving  
23 assistance under the State pro-  
24 gram funded under part A of

1 title IV of the Social Security  
2 Act; or

3 “(dd) eligible to receive med-  
4 ical assistance under the Med-  
5 icaid program;

6 “(II) information about the stu-  
7 dent academic achievement of stu-  
8 dents at such school; and

9 “(III) for a secondary school, the  
10 graduation rate for such school.

11 “(13) HIGHLY COMPETENT.—The term ‘highly  
12 competent’, when used with respect to an early  
13 childhood educator, means an educator—

14 “(A) with specialized education and train-  
15 ing in development and education of young chil-  
16 dren from birth until entry into kindergarten;

17 “(B) with—

18 “(i) a baccalaureate degree in an aca-  
19 demic major in the arts and sciences; or

20 “(ii) an associate’s degree in a related  
21 educational area; and

22 “(C) who has demonstrated a high level of  
23 knowledge and use of content and pedagogy in  
24 the relevant areas associated with quality early  
25 childhood education.

1           “(14) INDUCTION PROGRAM.—The term ‘induc-  
2           tion program’ means a formalized program for new  
3           teachers or school leaders, during not less than the  
4           teachers’ or school leaders’ first 2 years of, respec-  
5           tively, teaching or leading, that is designed to pro-  
6           vide support for, and improve the professional per-  
7           formance and advance the retention in the education  
8           field of, new teachers or school leaders. Such pro-  
9           gram shall promote effective teaching or leadership  
10          skills and shall include the following components:

11                   “(A) High-quality mentoring.

12                   “(B) Periodic, structured time for collabo-  
13                   ration, including with mentors, as well as time  
14                   for information-sharing among teachers, prin-  
15                   cipals, other school leaders and administrators,  
16                   other appropriate instructional staff, and par-  
17                   ticipating faculty or program staff in the part-  
18                   ner institution.

19                   “(C) The application of evidence-based in-  
20                   structional practices.

21                   “(D) Opportunities for new teachers or  
22                   school leaders to draw directly on the expertise  
23                   of mentors, faculty or program staff, and re-  
24                   searchers to support the integration of evidence-  
25                   based research with practice.

1           “(E) The development of skills in evidence-  
2 based instructional and behavioral interven-  
3 tions.

4           “(F) Faculty or program staff who—

5               “(i) model the integration of research  
6 and practice in the classroom and school;  
7 and

8               “(ii) as appropriate, assist new teach-  
9 ers or school leaders with the effective use  
10 and integration of technology into the  
11 classroom or school.

12           “(G) Interdisciplinary collaboration among  
13 exemplary teachers or school leaders, faculty or  
14 program staff, researchers, and other staff who  
15 prepare new teachers or school leaders with re-  
16 spect to, as applicable, the learning process, the  
17 assessment of learning, or the leadership of a  
18 school.

19           “(H) As applicable to the role of the teach-  
20 er or school leader, assistance with the under-  
21 standing of data, particularly student achieve-  
22 ment data, and the applicability of such data in  
23 classroom instruction and school leadership.

24           “(I) Regular and structured observation  
25 and evaluation of new teachers by multiple eval-

1 uators, including principals or other school  
2 leaders, using valid and reliable measures of  
3 teaching skills.

4 “(15) MENTORING.—The term ‘mentoring’  
5 means the mentoring of new or prospective teachers  
6 or school leaders through a program that—

7 “(A) includes clear criteria for the selec-  
8 tion of teacher or school leader mentors who  
9 may be program staff and who will provide role  
10 model relationships for mentees, which criteria  
11 shall be developed by the eligible partnership  
12 and based on evidence-based measures of teach-  
13 er or school leader effectiveness;

14 “(B) as applicable, provides high-quality  
15 training for such mentors, including instruc-  
16 tional strategies for literacy instruction and  
17 classroom management (including approaches  
18 that improve the schoolwide climate for learn-  
19 ing, which may include positive behavioral inter-  
20 ventions and supports);

21 “(C) as applicable, provides regular and  
22 ongoing opportunities for mentors and mentees  
23 to observe each other’s teaching or leading  
24 methods in classroom or school settings during  
25 the day in a high-need school in the high-need

1 local educational agency in the eligible partner-  
2 ship;

3 “(D) provides paid release time for men-  
4 tors, as applicable;

5 “(E) for teachers, provides mentoring to  
6 each mentee by a colleague who teaches in the  
7 same field, grade, or subject as the mentee;

8 “(F) for teachers, promotes empirically  
9 based practice of, and evidence-based research  
10 on, where applicable—

11 “(i) teaching and learning;

12 “(ii) assessment of student learning;

13 “(iii) the development of teaching  
14 skills through the use of instructional and  
15 behavioral interventions; and

16 “(iv) the improvement of the mentees’  
17 capacity to measurably advance student  
18 learning; and

19 “(G) includes—

20 “(i) common planning time or regu-  
21 larly scheduled collaboration for the men-  
22 tor and mentee; and

23 “(ii) as applicable, joint professional  
24 development opportunities.

1           “(16) PARENT.—The term ‘parent’ has the  
2 meaning given the term in section 8101 of the Ele-  
3 mentary and Secondary Education Act of 1965.

4           “(17) PARTNER INSTITUTION.—The term ‘part-  
5 ner institution’ means an institution of higher edu-  
6 cation (which may be a 2-year institution of higher  
7 education offering a dual program with a 4-year in-  
8 stitution of higher education), a local educational  
9 agency, or a private nonprofit organization that is  
10 participating in an eligible partnership and has a  
11 teacher or school leader preparation program that—

12                   “(A) in the case of a teacher preparation  
13 program—

14                           “(i) graduates prospective teachers  
15 who exhibit strong performance on State-  
16 determined qualifying assessments for new  
17 teachers as demonstrated by—

18                                   “(I) 80 percent or more of such  
19 graduates of the program who intend  
20 to enter the field of teaching having  
21 passed all of the applicable State  
22 qualification assessments for new  
23 teachers, which shall include an as-  
24 sessment of each prospective teacher’s  
25 subject matter knowledge in the con-

1 tent area in which the teacher intends  
2 to teach; or

3 “(II) being ranked among the  
4 highest-performing teacher prepara-  
5 tion programs in the State as deter-  
6 mined by the State using the State re-  
7 port card on teacher preparation re-  
8 quired under section 205(b); and

9 “(ii) requires each student in the pro-  
10 gram—

11 “(I) to meet high academic  
12 standards or demonstrate a record of  
13 success, as determined by the institu-  
14 tion (including prior to entering and  
15 being accepted into a program), and  
16 participate in intensive clinical experi-  
17 ence;

18 “(II) preparing to become a  
19 teacher to meet the applicable State  
20 certification and licensure require-  
21 ments, including any requirements for  
22 certification obtained through alter-  
23 native routes to certification, or, with  
24 regard to special education teachers,  
25 to meet the qualifications described in

1 section 612(a)(14)(C) of the Individ-  
2 uals with Disabilities Education Act;  
3 and

4 “(III) preparing to become an  
5 early childhood educator to meet de-  
6 gree requirements, as established by  
7 the State, and become highly com-  
8 petent; and

9 “(B) in the case of a school leader prepa-  
10 ration program—

11 “(i) graduates prospective principals  
12 and other school leaders who exhibit a  
13 strong record of successful school leader-  
14 ship as demonstrated by—

15 “(I) a high percentage of such  
16 graduates taking positions as school  
17 leaders, particularly in high-need  
18 schools, within 3 years of completing  
19 the program; and

20 “(II) a high percentage of such  
21 graduates rated effective or above in  
22 State school leader evaluation and  
23 support systems (as described in sec-  
24 tion 2101(c)(4)(B)(ii) of the Elemen-  
25 tary and Secondary Education Act of

1           1965) or, if no such ratings are avail-  
2           able, other, comparable indicators of  
3           performance;

4           “(ii) requires each student in the pro-  
5           gram to demonstrate strong potential to  
6           improve student academic achievement,  
7           based on a rigorous selection process that  
8           reviews a candidate’s prior academic  
9           achievement or record of professional ac-  
10          complishment (including, as applicable, a  
11          demonstrated record of increasing student  
12          academic achievement for all students and  
13          for the subgroups of students defined in  
14          section 1111(e)(2) of the Elementary and  
15          Secondary Education Act of 1965 prior to  
16          a student’s being accepted into and enter-  
17          ing a program); and

18          “(iii) requires each student in the pro-  
19          gram to participate in intensive clinical ex-  
20          perience in a school-based setting (includ-  
21          ing by assuming substantial leadership re-  
22          sponsibilities) where the student can be  
23          evaluated on leadership skills and on his or  
24          her effect on student outcomes as part of  
25          program completion.

1           “(18) PROFESSIONAL DEVELOPMENT.—The  
2 term ‘professional development’ has the meaning  
3 given the term in section 8101 of the Elementary  
4 and Secondary Education Act of 1965.

5           “(19) SCHOOL LEADER.—The term ‘school  
6 leader’ has the meaning given the term in section  
7 8101 of the Elementary and Secondary Education  
8 Act of 1965.

9           “(20) TEACHING RESIDENCY PROGRAM.—The  
10 term ‘teaching residency program’ means a school-  
11 based teacher preparation program in which a pro-  
12 spective teacher—

13                 “(A) for one academic year, teaches along-  
14 side a mentor teacher, who is the teacher of  
15 record;

16                 “(B) receives concurrent instruction during  
17 the year described in subparagraph (A) from an  
18 eligible partner described in any of clauses (i)  
19 through (vi) of paragraph (6)(B), which courses  
20 may be taught by local educational agency per-  
21 sonnel or residency program faculty, in the  
22 teaching of the content area in which the teach-  
23 er will become certified or licensed;

24                 “(C) acquires effective teaching skills; and

1           “(D) prior to completion of the program,  
2           attains full State teacher certification or licen-  
3           sure, and, with respect to special education  
4           teachers, meets the qualifications described in  
5           section 612(a)(14)(C) of the Individuals with  
6           Disabilities Education Act.

