

110TH CONGRESS
1ST SESSION

H. R. 2617

To direct the Secretary of Education to make grants to high-need local educational agencies to establish teaching residency programs.

IN THE HOUSE OF REPRESENTATIVES

JUNE 7, 2007

Mr. EMANUEL (for himself, Mr. TIERNEY, Mr. DAVIS of Illinois, Mr. EHLERS, Mr. ETHERIDGE, Mr. BUTTERFIELD, Mr. MCGOVERN, Ms. JACKSON-LEE of Texas, and Mr. JEFFERSON) introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

To direct the Secretary of Education to make grants to high-need local educational agencies to establish teaching residency programs.

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 “Preparing Excellent
5 Teachers Act of 2007”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

8 (1) The shortage of qualified teachers in the
9 United States has reached critical levels.

1 (2) Education experts agree that looming teach-
2 er retirement and shortages of effective teachers in
3 low-performing schools create a great demand for
4 quality teachers.

5 (3) Nearly 50 percent of new teachers leave in
6 the first 5 years.

7 (4) These numbers have a direct impact on the
8 quality of the education of the children of the United
9 States.

10 (5) Inexperienced teachers are less effective
11 than teachers with several years of experience. Suc-
12 cessful teacher preparation programs, providing on-
13 going support, can make novice teachers effective
14 more rapidly. The majority of new teachers lack
15 such support, and so leave the profession before be-
16 coming effective.

17 (6) Teacher candidates must see expert prac-
18 tices modeled and must then practice them with on-
19 going mentoring support. Teacher preparation often
20 fails to provide the opportunity to learn under the
21 direct supervision of expert teachers working in
22 schools that effectively serve high-need students.
23 Student teaching is too often conducted in class-
24 rooms that do not model effective practice, or in
25 classrooms that do not serve high-need students, and

1 the lessons learned do not generalize to effective
2 teaching in high-need schools.

3 (7) It is critical to develop programs that in-
4 crease the probability recruits will succeed and stay
5 in the high-need classrooms where they are needed.
6 Because many teacher candidates choose to teach
7 where they grew up or went to college, it is impor-
8 tant to have strong programs in hard-to-staff urban
9 and rural locations. Teacher residency programs ef-
10 fectively build teacher supply, since they recruit and
11 prepare candidates in the districts that sponsor
12 them. Teacher residency programs have dem-
13 onstrated the capacity to recruit, prepare, retain,
14 and provide effective support for teachers in high-
15 need schools.

16 **SEC. 3. GRANTS FOR TEACHER RESIDENCY PROGRAMS.**

17 (a) IN GENERAL.—Part C of title II of the Elemen-
18 tary and Secondary Education Act of 1965 is amended
19 by adding at the end the following:

20 **“Subpart 6—Teacher Residency Programs**

21 **“SEC. 2371. GRANTS FOR TEACHER RESIDENCY PROGRAMS.**

22 “(a) IN GENERAL.—From amounts made available to
23 carry out this section, the Secretary shall make grants to
24 high-need local educational agencies to assist such agen-
25 cies to establish and support teacher residency programs.

1 Such agencies are encouraged to work with non-profit
2 community-based organizations that have experience in
3 teacher residency programs.

4 “(b) TEACHER RESIDENCY PROGRAMS.—

5 “(1) DEFINITION.—For purposes of this sec-
6 tion, the term ‘teacher residency program’ means a
7 school-based teacher preparation program in which a
8 prospective teacher—

9 “(A) teaches alongside a teacher of record
10 (who is designated as the mentor teacher) for
11 at least 1 academic year;

12 “(B) receives coursework in the teaching of
13 the content area in which the teacher will be-
14 come certified to teach;

15 “(C) receives instruction in planning, con-
16 tent, pedagogy, student learning, and assess-
17 ment, management of the classroom environ-
18 ment, and professional responsibilities, includ-
19 ing interaction with families and colleagues and
20 use of assessment data to modify and improve
21 instruction;

22 “(D) attains full State certification to
23 teach prior to completion of the program; and

24 “(E) receives a midpoint review.

