

110TH CONGRESS
1ST SESSION

S. 1231

To amend part A of title II of the Higher Education Act of 1965 to enhance teacher training and teacher preparation programs, and for other purposes.

IN THE SENATE OF THE UNITED STATES

APRIL 26, 2007

Mr. REED introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To amend part A of title II of the Higher Education Act of 1965 to enhance teacher training and teacher preparation programs, 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. SHORT TITLE.**

4 This Act may be cited as the “Preparing, Recruiting,
5 and Retaining Education Professionals Act of 2007”.

6 **SEC. 2. PURPOSES; DEFINITIONS.**

7 Section 201 of the Higher Education Act of 1965 (20
8 U.S.C. 1021) is amended to read as follows:

1 **“SEC. 201. PURPOSES; DEFINITIONS.**

2 “(a) PURPOSES.—The purposes of this part are to—

3 “(1) improve student achievement;

4 “(2) improve the quality of the current and fu-
5 ture teaching force by improving the preparation of
6 prospective teachers and enhancing ongoing profes-
7 sional development activities;

8 “(3) encourage partnerships among institutions
9 of higher education, early childhood education pro-
10 grams, elementary schools or secondary schools,
11 local educational agencies, State educational agen-
12 cies, teacher organizations, and nonprofit edu-
13 cational organizations;

14 “(4) hold institutions of higher education and
15 all other teacher preparation programs (including
16 programs that provide alternative routes to teacher
17 preparation) accountable in an equivalent manner
18 for preparing—

19 “(A) teachers who have strong teaching
20 skills, are highly qualified, and are trained in
21 the effective uses of technology in the class-
22 room; and

23 “(B) early childhood education providers
24 who are highly competent;

25 “(5) recruit and retain qualified individuals, in-
26 cluding individuals from other occupations, into the

1 teaching force for early childhood education pro-
 2 grams or in elementary schools or secondary schools;

3 “(6) improve the recruitment, retention, and ca-
 4 pacities of principals to provide instructional leader-
 5 ship and to support teachers in maintaining safe and
 6 effective learning environments;

7 “(7) expand the use of research to improve
 8 teaching and learning by teachers, early childhood
 9 education providers, principals, and faculty; and

10 “(8) enhance the ability of teachers, early child-
 11 hood education providers, principals, administrators,
 12 and faculty to communicate with, work with, and in-
 13 volve parents in ways that improve student achieve-
 14 ment.

15 “(b) DEFINITIONS.—In this part:

16 “(1) ARTS AND SCIENCES.—The term ‘arts and
 17 sciences’ means—

18 “(A) when referring to an organizational
 19 unit of an institution of higher education, any
 20 academic unit that offers 1 or more academic
 21 majors in disciplines or content areas cor-
 22 responding to the academic subject matter
 23 areas in which teachers provide instruction; and

24 “(B) when referring to a specific academic
 25 subject matter area, the disciplines or content

1 areas in which academic majors are offered by
 2 the arts and science organizational unit.

3 “(2) EARLY CHILDHOOD EDUCATION PRO-
 4 GRAM.—The term ‘early childhood education pro-
 5 gram’ means a family child care program, center-
 6 based child care program, prekindergarten program,
 7 school program, or other out-of-home child care pro-
 8 gram that is licensed or regulated by the State serv-
 9 ing 2 or more unrelated children from birth until
 10 school entry, or a Head Start program carried out
 11 under the Head Start Act or an Early Head Start
 12 program carried out under section 645A of that Act.

13 “(3) EXEMPLARY TEACHER.—The term ‘exem-
 14 plary teacher’ has the meaning given the term in
 15 section 9101 of the Elementary and Secondary Edu-
 16 cation Act of 1965.

17 “(4) FACULTY.—

18 “(A) IN GENERAL.—The term ‘faculty’
 19 means individuals in institutions of higher edu-
 20 cation who are responsible for preparing teach-
 21 ers.

22 “(B) INCLUSIONS.—The term ‘faculty’ in-
 23 cludes professors of education and professors in
 24 academic disciplines such as the arts and
 25 sciences, psychology, and human development.

1 “(5) HIGH-NEED LOCAL EDUCATIONAL AGEN-
 2 CY.—The term ‘high-need local educational agency’
 3 means a local educational agency that serves an
 4 early childhood education program, elementary
 5 school, or secondary school located in an area in
 6 which—

7 “(A)(i) 15 percent or more of the students
 8 served by the agency are from families with in-
 9 comes below the poverty line;

10 “(ii) there are more than 5,000 students
 11 served by the agency from families with in-
 12 comes below the poverty line; or

13 “(iii) there are less than 600 students in
 14 average daily attendance in all the schools that
 15 are served by the agency and all of whose
 16 schools are designated with a school locale code
 17 of 7 or 8, as determined by the Secretary; and

18 “(B)(i) there is a high percentage of teach-
 19 ers who are not highly qualified; or

20 “(ii) there is a chronic shortage, or annual
 21 turnover rate of 20 percent or more, of highly
 22 qualified teachers.

23 “(6) HIGH-NEED SCHOOL.—The term ‘high-
 24 need school’ means an early childhood education pro-

1 gram, public elementary school, or public secondary
 2 school—

3 “(A)(i) in which there is a high concentra-
 4 tion of students from families with incomes
 5 below the poverty line; or

6 “(ii) that, in the case of a public elemen-
 7 tary school or public secondary school, is identi-
 8 fied as in need of school improvement or correc-
 9 tive action pursuant to section 1116 of the Ele-
 10 mentary and Secondary Education Act of 1965;
 11 and

12 “(B) in which there exists—

13 “(i) in the case of a public elementary
 14 school or public secondary school, a per-
 15 sistent and chronic shortage, or annual
 16 turnover rate of 20 percent or more, of
 17 highly qualified teachers; and

18 “(ii) in the case of an early childhood
 19 education program, a persistent and chron-
 20 ic shortage of early childhood education
 21 providers who are highly competent.

22 “(7) HIGHLY COMPETENT.—The term ‘highly
 23 competent’ when used with respect to an early child-
 24 hood education provider means a provider—

1 “(A) with specialized education and train-
 2 ing in development and education of young chil-
 3 dren from birth until entry into kindergarten;

4 “(B) with—

5 “(i) a baccalaureate degree in an aca-
 6 demic major in the arts and sciences; or

7 “(ii) an associate’s degree in a related
 8 educational area; and

9 “(C) who has demonstrated a high level of
 10 knowledge and use of content and pedagogy in
 11 the relevant areas associated with quality early
 12 childhood education.

13 “(8) HIGHLY QUALIFIED.—

14 “(A) IN GENERAL.—Except as provided in
 15 subparagraph (B), the term ‘highly qualified’
 16 has the meaning given the term in section 9101
 17 of the Elementary and Secondary Education
 18 Act of 1965.

19 “(B) SPECIAL EDUCATION TEACHERS.—
 20 When used with respect to a special education
 21 teacher, the term ‘highly qualified’ has the
 22 meaning given the term in section 602 of the
 23 Individuals with Disabilities Education Act.

24 “(9) INDUCTION.—The term ‘induction’ means
 25 a formalized program designed to provide support

for, improve the professional performance of, and promote the retention in the teaching field of, beginning teachers, and that—

“(A) shall include—

“(i) mentoring;

“(ii) structured collaboration time with teachers in the same department or field;

“(iii) structured meeting time with administrators; and

“(iv) professional development activities; and

“(B) may include—

“(i) reduced teaching loads;

“(ii) support of a teaching aide;

“(iii) orientation seminars; and

“(iv) regular evaluation of the teacher inductee, the mentors, and the overall formalized program.

