

106TH CONGRESS
1ST SESSION

S. 136

To provide for teacher excellence and classroom help.

IN THE SENATE OF THE UNITED STATES

JANUARY 19, 1999

Mr. KENNEDY (for himself, Mr. DASCHLE, Mrs. MURRAY, Mr. LEVIN, Mr. WELLSTONE, Mrs. BOXER, Mr. KERRY, Ms. MIKULSKI, and Mr. BAUCUS) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To provide for teacher excellence and classroom help.

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 “Teacher Excellence
5 and Classroom Help Act”.

6 **SEC. 2. FINDINGS.**

7 Congress makes the following findings:

8 (1) According to the National Commission for
9 Teaching and America’s Future, what teachers know
10 and can do is the most important influence on what
11 students learn.

1 (2) The Nation will need 2,000,000 new teach-
2 ers over the 10 year period beginning with 1999.
3 Unfortunately, the need for new teachers in 1998
4 was met by admitting 50,000 unqualified teachers to
5 the classroom.

6 (3) Too many new teachers leave the teaching
7 profession in the first 3 years. Thirty to fifty percent
8 of all new urban teachers leave the teaching profes-
9 sion within the first 3 to 5 years of teaching. The
10 sink or swim mentality is too often the practice in
11 schools. Too many beginning teachers are thrown
12 into the classroom without the guidance and support
13 the teachers need to succeed.

14 (4) Too many teachers and principals are not
15 prepared to help all children meet new, high State
16 standards, and use new technologies well.

17 (5) States and school districts should be held
18 accountable for making sure every child is taught by
19 a qualified teacher.

20 (6) The National Commission for Teaching and
21 America's Future recommends a major investment
22 in recruiting, preparing, and training teachers as a
23 central strategy for improving schools.

24 **SEC. 3. DEFINITIONS.**

25 In this Act:

1 (1) BEGINNING TEACHER.—The term “begin-
 2 ning teacher” means an individual who is—

3 (A) in the last year of a course of study to
 4 prepare to become an elementary school or sec-
 5 ondary school teacher;

6 (B) in the first 3 years of a teaching as-
 7 signment at a public elementary school or sec-
 8 ondary school; or

9 (C) an experienced teacher who is new to
 10 a school or subject area.

11 (2) ELEMENTARY SCHOOL, LOCAL EDU-
 12 CATIONAL AGENCY, OUTLYING AREA, SECONDARY
 13 SCHOOL, SECRETARY, STATE, AND STATE EDU-
 14 CATIONAL AGENCY.—The terms “elementary
 15 school”, “local educational agency”, “outlying area”,
 16 “secondary school”, “Secretary”, “State”, and
 17 “State educational agency” have the meanings given
 18 the terms in section 14101 of the Elementary and
 19 Secondary Education Act of 1965.

20 (3) INDUCTION PROGRAM.—The term “induc-
 21 tion program” means a program to help beginning
 22 teachers succeed and stay in the classroom. Such
 23 program may include—

24 (A) mentoring and coaching by trained
 25 mentor teachers;

1 (B) team teaching with veteran teachers;

2 (C) time for observation of and consulta-
3 tion with veteran teachers;

4 (D) assignment of fewer course prepara-
5 tions; and

6 (E) provision of additional time for course
7 preparation.

8 (4) VETERAN TEACHER.—The term “veteran
9 teacher” means an individual who is—

10 (A) certified to teach in an elementary
11 school or secondary school;

12 (B) teaching in a public elementary school
13 or secondary school; or

14 (C) recently retired from teaching in a
15 public elementary school or secondary school.

16 **TITLE I—CHALLENGING STATES**
17 **TO ENSURE THAT EVERY**
18 **CHILD IS TAUGHT BY A**
19 **QUALIFIED TEACHER**

20 **SEC. 101. PURPOSES.**

21 The purposes of this title are as follows:

22 (1) To improve student achievement in meeting
23 State content and performance standards.

