

113TH CONGRESS  
1ST SESSION

# H. R. 2196

To create and expand innovative teacher and principal preparation programs known as teacher and principal preparation academies.

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IN THE HOUSE OF REPRESENTATIVES

MAY 23, 2013

Mr. PETRI (for himself and Mr. POLIS) introduced the following bill; which was referred to the Committee on Education and the Workforce

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## A BILL

To create and expand innovative teacher and principal preparation programs known as teacher and principal preparation academies.

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; TABLE OF CONTENTS.**

4 (a) SHORT TITLE.—This Act may be cited as the  
5 “Growing Education Achievement Training Academies for  
6 Teachers and Principals Act” or the “GREAT Teachers  
7 and Principals Act”.

8 (b) TABLE OF CONTENTS.—The table of contents for  
9 this Act is as follows:

Sec. 1. Short title; table of contents.

Sec. 2. Purpose.

Sec. 3. Definitions.

Sec. 4. State grants.

Sec. 5. Subgrants to teacher or principal preparation academies.

Sec. 6. Coordination with the Corporation for National and Community Service.

Sec. 7. Authorization of appropriations.

1 **SEC. 2. PURPOSE.**

2       The purpose of this Act is to encourage innovation  
3 in the field of teacher and principal preparation by cre-  
4 ating and expanding teacher or principal preparation  
5 academies that will increase the number of effective teach-  
6 ers and principals serving in high-needs schools and hard-  
7 to-staff subjects, such as science, technology, engineering,  
8 mathematics, and computer science.

9 **SEC. 3. DEFINITIONS.**

10       In this Act:

11           (1) **PRINCIPAL PREPARATION ACADEMY.**—The  
12 term “principal preparation academy” means a pub-  
13 lic or other nonprofit institution for preparing prin-  
14 cipals that—

15           (A) enters into a charter with a State au-  
16 thorizer that specifies the goals and outcomes  
17 expected of the principal preparation academy  
18 and the obligations of the State authorizer, in-  
19 cluding—

20           (i) a requirement that—

21           (I) principal candidates, or prin-  
22 cipals serving on alternative certifi-

1 cates, licenses, or credentials, who are  
2 enrolled in the principal preparation  
3 academy receive a significant part of  
4 their training through clinical prepa-  
5 ration that partners the principal can-  
6 didate with a mentor principal; and

7 (II) the academy will provide in-  
8 struction to the principal candidate  
9 that links to the clinical preparation  
10 experience;

11 (ii) the number of principals the prin-  
12 cipal preparation academy will produce and  
13 the minimum number and percentage of  
14 effective principals with a demonstrated  
15 track record of success in getting a  
16 school's students on track to being career  
17 and college ready;

18 (iii) a requirement that a certificate of  
19 completion (or degree, if the principal  
20 preparation academy is, or is affiliated  
21 with, an institution of higher education)  
22 will be conferred upon a graduate from the  
23 principal preparation academy only after  
24 the graduate demonstrates a track record

1 of success in getting a school's students on  
2 track to being college and career ready;

3 (iv) a requirement that the principal  
4 preparation academy survey the academy's  
5 alumni not less than once every 3 years to  
6 track the number of alumni employed as  
7 principals and in education; and

8 (v) timelines for producing cohorts of  
9 graduates and conferring certificates of  
10 completion (or degrees, if the principal  
11 preparation academy is, or is affiliated  
12 with, an institution of higher education)  
13 from the principal preparation academy;

14 (B) shall not have unnecessary restrictions  
15 on the methods the principal preparation acad-  
16 emy will use to train principal candidates, in-  
17 cluding restrictions or requirements—

18 (i) obligating the faculty of the prin-  
19 cipal preparation academy faculty to hold  
20 advanced degrees;

21 (ii) obligating such faculty to conduct  
22 academic research;

23 (iii) related to the physical infrastruc-  
24 ture of the principal preparation academy;

25 or

1 (iv) related to the number of course  
2 credits required as part of the program of  
3 study; and

4 (C) limits admission to its program to can-  
5 didates who demonstrate strong potential to be  
6 effective principals, based on a rigorous, com-  
7 petency-based selection process that reviews a  
8 candidate's prior academic achievement or  
9 record of professional accomplishment.

