

115TH CONGRESS
2D SESSION

S. 3340

To amend title II of the Higher Education Act of 1965 to provide for teacher, principal, and other school leader quality enhancement.

IN THE SENATE OF THE UNITED STATES

AUGUST 1, 2018

Mr. HATCH (for himself, Mr. BENNET, Mr. CORNYN, and Mr. WARNER) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To amend title II of the Higher Education Act of 1965 to provide for teacher, principal, and other school leader quality enhancement.

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 “Teachers and School
5 Leaders Need Education and Development to be Empow-
6 ered Resources in Schools Act” or the “Teachers and
7 School LEADERS Act”.

1 **SEC. 2. TEACHER, PRINCIPAL, AND OTHER SCHOOL LEAD-**
 2 **ER QUALITY ENHANCEMENT.**

3 (a) DEFINITIONS.—Section 200 of the Higher Edu-
 4 cation Act of 1965 (20 U.S.C. 1021) is amended to read
 5 as follows:

6 **“SEC. 200. DEFINITIONS.**

7 “In this title:

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

10 “(A) when referring to an organizational
 11 unit of an institution of higher education, any
 12 academic unit that offers one or more academic
 13 majors in disciplines or content areas cor-
 14 responding to the academic subject matter
 15 areas in which teachers provide instruction; and

16 “(B) when referring to a specific academic
 17 subject area, the disciplines or content areas in
 18 which academic majors are offered by the arts
 19 and sciences organizational unit.

20 “(2) CHILDREN FROM LOW-INCOME FAMI-
 21 LIES.—The term ‘children from low-income families’
 22 means children described in section 1124(c)(1)(A) of
 23 the Elementary and Secondary Education Act of
 24 1965.

25 “(3) EARLY CHILDHOOD EDUCATOR.—The
 26 term ‘early childhood educator’ means an individual

1 with primary responsibility for the education of chil-
 2 dren in an early childhood education program.

3 “(4) EDUCATIONAL SERVICE AGENCY.—The
 4 term ‘educational service agency’ has the meaning
 5 given the term in section 8101 of the Elementary
 6 and Secondary Education Act of 1965.

7 “(5) ELIGIBLE PARTNERSHIP.—

8 “(A) ELIGIBLE ENTITY.—In this para-
 9 graph, the term ‘eligible entity’ means an entity
 10 that shall include—

11 “(i) a high-need local educational
 12 agency; and

13 “(ii)(I) a high-need school or a con-
 14 sortium of high-need schools served by the
 15 high-need local educational agency; or

16 “(II) as applicable, a high-need early
 17 childhood education program.

18 “(B) IN GENERAL.—Except as otherwise
 19 provided in section 251, the term ‘eligible part-
 20 nership’ means an eligible entity that is in part-
 21 nership with at least one of the following enti-
 22 ties whose practices have a demonstrated record
 23 of success with high-need local educational
 24 agencies (including in addressing the eligible
 25 entity’s human capital needs):

1 “(i) A partner institution.

2 “(ii) A school, department, or pro-
 3 gram of education within such partner in-
 4 stitution, which may include an existing
 5 teacher or school leader professional devel-
 6 opment program with proven outcomes
 7 that provides intensive and sustained col-
 8 laboration between faculty, or program
 9 staff, and local educational agencies con-
 10 sistent with the requirements of this title.

11 “(iii) A school or department of arts
 12 and sciences within such partner institu-
 13 tion.

14 “(iv) An entity operating a program
 15 that provides alternative routes to State
 16 certification of teachers or school leaders.

17 “(v) A public or private nonprofit edu-
 18 cational organization.

19 “(vi) An educational service agency.

20 “(C) PERMISSIVE PARTNERS.—An ‘eligible
 21 partnership’ may include any of the following:

22 “(i) The Governor of the State.

23 “(ii) The State educational agency.

24 “(iii) The State board of education.

1 “(iv) The State agency for higher edu-
2 cation.

3 “(v) A business.

4 “(vi) A teacher organization.

5 “(vii) A high-performing local edu-
6 cational agency, or a consortium of such
7 local educational agencies, that can serve
8 as a resource to the partnership.

9 “(viii) A charter school (as defined in
10 section 4310 of the Elementary and Sec-
11 ondary Education Act of 1965).

12 “(ix) A school or department within
13 the partner institution that focuses on psy-
14 chology and human development.

15 “(x) A school or department within
16 the partner institution with comparable ex-
17 pertise in the disciplines of teaching, learn-
18 ing, and child and adolescent development.

19 “(6) ENGLISH LEARNER.—The term ‘English
20 learner’ has the meaning given the term in section
21 8101 of the Elementary and Secondary Education
22 Act of 1965.

23 “(7) ESSENTIAL COMPONENTS OF READING IN-
24 STRUCTION.—The term ‘essential components of
25 reading instruction’ has the meaning given the term

1 in section 1208 of the Elementary and Secondary
2 Education Act of 1965 as such section was in effect
3 on the day before the enactment of the Every Stu-
4 dent Succeeds Act.

5 “(8) EVIDENCE-BASED.—The term ‘evidence-
6 based’ has the meaning given the term in section
7 8101 of the Elementary and Secondary Education
8 Act of 1965.

9 “(9) EXEMPLARY TEACHER.—The term ‘exem-
10 plary teacher’ has the meaning given the term in
11 section 9101 of the Elementary and Secondary Edu-
12 cation Act of 1965 as such section was in effect on
13 the day before the enactment of the Every Student
14 Succeeds Act.

15 “(10) HIGH-NEED EARLY CHILDHOOD EDU-
16 CATION PROGRAM.—The term ‘high-need early child-
17 hood education program’ means an early childhood
18 education program serving children from low-income
19 families that is located within the geographic area
20 served by a high-need local educational agency.

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

1 “(A) for which not less than 20 percent of
 2 the children served by the agency are children
 3 from low-income families;

4 “(B) that serves not fewer than 10,000
 5 children from low-income families;

6 “(C) that meets the eligibility requirements
 7 for funding under the Small, Rural School
 8 Achievement Program under section 5211(b) of
 9 the Elementary and Secondary Education Act
 10 of 1965; or

11 “(D) that meets the eligibility require-
 12 ments for funding under the Rural and Low-In-
 13 come School Program under section 5221(b) of
 14 the Elementary and Secondary Education Act
 15 of 1965.

16 “(12) HIGH-NEED SCHOOL.—

17 “(A) IN GENERAL.—The term ‘high-need
 18 school’ has the meaning given the term in sec-
 19 tion 2221(b) of the Elementary and Secondary
 20 Education Act of 1965.

21 “(B) SPECIAL RULE.—

22 “(i) DESIGNATION BY THE SEC-
 23 RETARY.—The Secretary may, upon ap-
 24 proval of an application submitted by an
 25 eligible partnership seeking a grant under

1 this title, designate a school that does not
 2 qualify as a high-need school under sub-
 3 paragraph (A) as a high-need school for
 4 the purpose of this title. The Secretary
 5 shall base the approval of an application
 6 for designation of a school under this
 7 clause on a consideration of the informa-
 8 tion required under clause (ii), and may
 9 also take into account other information
 10 submitted by the eligible partnership.

11 “(ii) APPLICATION REQUIREMENTS.—
 12 An application for designation of a school
 13 under clause (i) shall include—

14 “(I) the number and percentage
 15 of students attending such school who
 16 are—

17 “(aa) age 5 through 17 in
 18 poverty counted in the most re-
 19 cent census data approved by the
 20 Secretary;

21 “(bb) eligible for a free or
 22 reduced price school lunch under
 23 the Richard B. Russell National
 24 School Lunch Act;

1 “(cc) in families receiving
 2 assistance under the State pro-
 3 gram funded under part A of
 4 title IV of the Social Security
 5 Act; or

6 “(dd) eligible to receive med-
 7 ical assistance under the Med-
 8 icaid program;

9 “(II) information about the stu-
 10 dent academic achievement of stu-
 11 dents at such school; and

12 “(III) for a secondary school, the
 13 graduation rate for such school.

14 “(13) HIGHLY COMPETENT.—The term ‘highly
 15 competent’, when used with respect to an early
 16 childhood educator, means an educator—

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

20 “(B) with—

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

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

1 “(C) who has demonstrated a high level of
2 knowledge and use of content and pedagogy in
3 the relevant areas associated with quality early
4 childhood education.

5 “(14) INDUCTION PROGRAM.—The term ‘induc-
6 tion program’ means a formalized program for new
7 teachers or school leaders, during not less than the
8 teachers’ or school leaders’ first 2 years of, respec-
9 tively, teaching or leading, that is designed to pro-
10 vide support for, and improve the professional per-
11 formance and advance the retention in the education
12 field of, new teachers or school leaders. Such pro-
13 gram shall promote effective teaching or leadership
14 skills and shall include the following components:

15 “(A) High-quality mentoring.

16 “(B) Periodic, structured time for collabo-
17 ration, including with mentors, as well as time
18 for information-sharing among teachers, prin-
19 cipals, other school leaders and administrators,
20 other appropriate instructional staff, and par-
21 ticipating faculty or program staff in the part-
22 ner institution.

23 “(C) The application of evidence-based in-
24 structional practices.

