

113TH CONGRESS
1ST SESSION

S. 1062

To improve quality and accountability for educator preparation programs.

IN THE SENATE OF THE UNITED STATES

MAY 23, 2013

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

A BILL

To improve quality and accountability for educator
preparation programs.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Educator Preparation
5 Reform Act”.

6 **TITLE I—EDUCATOR QUALITY**
7 **ENHANCEMENT**

8 **SEC. 101. DEFINITIONS.**

9 Section 200 of the Higher Education Act of 1965 (20
10 U.S.C. 1021) is amended—

11 (1) by striking paragraph (22);

1 (2) by redesignating paragraphs (6), (7), (8)
 2 through (19), (20), (21), and (23), as paragraphs
 3 (7), (8), (10) through (21), (23), (24), and (28), re-
 4 spectively;

5 (3) by inserting after paragraph (5) the fol-
 6 lowing:

7 “(6) EDUCATOR.—The term ‘educator’ means a
 8 teacher, principal, specialized instructional support
 9 personnel, or other staff member who provides or di-
 10 rectly supports instruction, such as a school librar-
 11 ian, counselor, or paraprofessional.”;

12 (4) by inserting after paragraph (8), as redesign-
 13 ated by paragraph (2), the following:

14 “(9) EVIDENCE OF STUDENT LEARNING.—The
 15 term ‘evidence of student learning’ means multiple
 16 measures of student learning that shall include the
 17 following:

18 “(A) Valid and reliable student assessment
 19 data, which may include data—

20 “(i) based on—

21 “(I) student learning gains on
 22 State student academic assessments
 23 under section 1111(b)(3) of the Ele-
 24 mentary and Secondary Education
 25 Act of 1965; or

1 “(II) student academic achieve-
 2 ment assessments used at the na-
 3 tional, State, or school district levels,
 4 where available and appropriate for
 5 the curriculum and students taught;

6 “(ii) from classroom-based formative
 7 assessments;

8 “(iii) from classroom-based summative
 9 assessments; and

10 “(iv) from objective performance-
 11 based assessments.

12 “(B) Not less than 1 of the following addi-
 13 tional measures:

14 “(i) Student work, including measures
 15 of performance criteria and evidence of
 16 student growth.

17 “(ii) Teacher-generated information
 18 about student goals and growth.

19 “(iii) Parental feedback about student
 20 goals and growth.

21 “(iv) Student feedback about learning
 22 and teaching supports.

23 “(v) Assessments of affective engage-
 24 ment and self-efficacy.

1 “(vi) Other appropriate measures as
2 determined by the State.”;

3 (5) by striking paragraph (12), as redesignated
4 by paragraph (2), and inserting the following:

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

8 “(A)(i) that serves not fewer than 10,000
9 low-income children;

10 “(ii) for which not less than 20 percent of
11 the children served by the agency are low-in-
12 come children;

13 “(iii) that meets the eligibility require-
14 ments for funding under the Small, Rural
15 School Achievement Program under section
16 6211(b) of the Elementary and Secondary Edu-
17 cation Act of 1965 or the Rural and Low-In-
18 come School Program under section 6221(b) of
19 such Act; or

20 “(iv) that has a percentage of low-income
21 children that is in the highest quartile among
22 such agencies in the State; and

23 “(B)(i) for which 1 or more schools served
24 by the agency is persistently low achieving; or

1 “(ii) for which 1 or more schools served by
2 the agency has a high teacher turnover rate.”;
3 (6) by striking paragraph (16), as redesignated
4 by paragraph (2), and inserting the following:

5 “(16) INDUCTION PROGRAM.—The term ‘induc-
6 tion program’ means a formalized program for new
7 teachers and principals during not less than the first
8 2 years of teaching or leading a school that is de-
9 signed to provide support for, improve the profes-
10 sional performance of, and advance the retention of
11 beginning teachers and principals. Such program
12 shall promote effective teaching and leadership skills
13 and shall include the following components:

14 “(A) High-quality mentoring.

15 “(B) Periodic, structured time for collabo-
16 ration and classroom observation opportunities
17 with teachers in the same department or field,
18 including mentor teachers, as well as time for
19 information-sharing among teachers, principals,
20 administrators, other appropriate educators,
21 and participating faculty in the partner institu-
22 tion.

23 “(C) The application of empirically based
24 practice and scientifically valid research on in-
25 structional practices.

“(D) Opportunities for new teachers and principals to draw directly on the expertise of mentors, faculty, local educational agency personnel, and researchers to support the integration of empirically based practice and scientifically valid research with practice.

“(E) The development of skills in instructional and behavioral interventions derived from empirically based practice, and where applicable, scientifically valid research.

“(F) Faculty who—

“(i) model the integration of research and practice in the classroom;

“(ii) assist new teachers and principals with the effective use and integration of technology in instruction; and

“(iii) demonstrate the content knowledge and pedagogical skills necessary to be effective in advancing student achievement.

“(G) Interdisciplinary collaboration among exemplary teachers, principals, faculty, researchers, other educators, and other staff who prepare new teachers and principals with respect to the learning process and the assessment of learning.

1 “(H) Assistance with the understanding of
 2 data, particularly student achievement data,
 3 and the application of such data in classroom
 4 instruction.

5 “(I) Regular, structured observation and
 6 evaluation of new teachers by multiple eval-
 7 uators, using valid and reliable measures of
 8 teaching and leadership skills.”;

9 (7) by inserting after paragraph (21), as redes-
 10 ignated by paragraph (2), the following:

11 “(22) RESIDENCY PROGRAM.—The term ‘resi-
 12 dency program’ means a school-based educator prep-
 13 aration program in which a prospective teacher,
 14 principal, or other educator—

15 “(A) for 1 academic year, works alongside
 16 a mentor teacher, principal, or other educator
 17 who is the educator of record;

18 “(B) receives concurrent instruction during
 19 the year described in subparagraph (A) from
 20 the partner institution, which courses may be
 21 taught by local educational agency personnel or
 22 residency program faculty, in—

23 “(i) the teaching of the content area
 24 in which the teacher will become certified
 25 or licensed;

1 “(ii) pedagogical practices; and

2 “(iii) leadership, management, organi-
3 zational, and instructional skills necessary
4 to serve as a principal;

5 “(C) acquires effective teaching or leader-
6 ship skills; and

7 “(D) prior to completion of the program,
8 earns a master’s degree or other appropriate
9 advanced credential, attains full State teacher
10 or leader certification or licensure, and becomes
11 highly qualified (if applicable).”; and

12 (8) by inserting after paragraph (24), as redes-
13 igned by paragraph (2), the following:

14 “(25) TEACHER PERFORMANCE ASSESSMENT.—
15 The term ‘teacher performance assessment’ means
16 an assessment used to measure teacher performance
17 that is approved by the State and is—

18 “(A) based on professional teaching stand-
19 ards;

20 “(B) used to measure the effectiveness of
21 a teacher’s—

22 “(i) curriculum planning;

23 “(ii) instruction of students, including
24 appropriate plans and modifications for
25 students who are limited English proficient

1 and students who are children with disabil-
 2 ities;

3 “(iii) assessment of students, includ-
 4 ing analysis of evidence of student learn-
 5 ing; and

6 “(iv) ability to advance student learn-
 7 ing;

8 “(C) validated based on professional as-
 9 sessment standards;

10 “(D) reliably scored by trained evaluators,
 11 with appropriate oversight of the process to en-
 12 sure consistency; and

13 “(E) used to support continuous improve-
 14 ment of educator practice.