10 (2) STATE AUTHORIZER.—The term “State au-  
11 thorizer” means an entity designated by the State to  
12 recognize teacher or principal preparation academies  
13 within the State that—

14 (A) may be a nonprofit organization, State  
15 educational agency, or other public entity, or  
16 consortium of such entities (including a consor-  
17 tium of States); and

18 (B) does not renew a teacher or principal  
19 preparation academy's charter if the academy  
20 fails to produce the minimum number or per-  
21 centage of effective teachers or principals, re-  
22 spectively, identified in the academy's charter.

23 (3) TEACHER OR PRINCIPAL PREPARATION  
24 ACADEMY.—The term “teacher or principal prepara-

1       tion academy” means a teacher preparation academy  
2       or a principal preparation academy.

3               (4) TEACHER PREPARATION ACADEMY.—The  
4       term “teacher preparation academy” means a public  
5       or other nonprofit institution for preparing teachers  
6       that—

7               (A) enters into a charter with a State au-  
8       thorizer that specifies the goals and outcomes  
9       expected of the teacher preparation academy  
10      and the obligations of the State authorizer, in-  
11      cluding—

12              (i) a requirement that—

13              (I) teacher candidates, or teach-  
14              ers teaching on alternative certifi-  
15              cates, licenses, or credentials, who are  
16              enrolled in the teacher preparation  
17              academy receive a significant part of  
18              their training through clinical prepa-  
19              ration that partners teacher can-  
20              didates with mentor teachers with a  
21              demonstrated track record of success  
22              in improving academic achievement in  
23              the classroom; and

24              (II) the academy will provide in-  
25              struction to teacher candidates that

1 links to the clinical preparation expe-  
2 rience;

3 (ii) the number of teachers the teach-  
4 er preparation academy will produce and  
5 the minimum number and percentage of  
6 effective teachers with a demonstrated  
7 track record of success in getting students  
8 on track to being college and career ready,  
9 based on multiple measures of student  
10 achievement;

11 (iii) a requirement that a teacher  
12 preparation academy will only award a cer-  
13 tificate of completion (or degree, if the  
14 teacher preparation academy is, or is affili-  
15 ated with, an institution of higher edu-  
16 cation) after the graduate demonstrates  
17 the track record of success described in  
18 clause (ii), either as a student teacher or  
19 teacher-of-record on an alternative certifi-  
20 cate, license, or credential;

21 (iv) a requirement that the teacher  
22 preparation academy survey the academy's  
23 alumni not less than once every 3 years to  
24 track the number of alumni employed as  
25 teachers and in education; and

1 (v) timelines for producing cohorts of  
2 graduates and conferring certificates of  
3 completion (or degrees, if the teacher prep-  
4 aration academy is, or is affiliated with, an  
5 institution of higher education) from the  
6 teacher preparation academy;

7 (B) shall not have unnecessary restrictions  
8 on the methods or inputs the teacher prepara-  
9 tion academy will use to train teacher can-  
10 didates or teachers teaching on alternative cer-  
11 tificates, licenses, or credentials, including re-  
12 strictions or requirements—

13 (i) obligating the faculty of the teach-  
14 er preparation academy to hold advanced  
15 degrees;

16 (ii) obligating such faculty to conduct  
17 academic research;

18 (iii) related to the physical infrastruc-  
19 ture of the teacher preparation academy;

20 (iv) related to the number of course  
21 credits required as part of the program of  
22 study;

23 (v) related to the undergraduate  
24 coursework completed by teachers teaching  
25 on alternative certificates, licenses, or cre-

1                   dentials, as long as such teachers have suc-  
2                   cessfully passed all relevant State-approved  
3                   content area examinations; or

4                   (vi) related to obtaining additional ac-  
5                   creditation from a national accrediting  
6                   body; and

7                   (C) limits admission to its program to can-  
8                   didates who demonstrate strong potential to be  
9                   effective teachers, based on a rigorous selection  
10                  process that reviews a candidate's prior aca-  
11                  demic achievement or record of professional ac-  
12                  complishment.

