

111TH CONGRESS
2D SESSION

H. R. 5172

To amend the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) to authorize competitive grants to train school principals in instructional leadership skills and to promote the incorporation of standards of instructional leadership into State-level principal certification or licensure.

IN THE HOUSE OF REPRESENTATIVES

APRIL 28, 2010

Mr. SARBANES (for himself, Mr. POLIS of Colorado, and Ms. FUDGE) introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

To amend the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) to authorize competitive grants to train school principals in instructional leadership skills and to promote the incorporation of standards of instructional leadership into State-level principal certification or licensure.

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 “Instructional Leader-
5 ship Act of 2009”.

1 **SEC. 2. FINDINGS.**

2 The Congress finds the following:

3 (1) A school principal is expected to be an in-
4 structional leader, meaning the principal must pos-
5 ses the knowledge and instructional skills to guide
6 teaching and learning in a school.

7 (2) There is a clear intention within the amend-
8 ments made by the No Child Left Behind Act of
9 2001 to the Elementary and Secondary Education
10 Act of 1965 (20 U.S.C. 6301 et seq.) that principals
11 become instructional leaders. Section 2113(c) of the
12 Elementary and Secondary Education Act of 1965
13 (20 U.S.C. 6613(c)) calls for principals to have—

14 (A) “the instructional leadership skills to
15 help teachers teach and students learn”;

16 (B) and “to help students meet challenging
17 State student academic achievement stand-
18 ards”.

19 (3) Despite this recognition of the importance
20 of instructional leadership, adequate attention and
21 resources have not been committed to training and
22 supporting school principals—

23 (A) in meeting the standards of instruc-
24 tional leadership in States where such stand-
25 ards exist; and

1 (B) in developing such standards in States
 2 where such standards do not exist.

3 (4) Licensure of school principals typically does
 4 not give adequate emphasis to instructional leader-
 5 ship skills in the certification process.

6 (5) The term “highly qualified principal” added
 7 by the No Child Left Behind Act of 2001 to the Ele-
 8 mentary and Secondary Education Act of 1965 (20
 9 U.S.C. 6301 et seq.) should be defined in such Act
 10 to include a strong emphasis on instructional leader-
 11 ship.

12 **SEC. 3. GRANTS FOR INSTRUCTIONAL LEADERSHIP.**

13 (a) IN GENERAL.—Title I of the Elementary and
 14 Secondary Education Act of 1965 (20 U.S.C. 6301 et
 15 seq.) is amended by redesignating part I as part J and
 16 by inserting after part H the following new part:

17 **“PART I—INSTRUCTIONAL LEADERSHIP**

18 **“SEC. 1851. COMPETITIVE GRANTS.**

19 “(a) GRANTS TO DEVELOP INNOVATIVE PROGRAMS
 20 AND SITES.—From the amounts made available under
 21 subsection (h), the Secretary shall make grants, on a com-
 22 petitive basis, to eligible entities to develop and implement
 23 innovative programs and sites (such as leadership develop-
 24 ment schools) to train school principals in instructional
 25 leadership skills, including skills relating to—

1 “(1) effective instructional practices;

2 “(2) facilitating the development of a school vi-
3 sion;

4 “(3) providing on-going learning and profes-
5 sional development opportunities for school staff, in-
6 cluding teachers;

7 “(4) monitoring the alignment of curriculum,
8 instruction, and assessment;

9 “(5) improving instructional practices through
10 the purposeful observation and evaluation of teach-
11 ers;

12 “(6) ensuring the regular integration of assess-
13 ments appropriate to the needs of students into daily
14 classroom instruction;

15 “(7) using technology and multiple sources of
16 data to improve classroom instruction;

17 “(8) providing staff with focused, sustained, re-
18 search-based professional development; and

19 “(9) engaging all community stakeholders in a
20 shared responsibility for student and school success.

21 “(b) GRANTS FOR PILOT PROGRAMS.—In addition to
22 the grants made under subsection (a), the Secretary shall
23 make grants, on a competitive basis, to State educational
24 agencies, or to partnerships or consortia that include State
25 educational agencies, to develop and implement pilot pro-

1 grams designed to evaluate and promote the incorporation
2 of standards of instructional leadership into State prin-
3 cipal certification or licensing requirements.

4 “(c) DURATION.—A grant made under this section
5 shall be awarded for a period of 2 years, and may be re-
6 newed for a period of 2 additional years.

7 “(d) APPLICATION.—An eligible entity desiring a to
8 receive grant under this section shall submit an applica-
9 tion to the Secretary at such time, in such manner, and
10 containing such information as the Secretary may require.

11 “(e) ELIGIBLE ENTITY.—For purposes of this sec-
12 tion, the term ‘eligible entity’ means—

13 “(1) a State educational agency;

14 “(2) a local educational agency;

15 “(3) a nonprofit organization (such as a State
16 principal association);

17 “(4) an institution of higher education; and

18 “(5) a partnership or consortium that includes
19 at least 1 of the entities described in paragraphs (1)
20 through (4).

21 “(f) REPORT.—A recipient of a grant under this sec-
22 tion shall submit to the Secretary a report describing the
23 results of its activities funded by such grant. Such report
24 shall be submitted at such time, in such manner, and con-

1 taining such additional information as the Secretary may
2 require.