15 “(26) TEACHER PREPARATION ENTITY.—The
 16 term ‘teacher preparation entity’ means an institu-
 17 tion of higher education, a nonprofit organization,
 18 for-profit organization, or other organization that is
 19 approved by the State to prepare teachers to be ef-
 20 fective in the classroom.

21 “(27) TEACHER PREPARATION PROGRAM.—The
 22 term ‘teacher preparation program’ means a pro-
 23 gram offered by a teacher preparation entity that
 24 leads to a specific State teacher certification.”.

1 **SEC. 102. EDUCATOR QUALITY ENHANCEMENT.**

2 Section 201 of the Higher Education Act of 1965 (20
3 U.S.C. 1022) is amended—

4 (1) in paragraph (2), by inserting “, principals,
5 and other educators” after “teachers” each place the
6 term appears;

7 (2) in paragraph (3), by striking “and” after
8 the semicolon;

9 (3) by striking paragraph (4) and inserting the
10 following:

11 “(4) recruit highly qualified individuals, includ-
12 ing minorities and individuals from other occupa-
13 tions, as teachers, principals, and other educators;
14 and”; and

15 (4) by adding at the end the following:

16 “(5) meet the staffing needs of high-need local
17 educational agencies and high-need schools through
18 close partnerships with educator preparation pro-
19 grams within institutions of higher education.”.

20 **SEC. 103. PARTNERSHIP GRANTS.**

21 Section 202 of the Higher Education Act of 1965 (20
22 U.S.C. 1022a) is amended—

23 (1) in subsection (b)—

24 (A) in paragraph (1), by inserting “other
25 educators,” after “principals,”;

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

3 “(2) a description of the extent to which the
 4 program to be carried out with grant funds, as de-
 5 scribed in subsection (c), will prepare prospective
 6 and new educators with strong teaching, leadership,
 7 and other professional skills necessary to increase
 8 learning and academic achievement;”;

9 (C) in paragraph (3), by inserting “, prin-
 10 cipals, and other educators” after “teachers”;

11 (D) in paragraph (4)—

12 (i) in subparagraph (A), by inserting
 13 “, principal, and other educator” after
 14 “teacher”; and

15 (ii) in subparagraph (B), by striking
 16 “teacher” and inserting “educator”;

17 (E) in paragraph (6)—

18 (i) by striking subparagraph (F) and
 19 inserting the following:

20 “(F) how the partnership will prepare edu-
 21 cators to teach and work with students with
 22 disabilities, including training related to partici-
 23 pation as a member of individualized education
 24 program teams, as defined in section

1 614(d)(1)(B) of the Individuals with Disabil-
2 ities Education Act;”;

3 (ii) by striking subparagraph (G) and
4 inserting the following:

5 “(G) how the partnership will prepare edu-
6 cators to teach and work with students who are
7 limited English proficient;”;

8 (iii) by striking subparagraph (H) and
9 inserting the following:

10 “(H) how faculty at the partner institution
11 will work, during the term of the grant, with
12 mentor educators in the classrooms and admin-
13 istrators of high-need schools served by the
14 high-need local educational agency in the part-
15 nership to—

16 “(i) provide high-quality professional
17 development activities to strengthen the
18 content knowledge and teaching skills of
19 elementary school and secondary school
20 teachers and other educators, including
21 multi-tiered systems of support and uni-
22 versal design for learning;

23 “(ii) train other classroom teachers,
24 principals, school librarians, and other edu-
25 cators to implement literacy programs that

1 incorporate the essential components of
 2 reading and writing instruction; and

3 “(iii) provide high-quality professional
 4 development activities to strengthen the in-
 5 structional and leadership skills of elemen-
 6 tary school and secondary school principals
 7 and district superintendents, if the partner
 8 institution has a principal preparation pro-
 9 gram;”;

10 (iv) in subparagraph (I), by striking
 11 “teaching” and inserting “educator”; and

12 (v) in subparagraph (K), by striking
 13 “teachers” and inserting “educators”; and

14 (F) by striking paragraph (7) and insert-
 15 ing the following:

16 “(7) with respect to the induction program re-
 17 quired as part of the activities carried out under this
 18 section—

19 “(A) a description of how the schools and
 20 departments within the institution of higher
 21 education that are part of the induction pro-
 22 gram will effectively prepare educators, includ-
 23 ing providing content expertise and expertise in
 24 teaching and leadership, as appropriate;

1 “(B) a description of the eligible partner-
 2 ship’s capacity to use empirically based practice
 3 and scientifically valid research on teaching and
 4 learning;

5 “(C) a description of how the educator
 6 preparation program will design and implement
 7 an induction program to support all new edu-
 8 cators who are prepared by the educator prepa-
 9 ration program in the partnership and who are
 10 employed in the high-need local educational
 11 agency in the partnership, and, to the extent
 12 practicable, all new educators who teach in such
 13 high-need local educational agency; and

14 “(D) a description of how higher education
 15 faculty involved in the induction program will
 16 be able to substantially participate in an early
 17 childhood education program or an elementary
 18 school or secondary school classroom setting, as
 19 applicable.”;

20 (2) by striking subsection (c) and inserting the
 21 following:

22 “(c) USE OF GRANT FUNDS.—An eligible partner-
 23 ship that receives a grant under this section—

24 “(1) shall use grant funds to carry out a pro-
 25 gram for the pre-baccalaureate or post-baccalaureate

1 preparation of teachers under subsection (d), a
 2 teaching or principal residency program under sub-
 3 section (e), or a combination of such programs; and

4 “(2) may use funds to carry out other educator
 5 development programs under subsection (f), based
 6 upon the results of the needs assessment in sub-
 7 section (b)(1).”;

8 (3) by striking subsection (e) and inserting the
 9 following:

10 “(e) PARTNERSHIP GRANTS FOR THE ESTABLISH-
 11 MENT OF TEACHING AND PRINCIPAL RESIDENCY PRO-
 12 GRAMS.—

13 “(1) IN GENERAL.—An eligible partnership re-
 14 ceiving a grant to carry out an effective teaching or
 15 principal residency program shall carry out a pro-
 16 gram that includes the following activities:

17 “(A) FOR TEACHING RESIDENCY PRO-
 18 GRAMS.—An eligible partnership carrying out a
 19 teaching residency program shall carry out both
 20 of the following activities:

21 “(i) Supporting a teaching residency
 22 program described in paragraph (2) for
 23 high-need schools and in high-need sub-
 24 jects and areas, as determined by the

1 needs of the high-need local educational
2 agency in the partnership.