13 **SEC. 4. STATE GRANTS.**

14           (a) IN GENERAL.—The Secretary is authorized to  
15           award grants to States having applications approved  
16           under subsection (b) to enable such States to create or  
17           expand teacher or principal preparation academies.

18           (b) APPLICATIONS.—Each State that desires a grant  
19           under this Act shall submit an application to the Secretary  
20           at such time, in such manner, and containing such infor-  
21           mation as the Secretary may reasonably require. The ap-  
22           plication shall include—

23                   (1) an assurance that the State does not have  
24                   in place legal, statutory, or regulatory barriers to the

1 creation or operation of teacher or principal prepara-  
2 tion academies;

3 (2) a description of how the State will promote  
4 the creation and expansion of teacher or principal  
5 preparation academies;

6 (3) a description of how the authorization and  
7 approval of teacher or principal preparation acad-  
8 emies is separate and distinct from the requirements  
9 otherwise established by the State for approval of  
10 other teacher or principal preparation programs;

11 (4) a description of the process the State au-  
12 thorizer will use to authorize and approve a teacher  
13 or principal preparation academy that—

14 (A) enables participants in the academy to  
15 be eligible for State financial aid to the same  
16 extent as participants in other State-approved  
17 teacher or principal preparation programs, in-  
18 cluding alternative certification, licensure, or  
19 credential programs;

20 (B) enables teachers who are teaching on  
21 alternative certificates, licenses, or credentials  
22 to teach in the State while enrolled in a teacher  
23 preparation academy; and

24 (C) enables graduates from teacher prepa-  
25 ration academies to be eligible to teach in such

1 State and graduates from principal preparation  
2 academies to be eligible to be a principal in a  
3 school in such State;

4 (5) a description of the process the State au-  
5 thorizer will use to monitor the success of—

6 (A) a teacher preparation academy in—

7 (i) producing effective teachers that  
8 demonstrate a track record of success in  
9 getting students on track to being college  
10 and career ready, based on multiple meas-  
11 ures of student achievement; and

12 (ii) preparing teachers to teach in  
13 high-needs schools or hard-to-staff sub-  
14 jects; and

15 (B) a principal preparation academy in—

16 (i) producing effective principals that  
17 demonstrate a track record of success in  
18 getting students in a school on track to  
19 being career and college ready; and

20 (ii) preparing principals to serve in  
21 high-needs schools or hard-to-staff sub-  
22 jects;

23 (6) the criteria the State authorizer will apply  
24 in renewing or denying a teacher or principal prepa-  
25 ration academy's charter, including the minimum

1 number and percentage of effective teachers or prin-  
2 cipals such academy must produce in order to renew  
3 its charter; and

4 (7) an assurance that the State will recognize  
5 a certificate of completion (from a teacher or prin-  
6 cipal preparation academy that is not, or is unaffili-  
7 ated with, an institution of higher education), as at  
8 least the equivalent of a master's degree in edu-  
9 cation for the purposes of teacher or principal hir-  
10 ing, retention, compensation, and promotion in the  
11 State.

12 (c) USES OF FUNDS.—A State receiving a grant  
13 under this Act shall use grant funds to—

14 (1) implement a process by which to—

15 (A) create or designate State authorizers;

16 and

17 (B) create or approve teacher or principal  
18 preparation academies;

19 (2) support, directly or through a nonprofit  
20 intermediary organization, the establishment and op-  
21 eration of teacher or principal preparation academies  
22 by assisting entities with the planning, program de-  
23 sign, and implementation of such programs; and

1           (3) award subgrants to teacher or principal  
2           preparation academies in the State in accordance  
3           with section 5.