7           “(21) TEACHING SKILLS.—The term ‘teaching  
8           skills’ means skills that enable a teacher to—

9           “(A) increase student learning, achieve-  
10          ment, and the ability to apply knowledge, which  
11          may include through the use of data, including  
12          data from interim, formative, and summative  
13          assessments, and student growth data, attend-  
14          ance, behavior, course grades, and other meas-  
15          ures of school quality or student success to im-  
16          prove student achievement and to improve  
17          classroom instruction;

18          “(B) effectively convey and explain aca-  
19          demic subject matter;

20          “(C) effectively teach higher-order analyt-  
21          ical, evaluation, problem-solving, and commu-  
22          nication skills;

23          “(D) employ strategies grounded in the  
24          disciplines of teaching and learning that—

1                   “(i) are based on empirically based  
2                   practice and evidence-based research,  
3                   where applicable, related to teaching and  
4                   learning;

5                   “(ii) are specific to academic subject  
6                   matter; and

7                   “(iii) focus on the identification of  
8                   students’ specific learning needs, particu-  
9                   larly students with disabilities, students  
10                  who are English learners, students who are  
11                  gifted and talented, and students with low  
12                  literacy levels, and the tailoring of aca-  
13                  demic instruction to such needs;

14                  “(E) conduct an ongoing assessment of  
15                  student learning, which may include the use of  
16                  formative assessments, performance-based as-  
17                  sessments, project-based assessments, or port-  
18                  folio assessments, that measures higher-order  
19                  thinking skills (including application, analysis,  
20                  synthesis, and evaluation);

21                  “(F) effectively manage a classroom, in-  
22                  cluding the ability to implement positive behav-  
23                  ioral interventions and support strategies;

1           “(G) communicate and work with parents,  
2           and involve parents in their children’s edu-  
3           cation;

4           “(H) use, in the case of an early childhood  
5           educator, age-appropriate and developmentally  
6           appropriate strategies and practices for children  
7           in early childhood education programs; and

8           “(I) effectively use data to support teach-  
9           ing and learning, while safeguarding each stu-  
10          dent’s personally identifiable information, in ac-  
11          cordance with section 444 of the General Edu-  
12          cation Provisions Act (20 U.S.C. 1232g, com-  
13          monly known as the ‘Family Educational  
14          Rights and Privacy Act of 1974’) and related  
15          best practice.

16          “(22) WELL-ROUNDED EDUCATION.—The term  
17          ‘well-rounded education’ has the meaning given the  
18          term in section 8101 of the Elementary and Sec-  
19          ondary Education Act of 1965.”.

20          (b) TEACHER AND SCHOOL LEADER QUALITY PART-  
21          NERSHIP GRANTS.—Part A of title II of the Higher Edu-  
22          cation Act of 1965 (20 U.S.C. 1022 et seq.) is amended  
23          to read as follows:

1           **“PART A—TEACHER AND SCHOOL LEADER**  
2                           **QUALITY PARTNERSHIP GRANTS**

3   **“SEC. 201. PURPOSES.**

4           “The purposes of this part are to—

5                   “(1) improve student achievement;

6                   “(2) improve the quality of prospective and new  
7           teachers, principals, and other school leaders by im-  
8           proving the preparation of prospective teachers,  
9           principals, and other school leaders and enhancing  
10          professional development activities for new teachers,  
11          principals, and other school leaders;

12                  “(3) hold teacher, principal, and other school  
13          leader preparation programs accountable for pre-  
14          paring effective teachers, principals, and other  
15          school leaders and for preparing teachers who meet  
16          the applicable State certification and licensure re-  
17          quirements, including any requirements for certifi-  
18          cation obtained through alternative routes to certifi-  
19          cation or, with regard to special education teachers,  
20          who meet the qualifications described in section  
21          612(a)(14)(C) of the Individuals with Disabilities  
22          Education Act; and

23                  “(4) recruit highly qualified individuals, includ-  
24          ing minorities and individuals from other occupa-  
25          tions, into the educator workforce.

1 **“SEC. 202. PARTNERSHIP GRANTS.**

2       “(a) PROGRAM AUTHORIZED.—From amounts made  
3 available under section 209, the Secretary is authorized  
4 to award grants, on a competitive basis, to eligible part-  
5 nerships, to enable the eligible partnerships to carry out  
6 the activities described in subsection (c).

7       “(b) APPLICATION.—Each eligible partnership desir-  
8 ing a grant under this section shall submit an application  
9 to the Secretary at such time, in such manner, and accom-  
10 panied by such information as the Secretary may require.  
11 Each such application shall contain—

12               “(1) a needs assessment of the partners in the  
13 eligible partnership with respect to—

14                       “(A) the preparation, ongoing training,  
15 professional development, and retention of, as  
16 applicable to the role, general education and  
17 special education teachers, teacher leaders,  
18 principals, other school leaders, and early child-  
19 hood educators; and

20                       “(B) the placement of such individuals in  
21 areas of high need, including rural and geo-  
22 graphically isolated communities and school  
23 leader shortage areas;

24               “(2) a description of the extent to which the  
25 program to be carried out with grant funds, as de-  
26 scribed in subsection (c), will prepare prospective

1 and new teachers with strong teaching skills or pre-  
2 pare prospective and new school leaders with strong  
3 school leadership skills;

4 “(3) a description of how such program will  
5 prepare prospective and new teachers or school lead-  
6 ers, or both, to understand and use research and  
7 data to modify and improve classroom instruction or  
8 support instructional leadership;

9 “(4) a description of—

10 “(A) how the eligible partnership will co-  
11 ordinate strategies and activities assisted under  
12 the grant with other teacher and school leader  
13 preparation or professional development pro-  
14 grams, including programs funded under title II  
15 and other provisions of the Elementary and  
16 Secondary Education Act of 1965 and the Indi-  
17 viduals with Disabilities Education Act, and  
18 through the National Science Foundation; and

19 “(B) how the activities of the partnership  
20 will be consistent with State, local, and other  
21 education reform activities that promote teacher  
22 or school leader quality and student academic  
23 achievement;

24 “(5) an assessment that describes the resources  
25 available to the eligible partnership, including—

1           “(A) the integration of funds from other  
2 related sources;

3           “(B) the intended use of the grant funds;  
4 and

5           “(C) the commitment of the resources of  
6 the partnership to the activities assisted under  
7 this section, including financial support, faculty  
8 or program staff participation, and time com-  
9 mitments, and to the continuation of the activi-  
10 ties when the grant ends;

11          “(6) a description of—

12           “(A) how the eligible partnership will meet  
13 the purposes of this part;

14           “(B) how the partnership will carry out  
15 the activities required under subsection (d), (e),  
16 or (f) based on the needs identified in para-  
17 graph (1), with the goal of improving student  
18 academic achievement;

19           “(C) if the partnership chooses to use  
20 funds under this section for a project or activi-  
21 ties under subsection (g), how the partnership  
22 will carry out such project or required activities  
23 based on the needs identified in paragraph (1),  
24 with the goal of improving student academic  
25 achievement;

1           “(D) the partnership’s evaluation plan  
2 under section 204(a);

3           “(E) how the partnership will align the  
4 teacher or school leader preparation program  
5 under subsection (c) with—

6                   “(i) as applicable, State early learning  
7 standards for early childhood education  
8 programs and the relevant domains of  
9 early childhood development; and

10                   “(ii) challenging State academic  
11 standards under section 1111(b)(2) of the  
12 Elementary and Secondary Education Act  
13 of 1965, established by the State in which  
14 the partnership is located;

15           “(F) with respect to a grant for a teacher  
16 preparation program or school leadership prepa-  
17 ration program, how the partnership will pre-  
18 pare or support general education teachers to  
19 teach students with disabilities, including train-  
20 ing related to participation as a member of in-  
21 dividualized education program teams, as de-  
22 fined in section 614(d)(1)(B) of the Individuals  
23 with Disabilities Education Act;

24           “(G) with respect to a grant for a teacher  
25 preparation program or school leadership prepa-

1           ration program, how the partnership will pre-  
2           pare or support general education and special  
3           education teachers to teach students who are  
4           English learners;

5           “(H) with respect to a grant for a teacher  
6           preparation program, how faculty at the part-  
7           ner institution will work, during the term of the  
8           grant, with teachers to meet the applicable  
9           State certification and licensure requirements,  
10          including any requirements for certification ob-  
11          tained through alternative routes to certifi-  
12          cation, or, with regard to special education  
13          teachers, who meet the qualifications described  
14          in section 612(a)(14)(C) of the Individuals with  
15          Disabilities Education Act, in the classrooms of  
16          high-need schools served by the high-need local  
17          educational agency in the partnership to—

18               “(i) provide high-quality professional  
19               development activities to strengthen the  
20               content knowledge and teaching skills of  
21               elementary school and secondary school  
22               teachers; and

23               “(ii) train other classroom teachers to  
24               provide comprehensive literacy instruction;

1           “(I) with respect to a grant for a teacher  
2           preparation program, how the partnership will  
3           design, implement, or enhance a year-long and  
4           rigorous teaching preservice clinical program  
5           component;

6           “(J) how the partnership will support in-  
7           service professional development strategies and  
8           activities;

9           “(K) how the partnership will recruit pro-  
10          gram participants, including, as practicable,  
11          how it will ensure that individuals who enter  
12          principal or other school leader preparation pro-  
13          grams have prior teaching or other appropriate  
14          experience; and

15          “(L) how the partnership will collect, ana-  
16          lyze, and use data on the retention of, as appli-  
17          cable, teachers, principals, other school leaders,  
18          and early childhood educators in schools and  
19          early childhood education programs located in  
20          the geographic area served by the partnership  
21          to evaluate the effectiveness of the partnership’s  
22          teacher and school leader support system;

23          “(7) with respect to an induction program car-  
24          ried out pursuant to paragraph (1)(B)(iv) or (3) of  
25          subsection (d)—

1           “(A) as applicable, a demonstration that  
2 the schools and departments within the institu-  
3 tion of higher education that are part of the in-  
4 duction program will effectively prepare teach-  
5 ers, including providing content expertise and  
6 expertise in teaching, as appropriate;

7           “(B) a demonstration of the eligible part-  
8 nership’s capability and commitment to, and  
9 the accessibility to and involvement of faculty  
10 or program staff in, the use of evidence-based  
11 practice and research on teaching and learning;

12           “(C) a description of how the teacher prep-  
13 aration program will design and implement an  
14 induction program to support, through not less  
15 than the first 2 years of teaching, all new  
16 teachers who are prepared by the teacher prep-  
17 aration program in the partnership and who  
18 teach in the high-need local educational agency  
19 in the partnership and, to the extent prac-  
20 ticable, all new teachers who teach in such  
21 high-need local educational agency, in the fur-  
22 ther development of the new teachers’ teaching  
23 skills, including the use of mentors who are  
24 trained and compensated by such program for  
25 the mentors’ work with new teachers; and

1           “(D) a description of how faculty involved  
2           in the induction program will be able to sub-  
3           stantially participate in an early childhood edu-  
4           cation program or an elementary school or sec-  
5           ondary school classroom setting, as applicable,  
6           including release time and receiving workload  
7           credit for such participation; and

8           “(8) with respect to a school leadership resi-  
9           dency program carried out under subsection (f), a  
10          description of how the program will address the  
11          school leadership needs of the geographic area to be  
12          served.