“(10) MENTORING.—The term ‘mentoring’ means a process by which a teacher mentor who is an exemplary teacher, either alone or in a team with faculty, provides active support for prospective teachers and new teachers through a system for integrating evidence-based practice, including rigorous,

1 supervised training in high-quality teaching settings.
 2 Such support includes activities specifically designed
 3 to promote—

4 “(A) knowledge of the scientific research
 5 on, and assessment of, teaching and learning;

6 “(B) development of teaching skills and
 7 skills in evidence-based educational interven-
 8 tions;

9 “(C) development of classroom manage-
 10 ment skills;

11 “(D) a positive role model relationship
 12 where academic assistance and exposure to new
 13 experiences is provided; and

14 “(E) ongoing supervision and communica-
 15 tion regarding the prospective teacher’s develop-
 16 ment of teaching skills and continued support
 17 for the new teacher by the mentor, other teach-
 18 ers, principals, and administrators.

19 “(11) PARENT.—The term ‘parent’ has the
 20 meaning given the term in section 9101 of the Ele-
 21 mentary and Secondary Education Act of 1965.

22 “(12) PARENTAL INVOLVEMENT.—The term
 23 ‘parental involvement’ has the meaning given the
 24 term in section 9101 of the Elementary and Sec-
 25 ondary Education Act of 1965.

1 “(13) POVERTY LINE.—The term ‘poverty line’
 2 means the poverty line (as defined by the Office of
 3 Management and Budget, and revised annually in
 4 accordance with section 673(2) of the Community
 5 Services Block Grant Act (42 U.S.C. 9902(2))) ap-
 6 plicable to a family of the size involved.

7 “(14) PROFESSIONAL DEVELOPMENT.—

8 “(A) IN GENERAL.—Except as provided in
 9 subparagraph (B), the term ‘professional devel-
 10 opment’ has the meaning given the term in sec-
 11 tion 9101 of the Elementary and Secondary
 12 Education Act of 1965.

13 “(B) EARLY CHILDHOOD EDUCATION PRO-
 14 VIDERS.—The term ‘professional development’
 15 when used with respect to an early childhood
 16 education provider means knowledge and skills
 17 in all domains of child development (including
 18 cognitive, social, emotional, physical, and ap-
 19 proaches to learning) and pedagogy of children
 20 from birth until entry into kindergarten.

21 “(15) TEACHING SKILLS.—The term ‘teaching
 22 skills’ means skills—

23 “(A) grounded in the disciplines of teach-
 24 ing and learning that teachers use to create ef-
 25 fective instruction in subject matter content and

1 that lead to student achievement and the ability
2 to apply knowledge; and

3 “(B) that require an understanding of the
4 learning process itself, including an under-
5 standing of—

6 “(i) the use of teaching strategies spe-
7 cific to the subject matter;

8 “(ii) the application of ongoing assess-
9 ment of student learning, particularly for
10 evaluating instructional practices and cur-
11 riculum;

12 “(iii) ensuring successful learning for
13 students with individual differences in abil-
14 ity and instructional needs;

15 “(iv) effective classroom management;
16 and

17 “(v) effective ways to communicate
18 with, work with, and involve parents in
19 their children’s education.”.

20 **SEC. 3. STATE GRANTS.**

21 Section 202 of the Higher Education Act of 1965 (20
22 U.S.C. 1022) is amended to read as follows:

23 **“SEC. 202. STATE GRANTS.**

24 “(a) IN GENERAL.—From amounts made available
25 under section 211(1) for a fiscal year, the Secretary is

1 authorized to award grants under this section, on a com-
 2 petitive basis, to eligible States to enable the eligible
 3 States to carry out the activities described in subsection
 4 (d).

5 “(b) ELIGIBLE STATE.—

6 “(1) DEFINITION.—In this part, the term ‘eligi-
 7 ble State’ means—

8 “(A) a State educational agency; or

9 “(B) an entity or agency in the State re-
 10 sponsible for teacher certification and prepara-
 11 tion activities.

12 “(2) CONSULTATION.—The eligible State shall
 13 consult with the Governor, State board of education,
 14 State educational agency, State agency for higher
 15 education, State agency with responsibility for child
 16 care, prekindergarten, or other early childhood edu-
 17 cation programs, and other State entities that pro-
 18 vide professional development and teacher prepara-
 19 tion for teachers, as appropriate, with respect to the
 20 activities assisted under this section.

21 “(3) CONSTRUCTION.—Nothing in this sub-
 22 section shall be construed to negate or supersede the
 23 legal authority under State law of any State agency,
 24 State entity, or State public official over programs

1 that are under the jurisdiction of the agency, entity,
2 or official.

3 “(c) APPLICATION.—To be eligible to receive a grant
4 under this section, an eligible State shall, at the time of
5 the initial grant application, submit an application to the
6 Secretary that—

7 “(1) meets the requirements of this section and
8 other relevant requirements for States under this
9 title;

10 “(2) describes how the eligible State intends to
11 use funds provided under this section in accordance
12 with State-identified needs;

13 “(3) describes the eligible State’s plan for con-
14 tinuing the activities carried out with the grant once
15 Federal funding ceases;

16 “(4) describes how the eligible State will coordi-
17 nate activities authorized under this section with
18 other Federal, State, and local personnel preparation
19 and professional development programs; and

20 “(5) contains such other information and assur-
21 ances as the Secretary may require.

22 “(d) USES OF FUNDS.—An eligible State that re-
23 ceives a grant under this section shall use the grant funds
24 to reform teacher preparation requirements, and to ensure
25 that current and future teachers are highly qualified and

1 possess strong teaching skills and knowledge to assess stu-
 2 dent academic achievement, by carrying out 1 or more of
 3 the following activities:

4 “(1) REFORMS.—Implementing reforms that
 5 hold institutions of higher education with teacher
 6 preparation programs accountable for, and assist
 7 such programs in, preparing teachers who have
 8 strong teaching skills and are highly qualified or
 9 early childhood education providers who are highly
 10 competent. Such reforms shall include—

11 “(A) State program approval requirements
 12 regarding curriculum changes by teacher prepa-
 13 ration programs that improve teaching skills
 14 based on scientific knowledge—

15 “(i) about the disciplines of teaching
 16 and learning, including effective ways to
 17 communicate with, work with, and involve
 18 parents in their children’s education; and

19 “(ii) about understanding and re-
 20 sponding effectively to students with spe-
 21 cial needs, including students with disabil-
 22 ities, limited-English proficient students,
 23 students with low literacy levels, and stu-
 24 dents with different learning styles or
 25 other special learning needs;

1 “(B) State program approval requirements
2 for teacher preparation programs to have in
3 place mechanisms to measure and assess the ef-
4 fectiveness and impact of teacher preparation
5 programs, including on student achievement;

6 “(C) assurances from institutions that
7 such institutions have a program in place that
8 provides a year-long clinical experience for pro-
9 spective teachers;

10 “(D) collecting and using data, in collabo-
11 ration with institutions of higher education,
12 schools, and local educational agencies, on
13 teacher retention rates, by school, to evaluate
14 and strengthen the effectiveness of the State’s
15 teacher support system; and

16 “(E) developing methods and building ca-
17 pacity for teacher preparation programs to as-
18 sess the retention rates of the programs’ grad-
19 uates and to use such information for contin-
20 uous program improvement.

21 “(2) CERTIFICATION OR LICENSURE REQUIRE-
22 MENTS.—Ensuring the State’s teacher certification
23 or licensure requirements are rigorous so that teach-
24 ers have strong teaching skills and are highly quali-
25 fied.

