

105TH CONGRESS
1ST SESSION

S. 1169

To establish professional development partnerships to improve the quality of America's teachers and the academic achievement of students in the classroom, and for other purposes.

IN THE SENATE OF THE UNITED STATES

SEPTEMBER 11, 1997

Mr. REED introduced the following bill; which was read twice and referred to the Committee on Labor and Human Resources

A BILL

To establish professional development partnerships to improve the quality of America's teachers and the academic achievement of students in the classroom, and for other purposes.

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. TEACHER EXCELLENCE IN AMERICA**
4 **CHALLENGE.**

5 Part A of title V of the Higher Education Act of 1965
6 (20 U.S.C. 1102 et seq.) is amended to read as follows:

1 **“PART A—TEACHER EXCELLENCE IN AMERICA**
2 **CHALLENGE**

3 **“SEC. 501. SHORT TITLE.**

4 “This part may be cited as the ‘Teacher Excellence
5 in America Challenge Act of 1997’.

6 **“SEC. 502. PURPOSE.**

7 “The purpose of this part is to improve the prepara-
8 tion and professional development of teachers and the aca-
9 demic achievement of students by encouraging partner-
10 ships among institutions of higher education, elementary
11 schools or secondary schools, local educational agencies,
12 State educational agencies, teacher organizations, and
13 nonprofit organizations.

14 **“SEC. 503. GOALS.**

15 “The goals of this part are as follows:

16 “(1) To support and improve the education of
17 students and the achievement of higher academic
18 standards by students, through the enhanced profes-
19 sional development of teachers.

20 “(2) To ensure a strong and steady supply of
21 new teachers who are qualified, well-trained, and
22 knowledgeable and experienced in effective means of
23 instruction, and who represent the diversity of the
24 American people, in order to meet the challenges of
25 working with students by strengthening preservice

1 education and induction of individuals into the
2 teaching profession.

3 “(3) To provide for the continuing development
4 and professional growth of veteran teachers.

5 “(4) To provide a research-based context for re-
6 inventing schools, teacher preparation programs, and
7 professional development programs, for the purpose
8 of building and sustaining best educational practices
9 and raising student academic achievement.

10 **“SEC. 504. DEFINITIONS.**

11 “In this part:

12 “(1) ELEMENTARY SCHOOL.—The term ‘ele-
13 mentary school’ means a public elementary school.

14 “(2) INSTITUTION OF HIGHER EDUCATION.—
15 The term ‘institution of higher education’ means an
16 institution of higher education that—

17 “(A) has a school, college, or department
18 of education that is accredited by an agency
19 recognized by the Secretary for that purpose; or

20 “(B) the Secretary determines has a
21 school, college, or department of education of a
22 quality equal to or exceeding the quality of
23 schools, colleges, or departments so accredited.

24 “(3) POVERTY LINE.—The term ‘poverty line’
25 means the poverty line (as defined by the Office of

1 Management and Budget, and revised annually in
2 accordance with section 673(2) of the Community
3 Services Block Grant Act (42 U.S.C. 9902(2)) appli-
4 cable to a family of the size involved.

5 “(4) PROFESSIONAL DEVELOPMENT PARTNER-
6 SHIP.—The term ‘professional development partner-
7 ship’ means a partnership among 1 or more institu-
8 tions of higher education, 1 or more elementary
9 schools or secondary schools, and 1 or more local
10 educational agency based on a mutual commitment
11 to improve teaching and learning. The partnership
12 may include a State educational agency, a teacher
13 organization, or a nonprofit organization whose pri-
14 mary purpose is education research and
15 development.

16 “(5) PROFESSIONAL DEVELOPMENT SCHOOL.—
17 The term ‘professional development school’ means
18 an elementary school or secondary school that col-
19 laborates with an institution of higher education for
20 the purpose of—

21 “(A) providing high quality instruction to
22 students and educating students to higher aca-
23 demic standards;

1 “(B) providing high quality student teach-
 2 ing and internship experiences at the school for
 3 prospective and beginning teachers; and

4 “(C) supporting and enabling the profes-
 5 sional development of veteran teachers at the
 6 school, and of faculty at the institution of high-
 7 er education.

8 “(6) SECONDARY SCHOOL.—The term ‘second-
 9 ary school’ means a public secondary school.

10 “(7) TEACHER.—The term ‘teacher’ means an
 11 elementary school or secondary school teacher.”