13          “(c) USE OF GRANT FUNDS.—

14                 “(1) IN GENERAL.—An eligible partnership that  
15                 receives a grant under this section shall use the  
16                 grant funds to carry out a program for the pre-bac-  
17                 calaureate preparation of teachers, the post-bacca-  
18                 laureate preparation of teachers, school leaders, or  
19                 teacher leaders under subsection (d), a teaching resi-  
20                 dency program under subsection (e), a school leader-  
21                 ship residency program under subsection (f), or a  
22                 combination of such programs.

23                 “(2) CLINICAL EXPERIENCES AND INTER-  
24                 ACTIONS.—An eligible partnership that receives a

1 grant under this section may use not more than 10  
2 percent of the grant funds to—

3 “(A) encourage the preservice and inserv-  
4 ice clinical experiences and interactions of pro-  
5 spective and resident teachers or school leaders  
6 to inform the design of high-quality professional  
7 development, as described in section 8101(42)  
8 of the Elementary and Secondary Education  
9 Act of 1965, and induction programs for new  
10 teachers, if the student teaching or teaching  
11 residency program school and the placement  
12 school of such teachers are served by the same  
13 local educational agency;

14 “(B) improve teacher or school leader  
15 preparation programs’ clinical experiences,  
16 interactions, and curricula to identify skill defi-  
17 ciencies of prospective teachers or school lead-  
18 ers; and

19 “(C) create a feedback loop using data be-  
20 tween teacher or school leader preparation pro-  
21 grams and local educational agencies’ profes-  
22 sional development for new teachers or school  
23 leaders.

24 “(d) PARTNERSHIP GRANTS FOR PRE-BACCA-  
25 LAUREATE PREPARATION OF TEACHERS, POST-BACCA-

1 LAUREATE PREPARATION OF TEACHERS, TEACHER  
2 LEADERS, OR SCHOOL LEADERS.—An eligible partnership  
3 that receives a grant to carry out an effective program  
4 for the pre-baccalaureate preparation of teachers or post-  
5 baccalaureate preparation of teachers, teacher leaders, or  
6 school leaders shall carry out a program that includes all  
7 of the following:

8           “(1) REFORMS.—

9                   “(A) IN GENERAL.—Implementing re-  
10 forms, described in subparagraph (B), within  
11 each teacher preparation program and, as appli-  
12 cable, each preparation program for early child-  
13 hood education programs, of the eligible part-  
14 nership that is assisted under this section, to  
15 hold each program accountable for—

16                           “(i) preparing, as applicable—

17                                   “(I) new or prospective teachers  
18 to meet the applicable State certifi-  
19 cation and licensure requirements, in-  
20 cluding any requirements for certifi-  
21 cation obtained through alternative  
22 routes to certification or, with regard  
23 to special education teachers, who  
24 meet the qualifications described in  
25 section 612(a)(14)(C) of the Individ-

1 uals with Disabilities Education Act  
2 (including teachers in rural school dis-  
3 tricts who may teach multiple sub-  
4 jects, special educators, and teachers  
5 of students who are English learners);

6 “(II) such teachers, school lead-  
7 ers, and early childhood educators, to  
8 understand empirically based practice  
9 and evidence-based research related to  
10 teaching and learning and the applica-  
11 bility of such practice and research,  
12 including through the effective use of  
13 technology, instructional techniques,  
14 and strategies consistent with the  
15 principles of universal design for  
16 learning, and through positive behav-  
17 ioral interventions and support strate-  
18 gies to improve student achievement;  
19 and

20 “(III) as applicable, early child-  
21 hood educators to be highly com-  
22 petent; and

23 “(ii) promoting strong teaching and  
24 leading skills and techniques for early  
25 childhood educators to improve children’s

1 cognitive, social, emotional, and physical  
2 development.

3 “(B) REQUIRED REFORMS.—The reforms  
4 described in subparagraph (A) shall include, as  
5 applicable—

6 “(i) implementing teacher preparation  
7 program curriculum changes that improve,  
8 evaluate, and assess how well all prospec-  
9 tive and new teachers develop teaching  
10 skills;

11 “(ii) using empirically based practice  
12 and evidence-based research, where appli-  
13 cable, about teaching and learning so that  
14 all prospective teachers and, as applicable,  
15 early childhood educators—

16 “(I) understand and can imple-  
17 ment research-based teaching prac-  
18 tices in classroom instruction;

19 “(II) have knowledge of student  
20 learning methods;

21 “(III) possess skills to analyze  
22 student academic achievement data  
23 and other measures of student learn-  
24 ing, and use such data and measures  
25 to improve classroom instruction;

1           “(IV) possess teaching skills and  
2           an understanding of effective instruc-  
3           tional strategies across all applicable  
4           content areas that enable general edu-  
5           cation and special education teachers  
6           and early childhood educators to—

7                   “(aa) meet the specific  
8                   learning needs of all students, in-  
9                   cluding students with disabilities,  
10                  students who are English learn-  
11                  ers, students who are gifted and  
12                  talented, students with low lit-  
13                  eracy levels and, as applicable,  
14                  children in early childhood edu-  
15                  cation programs; and

16                   “(bb) differentiate instruc-  
17                   tion for such students;

18           “(V) can effectively participate as  
19           a member of the individualized edu-  
20           cation program team, as defined in  
21           section 614(d)(1)(B) of the Individ-  
22           uals with Disabilities Education Act;  
23           and

24                   “(VI) can effectively provide com-  
25                   prehensive literacy instruction;

1           “(iii) ensuring collaboration with de-  
2           partments, programs, or units of a partner  
3           institution outside of the teacher prepara-  
4           tion program in all academic content areas  
5           to ensure that prospective teachers receive  
6           training in both teaching and relevant con-  
7           tent areas in order to meet the applicable  
8           State certification and licensure require-  
9           ments, including any requirements for cer-  
10          tification obtained through alternative  
11          routes to certification or, with regard to  
12          special education teachers, who meet the  
13          qualifications described in section  
14          612(a)(14)(C) of the Individuals with Dis-  
15          abilities Education Act, which may include  
16          training in multiple subjects to teach mul-  
17          tiple grade levels as may be needed for in-  
18          dividuals preparing to teach in rural com-  
19          munities and for individuals preparing to  
20          teach students with disabilities;

21               “(iv) developing and implementing an  
22               induction program;

23               “(v) developing admissions goals and  
24               priorities aligned with the hiring objectives

1 of the high-need local educational agency  
2 in the eligible partnership; and

3 “(vi) implementing program and cur-  
4 riculum changes, as applicable, to ensure  
5 that prospective teachers have the requisite  
6 content knowledge, preparation, and degree  
7 to teach Advanced Placement or Inter-  
8 national Baccalaureate courses success-  
9 fully.

10 “(2) CLINICAL EXPERIENCE AND INTER-  
11 ACTION.—Developing and improving a sustained and  
12 high-quality preservice clinical education program to  
13 further develop the teaching skills of all prospective  
14 teachers and, as applicable, early childhood edu-  
15 cators, involved in the program. Such program shall  
16 do the following:

17 “(A) Incorporate year-long opportunities  
18 for enrichment, including—

19 “(i) clinical learning in classrooms in  
20 high-need schools served by the high-need  
21 local educational agency in the eligible  
22 partnership, and identified by the eligible  
23 partnership; and

24 “(ii) closely supervised interaction be-  
25 tween prospective teachers and faculty or

1 program staff, experienced teachers, prin-  
2 cipals, other administrators, and other  
3 school leaders at early childhood education  
4 programs (as applicable), elementary  
5 schools, or secondary schools, and pro-  
6 viding support for such interaction.

7 “(B) Integrate pedagogy and classroom  
8 practice and promote effective teaching skills in  
9 academic content areas.

10 “(C) Provide high-quality teacher men-  
11 toring.

12 “(D) Be offered over the course of a pro-  
13 gram of teacher preparation.

14 “(E) Be tightly aligned with coursework  
15 (and may be developed as a fifth year of a  
16 teacher preparation program).

17 “(F) Where feasible, allow prospective  
18 teachers to learn to teach in the same local edu-  
19 cational agency in which the teachers will work,  
20 learning the instructional initiatives and cur-  
21 riculum of that local educational agency.

22 “(G) As applicable, provide training and  
23 experience to enhance the teaching skills of pro-  
24 spective teachers to better prepare such teach-

1           ers to meet the unique needs of teaching in  
2           rural or urban communities.

3           “(H) Provide support and training for in-  
4           dividuals participating in an activity for pro-  
5           spective or new teachers described in this para-  
6           graph or paragraph (1) or (3), and for individ-  
7           uals who serve as mentors for such teachers,  
8           based on each individual’s experience. Such  
9           support may include—

10                   “(i) with respect to a prospective  
11                   teacher or a mentor, release time for such  
12                   individual’s participation;

13                   “(ii) with respect to a faculty member,  
14                   receiving course workload credit and com-  
15                   pensation for time teaching in the eligible  
16                   partnership’s activities; and

17                   “(iii) with respect to a mentor, a sti-  
18                   pend, which may include bonus, differen-  
19                   tial, incentive, or performance pay, based  
20                   on the mentor’s extra skills and respon-  
21                   sibilities.

22           “(3) INDUCTION PROGRAMS FOR NEW TEACH-  
23           ERS OR SCHOOL LEADERS.—Creating an induction  
24           program for new teachers or school leaders, or, in  
25           the case of an early childhood education program,

1 providing mentoring or coaching for new early child-  
2 hood educators.