1 “(3) ALTERNATIVE ROUTES TO STATE CERTIFI-
2 CATION.—Carrying out programs that provide pro-
3 spective teachers with high-quality alternative routes
4 to traditional preparation for teaching and to State
5 certification for well-prepared and qualified prospec-
6 tive teachers, including—

7 “(A) programs at schools or departments
8 of arts and sciences, schools or departments of
9 education within institutions of higher edu-
10 cation, or at nonprofit educational organizations
11 with expertise in producing highly qualified
12 teachers that include instruction in teaching
13 skills;

14 “(B) a selective means for admitting indi-
15 viduals into such programs;

16 “(C) providing intensive support, including
17 induction, during the initial teaching experi-
18 ence;

19 “(D) establishing, expanding, or improving
20 alternative routes to State certification of teach-
21 ers for qualified individuals, including mid-ca-
22 reer professionals from other occupations, para-
23 professionals, former military personnel and re-
24 cent college graduates with records of academic
25 distinction, that have a proven record of effec-

tiveness and that ensure that current and future teachers possess strong teaching skills and are highly qualified; and

“(E) providing support in the disciplines of teaching and learning to ensure that prospective teachers—

“(i) have an understanding of evidence-based effective teaching practices;

“(ii) have knowledge of student learning methods; and

“(iii) possess strong teaching skills, including effective ways to communicate with, work with, and involve parents in their children’s education.

“(4) STATE CERTIFICATION RECIPROCITY.—Establishing and promoting reciprocity of certification or licensing between or among States for general and special education teachers and principals, except that no reciprocity agreement developed pursuant to this paragraph or developed using funds provided under this part may lead to the weakening of any State certification or licensing requirement that is shown through evidence-based research to ensure teacher and principal quality and student achievement.

1 “(5) RECRUITMENT AND RETENTION.—Devel-
 2 oping and implementing effective mechanisms to en-
 3 sure that local educational agencies, schools, and
 4 early childhood program providers are able to effec-
 5 tively recruit and retain highly qualified teachers,
 6 highly competent early childhood education pro-
 7 viders, and principals, and provide access to ongoing
 8 professional development opportunities for teachers,
 9 early childhood education providers, and principals,
 10 including activities described in subsections (d) and
 11 (e) of section 204.

12 “(6) SOCIAL PROMOTION.—Development and
 13 implementation of efforts to address the problem of
 14 social promotion and to prepare teachers, principals,
 15 administrators, and parents to effectively address
 16 the issues raised by ending the practice of social pro-
 17 motion.”.

18 **SEC. 4. PARTNERSHIP GRANTS.**

19 Section 203 of the Higher Education Act of 1965 (20
 20 U.S.C. 1023) is amended to read as follows:

21 **“SEC. 203. PARTNERSHIP GRANTS.**

22 “(a) GRANTS.—From amounts made available under
 23 section 211(2) for a fiscal year, the Secretary is author-
 24 ized to award grants under this section, on a competitive
 25 basis, to eligible partnerships to enable the eligible part-

1 nerships to carry out the activities described in subsections
 2 (d) and (e).

3 “(b) DEFINITIONS.—

4 “(1) ELIGIBLE PARTNERSHIP.—In this part,
 5 the term ‘eligible partnership’ means an entity
 6 that—

7 “(A) shall include—

8 “(i) a partner institution;

9 “(ii) a school or department of arts
 10 and sciences within the partner institution
 11 under clause (i);

12 “(iii) a school or department of edu-
 13 cation within the partner institution under
 14 clause (i);

15 “(iv)(I) a department of psychology
 16 within the partner institution under clause
 17 (i);

18 “(II) a department of human develop-
 19 ment within the partner institution under
 20 clause (i); or

21 “(III) a department with comparable
 22 expertise in the disciplines of teaching,
 23 learning, and child and adolescent develop-
 24 ment within the partner institution under
 25 clause (i);

1 “(v) a high-need local educational
2 agency; and

3 “(vi)(I) a high-need school served by
4 the high-need local educational agency
5 under clause (v); or

6 “(II) a consortium of schools of the
7 high-need local educational agency under
8 clause (v); and

9 “(B) may include a Governor, State edu-
10 cational agency, the State board of education,
11 the State agency for higher education, an insti-
12 tution of higher education not described in sub-
13 paragraph (A) (including a community college),
14 a public charter school, other public elementary
15 school or secondary school, a combination or
16 network of urban, suburban, or rural schools, a
17 public or private nonprofit educational organi-
18 zation, a business, a teacher organization, or an
19 early childhood education program.

20 “(2) PARTNER INSTITUTION.—In this section,
21 the term ‘partner institution’ means a private inde-
22 pendent or State-supported public institution of
23 higher education, or a consortium of such institu-
24 tions, that has not been designated under section

1 208(a) and the teacher preparation program of
2 which demonstrates that—

3 “(A) graduates from the teacher prepara-
4 tion program who intend to enter the field of
5 teaching exhibit strong performance on State-
6 determined qualifying assessments and are
7 highly qualified; or

8 “(B) the teacher preparation program re-
9 quires all the students of the program to par-
10 ticipate in intensive clinical experience, to meet
11 high academic standards, to possess strong
12 teaching skills, and—

13 “(i) in the case of prospective elemen-
14 tary school and secondary school teachers,
15 to become highly qualified; and

16 “(ii) in the case of prospective early
17 childhood education providers, to become
18 highly competent.

19 “(c) APPLICATION.—Each eligible partnership desir-
20 ing a grant under this section shall submit an application
21 to the Secretary at such time, in such manner, and accom-
22 panied by such information as the Secretary may require.
23 Each such application shall—

24 “(1) contain a needs assessment of all the part-
25 ners with respect to the preparation, ongoing train-

1 ing, and professional development of early childhood
2 education providers, general and special education
3 teachers, and principals, the extent to which the pro-
4 gram prepares new teachers with strong teaching
5 skills, a description of how the partnership will co-
6 ordinate strategies and activities with other teacher
7 preparation or professional development programs,
8 and how the activities of the partnership will be con-
9 sistent with State, local, and other education reform
10 activities that promote student achievement and pa-
11 rental involvement;

12 “(2) contain a resource assessment that de-
13 scribes the resources available to the partnership, in-
14 cluding the integration of funds from other related
15 sources, the intended use of the grant funds, includ-
16 ing a description of how the grant funds will be fair-
17 ly distributed in accordance with subsection (f), and
18 the commitment of the resources of the partnership
19 to the activities assisted under this part, including
20 financial support, faculty participation, time commit-
21 ments, and continuation of the activities when the
22 grant ends;

23 “(3) contain a description of—

1 “(A) how the partnership will meet the
2 purposes of this part, in accordance with the
3 needs assessment required under paragraph (1);

4 “(B) how the partnership will carry out
5 the activities required under subsection (d) and
6 any permissible activities under subsection (e)
7 based on the needs identified in paragraph (1)
8 with the goal of improving student achievement;

9 “(C) the partnership’s evaluation plan pur-
10 suant to section 206(b);

11 “(D) how faculty at the partner institution
12 will work with, over the term of the grant, prin-
13 cipals and teachers in the classrooms of the
14 high-need local educational agency included in
15 the partnership;

16 “(E) how the partnership will enhance the
17 instructional leadership and management skills
18 of principals and provide effective support for
19 principals, including new principals;

20 “(F) how the partnership will design, im-
21 plement, or enhance a year-long, rigorous, and
22 enriching preservice clinical program compo-
23 nent;

1 “(G) the in-service professional develop-
 2 ment strategies and activities to be supported;
 3 and

4 “(H) how the partnership will collect, ana-
 5 lyze, and use data on the retention of all teach-
 6 ers, early childhood education providers, or
 7 principals in schools located in the geographic
 8 areas served by the partnership to evaluate the
 9 effectiveness of its educator support system;