3 “(ii) Placing graduates of the teach-
4 ing residency program in cohorts that fa-
5 cilitate professional collaboration, both
6 among graduates of the residency program
7 and between such graduates and mentor
8 teachers in the receiving school.

9 “(B) FOR PRINCIPAL RESIDENCY PRO-
10 GRAMS.—An eligible partnership carrying out a
11 principal residency program shall support a
12 program described in paragraph (3) for high-
13 need schools, as determined by the needs of the
14 high-need local educational agency in the part-
15 nership.

16 “(2) TEACHER RESIDENCY PROGRAMS.—

17 “(A) ESTABLISHMENT AND DESIGN.—A
18 teaching residency program under this para-
19 graph shall be a program based upon models of
20 successful teaching residencies that serves as a
21 mechanism to prepare teachers for success in
22 high-need schools in the eligible partnership and
23 shall be designed to include the following char-
24 acteristics of successful programs:

1 “(i) The integration of pedagogy,
2 classroom practice and teacher mentoring.

3 “(ii) The exposure to principles of
4 child development as well as understanding
5 and applying principles of learning and be-
6 havior.

7 “(iii) Engagement of teaching resi-
8 dents in rigorous graduate-level coursework
9 to earn a master’s degree while under-
10 taking a guided teaching apprenticeship.

11 “(iv) Experience and learning oppor-
12 tunities alongside a trained and experi-
13 enced mentor teacher—

14 “(I) whose teaching shall com-
15 plement the residency program so that
16 school-based clinical practice is tightly
17 aligned with coursework;

18 “(II) who shall have extra re-
19 sponsibilities as a teacher leader of
20 the teaching residency program, as a
21 mentor for residents, and as a teacher
22 coach during the induction program
23 for new teachers, and for establishing,
24 within the program, a learning com-
25 munity in which all individuals are ex-

pected to continually improve their capacity to advance student learning; and

“(III) who may be relieved from teaching duties or may be offered a stipend as a result of such additional responsibilities.

“(v) The establishment of clear criteria for the selection of mentor teachers based on the appropriate subject area knowledge and measures of teacher effectiveness, which shall be based on, but not limited to, observations of the following:

“(I) Planning and preparation, including demonstrated knowledge of content, pedagogy, and assessment, including the use of formative, summative, and diagnostic assessments to improve student learning.

“(II) Appropriate instruction that engages all students.

“(III) Collaboration with colleagues to improve instruction.

“(IV) Analysis of evidence of student learning.

1 “(vi) The development of admissions
2 goals and priorities—

3 “(I) that are aligned with the
4 hiring objectives of the local edu-
5 cational agency partnering with the
6 program, as well as the instructional
7 initiatives and curriculum of such
8 agency to hire qualified graduates
9 from the teaching residency program;
10 and

11 “(II) which may include consider-
12 ation of applicants who reflect the
13 communities in which they will teach
14 as well as consideration of individuals
15 from underrepresented populations in
16 the teaching profession.

17 “(vii) Support for residents once such
18 residents are hired as the teachers of
19 record, through an induction program, pro-
20 fessional development, and networking op-
21 portunities to support the residents
22 through not less than the residents’ first 2
23 years of teaching.

24 “(B) SELECTION OF INDIVIDUALS AS
25 TEACHER RESIDENTS.—

1 “(i) ELIGIBLE INDIVIDUAL.—In order
2 to be eligible to be a teacher resident in a
3 teacher residency program under this para-
4 graph, an individual shall—

5 “(I) be a recent graduate of a 4-
6 year institution of higher education or
7 a mid-career professional possessing
8 strong content knowledge of a record
9 of professional accomplishment; and

10 “(II) submit an application to
11 the residency program.

12 “(ii) SELECTION CRITERIA.—An eligi-
13 ble partnership carrying out a teaching
14 residency program under this subsection
15 shall establish criteria for the selection of
16 eligible individuals to participate in the
17 teaching residency program based on the
18 following characteristics:

19 “(I) Strong content knowledge or
20 record of accomplishment in the field
21 or subject area to be taught.

22 “(II) Strong verbal and written
23 communication skills, which may be
24 demonstrated by performance on ap-
25 propriate assessments.

1 “(III) Other attributes linked to
2 effective teaching, which may be de-
3 termined by interviews or performance
4 assessments, as specified by the eligi-
5 ble partnership.

6 “(3) PRINCIPAL RESIDENCY PROGRAMS.—

7 “(A) ESTABLISHMENT AND DESIGN.—A
8 principal residency program under this para-
9 graph shall be a program based upon models of
10 successful principal residencies that serve as a
11 mechanism to prepare principals for success in
12 high-need schools in the eligible partnership and
13 shall be designed to include the following char-
14 acteristics of successful programs:

15 “(i) Engagement of principal resi-
16 dents in rigorous graduate-level coursework
17 to earn an appropriate advanced credential
18 while undertaking a guided principal ap-
19 prenticeship.

20 “(ii) Experience and learning opportu-
21 nities alongside a trained and experienced
22 mentor principal—

23 “(I) whose mentoring shall be
24 based on standards of effective men-
25 toring practice and shall complement

1 the residence program so that school-
2 based clinical practice is tightly
3 aligned with coursework; and

4 “(II) who may be relieved from
5 some portion of principal duties or
6 may be offered a stipend as a result
7 of such additional responsibilities.

8 “(iii) The establishment of clear cri-
9 teria for the selection of mentor principals,
10 which may be based on observations of the
11 following:

12 “(I) Demonstrating awareness of,
13 and having experience with, the
14 knowledge, skills, and attitudes to—

15 “(aa) establish and maintain
16 a professional learning commu-
17 nity that effectively extracts in-
18 formation from data to improve
19 the school culture and personalize
20 instruction for all students to re-
21 sult in improved student achieve-
22 ment;

23 “(bb) create and maintain a
24 learning culture within the school
25 that provides a climate conducive

1 to the development of all mem-
2 bers of the school community, in-
3 cluding one of continuous learn-
4 ing for adults tied to student
5 learning and other school goals;

6 “(cc) engage in continuous
7 professional development, uti-
8 lizing a combination of academic
9 study, developmental simulation
10 exercises, self-reflection,
11 mentorship, and internship;

12 “(dd) understand youth de-
13 velopment appropriate to the age
14 level served by the school, and
15 use this knowledge to set high ex-
16 pectations and standards for the
17 academic, social, emotional, and
18 physical development of all stu-
19 dents; and

20 “(ee) actively engage the
21 community to create shared re-
22 sponsibility for student academic
23 performance and successful de-
24 velopment.