3 “(g) REVISED CONCEPT OF HIGHLY QUALIFIED
4 PRINCIPAL.—

5 “(1) IN GENERAL.—Based on the reports sub-
6 mitted pursuant to subsection (f), the Secretary
7 shall, by regulation, establish a definition of ‘highly-
8 qualified principal’ that emphasizes standards of in-
9 structional leadership.

10 “(2) CONSIDERATIONS.—In developing such a
11 definition, the Secretary shall give consideration to
12 the need for principals to—

13 “(A) demonstrate the knowledge, skills,
14 and attitudes needed to effectively lead teaching
15 and learning in schools;

16 “(B) engage in continuous professional de-
17 velopment, utilizing a combination of academic
18 study, developmental simulation exercises, self-
19 reflection, mentorship, and internship; and

20 “(C) demonstrate the capacity to lead the
21 establishment and maintenance of a profes-
22 sional learning community that effectively uses
23 real time data, including State academic assess-
24 ments described in section 1111(b)(3), that in-
25 form instruction, focus review, and target reme-

1 diation for the purposes of ensuring standards
 2 and course content mastery, and personalized
 3 instruction for every student.

4 “(h) AUTHORIZATION OF APPROPRIATIONS.—To
 5 carry out this section, there are authorized to be appro-
 6 priated \$100,000,000 for fiscal year 2010 and such sums
 7 as may be necessary for each of the 5 succeeding fiscal
 8 years.”.

9 (b) CLERICAL AMENDMENT.—The table of contents
 10 for the Elementary and Secondary Education Act of 1965
 11 is amended by redesignating the item relating to part I
 12 of title I as relating to part J and by inserting before such
 13 item the following:

“PART I—INSTRUCTIONAL LEADERSHIP”.

Sec. 1851. Competitive grants.

14 **SEC. 4. ESTABLISHING STATE-OF-THE-ART PRINCIPAL IN-**
 15 **DUCTION PROGRAMS.**

16 (a) IN GENERAL.—Title II of the Elementary and
 17 Secondary Education Act of 1965 (20 U.S.C. 6601 et
 18 seq.) is amended by adding at the end the following:

19 **“PART E—ESTABLISHING STATE-OF-THE-ART**
 20 **PRINCIPAL INDUCTION PROGRAMS**

21 **“SEC. 2501. COMPETITIVE GRANTS.**

22 “(a) GRANTS.—From the amounts made available to
 23 carry out this section, the Secretary may make grants, on
 24 a competitive basis, to States and eligible local educational

1 agencies for the purpose of developing state-of-the-art
2 principal induction programs.

3 “(b) ELIGIBLE LOCAL EDUCATIONAL AGENCY.—In
4 this section, the term ‘eligible local educational agency’
5 means—

6 “(1) a high-need local educational agency (as
7 such term is defined in section 2102(3)); or

8 “(2) a partnership of a high-need local edu-
9 cational agency; and—

10 “(A) an institution of higher education;

11 “(B) a principal organization; or

12 “(C) any other nonprofit education organi-
13 zation.

14 “(c) USE OF FUNDS.—A State or an eligible local
15 educational agency that receives a grant under subsection
16 (a) shall use the funds made available through the grant
17 to develop a state-of-the-art principal induction program
18 that—

19 “(1) provides new principals a minimum of 3
20 years of extensive, high-quality, comprehensive in-
21 duction into the field of school administration; and

22 “(2) includes—

23 “(A) structured mentoring from highly
24 qualified master or mentor principal who are
25 certified, have school administration experience

1 in a school similar to the school of the new
2 principal, and are trained to mentor new prin-
3 cipals;

4 “(B) at least 90 minutes each week of
5 common meeting time for a new principal to ad-
6 ministrative and leadership tasks under the di-
7 rector of a master or mentor principal;

8 “(C) regular observation by a master or
9 mentor principal in the new principal’s school;

10 “(D) observation by the new principal of
11 the master or mentor principal’s classroom;

12 “(E) intensive professional development ac-
13 tivities for new principals that result in im-
14 proved instructional leadership and student
15 achievement, including—

16 “(i) lesson demonstration by master
17 and mentor principals in the classroom;

18 “(ii) observation by such master and
19 mentor principals; and

20 “(iii) feedback by such master and
21 mentor principals;

22 “(F) observation by new principals of at
23 least 3 principals and feedback (that uses re-
24 search-validated benchmarks of leadership skills
25 and standards that are developed with input

1 from principals) at least 4 times each school
2 year by multiple evaluators, including master
3 and mentor principals;

4 “(G) paid release time for the mentor prin-
5 cipal for mentoring, or salary supplements
6 under section 2502 for mentoring new prin-
7 cipals at a ratio of one full-time mentor to every
8 12 new principals;

9 “(H) a transition year for new principals
10 to the school that includes a reduced workload
11 for such principals; and

12 “(I) a standards-based assessment, which
13 may include examination of practice and a
14 measure of gains in student learning, of every
15 new principal to determine whether the prin-
16 cipal should move forward in the school admin-
17 istration profession.

18 “(d) AUTHORIZATION OF APPROPRIATIONS.—There
19 are authorized to be appropriated such sums as may be
20 necessary to carry out this section.”.

21 (b) CLERICAL AMENDMENT.—The table of contents
22 for the Elementary and Secondary Education Act of 1965
23 is amended by inserting after the item relating to section
24 2441 the following:

“PART E—ESTABLISHING STATE-OF-THE-ART PRINCIPAL INDUCTION
PROGRAMS”.

Sec. 2501. Competitive grants.