10 “(4) contain a certification from the partner-
 11 ship that it has reviewed the application and deter-
 12 mined that the grant proposed will comply with sub-
 13 section (f);

14 “(5) include, for the residency program de-
 15 scribed in subsection (d)(3)—

16 “(A) a demonstration that the schools and
 17 departments within the institution of higher
 18 education that are part of the residency pro-
 19 gram have relevant and essential roles in the ef-
 20 fective preparation of teachers, including con-
 21 tent expertise and expertise in the science of
 22 teaching and learning;

23 “(B) a demonstration of capability and
 24 commitment to evidence-based teaching and ac-
 25 cessibility to, and involvement of, faculty docu-

1 mented by professional development offered to
2 staff and documented experience with university
3 collaborations;

4 “(C) a description of how the residency
5 program will design and implement an induc-
6 tion period to support all new teachers through
7 not less than the first 2 years of teaching in the
8 further development of their teaching skills, in-
9 cluding use of mentors who are trained and
10 compensated by such program for their work
11 with new teachers; and

12 “(D) a description of how faculty involved
13 in the residency program will be able to sub-
14 stantially participate in an early childhood edu-
15 cation program or an elementary or secondary
16 classroom setting, including release time and
17 receiving workload credit for their participation;
18 and

19 “(6) include an assurance that the partnership
20 has mechanisms in place to measure and assess the
21 effectiveness and impact of the activities to be un-
22 dertaken, including on student achievement.

23 “(d) REQUIRED USES OF FUNDS.—An eligible part-
24 nership that receives a grant under this section shall use
25 the grant funds to carry out the following activities, as

1 applicable to teachers, early childhood education providers,
 2 or principals, in accordance with the needs assessment re-
 3 quired under subsection (c)(1):

4 “(1) REFORMS.—Implementing reforms within
 5 teacher preparation programs, where needed, to hold
 6 the programs accountable for preparing teachers
 7 who are highly qualified or early childhood education
 8 providers who are highly competent and for pro-
 9 moting strong teaching skills, including integrating
 10 reliable evidence-based teaching methods into the
 11 curriculum, which curriculum shall include parental
 12 involvement training and programs designed to suc-
 13 cessfully integrate technology into teaching and
 14 learning. Such reforms shall include—

15 “(A) teacher preparation program cur-
 16 riculum changes that improve, and assess how
 17 well all new teachers develop, teaching skills;

18 “(B) use of scientific knowledge about the
 19 disciplines of teaching and learning so that all
 20 prospective teachers—

21 “(i) understand evidence-based teach-
 22 ing practices;

23 “(ii) have knowledge of student learn-
 24 ing methods; and

1 “(iii) possess teaching skills that en-
 2 able them to meet the learning needs of all
 3 students;

4 “(C) assurances that all teachers have a
 5 sufficient base of scientific knowledge to under-
 6 stand and respond effectively to students with
 7 special needs, such as providing instruction to
 8 diverse student populations, including students
 9 with disabilities, limited-English proficient stu-
 10 dents, students with low literacy levels, and stu-
 11 dents with different learning styles or other
 12 special learning needs;

13 “(D) assurances that the most recent sci-
 14 entifically based research, including research
 15 relevant to particular fields of teaching, is in-
 16 corporated into professional development activi-
 17 ties used by faculty; and

18 “(E) working with and involving parents in
 19 their children’s education to improve the aca-
 20 demic achievement of their children and in the
 21 teacher preparation program reform process.

22 “(2) CLINICAL EXPERIENCE AND INTER-
 23 ACTION.—Developing and providing sustained and
 24 high-quality preservice clinical education programs
 25 to further develop the teaching skills of all general

1 education teachers and special education teachers, at
 2 schools within the partnership, at the school or de-
 3 partment of education within the partner institution,
 4 or at evidence-based practice school settings. Such
 5 programs shall—

6 “(A) incorporate a year-long, rigorous, and
 7 enriching activity or combination of activities,
 8 including—

9 “(i) clinical learning opportunities;

10 “(ii) field experiences; and

11 “(iii) supervised practice; and

12 “(B) be offered over the course of a pro-
 13 gram of preparation and coursework (that may
 14 be developed as a 5th year of a teacher prepa-
 15 ration program) for prospective general and
 16 special education teachers, including mentoring
 17 in instructional skills, classroom management
 18 skills, collaboration skills, and strategies to ef-
 19 fectively assess student progress and achieve-
 20 ment, and substantially increasing closely su-
 21 pervised interaction between faculty and new
 22 and experienced teachers, principals, and other
 23 administrators at early childhood education pro-
 24 grams, elementary schools, or secondary
 25 schools, and providing support, including prepa-

1 ration time and release time, for such inter-
2 action.

3 “(3) RESIDENCY PROGRAMS FOR NEW TEACH-
4 ERS.—Creating a residency program that provides
5 an induction period for all new general education
6 and special education teachers for not less than such
7 teachers’ first 2 years. Such program shall promote
8 the integration of the science of teaching and learn-
9 ing in the classroom, provide high-quality induction
10 opportunities (including mentoring), provide oppor-
11 tunities for the dissemination of evidence-based re-
12 search on educational practices, and provide for op-
13 portunities to engage in professional development ac-
14 tivities offered through professional associations of
15 educators. Such program shall draw directly upon
16 the expertise of teacher mentors, faculty, and re-
17 searchers that involves their active support in pro-
18 viding a setting for integrating evidence-based prac-
19 tice for prospective teachers, including rigorous, su-
20 pervised training in high-quality teaching settings
21 that promotes the following:

22 “(A) Knowledge of the scientific research
23 on teaching and learning.

24 “(B) Development of skills in evidence-
25 based educational interventions.

1 “(C) Faculty who model the integration of
2 research and practice in the classroom, and the
3 effective use and integration of technology.

4 “(D) Interdisciplinary collaboration among
5 exemplary teachers, faculty, researchers, and
6 other staff who prepare new teachers on the
7 learning process and the assessment of learn-
8 ing.

9 “(E) A forum for information sharing
10 among prospective teachers, teachers, prin-
11 cipals, administrators, and participating faculty
12 in the partner institution.

13 “(F) Application of scientifically based re-
14 search on teaching and learning generated by
15 entities such as the Institute of Education
16 Sciences and by the National Research Council.

17 “(4) PROFESSIONAL DEVELOPMENT.—Creating
18 opportunities for enhanced and ongoing professional
19 development for experienced general education and
20 special education teachers, early childhood education
21 providers, principals, administrators, and faculty
22 that—

23 “(A) improves the academic content knowl-
24 edge, as well as knowledge to assess student
25 academic achievement and how to use the re-

1 sults of such assessments to improve instruc-
2 tion, of teachers in the subject matter or aca-
3 demic content areas in which the teachers are
4 certified to teach or in which the teachers are
5 working toward certification to teach;

6 “(B) promotes strong teaching skills and
7 an understanding of how to apply scientific
8 knowledge about teaching and learning to their
9 teaching practice and to their ongoing class-
10 room assessment of students;

11 “(C) provides mentoring, team teaching,
12 reduced class schedules, and intensive profes-
13 sional development;

14 “(D) encourages and supports training of
15 teachers, principals, and administrators to ef-
16 fectively use and integrate technology—

17 “(i) into curricula and instruction, in-
18 cluding training to improve the ability to
19 collect, manage, and analyze data to im-
20 prove teaching, decisionmaking, school im-
21 provement efforts, and accountability; and

22 “(ii) to enhance learning by children,
23 including students with disabilities, lim-
24 ited-English proficient students, students
25 with low literacy levels, and students with

1 different learning styles or other special
2 learning needs;

3 “(E) offers teachers, principals, and ad-
4 ministrators training on how to effectively com-
5 municate with, work with, and involve parents
6 in their children’s education;

7 “(F) creates an ongoing retraining loop for
8 experienced teachers, principals, and adminis-
9 trators, whereby the residency program activi-
10 ties and practices—

11 “(i) inform the research of faculty and
12 other researchers; and

13 “(ii) translate evidence-based research
14 findings into improved practice techniques
15 and improved teacher preparation pro-
16 grams; and

17 “(G) includes the rotation, for varying pe-
18 riods of time, of experienced teachers—

19 “(i) who are associated with the part-
20 nership to early childhood education pro-
21 grams, elementary schools, or secondary
22 schools not associated with the partnership
23 in order to enable such experienced teach-
24 ers to act as a resource for all teachers in
25 the local educational agency or State; and

1 “(ii) who are not associated with the
 2 partnership to early childhood education
 3 programs, elementary schools, or secondary
 4 schools associated with the partnership in
 5 order to enable such experienced teachers
 6 to observe how teaching and professional
 7 development occurs in the partnership.