1 “(II) Planning and articulating a
2 shared and coherent schoolwide direc-
3 tion and policy for achieving high
4 standards of student performance.

5 “(III) Identifying and imple-
6 menting the activities and rigorous
7 curriculum necessary for achieving
8 such standards of student perform-
9 ance.

10 “(IV) Supporting a culture of
11 learning, collaboration, and profes-
12 sional behavior and ensuring quality
13 measures of instructional practice.

14 “(V) Communicating and engag-
15 ing parents, families, and other exter-
16 nal communities.

17 “(VI) Collecting, analyzing, and
18 utilizing data and other evidence of
19 student learning and evidence of class-
20 room practice to guide decisions and
21 actions for continuous improvement
22 and to ensure performance account-
23 ability.

24 “(iv) The development of admissions
25 goals and priorities—

1 “(I) that are aligned with the
2 hiring objectives of the local edu-
3 cational agency partnering with the
4 program, as well as the instructional
5 initiatives and curriculum of such
6 agency to hire qualified graduates
7 from the principal residency program;
8 and

9 “(II) which may include consider-
10 ation of applicants who reflect the
11 communities in which they will serve
12 as well as consideration of individuals
13 from underrepresented populations in
14 school leadership positions.

15 “(v) Support for residents once such
16 residents are hired as principals, through
17 an induction program, professional devel-
18 opment to support the knowledge and skills
19 of the principal in a continuum of learning
20 and content expertise in developmentally
21 appropriate or age-appropriate educational
22 practices, and networking opportunities to
23 support the residents through not less than
24 the residents’ first 2 years of serving as
25 principal of a school.

1 “(B) SELECTION OF INDIVIDUALS AS
2 PRINCIPAL RESIDENTS.—

3 “(i) ELIGIBLE INDIVIDUAL.—In order
4 to be eligible to be a principal resident in
5 a principal residency program under this
6 paragraph, an individual shall—

7 “(I) have prior prekindergarten
8 through grade 12 teaching experience;

9 “(II) have experience as an effective leader, manager, and written and
10 oral communicator; and

11 “(III) submit an application to
12 the residency program.

13 “(ii) SELECTION CRITERIA.—An eligible
14 partnership carrying out a principal
15 residency program under this subsection
16 shall establish criteria for the selection of
17 eligible individuals to participate in the
18 principal residency program based on the
19 following characteristics:
20

21 “(I) Strong instructional leadership skills in an elementary school or
22 secondary school setting.

23 “(II) Strong verbal and written
24 communication skills, which may be
25

1 demonstrated by performance on ap-
 2 propriate assessments.

3 “(III) Other attributes linked to
 4 effective leadership, such as sound
 5 judgment, organizational capacity, col-
 6 laboration, and openness to contin-
 7 uous learning, which may be deter-
 8 mined by interviews or performance
 9 assessment, as specified by the eligible
 10 partnership.

11 “(4) STIPENDS OR SALARIES; APPLICATIONS;
 12 AGREEMENTS; REPAYMENTS.—

13 “(A) STIPENDS OR SALARIES.—A teaching
 14 or principal residency program under this sub-
 15 section—

16 “(i) shall provide a 1-year living sti-
 17 pend or salary to teaching or principal
 18 residents during the 1-year teaching or
 19 principal residency program; and

20 “(ii) may provide a stipend to a men-
 21 tor teacher or mentor principal.

22 “(B) APPLICATIONS FOR STIPENDS OR
 23 SALARIES.—Each teacher or principal residency
 24 candidate desiring a stipend or salary during
 25 the period of residency shall submit an applica-

tion to the eligible partnership at such time,
and containing such information and assurances,
as the eligible partnership may require.

“(C) AGREEMENTS TO SERVE.—Each application submitted under subparagraph (B) shall contain or be accompanied by an agreement that the applicant will—

“(i) serve as a full-time teacher or principal for a total of not less than 3 academic years immediately after successfully completing the 1-year teaching or principal residency program;

“(ii) fulfill the requirement under clause (i)—

“(I) by teaching or serving as a principal in a high-need school served by the high-need local educational agency in the eligible partnership and, if a teacher, teaching a subject or area that is designated as high need by the partnership; or

“(II) if there is no appropriate position available in a high-need school served by the high-need local educational agency in the eligible

1 partnership, by teaching or serving as
2 a principal in any other high-need
3 school;

4 “(iii) provide to the eligible partner-
5 ship a certificate, from the chief adminis-
6 trative officer of the local educational
7 agency in which the resident is employed,
8 of the employment required under clauses
9 (i) and (ii) at the beginning of, and upon
10 completion of, each year or partial year of
11 service;

12 “(iv) for teacher residents, meet the
13 requirements to be a highly qualified
14 teacher, as defined in section 9101 of the
15 Elementary and Secondary Education Act
16 of 1965, or section 602 of the Individuals
17 with Disabilities Education Act, when the
18 applicant begins to fulfill the service obli-
19 gation under this clause; and

20 “(v) comply with the requirements set
21 by the eligible partnership under subpara-
22 graph (D) if the applicant is unable or un-
23 willing to complete the service obligation
24 required by this subparagraph.

25 “(D) REPAYMENTS.—

1 “(i) IN GENERAL.—An eligible part-
 2 nership carrying out a teaching or prin-
 3 cipal residency program under this sub-
 4 section shall require a recipient of a sti-
 5 pend or salary under subparagraph (A)
 6 who does not complete, or who notifies the
 7 partnership that the recipient intends not
 8 to complete, the service obligation required
 9 by subparagraph (C) to repay such stipend
 10 or salary to the eligible partnership, to-
 11 gether with interest, at a rate specified by
 12 the partnership in the agreement, and in
 13 accordance with such other terms and con-
 14 ditions specified by the eligible partnership,
 15 as necessary.

16 “(ii) OTHER TERMS AND CONDI-
 17 TIONS.—Any other terms and conditions
 18 specified by the eligible partnership may
 19 include reasonable provisions for prorata
 20 repayment of the stipend or salary de-
 21 scribed in subparagraph (A) or for deferral
 22 of a teaching resident’s service obligation
 23 required by subparagraph (C), on grounds
 24 of health, incapacitation, inability to secure
 25 employment in a school served by the eligi-

1 ble partnership, being called to active duty
 2 in the Armed Forces of the United States,
 3 or other extraordinary circumstances.

4 “(iii) USE OF REPAYMENTS.—An eli-
 5 gible partnership shall use any repayment
 6 received under this subparagraph to carry
 7 out additional activities that are consistent
 8 with the purposes of this section.”;

9 (4) by striking subsection (f) and inserting the
 10 following:

11 “(f) PARTNERSHIP GRANTS FOR EDUCATOR DEVEL-
 12 OPMENT.—An eligible partnership that receives a grant
 13 under this section may carry out effective educator devel-
 14 opment programs for other educators besides teachers and
 15 principals based on the needs identified in subsection
 16 (b)(1) that may include the following activities:

17 “(1) Implementing curriculum changes that im-
 18 prove, evaluate, and assess how well prospective and
 19 new educators develop instructional skills.

