

109TH CONGRESS
1ST SESSION

S. 1521

To provide for teacher acculturation, and for other purposes.

IN THE SENATE OF THE UNITED STATES

JULY 28, 2005

Mr. AKAKA 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 acculturation, 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 ACCULTURATION.**

4 Title II of the Higher Education Act of 1965 (20
5 U.S.C. 1021 et seq.) is amended by adding at the end
6 the following:

7 **“PART C—TEACHER ACCULTURATION**

8 **“SEC. 231. SHORT TITLE.**

9 “‘This part may be cited as the ‘Teacher Accultura-
10 tion Act of 2005’.

11 **“SEC. 232. FINDINGS.**

12 “Congress makes the following findings:

1 “(1) Every person (child, adolescent, or adult)
2 has her or his own cluster of learning modalities.

3 “(2) These individual learning modalities are
4 the result of many factors, including the person’s
5 cultural heritage, language, and socioeconomic back-
6 ground.

7 “(3) Research has shown that learning occurs
8 best within a learning environment that closely
9 matches a person’s individual learning modalities.

10 “(4) There is a strong correlation between—

11 “(A) the lack of academic achievement of
12 a student; and

13 “(B) a lack of congruence between—

14 “(i) the learning modalities of the stu-
15 dent; and

16 “(ii) the teaching pedagogy of the
17 teacher.

18 “(5) One of the factors that significantly im-
19 pacts learning modalities is a student’s culture.

20 “(6) A congruence between the cultural norms
21 embedded in the teaching environment and the cul-
22 ture of a student has been shown to significantly im-
23 prove the academic achievement of the student.

24 “(7) The teacher has the most control in set-
25 ting the cultural environment of the classroom.

1 **“SEC. 233. PURPOSE.**

2 “It is the purpose of this part to develop a core group
3 of teachers who are able to provide instruction in a way
4 that is culturally congruent with the learning modalities
5 of the students they are teaching, in order to—

- 6 “(1) ameliorate the lack of cultural congruence
7 between teachers and the students they teach; and
8 “(2) improve student achievement.

9 **“SEC. 234. DEFINITIONS.**

10 “In this part:

11 “(1) INDUCTION PHASE.—The term ‘induction
12 phase’ means the period when a teacher is new to
13 the profession, the classroom, or a school.

14 “(2) IN-SERVICE PHASE.—The term ‘in-service
15 phase’ means the period during and throughout the
16 professional life of a teacher.

17 “(3) PRACTICUM PHASE.—The term ‘practicum
18 phase’ means the period beginning with the last year
19 of a teacher preparation program at an institution
20 of higher education when the student is spending
21 time in a prekindergarten through grade 12 class-
22 room, and culminating at the end of the student
23 teaching portion of the student’s teacher preparation
24 program.

1 “(4) SUPERVISING ACADEMIC.—The term ‘su-
 2 pervising academic’ means a member of the faculty
 3 of an institution of higher education who—

4 “(A) is designated to oversee, coordinate,
 5 and participate in the field placement or stu-
 6 dent teaching experience of a preservice teach-
 7 er; and

8 “(B) works in conjunction with a super-
 9 vising practitioner.

10 “(5) SUPERVISING PRACTITIONER.—The term
 11 ‘supervising practitioner’ means a prekindergarten
 12 through grade 12 teacher in a school who—

13 “(A) is designated to coach, observe, and
 14 evaluate a preservice teacher at the school dur-
 15 ing the preservice teacher’s field placement or
 16 student teaching experience in the classroom;
 17 and

18 “(B) works in conjunction with the super-
 19 vising academic.

20 **“SEC. 235. MEASURE OF CULTURAL MISMATCH.**

21 “The Secretary, in consultation with relevant edu-
 22 cational and cultural governmental and nongovernmental
 23 entities and not later than 180 days after the date of en-
 24 actment of the Teacher Acculturation Act of 2005, shall
 25 develop a measure of cultural mismatch for purposes of—

1 “(1) the demonstration program under section
2 236; and

3 “(2) the composition of partnerships described
4 in sections 242 and 263.