3 “(4) SUPPORT AND TRAINING FOR PARTICI-  
4 PANTS IN EARLY CHILDHOOD EDUCATION PRO-  
5 GRAMS.—In the case of an eligible partnership fo-  
6 cusing on early childhood educator preparation, im-  
7 plementing initiatives that increase compensation for  
8 early childhood educators who attain associate or  
9 baccalaureate degrees in early childhood education.

10 “(5) TEACHER OR SCHOOL LEADER RECRUIT-  
11 MENT.—Developing and implementing effective  
12 mechanisms (which may include alternative routes to  
13 State certification of teachers) to ensure that the eli-  
14 gible partnership is able to recruit qualified individ-  
15 uals to meet the applicable State certification and li-  
16 censure requirements, including any requirements  
17 for certification obtained through alternative routes  
18 to certification or, with regard to special education  
19 teachers, who meet the qualifications described in  
20 section 612(a)(14)(C) of the Individuals with Dis-  
21 abilities Education Act, or to become school leaders,  
22 through the activities of the eligible partnership,  
23 which may include an emphasis on recruiting into  
24 the teaching or school leadership professions—

1           “(A) individuals from underrepresented  
2           populations;

3           “(B) individuals to teach or lead in rural  
4           communities or high-need schools and teach in  
5           teacher shortage areas, including mathematics,  
6           science, special education, and the instruction  
7           of students who are English learners; and

8           “(C) mid-career professionals from other  
9           occupations, former military personnel, and re-  
10          cent college graduates with a record of aca-  
11          demic distinction.

12          “(6) LITERACY TRAINING.—Strengthening the  
13          literacy teaching skills of prospective and, as appli-  
14          cable, new elementary school and secondary school  
15          teachers—

16               “(A) to implement programs of com-  
17               prehensive literacy instruction;

18               “(B) to use screening, diagnostic, forma-  
19               tive, and summative assessments to determine  
20               students’ literacy levels, difficulties, and growth  
21               in order to improve classroom instruction and  
22               improve student reading and writing skills;

23               “(C) to provide individualized, intensive,  
24               and targeted literacy instruction for students  
25               with deficiencies in literacy skills; and

1           “(D) to integrate literacy skills in the  
2           classroom across subject areas.

3           “(7) SUPPORT AND TRAINING FOR TEACHER  
4           LEADERS.—In the case of an eligible partnership fo-  
5           cusing on teacher leader preparation, providing ac-  
6           tivities designed to enable experienced teachers to  
7           serve effectively as teacher leaders.

8           “(8) SUPPORT AND TRAINING FOR SCHOOL  
9           LEADERS.—In the case of an eligible partnership fo-  
10          cusing on school leader preparation, providing high-  
11          quality, differentiated, school-level support services  
12          and training, to the extent feasible, to enable current  
13          principals and instructional leadership teams to sup-  
14          port teachers, teacher leaders, and other school  
15          staff.

16          “(e) PARTNERSHIP GRANTS FOR THE ESTABLISH-  
17          MENT OF TEACHING RESIDENCY PROGRAMS.—

18                 “(1) IN GENERAL.—An eligible partnership re-  
19                 ceiving a grant to carry out an effective teaching  
20                 residency program shall carry out a program that  
21                 includes all of the following activities:

22                         “(A) Supporting a teaching residency pro-  
23                         gram described in paragraph (2) for high-need  
24                         subjects and areas, as determined by the needs

1 of the high-need local educational agency in the  
2 partnership.

3 “(B) Placing graduates of the teaching  
4 residency program in cohorts that facilitate pro-  
5 fessional collaboration, both among graduates  
6 of the teaching residency program and between  
7 such graduates and mentor teachers in the re-  
8 ceiving school.

9 “(C) Ensuring that teaching residents who  
10 participate in the teaching residency program  
11 receive—

12 “(i) effective preservice preparation as  
13 described in paragraph (2);

14 “(ii) teacher mentoring;

15 “(iii) support required through the in-  
16 duction program as the teaching residents  
17 enter the classroom as new teachers; and

18 “(iv) the preparation described in sub-  
19 paragraphs (A), (B), and (C) of subsection  
20 (d)(2).

21 “(2) TEACHING RESIDENCY PROGRAMS.—

22 “(A) ESTABLISHMENT AND DESIGN.—A  
23 teaching residency program under this para-  
24 graph shall be a program based upon models of  
25 successful teaching residencies that serves as a

1 mechanism to prepare teachers for success in  
2 the high-need schools in the eligible partner-  
3 ship, and shall be designed to include the fol-  
4 lowing characteristics of successful programs:

5 “(i) The integration of pedagogy,  
6 classroom practice, and teacher mentoring.

7 “(ii) Engagement of teaching resi-  
8 dents in rigorous graduate-level coursework  
9 to earn a master’s degree while under-  
10 taking a guided teaching apprenticeship.

11 “(iii) Experience and learning oppor-  
12 tunities alongside a trained and experi-  
13 enced mentor teacher—

14 “(I) whose teaching shall com-  
15 plement the residency program so that  
16 classroom clinical practice is tightly  
17 aligned with coursework;

18 “(II) who shall have extra re-  
19 sponsibilities as a teacher leader of  
20 the teaching residency program, as a  
21 mentor for residents, and as a teacher  
22 coach during the induction program  
23 for new teachers, and for establishing,  
24 within the program, a learning com-  
25 munity in which all individuals are ex-

1                   pected to continually improve their ca-  
2                   pacity to advance student learning;  
3                   and

4                   “(III) who may be relieved from  
5                   teaching duties as a result of such ad-  
6                   ditional responsibilities.

7                   “(iv) The establishment of clear cri-  
8                   teria for the selection of mentor teachers  
9                   based on measures of teacher effectiveness  
10                  and the appropriate subject area knowl-  
11                  edge. Evaluation of teacher effectiveness  
12                  shall be based on, but not limited to, ob-  
13                  servations of the following:

14                  “(I) Planning and preparation,  
15                  including demonstrated knowledge of  
16                  content, pedagogy, and assessment,  
17                  including the use of formative and di-  
18                  agnostic assessments to improve stu-  
19                  dent learning.

20                  “(II) Appropriate instruction  
21                  that engages students with different  
22                  learning styles.

23                  “(III) Collaboration with col-  
24                  leagues to improve instruction.

1                   “(IV) Analysis of gains in stu-  
2                   dent learning, based on multiple  
3                   measures that are valid and reliable  
4                   and that, when feasible, may include  
5                   valid, reliable, and objective measures  
6                   of the influence of teachers on the  
7                   rate of student academic progress.

8                   “(V) In the case of mentor can-  
9                   didates who will be mentoring new or  
10                  prospective literacy and mathematics  
11                  coaches or instructors, appropriate  
12                  skills in comprehensive literacy in-  
13                  struction, teacher training in com-  
14                  prehensive literacy strategies to en-  
15                  sure students receive a well-rounded  
16                  education, and teacher training in  
17                  mathematics instructional strategies,  
18                  as appropriate.

19                  “(v) Grouping of teaching residents in  
20                  cohorts to facilitate professional collabora-  
21                  tion among such residents.

22                  “(vi) The development of admissions  
23                  goals and priorities—

24                                 “(I) that are aligned with the  
25                                 hiring objectives of the local edu-

1           cational agency partnering with the  
2           program, as well as the instructional  
3           initiatives and curriculum of such  
4           agency, in exchange for a commitment  
5           by such agency to hire qualified grad-  
6           uates from the teaching residency pro-  
7           gram; and

8                   “(II) which may include consider-  
9                   ation of applicants who reflect the  
10                   communities in which they will teach  
11                   as well as consideration of individuals  
12                   from underrepresented populations in  
13                   the teaching profession.

14                   “(vii) Support for residents, once the  
15                   teaching residents are hired as teachers of  
16                   record, through an induction program, pro-  
17                   fessional development, and networking op-  
18                   portunities to support the residents  
19                   through not less than the residents’ first 2  
20                   years of teaching.

21                   “(B) SELECTION OF INDIVIDUALS AS  
22                   TEACHER RESIDENTS.—

23                   “(i) ELIGIBLE INDIVIDUAL.—In order  
24                   to be eligible to be a teacher resident in a

1 teaching residency program under this  
2 paragraph, an individual shall—

3 “(I) be a recent graduate of a 4-  
4 year institution of higher education or  
5 a mid-career professional from outside  
6 the field of education possessing  
7 strong content knowledge or a record  
8 of professional accomplishment; and

9 “(II) submit an application to  
10 the teaching residency program.

11 “(ii) SELECTION CRITERIA.—An eligi-  
12 ble partnership carrying out a teaching  
13 residency program under this subsection  
14 shall establish criteria for the selection of  
15 eligible individuals to participate in the  
16 teaching residency program based on the  
17 following characteristics:

18 “(I) Strong content knowledge or  
19 record of accomplishment in the field  
20 or subject area to be taught.

21 “(II) Strong verbal and written  
22 communication skills, which may be  
23 demonstrated by performance on ap-  
24 propriate tests.

1                   “(III) Other attributes linked to  
2                   effective teaching, which may be de-  
3                   termined by interviews or performance  
4                   assessments, as specified by the eligi-  
5                   ble partnership.

6                   “(C) STIPENDS OR SALARIES; APPLICA-  
7                   TIONS; AGREEMENTS; REPAYMENTS.—

8                   “(i) STIPENDS OR SALARIES.—A  
9                   teaching residency program under this sub-  
10                  section shall provide a one-year living sti-  
11                  pend or salary to teaching residents during  
12                  the one-year teaching residency program.

13                  “(ii) APPLICATIONS FOR STIPENDS OR  
14                  SALARIES.—Each teacher residency can-  
15                  didate desiring a stipend or salary during  
16                  the period of residency shall submit an ap-  
17                  plication to the eligible partnership at such  
18                  time, and containing such information and  
19                  assurances, as the eligible partnership may  
20                  require.