20 “(2) Preparing educators to use empirically
 21 based practice and scientifically valid research,
 22 where applicable.

23 “(3) Providing pre-service clinical experience.

24 “(4) Creating induction programs for new edu-
 25 cators.

1 “(5) Aligning recruitment and admissions goals
2 and priorities with the hiring objectives of the high-
3 need local educational agency in the eligible partner-
4 ship.

5 “(6) Professional development and training for
6 mentor teachers and principals.”; and

7 (5) by adding at the end the following:

8 “(1) CONTINUATION OF AWARDS.—Notwithstanding
9 any other provision of law, from funds appropriated to
10 carry out this part, the Secretary shall continue to fund
11 any multiyear grant awarded under this part (as such pro-
12 visions were in effect on the day before the date of enact-
13 ment of the Educator Preparation Reform Act), for the
14 duration of such multiyear grant in accordance with its
15 terms.”.

16 **SEC. 104. ADMINISTRATIVE PROVISIONS.**

17 Section 203 of the Higher Education Act of 1965 (20
18 U.S.C. 1022b) is amended—

19 (1) in subsection (a), by striking paragraph (2)
20 and inserting the following:

21 “(2) NUMBER OF AWARDS.—An eligible part-
22 nership may not receive more than 1 grant during
23 a 5-year period, except such partnership may receive
24 an additional grant during such period if such grant
25 is used to establish a teacher or principal residency

1 program if such residency program was not estab-
 2 lished with the prior grant. Nothing in this title
 3 shall be construed to prohibit an individual member,
 4 that can demonstrate need, of an eligible partnership
 5 that receives a grant under this title from entering
 6 into another eligible partnership consisting of new
 7 members and receiving a grant with such other eligi-
 8 ble partnership before the 5-year period described in
 9 the preceding sentence applicable to the eligible
 10 partnership with which the individual member has
 11 first partnered has expired.”; and

12 (2) in subsection (b)(2)(A), by striking “teacher
 13 preparation program” and inserting “teacher edu-
 14 cation program or educator development program”.

15 **SEC. 105. ACCOUNTABILITY AND EVALUATION.**

16 Section 204(a) of the Higher Education Act of 1965
 17 (20 U.S.C. 1022c(a)) is amended to read as follows:

18 “(a) **ELIGIBLE PARTNERSHIP EVALUATION.**—Each
 19 eligible partnership submitting an application for a grant
 20 under this part shall establish, and include in such appli-
 21 cation, an evaluation plan that includes strong and meas-
 22 urable performance objectives. The plan shall include ob-
 23 jectives and measures for—

24 “(1) achievement for all prospective and new
 25 educators as measured by the eligible partnership;

1 “(2) educator retention in the first 3 years;

2 “(3) pass rates and scaled scores for initial
3 State certification or licensure of teachers or pass
4 rates and average scores on valid and reliable teach-
5 er performance assessments; and

6 “(4)(A) the percentage of highly qualified
7 teachers, principals, and other educators hired by
8 the high-need local educational agency participating
9 in the eligible partnership;

10 “(B) the percentage of highly qualified teach-
11 ers, principals, and other educators hired by the
12 high-need local educational agency who are members
13 of underrepresented groups;

14 “(C) the percentage of highly qualified teachers
15 hired by the high-need local educational agency who
16 teach high-need academic subject areas (such as
17 reading, mathematics, science, and foreign language,
18 including less commonly taught languages and crit-
19 ical foreign languages);

20 “(D) the percentage of highly qualified teachers
21 hired by the high-need local educational agency who
22 teach in high-need areas (including special edu-
23 cation, bilingual education, language instruction edu-
24 cational programs for limited English proficient stu-
25 dents, and early childhood education);

1 “(E) the percentage of highly qualified teachers
 2 and other educators hired by the high-need local
 3 educational agency who teach in high-need schools,
 4 disaggregated by the elementary school and sec-
 5 ondary school levels;

6 “(F) as applicable, the percentage of early
 7 childhood education program classes in the geo-
 8 graphic area served by the eligible partnership
 9 taught by early childhood educators who are highly
 10 competent; and

11 “(G) as applicable, the percentage of educators
 12 trained to—

13 “(i) integrate technology effectively into
 14 curricula and instruction, including technology
 15 consistent with the principles of universal de-
 16 sign for learning; and

17 “(ii) use technology effectively to collect,
 18 manage, and analyze data to improve teaching
 19 and learning for the purpose of improving stu-
 20 dent learning outcomes.”.

21 **SEC. 106. ACCOUNTABILITY FOR PROGRAMS THAT PRE-**
 22 **PARE TEACHERS.**

23 Section 205 of the Higher Education Act of 1965 (20
 24 U.S.C. 1022d) is amended—

25 (1) in subsection (a)—

1 (A) by striking the subsection heading and
 2 inserting “TEACHER PREPARATION ENTITY
 3 REPORT CARDS”; and

4 (B) by striking paragraph (1) and insert-
 5 ing the following:

6 “(1) REPORT CARD.—Each teacher preparation
 7 entity approved to operate teacher preparation pro-
 8 grams in the State and that receives or enrolls stu-
 9 dents receiving Federal assistance shall report annu-
 10 ally to the State and the general public, in a uniform
 11 and comprehensible manner that conforms with the
 12 definitions and methods established by the Sec-
 13 retary, the following:

14 “(A) GOALS AND ASSURANCES.—

15 “(i) For the most recent year for
 16 which the information is available for the
 17 entity whether the goals set under section
 18 206 have been met.

19 “(ii) A description of the steps the en-
 20 tity is taking to improve its performance in
 21 meeting the annual goals set under section
 22 206.

23 “(iii) A description of the activities
 24 the entity has implemented to meet the as-
 25 surances provided under section 206.

1 “(B) PASS RATES AND SCALED SCORES.—

2 For the most recent year for which the informa-
3 tion is available the following:

4 “(i) Except as provided in clause (ii),
5 for those students who took the assess-
6 ments used for teacher certification or li-
7 censure by the State in which the entity is
8 located and are enrolled in the teacher
9 preparation program or, and for those who
10 have taken such assessments and have
11 completed the teacher preparation program
12 during the two-year period preceding such
13 year, for each of such assessments—

14 “(I) the percentage of all stu-
15 dents who passed such assessment;

16 “(II) the percentage of students
17 who have taken such assessment who
18 enrolled in and completed the teacher
19 preparation program; and

20 “(III) the average scaled score
21 for all students who took such assess-
22 ment.