1 “(D) Opportunities for new teachers or
2 school leaders to draw directly on the expertise
3 of mentors, faculty or program staff, and re-
4 searchers to support the integration of evidence-
5 based research with practice.

6 “(E) The development of skills in evidence-
7 based instructional and behavioral interven-
8 tions.

9 “(F) Faculty or program staff who—

10 “(i) model the integration of research
11 and practice in the classroom and school;
12 and

13 “(ii) as appropriate, assist new teach-
14 ers or school leaders with the effective use
15 and integration of technology into the
16 classroom or school.

17 “(G) Interdisciplinary collaboration among
18 exemplary teachers or school leaders, faculty or
19 program staff, researchers, and other staff who
20 prepare new teachers or school leaders with re-
21 spect to, as applicable, the learning process, the
22 assessment of learning, or the leadership of a
23 school.

24 “(H) As applicable to the role of the teach-
25 er or school leader, assistance with the under-

1 standing of data, particularly student achieve-
 2 ment data, and the applicability of such data in
 3 classroom instruction and school leadership.

4 “(I) Regular and structured observation
 5 and evaluation of new teachers by multiple eval-
 6 uators, including principals or other school
 7 leaders, using valid and reliable measures of
 8 teaching skills.

9 “(15) MENTORING.—The term ‘mentoring’
 10 means the mentoring of new or prospective teachers
 11 or school leaders through a program that—

12 “(A) includes clear criteria for the selec-
 13 tion of teacher or school leader mentors who
 14 may be program staff and who will provide role
 15 model relationships for mentees, which criteria
 16 shall be developed by the eligible partnership
 17 and based on evidence-based measures of teach-
 18 er or school leader effectiveness;

19 “(B) as applicable, provides high-quality
 20 training for such mentors, including instruc-
 21 tional strategies for literacy instruction and
 22 classroom management (including approaches
 23 that improve the schoolwide climate for learn-
 24 ing, which may include positive behavioral inter-
 25 ventions and supports);

1 “(C) as applicable, provides regular and
 2 ongoing opportunities for mentors and mentees
 3 to observe each other’s teaching or leading
 4 methods in classroom or school settings during
 5 the day in a high-need school in the high-need
 6 local educational agency in the eligible partner-
 7 ship;

8 “(D) provides paid release time for men-
 9 tors, as applicable;

10 “(E) for teachers, provides mentoring to
 11 each mentee by a colleague who teaches in the
 12 same field, grade, or subject as the mentee;

13 “(F) for teachers, promotes empirically
 14 based practice of, and evidence-based research
 15 on, where applicable—

16 “(i) teaching and learning;

17 “(ii) assessment of student learning;

18 “(iii) the development of teaching
 19 skills through the use of instructional and
 20 behavioral interventions; and

21 “(iv) the improvement of the mentees’
 22 capacity to measurably advance student
 23 learning; and

24 “(G) includes—

1 “(i) common planning time or regu-
 2 larly scheduled collaboration for the men-
 3 tor and mentee; and

4 “(ii) as applicable, joint professional
 5 development opportunities.

6 “(16) PARENT.—The term ‘parent’ has the
 7 meaning given the term in section 8101 of the Ele-
 8 mentary and Secondary Education Act of 1965.

9 “(17) PARTNER INSTITUTION.—The term ‘part-
 10 ner institution’ means an institution of higher edu-
 11 cation (which may be a 2-year institution of higher
 12 education offering a dual program with a 4-year in-
 13 stitution of higher education), a local educational
 14 agency, or a private nonprofit organization that is
 15 participating in an eligible partnership and has a
 16 teacher or school leader preparation program that—

17 “(A) in the case of a teacher preparation
 18 program—

19 “(i) graduates prospective teachers
 20 who exhibit strong performance on State-
 21 determined qualifying assessments for new
 22 teachers as demonstrated by—

23 “(I) 80 percent or more of such
 24 graduates of the program who intend
 25 to enter the field of teaching having

1 passed all of the applicable State
2 qualification assessments for new
3 teachers, which shall include an as-
4 sessment of each prospective teacher's
5 subject matter knowledge in the con-
6 tent area in which the teacher intends
7 to teach; or

8 “(II) being ranked among the
9 highest-performing teacher prepara-
10 tion programs in the State as deter-
11 mined by the State using the State re-
12 port card on teacher preparation re-
13 quired under section 205(b); and

14 “(ii) requires each student in the pro-
15 gram—

16 “(I) to meet high academic
17 standards or demonstrate a record of
18 success, as determined by the institu-
19 tion (including prior to entering and
20 being accepted into a program), and
21 participate in intensive clinical experi-
22 ence;

23 “(II) preparing to become a
24 teacher to meet the applicable State
25 certification and licensure require-

1 ments, including any requirements for
2 certification obtained through alter-
3 native routes to certification, or, with
4 regard to special education teachers,
5 to meet the qualifications described in
6 section 612(a)(14)(C) of the Individ-
7 uals with Disabilities Education Act;
8 and

9 “(III) preparing to become an
10 early childhood educator to meet de-
11 gree requirements, as established by
12 the State, and become highly com-
13 petent; and

14 “(B) in the case of a school leader prepa-
15 ration program—

16 “(i) graduates prospective principals
17 and other school leaders who exhibit a
18 strong record of successful school leader-
19 ship as demonstrated by—

20 “(I) a high percentage of such
21 graduates taking positions as school
22 leaders, particularly in high-need
23 schools, within 3 years of completing
24 the program; and

1 “(II) a high percentage of such
2 graduates rated effective or above in
3 State school leader evaluation and
4 support systems (as described in sec-
5 tion 2101(c)(4)(B)(ii) of the Elemen-
6 tary and Secondary Education Act of
7 1965) or, if no such ratings are avail-
8 able, other, comparable indicators of
9 performance;

10 “(ii) requires each student in the pro-
11 gram to demonstrate strong potential to
12 improve student academic achievement,
13 based on a rigorous selection process that
14 reviews a candidate’s prior academic
15 achievement or record of professional ac-
16 complishment (including, as applicable, a
17 demonstrated record of increasing student
18 academic achievement for all students and
19 for the subgroups of students defined in
20 section 1111(c)(2) of the Elementary and
21 Secondary Education Act of 1965 prior to
22 a student’s being accepted into and enter-
23 ing a program); and

24 “(iii) requires each student in the pro-
25 gram to participate in intensive clinical ex-

1 perience in a school-based setting (includ-
 2 ing by assuming substantial leadership re-
 3 sponsibilities) where the student can be
 4 evaluated on leadership skills and on his or
 5 her effect on student outcomes as part of
 6 program completion.

7 “(18) PROFESSIONAL DEVELOPMENT.—The
 8 term ‘professional development’ has the meaning
 9 given the term in section 8101 of the Elementary
 10 and Secondary Education Act of 1965.

11 “(19) SCHOOL LEADER.—The term ‘school
 12 leader’ has the meaning given the term in section
 13 8101 of the Elementary and Secondary Education
 14 Act of 1965.

15 “(20) TEACHING RESIDENCY PROGRAM.—The
 16 term ‘teaching residency program’ means a school-
 17 based teacher preparation program in which a pro-
 18 spective teacher—

19 “(A) for one academic year, teaches along-
 20 side a mentor teacher, who is the teacher of
 21 record;

22 “(B) receives concurrent instruction during
 23 the year described in subparagraph (A) from an
 24 eligible partner described in any of clauses (i)
 25 through (vi) of paragraph (6)(B), which courses

1 may be taught by local educational agency per-
 2 sonnel or residency program faculty, in the
 3 teaching of the content area in which the teach-
 4 er will become certified or licensed;

5 “(C) acquires effective teaching skills; and

6 “(D) prior to completion of the program,
 7 attains full State teacher certification or licen-
 8 sure, and, with respect to special education
 9 teachers, meets the qualifications described in
 10 section 612(a)(14)(C) of the Individuals with
 11 Disabilities Education Act.

12 “(21) TEACHING SKILLS.—The term ‘teaching
 13 skills’ means skills that enable a teacher to—

14 “(A) increase student learning, achieve-
 15 ment, and the ability to apply knowledge, which
 16 may include through the use of data, including
 17 data from interim, formative, and summative
 18 assessments, and student growth data, attend-
 19 ance, behavior, course grades, and other meas-
 20 ures of school quality or student success to im-
 21 prove student achievement and to improve
 22 classroom instruction;

23 “(B) effectively convey and explain aca-
 24 demic subject matter;

1 “(C) effectively teach higher-order analyt-
2 ical, evaluation, problem-solving, and commu-
3 nication skills;

4 “(D) employ strategies grounded in the
5 disciplines of teaching and learning that—

6 “(i) are based on empirically based
7 practice and evidence-based research,
8 where applicable, related to teaching and
9 learning;

10 “(ii) are specific to academic subject
11 matter; and

12 “(iii) focus on the identification of
13 students’ specific learning needs, particu-
14 larly students with disabilities, students
15 who are English learners, students who are
16 gifted and talented, and students with low
17 literacy levels, and the tailoring of aca-
18 demic instruction to such needs;

19 “(E) conduct an ongoing assessment of
20 student learning, which may include the use of
21 formative assessments, performance-based as-
22 sessments, project-based assessments, or port-
23 folio assessments, that measures higher-order
24 thinking skills (including application, analysis,
25 synthesis, and evaluation);

1 “(F) effectively manage a classroom, in-
 2 cluding the ability to implement positive behav-
 3 ioral interventions and support strategies;

4 “(G) communicate and work with parents,
 5 and involve parents in their children’s edu-
 6 cation; and

7 “(H) use, in the case of an early childhood
 8 educator, age-appropriate and developmentally
 9 appropriate strategies and practices for children
 10 in early childhood education programs.