4 **SEC. 5. SUBGRANTS TO TEACHER OR PRINCIPAL PREPARA-**  
5 **TION ACADEMIES.**

6           (a) IN GENERAL.—From the amounts made available  
7           under section 4(e)(3), a State shall award subgrants to  
8           nonprofit entities to carry out activities described in sub-  
9           section (d).

10          (b) APPLICATIONS.—Each nonprofit entity desiring a  
11          subgrant under this section from a State shall submit an  
12          application to a State authorizer designated by the State  
13          to receive such applications. The application shall include,  
14          at a minimum—

15               (1) a description of the teacher or principal  
16               preparation academy’s proposed curriculum, training  
17               of teacher or principal candidates (including clinical  
18               training), and approach to teacher or principal de-  
19               velopment;

20               (2) the student achievement outcomes the entity  
21               will require of academy graduates before conferring  
22               a degree or certificate of completion from the pro-  
23               gram, with timelines for obtaining such outcomes;

24               (3) a multi-year financial and operating model  
25               for the entity;

1 (4) the qualifications of the entity's chief execu-  
2 tive officer or organization leader; and

3 (5) a description of how the teacher or principal  
4 preparation academy is designed to prepare teachers  
5 or principals to serve in high-need areas (including  
6 rural areas and Native American communities), or  
7 hard-to-staff subjects.

8 (c) PRIORITY.—In awarding subgrants under this  
9 section, a State shall give a priority to entities proposing  
10 to expand previously existing teacher or principal prepara-  
11 tion programs, as of the date of application, with a dem-  
12 onstrated track record of success in getting students on  
13 track to being college and career ready.

14 (d) USES OF FUNDS.—An entity that receives a  
15 subgrant under this section shall use its subgrant—

16 (1) to establish a teacher or principal prepara-  
17 tion academy;

18 (2) to expand the capacity of a teacher or prin-  
19 cipal preparation academy;

20 (3) to measure the effectiveness of a teacher or  
21 principal preparation academy in improving student  
22 academic achievement, as demonstrated by getting  
23 students on track to be college and career ready; or

24 (4) to recruit candidates for a teacher or prin-  
25 cipal preparation academy who have demonstrated

1 strong potential to be effective teachers or prin-  
2 cipals, based on a rigorous, competency-based selec-  
3 tion process that reviews a candidate's prior aca-  
4 demic achievement or record of professional accom-  
5 plishment.

6 **SEC. 6. COORDINATION WITH THE CORPORATION FOR NA-**  
7 **TIONAL AND COMMUNITY SERVICE.**

8 (a) INTERAGENCY AGREEMENT.—The Secretary  
9 shall enter into an interagency agreement with the Cor-  
10 poration for National and Community Service under sec-  
11 tion 121(b) of the National and Community Service Act  
12 of 1990 (42 U.S.C. 12571(b)) under which the Corpora-  
13 tion shall approve positions, for candidates at each teacher  
14 or principal preparation academy that receives financial  
15 assistance under this Act, as approved national service po-  
16 sitions, as defined in section 101 of the National and Com-  
17 munity Service Act of 1990 (42 U.S.C. 12511). Such  
18 interagency agreement shall specify how a degree or cer-  
19 tificate of completion for a term of service as a participant  
20 at a teacher or principal preparation academy will be sub-  
21 mitted to the Corporation.

22 (b) SPECIAL RULE.—Notwithstanding section 148 of  
23 the National and Community Service Act of 1990 (42  
24 U.S.C. 12604), the Secretary and the Chief Executive Of-  
25 ficer of the Corporation for National and Community

1 Service shall develop a program under which national serv-  
2 ice educational awards may be disbursed to a teacher or  
3 principal preparation academy to cover or reimburse the  
4 costs of attending the academy.

5 **SEC. 7. AUTHORIZATION OF APPROPRIATIONS.**

6 There are authorized to be appropriated to carry out  
7 this Act such sums as may be necessary for each of fiscal  
8 years 2014 through 2018.

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