23 “(ii) In the case of an entity that re-
24 quires a valid and reliable teacher perform-
25 ance assessment in order to complete the

1 preparation program, the entity may sub-
2 mit in lieu of the information described in
3 clause (i) the pass rate and average score
4 of students taking the teacher performance
5 assessment, disaggregated by subject area,
6 race, ethnicity, and gender, except that
7 such disaggregation shall not be required
8 in a case in which the result would reveal
9 personally identifiable information about
10 an individual student.

11 “(C) ENTITY INFORMATION.—A descrip-
12 tion of the following:

13 “(i) The median grade point average
14 and range of grade point averages for ad-
15 mitted students.

16 “(ii) The number of students in the
17 entity (disaggregated by race, ethnicity,
18 and gender).

19 “(iii) The number of hours and types
20 of supervised clinical preparation required.

21 “(iv) The total number of students
22 who have completed programs for certifi-
23 cation or licensure (disaggregated by sub-
24 ject area).

1 “(D) ACCREDITATION.—Whether the pro-
 2 gram is accredited by a specialized accrediting
 3 agency recognized by the Secretary for accredi-
 4 tation of professional teacher education pro-
 5 grams.

6 “(E) DESIGNATION AS LOW-PER-
 7 FORMING.—Whether the program has been des-
 8 ignated as low-performing by the State under
 9 section 207(a).”; and
 10 (2) in subsection (b)—

11 (A) in paragraph (1)—

12 (i) in subparagraph (A), by inserting
 13 “, including teacher performance assess-
 14 ments” after “State”;

15 (ii) by striking subparagraph (D) and
 16 inserting the following:

17 “(D)(i) Except as provided in clause (ii),
 18 for each of the assessments used by the State
 19 for teacher certification or licensure—

20 “(I) the percentage of all such stu-
 21 dents in all such programs and entities
 22 who have taken the assessment who pass
 23 such assessment;

24 “(II) the percentage of students who
 25 have taken the assessment who enrolled in

1 and completed a teacher preparation pro-
2 gram; and

3 “(III) the average scaled score of indi-
4 viduals participating in such a program, or
5 who have completed such a program dur-
6 ing the two-year period preceding the first
7 year for which the annual State report
8 card is provided, who took each such as-
9 sessment.

10 “(ii) In the case of a State that has imple-
11 mented a valid and reliable teacher performance
12 assessment, the State may submit in lieu of the
13 information described in clause (i) the pass rate
14 and average score of students taking the teach-
15 er performance assessment, disaggregated by
16 subject area, race, ethnicity, and gender, except
17 that such disaggregation shall not be required
18 in a case in which the result would reveal per-
19 sonally identifiable information about an indi-
20 vidual student.”;

21 (iii) by striking subparagraph (G) and
22 inserting the following:

23 “(G) For each teacher preparation pro-
24 gram in the State the following:

1 “(i) The median grade point average
2 and range of grade point averages for ad-
3 mitted students.

4 “(ii) The number of students in the
5 program (disaggregated by race, ethnicity,
6 and gender).

7 “(iii) The number of hours and types
8 of supervised clinical preparation re-
9 quired.”;

10 (iv) by striking subparagraph (H) and
11 inserting the following:

12 “(H) For the State as a whole, and for
13 each teacher preparation entity in the State,
14 the number of teachers prepared, in the aggre-
15 gate and reported separately by the following:

16 “(i) Area of certification or licensure.

17 “(ii) Academic major.

18 “(iii) Subject area for which the
19 teacher has been prepared to teach.

20 “(iv) The relationship of the subject
21 area and grade span of teachers graduated
22 by the teacher preparation entity to the
23 teacher workforce needs of the State.

24 “(v) The percentage of teachers grad-
25 uated teaching in high-need schools.”;

1 (v) by striking subparagraphs (I), (J),
2 (K), and (L); and

3 (vi) by adding at the end the fol-
4 lowing:

5 “(I) The capacity of the statewide longitu-
6 dinal data system to report valid and reliable
7 outcome data on the graduates of teacher prep-
8 aration entities in the State and where available
9 the results of such data on the following:

10 “(i) Evidence of student learning, in-
11 cluding information on the academic per-
12 formance of students with disabilities and
13 limited English proficient students taught
14 by graduates of teacher preparation enti-
15 ties in the State by subject area and grade.

16 “(ii) Job placement of program
17 completers within 12 months of gradua-
18 tion.

19 “(iii) Retention of program completers
20 in teaching after 3 years.

21 “(iv) Other outcome indicators, such
22 as average results from teacher evalua-
23 tions.”; and

24 (B) by adding at the end the following:

1 “(3) NO REQUIREMENT FOR REPORTING ON
 2 STUDENTS NOT RESIDING IN THE STATE.—Nothing
 3 in this section shall require a State to report data
 4 on program completers who do not reside in such
 5 State.”.

6 **SEC. 107. TEACHER DEVELOPMENT.**

7 Section 206 of the Higher Education Act of 1965 (20
 8 U.S.C. 1022e) is amended—

9 (1) in subsection (a), by striking “Each institu-
 10 tion” and all that follows through “under this Act,”
 11 and inserting “Each teacher preparation entity that
 12 enrolls students receiving Federal assistance under
 13 this Act, or receives other Federal funding to sup-
 14 port its teacher preparation programs,”;

15 (2) in subsection (b)—

16 (A) in the matter preceding paragraph (1),
 17 by striking “institution” and inserting “entity”;

18 (B) in paragraph (1), by striking “institu-
 19 tion’s” and inserting “entity’s”; and

20 (C) by striking paragraph (3) and insert-
 21 ing the following:

22 “(3) prospective teachers receive—

23 “(A) coursework and training in providing
 24 instruction in core academic subjects;

1 “(B) training in providing instruction to
 2 diverse populations, including children with dis-
 3 abilities, limited English proficient students,
 4 gifted students, and children from low-income
 5 families; and

6 “(C) training on how to effectively teach in
 7 urban and rural schools, as applicable.”; and

8 (3) in subsection (c), by striking “institution”
 9 and inserting “entity”.

10 **SEC. 108. STATE FUNCTIONS.**

11 Section 207 of the Higher Education Act of 1965 (20
 12 U.S.C. 1022f) is amended to read as follows:

13 **“SEC. 207. STATE FUNCTIONS.**

14 “(a) STATE ASSESSMENT.—

15 “(1) IN GENERAL.—In order to receive funds
 16 under this Act, a State shall conduct an assessment
 17 to identify at-risk and low-performing teacher prepa-
 18 ration programs in the State and to assist such pro-
 19 grams through the provision of technical assistance.

20 “(2) PROVISION OF LOW PERFORMING LIST.—

21 Each State described in paragraph (1) shall—

22 “(A) provide the Secretary with an annual
 23 list of low-performing teacher preparation pro-
 24 grams and an identification of those programs

1 at risk of being placed on such list, as applica-
2 ble;

3 “(B) report any teacher preparation pro-
4 gram that has been closed and the reasons for
5 such closure; and

6 “(C) describe the assessment, described in
7 paragraph (1), in the report under section
8 205(b).

