

109TH CONGRESS
1ST SESSION

S. 493

To amend title II of the Higher Education Act of 1965 to increase teacher familiarity with the educational needs of gifted and talented students, and for other purposes.

IN THE SENATE OF THE UNITED STATES

MARCH 2, 2005

Mr. GRASSLEY (for himself, Mr. COCHRAN, Mr. LOTT, and Mr. BUNNING) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To amend title II of the Higher Education Act of 1965 to increase teacher familiarity with the educational needs of gifted and talented students, 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. AMENDMENT TO TITLE II OF THE HIGHER EDU-**
4 **CATION ACT OF 1965.**

5 (a) STATE GRANTS.—Section 202(d) of the Higher
6 Education Act of 1965 (20 U.S.C. 1022(d)) is amended
7 by adding at the end the following:

8 “(8) GIFTED AND TALENTED STUDENTS.—In-
9 corporating the learning needs of gifted and talented

1 students into the activity described in paragraph (1),
 2 (2), or (3) in order to ensure that new teachers pos-
 3 sess basic knowledge and skills necessary to meet
 4 the educational needs of gifted and talented stu-
 5 dents.

6 “(9) NEW-TEACHER MENTORING ON THE
 7 NEEDS OF GIFTED AND TALENTED STUDENTS.—Es-
 8 tablishing or expanding new-teacher mentoring and
 9 assessment programs (including induction and eval-
 10 uation programs) that are a part of the licensure
 11 process that includes the development of a portfolio
 12 produced by the new teacher, under the supervision
 13 and guidance of a veteran teacher mentor, which is
 14 designed to demonstrate that the new teacher pos-
 15 sesses basic knowledge of the classroom indicators of
 16 giftedness, is able to identify student learning dif-
 17 ferences among gifted students, and is able to pro-
 18 vide instruction to accommodate such differences.”.

19 (b) PARTNERSHIP GRANTS.—Section 203(e) of the
 20 Higher Education Act of 1965 (20 U.S.C. 1023(e)) is
 21 amended—

22 (1) in paragraph (1), by striking “and limited
 23 English proficient individuals” and inserting “, lim-
 24 ited English proficient individuals, and gifted and
 25 talented students”; and

1 (2) by adding at the end the following:

2 “(5) GIFTED AND TALENTED STUDENTS.—In-
3 creasing the knowledge and skills of preservice
4 teachers participating in activities under subsection
5 (d) in the educational and related needs of gifted
6 and talented students by, among other strategies, in-
7 fusing teacher coursework with units on the charac-
8 teristics of high-ability learners, using assessments
9 to identify preexisting knowledge and skills among
10 students, and developing teaching strategies that are
11 driven by the learner’s progress.”.

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