

110TH CONGRESS
1ST SESSION

S. 1574

To establish Teaching Residency Programs for preparation and induction
of teachers.

IN THE SENATE OF THE UNITED STATES

JUNE 7, 2007

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

A BILL

To establish Teaching Residency Programs for preparation
and induction of teachers.

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 “Teaching Residency
5 Act”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

8 (1) There are large and unrelenting gaps in
9 student achievement among various student sub-
10 groups, with low-income and minority children per-

1 forming at levels measurably lower than their more
2 affluent peers. In urban elementary schools, African-
3 American and Latino students are several times less
4 likely than their white peers to be reading at even
5 a basic level, and children living in poverty are sev-
6 eral times less likely than their more affluent peers
7 to be proficient in reading or mathematics. Students
8 in poor rural communities are also harmed. In some
9 States, only 60 percent of white students graduate
10 from secondary school.

11 (2) Three out of every 10 9th-grade students
12 will not graduate from high school on schedule, and
13 about half of all African-American and Hispanic 9th
14 graders will not earn a diploma in 4 years. Of those
15 who do graduate and continue on to college, over a
16 quarter must enroll in remedial courses on material
17 they should have learned in high school.

18 (3) It is children of color and children of pov-
19 erty who suffer most from a failure to provide them
20 with adequate resources and expert teachers. For ex-
21 ample, students of color and low-income students are
22 more likely to be assigned teachers who are teaching
23 outside their field of expertise, and twice as likely as
24 white and affluent students to be assigned to inexper-
25 rienced teachers.

1 (4) Having an effective teacher throughout ele-
2 mentary school can substantially overcome the dis-
3 advantage of a low socioeconomic background, and
4 the influence of teachers on student achievement is
5 greater than other variables.

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

13 (6) Urban and high poverty schools often lose
14 $\frac{1}{5}$ of their teaching staff each year. More than 40
15 percent of teachers have 3 or fewer years experience
16 in their current school. This constant turnover of in-
17 experienced, underprepared teachers, especially in
18 high-poverty schools, thwarts efforts at school im-
19 provement. Teachers leave the profession much soon-
20 er if they have inadequate preparation and ineffec-
21 tive mentoring support in their first years of teach-
22 ing. The national costs of teacher attrition are esti-
23 mated at more than \$2,000,000,000 annually.

24 (7) Teacher candidates must see expert prac-
25 tices modeled and must then practice them with on-

1 going mentoring support. Teacher preparation often
2 fails to provide the opportunity to learn under the
3 direct supervision of expert teachers working in
4 schools that effectively serve high-need students.
5 Student teaching is too often conducted in class-
6 rooms that do not model effective practice, or in
7 classrooms that do not serve high-need students, and
8 the lessons learned do not generalize to effective
9 teaching in high-need schools.

10 (8) It is critical to develop programs that in-
11 crease the probability recruits will succeed and stay
12 in the high-need classrooms where they are needed.
13 Because many teacher candidates choose to teach
14 where they grew up or went to college, it is impor-
15 tant to have strong programs in hard-to-staff urban
16 and rural locations.

17 (9) Teaching Residency Programs effectively
18 build teacher supply, since they recruit and prepare
19 candidates in the districts that sponsor them. Teach-
20 ing residency programs have demonstrated the ca-
21 pacity to recruit, prepare, retain, and provide effec-
22 tive support for teachers in high-need schools.

1 **SEC. 3. GRANT PROGRAM FOR TEACHING RESIDENCY PRO-**
 2 **GRAMS.**

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

6 **“PART C—TEACHING RESIDENCY PROGRAMS**
 7 **“SEC. 231. GRANT PROGRAM FOR TEACHING RESIDENCY**
 8 **PROGRAMS.**

9 “(a) DEFINITIONS.—In this section:

10 “(1) HIGH-NEED LOCAL EDUCATIONAL AGEN-
 11 CY.—The term ‘high-need local educational agency’
 12 means a local educational agency—

13 “(A) that is among the highest 50 percent
 14 of local educational agencies in the State in
 15 terms of percentage of students from families
 16 with incomes below the poverty line (as defined
 17 in section 201);

18 “(B) that is among the lowest 50 percent
 19 of local educational agencies in the State on as-
 20 sessments required under part A of title I of
 21 the Elementary and Secondary Education Act
 22 of 1965, or, where feasible, the lowest 50 per-
 23 cent of local educational agencies in the State
 24 in terms of measures of teaching effectiveness;
 25 and

1 “(C) for which there is a high percentage
2 of classes taught by teachers not teaching in
3 the academic subjects or grade levels that the
4 teachers were prepared to teach.