11 “(22) WELL-ROUNDED EDUCATION.—The term
 12 ‘well-rounded education’ has the meaning given the
 13 term in section 8101 of the Elementary and Sec-
 14 ondary Education Act of 1965.”.

15 (b) TEACHER AND SCHOOL LEADER QUALITY PART-
 16 NERSHIP GRANTS.—Part A of title II of the Higher Edu-
 17 cation Act of 1965 (20 U.S.C. 1022 et seq.) is amended
 18 to read as follows:

19 **“PART A—TEACHER AND SCHOOL LEADER**
 20 **QUALITY PARTNERSHIP GRANTS**

21 **“SEC. 201. PURPOSES.**

22 “The purposes of this part are to—

23 “(1) improve student achievement;

24 “(2) improve the quality of prospective and new
 25 teachers, principals, and other school leaders by im-

1 proving the preparation of prospective teachers,
 2 principals, and other school leaders and enhancing
 3 professional development activities for new teachers,
 4 principals, and other school leaders;

5 “(3) hold teacher, principal, and other school
 6 leader preparation programs accountable for pre-
 7 paring effective teachers, principals, and other
 8 school leaders and for preparing teachers who meet
 9 the applicable State certification and licensure re-
 10 quirements, including any requirements for certifi-
 11 cation obtained through alternative routes to certifi-
 12 cation or, with regard to special education teachers,
 13 who meet the qualifications described in section
 14 612(a)(14)(C) of the Individuals with Disabilities
 15 Education Act; and

16 “(4) recruit highly qualified individuals, includ-
 17 ing minorities and individuals from other occupa-
 18 tions, into the educator workforce.

19 **“SEC. 202. PARTNERSHIP GRANTS.**

20 “(a) PROGRAM AUTHORIZED.—From amounts made
 21 available under section 209, the Secretary is authorized
 22 to award grants, on a competitive basis, to eligible part-
 23 nerships, to enable the eligible partnerships to carry out
 24 the activities described in subsection (c).

1 “(b) APPLICATION.—Each eligible partnership desir-
 2 ing a grant under this section shall submit an application
 3 to the Secretary at such time, in such manner, and accom-
 4 panied by such information as the Secretary may require.
 5 Each such application shall contain—

6 “(1) a needs assessment of the partners in the
 7 eligible partnership with respect to—

8 “(A) the preparation, ongoing training,
 9 professional development, and retention of, as
 10 applicable to the role, general education and
 11 special education teachers, teacher leaders,
 12 principals, other school leaders, and early child-
 13 hood educators; and

14 “(B) the placement of such individuals in
 15 areas of high need, including rural and geo-
 16 graphically isolated communities and school
 17 leader shortage areas;

18 “(2) a description of the extent to which the
 19 program to be carried out with grant funds, as de-
 20 scribed in subsection (c), will prepare prospective
 21 and new teachers with strong teaching skills or pre-
 22 pare prospective and new school leaders with strong
 23 school leadership skills;

24 “(3) a description of how such program will
 25 prepare prospective and new teachers or school lead-

1 ers, or both, to understand and use research and
2 data to modify and improve classroom instruction or
3 support instructional leadership;

4 “(4) a description of—

5 “(A) how the eligible partnership will co-
6 ordinate strategies and activities assisted under
7 the grant with other teacher and school leader
8 preparation or professional development pro-
9 grams, including programs funded under title II
10 and other provisions of the Elementary and
11 Secondary Education Act of 1965 and the Indi-
12 viduals with Disabilities Education Act, and
13 through the National Science Foundation; and

14 “(B) how the activities of the partnership
15 will be consistent with State, local, and other
16 education reform activities that promote teacher
17 or school leader quality and student academic
18 achievement;

19 “(5) an assessment that describes the resources
20 available to the eligible partnership, including—

21 “(A) the integration of funds from other
22 related sources;

23 “(B) the intended use of the grant funds;
24 and

1 “(C) the commitment of the resources of
2 the partnership to the activities assisted under
3 this section, including financial support, faculty
4 or program staff participation, and time com-
5 mitments, and to the continuation of the activi-
6 ties when the grant ends;

7 “(6) a description of—

8 “(A) how the eligible partnership will meet
9 the purposes of this part;

10 “(B) how the partnership will carry out
11 the activities required under subsection (d), (e),
12 or (f) based on the needs identified in para-
13 graph (1), with the goal of improving student
14 academic achievement;

15 “(C) if the partnership chooses to use
16 funds under this section for a project or activi-
17 ties under subsection (g), how the partnership
18 will carry out such project or required activities
19 based on the needs identified in paragraph (1),
20 with the goal of improving student academic
21 achievement;

22 “(D) the partnership’s evaluation plan
23 under section 204(a);

1 “(E) how the partnership will align the
2 teacher or school leader preparation program
3 under subsection (c) with—

4 “(i) as applicable, State early learning
5 standards for early childhood education
6 programs and the relevant domains of
7 early childhood development; and

8 “(ii) challenging State academic
9 standards under section 1111(b)(2) of the
10 Elementary and Secondary Education Act
11 of 1965, established by the State in which
12 the partnership is located;

13 “(F) with respect to a grant for a teacher
14 preparation program or school leadership prepa-
15 ration program, how the partnership will pre-
16 pare or support general education teachers to
17 teach students with disabilities, including train-
18 ing related to participation as a member of in-
19 dividualized education program teams, as de-
20 fined in section 614(d)(1)(B) of the Individuals
21 with Disabilities Education Act;

22 “(G) with respect to a grant for a teacher
23 preparation program or school leadership prepa-
24 ration program, how the partnership will pre-
25 pare or support general education and special

1 education teachers to teach students who are
2 English learners;

3 “(H) with respect to a grant for a teacher
4 preparation program, how faculty at the part-
5 ner institution will work, during the term of the
6 grant, with teachers to meet the applicable
7 State certification and licensure requirements,
8 including any requirements for certification ob-
9 tained through alternative routes to certifi-
10 cation, or, with regard to special education
11 teachers, who meet the qualifications described
12 in section 612(a)(14)(C) of the Individuals with
13 Disabilities Education Act, in the classrooms of
14 high-need schools served by the high-need local
15 educational agency in the partnership 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

21 “(ii) train other classroom teachers to
22 implement literacy programs that incor-
23 porate the essential components of reading
24 instruction;

1 “(I) with respect to a grant for a teacher
 2 preparation program, how the partnership will
 3 design, implement, or enhance a year-long and
 4 rigorous teaching preservice clinical program
 5 component;

6 “(J) how the partnership will support in-
 7 service professional development strategies and
 8 activities;

9 “(K) how the partnership will recruit pro-
 10 gram participants, including, as practicable,
 11 how it will ensure that individuals who enter
 12 principal or other school leader preparation pro-
 13 grams have prior teaching or other appropriate
 14 experience; and

15 “(L) how the partnership will collect, ana-
 16 lyze, and use data on the retention of, as appli-
 17 cable, teachers, principals, other school leaders,
 18 and early childhood educators in schools and
 19 early childhood education programs located in
 20 the geographic area served by the partnership
 21 to evaluate the effectiveness of the partnership’s
 22 teacher and school leader support system;

23 “(7) with respect to an induction program car-
 24 ried out pursuant to paragraph (1)(B)(iv) or (3) of
 25 subsection (d)—

1 “(A) as applicable, a demonstration that
2 the schools and departments within the institu-
3 tion of higher education that are part of the in-
4 duction program will effectively prepare teach-
5 ers, including providing content expertise and
6 expertise in teaching, as appropriate;

7 “(B) a demonstration of the eligible part-
8 nership’s capability and commitment to, and
9 the accessibility to and involvement of faculty
10 or program staff in, the use of evidence-based
11 practice and research on teaching and learning;

12 “(C) a description of how the teacher prep-
13 aration program will design and implement an
14 induction program to support, through not less
15 than the first 2 years of teaching, all new
16 teachers who are prepared by the teacher prep-
17 aration program in the partnership and who
18 teach in the high-need local educational agency
19 in the partnership and, to the extent prac-
20 ticable, all new teachers who teach in such
21 high-need local educational agency, in the fur-
22 ther development of the new teachers’ teaching
23 skills, including the use of mentors who are
24 trained and compensated by such program for
25 the mentors’ work with new teachers; and

1 “(D) a description of how faculty involved
 2 in the induction program will be able to sub-
 3 stantially participate in an early childhood edu-
 4 cation program or an elementary school or sec-
 5 ondary school classroom setting, as applicable,
 6 including release time and receiving workload
 7 credit for such participation; and

8 “(8) with respect to a school leadership resi-
 9 dency program carried out under subsection (f), a
 10 description of how the program will address the
 11 school leadership needs of the geographic area to be
 12 served.