12 **“SEC. 505. PROGRAM AUTHORIZED.**

13 “(a) IN GENERAL.—From the amount appropriated
 14 under section 511 and not reserved under section 509 for
 15 a fiscal year, the Secretary may award grants, on a com-
 16 petitive basis, to professional development partnerships to
 17 enable the partnerships to pay the Federal share of the
 18 cost of providing teacher preparation, induction, classroom
 19 experience, and professional development opportunities to
 20 prospective, beginning, and veteran teachers while improv-
 21 ing the education of students in the classroom.

22 “(b) DURATION; PLANNING.—The Secretary shall
 23 award grants under this part for a period of 5 years, the
 24 first year of which may be used for planning to conduct
 25 the activities described in section 506.

1 “(c) PAYMENTS; FEDERAL SHARE; NON-FEDERAL
2 SHARE.—

3 “(1) PAYMENTS.—The Secretary shall make
4 annual payments pursuant to a grant awarded under
5 this part.

6 “(2) FEDERAL SHARE.—The Federal share of
7 the costs described in subsection (a)(1) shall be 80
8 percent.

9 “(3) NON-FEDERAL SHARE.—The non-Federal
10 share of the costs described in subsection (a)(1) may
11 be in cash or in-kind, fairly evaluated.

12 “(d) CONTINUING ELIGIBILITY.—

13 “(1) 2ND AND 3D YEARS.—The Secretary may
14 make a grant payment under this section for each
15 of the 2 fiscal years after the first fiscal year a pro-
16 fessional development partnership receives such a
17 payment, only if the Secretary determines that the
18 partnership, through the activities assisted under
19 this part, has made reasonable progress toward
20 meeting the criteria described in paragraph (3).

21 “(2) 4TH AND 5TH YEARS.—The Secretary may
22 make a grant payment under this section for each
23 of the 2 fiscal years after the third fiscal year a pro-
24 fessional development partnership receives such a
25 payment, only if the Secretary determines that the

1 partnership, through the activities assisted under
2 this part, has met the criteria described in para-
3 graph (3).

4 “(3) CRITERIA.—The criteria referred to in
5 paragraphs (1) and (2) are as follows:

6 “(A) Increased student achievement as de-
7 termined by increased graduation rates, de-
8 creased dropout rates, or higher scores on local,
9 State, or national assessments for a year com-
10 pared to student achievement as determined by
11 the rates or scores, as the case may be, for the
12 year prior to the year for which a grant under
13 this part is received.

14 “(B) Improved teacher preparation and de-
15 velopment programs, and student educational
16 programs.

17 “(C) Increased opportunities for enhanced
18 and ongoing professional development of
19 teachers.

20 “(D) An increased number of well-pre-
21 pared individuals graduating from a school, col-
22 lege, or department of education within an in-
23 stitution of higher education and entering the
24 teaching profession.

1 “(E) Increased recruitment to, and grad-
2 uation from, a school, college, or department of
3 education within an institution of higher edu-
4 cation with respect to minority individuals.

5 “(F) Increased placement of qualified and
6 well-prepared teachers in elementary schools or
7 secondary schools, and increased assignment of
8 such teachers to teach the subject matter in
9 which the teachers received a degree or special-
10 ized training.

11 “(G) Increased dissemination of teaching
12 strategies and best practices by teachers associ-
13 ated with the professional development school
14 and faculty at the institution of higher
15 education.

16 “(e) PRIORITY.—In awarding grants under this part,
17 the Secretary shall give priority to professional develop-
18 ment partnerships serving elementary schools, secondary
19 schools, or local educational agencies, that serve high per-
20 centages of children from families below the poverty line.

21 **“SEC. 506. AUTHORIZED ACTIVITIES.**

22 “(a) IN GENERAL.—Each professional development
23 partnership receiving a grant under this part shall use the
24 grant funds for—

1 “(1) creating, restructuring, or supporting pro-
2 fessional development schools;

3 “(2) enhancing and restructuring the teacher
4 preparation program at the school, college, or de-
5 partment of education within the institution of high-
6 er education, including—

7 “(A) coordinating with, and obtaining the
8 participation of, schools, colleges, or depart-
9 ments of arts and science;

10 “(B) preparing teachers to work with di-
11 verse student populations; and

12 “(C) preparing teachers to implement re-
13 search-based, demonstrably successful, and
14 replicable, instructional programs and practices
15 that increase student achievement;

16 “(3) incorporating clinical learning in the
17 coursework for prospective teachers, and in the in-
18 duction activities for beginning teachers;

19 “(4) mentoring of prospective and beginning
20 teachers by veteran teachers in instructional skills,
21 classroom management skills, and strategies to ef-
22 fectively assess student progress and achievement;

23 “(5) providing high quality professional develop-
24 ment to veteran teachers, including the rotation, for
25 varying periods of time, of veteran teachers—