24 (2) To improve the quality and performance of
25 the Nation’s teaching force.

1 (3) To hold States, school districts, and schools
2 accountable for improving the quality and success of
3 the teaching force by providing beginning and vet-
4 eran teachers with the support the teachers need to
5 succeed and stay in teaching, by offering incentives
6 for more qualified individuals to go into teaching, by
7 reducing out-of-field placement of teachers, and by
8 reducing the number of teachers with emergency
9 credentials.

10 (4) To provide beginning and veteran teachers
11 and principals with the induction and ongoing pro-
12 fessional development they need to help all children
13 meet high standards of achievement.

14 (5) To retain and support promising beginning
15 teachers in the teaching profession.

16 **SEC. 102. AUTHORIZATION OF APPROPRIATIONS; RESERVA-**
17 **TION.**

18 (a) AUTHORIZATION OF APPROPRIATIONS.—There
19 are authorized to be appropriated to carry out this title
20 \$1,200,000,000 for fiscal year 2000 and such sums as
21 may be necessary for each of the fiscal years 2001 through
22 2005.

23 (b) RESERVATION.—From amounts appropriated
24 under subsection (a) for a fiscal year the Secretary shall
25 reserve 1 percent to award grants to the Bureau of Indian

1 Affairs to carry out the purposes of this title for the bene-
 2 fit of Indians.

3 **SEC. 103. GRANTS TO STATES.**

4 (a) GRANTS AUTHORIZED.—Using amounts appro-
 5 priated under section 102(a) and not reserved under sec-
 6 tion 102(b), the Secretary shall award grants to State
 7 educational agencies in each State, from allotments under
 8 subsection (c), to enable the agencies to implement state-
 9 wide initiatives—

10 (1) to improve and expand the elementary
 11 school and secondary school teaching force of the
 12 States through proven, effective programs to recruit,
 13 train, and retain beginning teachers; and

14 (2) to provide ongoing professional development
 15 to veteran teachers and principals to improve their
 16 ability to help all student reach high State content
 17 and performance standards.

18 (b) STATE RESERVATION.—

19 (1) IN GENERAL.—Subject to paragraph (2),
 20 each State educational agency receiving a grant
 21 under this section may reserve not more than 10
 22 percent of the grant funds for statewide activities to
 23 improve the quality of the teaching force,
 24 including—

1 (A) providing assistance to local edu-
 2 cational agencies to reduce out-of-field place-
 3 ments;

4 (B) reducing the use of emergency creden-
 5 tials;

6 (C) improving alternative certification pro-
 7 grams;

8 (D) administrative costs of activities as-
 9 sisted under this section;

10 (E) evaluation of the activities assisted
 11 under this section;

12 (F) improving State efforts to link the pro-
 13 gram assisted under this section with State
 14 standards;

15 (G) supporting National Board for Profes-
 16 sional Teaching Standards certification of
 17 teachers who are or will teach in high-need
 18 schools; and

19 (H) providing assistance to local edu-
 20 cational agencies in implementing effective pro-
 21 grams of teacher recruitment, induction, and
 22 professional development.

23 (2) ADMINISTRATIVE COSTS.—Each State edu-
 24 cational agency receiving a grant under this section
 25 may use not more than 3 percent of the grant funds

1 for administrative costs described in paragraph
2 (1)(D).

3 (c) ALLOTMENTS.—

4 (1) IN GENERAL.—Subject to paragraph (2),
5 the Secretary shall make an allotment to each State
6 educational agency in each State in an amount equal
7 to the greater of the amount the State would receive
8 if \$1,200,000,000 were allocated under section 1122
9 of the Elementary Secondary Education Act of 1965
10 or under section 2202(b) of such Act for fiscal year
11 1998, except that such allotment shall be ratably de-
12 creased as may be necessary.

13 (2) OUTLYING AREAS.—The State educational
14 agency serving each outlying area shall receive an al-
15 lotment under this subsection in an amount equal to
16 \$500,000.