13 “(c) USE OF GRANT FUNDS.—

14 “(1) IN GENERAL.—An eligible partnership that
 15 receives a grant under this section shall use the
 16 grant funds to carry out a program for the pre-bac-
 17 calaureate preparation of teachers, the post-bacca-
 18 laureate preparation of teachers, school leaders, or
 19 teacher leaders under subsection (d), a teaching resi-
 20 dency program under subsection (e), a school leader-
 21 ship residency program under subsection (f), or a
 22 combination of such programs.

23 “(2) CLINICAL EXPERIENCES AND INTER-
 24 ACTIONS.—An eligible partnership that receives a

grant under this section may use not more than 10 percent of the grant funds to—

“(A) encourage the preservice and inservice clinical experiences and interactions of prospective and resident teachers or school leaders to inform the design of high-quality professional development, as described in section 8101(42) of the Elementary and Secondary Education Act of 1965, and induction programs for new teachers, if the student teaching or teaching residency program school and the placement school of such teachers are served by the same local educational agency;

“(B) improve teacher or school leader preparation programs’ clinical experiences, interactions, and curricula to identify skill deficiencies of prospective teachers or school leaders; and

“(C) create a feedback loop using data between teacher or school leader preparation programs and local educational agencies’ professional development for new teachers or school leaders.

“(d) PARTNERSHIP GRANTS FOR PRE-BACCALAUREATE PREPARATION OF TEACHERS, POST-BACCALAUREATE PREPARATION OF TEACHERS,

1 LAUREATE PREPARATION OF TEACHERS, TEACHER
 2 LEADERS, OR SCHOOL LEADERS.—An eligible partnership
 3 that receives a grant to carry out an effective program
 4 for the pre-baccalaureate preparation of teachers or post-
 5 baccalaureate preparation of teachers, teacher leaders, or
 6 school leaders shall carry out a program that includes all
 7 of the following:

8 “(1) REFORMS.—

9 “(A) IN GENERAL.—Implementing re-
 10 forms, described in subparagraph (B), within
 11 each teacher preparation program and, as appli-
 12 cable, each preparation program for early child-
 13 hood education programs, of the eligible part-
 14 nership that is assisted under this section, to
 15 hold each program accountable for—

16 “(i) preparing, as applicable—

17 “(I) new or prospective teachers
 18 to meet the applicable State certifi-
 19 cation and licensure requirements, in-
 20 cluding any requirements for certifi-
 21 cation obtained through alternative
 22 routes to certification or, with regard
 23 to special education teachers, who
 24 meet the qualifications described in
 25 section 612(a)(14)(C) of the Individ-

1 uals with Disabilities Education Act
 2 (including teachers in rural school dis-
 3 tricts who may teach multiple sub-
 4 jects, special educators, and teachers
 5 of students who are English learners);

6 “(II) such teachers, school lead-
 7 ers, and early childhood educators, to
 8 understand empirically based practice
 9 and evidence-based research related to
 10 teaching and learning and the applica-
 11 bility of such practice and research,
 12 including through the effective use of
 13 technology, instructional techniques,
 14 and strategies consistent with the
 15 principles of universal design for
 16 learning, and through positive behav-
 17 ioral interventions and support strate-
 18 gies to improve student achievement;
 19 and

20 “(III) as applicable, early child-
 21 hood educators to be highly com-
 22 petent; and

23 “(ii) promoting strong teaching and
 24 leading skills and techniques for early
 25 childhood educators to improve children’s

1 cognitive, social, emotional, and physical
2 development.

3 “(B) REQUIRED REFORMS.—The reforms
4 described in subparagraph (A) shall include, as
5 applicable—

6 “(i) implementing teacher preparation
7 program curriculum changes that improve,
8 evaluate, and assess how well all prospec-
9 tive and new teachers develop teaching
10 skills;

11 “(ii) using empirically based practice
12 and evidence-based research, where appli-
13 cable, about teaching and learning so that
14 all prospective teachers and, as applicable,
15 early childhood educators—

16 “(I) understand and can imple-
17 ment research-based teaching prac-
18 tices in classroom instruction;

19 “(II) have knowledge of student
20 learning methods;

21 “(III) possess skills to analyze
22 student academic achievement data
23 and other measures of student learn-
24 ing, and use such data and measures
25 to improve classroom instruction;

1 “(IV) possess teaching skills and
2 an understanding of effective instruc-
3 tional strategies across all applicable
4 content areas that enable general edu-
5 cation and special education teachers
6 and early childhood educators to—

7 “(aa) meet the specific
8 learning needs of all students, in-
9 cluding students with disabilities,
10 students who are English learn-
11 ers, students who are gifted and
12 talented, students with low lit-
13 eracy levels and, as applicable,
14 children in early childhood edu-
15 cation programs; and

16 “(bb) differentiate instruc-
17 tion for such students;

18 “(V) can effectively participate as
19 a member of the individualized edu-
20 cation program team, as defined in
21 section 614(d)(1)(B) of the Individ-
22 uals with Disabilities Education Act;
23 and

24 “(VI) can successfully employ ef-
25 fective strategies for reading instruc-

1 tion using the essential components of
2 reading instruction;

3 “(iii) ensuring collaboration with de-
4 partments, programs, or units of a partner
5 institution outside of the teacher prepara-
6 tion program in all academic content areas
7 to ensure that prospective teachers receive
8 training in both teaching and relevant con-
9 tent areas in order to meet the applicable
10 State certification and licensure require-
11 ments, including any requirements for cer-
12 tification obtained through alternative
13 routes to certification or, with regard to
14 special education teachers, who meet the
15 qualifications described in section
16 612(a)(14)(C) of the Individuals with Dis-
17 abilities Education Act, which may include
18 training in multiple subjects to teach mul-
19 tiple grade levels as may be needed for in-
20 dividuals preparing to teach in rural com-
21 munities and for individuals preparing to
22 teach students with disabilities;

23 “(iv) developing and implementing an
24 induction program;

1 “(v) developing admissions goals and
 2 priorities aligned with the hiring objectives
 3 of the high-need local educational agency
 4 in the eligible partnership; and

5 “(vi) implementing program and cur-
 6 riculum changes, as applicable, to ensure
 7 that prospective teachers have the requisite
 8 content knowledge, preparation, and degree
 9 to teach Advanced Placement or Inter-
 10 national Baccalaureate courses success-
 11 fully.

12 “(2) CLINICAL EXPERIENCE AND INTER-
 13 ACTION.—Developing and improving a sustained and
 14 high-quality preservice clinical education program to
 15 further develop the teaching skills of all prospective
 16 teachers and, as applicable, early childhood edu-
 17 cators, involved in the program. Such program shall
 18 do the following:

19 “(A) Incorporate year-long opportunities
 20 for enrichment, including—

21 “(i) clinical learning in classrooms in
 22 high-need schools served by the high-need
 23 local educational agency in the eligible
 24 partnership, and identified by the eligible
 25 partnership; and

1 “(ii) closely supervised interaction be-
 2 tween prospective teachers and faculty or
 3 program staff, experienced teachers, prin-
 4 cipals, other administrators, and other
 5 school leaders at early childhood education
 6 programs (as applicable), elementary
 7 schools, or secondary schools, and pro-
 8 viding support for such interaction.

9 “(B) Integrate pedagogy and classroom
 10 practice and promote effective teaching skills in
 11 academic content areas.

12 “(C) Provide high-quality teacher men-
 13 toring.

14 “(D) Be offered over the course of a pro-
 15 gram of teacher preparation.

16 “(E) Be tightly aligned with coursework
 17 (and may be developed as a fifth year of a
 18 teacher preparation program).

19 “(F) Where feasible, allow prospective
 20 teachers to learn to teach in the same local edu-
 21 cational agency in which the teachers will work,
 22 learning the instructional initiatives and cur-
 23 riculum of that local educational agency.

24 “(G) As applicable, provide training and
 25 experience to enhance the teaching skills of pro-

1 spective teachers to better prepare such teach-
 2 ers to meet the unique needs of teaching in
 3 rural or urban communities.

4 “(H) Provide support and training for in-
 5 dividuals participating in an activity for pro-
 6 spective or new teachers described in this para-
 7 graph or paragraph (1) or (3), and for individ-
 8 uals who serve as mentors for such teachers,
 9 based on each individual’s experience. Such
 10 support may include—

11 “(i) with respect to a prospective
 12 teacher or a mentor, release time for such
 13 individual’s participation;

14 “(ii) with respect to a faculty member,
 15 receiving course workload credit and com-
 16 pensation for time teaching in the eligible
 17 partnership’s activities; and

18 “(iii) with respect to a mentor, a sti-
 19 pend, which may include bonus, differen-
 20 tial, incentive, or performance pay, based
 21 on the mentor’s extra skills and respon-
 22 sibilities.

23 “(3) INDUCTION PROGRAMS FOR NEW TEACH-
 24 ERS OR SCHOOL LEADERS.—Creating an induction
 25 program for new teachers or school leaders, or, in

1 the case of an early childhood education program,
2 providing mentoring or coaching for new early child-
3 hood educators.