1 “(A) who are associated with the partner-
 2 ship to elementary schools or secondary schools
 3 not associated with the partnership in order to
 4 enable such veteran teachers to act as a re-
 5 source for all teachers in the local educational
 6 agency or State; and

7 “(B) who are not associated with the part-
 8 nership to elementary schools or secondary
 9 schools associated with the partnership in order
 10 to enable such veteran teachers to observe how
 11 teaching and professional development occurs in
 12 professional development schools;

13 “(6) preparation time for teachers in the pro-
 14 fessional development school and faculty of the insti-
 15 tution of higher education to jointly design and im-
 16 plement the teacher preparation curriculum, class-
 17 room experiences, and ongoing professional develop-
 18 ment opportunities;

19 “(7) preparing teachers to use technology to
 20 teach students to high academic standards;

21 “(8) developing and instituting ongoing per-
 22 formance-based review procedures to assist and sup-
 23 port teachers’ learning;

24 “(9) activities designed to involve parents in the
 25 partnership;

1 “(10) research to improve teaching and learn-
2 ing by teachers in the professional development
3 school and faculty at the institution of higher edu-
4 cation; and

5 “(11) activities designed to disseminate infor-
6 mation, regarding the teaching strategies and best
7 practices implemented by the professional develop-
8 ment school, to—

9 “(A) teachers in elementary schools or sec-
10 ondary schools, which are served by the local
11 educational agency or located in the State, that
12 are not associated with the professional develop-
13 ment partnership; and

14 “(B) institutions of higher education in the
15 State.

16 “(b) CONSTRUCTION PROHIBITED.—No grant funds
17 provided under this part may be used for the construction,
18 renovation, or repair of any school or facility.

19 **“SEC. 507. APPLICATIONS.**

20 “Each professional development partnership desiring
21 a grant under this part shall submit an application to the
22 Secretary at such time, in such manner, and accompanied
23 by such information as the Secretary may require. Each
24 such application shall—

1 “(1) describe the composition of the partner-
2 ship;

3 “(2) describe how the partnership will include
4 the participation of the schools, colleges, or depart-
5 ments of arts and sciences within the institution of
6 higher education to ensure the integration of peda-
7 gogy and content in teacher preparation;

8 “(3) identify how the goals described in section
9 503 will be met and the criteria that will be used to
10 evaluate and measure whether the partnership is
11 meeting the goals;

12 “(4) describe how the partnership will restruc-
13 ture and improve teaching, teacher preparation, and
14 development programs at the institution of higher
15 education and the professional development school,
16 and how such systemic changes will contribute to in-
17 creased student achievement;

18 “(5) describe how the partnership will prepare
19 teachers to implement research-based, demonstrably
20 successful, and replicable, instructional programs
21 and practices that increase student achievement;

22 “(6) describe how the teacher preparation pro-
23 gram in the institution of higher education, and the
24 induction activities and ongoing professional develop-

1 ment opportunities in the professional development
2 school, incorporate—

3 “(A) an understanding of core concepts,
4 structure, and tools of inquiry as a foundation
5 for subject matter pedagogy; and

6 “(B) knowledge of curriculum and assess-
7 ment design as a basis for analyzing and re-
8 sponding to student learning;

9 “(7) describe how the partnership will prepare
10 teachers to work with diverse student populations,
11 including minority individuals and individuals with
12 disabilities;

13 “(8) describe how the partnership will prepare
14 teachers to use technology to teach students to high
15 academic standards;

16 “(9) describe how the research and knowledge
17 generated by the partnership will be disseminated to
18 and implemented in—

19 “(A) elementary schools or secondary
20 schools served by the local educational agency
21 or located in the State; and

22 “(B) institutions of higher education in the
23 State;

24 “(10)(A) describe how the partnership will co-
25 ordinate the activities assisted under this part with

1 other professional development activities for teach-
2 ers, including activities assisted under titles I and
3 II of the Elementary and Secondary Education Act
4 of 1965 (20 U.S.C. 6301 et seq., 6601 et seq.), the
5 Goals 2000: Educate America Act (20 U.S.C. 5801
6 et seq.), the Individuals with Disabilities Education
7 Act (20 U.S.C. 1400 et seq.), and the Carl D. Per-
8 kins Vocational and Applied Technology Education
9 Act (20 U.S.C. 2301 et seq.); and

10 “(B) describe how the activities assisted under
11 this part are consistent with Federal and State edu-
12 cational reform activities that promote student
13 achievement of higher academic standards;

14 “(11) describe which member of the partnership
15 will act as the fiscal agent for the partnership and
16 be responsible for the receipt and disbursement of
17 grant funds under this part;

18 “(12) describe how the grant funds will be di-
19 vided among the institution of higher education, the
20 elementary school or secondary school, the local edu-
21 cational agency, and any other members of the part-
22 nership to support activities described in section
23 506;

24 “(13) provide a description of the commitment
25 of the resources of the partnership to the activities

1 assisted under this part, including financial support,
2 faculty participation, and time commitments; and

3 “(14) describe the commitment of the partner-
4 ship to continue the activities assisted under this
5 part without grant funds provided under this part.