17 (d) APPLICATIONS.—A State educational agency that
18 desires a grant under this section shall submit an applica-
19 tion to the Secretary at such time, and in such manner
20 as the Secretary may require. Each such application shall
21 include—

22 (1) a description of the State's teacher short-
23 ages relating to high-need school districts or high-
24 need subject areas;

1 (2) a description of the need for professional
2 development of veteran teachers in the State and the
3 need for strong induction programs for beginning
4 teachers, which needs assessment shall be developed
5 with the involvement of teachers;

6 (3) a description of how the State educational
7 agency will improve the quality of the State's teach-
8 ing force and meet the requirements of this section;

9 (4) a description of how the State educational
10 agency will align activities assisted under this sec-
11 tion with State content and performance standards,
12 and State assessments;

13 (5) a description of how the State educational
14 agency will advance teacher knowledge in content
15 areas and of best instructional practices;

16 (6) a description of how the State educational
17 agency will—

18 (A) implement plans to encourage a reduc-
19 tion in out-of-field placement of teachers;

20 (B) reduce the number of teachers hired
21 with emergency certification;

22 (C) increase the State's commitment to
23 aligning professional development with State
24 content and performance standards, and State
25 assessments; and

1 (D) increase the rigor and quality of State
 2 certification and licensure tests for teachers en-
 3 tering the field of teaching, including subject
 4 matter tests for secondary school teachers;

5 (7) a description of how the State educational
 6 agency will coordinate activities assisted under this
 7 section with efforts under Goals 2000: Educate
 8 America Act, titles I and title II of the Elementary
 9 and Secondary Education Act of 1965, section 307
 10 of the Department of Education Appropriations Act,
 11 1999, and title II of the Higher Education Act of
 12 1965, as appropriate; and

13 (8) a plan, developed with the extensive partici-
 14 pation of teachers, for addressing long-term teacher
 15 recruitment, retention, and professional development
 16 needs, which may include—

17 (A) technical assistance to help school dis-
 18 tricts reform hiring practices to support strong
 19 teacher recruitment and retention; or

20 (B) establishing State or regional partner-
 21 ships to address teacher shortages.

22 **SEC. 104. ATTRACTING NEW TEACHERS PROGRAMS.**

23 (a) SCHOLARSHIPS.—Each State educational agency
 24 receiving a grant under this title shall use 20 percent of
 25 the grant funds—

1 (1) to award scholarships to qualified individ-
2 uals who enter the elementary school or secondary
3 school teaching field;

4 (2) to establish partnerships described in sub-
5 section (c) to assist in carrying out the scholarship
6 program under this section, including the recruit-
7 ment of prospective teachers and support services
8 for the teachers.

9 (b) ELIGIBLE INDIVIDUALS.—The scholarships shall
10 be awarded on a statewide basis to individuals who—

11 (1) want to change professions in mid-career
12 and receive graduate or continuing education in
13 order to teach in public elementary schools or sec-
14 ondary schools, including paraprofessionals that
15 want to become fully certified or licensed teachers;
16 or

17 (2) want to obtain an undergraduate degree in
18 order to teach in public elementary schools or sec-
19 ondary schools.

20 (c) AMOUNT.—The amount of the scholarship shall
21 be determined by the State educational agency. The State
22 educational agency shall consider the need of the individ-
23 ual in determining the amount of the scholarship.

24 (d) PARTNERSHIPS.—A State educational agency
25 shall enter into partnerships with local educational agen-

1 cies that serve school districts with the greatest teacher
 2 shortages in the State and colleges of education at institu-
 3 tions of higher education in order to establish the scholar-
 4 ship program. The State educational agency may also in-
 5 clude in the partnership community-based organizations
 6 and other organizations, for the purpose of implementing
 7 a successful scholarship program.