4 “(4) SUPPORT AND TRAINING FOR PARTICI-
5 PANTS IN EARLY CHILDHOOD EDUCATION PRO-
6 GRAMS.—In the case of an eligible partnership fo-
7 cusing on early childhood educator preparation, im-
8 plementing initiatives that increase compensation for
9 early childhood educators who attain associate or
10 baccalaureate degrees in early childhood education.

11 “(5) TEACHER OR SCHOOL LEADER RECRUIT-
12 MENT.—Developing and implementing effective
13 mechanisms (which may include alternative routes to
14 State certification of teachers) to ensure that the eli-
15 gible partnership is able to recruit qualified individ-
16 uals to meet the applicable State certification and li-
17 censure requirements, including any requirements
18 for certification obtained through alternative routes
19 to certification or, with regard to special education
20 teachers, who meet the qualifications described in
21 section 612(a)(14)(C) of the Individuals with Dis-
22 abilities Education Act, or to become school leaders,
23 through the activities of the eligible partnership,
24 which may include an emphasis on recruiting into
25 the teaching or school leadership professions—

1 “(A) individuals from underrepresented
2 populations;

3 “(B) individuals to teach or lead in rural
4 communities or high-need schools and teach in
5 teacher shortage areas, including mathematics,
6 science, special education, and the instruction
7 of students who are English learners; and

8 “(C) mid-career professionals from other
9 occupations, former military personnel, and re-
10 cent college graduates with a record of aca-
11 demic distinction.

12 “(6) LITERACY TRAINING.—Strengthening the
13 literacy teaching skills of prospective and, as appli-
14 cable, new elementary school and secondary school
15 teachers—

16 “(A) to implement literacy programs that
17 incorporate the essential components of reading
18 instruction;

19 “(B) to use screening, diagnostic, forma-
20 tive, and summative assessments to determine
21 students’ literacy levels, difficulties, and growth
22 in order to improve classroom instruction and
23 improve student reading and writing skills;

1 “(C) to provide individualized, intensive,
2 and targeted literacy instruction for students
3 with deficiencies in literacy skills; and

4 “(D) to integrate literacy skills in the
5 classroom across subject areas.

6 “(7) SUPPORT AND TRAINING FOR TEACHER
7 LEADERS.—In the case of an eligible partnership fo-
8 cusing on teacher leader preparation, providing ac-
9 tivities designed to enable experienced teachers to
10 serve effectively as teacher leaders.

11 “(8) SUPPORT AND TRAINING FOR SCHOOL
12 LEADERS.—In the case of an eligible partnership fo-
13 cusing on school leader preparation, providing high-
14 quality, differentiated, school-level support services
15 and training, to the extent feasible, to enable current
16 principals and instructional leadership teams to sup-
17 port teachers, teacher leaders, and other school
18 staff.

19 “(e) PARTNERSHIP GRANTS FOR THE ESTABLISH-
20 MENT OF TEACHING RESIDENCY PROGRAMS.—

21 “(1) IN GENERAL.—An eligible partnership re-
22 ceiving a grant to carry out an effective teaching
23 residency program shall carry out a program that
24 includes all of the following activities:

1 “(A) Supporting a teaching residency pro-
 2 gram described in paragraph (2) for high-need
 3 subjects and areas, as determined by the needs
 4 of the high-need local educational agency in the
 5 partnership.

6 “(B) Placing graduates of the teaching
 7 residency program in cohorts that facilitate pro-
 8 fessional collaboration, both among graduates
 9 of the teaching residency program and between
 10 such graduates and mentor teachers in the re-
 11 ceiving school.

12 “(C) Ensuring that teaching residents who
 13 participate in the teaching residency program
 14 receive—

15 “(i) effective preservice preparation as
 16 described in paragraph (2);

17 “(ii) teacher mentoring;

18 “(iii) support required through the in-
 19 duction program as the teaching residents
 20 enter the classroom as new teachers; and

21 “(iv) the preparation described in sub-
 22 paragraphs (A), (B), and (C) of subsection
 23 (d)(2).

24 “(2) TEACHING RESIDENCY PROGRAMS.—

“(A) ESTABLISHMENT AND DESIGN.—A teaching residency program under this paragraph shall be a program based upon models of successful teaching residencies that serves as a mechanism to prepare teachers for success in the high-need schools in the eligible partnership, and shall be designed to include the following characteristics of successful programs:

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

“(ii) Engagement of teaching residents in rigorous graduate-level coursework to earn a master’s degree while undertaking a guided teaching apprenticeship.

“(iii) Experience and learning opportunities alongside a trained and experienced mentor teacher—

“(I) whose teaching shall complement the residency program so that classroom clinical practice is tightly aligned with coursework;

“(II) who shall have extra responsibilities as a teacher leader of the teaching residency program, as a mentor for residents, and as a teacher

1 coach during the induction program
2 for new teachers, and for establishing,
3 within the program, a learning com-
4 munity in which all individuals are ex-
5 pected to continually improve their ca-
6 pacity to advance student learning;
7 and

8 “(III) who may be relieved from
9 teaching duties as a result of such ad-
10 ditional responsibilities.

11 “(iv) The establishment of clear cri-
12 teria for the selection of mentor teachers
13 based on measures of teacher effectiveness
14 and the appropriate subject area knowl-
15 edge. Evaluation of teacher effectiveness
16 shall be based on, but not limited to, ob-
17 servations of the following:

18 “(I) Planning and preparation,
19 including demonstrated knowledge of
20 content, pedagogy, and assessment,
21 including the use of formative and di-
22 agnostic assessments to improve stu-
23 dent learning.

1 “(II) Appropriate instruction
2 that engages students with different
3 learning styles.

4 “(III) Collaboration with col-
5 leagues to improve instruction.

6 “(IV) Analysis of gains in stu-
7 dent learning, based on multiple
8 measures that are valid and reliable
9 and that, when feasible, may include
10 valid, reliable, and objective measures
11 of the influence of teachers on the
12 rate of student academic progress.

13 “(V) In the case of mentor can-
14 didates who will be mentoring new or
15 prospective literacy and mathematics
16 coaches or instructors, appropriate
17 skills in the essential components of
18 reading instruction, teacher training
19 in literacy instructional strategies to
20 ensure students receive a well-rounded
21 education, and teacher training in
22 mathematics instructional strategies,
23 as appropriate.

1 “(v) Grouping of teaching residents in
2 cohorts to facilitate professional collabora-
3 tion among such residents.

4 “(vi) The development of admissions
5 goals and priorities—

6 “(I) that are aligned with the
7 hiring objectives of the local edu-
8 cational agency partnering with the
9 program, as well as the instructional
10 initiatives and curriculum of such
11 agency, in exchange for a commitment
12 by such agency to hire qualified grad-
13 uates from the teaching residency pro-
14 gram; and

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

21 “(vii) Support for residents, once the
22 teaching residents are hired as teachers of
23 record, through an induction program, pro-
24 fessional development, and networking op-
25 portunities to support the residents

1 through not less than the residents' first 2
 2 years of teaching.

3 “(B) SELECTION OF INDIVIDUALS AS
 4 TEACHER RESIDENTS.—

5 “(i) ELIGIBLE INDIVIDUAL.—In order
 6 to be eligible to be a teacher resident in a
 7 teaching residency program under this
 8 paragraph, an individual shall—

9 “(I) be a recent graduate of a 4-
 10 year institution of higher education or
 11 a mid-career professional from outside
 12 the field of education possessing
 13 strong content knowledge or a record
 14 of professional accomplishment; and

15 “(II) submit an application to
 16 the teaching residency program.

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

1 “(I) Strong content knowledge or
 2 record of accomplishment in the field
 3 or subject area to be taught.

4 “(II) Strong verbal and written
 5 communication skills, which may be
 6 demonstrated by performance on ap-
 7 propriate tests.

8 “(III) Other attributes linked to
 9 effective teaching, which may be de-
 10 termined by interviews or performance
 11 assessments, as specified by the eligi-
 12 ble partnership.

13 “(C) STIPENDS OR SALARIES; APPLICA-
 14 TIONS; AGREEMENTS; REPAYMENTS.—

15 “(i) STIPENDS OR SALARIES.—A
 16 teaching residency program under this sub-
 17 section shall provide a one-year living sti-
 18 pend or salary to teaching residents during
 19 the one-year teaching residency program.

20 “(ii) APPLICATIONS FOR STIPENDS OR
 21 SALARIES.—Each teacher residency can-
 22 didate desiring a stipend or salary during
 23 the period of residency shall submit an ap-
 24 plication to the eligible partnership at such
 25 time, and containing such information and

1 assurances, as the eligible partnership may
2 require.