9 “(3) DETERMINATION OF AT RISK AND LOW-
10 PERFORMING PROGRAMS.—The levels of perform-
11 ance and the criteria for meeting those levels for
12 purposes of the assessment under paragraph (1)
13 shall be determined by the State in consultation with
14 a representative group of community stakeholders,
15 including, at a minimum, representatives of leaders
16 and faculty of traditional and alternative route
17 teacher preparation programs, pre-kindergarten
18 through 12th grade leaders and instructional staff,
19 current teacher candidates participating in tradi-
20 tional and alternative route teacher preparation pro-
21 grams, the State’s standards board or other appro-
22 priate standards body, and other stakeholders identi-
23 fied by the State. In making such determination, the
24 State shall consider multiple measures and the infor-

1 mation reported by teacher preparation entities
2 under section 205.

3 “(b) REPORTING AND IMPROVEMENT.—In order to
4 receive funds under this Act, a State shall—

5 “(1) report any programs described in sub-
6 section (a) to the Secretary;

7 “(2) establish a period of improvement and re-
8 design (as established by the State) for programs
9 identified as at-risk under subsection (a);

10 “(3) provide programs identified as at-risk
11 under subsection (a) with technical assistance for a
12 period of not longer than 3 years;

13 “(4) identify at-risk programs as low-per-
14 forming if there is not sufficient improvement fol-
15 lowing the period of technical assistance provided by
16 the State; and

17 “(5) subject low-performing programs to the
18 provisions described in subsection (c) (as determined
19 by the State) not later than 1 year after the date
20 of such identification as a low-performing program.

21 “(c) TERMINATION OF ELIGIBILITY.—Any teacher
22 preparation program that is projected to close—

23 “(1) shall be ineligible for any funding for pro-
24 fessional development activities awarded by the De-
25 partment;

1 “(2) may not be permitted to provide new
2 awards under subpart 9 of part A of title IV; and

3 “(3) shall provide transitional support, includ-
4 ing remedial services if necessary, for students en-
5 rolled in the program in the year prior to such clo-
6 sure.

7 “(d) APPLICATION OF THE REQUIREMENTS.—The
8 requirements of this section shall apply to both traditional
9 teacher preparation programs and alternative routes to
10 State certification and licensure programs.”.

11 **SEC. 109. AUTHORIZATION OF APPROPRIATIONS.**

12 Section 209 of the Higher Education Act of 1965 (20
13 U.S.C. 1022h) is amended—

14 (1) by striking “2009” and inserting “2014”;
15 and

16 (2) by striking “two” and inserting “5”.

17 **TITLE II—PARTNERSHIPS WITH**
18 **HIGHER EDUCATION TO IM-**
19 **PROVE TEACHER PREPARA-**
20 **TION PROGRAMS**

21 **SEC. 201. STATE USE OF FUNDS.**

22 Section 2113 of the Elementary and Secondary Edu-
23 cation Act of 1965 (20 U.S.C. 6613) is amended—

1 (1) in subsection (a)(2) by striking “to make
2 subgrants” and all that follows and inserting “for
3 activities consistent with subpart 3; and”; and

4 (2) by adding at the end the following:

5 “(g) ADDITIONAL ACTIVITIES.—The State edu-
6 cational agency for a State that receives a grant under
7 section 2111 shall assist the State higher education agen-
8 cy (if the State higher education agency is not the State
9 educational agency) in conducting the activities described
10 under subpart 3.

11 “(h) ACTIVITIES RELATED TO THE HIGHER EDU-
12 CATION ACT.—A State that receives a grant under section
13 2111 shall—

14 “(1) apply the requirements of section 207 of
15 the Higher Education Act of 1965 to all teacher
16 preparation programs in the State, including pro-
17 grams operated by institutions of higher education
18 (whether such institutions are public, private, or for-
19 profit), and any other program in the State which
20 provides teacher preparation; and

21 “(2) develop and solicit public comment on cri-
22 teria used to assess or identify low-performing teach-
23 er preparation programs under section 207 of the
24 Higher Education Act of 1965 (including any cri-
25 teria in existence on the day before the date of en-

1 actment of the Educator Preparation Reform Act)
 2 and make any such criteria publicly available.

3 “(i) CRITERIA.—The criteria described under sub-
 4 section (h)(2) shall—

5 “(1) include multiple measures of performance
 6 of individual teachers, such as teacher and principal
 7 evaluation, student satisfaction, and evidence of stu-
 8 dent learning; and

9 “(2) consider information reported by teacher
 10 preparation entities under section 205 of the Higher
 11 Education Act of 1965.

12 “(j) WITHHOLDING OF STATE ADMINISTRATIVE
 13 FUNDS.—The Secretary may withhold administrative
 14 funds provided to States under this Act if a State fails
 15 to develop, implement, and publicly disclose its criteria for
 16 low-performing and at-risk teacher preparation pro-
 17 grams.”.

18 **SEC. 202. STATE AGENCY FOR HIGHER EDUCATION.**

19 Subpart 3 of part A of title II of the Elementary and
 20 Secondary Education Act of 1965 (20 U.S.C. 6631 et
 21 seq.) is amended to read as follows:

1 **“Subpart 3—State Educational Agency or State**
2 **Agency for Higher Education Grants**

3 **“SEC. 2131. GRANTS.**

4 “(a) IN GENERAL.—The State agency for higher edu-
5 cation for a State that receives a grant under section
6 2111, working in conjunction with the State educational
7 agency (if such agencies are separate), shall use the funds
8 reserved under section 2113(a)(2) to carry out the activi-
9 ties described in section 2133, either directly or through
10 subgrants to eligible entities, as described in this subpart.

11 “(b) DISTRIBUTION.—In making subgrants to eligi-
12 ble entities under this subpart, the State agency for higher
13 education shall ensure that such subgrants are equitably
14 distributed by geographic area within the State.

15 **“SEC. 2132. APPLICATIONS.**

16 “If the State agency for higher education makes sub-
17 grants under this subpart to carry out the activities de-
18 scribed in section 2133, to be eligible to receive a
19 subgrant, an eligible entity shall submit an application to
20 the State agency for higher education at such time, in
21 such manner, and containing such information as the
22 agency may require.