8 (e) REQUIREMENTS.—The scholarship program shall
 9 include the following:

10 (1) Requirements that scholarship recipients
 11 agree to teach for at least 3 years after completion
 12 of the degree for which the scholarship was awarded.

13 (2) Requirements that scholarship recipients
 14 agree to teach in high-need school districts or high-
 15 need content areas.

16 (3) Coordination of incentives under the pro-
 17 gram assisted under this section with incentives
 18 under the Federal student loan forgiveness program
 19 under section 428J of the Higher Education Act of
 20 1965 in order to attract more individuals to teach-
 21 ing.

22 **SEC. 105. LOCAL TEACHER QUALITY IMPROVEMENT**
 23 **GRANTS.**

24 (a) GRANTS AUTHORIZED.—Each State educational
 25 agency receiving a grant under this title shall use not less

1 than 70 percent of the grant funds to award grants, on
 2 a competitive basis, to eligible local educational agencies
 3 to enable the local educational agencies to carry out the
 4 authorized activities described in subsection (e).

5 (b) DEFINITION OF ELIGIBLE LOCAL EDUCATIONAL
 6 AGENCIES.—In this section the term “eligible local edu-
 7 cational agency” means a local education agency that—

8 (1) is eligible to receive assistance under title I
 9 of the Elementary and Secondary Education Act of
 10 1965, and meets additional eligibility criteria estab-
 11 lished by the State educational agency with respect
 12 to—

13 (A) high rates of poverty of the families of
 14 the children attending schools served by the
 15 local educational agency;

16 (B) the need for support for improving
 17 teacher quality based on low achievement of
 18 students served by the local educational agency;

19 (C) low-teacher retention rates in the
 20 schools served by the local educational agency;

21 (D) the need for improving or expanding
 22 veteran teacher knowledge and skills in high-
 23 priority areas, such as—

24 (i) State content and performance
 25 standards, and State assessments;

- 1 (ii) technology;
- 2 (iii) improving the ability of children
- 3 with disabilities and limited English pro-
- 4 ficient children to meet State content and
- 5 performance standards;
- 6 (iv) discipline; and
- 7 (v) implementing proven programs
- 8 and research-based best practices; and
- 9 (E) high out-of-field placement rates.

10 (c) EQUITABLE GEOGRAPHIC DISTRIBUTION.—A
 11 State educational agency shall ensure an equitable dis-
 12 tribution of grants under this section among local edu-
 13 cational agencies serving urban and rural areas.

14 (d) AWARD RULE.—A State educational agency shall
 15 ensure that a portion of the funds awarded to eligible local
 16 educational agencies under this section are awarded to eli-
 17 gible local educational agencies with high numbers of chil-
 18 dren in poverty and high percentages of children in pov-
 19 erty.

20 (e) AUTHORIZED ACTIVITIES.—A local educational
 21 agency that receives a grant under this section—

22 (1) shall use the grant funds—

23 (A) to provide high-quality induction pro-
 24 grams for beginning teachers, including mentor
 25 and internship programs; and

1 (B) to provide high-quality professional de-
2 velopment for veteran teachers and principals to
3 ensure that every child has the opportunity to
4 meet high State standards under the guidance
5 of—

6 (i) teaching by a qualified, knowledge-
7 able, skillful teacher in the classroom; and

8 (ii) a qualified, knowledgeable, skillful
9 principal of a school; and

10 (2) may use the grant funds to establish a part-
11 nership with an institution of higher education, an-
12 other local educational agency, or another organiza-
13 tion, for the purpose of carrying out the activities
14 under this program.