5 “(2) HIGH-NEED SCHOOL.—The term ‘high-
6 need school’ means a school that—

7 “(A) is among the highest 50 percent of
8 schools in the local educational agency that
9 serves the school in terms of percentage of stu-
10 dents from families with incomes below the pov-
11 erty line (as defined in section 201);

12 “(B) is among the lowest 50 percent of
13 schools in the local educational agency that
14 serves the school on assessments required under
15 part A of title I of the Elementary and Sec-
16 ondary Education Act of 1965, or, where fea-
17 sible, the lowest 50 percent of schools in the
18 State in terms of measures of teaching effec-
19 tiveness; and

20 “(C) is not undergoing the process of cor-
21 rective action, as described in section 1116 of
22 the Elementary and Secondary Education Act
23 of 1965.

1 “(3) INSTITUTION OF HIGHER EDUCATION.—

2 The term ‘institution of higher education’ has the
3 meaning given the term in section 101(a).

4 “(4) TEACHING RESIDENCY PROGRAM.—The

5 term ‘teaching residency program’ means a school-
6 based teacher preparation program in which a pro-
7 spective teacher—

8 “(A) for 1 academic year, teaches along-
9 side a mentor teacher, who is the teacher of
10 record;

11 “(B) receives concurrent instruction, which
12 may be taught by district or residency program
13 faculty, in the teaching of the content area in
14 which the teacher will become certified or li-
15 censed to teach;

16 “(C) acquires knowledge of planning, con-
17 tent, pedagogy, student learning, and assess-
18 ment, management of the classroom environ-
19 ment, and professional responsibilities, includ-
20 ing interaction with families and colleagues;

21 “(D) earns a master’s degree and attains
22 full State certification or licensure to teach
23 prior to completion of the program; and

1 “(E) receives ongoing mentoring support
2 in a structured induction program for not less
3 than the first 2 years as teacher of record.

4 “(b) AUTHORIZATION.—The Secretary shall establish
5 a program to award grants, on a competitive basis, to 20
6 high-need local educational agencies, or a consortium of
7 such local educational agencies, in partnership with non-
8 profit community agencies and an institution of higher
9 education, to enable such partnerships to carry out the
10 following:

11 “(1) Support teaching residency programs to
12 prepare teachers in high-needs subject areas as de-
13 termined by local educational agency needs.

14 “(2) Modify staffing procedures, in consultation
15 and cooperation with local teacher organizations, to
16 provide greater flexibility for agency and school lead-
17 ers to establish effective school-level staffing to fa-
18 cilitate placement of graduates of the teaching resi-
19 dency programs in cohorts that facilitate profes-
20 sional collaboration, both among graduates of the
21 teaching residency program, and between such grad-
22 uates and mentor teachers in the receiving school.
23 Staffing procedures shall include consideration of eq-
24 uitable distribution of effective teachers to ensure

1 that poor and minority students are not dispropor-
2 tionately taught by teachers who are—

3 “(A) poorly prepared in the subject being
4 taught; and

5 “(B) less likely to excel in other measures
6 of teacher effectiveness.

7 “(3) Ensure that residents receive both effective
8 mentoring during preparation and effective induction
9 once they become the teacher of record.

10 “(c) APPLICATION.—A high-need local educational
11 agency that desires to receive a grant under this section
12 shall submit an application to the Secretary at such time,
13 in such manner, and accompanied by such information as
14 the Secretary shall require.

15 “(d) TEACHING RESIDENCY PROGRAMS.—

16 “(1) IN GENERAL.—

17 “(A) ESTABLISHMENT.—A high-need local
18 educational agency that receives a grant under
19 this section shall use the grant funds to estab-
20 lish a Teaching Residency Program, based upon
21 models of successful teaching residencies, as a
22 mechanism to prepare teachers for success in
23 such local educational agency.

1 “(B) DESIGN.—Each Teaching Residency
2 Program shall be designed to meet the following
3 characteristics of successful programs:

4 “(i) Teaching residencies integrate
5 pedagogy and classroom practice. Resi-
6 dents engage in rigorous master’s level
7 coursework while undertaking a guided
8 teaching apprenticeship.

9 “(ii) Residents learn alongside a
10 trained and experienced mentor. Mentor
11 teachers shall complement the residency
12 program so that classroom clinical practice
13 is tightly aligned with coursework. Mentor
14 teachers shall have extra responsibilities as
15 teacher leaders of the Teaching Residency
16 Program, as mentors for residents, and as
17 teacher coaches during the induction of
18 novice teachers. These responsibilities shall
19 include establishing, within the program, a
20 learning community in which all individ-
21 uals are expected to continually improve
22 their capacity to advance student learning.
23 Mentor teachers may have relief from
24 teaching duties as a result of such addi-
25 tional responsibilities. The Teaching Resi-

1 dency Program shall establish clear criteria
2 for selection of mentor teachers based on
3 measures of teacher effectiveness and the
4 appropriate subject area knowledge. Eval-
5 uation of teacher effectiveness shall be
6 based on observations of such domains of
7 teaching as the following:

8 “(I) Planning and preparation,
9 including demonstrated knowledge of
10 content, pedagogy, and assessment,
11 including the use of formative assess-
12 ment to improve student learning.

13 “(II) Appropriate instruction
14 that engages students with different
15 learning styles.