8 “(5) SUPPORT AND TRAINING FOR PARTICI-
 9 PANTS.—Providing support and training for those
 10 individuals participating in the required activities
 11 under paragraphs (1) through (4) who serve as role
 12 models or mentors for prospective, new, and experi-
 13 enced teachers, based on such individuals’ experi-
 14 ence. Such support—

15 “(A) also may be provided to the
 16 preservice clinical experience participants, as
 17 appropriate; and

18 “(B) may include—

19 “(i) release time for such individual’s
 20 participation;

21 “(ii) receiving course workload credit
 22 and compensation for time teaching in the
 23 partnership activities; and

24 “(iii) stipends.

25 “(6) LEADERSHIP AND MANAGERIAL SKILLS.—

“(A) IN GENERAL.—Developing and implementing proven mechanisms to provide principals, superintendents, early childhood education program directors, and administrators (and mentor teachers, as practicable) with—

“(i) an understanding of the skills and behaviors that contribute to effective instructional leadership and the maintenance of a safe and effective learning environment;

“(ii) teaching and assessment skills needed to support successful classroom teaching;

“(iii) an understanding of how students learn and develop in order to increase achievement for all students; and

“(iv) the skills to effectively involve parents.

“(B) MECHANISMS.—The mechanisms developed and implemented pursuant to subparagraph (A) may include any of the following:

“(i) Mentoring of new principals.

“(ii) Field-based experiences, supervised practica, or internship opportunities.

1 “(iii) Other activities to expand the
 2 knowledge base and practical skills of prin-
 3 cipals, superintendents, early childhood
 4 education program directors, and adminis-
 5 trators (and mentor teachers, as prac-
 6 ticable).

7 “(e) ALLOWABLE USES OF FUNDS.—An eligible
 8 partnership that receives a grant under this section may
 9 use such funds to carry out the following activities:

10 “(1) DISSEMINATION AND COORDINATION.—
 11 Broadly disseminating information on effective prac-
 12 tices used by the partnership, including teaching
 13 strategies and interactive materials for developing
 14 skills in classroom management and assessment and
 15 how to respond to individual student needs, abilities,
 16 and backgrounds, to early childhood education pro-
 17 viders and teachers in elementary schools or sec-
 18 ondary schools that are not associated with the part-
 19 nership. Coordinating with the activities of the Gov-
 20 ernor, State board of education, State higher edu-
 21 cation agency, and State educational agency, as ap-
 22 propriate.

23 “(2) CURRICULUM PREPARATION.—Supporting
 24 preparation time for early childhood education pro-
 25 viders, teachers in elementary schools or secondary

1 schools, and faculty to jointly design and implement
 2 teacher preparation curricula, classroom experiences,
 3 and ongoing professional development opportunities
 4 that promote the acquisition and continued growth
 5 of teaching skills.

6 “(3) COMMUNICATION SKILLS.—Developing
 7 strategies and curriculum-based professional devel-
 8 opment activities to enhance prospective teachers’
 9 communication skills with students, parents, col-
 10 leagues, and other education professionals.

11 “(4) COORDINATION WITH OTHER INSTITU-
 12 TIONS OF HIGHER EDUCATION.—Coordinating with
 13 other institutions of higher education, including
 14 community colleges, to implement teacher prepara-
 15 tion programs that support prospective teachers in
 16 obtaining baccalaureate degrees and State certifi-
 17 cation or licensure.

18 “(5) TEACHER RECRUITMENT.—Activities de-
 19 scribed in subsections (d) and (e) of section 204.

20 “(6) PROGRAM IMPROVEMENT.—Developing,
 21 for teacher preparation program improvement pur-
 22 poses, methods and infrastructure to assess reten-
 23 tion rates in the teaching field of teacher prepara-
 24 tion program graduates and the achievement out-
 25 comes of such graduates’ students.

1 “(f) SPECIAL RULE.—No individual member of an el-
 2 igible partnership shall retain more than 50 percent of the
 3 funds made available to the partnership under this section.

4 “(g) CONSTRUCTION.—Nothing in this section shall
 5 be construed to prohibit an eligible partnership from using
 6 grant funds to coordinate with the activities of more than
 7 1 Governor, State board of education, State educational
 8 agency, local educational agency, or State agency for high-
 9 er education.”.

10 **SEC. 5. RECRUITMENT GRANTS.**

11 Section 204 of the Higher Education Act of 1965 (20
 12 U.S.C. 1024) is amended to read as follows:

13 **“SEC. 204. RECRUITMENT GRANTS.**

14 “(a) PROGRAM AUTHORIZED.—From amounts made
 15 available under section 211(3) for a fiscal year, the Sec-
 16 retary is authorized to award grants, on a competitive
 17 basis, to eligible applicants to enable the eligible applicants
 18 to carry out activities described in subsections (d) and (e).

19 “(b) ELIGIBLE APPLICANT DEFINED.—In this part,
 20 the term ‘eligible applicant’ means—

21 “(1) an eligible State described in section
 22 202(b) that has—

23 “(A) high teacher shortages or annual
 24 turnover rates; or

1 “(B) high teacher shortages or annual
2 turnover rates of 20 percent or more in high-
3 need local educational agencies; or

4 “(2) an eligible partnership described in section
5 203(b) that—

6 “(A) serves not less than 1 high-need local
7 educational agency with high teacher shortages
8 or annual turnover rates of 20 percent or more;

9 “(B) serves schools that demonstrate great
10 difficulty meeting State challenging academic
11 content standards; or

12 “(C) demonstrates great difficulty meeting
13 the requirement that teachers be highly quali-
14 fied.

15 “(c) APPLICATION.—Any eligible applicant desiring
16 to receive a grant under this section shall submit an appli-
17 cation to the Secretary at such time, in such form, and
18 containing such information as the Secretary may require,
19 including—

20 “(1) a description of the assessment that the el-
21 igible applicant, and the other entities with whom
22 the eligible applicant will carry out the grant activi-
23 ties, have undertaken to determine the most critical
24 needs of the participating high-need local edu-
25 cational agencies;

1 “(2) a description of how the eligible applicant
 2 will recruit and retain highly qualified teachers or
 3 other qualified individuals, including principals and
 4 early childhood education providers, or both, who are
 5 enrolled in, accepted to, or plan to participate in
 6 teacher preparation programs or professional devel-
 7 opment activities, as described under section 203, in
 8 geographic areas of greatest need, including data on
 9 the retention rate, by school, of all teachers in
 10 schools located within the geographic areas served by
 11 the eligible applicant;

12 “(3) a description of the activities the eligible
 13 applicant will carry out with the grant; and

14 “(4) a description of the eligible applicant’s
 15 plan for continuing the activities carried out with
 16 the grant once Federal funding ceases.