3 “(iii) AGREEMENTS TO SERVE.—Each
4 application submitted under clause (ii)
5 shall contain or be accompanied by an
6 agreement that the applicant will—

7 “(I) serve as a full-time teacher
8 for a total of not less than 3 academic
9 years immediately after successfully
10 completing the one-year teaching resi-
11 dency program;

12 “(II) fulfill the requirement
13 under subclause (I) by teaching in a
14 high-need school served by the high-
15 need local educational agency in the
16 eligible partnership and teach a sub-
17 ject or area that is designated as high
18 need by the partnership;

19 “(III) provide to the eligible part-
20 nership a certificate, from the chief
21 administrative officer of the local edu-
22 cational agency in which the resident
23 is employed, of the employment re-
24 quired in subclauses (I) and (II) at
25 the beginning of, and upon completion

1 of, each year or partial year of serv-
2 ice;

3 “(IV) meet the applicable State
4 licensure requirements, including any
5 requirements for certification obtained
6 through alternative routes to certifi-
7 cation, or with regard to special edu-
8 cation teachers, who meet the quali-
9 fications described in section
10 612(a)(14)(C) of the Individuals with
11 Disabilities Education Act, when the
12 applicant begins to fulfill the service
13 obligation under this clause; and

14 “(V) comply with the require-
15 ments set by the eligible partnership
16 under clause (iv) if the applicant is
17 unable or unwilling to complete the
18 service obligation required by this
19 clause.

20 “(iv) REPAYMENTS.—

21 “(I) IN GENERAL.—A grantee
22 carrying out a teaching residency pro-
23 gram under this paragraph shall re-
24 quire a recipient of a stipend or salary
25 under clause (i) who does not com-

plete, or who notifies the partnership that the recipient intends not to complete, the service obligation required by clause (iii) to repay such stipend or salary to the eligible partnership, together with interest, at a rate specified by the partnership in the agreement, and in accordance with such other terms and conditions specified by the eligible partnership, as necessary.

“(II) OTHER TERMS AND CONDITIONS.—Any other terms and conditions specified by the eligible partnership may include reasonable provisions for pro-rata repayment of the stipend or salary described in clause (i) or for deferral of a teaching resident’s service obligation required by clause (iii), on grounds of health, incapacitation, inability to secure employment in a school served by the eligible partnership, being called to active duty in the Armed Forces of the

1 United States, or other extraordinary
2 circumstances.

3 “(III) USE OF REPAYMENTS.—

4 An eligible partnership shall use any
5 repayment received under this clause
6 to carry out additional activities that
7 are consistent with the purposes of
8 this subsection.

9 “(f) PARTNERSHIP GRANTS FOR THE ESTABLISH-
10 MENT OF SCHOOL LEADERSHIP RESIDENCY PRO-
11 GRAMS.—

12 “(1) IN GENERAL.—An eligible partnership that
13 receives a grant under this section may carry out an
14 effective school leadership residency program, which
15 may be carried out in partnership with a local edu-
16 cational agency located in a rural area.

17 “(2) SCHOOL LEADERSHIP RESIDENCY PRO-
18 GRAM DESCRIBED.—A school leadership residency
19 program under this subsection shall be a school-
20 based preparation program for principals, other
21 school leaders, early childhood education program di-
22 rectors, or a combination of those individuals in
23 which a participant—

24 “(A) for 1 academic year, engages in sus-
25 tained and rigorous clinical learning with sub-

1 stantial leadership responsibilities and oppor-
2 tunity to practice and be evaluated in an au-
3 thentic school or early childhood education pro-
4 gram setting; and

5 “(B) during that academic year—

6 “(i) participates in evidence-based
7 coursework that is aligned with leadership
8 standards and includes evaluation of can-
9 didates throughout the program and that
10 are integrated with clinical residency expe-
11 rience; and

12 “(ii) receives support from a mentor
13 principal or other effective school leader or
14 early childhood education director.

15 “(3) PROGRAM ACTIVITIES.—A school leader-
16 ship residency program under this subsection shall
17 include all of the following activities:

18 “(A) Preparing individuals enrolled or pre-
19 paring to enroll in school leadership programs
20 for careers as principals, early childhood edu-
21 cation program directors, or other school lead-
22 ers (including individuals preparing to work in
23 local educational agencies located in rural areas
24 who may perform multiple duties in addition to
25 the role of a school leader).

1 “(B) Using an evidence-based coursework
2 that is aligned with school leadership standards
3 (defined by the eligible partnership) and in-
4 cludes embedded participant assessments to
5 evaluate candidates before program completion,
6 training prospective principals and other school
7 leaders to effectively—

8 “(i) provide instructional leadership,
9 including by creating and maintaining a
10 data-driven, professional learning commu-
11 nity, within the leader’s school;

12 “(ii) provide a climate conducive to
13 the professional development of teachers,
14 with a focus on improving student aca-
15 demic achievement and the development of
16 effective instructional leadership skills;

17 “(iii) understand the teaching and as-
18 sessment skills needed to support success-
19 ful classroom instruction and to use data
20 to evaluate teacher instruction and drive
21 teacher and student learning;

22 “(iv) manage resources and school
23 time to improve student academic achieve-
24 ment and ensure the school environment is
25 safe;

1 “(v) engage and involve parents, com-
 2 munity members, the local educational
 3 agency, businesses, and other community
 4 leaders, to leverage additional resources to
 5 improve student academic achievement;
 6 and

7 “(vi) understand how students learn
 8 and develop in order to increase academic
 9 achievement for all students and provide a
 10 well-rounded education.

11 “(C) Ensuring that individuals who par-
 12 ticipate in the school leadership residency pro-
 13 gram receive—

14 “(i) effective preservice preparation as
 15 described in subparagraphs (B) and (D);

16 “(ii) mentoring;

17 “(iii) continuous feedback throughout
 18 the program on their progress; and

19 “(iv) if applicable, full State certifi-
 20 cation or licensure to become a school lead-
 21 er.

22 “(D) Developing and improving a sus-
 23 tained and high-quality preservice clinical edu-
 24 cation program to further develop the leader-
 25 ship skills of all prospective school leaders in-

1 volved in the program. Such clinical education
2 program shall do the following:

3 “(i) Incorporate year-long opportuni-
4 ties for sustained, intensive, collaborative,
5 and high-quality job-embedded practice, in-
6 cluding—

7 “(I) clinical learning in high-need
8 schools served by the high-need local
9 educational agency or a local edu-
10 cational agency located in a rural area
11 in the eligible partnership and identi-
12 fied by the eligible partnership;

13 “(II) closely supervised inter-
14 action between prospective school
15 leaders and faculty or program staff,
16 new and experienced teachers, and
17 new and experienced school leaders, in
18 such high-need schools; and

19 “(III) substantial school leader-
20 ship responsibilities where a program
21 participant is responsible for improv-
22 ing the practice and performance of a
23 subset of teachers or an interim
24 school leader, and receives ongoing
25 evaluation and feedback.

1 “(ii) Integrate pedagogy and practice
2 and promote effective leadership skills,
3 meeting the unique needs of urban, rural,
4 or geographically isolated communities, as
5 applicable.

6 “(iii) Provide for mentoring of new
7 school leaders.

8 “(E) Creating a new induction program or
9 align with existing induction programs for new
10 school leaders.

11 “(F) Developing and implementing effec-
12 tive mechanisms to ensure that the eligible
13 partnership is able to recruit qualified individ-
14 uals to become school leaders through the ac-
15 tivities of the eligible partnership, which—

16 “(i) may include recruitment that is
17 informed by the needs of the geographic
18 area to be served and a rigorous selection
19 process that is based on competencies that
20 are predictive of success as a school leader;
21 and

22 “(ii) may include an emphasis on re-
23 cruiting into school leadership profes-
24 sions—

1 “(I) individuals from underrep-
 2 resented populations;

3 “(II) individuals to serve as prin-
 4 cipals or other school leaders in areas
 5 of high need, including rural and geo-
 6 graphically isolated communities and
 7 school leader shortage areas;

8 “(III) mid-career professionals
 9 from other occupations;

10 “(IV) former military personnel;
 11 and

12 “(V) recent college graduates
 13 with past teaching experience and a
 14 record of academic distinction.

15 “(G) Ongoing review and improvement of
 16 the program.

17 “(g) PARTNERSHIP WITH DIGITAL EDUCATION CON-
 18 TENT DEVELOPER.—An eligible partnership that receives
 19 a grant under this section may use grant funds provided
 20 to carry out the activities described in subsection (d) or
 21 (e), or both, to partner with a television public broadcast
 22 station, as defined in section 397(6) of the Communica-
 23 tions Act of 1934 (47 U.S.C. 397(6)), or another entity
 24 that develops digital educational content, for the purpose
 25 of improving the quality of teacher or school leader prepa-

1 ration programs or to enhance the quality of preservice
2 training for prospective teachers or school leaders.

3 “(h) EVALUATION AND REPORTING.—The Secretary
4 shall—

5 “(1) evaluate the programs assisted under this
6 section; and

7 “(2) make publicly available a report detailing
8 the Secretary’s evaluation of each such program.

9 “(i) CONSULTATION.—

10 “(1) IN GENERAL.—Members of an eligible
11 partnership that receives a grant under this section
12 shall engage in regular consultation throughout the
13 development and implementation of programs and
14 activities carried out under this section.

15 “(2) REGULAR COMMUNICATION.—To ensure
16 timely and meaningful consultation as described in
17 paragraph (1), regular communication shall occur
18 among all members of the eligible partnership, in-
19 cluding the high-need local educational agency. Such
20 communication shall continue throughout the imple-
21 mentation of the grant and the assessment of pro-
22 grams and activities under this section.

23 “(3) WRITTEN CONSENT.—The Secretary may
24 approve changes in grant activities of a grant under
25 this section only if the eligible partnership submits

1 to the Secretary a written consent of such changes
2 signed by all members of the eligible partnership.