21                  “(iii) AGREEMENTS TO SERVE.—Each  
22                  application submitted under clause (ii)  
23                  shall contain or be accompanied by an  
24                  agreement that the applicant will—

1           “(I) serve as a full-time teacher  
2           for a total of not less than 3 academic  
3           years immediately after successfully  
4           completing the one-year teaching resi-  
5           dency program;

6           “(II) fulfill the requirement  
7           under subclause (I) by teaching in a  
8           high-need school served by the high-  
9           need local educational agency in the  
10          eligible partnership and teach a sub-  
11          ject or area that is designated as high  
12          need by the partnership;

13          “(III) provide to the eligible part-  
14          nership a certificate, from the chief  
15          administrative officer of the local edu-  
16          cational agency in which the resident  
17          is employed, of the employment re-  
18          quired in subclauses (I) and (II) at  
19          the beginning of, and upon completion  
20          of, each year or partial year of serv-  
21          ice;

22          “(IV) meet the applicable State  
23          licensure requirements, including any  
24          requirements for certification obtained  
25          through alternative routes to certifi-

1 cation, or with regard to special edu-  
2 cation teachers, who meet the quali-  
3 fications described in section  
4 612(a)(14)(C) of the Individuals with  
5 Disabilities Education Act, when the  
6 applicant begins to fulfill the service  
7 obligation under this clause; and

8 “(V) comply with the require-  
9 ments set by the eligible partnership  
10 under clause (iv) if the applicant is  
11 unable or unwilling to complete the  
12 service obligation required by this  
13 clause.

14 “(iv) REPAYMENTS.—

15 “(I) IN GENERAL.—A grantee  
16 carrying out a teaching residency pro-  
17 gram under this paragraph shall re-  
18 quire a recipient of a stipend or salary  
19 under clause (i) who does not com-  
20 plete, or who notifies the partnership  
21 that the recipient intends not to com-  
22 plete, the service obligation required  
23 by clause (iii) to repay such stipend or  
24 salary to the eligible partnership, to-  
25 gether with interest, at a rate speci-

1           fied by the partnership in the agree-  
2           ment, and in accordance with such  
3           other terms and conditions specified  
4           by the eligible partnership, as nec-  
5           essary.

6                   “(II) OTHER TERMS AND CONDI-  
7                   TIONS.—Any other terms and condi-  
8                   tions specified by the eligible partner-  
9                   ship may include reasonable provi-  
10                  sions for pro-rata repayment of the  
11                  stipend or salary described in clause  
12                  (i) or for deferral of a teaching resi-  
13                  dent’s service obligation required by  
14                  clause (iii), on grounds of health, in-  
15                  capacitation, inability to secure em-  
16                  ployment in a school served by the eli-  
17                  gible partnership, being called to ac-  
18                  tive duty in the Armed Forces of the  
19                  United States, or other extraordinary  
20                  circumstances.

21                   “(III) USE OF REPAYMENTS.—  
22                   An eligible partnership shall use any  
23                   repayment received under this clause  
24                   to carry out additional activities that

1                   are consistent with the purposes of  
2                   this subsection.

3           “(f) PARTNERSHIP GRANTS FOR THE ESTABLISH-  
4   MENT OF SCHOOL LEADERSHIP RESIDENCY PRO-  
5   GRAMS.—

6           “(1) IN GENERAL.—An eligible partnership that  
7           receives a grant under this section may carry out an  
8           effective school leadership residency program, which  
9           may be carried out in partnership with a local edu-  
10          cational agency located in a rural area.

11          “(2) SCHOOL LEADERSHIP RESIDENCY PRO-  
12       GRAM DESCRIBED.—A school leadership residency  
13       program under this subsection shall be a school-  
14       based preparation program for principals, other  
15       school leaders, early childhood education program di-  
16       rectors, or a combination of those individuals in  
17       which a participant—

18           “(A) for 1 academic year, engages in sus-  
19           tained and rigorous clinical learning with sub-  
20           stantial leadership responsibilities and oppor-  
21           tunity to practice and be evaluated in an au-  
22           thentic school or early childhood education pro-  
23           gram setting; and

24           “(B) during that academic year—

1           “(i) participates in evidence-based  
2           coursework that is aligned with leadership  
3           standards and includes evaluation of can-  
4           didates throughout the program and that  
5           is integrated with clinical residency experi-  
6           ence; and

7           “(ii) receives support from a mentor  
8           principal or other effective school leader or  
9           early childhood education director.

10           “(3) PROGRAM ACTIVITIES.—A school leader-  
11           ship residency program under this subsection shall  
12           include all of the following activities:

13           “(A) Preparing individuals enrolled or pre-  
14           paring to enroll in school leadership programs  
15           for careers as principals, early childhood edu-  
16           cation program directors, or other school lead-  
17           ers (including individuals preparing to work in  
18           local educational agencies located in rural areas  
19           who may perform multiple duties in addition to  
20           the role of a school leader).

21           “(B) Using evidence-based coursework that  
22           is aligned with school leadership standards (de-  
23           fined by the eligible partnership) and includes  
24           embedded participant assessments to evaluate  
25           candidates before program completion, training

1 prospective principals and other school leaders  
2 to effectively—

3 “(i) provide instructional leadership,  
4 including by creating and maintaining a  
5 data-driven, professional learning commu-  
6 nity, within the leader’s school;

7 “(ii) provide a climate conducive to  
8 the professional development of teachers,  
9 with a focus on improving student aca-  
10 demic achievement and the development of  
11 effective instructional leadership skills;

12 “(iii) understand the teaching and as-  
13 sessment skills needed to support success-  
14 ful classroom instruction and to use data  
15 to evaluate teacher instruction and drive  
16 teacher and student learning;

17 “(iv) manage resources and school  
18 time to improve student academic achieve-  
19 ment and ensure the school environment is  
20 safe;

21 “(v) engage and involve parents, com-  
22 munity members, the local educational  
23 agency, businesses, and other community  
24 leaders, to leverage additional resources to

1 improve student academic achievement;  
2 and

3 “(vi) understand how students learn  
4 and develop in order to increase academic  
5 achievement for all students and provide a  
6 well-rounded education.

7 “(C) Ensuring that individuals who par-  
8 ticipate in the school leadership residency pro-  
9 gram receive—

10 “(i) effective preservice preparation as  
11 described in subparagraphs (B) and (D);

12 “(ii) mentoring;

13 “(iii) continuous feedback throughout  
14 the program on their progress; and

15 “(iv) if applicable, full State certifi-  
16 cation or licensure to become a school lead-  
17 er.

18 “(D) Developing and improving a sus-  
19 tained and high-quality preservice clinical edu-  
20 cation program to further develop the leader-  
21 ship skills of all prospective school leaders in-  
22 volved in the program. Such clinical education  
23 program shall do the following:

24 “(i) Incorporate year-long opportuni-  
25 ties for sustained, intensive, collaborative,

1 and high-quality job-embedded practice, in-  
2 cluding—

3 “(I) clinical learning in high-need  
4 schools served by the high-need local  
5 educational agency or a local edu-  
6 cational agency located in a rural area  
7 in the eligible partnership and identi-  
8 fied by the eligible partnership;

9 “(II) closely supervised inter-  
10 action between prospective school  
11 leaders and faculty or program staff,  
12 new and experienced teachers, and  
13 new and experienced school leaders, in  
14 such high-need schools; and

15 “(III) substantial school leader-  
16 ship responsibilities where a program  
17 participant is responsible for improv-  
18 ing the practice and performance of a  
19 subset of teachers or an interim  
20 school leader, and receives ongoing  
21 evaluation and feedback.

22 “(ii) Integrate pedagogy and practice  
23 and promote effective leadership skills,  
24 meeting the unique needs of urban, rural,

1 or geographically isolated communities, as  
2 applicable.

3 “(iii) Provide for mentoring of new  
4 school leaders.

5 “(E) Creating a new induction program or  
6 aligning with existing induction programs for  
7 new school leaders.

8 “(F) Developing and implementing effec-  
9 tive mechanisms to ensure that the eligible  
10 partnership is able to recruit qualified individ-  
11 uals to become school leaders through the ac-  
12 tivities of the eligible partnership, which—

13 “(i) may include recruitment that is  
14 informed by the needs of the geographic  
15 area to be served and a rigorous selection  
16 process that is based on competencies that  
17 are predictive of success as a school leader;  
18 and

19 “(ii) may include an emphasis on re-  
20 cruiting into school leadership profes-  
21 sions—

22 “(I) individuals from underrep-  
23 resented populations;

24 “(II) individuals to serve as prin-  
25 cipals or other school leaders in areas

1 of high need, including rural and geo-  
2 graphically isolated communities and  
3 school leader shortage areas;

4 “(III) mid-career professionals  
5 from other occupations;

6 “(IV) former military personnel;  
7 and

8 “(V) recent college graduates  
9 with past teaching experience and a  
10 record of academic distinction.

11 “(G) Ongoing review and improvement of  
12 the program.

13 “(g) PARTNERSHIP WITH DIGITAL EDUCATION CON-  
14 TENT DEVELOPER.—An eligible partnership that receives  
15 a grant under this section may use grant funds provided  
16 to carry out the activities described in subsection (d) or  
17 (e), or both, to partner with a television public broadcast  
18 station, as defined in section 397(6) of the Communica-  
19 tions Act of 1934 (47 U.S.C. 397(6)), or another entity  
20 that develops digital educational content, for the purpose  
21 of improving the quality of teacher or school leader prepa-  
22 ration programs or to enhance the quality of preservice  
23 training for prospective teachers or school leaders.

24 “(h) EVALUATION AND REPORTING.—The Secretary  
25 shall—

1           “(1) evaluate the programs assisted under this  
2 section; and

3           “(2) make publicly available a report detailing  
4 the Secretary’s evaluation of each such program.

5           “(i) CONSULTATION.—

6           “(1) IN GENERAL.—Members of an eligible  
7 partnership that receives a grant under this section  
8 shall engage in regular consultation throughout the  
9 development and implementation of programs and  
10 activities carried out under this section.

11           “(2) REGULAR COMMUNICATION.—To ensure  
12 timely and meaningful consultation as described in  
13 paragraph (1), regular communication shall occur  
14 among all members of the eligible partnership, in-  
15 cluding the high-need local educational agency. Such  
16 communication shall continue throughout the imple-  
17 mentation of the grant and the assessment of pro-  
18 grams and activities under this section.

19           “(3) WRITTEN CONSENT.—The Secretary may  
20 approve changes in grant activities of a grant under  
21 this section only if the eligible partnership submits  
22 to the Secretary a written consent of such changes  
23 signed by all members of the eligible partnership.