17 “(d) REQUIRED USES OF FUNDS.—An eligible appli-
 18 cant receiving a grant under this section shall use the
 19 grant funds—

20 “(1)(A) to award scholarships to help students
 21 pay the costs of tuition, room, board, and other ex-
 22 penses of completing a teacher preparation program;

23 “(B) to provide support services, if needed, to
 24 enable scholarship recipients to complete postsec-
 25 ondary education programs;

1 “(C) for followup services (including induction
2 opportunities, mentoring, and professional develop-
3 ment activities) provided to former scholarship re-
4 cipients during not less than the recipients’ first 2
5 years of teaching; and

6 “(D) in the case where the eligible applicant
7 also receives a grant under section 203, for support
8 and training for mentor teachers who participate in
9 the residency program; or

10 “(2) to develop and implement effective mecha-
11 nisms, including a professional development system
12 and career ladders, to ensure that high-need local
13 educational agencies, high-need schools, and early
14 childhood education programs are able to effectively
15 recruit and retain highly competent early childhood
16 education providers, highly qualified teachers, and
17 principals.

18 “(e) ALLOWABLE USE OF FUNDS.—An eligible appli-
19 cant receiving a grant under this section may use the
20 grant funds to carry out the following:

21 “(1) OUTREACH.—Conducting outreach and co-
22 ordinating with urban and rural secondary schools to
23 encourage students to pursue teaching as a career.

24 “(2) EARLY CHILDHOOD EDUCATION COM-
25 PENSATION.—For eligible applicants focusing on

1 early childhood education, implementing initiatives
 2 that increase compensation of early childhood edu-
 3 cation providers who attain degrees in early child-
 4 hood education.

5 “(3) PROGRAM IMPROVEMENT.—Developing,
 6 for teacher preparation program improvement pur-
 7 poses, methods and infrastructure to assess reten-
 8 tion rates in the teaching field of teacher prepara-
 9 tion program graduates and the achievement out-
 10 comes of such graduates’ students.

11 “(f) SERVICE REQUIREMENTS.—The Secretary shall
 12 establish such requirements as the Secretary finds nec-
 13 essary to ensure that recipients of scholarships under this
 14 section who complete teacher education programs subse-
 15 quently teach in a high-need local educational agency, for
 16 a period of time equivalent to the period for which the
 17 recipients receive scholarship assistance, or repay the
 18 amount of the scholarship. The Secretary shall use any
 19 such repayments to carry out additional activities under
 20 this section.”.

21 **SEC. 6. ADMINISTRATIVE PROVISIONS.**

22 Section 205 of the Higher Education Act of 1965 (20
 23 U.S.C. 1025) is amended—

24 (1) in subsection (a)—

1 (A) in the heading, by striking “**ONE-**
2 **TIME AWARDS;**”;

3 (B) by striking paragraph (2); and

4 (C) by redesignating paragraph (3) as
5 paragraph (2);

6 (2) in subsection (b)—

7 (A) by redesignating paragraph (3) as
8 paragraph (4);

9 (B) by striking paragraph (2) and insert-
10 ing the following:

11 “(2) COMPOSITION OF PANEL.—The peer re-
12 view panel shall be composed of experts who are
13 competent, by virtue of their training, expertise, or
14 experience, to evaluate applications for grants under
15 this part. A majority of the panel shall be composed
16 of individuals who are not employees of the Federal
17 Government.”;

18 (C) by inserting after paragraph (2) the
19 following:

20 “(3) EVALUATION AND PRIORITY.—The peer
21 review panel shall evaluate the applicants’ proposals
22 to improve the current and future teaching force
23 through program and certification reforms, teacher
24 preparation program activities (including implemen-
25 tation and assessment strategies), and professional

1 development activities described in sections 202,
2 203, and 204, as appropriate. In recommending ap-
3 plications to the Secretary for funding under this
4 part, the peer review panel shall—

5 “(A) with respect to grants under section
6 202, give priority to eligible States that—

7 “(i) have initiatives to reform State
8 program approval requirements for teacher
9 preparation programs that are designed to
10 ensure that current and future teachers
11 are highly qualified and possess strong
12 teaching skills, knowledge to assess student
13 academic achievement, and the ability to
14 use this information in such teachers’
15 classroom instruction;

16 “(ii) include innovative reforms to
17 hold institutions of higher education with
18 teacher preparation programs accountable
19 for preparing teachers who are highly
20 qualified and have strong teaching skills;
21 or

22 “(iii) involve the development of inno-
23 vative efforts aimed at reducing the short-
24 age of—

1 “(I) highly qualified teachers in
 2 high-poverty urban and rural areas;
 3 and

4 “(II) highly qualified teachers in
 5 fields with persistently high teacher
 6 shortages, including special education;

7 “(B) with respect to grants under section
 8 203—

9 “(i) give priority to applications from
 10 eligible partnerships that involve broad
 11 participation within the community, includ-
 12 ing businesses; and

13 “(ii) take into consideration—

14 “(I) providing an equitable geo-
 15 graphic distribution of the grants
 16 throughout the United States; and

17 “(II) the potential of the pro-
 18 posed activities for creating improve-
 19 ment and positive change; and

20 “(C) with respect to grants under section
 21 204, give priority to eligible applicants that
 22 have in place, or in progress, articulation agree-
 23 ments between 2- and 4-year public and private
 24 institutions of higher education and nonprofit
 25 providers of professional development with dem-

1 onstrated experience in professional develop-
2 ment activities.”; and

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

4 “(5) PAYMENT OF FEES AND EXPENSES OF
5 CERTAIN MEMBERS.—The Secretary may use avail-
6 able funds appropriated to carry out this part to pay
7 the expenses and fees of peer review panel members
8 who are not employees of the Federal Government.”;
9 and

10 (3) by striking subsection (e) and inserting the
11 following:

12 “(e) TECHNICAL ASSISTANCE.—For each fiscal year,
13 the Secretary may expend not more than \$500,000 or 0.75
14 percent of the funds appropriated to carry out this title
15 for such fiscal year, whichever amount is greater, to pro-
16 vide technical assistance to States and partnerships receiv-
17 ing grants under this part.”.

18 **SEC. 7. ACCOUNTABILITY AND EVALUATION.**

19 Section 206 of the Higher Education Act of 1965 (20
20 U.S.C. 1026) is amended—

21 (1) in subsection (a)—

22 (A) in the matter preceding paragraph

23 (1)—

24 (i) by striking “Committee on Labor
25 and Human Resources” and inserting

1 “Committee on Health, Education, Labor,
2 and Pensions”; and

3 (ii) by striking “Committee on Edu-
4 cation and the Workforce” and inserting
5 “Committee on Education and Labor”;

6 (B) in paragraph (2), by striking “, includ-
7 ing,” and all that follows through the period
8 and inserting “as a highly qualified teacher.”;

9 (C) in paragraph (3)—

10 (i) by striking “highly”; and

11 (ii) by striking the period at the end
12 and inserting “that meet the same stand-
13 ards and criteria of State certification or
14 licensure programs.”;

15 (D) by striking paragraph (4) and insert-
16 ing the following:

17 “(4) TEACHER AND PROVIDER QUALIFICA-
18 TIONS.—

19 “(A) ELEMENTARY AND SECONDARY
20 SCHOOL CLASSES.—Increasing the percentage
21 of elementary school and secondary school
22 classes taught by teachers—

23 “(i) who have strong teaching skills
24 and are highly qualified;

1 “(ii) who have completed preparation
 2 programs that provide such teachers with
 3 the scientific knowledge about the dis-
 4 ciplines of teaching, learning, and child
 5 and adolescent development so the teachers
 6 understand and use evidence-based teach-
 7 ing skills to meet the learning needs of all
 8 students; or

9 “(iii) who have completed a residency
 10 program through not less than their first 2
 11 years of teaching that includes mentoring
 12 by faculty who are trained and com-
 13 pensated for their work with new teachers.