3 “(j) CONSTRUCTION.—Nothing in this section shall
4 be construed to prohibit an eligible partnership from using
5 grant funds to coordinate with the activities of eligible
6 partnerships in other States or on a regional basis through
7 Governors, State boards of education, State educational
8 agencies, State agencies responsible for early childhood
9 education, local educational agencies, or State agencies for
10 higher education.

11 “(k) SUPPLEMENT, NOT SUPPLANT.—Funds made
12 available under this section shall be used to supplement,
13 and not supplant, other Federal, State, and local funds
14 that would otherwise be expended to carry out activities
15 under this section.

16 **“SEC. 203. ADMINISTRATIVE PROVISIONS.**

17 “(a) DURATION; NUMBER OF AWARDS; PAY-
18 MENTS.—

19 “(1) DURATION.—A grant awarded under this
20 part shall be awarded for a period of 5 years.

21 “(2) NUMBER OF AWARDS.—An eligible part-
22 nership may not receive more than 1 grant during
23 a 5-year period. Nothing in this title shall be con-
24 strued to prohibit an individual member, that can
25 demonstrate need, of an eligible partnership that re-

1 ceives a grant under this title, from entering into
2 another eligible partnership consisting of new mem-
3 bers and receiving a grant with such other eligible
4 partnership before the 5-year period described in the
5 preceding sentence applicable to the eligible partner-
6 ship with which the individual member has first
7 partnered has expired.

8 “(b) PEER REVIEW.—

9 “(1) PANEL.—The Secretary shall provide the
10 applications submitted under this part to a peer re-
11 view panel for evaluation. With respect to each ap-
12 plication, the peer review panel shall initially rec-
13 ommend the application for funding or for dis-
14 approval.

15 “(2) PRIORITY.—The Secretary, in funding ap-
16 plications under this part, shall give priority—

17 “(A) to eligible partnerships that include a
18 partner institution whose teacher or school
19 leader preparation program has a rigorous se-
20 lection process to ensure the highest quality of
21 students entering such program;

22 “(B) to high-quality applicants, including
23 those whose practices have the strongest evi-
24 dence of effectiveness in preparing teachers,

1 teacher leaders, principals, or other school lead-
2 ers;

3 “(C) to the equitable geographic distribu-
4 tion of grants among rural and urban areas;
5 and

6 “(D) to applicants from a broad base of el-
7 igible partnerships that involve businesses and
8 community organizations.

9 “(3) SECRETARIAL SELECTION.—The Secretary
10 shall determine, based on the peer review process,
11 which applications shall receive funding and the
12 amounts of the grants. In determining grant
13 amounts, the Secretary shall take into account the
14 total amount of funds available for all grants under
15 this part and the types of activities proposed to be
16 carried out by the eligible partnership.

17 “(c) MATCHING REQUIREMENTS.—

18 “(1) IN GENERAL.—Each eligible partnership
19 receiving a grant under this part shall provide, from
20 non-Federal sources, an amount equal to 50 percent
21 of the amount of the grant, which may be provided
22 in cash or in-kind, to carry out the activities sup-
23 ported by the grant.

24 “(2) WAIVER.—The Secretary may waive all or
25 part of the matching requirement described in para-

1 graph (1) for any fiscal year for an eligible partner-
 2 ship if the Secretary determines that applying the
 3 matching requirement to the eligible partnership
 4 would result in serious hardship or an inability to
 5 carry out the authorized activities described in this
 6 part.

7 “(d) LIMITATION ON ADMINISTRATIVE EXPENSES.—
 8 An eligible partnership that receives a grant under this
 9 part may use not more than 2 percent of the funds pro-
 10 vided to administer the grant.

11 **“SEC. 204. ACCOUNTABILITY AND EVALUATION.**

12 “(a) ELIGIBLE PARTNERSHIP EVALUATION.—Each
 13 eligible partnership submitting an application for a grant
 14 under this part shall establish, and include in such appli-
 15 cation, an evaluation plan that includes strong and meas-
 16 urable performance objectives. The plan shall include ob-
 17 jectives and measures for increasing the following:

18 “(1) For teacher preparation programs, each of
 19 the following:

20 “(A) Achievement for all prospective and
 21 new teachers, as measured by the eligible part-
 22 nership.

23 “(B) Teacher retention in the first 3 years
 24 of a teacher’s career.

1 “(C) Improvement in the pass rates and
2 scaled scores for initial State certification or li-
3 censure of teachers.

4 “(D) The percentage of teachers who meet
5 the applicable State certification and licensure
6 requirements, including any requirements for
7 certification obtained through alternative routes
8 to certification, or, with regard to special edu-
9 cation teachers, who meet the qualifications de-
10 scribed in section 612(a)(14)(C) of the Individ-
11 uals with Disabilities Education Act hired by
12 the high-need local educational agency with re-
13 spect to each of the following:

14 “(i) Participating in the eligible part-
15 nership.

16 “(ii) Who are members of underrep-
17 resented groups.

18 “(iii) Who teach high-need academic
19 subject areas, as determined by the State,
20 which may include reading, mathematics,
21 science, and foreign language, including
22 less commonly taught languages and crit-
23 ical foreign languages.

24 “(iv) Who teach in high-need areas, as
25 determined by the State, which may in-

1 clude special education, language instruc-
 2 tion educational programs for students
 3 who are English learners, and early child-
 4 hood education.

5 “(v) Who teach in high-need schools,
 6 disaggregated by the elementary school
 7 and secondary school levels.

8 “(E) As applicable, the percentage of early
 9 childhood education program classes in the geo-
 10 graphic area served by the eligible partnership
 11 taught by early childhood educators who are
 12 highly competent.

13 “(F) As applicable, the percentage of
 14 teachers trained—

15 “(i) to integrate technology effectively
 16 into curricula and instruction, including
 17 technology consistent with the principles of
 18 universal design for learning; and

19 “(ii) to use technology effectively to
 20 collect, manage, and analyze data to im-
 21 prove teaching and learning for the pur-
 22 pose of improving student academic
 23 achievement.

24 “(2) For school leader preparation programs,
 25 each of the following:

1 “(A) The percentage of program partici-
2 pants who complete the program.

3 “(B) The percentage of program partici-
4 pants who, subsequent to completing the pro-
5 gram, receive full State licensure for positions
6 in school leadership.

7 “(C) The percentage of program
8 completers who subsequently take school leader-
9 ship positions in the high-need local educational
10 agencies participating in the eligible partner-
11 ship.

12 “(D) The percentage of program
13 completers who subsequently take school leader-
14 ship positions in the high-need schools served
15 by the high-need local educational agencies par-
16 ticipating in the eligible partnership.

17 “(E) The percentage of program
18 completers retained in school leadership posi-
19 tions in the high-need local educational agencies
20 participating in the eligible partnership and in
21 the high-need schools served by such agencies
22 for 3 or more years.

23 “(b) INFORMATION.—An eligible partnership receiv-
24 ing a grant under this part shall ensure that teachers,
25 principals, other school leaders, principal supervisors,

1 school superintendents, faculty, program staff, and leader-
 2 ship at institutions of higher education located in the geo-
 3 graphic areas served by the eligible partnership are pro-
 4 vided information, including through electronic means,
 5 about the activities carried out with funds under this part.

6 “(c) REVISED APPLICATION.—If the Secretary deter-
 7 mines that an eligible partnership receiving a grant under
 8 this part is not making substantial progress in meeting
 9 the purposes, goals, objectives, and measures of the grant,
 10 as appropriate, by the end of the third year of a grant
 11 under this part, then the Secretary—

12 “(1) shall cancel the grant; and

13 “(2) may use any funds returned or available
 14 because of such cancellation under paragraph (1)
 15 to—

16 “(A) increase other grant awards under
 17 this part; or

18 “(B) award new grants to other eligible
 19 partnerships under this part.

20 “(d) EVALUATION, RESEARCH, AND DISSEMINA-
 21 TION.—From amounts appropriated under section 209,
 22 the Secretary, acting through the Director of the Institute
 23 of Education Sciences shall—

1 “(1) carry out an independent evaluation to
 2 measure the effectiveness of the programs operated
 3 by partnerships assisted under this part;

4 “(2) carry out research to identify effective
 5 teacher and school leader preparation practices;

6 “(3) report the findings regarding such evalua-
 7 tion and research to the authorizing committees; and

8 “(4) broadly disseminate information—

9 “(A) on effective practices, including on
 10 successful practices developed by eligible part-
 11 nerships under this part; and

12 “(B) regarding such practices that were
 13 found to be ineffective.