1 “(2) DESIGN.—To receive assistance under this
2 section, a teacher residency program shall be de-
3 signed to meet the following characteristics of suc-
4 cessful programs:

5 “(A) Teacher residency programs integrate
6 pedagogy and classroom practice by partnering
7 with institutions of higher education to ensure
8 residents engage in rigorous master’s level
9 coursework while undertaking a guided teaching
10 apprenticeship. Lessons learned from the resi-
11 dency program will be used to inform teacher
12 training at the institution of higher education.

13 “(B) Residents teach alongside an experi-
14 enced mentor teacher. Experienced mentor
15 teachers complement the residency program so
16 that classroom clinical practice is tightly
17 aligned with coursework. Experienced mentor
18 teachers may receive additional compensation
19 for participating in the program.

20 “(C) Experienced mentor teachers shall
21 have extra responsibilities as teacher leaders of
22 the teacher residency program, as mentors for
23 residents, and as teacher coaches during the in-
24 duction of novice teachers. These responsibil-
25 ities include establishing, within the program, a

1 learning community in which all individuals are
2 expected to continually improve their capacity
3 to advance student learning.

4 “(D) The director of the teacher residency
5 program shall establish and publish clear cri-
6 teria for selection of experienced mentor teach-
7 ers based on measures of teacher effectiveness
8 and the appropriate subject area knowledge.
9 Evaluation of teacher effectiveness shall be
10 based on observation of domains including each
11 of the following:

12 “(i) Planning and preparation, includ-
13 ing demonstrated knowledge of content,
14 pedagogy, and assessment, including the
15 use of formative assessment to improve
16 student learning.

17 “(ii) Appropriate instruction that en-
18 gages students with different learning
19 styles.

20 “(iii) Collaboration with colleagues to
21 improve instruction.

22 “(iv) Appropriate and fair analysis of
23 gains in student learning. When feasible,
24 this shall include valid and reliable objec-

1 tive measure of the influence of teachers
2 on the rate of student academic progress.

3 “(E) Teacher residency programs group
4 teacher candidates in cohorts to facilitate pro-
5 fessional collaboration among residents.

6 “(F) Teacher residency programs admis-
7 sions goals and priorities are developed in con-
8 cert with the hiring objectives of the local edu-
9 cational agency, which commits to hire grad-
10 uates from the residency program. Residents
11 learn to teach in the same district in which they
12 will work, learning the instructional initiatives
13 and curriculum of the district.

14 “(G) Teacher residency programs support
15 residents once they are hired as teachers of
16 record. Residencies continue to provide profes-
17 sional development and networking opportuni-
18 ties to support residents through their first
19 years of teaching.

20 “(3) EXPERIENCED MENTOR TEACHER DE-
21 FINED.—In this section, the term ‘experienced men-
22 tor teacher’ means a teacher who—

23 “(A) has at least five years teaching expe-
24 rience teaching in a school in the high-need

1 local educational agency that is the recipient of
2 a grant under this section; and

3 “(B) has a masters degree in education or
4 teaching.

5 “(c) PERSONS ELIGIBLE TO PARTICIPATE.—To be
6 eligible to participate in a teacher residency program
7 under this section, a mid-career professional or recent col-
8 lege graduate shall become enrolled simultaneously in a
9 masters degree program in education or teaching in a uni-
10 versity or college that—

11 “(1) has entered into a written agreement relat-
12 ing to such program with the high-need local edu-
13 cational agency that is the recipient of a grant under
14 this section; and

15 “(2) is accredited by the Council of Higher
16 Education Accreditation and the accrediting agency
17 in the State in which the high-need local educational
18 agency is located, if any.

19 “(d) PARTICIPANTS TO RECEIVE PRACTICAL EXPE-
20 RIENCE.—A participant in a teacher residency program
21 under this section shall, under the supervision of an expe-
22 rienced mentor teacher, complete not fewer than ten
23 months teaching a class containing not more than 30 stu-
24 dents in a school chosen by the high-need local educational
25 agency that is the recipient of a grant under this section.