14 “(B) EARLY CHILDHOOD EDUCATION PRO-
 15 GRAMS.—Increasing the percentage of class-
 16 rooms in early childhood education programs
 17 taught by providers who are highly com-
 18 petent.”;

19 (E) by striking paragraph (5) and insert-
 20 ing the following:

21 “(5) DECREASING SHORTAGES.—Decreasing
 22 shortages of—

23 “(A) qualified teachers and principals in
 24 poor urban and rural areas; and

1 “(B) qualified teachers in fields with per-
 2 sistently high teacher shortages, including spe-
 3 cial education.”; and

4 (F) by striking paragraph (6) and insert-
 5 ing the following:

6 “(6) INCREASING OPPORTUNITIES FOR PROFES-
 7 SIONAL DEVELOPMENT.—Increasing opportunities
 8 for enhanced and ongoing professional development
 9 that—

10 “(A) improves—

11 “(i) the knowledge and skills of early
 12 childhood education providers;

13 “(ii) the knowledge of teachers in spe-
 14 cial education;

15 “(iii) the knowledge of general edu-
 16 cation teachers, principals, and administra-
 17 tors about special education content and
 18 instructional practices;

19 “(iv) the knowledge and skills to as-
 20 sess student academic achievement and use
 21 the results of such assessments to improve
 22 instruction;

23 “(v) the knowledge of subject matter
 24 or academic content areas—

1 “(I) in which the teachers are
2 certified or licensed to teach; or

3 “(II) in which the teachers are
4 working toward certification or licen-
5 sure to teach; or

6 “(vi) the knowledge and skills to effec-
7 tively communicate with, work with, and
8 involve parents in their children’s edu-
9 cation;

10 “(B) promotes strong teaching skills and
11 an understanding of how to apply scientific
12 knowledge about teaching and learning to
13 teachers’ teaching practice and to teachers’ on-
14 going classroom assessment of students; and

15 “(C) provides enhanced instructional lead-
16 ership and management skills for principals.”;

17 (2) in subsection (b)—

18 (A) in the matter preceding paragraph (1),
19 by striking “for” and inserting “for teachers,
20 early childhood education providers, or prin-
21 cipals, as appropriate, according to the needs
22 assessment required under section 203(c)(1),
23 for”; and

24 (B) by striking paragraphs (1) through (6)
25 and inserting the following:

1 “(1) increased demonstration by program grad-
2 uates of teaching skills grounded in scientific knowl-
3 edge about the disciplines of teaching and learning;

4 “(2) increased student achievement for all stu-
5 dents as measured by the partnership, including
6 mechanisms to measure student achievement due to
7 the specific activities conducted by the partnership;

8 “(3) increased teacher retention in the first 3
9 years of a teacher’s career based, in part, on teacher
10 retention data collected as described in section
11 203(c)(3)(H);

12 “(4) increased success in the pass rate for ini-
13 tial State certification or licensure of teachers;

14 “(5) increased percentage of elementary school
15 and secondary school classes taught by teachers who
16 are highly qualified;

17 “(6) increased percentage of early childhood
18 education program classes taught by providers who
19 are highly competent;

20 “(7) increased percentage of early childhood
21 education programs and elementary school and sec-
22 ondary school classes taught by providers and teach-
23 ers who demonstrate clinical judgment, communica-
24 tion, and problem-solving skills resulting from par-
25 ticipation in a residency program;

1 “(8) increased percentage of highly qualified
2 special education teachers;

3 “(9) increased number of general education
4 teachers trained in working with students with dis-
5 abilities, limited-English proficient students, and
6 students with different learning styles or other spe-
7 cial learning needs;

8 “(10) increased number of teachers trained in
9 technology; and

10 “(11) increased number of teachers, early child-
11 hood education providers, or principals prepared to
12 work effectively with parents.”; and

13 (3) in subsection (d)—

14 (A) by inserting “, with particular atten-
15 tion to the reports and evaluations provided by
16 the eligible States and eligible partnerships pur-
17 suant to this section,” after “funded under this
18 part”;

19 (B) by striking “Committee on Labor and
20 Human Resources” and inserting “Committee
21 on Health, Education, Labor, and Pensions”;
22 and

23 (C) by striking “Committee on Education
24 and the Workforce” and inserting “Committee
25 on Education and Labor”.

1 **SEC. 8. ACCOUNTABILITY FOR PROGRAMS THAT PREPARE**
 2 **TEACHERS.**

3 Section 207 of the Higher Education Act of 1965 (20
 4 U.S.C. 1027) is amended—

5 (1) by striking subsection (a);

6 (2) by redesignating subsections (b) through (f)
 7 as subsections (a) through (e), respectively;

8 (3) in subsection (a), as redesignated by para-
 9 graph (2)—

10 (A) in the matter preceding paragraph (1),
 11 by striking “, within 2 years” and all that fol-
 12 lows through “the following” and inserting “,
 13 on an annual basis and in a uniform and com-
 14 prehensible manner that conforms with the defi-
 15 nitions and reporting methods previously devel-
 16 oped for teacher preparation programs by the
 17 Commissioner for Education Statistics, a State
 18 report card on the quality of teacher prepara-
 19 tion in the State, which shall include not less
 20 than the following”;

21 (B) in paragraph (4)—

22 (i) by striking “teaching candidates”
 23 and inserting “prospective teachers”; and

24 (ii) by striking “candidate” and in-
 25 serting “prospective teacher”;

26 (C) in paragraph (5)—

- 1 (i) by striking “teaching candidates”
2 and inserting “prospective teachers”;
- 3 (ii) by striking “teacher candidate”
4 and inserting “prospective teacher”; and
- 5 (iii) by striking “candidate’s” and in-
6 serting “teacher’s”;
- 7 (D) in paragraph (7), by inserting “how
8 the State has ensured that the alternative cer-
9 tification routes meet the same State standards
10 and criteria for teacher certification or licen-
11 sure,” after “if any,”; and
- 12 (E) in paragraph (8)—
 - 13 (i) by striking “teacher candidate”
14 and inserting “prospective teacher”; and
 - 15 (ii) by inserting “(including the ability
16 to provide instruction to diverse student
17 populations (including students with dis-
18 abilities, limited-English proficient stu-
19 dents, and students with different learning
20 styles or other special learning needs) and
21 the ability to effectively communicate with,
22 work with, and involve parents in their
23 children’s education)” after “skills”;
- 24 (F) by adding at the end the following:

1 “(10) Information on the extent to which teach-
 2 ers or prospective teachers in each State are pre-
 3 pared to work in partnership with parents and in-
 4 volve parents in their children’s education.”;

5 (4) in subsection (b)(1), as redesignated by
 6 paragraph (2)—

7 (A) by striking “not later than 6 months
 8 of the date of enactment of the Higher Edu-
 9 cation Amendments of 1998 and”;

10 (B) by striking “subsection (b)” and in-
 11 serting “subsection (a)”;

12 (C) by striking “Committee on Labor and
 13 Human Resources” and inserting “Committee
 14 on Health, Education, Labor, and Pensions”;

15 (D) by striking “Committee on Education
 16 and the Workforce” and inserting “Committee
 17 on Education and Labor”; and

18 (E) by striking “not later than 9 months
 19 after the date of enactment of the Higher Edu-
 20 cation Amendments of 1998”;

21 (5) in subsection (c)(1), as redesignated by
 22 paragraph (2)—

23 (A) by striking “(9) of subsection (b)” and
 24 inserting “(10) of subsection (a)”;

1 (B) by striking “and made available not
 2 later than 2 years 6 months after the date of
 3 enactment of the Higher Education Amend-
 4 ments of 1998 and annually thereafter” and in-
 5 serting “, and made available annually”; and
 6 (6) in subsection (e)(1), as redesignated by
 7 paragraph (2)—

8 (A) by striking “not later than 18 months
 9 after the date of enactment of the Higher Edu-
 10 cation Amendments of 1998 and annually
 11 thereafter, shall report” and inserting “shall re-
 12 port annually”; and

13 (B) by striking “methods established under
 14 subsection (a)” and inserting “reporting meth-
 15 ods developed for teacher preparation pro-
 16 grams”.