16 “(III) Collaboration with col-
17 leagues to improve instruction.

18 “(IV) Appropriate and fair anal-
19 ysis of gains in student learning.
20 When feasible, this may include valid
21 and reliable objective measure of the
22 influence of teachers on the rate of
23 student academic progress.

24 “(iii) Teaching Residency Programs
25 group teacher candidates in cohorts to fa-

1 cilitate professional collaboration among
2 residents.

3 “(iv) Teaching Residency Programs
4 admissions goals and priorities are devel-
5 oped in concert with the hiring objectives
6 of the local educational agency, which com-
7 mits to hire graduates from the residency
8 program. Residents learn to teach in the
9 same district in which they will work,
10 learning the instructional initiatives and
11 curriculum of the district.

12 “(v) Teaching Residency Programs
13 support residents once they are hired as
14 teachers of record. Residencies continue to
15 provide mentoring, professional develop-
16 ment, and networking opportunities to sup-
17 port residents through their first years of
18 teaching.

19 “(2) ELIGIBLE INDIVIDUALS.—An individual
20 may be eligible for a grant to attend a Teaching
21 Residency Program if the individual is a recent col-
22 lege graduate or mid-career professional from out-
23 side the field of education, possessing strong content
24 knowledge or a record of achievement.

1 “(3) APPLICATION.—An individual who is eligi-
2 ble under paragraph (2) and who desires a grant
3 under this subsection shall submit an application to
4 the Teaching Residency Program.

5 “(4) SELECTION CRITERIA.—The Teaching
6 Residency Program shall establish criteria for selec-
7 tion of individuals to receive grants under this sub-
8 section, based on the following characteristics:

9 “(A) Demonstrated comprehensive subject
10 knowledge or record of accomplishment in the
11 field or subject area to be taught.

12 “(B) Strong verbal and written commu-
13 nication skills, which may be demonstrated by
14 performance on appropriate tests.

15 “(C) Other attributes linked to effective
16 teaching, which may be determined by inter-
17 views or performance assessments, as deter-
18 mined by the Teaching Residency Program.

19 “(5) RECEIPT OF GRANT.—An individual who
20 receives a grant under this subsection shall enroll in
21 the program of the Teaching Residency Program,
22 which shall include the following:

23 “(A) A 1-year teaching residency program
24 in a school served by the local educational agen-
25 cy, under the supervision of a mentor teacher

1 serving as the teacher of record, with dem-
2 onstrated teaching effectiveness, who will in-
3 struct the resident in planning and preparation,
4 instruction of students, management of the
5 classroom environment, and other professional
6 responsibilities.

7 “(B) A living stipend or salary for the pe-
8 riod of residency.

9 “(C) Concurrent instruction from a part-
10 ner college, State-approved organization, or
11 school of education at an institution of higher
12 education in pedagogy classes to augment the
13 expertise of district or residency program fac-
14 ulty, and to the extent necessary to receive full
15 certification as a teacher.

16 “(D) Ongoing mentoring and coaching
17 during the first 2 or more years of induction
18 into classroom teaching.

19 “(6) PLACEMENT IN HIGH-NEED SCHOOL.—

20 “(A) IN GENERAL.—An eligible individual
21 who receives a grant under this subsection shall
22 teach in a high-need school served by the local
23 educational agency for a period of 3 years after
24 completing the 1-year teaching residency pro-
25 gram.

1 “(B) REPAYMENT.—If an eligible indi-
2 vidual does not complete the teaching require-
3 ment described in subparagraph (A), such indi-
4 vidual shall repay to the local educational agen-
5 cy a pro rata portion of the grant amount for
6 the amount of teaching time the individual did
7 not complete.

8 “(e) TEACHING RESIDENCY PROGRAM EVALUA-
9 TION.—Of the amounts appropriated to carry out this sec-
10 tion, the Secretary shall reserve 5 percent for an evalua-
11 tion of the effectiveness of the program established under
12 this section, in relation to the effectiveness of other pro-
13 grams that prepare teachers for employment with high-
14 need schools and high-need local educational agencies, in-
15 cluding, where feasible, value-added measures of learning
16 gains of students taught by graduates of each Teaching
17 Residency Program, to be conducted by the Institute of
18 Education Sciences, the National Science Foundation, or
19 the National Academy of Sciences, at the direction of the
20 Secretary. Not later than 5 years after the date of enact-
21 ment of the Teaching Residency Act, the Secretary shall
22 make the results of such evaluation public.

23 “(f) 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 100

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 “(g) AUTHORIZATION OF APPROPRIATIONS.—

6 “(1) IN GENERAL.—There is authorized to be
7 appropriated to carry out this section \$50,000,000
8 for each of fiscal years 2008 through 2012.

9 “(2) REDIRECTION OF APPROPRIATIONS.—For
10 each of fiscal years 2008 through 2012, the Sec-
11 retary shall redirect amounts appropriated to carry
12 out this title, other than this section, that the Sec-
13 retary determines to be ineffective, to carry out this
14 section.”.

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