1 “(e) PARTICIPANT TO AGREE TO BE PLACED IN A
 2 SCHOOL.—A participant in a teacher residency program
 3 under this section shall agree in writing to be placed, after
 4 successfully completing the program, as a teacher in a
 5 school chosen by the high-need local educational agency.
 6 Such placement shall be for a period of at least 5 academic
 7 years beginning with the academic year that begins after
 8 the participant successfully completes the program. The
 9 school chosen for the placement shall be in a high-need,
 10 underserved area. A participant who fails to complete the
 11 period of the placement (or the first 5 academic years of
 12 the placement, if the period is more than 5 academic
 13 years) is required to pay back the cost of the training.

14 “(f) AMOUNT, NUMBER, AND DISTRIBUTION OF
 15 GRANTS.—

16 “(1) AMOUNT.—A grant under this section
 17 shall be for a period of three years, and shall include
 18 \$2,500,000 for the first year, \$1,500,000 for the
 19 second year, and \$1,000,000 for the third year.

20 “(2) NUMBER.—The Secretary may not make
 21 more than ten such grants each fiscal year, begin-
 22 ning with fiscal year 2008.

23 “(3) DISTRIBUTION.—A high-need local edu-
 24 cational agency may receive not more than one grant
 25 in each fiscal year.

1 “(g) APPLICATION.—To receive a grant under this
2 section, a high-need local educational agency shall submit
3 to the Secretary an application at such time, in such man-
4 ner, and containing such information as the Secretary may
5 prescribe.

6 “(h) SELECTION.—The Secretary shall award grants
7 under this section on a competitive basis.

8 “(i) EVALUATION.—Of the amounts appropriated to
9 carry out this section, the Secretary shall reserve up to
10 5 percent for an evaluation of the effectiveness of the pro-
11 gram established under this section, in relation to the ef-
12 fectiveness of other programs that prepare teachers for
13 employment with high-need schools and high-need local
14 educational agencies, including, where feasible, value-
15 added measures of learning gains of students taught by
16 graduates of each teacher residency Program, to be con-
17 ducted by the Institute of Education Sciences, the Na-
18 tional Science Foundation, or the National Academy of
19 Sciences, at the direction of the Secretary. Not later than
20 5 years after the date of the enactment of this section,
21 the Secretary shall make the results of the evaluation pub-
22 lic.

23 “(j) MATCHING FUNDS.—A high-need local edu-
24 cational agency that receives a grant under this section
25 shall provide matching funds in an amount equal to 50

1 percent of grant funds provided to the agency under this
2 section to carry out the activities supported by the grant,
3 which may be provided by community partners, institu-
4 tions of higher education, or others.

5 “(k) HIGH-NEED LOCAL EDUCATIONAL AGENCY DE-
6 FINED.—In this section, the term ‘high-need local edu-
7 cational agency’ means a local educational agency—

8 “(1) that is among the highest 20 percent of
9 local educational agencies in the State in terms of
10 percentage of students from families with incomes
11 below the poverty line (as defined in section
12 9101(33) of the Elementary and Secondary Edu-
13 cation Act of 1965 (20 U.S.C. 7801(33)));

14 “(2) that is among the lowest 20 percent of
15 local educational agencies in the State on assess-
16 ments required under part A of title I, or, where fea-
17 sible, the lowest 20 percent of local educational
18 agencies in the State in terms of measures of teach-
19 ing effectiveness; and

20 “(3) for which there is a high percentage of
21 classes taught by teachers not teaching in the aca-
22 demic subjects or grade levels that the teachers were
23 prepared to teach.

24 “(l) AUTHORIZATION OF APPROPRIATIONS.—There
25 are authorized to be appropriated to the Secretary

1 \$50,000,000 for each of fiscal years 2008 through 2012
2 to carry out this section. Amounts appropriated are au-
3 thorized to remain available until expended, and may be
4 used by the Secretary to make additional grants, in ac-
5 cordance with this section, in a fiscal year beginning with
6 fiscal year 2013.”.

7 (b) CLERICAL AMENDMENT.—The table of contents
8 for that Act is amended by inserting after the item relat-
9 ing to section 2368 the following:

“SUBPART 6—TEACHER RESIDENCY PROGRAMS

“Sec. 2371. Grants for teacher residency programs.”.