17 **SEC. 9. STATE FUNCTIONS.**

18 Section 208 of the Higher Education Act of 1965 (20
 19 U.S.C. 1028) is amended—

20 (1) in subsection (a)—

21 (A) by striking “, not later than 2 years
 22 after the date of enactment of the Higher Edu-
 23 cation Amendments of 1998,”;

1 (B) by inserting “and within entities pro-
 2 viding alternative routes to teacher prepara-
 3 tion” after “institutions of higher education”;

4 (C) by inserting “and entities” after “low-
 5 performing institutions”;

6 (D) by inserting “and entities” after
 7 “those institutions”; and

8 (E) by striking “207(b)” and inserting
 9 “207(a)”;

10 (2) by redesignating subsections (b) and (c) as
 11 subsections (c) and (d), respectively;

12 (3) by inserting after subsection (a) the fol-
 13 lowing:

14 “(b) TEACHER QUALITY PLAN.—In order to receive
 15 funds under this Act, a State shall submit a State teacher
 16 quality plan that—

17 “(1) details how such funds will ensure that all
 18 teachers are highly qualified; and

19 “(2) indicates whether each teacher preparation
 20 program in the State that has not been designated
 21 as low-performing under subsection (a) is of suffi-
 22 cient quality to meet all State standards and
 23 produce highly qualified teachers with the teaching
 24 skills needed to teach effectively in the schools of the
 25 State.”;

1 (4) in subsection (c), as redesignated by para-
2 graph (2)—

3 (A) in paragraph (1), by striking “of Edu-
4 cation”; and

5 (B) in paragraph (2), by striking “of this
6 Act”; and

7 (5) in subsection (d), as redesignated by para-
8 graph (2), by striking “subsection (b)(2)” and in-
9 serting “subsection (c)(2)”.

10 **SEC. 10. ACADEMIES FOR FACULTY EXCELLENCE.**

11 Part A of title II of the Higher Education Act of
12 1965 (20 U.S.C. 1021 et seq.) is amended—

13 (1) by redesignating section 210 as section 211;
14 and

15 (2) by inserting after section 209 the following:

16 **“SEC. 210. ACADEMIES FOR FACULTY EXCELLENCE.**

17 “(a) PROGRAM AUTHORIZED.—From amounts made
18 available under subsection (e), the Secretary is authorized
19 to award grants to eligible entities to enable such entities
20 to create Academies for Faculty Excellence.

21 “(b) ELIGIBLE ENTITY.—In this section:

22 “(1) IN GENERAL.—The term ‘eligible entity’
23 means a consortium composed of institutions of
24 higher education that—

1 “(A) award doctoral degrees in education;
2 and

3 “(B) are partner institutions (as such term
4 is defined in section 203).

5 “(2) INCLUSIONS.—The term ‘eligible entity’
6 may include the following:

7 “(A) Institutions of higher education
8 that—

9 “(i) do not award doctoral degrees in
10 education; and

11 “(ii) are partner institutions (as such
12 term is defined in section 203).

13 “(B) Nonprofit entities with expertise in
14 preparing highly qualified teachers.

15 “(c) APPLICATION.—An eligible entity desiring to re-
16 ceive a grant under this section shall submit an application
17 to the Secretary at such time, in such manner, and con-
18 taining such information as the Secretary may require, in-
19 cluding—

20 “(1) a description of how the eligible entity will
21 provide professional development that is grounded in
22 scientifically based research to faculty;

23 “(2) evidence that the eligible entity is well
24 versed in current scientifically based research related

1 to teaching and learning across content areas and
 2 fields;

3 “(3) a description of the assessment that the el-
 4 igible entity will undertake to determine the most
 5 critical needs of the faculty who will be served by the
 6 Academies for Faculty Excellence; and

7 “(4) a description of the activities the eligible
 8 entity will carry out with grant funds received under
 9 this section, how the entity will include faculty in the
 10 activities, and how the entity will conduct these ac-
 11 tivities in collaboration with programs and projects
 12 that receive Federal funds from the Institute of
 13 Education Sciences.

14 “(d) REQUIRED USE OF FUNDS.—Each eligible enti-
 15 ty that receives a grant under this section shall use the
 16 grant funds to enhance the caliber of teaching undertaken
 17 in preparation programs for teachers, early childhood edu-
 18 cation providers, and principals and other administrators
 19 through the establishment and maintenance of a
 20 postdoctoral system of professional development by car-
 21 rying out the following:

22 “(1) RECRUITMENT.—Recruit a faculty of ex-
 23 perts who are knowledgeable about scientifically
 24 based research related to teaching and learning, who
 25 have direct experience working with teachers and

1 students in school settings, who are capable of im-
 2 plementing scientifically based research to improve
 3 teaching practice and student achievement in school
 4 settings, and who are capable of providing profes-
 5 sional development to faculty and others responsible
 6 for preparing teachers, early childhood education
 7 providers, principals, and administrators.

8 “(2) PROFESSIONAL DEVELOPMENT CUR-
 9 RICULA.—Develop a series of professional develop-
 10 ment curricula to be used by the Academies for Fac-
 11 ulty Excellence and disseminated broadly to teacher
 12 preparation programs nationwide.

13 “(3) PROFESSIONAL DEVELOPMENT EXPERI-
 14 ENCES.—Support the development of a range of on-
 15 going professional development experiences (includ-
 16 ing the use of the Internet) for faculty to ensure
 17 that such faculty are knowledgeable about effective
 18 evidence-based practice in teaching and learning.
 19 Such experiences shall promote joint faculty activi-
 20 ties that link content and pedagogy.

21 “(4) DEVELOPMENT PROGRAMS.—Provide fel-
 22 lowships, scholarships, and stipends for teacher edu-
 23 cators to participate in various faculty development
 24 programs offered by the Academies for Faculty Ex-
 25 cellence.

1 “(e) AUTHORIZATION OF APPROPRIATIONS.—There
 2 are authorized to be appropriated to carry out this section
 3 \$10,000,000 for fiscal year 2008 and such sums as may
 4 be necessary for each of the 5 succeeding fiscal years.”.

5 **SEC. 11. AUTHORIZATION OF APPROPRIATIONS.**

6 Section 211 of the Higher Education Act of 1965 (20
 7 U.S.C. 1030), as redesignated by section 10, is amend-
 8 ed—

9 (1) by striking “part \$300,000,000 for fiscal
 10 year 1999” and inserting “part, other than section
 11 210, \$500,000,000 for fiscal year 2008”;

12 (2) by striking “4 succeeding” and inserting “5
 13 succeeding”;

14 (3) in paragraph (1), by striking “45” and in-
 15 serting “20”;

16 (4) in paragraph (2), by striking “45” and in-
 17 serting “60”; and

18 (5) in paragraph (3), by striking “10” and in-
 19 serting “20”.

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