5 **“SEC. 236. DEMONSTRATION PROGRAM AUTHORIZED.**

6 “(a) IN GENERAL.—The Secretary is authorized to
7 carry out a demonstration program to investigate, develop,
8 and test methods to attempt to ameliorate the cultural
9 mismatch between teachers and the students they teach.

10 “(b) COMPONENTS.—The demonstration program
11 shall consist of—

12 “(1) professional development activities occur-
13 ring during 3 different phases of a teacher’s profes-
14 sional life, including the practicum phase, induction
15 phase, and in-service phase; and

16 “(2) the development of centers of excellence in
17 multicultural education.

18 **“Subpart 1—Induction Phase Component**

19 **“SEC. 241. GRANTS AUTHORIZED.**

20 “‘In carrying out the demonstration program under
21 this part, the Secretary is authorized to award grants to
22 eligible partnerships to enable the eligible partnerships to
23 carry out the induction phase component of the teacher
24 preparation assisted under this subpart.

1 **“SEC. 242. ELIGIBLE PARTNERSHIPS.**

2 “In this subpart, the term ‘eligible partnership’
3 means a partnership consisting of—

4 “(1) a local educational agency, with a high
5 percentage of students who have a cultural mis-
6 match with the majority of the teaching staff at the
7 schools served by the local educational agency, col-
8 laborating with—

9 “(A) a cohort of induction phase teachers
10 from the local educational agency; and

11 “(B) members of a school community who
12 are—

13 “(i) from the cultural background of
14 the students to be taught by the teachers
15 assisted under the grant; and

16 “(ii) knowledgeable about the cultural
17 norms of the community; and

18 “(2) an institution of higher education or orga-
19 nization with expertise in multicultural education,
20 collaborating with a mentor, coach, or facilitator who
21 will work with the cohort described in paragraph
22 (1)(A).

23 **“SEC. 243. INDUCTION PHASE COMPONENT.**

24 “An eligible partnership that receives a grant under
25 this subpart shall use the grant funds to carry an induc-

1 tion phase component of the demonstration program that
 2 may include the following:

3 “(1) A summer workshop held during the sum-
 4 mer prior to a program year (as described in para-
 5 graph (2)), in which participant teachers study the
 6 basics of the following:

7 “(A) Multicultural education.

8 “(B) The cultural norms of the students
 9 served by the local educational agency where
 10 the participant teachers will be teaching.

11 “(C) The history of the municipality and
 12 the cultural groups where the participant teach-
 13 ers will be teaching.

14 “(2) A program year during the school year de-
 15 signed to include—

16 “(A) a series of classroom-based teaching
 17 activities and observations, including pre- and
 18 post-activity discussion under the coaching of a
 19 person experienced in leading such a program
 20 and trained in the principles of multicultural
 21 education;

22 “(B) individual one-on-one mentoring by a
 23 mentor, coach, or facilitator participating in the
 24 eligible partnership;

1 “(C) classroom visits including possible
2 videotaping of the lessons; and

3 “(D) group meetings to reflect on—

4 “(i) a classroom visit described in sub-
5 paragraph (C); or

6 “(ii) the progress of the program.

7 “(3) A workshop or institute during the sum-
8 mer immediately after a program year (as described
9 in paragraph (2)) that may include the following:

10 “(A) Analysis of lessons developed and
11 taught during the program year.

12 “(B) Practice lessons presented to the co-
13 hort described in section 242(1)(A).

14 “(C) Analysis of participant teacher
15 growth over the duration of the program.

16 “(D) Development of a reflective portfolio,
17 for each member of the cohort described in sec-
18 tion 242(1)(A), of the member’s experience in
19 the program.