15 (f) LOCAL EDUCATIONAL AGENCY APPLICATION.—
16 Each eligible local educational agency desiring a grant
17 under this section shall submit an application to the State
18 educational agency at such time, in such manner, and ac-
19 companied by such information as the State educational
20 agency may require. Each such application shall include
21 a description of—

22 (1) the partnership that the local educational
23 agency will form to carry out the authorized activi-
24 ties described in subsection (d);

1 (2) the goals of the activities assisted under this
2 section and the role of each member of the partner-
3 ship in meeting the goals;

4 (3) a plan for selecting and assigning beginning
5 and veteran teachers for participation in the pro-
6 gram;

7 (4) the release time and other rewards or incen-
8 tives offered to beginning teachers and veteran
9 teachers for participation in the induction or profes-
10 sional development program;

11 (5) the training and support that will be pro-
12 vided to veteran teachers participating in the induc-
13 tion program;

14 (6) how the program—

15 (A) shall address the ongoing professional
16 development of teachers and principals in the
17 areas of—

18 (i) course content; and

19 (ii) instructional strategies;

20 (B) may address the ongoing professional
21 development of teachers and principals in the
22 areas of—

23 (i) meaningful parental and commu-
24 nity involvement in schools;

1 (ii) use of educational technologies
2 and the integration of the technologies into
3 the curriculum;

4 (iii) understanding the special needs
5 and cultural diversity of students insofar
6 as the special needs and cultural diversity
7 impact student learning; and

8 (iv) classroom management and dis-
9 cipline;

10 (7) a description of how the induction and pro-
11 fessional development activities will—

12 (A) improve the ability of teachers and
13 principals to help all students reach high State
14 content and performance standards;

15 (B) advance teacher knowledge of content
16 areas and best instructional practices in 1 or
17 more of the core academic content areas;

18 (C) involve collaborative groups of teachers
19 and administrators from the same school dis-
20 trict and, to the greatest extent possible, from
21 the same school;

22 (D) be of sufficient duration to have a
23 positive and lasting impact on classroom in-
24 struction and, to the greatest extent possible,

1 include school-based followup support such as
 2 coaching or study groups;

3 (E) be embedded in school districtwide and
 4 school-based professional development plans de-
 5 signed to raise student achievement on State
 6 academic standards; and

7 (F) be based on the best, most recent re-
 8 search and practice on school leadership, teach-
 9 ing, and learning;

10 (8) how teachers, parents, and school adminis-
 11 trators will be extensively involved in developing and
 12 implementing the induction and professional develop-
 13 ment activities;

14 (9) how the program will address the profes-
 15 sional development needs of paraprofessionals and
 16 other student services personnel, including coun-
 17 selors; and

18 (10) a plan for reducing out-of-field placement
 19 of teachers.

20 (g) EVALUATION.—Each local educational agency re-
 21 ceiving a grant under this section shall submit to the State
 22 educational agency, a biennial evaluation of the program
 23 assisted under this section, which evaluation shall be de-
 24 veloped with the extensive participation of teachers. Each
 25 such evaluation shall describe—

1 (1) the effectiveness of the program in meeting
2 the goals of the program;

3 (2) the effectiveness of the mentor training to
4 effectively address the skills, pedagogy, and aca-
5 demic areas the mentor teachers need in order to
6 provide appropriate assistance to beginning teachers;

7 (3) the benefits and concerns identified by men-
8 tor teachers and beginning teachers participating in
9 the program;

10 (4) the impact of the program with respect to—

11 (A) the classes taught by new teachers;

12 (B) staff members;

13 (C) parents; and

14 (D) the elementary school or secondary
15 school involved in the program;

16 (5) the effectiveness of the induction and pro-
17 fessional development programs in helping the teach-
18 ers help their students meet State content and per-
19 formance standards;

20 (6) data relating to—

21 (A) how many new teachers participated in
22 the program;

23 (B) how many new teachers who partici-
24 pated in the program are retained in the teach-
25 ing profession compared to how many new

1 teachers were retained in the teaching profes-
 2 sion during years in which the program did not
 3 operate; and

4 (C) how many mentor teachers who par-
 5 ticipated in the program continued the partici-
 6 pation; and

7 (7) any changes made by an institution of high-
 8 er education in the preparation of new teachers, and
 9 in the professional development opportunities related
 10 to teaching that are offered by the institution, as a
 11 result of the institution's participation in the pro-
 12 gram.