24           “(j) CONSTRUCTION.—Nothing in this section shall  
25 be construed to prohibit an eligible partnership from using

1 grant funds to coordinate with the activities of eligible  
2 partnerships in other States or on a regional basis through  
3 Governors, State boards of education, State educational  
4 agencies, State agencies responsible for early childhood  
5 education, local educational agencies, or State agencies for  
6 higher education.

7 “(k) SUPPLEMENT, NOT SUPPLANT.—Funds made  
8 available under this section shall be used to supplement,  
9 and not supplant, other Federal, State, and local funds  
10 that would otherwise be expended to carry out activities  
11 under this section.

12 **“SEC. 203. ADMINISTRATIVE PROVISIONS.**

13 “(a) DURATION; NUMBER OF AWARDS; PAY-  
14 MENTS.—

15 “(1) DURATION.—A grant awarded under this  
16 part shall be awarded for a period of 5 years.

17 “(2) NUMBER OF AWARDS.—An eligible part-  
18 nership may not receive more than 1 grant during  
19 a 5-year period. Nothing in this title shall be con-  
20 strued to prohibit an individual member, that can  
21 demonstrate need, of an eligible partnership that re-  
22 ceives a grant under this title, from entering into  
23 another eligible partnership consisting of new mem-  
24 bers and receiving a grant with such other eligible  
25 partnership before the 5-year period described in the

1 preceding sentence applicable to the eligible partner-  
2 ship with which the individual member has first  
3 partnered has expired.

4 “(b) PEER REVIEW.—

5 “(1) PANEL.—The Secretary shall provide the  
6 applications submitted under this part to a peer re-  
7 view panel for evaluation. With respect to each ap-  
8 plication, the peer review panel shall initially rec-  
9 ommend the application for funding or for dis-  
10 approval.

11 “(2) PRIORITY.—The Secretary, in funding ap-  
12 plications under this part, shall give priority—

13 “(A) to eligible partnerships that include a  
14 partner institution whose teacher or school  
15 leader preparation program has a rigorous se-  
16 lection process to ensure the highest quality of  
17 students entering such program;

18 “(B) to high-quality applicants, including  
19 those whose practices have the strongest evi-  
20 dence of effectiveness in preparing teachers,  
21 teacher leaders, principals, or other school lead-  
22 ers;

23 “(C) to the equitable geographic distribu-  
24 tion of grants among rural and urban areas;  
25 and

1           “(D) to applicants from a broad base of el-  
2           igible partnerships that involve businesses and  
3           community organizations.

4           “(3) SECRETARIAL SELECTION.—The Secretary  
5           shall determine, based on the peer review process,  
6           which applications shall receive funding and the  
7           amounts of the grants. In determining grant  
8           amounts, the Secretary shall take into account the  
9           total amount of funds available for all grants under  
10          this part and the types of activities proposed to be  
11          carried out by the eligible partnership.

12          “(c) MATCHING REQUIREMENTS.—

13           “(1) IN GENERAL.—Each eligible partnership  
14           receiving a grant under this part shall provide, from  
15           non-Federal sources, an amount equal to 50 percent  
16           of the amount of the grant, which may be provided  
17           in cash or in-kind, to carry out the activities sup-  
18           ported by the grant.

19           “(2) WAIVER.—The Secretary may waive all or  
20           part of the matching requirement described in para-  
21           graph (1) for any fiscal year for an eligible partner-  
22           ship if the Secretary determines that applying the  
23           matching requirement to the eligible partnership  
24           would result in serious hardship or an inability to

1 carry out the authorized activities described in this  
2 part.

3 “(d) LIMITATION ON ADMINISTRATIVE EXPENSES.—

4 An eligible partnership that receives a grant under this  
5 part may use not more than 2 percent of the funds pro-  
6 vided to administer the grant.

7 **“SEC. 204. ACCOUNTABILITY AND EVALUATION.**

8 “(a) ELIGIBLE PARTNERSHIP EVALUATION.—Each  
9 eligible partnership submitting an application for a grant  
10 under this part shall establish, and include in such appli-  
11 cation, an evaluation plan that includes strong and meas-  
12 urable performance objectives. The plan shall include ob-  
13 jectives and measures for increasing the following:

14 “(1) For teacher preparation programs, each of  
15 the following:

16 “(A) Achievement for all prospective and  
17 new teachers, as measured by the eligible part-  
18 nership.

19 “(B) Teacher retention in the first 3 years  
20 of a teacher’s career.

21 “(C) Improvement in the pass rates and  
22 scaled scores for initial State certification or li-  
23 censure of teachers.

24 “(D) The percentage of teachers who meet  
25 the applicable State certification and licensure

1 requirements, including any requirements for  
2 certification obtained through alternative routes  
3 to certification, or, with regard to special edu-  
4 cation teachers, who meet the qualifications de-  
5 scribed in section 612(a)(14)(C) of the Individ-  
6 uals with Disabilities Education Act hired by  
7 the high-need local educational agency with re-  
8 spect to each of the following:

9 “(i) Participating in the eligible part-  
10 nership.

11 “(ii) Who are members of underrep-  
12 resented groups.

13 “(iii) Who teach high-need academic  
14 subject areas, as determined by the State,  
15 which may include reading, mathematics,  
16 science, and foreign language, including  
17 less commonly taught languages and crit-  
18 ical foreign languages.

19 “(iv) Who teach in high-need areas, as  
20 determined by the State, which may in-  
21 clude special education, language instruc-  
22 tion educational programs for students  
23 who are English learners, and early child-  
24 hood education.

1                   “(v) Who teach in high-need schools,  
2                   disaggregated by the elementary school  
3                   and secondary school levels.

4                   “(E) As applicable, the percentage of early  
5                   childhood education program classes in the geo-  
6                   graphic area served by the eligible partnership  
7                   taught by early childhood educators who are  
8                   highly competent.

9                   “(F) As applicable, the percentage of  
10                  teachers trained—

11                  “(i) to integrate technology effectively  
12                  into curricula and instruction, including  
13                  technology consistent with the principles of  
14                  universal design for learning; and

15                  “(ii) to use technology effectively to  
16                  collect, manage, and analyze data to im-  
17                  prove teaching and learning for the pur-  
18                  pose of improving student academic  
19                  achievement.

20                  “(2) For school leader preparation programs,  
21                  each of the following:

22                  “(A) The percentage of program partici-  
23                  pants who complete the program.

24                  “(B) The percentage of program partici-  
25                  pants who, subsequent to completing the pro-

1           gram, receive full State licensure for positions  
2           in school leadership.

3           “(C)    The    percentage    of    program  
4           completers who subsequently take school leader-  
5           ship positions in the high-need local educational  
6           agencies participating in the eligible partner-  
7           ship.

8           “(D)    The    percentage    of    program  
9           completers who subsequently take school leader-  
10          ship positions in the high-need schools served  
11          by the high-need local educational agencies par-  
12          ticipating in the eligible partnership.

13          “(E)    The    percentage    of    program  
14          completers retained in school leadership posi-  
15          tions in the high-need local educational agencies  
16          participating in the eligible partnership and in  
17          the high-need schools served by such agencies  
18          for 3 or more years.

19          “(b) INFORMATION.—An eligible partnership receiv-  
20          ing a grant under this part shall ensure that teachers,  
21          principals, other school leaders, principal supervisors,  
22          school superintendents, faculty, program staff, and leader-  
23          ship at institutions of higher education located in the geo-  
24          graphic areas served by the eligible partnership are pro-

1 vided information, including through electronic means,  
2 about the activities carried out with funds under this part.

3 “(c) REVISED APPLICATION.—If the Secretary deter-  
4 mines that an eligible partnership receiving a grant under  
5 this part is not making substantial progress in meeting  
6 the purposes, goals, objectives, and measures of the grant,  
7 as appropriate, by the end of the third year of a grant  
8 under this part, then the Secretary—

9 “(1) shall cancel the grant; and

10 “(2) may use any funds returned or available  
11 because of such cancellation under paragraph (1)  
12 to—

13 “(A) increase other grant awards under  
14 this part; or

15 “(B) award new grants to other eligible  
16 partnerships under this part.

17 “(d) EVALUATION, RESEARCH, AND DISSEMINA-  
18 TION.—From amounts appropriated under section 209,  
19 the Secretary, acting through the Director of the Institute  
20 of Education Sciences shall—

21 “(1) carry out an independent evaluation to  
22 measure the effectiveness of the programs operated  
23 by partnerships assisted under this part;

24 “(2) carry out research to identify effective  
25 teacher and school leader preparation practices;

1 “(3) report the findings regarding such evalua-  
2 tion and research to the authorizing committees; and

3 “(4) broadly disseminate information—

4 “(A) on effective practices, including on  
5 successful practices developed by eligible part-  
6 nerships under this part; and

7 “(B) regarding such practices that were  
8 found to be ineffective.

9 **“SEC. 205. ACCOUNTABILITY FOR PROGRAMS THAT PRE-  
10 PARE TEACHERS AND SCHOOL LEADERS.**

11 “(a) INSTITUTIONAL AND PROGRAM REPORT CARDS  
12 ON THE QUALITY OF TEACHER AND SCHOOL LEADER  
13 PREPARATION.—

14 “(1) REPORT CARD.—Each institution of higher  
15 education that conducts a traditional teacher or  
16 school leader preparation program or an alternative  
17 route to State teacher or school leader certification  
18 or licensure program and that enrolls students re-  
19 ceiving Federal assistance under this Act, and each  
20 additional entity within the State that conducts an  
21 alternative route to a State teacher or school leader  
22 certification program and receives funds under this  
23 title, shall report annually to the State and the gen-  
24 eral public, in a uniform and comprehensible manner

1 that conforms with the definitions and methods es-  
2 tablished by the Secretary, the following:

3 “(A) GOALS AND ASSURANCES.—

4 “(i) For the most recent year for  
5 which the information is available for the  
6 institution or other entity—

7 “(I) whether the goals and objec-  
8 tives set under section 206 or  
9 204(a)(2), as applicable, have been  
10 met; and

11 “(II) a description of the activi-  
12 ties the institution or entity imple-  
13 mented to achieve such goals or objec-  
14 tives.