20 **“SEC. 244. USE OF FUNDS.**

21 “Grant funds provided under this subpart may be
22 used for—

23 “(1) stipends and release time for participant
24 teachers;

1 “(2) compensation for mentors, coaches,
2 facilitators, or substitutes;

3 “(3) reimbursement for normal expenses in-
4 curred by the eligible partnership during the grant
5 period; and

6 “(4) equipment, supplies, and travel necessary
7 for the program.

8 **“SEC. 245. AUTHORIZATION OF APPROPRIATIONS.**

9 “There are authorized to be appropriated such sums
10 as may be necessary to carry out this subpart for fiscal
11 year 2006 and each of the 5 succeeding fiscal years.

12 **“Subpart 2—Practicum Phase Component**

13 **“SEC. 251. GRANTS AUTHORIZED.**

14 “In carrying out the demonstration program under
15 this part, the Secretary is authorized to award grants to
16 eligible partnerships to enable the eligible partnerships to
17 carry out the practicum phase component of the teacher
18 preparation assisted under this subpart.

19 **“SEC. 252. ELIGIBLE PARTNERSHIPS.**

20 “In this subpart, the term ‘eligible partnership’
21 means a partnership consisting of—

22 “(1) a teacher preparation program approved
23 by a State educational agency and accredited by the
24 National Council for Accreditation of Teacher Edu-
25 cation, collaborating with—

1 “(A) a cohort of practicum phase students;
2 and

3 “(B) a faculty member who serves as a su-
4 pervising practitioner;

5 “(2) a local educational agency—

6 “(A) serving a student population whose
7 cultural norms—

8 “(i) are different from the cultural
9 norms of the participating teacher prepara-
10 tion program students; and

11 “(ii) are similar to the cultural norms
12 of the students or community served by a
13 local educational agency where the partici-
14 pating teacher preparation program stu-
15 dents will be looking for employment; and

16 “(B) collaborating with a group of super-
17 vising practitioners; and

18 “(3) a support committee for the practicum
19 program, that provides cultural norms to the
20 practicum participants, which may include—

21 “(A) a center of excellence described in
22 subpart 3;

23 “(B) faculty or staff of a school, local edu-
24 cational agency, or State educational agency;

1 “(C) parents or family members of a stu-
2 dent taught by the student teachers assisted
3 under the grant;

4 “(D) community stakeholders; or

5 “(E) organizations with expertise in multi-
6 cultural education.

7 **“SEC. 253. PRACTICUM PHASE COMPONENT.**

8 “An eligible partnership that receives a grant under
9 this subpart shall use the grant funds to carry out a
10 practicum phase component of the demonstration program
11 that may include the following:

12 “(1) A course for the practicum students cov-
13 ering multicultural education, including specifics
14 pertaining to the cultural norms of the students
15 served by the local educational agency where the stu-
16 dents will be participating in the practicum.

17 “(2) A program running contemporaneous to
18 the practicum that includes—

19 “(A) a program under the coaching of a
20 supervising academic where the practicum stu-
21 dents interact with each other to discuss their
22 experiences;

23 “(B) individual one-on-one coaching by a
24 supervising academic;

1 “(C) classroom visits to the locations of
2 other student teachers in the cohort described
3 in section 252(1)(A), including possible
4 videotaping of the lessons; and

5 “(D) periodic cohort meetings during the
6 practicum to reflect on the progress of the pro-
7 gram.

8 “(3) A followup program at the conclusion of
9 the practicum carried out by the teacher preparation
10 program participating in the eligible partnership.

11 **“SEC. 254. USE OF FUNDS.**

12 “Grant funds provided under this subpart may be
13 used for—

14 “(1) compensation for a supervising academic
15 or a supervising practitioner;

16 “(2) scholarships for participants; and

17 “(3) equipment, supplies, travel, and other ex-
18 penses appropriate to the program.