6 **“SEC. 508. ASSURANCES.**

7 “Each application submitted under this part shall
8 contain an assurance that the professional development
9 partnership—

10 “(1) will enter into an agreement that commits
11 the members of the partnership to the support of
12 students’ learning, the preparation of prospective
13 and beginning teachers, the continuing professional
14 development of veteran teachers, the periodic review
15 of teachers, standards-based teaching and learning,
16 practice-based inquiry, and collaboration among
17 members of the partnership;

18 “(2) will use teachers of excellence, who have
19 mastered teaching techniques and subject areas, in-
20 cluding teachers certified by the National Board for
21 Professional Teaching Standards, to assist prospec-
22 tive and beginning teachers;

23 “(3) will provide for adequate preparation time
24 to be made available to teachers in the professional
25 development school and faculty at the institution of

1 higher education to allow the teachers and faculty
 2 time to jointly develop programs and curricula for
 3 prospective and beginning teachers, ongoing profes-
 4 sional development opportunities, and the other au-
 5 thorized activities described in section 506; and

6 “(4) will develop organizational structures that
 7 allow principals and key administrators to devote
 8 sufficient time to adequately participate in the pro-
 9 fessional development of their staffs, including fre-
 10 quent observation and critique of classroom
 11 instruction.

12 **“SEC. 509. NATIONAL ACTIVITIES.**

13 “(a) IN GENERAL.—The Secretary shall reserve a
 14 total of not more than 10 percent of the amount appro-
 15 priated under section 511 for each fiscal year for evalua-
 16 tion activities under subsection (b), and the dissemination
 17 of information under subsection (c).

18 “(b) NATIONAL EVALUATION.—The Secretary, by
 19 grant or contract, shall provide for an annual, independ-
 20 ent, national evaluation of the activities of the professional
 21 development partnerships assisted under this part. The
 22 evaluation shall be conducted not later than 3 years after
 23 the date of enactment of the Teacher Excellence in Amer-
 24 ica Challenge Act of 1997 and each succeeding year there-
 25 after. The Secretary shall report to Congress and the pub-

1 lie the results of such evaluation. The evaluation, at a min-
 2 imum, shall assess the short-term and long-term impacts
 3 and outcomes of the activities assisted under this part,
 4 including—

5 “(1) the extent to which professional develop-
 6 ment partnerships enhance student achievement;

7 “(2) how, and the extent to which, professional
 8 development partnerships lead to improvements in
 9 the quality of teachers;

10 “(3) the extent to which professional develop-
 11 ment partnerships improve recruitment and reten-
 12 tion rates among beginning teachers, including be-
 13 ginning minority teachers; and

14 “(4) the extent to which professional develop-
 15 ment partnerships lead to the assignment of begin-
 16 ning teachers to public elementary or secondary
 17 schools that have a shortage of teachers who teach
 18 the subject matter in which the teacher received a
 19 degree or specialized training.

20 “(c) DISSEMINATION OF INFORMATION.—The Sec-
 21 retary shall disseminate information (including creating
 22 and maintaining a national database) regarding outstand-
 23 ing professional development schools, practices, and
 24 programs.

1 **“SEC. 510. SUPPLEMENT NOT SUPPLANT.**

2 “Funds appropriated under section 511 shall be used
3 to supplement and not supplant other Federal, State, and
4 local public funds expended for the professional develop-
5 ment of elementary school and secondary school teachers.

6 **“SEC. 511. AUTHORIZATION OF APPROPRIATIONS.**

7 “There is authorized to be appropriated to carry out
8 this part \$100,000,000 for fiscal year 1999, and such
9 sums as may be necessary for each of the fiscal years 2000
10 through 2003.”.

11 **SEC. 2. REPEALS.**

12 Part B of title V of the Higher Education Act of
13 1965 (20 U.S.C. 1103 et seq.), subparts 1 and 3 of part
14 C of such title (20 U.S.C. 1104 et seq., 1106 et seq.),
15 subparts 3 and 4 of part D of such title (20 U.S.C. 1109
16 et seq., 1110 et seq.), subpart 1 of part E of such title
17 (20 U.S.C. 1111 et seq.), and part F of such title (20
18 U.S.C. 1113 et seq.), are repealed.

○