15 “(ii) A description of the steps the in-  
16 stitution or entity is taking to improve its  
17 performance in meeting the annual goals  
18 set under section 206.

19 “(iii) A description of the activities  
20 the institution or entity has implemented  
21 to meet the assurances provided under sec-  
22 tion 206.

23 “(B) PASS RATES AND SCALED SCORES.—

24 For the most recent year for which the informa-  
25 tion is available for those students who took the

1 assessments used for teacher or school leader  
2 certification or licensure by the State in which  
3 the program is located and are enrolled in the  
4 traditional teacher or school leader preparation  
5 program or alternative routes to State certifi-  
6 cation or licensure program, and for those who  
7 have taken such assessments and have com-  
8 pleted the traditional teacher or school leader  
9 preparation program or alternative routes to  
10 teacher or school leader State certification or li-  
11 censure program during the 2-year period pre-  
12 ceding such year, for each of such assess-  
13 ments—

14 “(i) the percentage of students who  
15 have completed 100 percent of the nonclin-  
16 ical coursework and taken the assessment  
17 who pass such assessment;

18 “(ii) the percentage of all students  
19 who passed such assessment;

20 “(iii) the percentage of students who  
21 have taken such assessment who enrolled  
22 in and completed the traditional teacher  
23 preparation program or alternative routes  
24 to State certification or licensure program,  
25 as applicable;

1           “(iv) the average scaled score for all  
2 students who took such assessment;

3           “(v) a comparison of the program’s  
4 pass rates with the average pass rates for  
5 programs in the State; and

6           “(vi) a comparison of the program’s  
7 average scaled scores with the average  
8 scaled scores for programs in the State.

9           “(C) PROGRAM INFORMATION AND OUT-  
10 COMES.—A description of—

11           “(i) the criteria for admission into the  
12 program and the program’s admission  
13 rate;

14           “(ii) the number of students in the  
15 program, disaggregated by race, ethnicity,  
16 and gender;

17           “(iii) the average number of hours of  
18 clinical experience required for those in the  
19 program;

20           “(iv) the total number and percentage  
21 of program entrants who complete the pro-  
22 gram;

23           “(v) the total number and percentage  
24 of program completers who become cer-  
25 tified or licensed as teachers or school

1 leaders and the total number and the per-  
2 centage of program completers who are  
3 hired as teachers, disaggregated by subject  
4 and area of certification or licensure, or as  
5 school leaders within 3 years; and

6 “(vi) if valid and reliable data are  
7 available, the total number and percentage  
8 of program completers placed as principals  
9 who are rated effective or above on school  
10 leader evaluation and support systems  
11 after 3 years of leading a school.

12 “(D) STATEMENT.—In States that require  
13 approval or accreditation of teacher or school  
14 leader preparation programs, a statement of  
15 whether the institution’s program is so ap-  
16 proved or accredited, and by whom.

17 “(E) DESIGNATION AS LOW-PER-  
18 FORMING.—Whether the program has been des-  
19 ignated as low-performing by the State under  
20 section 207(a).

21 “(F) USE OF TECHNOLOGY.—A descrip-  
22 tion of the activities, including activities con-  
23 sistent with the principles of universal design  
24 for learning, that prepare teachers to integrate  
25 technology effectively into curricula and instruc-

1           tion, and to use technology effectively to collect,  
2           manage, and analyze data in order to improve  
3           teaching and learning for the purpose of in-  
4           creasing student academic achievement.

5           “(G) TEACHER TRAINING.—A description  
6           of the activities that prepare general education  
7           and special education teachers to teach students  
8           with disabilities effectively, including training  
9           related to participation as a member of individ-  
10          ualized education program teams, as defined in  
11          section 614(d)(1)(B) of the Individuals with  
12          Disabilities Education Act, and to effectively  
13          teach students who are English learners.

14          “(2) REPORT.—Each eligible partnership re-  
15          ceiving a grant under section 202 shall report annu-  
16          ally on the progress of the eligible partnership to-  
17          ward meeting the purposes of this part and the ob-  
18          jectives and measures described in section 204(a).

19          “(3) FINES.—The Secretary may impose a fine  
20          not to exceed \$27,500 on an institution of higher  
21          education or other entity for failure to provide the  
22          information described in this subsection in a timely  
23          or accurate manner.

24          “(4) SPECIAL RULE.—In the case of an institu-  
25          tion of higher education that conducts a traditional

1 teacher or school leader preparation program or al-  
2 ternative routes to State teacher or school leader  
3 certification or licensure program and has fewer  
4 than 10 scores reported on any single initial teacher  
5 certification or licensure assessment during an aca-  
6 demic year, the institution shall collect and publish  
7 information, as required under paragraph (1)(B),  
8 with respect to an average pass rate and scaled  
9 score on each State certification or licensure assess-  
10 ment taken over a 3-year period.

11 “(b) STATE REPORT CARD ON THE QUALITY OF  
12 TEACHER AND SCHOOL LEADER PREPARATION.—

13 “(1) IN GENERAL.—Each State that receives  
14 funds under this Act shall provide to the Secretary  
15 and make widely available and easily accessible to  
16 the general public, in a uniform and comprehensible  
17 manner that conforms with the definitions and  
18 methods established by the Secretary, an annual  
19 State report card on the quality of teacher and  
20 school leader preparation in the State, both for tra-  
21 ditional teacher and school leader preparation pro-  
22 grams and for alternative routes to State teacher or  
23 school leader certification or licensure programs,  
24 which shall include not less than the following:

1           “(A) A description of the reliability and  
2 validity of the teacher and school leader certifi-  
3 cation and licensure assessments, and any other  
4 certification and licensure requirements, used  
5 by the State.

6           “(B) The standards and criteria that pro-  
7 spective teachers must meet to attain initial  
8 teacher certification or licensure and to be cer-  
9 tified or licensed to teach particular academic  
10 subjects, areas, or grades within the State.

11           “(C) A description of how the assessments  
12 and requirements described in subparagraph  
13 (A) are aligned with the challenging State aca-  
14 demic standards required under section  
15 1111(b)(1) of the Elementary and Secondary  
16 Education Act of 1965 and, as applicable, State  
17 early learning standards for early childhood  
18 education programs.

19           “(D) For each institution of higher edu-  
20 cation located in the State and each other enti-  
21 ty located in the State that operates a teacher  
22 or school leader preparation program, including  
23 those that offer an alternative route for teacher  
24 or school leader certification or licensure, in-  
25 cluding for each of the assessments used by the

1 State for teacher or school leader certification  
2 or licensure—

3 “(i) the percentage of students at  
4 such institution or entity who take and  
5 pass the assessment; and

6 “(ii) the average scaled score of indi-  
7 viduals participating in such a program, or  
8 who have completed such a program dur-  
9 ing the 2-year period preceding the first  
10 year for which the annual State report  
11 card is provided, who took each such as-  
12 sessment.

13 “(E) A description of alternative routes to  
14 teacher certification or licensure in the State  
15 (including any such routes operated by entities  
16 that are not institutions of higher education), if  
17 any, including, for each of the assessments used  
18 by the State for teacher certification or licen-  
19 sure—

20 “(i) the percentage of individuals par-  
21 ticipating in such routes, or who have com-  
22 pleted such routes during the 2-year period  
23 preceding the date for which the deter-  
24 mination is made, who passed each such  
25 assessment; and

1                   “(ii) the average scaled score of indi-  
2                   viduals participating in such routes, or who  
3                   have completed such routes during the 2-  
4                   year period preceding the first year for  
5                   which the annual State report card is pro-  
6                   vided, who took each such assessment.

7                   “(F) A description of the State’s criteria  
8                   for assessing the performance of teacher prepa-  
9                   ration programs within institutions of higher  
10                  education in the State. Such criteria shall in-  
11                  clude indicators of the academic content knowl-  
12                  edge and teaching skills of students enrolled in  
13                  such programs.

14                  “(G) For each teacher and school leader  
15                  preparation program in the State—

16                         “(i) the criteria for admission into the  
17                         program;

18                         “(ii) the number of students in the  
19                         program, disaggregated by race, ethnicity,  
20                         and gender (except that such  
21                         disaggregation shall not be required in a  
22                         case in which the number of students in a  
23                         category is insufficient to yield statistically  
24                         reliable information or the results would

1 reveal personally identifiable information  
2 about an individual student);

3 “(iii) the average number of hours of  
4 supervised clinical experience required for  
5 those in the program; and

6 “(iv) the number of full-time equiva-  
7 lent faculty, adjunct faculty, and students  
8 in supervised clinical experience.

9 “(H) If valid and reliable data are avail-  
10 able, for each school leader preparation pro-  
11 gram in the State, the total number and per-  
12 centage of program completers placed as prin-  
13 cipals who are rated effective or above on school  
14 leader evaluation and support systems after 3  
15 years of leading a school.

16 “(I) For the State as a whole, and for each  
17 teacher preparation program in the State, the  
18 number of teachers prepared, in the aggregate  
19 and reported separately by—

20 “(i) area of certification or licensure;

21 “(ii) academic major; and

22 “(iii) subject area for which the teach-  
23 er has been prepared to teach.

24 “(J) A description of the extent to which  
25 teacher and school leader preparation programs

1 are addressing shortages of teachers who meet  
2 the applicable State certification and licensure  
3 requirements, including any requirements for  
4 certification obtained through alternative routes  
5 to teacher certification, or, with regard to spe-  
6 cial education teachers, the qualifications de-  
7 scribed in section 612(a)(14)(C) of the Individ-  
8 uals with Disabilities Education Act, by area of  
9 certification and licensures, subject, and spe-  
10 cialty, in the State’s public schools, as well as  
11 shortages of effective school leaders.

12 “(2) PROHIBITION AGAINST CREATING A NA-  
13 TIONAL LIST.—The Secretary shall not create a na-  
14 tional list or ranking of States, institutions, or  
15 schools using the scaled scores provided under this  
16 subsection.

17 “(c) DATA QUALITY.—The Secretary shall prescribe  
18 regulations to ensure the reliability, validity, integrity, and  
19 accuracy of the data submitted pursuant to this section.