19 **“SEC. 255. AUTHORIZATION OF APPROPRIATIONS.**

20 “There are authorized to be appropriated such sums
21 as may be necessary to carry out this subpart for fiscal
22 year 2006 and each of the 5 succeeding fiscal years.

1 **“Subpart 3—Centers of Excellence in Multicultural**
2 **Education**

3 **“SEC. 261. CENTERS OF EXCELLENCE AUTHORIZED.**

4 “(a) IN GENERAL.—The Secretary is authorized to
5 establish not more than 10 centers to support excellence
6 in multicultural education.

7 “(b) DUTIES.—Such centers shall—

8 “(1) support participants during the practicum
9 phases and induction phases of their teacher prepa-
10 ration;

11 “(2) develop and implement an in-service phase
12 program;

13 “(3) develop or expand the theory and practice
14 of multicultural education; and

15 “(4) collect appropriate data to allow for the
16 evaluation of the activities implemented under this
17 part.

18 **“SEC. 262. LOCATION OF CENTERS.**

19 “The centers shall—

20 “(1) be located within universities, colleges or
21 schools with teacher education programs approved
22 by the appropriate State educational agency and ac-
23 credited by the National Council for Accreditation of
24 Teacher Education;

25 “(2) be located in geographically diverse areas
26 of the United States; and

1 “(3) be distributed among institutions of higher
2 education serving various cultural communities.

3 **“SEC. 263. PARTNERSHIPS.**

4 “The centers may form partnerships, for the purpose
5 of carrying out the duties described in section 261(b),
6 with—

7 “(1) a college or school of teacher education;

8 “(2) at least 1 local educational agency with a
9 high degree of cultural mismatch between the local
10 educational agency’s teachers and the students they
11 teach;

12 “(3) an academic department, center, or pro-
13 gram that focuses on the study of cultural
14 mismatches, such as cultural mismatches related to
15 gender, race, national origin, or other similar areas;
16 or

17 “(4) such additional entities as the centers de-
18 termine appropriate.

19 **“SEC. 264. USE OF FUNDS.**

20 “Funds made available under this subpart may be
21 used for the following:

22 “(1) Financial support for researchers, such as
23 doctoral and post-doctoral fellowships.

24 “(2) In-service multicultural education work-
25 shops for teachers.

1 “(3) Supporting the programs assisted under
2 subpart 1 or 2.

3 “(4) Supporting research into best practices in
4 multicultural education, performing evaluation of the
5 best practices, and carrying out a dissemination pro-
6 gram for the best practices that improve student
7 academic achievement.

8 “(5) Evaluation of—

9 “(A) the activities of the centers; and

10 “(B) the impact of the activities of the
11 centers on teaching practices and student
12 achievement.

13 **“SEC. 265. ANNUAL MEETING OF THE CENTERS.**

14 “The Secretary is authorized to convene an annual
15 meeting of all centers assisted under this subpart for the
16 purpose of enabling the centers to share information, re-
17 search, and best practices.

18 **“SEC. 266. AUTHORIZATION OF APPROPRIATIONS.**

19 “There are authorized to be appropriated such sums
20 as may be necessary to carry out this subpart for fiscal
21 year 2006 and each of the 5 succeeding fiscal years.

22 **“Subpart 4—General Provisions**

23 **“SEC. 271. ANNUAL REPORTS.**

24 (a) REPORT.—Each eligible partnership that receives
25 a grant, and each center that receives assistance, under

1 this part shall prepare and submit to the Committee on
2 Health, Education, Labor, and Pensions of the Senate,
3 and the Committee on Education and the Workforce of
4 the House of Representatives, a report on the activities
5 of the eligible partnership or center, respectively, that are
6 supported under this part.

7 (b) DATE.—The report described in subsection (a)
8 shall be submitted 2 years after the date of enactment of
9 the Teacher Acculturation Act of 2005, and annually
10 thereafter for the duration of the grant or assistance, as
11 the case may be.”.