13 **SEC. 106. SUPPLEMENT NOT SUPPLANT.**

14 Funds made available under this title shall be used
 15 to supplement and not supplant other Federal, State, and
 16 local funds expended for teacher programs.

17 **TITLE II—IMPROVING TEACHER**
 18 **PREPARATION**

19 **SEC. 201. SENSE OF THE SENATE.**

20 It is the sense of the Senate that—

21 (1) Congress should fully fund title II of the
 22 Higher Education Act of 1965, relating to Teacher
 23 Quality Enhancement Grants for States and Part-
 24 nerships, at \$300,000,000; and

1 (2) the 105th Congress made a strong commit-
 2 ment to holding institutions of higher education ac-
 3 countable for improving the initial preparation of
 4 teachers, and the 106th Congress should make a
 5 strong investment in accomplishing that goal.

6 **TITLE III—IMPROVING TEACHER** 7 **TECHNOLOGY TRAINING**

8 **SEC. 301. IMPROVING TEACHER TECHNOLOGY TRAINING.**

9 (a) STATEMENT OF PURPOSE FOR TITLE I.—Section
 10 1001(d)(4) of the Elementary and Secondary Education
 11 Act of 1965 (20 U.S.C. 6301(d)(4)) is amended by insert-
 12 ing “, giving particular attention to the role technology
 13 can play in professional development and improved teach-
 14 ing and learning” before the semicolon.

15 (b) SCHOOL IMPROVEMENT.—Section 1116(c)(3) of
 16 such Act (20 U.S.C. 6317(c)(3)) is amended by adding
 17 at the end the following:

18 “(D) In carrying out professional develop-
 19 ment under this paragraph a school shall give
 20 particular attention to professional development
 21 that incorporates technology used to improve
 22 teaching and learning.”.

23 (c) PROFESSIONAL DEVELOPMENT.—Section
 24 1119(b) of such Act (20 U.S.C. 6320(b)) is amended—
 25 (1) in paragraph (1)—

1 (A) in subparagraph (D), by striking
2 “and” after the semicolon;

3 (B) in subparagraph (E), by striking the
4 period and inserting “; and”; and

5 (C) by adding at the end the following:

6 “(F) include instruction in the use of tech-
7 nology.”; and

8 (2) in paragraph (2)—

9 (A) by striking subparagraph (D); and

10 (B) by redesignating subparagraphs (E)
11 through (I) as subparagraphs (D) through (H),
12 respectively.

13 (d) PURPOSES FOR TITLE II.—Section 2002(2) of
14 such Act (20 U.S.C. 6602(2)) is amended—

15 (1) in subparagraph (E), by striking “and”
16 after the semicolon;

17 (2) in subparagraph (F), by striking the period
18 and inserting “; and”; and

19 (3) by adding at the end the following:

20 “(G) uses technology to enhance the teach-
21 ing and learning process.”.

22 (e) NATIONAL TEACHER TRAINING PROJECT.—Sec-
23 tion 2103(b)(2) of such Act (20 U.S.C. 6623(b)(2)) is
24 amended by adding at the end the following:

25 “(J) Technology.”.

1 (f) LOCAL PLAN FOR IMPROVING TEACHING AND
2 LEARNING.—Section 2208(d)(1)(F) of such Act (20
3 U.S.C. 6648(d)(1)(F)) is amended by inserting “, tech-
4 nologies,” after “strategies”.

5 (g) AUTHORIZED ACTIVITIES.—Section
6 2210(b)(2)(C) of such Act (20 U.S.C. 6650(b)(2)(C)) is
7 amended by inserting “, and in particular technology,”
8 after “practices”.

9 (h) HIGHER EDUCATION ACTIVITIES.—Section
10 2211(a)(1)(C) of such Act (20 U.S.C. 6651(a)(1)(C)) is
11 amended by inserting “, including technological innova-
12 tion,” after “innovation”.

○