20 “(d) REPORT OF THE SECRETARY ON THE QUALITY  
21 OF TEACHER AND SCHOOL LEADER PREPARATION.—

22 “(1) REPORT CARD.—The Secretary shall annu-  
23 ally provide to the authorizing committees, and pub-  
24 lish and make widely available, a report card on  
25 teacher and school leader qualifications and prepara-

1 tion in the United States, including all the informa-  
2 tion reported in subparagraphs (A) through (I) of  
3 subsection (b)(1). Such report shall identify States  
4 for which eligible partnerships received a grant  
5 under this part.

6 “(2) REPORT TO CONGRESS.—The Secretary  
7 shall prepare and submit a report to the authorizing  
8 committees that contains the following:

9 “(A) A comparison of States’ efforts to im-  
10 prove the quality of the current and future edu-  
11 cator workforce.

12 “(B) A comparison of eligible partnerships’  
13 efforts to improve the quality of the current  
14 and future educator workforce.

15 “(C) The national mean and median scaled  
16 scores and pass rate on any standardized test  
17 that is used in more than one State for teacher  
18 or school leader certification or licensure.

19 “(3) SPECIAL RULE.—In the case of a teacher  
20 or school leader preparation program with fewer  
21 than 10 scores reported on any single initial teacher  
22 or school leader certification or licensure assessment  
23 during an academic year, the Secretary shall collect  
24 and publish, and make publicly available, informa-  
25 tion with respect to an average pass rate and scaled

1 score on each State certification or licensure assess-  
2 ment taken over a 3-year period.

3 “(e) COORDINATION.—The Secretary, to the extent  
4 practicable, shall coordinate the information collected and  
5 published under this part among States for individuals  
6 who took State teacher or school leader certification or  
7 licensure assessments in a State other than the State in  
8 which the individual received the individual’s most recent  
9 degree.

10 **“SEC. 206. TEACHER DEVELOPMENT.**

11 “(a) ANNUAL GOALS.—Each institution of higher  
12 education that conducts a traditional teacher preparation  
13 program (including programs that offer any ongoing pro-  
14 fessional development programs) or alternative routes to  
15 State certification or licensure program, and that enrolls  
16 students receiving Federal assistance under this Act, shall  
17 set annual quantifiable goals for increasing the number  
18 of prospective teachers trained in teacher shortage areas  
19 designated by the Secretary or by the State educational  
20 agency, including mathematics, science, special education,  
21 and instruction of students who are English learners.

22 “(b) ASSURANCES.—Each institution described in  
23 subsection (a) shall provide assurances to the Secretary  
24 that—

1           “(1) training provided to prospective teachers  
2           responds to the identified needs of the local edu-  
3           cational agencies or States where the institution’s  
4           graduates are likely to teach, based on past hiring  
5           and recruitment trends;

6           “(2) training provided to prospective teachers is  
7           closely linked with the needs of schools and the in-  
8           structional decisions new teachers face in the class-  
9           room;

10           “(3) prospective special education teachers re-  
11           ceive coursework and training to ensure students re-  
12           ceive a well-rounded education;

13           “(4) general education teachers receive training  
14           in providing instruction to diverse populations, in-  
15           cluding children with disabilities, students who are  
16           English learners, and children from low-income fam-  
17           ilies; and

18           “(5) prospective teachers receive training on  
19           how to effectively teach in urban and rural schools,  
20           as applicable.

21           “(c) RULE OF CONSTRUCTION.—Nothing in this sec-  
22           tion shall be construed to require an institution to create  
23           a new teacher preparation area of concentration or degree  
24           program or adopt a specific curriculum in complying with  
25           this section.

1 **“SEC. 207. STATE FUNCTIONS.**

2       “(a) STATE ASSESSMENT.—In order to receive funds  
3 under this Act, a State shall conduct an assessment using  
4 multiple indicators to identify low-performing teacher and  
5 school leader preparation programs in the State and to  
6 assist such programs through the provision of technical  
7 assistance. Each such State shall provide the Secretary  
8 with an annual list of low-performing teacher and school  
9 leader preparation programs and an identification of those  
10 programs at risk of being placed on such list, as applica-  
11 ble. Such assessment shall be described in the report  
12 under section 205(b). Levels of performance shall be de-  
13 termined solely by the State and may include—

14               “(1) for school leader preparation programs,  
15       criteria based on data on placement and retention,  
16       school leader effectiveness, and student outcomes;  
17       and

18               “(2) for teacher and school leader preparation  
19       programs, criteria based on information collected  
20       pursuant to this part, including progress in meeting  
21       the goals of—

22                       “(A) increasing the percentage of teachers  
23       who meet the applicable State certification and  
24       licensure requirements, including any require-  
25       ments for certification obtained through alter-  
26       native routes to certification, or, with regard to

1 special education teachers, who meet the quali-  
2 fications described in section 612(a)(14)(C) of  
3 the Individuals with Disabilities Education Act  
4 in the State, including increasing professional  
5 development opportunities;

6 “(B) if valid and reliable data are avail-  
7 able, increasing the percentage of principals  
8 and other school leaders who receive ratings of  
9 effective or above in State school leader evalua-  
10 tion and support systems (as described in sec-  
11 tion 2101(c)(4)(B)(ii) of the Elementary and  
12 Secondary Education Act of 1965);

13 “(C) improving student academic achieve-  
14 ment for elementary and secondary students;  
15 and

16 “(D) raising the standards for entry into  
17 teaching and school leadership.

18 “(b) TERMINATION OF ELIGIBILITY.—Any teacher or  
19 school leader preparation program from which the State  
20 has withdrawn the State’s approval, or terminated the  
21 State’s financial support, due to the low performance of  
22 the program based upon the State assessment described  
23 in subsection (a)—

1           “(1) shall be ineligible for any funding for pro-  
2           fessional development activities awarded by the De-  
3           partment;

4           “(2) may not be permitted to accept or enroll  
5           any student who receives aid under title IV in the  
6           institution’s teacher preparation program;

7           “(3) shall provide transitional support, includ-  
8           ing remedial services if necessary, for students en-  
9           rolled at the institution at the time of termination  
10          of financial support or withdrawal of approval; and

11          “(4) shall be reinstated upon demonstration of  
12          improved performance, as determined by the State.

13          “(c) NEGOTIATED RULEMAKING.—If the Secretary  
14          develops any regulations implementing subsection (b)(2),  
15          the Secretary shall submit such proposed regulations to  
16          a negotiated rulemaking process, which shall include rep-  
17          resentatives of States, institutions of higher education,  
18          and educational and student organizations.

19          “(d) APPLICATION OF THE REQUIREMENTS.—The  
20          requirements of this section shall apply to both traditional  
21          teacher and school leader preparation programs and alter-  
22          native routes to State certification and licensure pro-  
23          grams.

1 **“SEC. 208. GENERAL PROVISIONS.**

2       “(a) METHODS.—In complying with sections 205 and  
3 206, the Secretary shall ensure that States and institu-  
4 tions of higher education use fair and equitable methods  
5 in reporting and that the reporting methods do not reveal  
6 personally identifiable information.

7       “(b) SPECIAL RULE.—For each State that does not  
8 use content assessments as a means of ensuring that all  
9 teachers teaching the subjects that are part of a well-  
10 rounded education within the State meet the applicable  
11 State certification and licensure requirements, including  
12 requirements for certification obtained through alternative  
13 routes to certification, in accordance with the State plan  
14 submitted or revised under section 1111 of such Act, and  
15 that each person employed as a special education teacher  
16 in the State who teaches elementary school or secondary  
17 school meets the qualifications described in section  
18 612(a)(14)(C) of the Individuals with Disabilities Edu-  
19 cation Act, the Secretary shall—

20               “(1) to the extent practicable, collect data com-  
21 parable to the data required under this part from  
22 States, local educational agencies, institutions of  
23 higher education, or other entities that administer  
24 such assessments to teachers or prospective teachers;  
25 and

1           “(2) notwithstanding any other provision of this  
2           part, use such data to carry out requirements of this  
3           part related to assessments, pass rates, and scaled  
4           scores.

5           “(c) RELEASE OF INFORMATION TO TEACHER AND  
6 SCHOOL LEADER PREPARATION PROGRAMS FOR PRO-  
7 GRAM IMPROVEMENT.—

8           “(1) IN GENERAL.—For the purpose of improv-  
9           ing teacher and school leader preparation programs,  
10          a State that receives funds under this Act, or that  
11          participates as a member of a partnership, consor-  
12          tium, or other entity that receives such funds, shall  
13          regularly provide to a teacher or school leader prepa-  
14          ration program any and all pertinent education-re-  
15          lated information that—

16                 “(A) may enable the teacher or school  
17                 leader preparation program to evaluate the ef-  
18                 fectiveness of the program’s graduates or the  
19                 program itself; and

20                 “(B) is possessed, controlled, or accessible  
21                 by the State.

22           “(2) CONTENT OF INFORMATION.—The infor-  
23          mation described in paragraph (1)—

24                 “(A) shall include an identification of spe-  
25                 cific individuals who graduated from the teach-

1 er or school leader preparation program to en-  
2 able the teacher or school leader preparation  
3 program to evaluate the information provided to  
4 the program from the State with the program’s  
5 own data about the specific courses taken by,  
6 and field experiences of, the individual grad-  
7 uates; and

8 “(B) may include—

9 “(i) kindergarten through grade 12  
10 academic achievement and demographic  
11 data, without revealing personally identifi-  
12 able information about an individual stu-  
13 dent, for students who have been taught by  
14 graduates of the teacher preparation pro-  
15 gram; and

16 “(ii) teacher or school leader effective-  
17 ness evaluations for teachers or school  
18 leaders who graduated from the teacher or  
19 school leader preparation program.

20 **“SEC. 209. AUTHORIZATION OF APPROPRIATIONS.**

21 “(a) IN GENERAL.—There are authorized to be ap-  
22 propriated to carry out this part such sums as may be  
23 necessary for fiscal year 2020 and each of the 5 suc-  
24 ceeding fiscal years.

1       “(b) EVALUATION, RESEARCH, AND DISSEMINA-  
2 TION.—From the amount appropriated in a fiscal year  
3 under subsection (a), the Secretary may reserve up to 5  
4 percent for evaluation, research, and dissemination activi-  
5 ties carried out pursuant to section 204(d), such as invest-  
6 ments in programs for the collection and analysis of out-  
7 comes-based data beyond those data required by section  
8 205(b).”.

○