23 **“SEC. 2133. USE OF FUNDS AND WITHHOLDING.**

24 “(a) IN GENERAL.—

25 “(1) REQUIRED USES OF FUNDS.—In using the
26 funds reserved under section 2113(a)(2), the State

1 agency for higher education shall, directly or
2 through subgrants to eligible entities, use such funds
3 for the following activities:

4 “(A) Providing technical assistance to and
5 closing low-performing teacher preparation pro-
6 grams, as identified under section 207 of the
7 Higher Education Act of 1965, under which the
8 State agency for higher education shall—

9 “(i) assist teacher preparation pro-
10 grams that are at risk of being identified
11 as low performing, or have been identified
12 as low performing, under such section,
13 through—

14 “(I) technical assistance designed
15 to identify the reasons such programs
16 are at risk of being identified, or have
17 been identified, as low performing;

18 “(II) the development of an im-
19 provement plan to address the reasons
20 identified under subclause (I);

21 “(III) technical assistance to im-
22 plement the plan described under sub-
23 clause (II); and

1 “(IV) other such assistance that
2 responds to the reasons for such iden-
3 tification; and

4 “(ii) if such a program described
5 under clause (i) is identified as low per-
6 forming after such technical assistance and
7 a period of time for program improvement
8 (as determined by the State), terminate
9 the eligibility of such a program as de-
10 scribed in section 207 of the Higher Edu-
11 cation Act of 1965 or if the State agency
12 for higher education does not oversee such
13 program, assisting such other State agency
14 in terminating such eligibility.

15 “(B) Developing a system for assessing the
16 quality and effectiveness of professional devel-
17 opment offered throughout the State (in con-
18 junction with the appropriate State agency, if
19 an agency other than the State agency for high-
20 er education is responsible for professional de-
21 velopment of teachers in such State).

22 “(2) ALLOWABLE USES OF FUNDS.—In using
23 the funds reserved under section 2113(a)(2), the
24 State agency for higher education may, directly or

1 through subgrants to eligible entities, use such funds
2 for the following activities:

3 “(A) Developing and implementing a valid
4 and reliable teacher performance assessment for
5 use by—

6 “(i) institutions of higher education
7 and other providers of teacher preparation
8 in the State in assessing the effectiveness
9 of graduates of teacher preparation pro-
10 grams;

11 “(ii) a State educational agency (or
12 other State agency if such agency is re-
13 sponsible under State law for certification
14 or licensure of teachers in such State) in
15 determining any certification or licensure,
16 including certification through alternative
17 routes and full State certification or licen-
18 sure; or

19 “(iii) a local educational agency to in-
20 form hiring decisions, induction, and men-
21 toring programs, and to facilitate the
22 alignment of such performance assess-
23 ments to the criteria used in teacher eval-
24 uations.

1 “(B) Professional development activities in
2 core academic subjects to ensure that—

3 “(i) teachers and highly qualified
4 paraprofessionals, and, if appropriate,
5 principals have subject matter knowledge
6 in the academic subjects that the individ-
7 uals teach, including the use of computer
8 related technology to enhance student
9 learning; and

10 “(ii) principals have the instructional
11 leadership skills that will help such prin-
12 cipals work most effectively with teachers
13 to help students master core academic sub-
14 jects.

15 “(C) Developing and providing assistance
16 to local educational agencies and individuals
17 who are teachers, highly qualified paraprofes-
18 sionals, or principals of schools served by such
19 agencies, for sustained, high-quality profes-
20 sional development activities that—

21 “(i) ensure that the individuals are
22 able to use challenging State academic con-
23 tent standards and student academic
24 achievement standards, and State assess-
25 ments, to improve instructional practices

1 and improve student academic achieve-
2 ment;

3 “(ii) may include intensive programs
4 designed to prepare such individuals who
5 will return to a school to provide instruc-
6 tion related to the professional develop-
7 ment described in clause (i) to other such
8 individuals within such school; and

9 “(iii) may include activities of part-
10 nerships between 1 or more local edu-
11 cational agencies, 1 or more schools served
12 by such local educational agencies, and 1
13 or more institutions of higher education for
14 the purpose of improving teaching and
15 learning at low-performing schools.

16 “(b) WITHHOLDING.—In any fiscal year, if a State
17 does not meet the requirements of section 207 of the
18 Higher Education Act of 1965, including any require-
19 ments described under this part related to such section
20 207, the Secretary shall withhold a portion of the adminis-
21 trative funds that would be allocated to such State under
22 this Act.

23 **“SEC. 2134. RULE OF CONSTRUCTION.**

24 “Nothing in this subpart shall be construed to alter
25 or otherwise affect the rights, remedies, and procedures

1 afforded to the employees of local educational agencies
 2 under Federal, State, or local laws (including applicable
 3 regulations or court orders) or under the terms of collec-
 4 tive bargaining agreements, memoranda of understanding,
 5 or other agreements between such employees and their em-
 6 ployers.

7 **“SEC. 2135. DEFINITION OF ELIGIBLE ENTITY.**

8 “In this subpart, the term ‘eligible entity’ means—

9 “(1) an institution of higher education, as de-
 10 fined in section 101(a) of the Higher Education Act
 11 of 1965;

12 “(2) a local educational agency;

13 “(3) a school or college of education;

14 “(4) a nonprofit organization; or

15 “(5) a partnership of any of the entities de-
 16 scribed in paragraphs (1) through (4).”.

17 **TITLE III—AMENDMENTS TO**
 18 **THE TEACH GRANTS**

19 **SEC. 301. PROGRAM ESTABLISHED.**

20 Section 420M of the Higher Education Act of 1965
 21 (20 U.S.C. 1070g–1) is amended by adding at the end
 22 the following:

23 “(e) PROGRAMS PROJECTED TO CLOSE.—An institu-
 24 tion of higher education that offers a teacher preparation
 25 program that is projected to close—

1 “(1) may not provide new awards under this
2 subpart; and

3 “(2) shall provide transitional support, includ-
4 ing remedial services if necessary, for students en-
5 rolled in the program in the year prior to such clo-
6 sure.”.

7 **SEC. 302. APPLICATIONS; ELIGIBILITY.**

8 Section 420N of the Higher Education Act of 1965
9 (20 U.S.C. 1070g-2) is amended—

10 (1) in subsection (a)(2)—

11 (A) in subparagraph (A), by striking
12 clause (iii) and inserting the following:

13 “(iii) the student is completing the
14 third, fourth, or fifth year of a program of
15 undergraduate education or a program of
16 postbaccalaureate education, necessary to
17 begin a career in teaching; or”; and

18 (B) in subparagraph (B), by striking
19 clause (ii) and inserting the following:

20 “(ii) the applicant is or was a teacher
21 who is using alternative certification routes
22 that have not been identified as low per-
23 forming or at risk by the State.”; and

24 (2) in subsection (b), by striking paragraph (2)
25 and inserting the following:

1 “(2) in the event that the applicant is deter-
2 mined to have failed or refused to carry out such
3 service obligation, the sum of the amounts of any
4 TEACH Grants received by such applicant, pro-
5 rated by the percentage of service obligation that
6 has not been met, will be treated as a loan and col-
7 lected from the applicant in accordance with sub-
8 section (c) and regulations thereunder; and”.

○