14 **“SEC. 205. ACCOUNTABILITY FOR PROGRAMS THAT PRE-**
 15 **PARE TEACHERS AND SCHOOL LEADERS.**

16 “(a) INSTITUTIONAL AND PROGRAM REPORT CARDS
 17 ON THE QUALITY OF TEACHER AND SCHOOL LEADER
 18 PREPARATION.—

19 “(1) REPORT CARD.—Each institution of higher
 20 education that conducts a traditional teacher or
 21 school leader preparation program or an alternative
 22 route to State teacher or school leader certification
 23 or licensure program and that enrolls students re-
 24 ceiving Federal assistance under this Act, and each
 25 additional entity within the State that conducts an

1 alternative route to a State teacher or school leader
2 certification program and receives funds under this
3 title, shall report annually to the State and the gen-
4 eral public, in a uniform and comprehensible manner
5 that conforms with the definitions and methods es-
6 tablished by the Secretary, the following:

7 “(A) GOALS AND ASSURANCES.—

8 “(i) For the most recent year for
9 which the information is available for the
10 institution or other entity—

11 “(I) whether the goals and objec-
12 tives set under section 206 or
13 204(a)(2), as applicable, have been
14 met; and

15 “(II) a description of the activi-
16 ties the institution or entity imple-
17 mented to achieve such goals or objec-
18 tives.

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

23 “(iii) A description of the activities
24 the institution or entity has implemented

1 to meet the assurances provided under sec-
2 tion 206.

3 “(B) PASS RATES AND SCALED SCORES.—

4 For the most recent year for which the informa-
5 tion is available for those students who took the
6 assessments used for teacher or school leader
7 certification or licensure by the State in which
8 the program is located and are enrolled in the
9 traditional teacher or school leader preparation
10 program or alternative routes to State certifi-
11 cation or licensure program, and for those who
12 have taken such assessments and have com-
13 pleted the traditional teacher or school leader
14 preparation program or alternative routes to
15 teacher or school leader State certification or li-
16 censure program during the 2-year period pre-
17 ceding such year, for each of such assess-
18 ments—

19 “(i) the percentage of students who
20 have completed 100 percent of the nonclin-
21 ical coursework and taken the assessment
22 who pass such assessment;

23 “(ii) the percentage of all students
24 who passed such assessment;

1 “(iii) the percentage of students who
2 have taken such assessment who enrolled
3 in and completed the traditional teacher
4 preparation program or alternative routes
5 to State certification or licensure program,
6 as applicable;

7 “(iv) the average scaled score for all
8 students who took such assessment;

9 “(v) a comparison of the program’s
10 pass rates with the average pass rates for
11 programs in the State; and

12 “(vi) a comparison of the program’s
13 average scaled scores with the average
14 scaled scores for programs in the State.

15 “(C) PROGRAM INFORMATION AND OUT-
16 COMES.—A description of—

17 “(i) the criteria for admission into the
18 program and the program’s admission
19 rate;

20 “(ii) the number of students in the
21 program, disaggregated by race, ethnicity,
22 and gender;

23 “(iii) the average number of hours of
24 clinical experience required for those in the
25 program;

1 “(iv) the total number and percentage
2 of program entrants who complete the pro-
3 gram;

4 “(v) the total number and percentage
5 of program completers who become cer-
6 tified or licensed as teachers or school
7 leaders and the total number and the per-
8 centage of program completers who are
9 hired as teachers, disaggregated by subject
10 and area of certification or licensure, or as
11 school leaders within 3 years; and

12 “(vi) if valid and reliable data are
13 available, the total number and percentage
14 of program completers placed as principals
15 who are rated effective or above on school
16 leader evaluation and support systems
17 after 3 years of leading a school.

18 “(D) STATEMENT.—In States that require
19 approval or accreditation of teacher or school
20 leader preparation programs, a statement of
21 whether the institution’s program is so ap-
22 proved or accredited, and by whom.

23 “(E) DESIGNATION AS LOW-PER-
24 FORMING.—Whether the program has been des-

1 ignated as low-performing by the State under
2 section 207(a).

3 “(F) USE OF TECHNOLOGY.—A descrip-
4 tion of the activities, including activities con-
5 sistent with the principles of universal design
6 for learning, that prepare teachers to integrate
7 technology effectively into curricula and instruc-
8 tion, and to use technology effectively to collect,
9 manage, and analyze data in order to improve
10 teaching and learning for the purpose of in-
11 creasing student academic achievement.

12 “(G) TEACHER TRAINING.—A description
13 of the activities that prepare general education
14 and special education teachers to teach students
15 with disabilities effectively, including training
16 related to participation as a member of individ-
17 ualized education program teams, as defined in
18 section 614(d)(1)(B) of the Individuals with
19 Disabilities Education Act, and to effectively
20 teach students who are English learners.

21 “(2) REPORT.—Each eligible partnership re-
22 ceiving a grant under section 202 shall report annu-
23 ally on the progress of the eligible partnership to-
24 ward meeting the purposes of this part and the ob-
25 jectives and measures described in section 204(a).

1 “(3) FINES.—The Secretary may impose a fine
 2 not to exceed \$27,500 on an institution of higher
 3 education or other entity for failure to provide the
 4 information described in this subsection in a timely
 5 or accurate manner.

6 “(4) SPECIAL RULE.—In the case of an institu-
 7 tion of higher education that conducts a traditional
 8 teacher or school leader preparation program or al-
 9 ternative routes to State teacher or school leader
 10 certification or licensure program and has fewer
 11 than 10 scores reported on any single initial teacher
 12 certification or licensure assessment during an aca-
 13 demic year, the institution shall collect and publish
 14 information, as required under paragraph (1)(B),
 15 with respect to an average pass rate and scaled
 16 score on each State certification or licensure assess-
 17 ment taken over a 3-year period.

18 “(b) STATE REPORT CARD ON THE QUALITY OF
 19 TEACHER AND SCHOOL LEADER PREPARATION.—

20 “(1) IN GENERAL.—Each State that receives
 21 funds under this Act shall provide to the Secretary
 22 and make widely available and easily accessible to
 23 the general public, in a uniform and comprehensible
 24 manner that conforms with the definitions and
 25 methods established by the Secretary, an annual

1 State report card on the quality of teacher and
2 school leader preparation in the State, both for tra-
3 ditional teacher and school leader preparation pro-
4 grams and for alternative routes to State teacher or
5 school leader certification or licensure programs,
6 which shall include not less than the following:

7 “(A) A description of the reliability and
8 validity of the teacher and school leader certifi-
9 cation and licensure assessments, and any other
10 certification and licensure requirements, used
11 by the State.

12 “(B) The standards and criteria that pro-
13 spective teachers must meet to attain initial
14 teacher certification or licensure and to be cer-
15 tified or licensed to teach particular academic
16 subjects, areas, or grades within the State.

17 “(C) A description of how the assessments
18 and requirements described in subparagraph
19 (A) are aligned with the challenging State aca-
20 demic standards required under section
21 1111(b)(1) of the Elementary and Secondary
22 Education Act of 1965 and, as applicable, State
23 early learning standards for early childhood
24 education programs.

1 “(D) For each institution of higher edu-
2 cation located in the State and each other enti-
3 ty located in the State that operates a teacher
4 or school leader preparation program, including
5 those that offer an alternative route for teacher
6 or school leader certification or licensure, in-
7 cluding for each of the assessments used by the
8 State for teacher or school leader certification
9 or licensure—

10 “(i) the percentage of students at
11 such institution or entity who take and
12 pass the assessment; and

13 “(ii) the average scaled score of indi-
14 viduals participating in such a program, or
15 who have completed such a program dur-
16 ing the 2-year period preceding the first
17 year for which the annual State report
18 card is provided, who took each such as-
19 sessment.

20 “(E) A description of alternative routes to
21 teacher certification or licensure in the State
22 (including any such routes operated by entities
23 that are not institutions of higher education), if
24 any, including, for each of the assessments used

1 by the State for teacher certification or licen-
2 sure—

3 “(i) the percentage of individuals par-
4 ticipating in such routes, or who have com-
5 pleted such routes during the 2-year period
6 preceding the date for which the deter-
7 mination is made, who passed each such
8 assessment; and

9 “(ii) the average scaled score of indi-
10 viduals participating in such routes, or who
11 have completed such routes during the 2-
12 year period preceding the first year for
13 which the annual State report card is pro-
14 vided, who took each such assessment.

15 “(F) A description of the State’s criteria
16 for assessing the performance of teacher prepa-
17 ration programs within institutions of higher
18 education in the State. Such criteria shall in-
19 clude indicators of the academic content knowl-
20 edge and teaching skills of students enrolled in
21 such programs.

22 “(G) For each teacher and school leader
23 preparation program in the State—

24 “(i) the criteria for admission into the
25 program;

1 “(ii) the number of students in the
2 program, disaggregated by race, ethnicity,
3 and gender (except that such
4 disaggregation shall not be required in a
5 case in which the number of students in a
6 category is insufficient to yield statistically
7 reliable information or the results would
8 reveal personally identifiable information
9 about an individual student);

10 “(iii) the average number of hours of
11 supervised clinical experience required for
12 those in the program; and

13 “(iv) the number of full-time equiva-
14 lent faculty, adjunct faculty, and students
15 in supervised clinical experience.

16 “(H) If valid and reliable data are avail-
17 able, for each school leader preparation pro-
18 gram in the State, the total number and per-
19 centage of program completers placed as prin-
20 cipals who are rated effective or above on school
21 leader evaluation and support systems after 3
22 years of leading a school.

23 “(I) For the State as a whole, and for each
24 teacher preparation program in the State, the

1 number of teachers prepared, in the aggregate
2 and reported separately by—

3 “(i) area of certification or licensure;

4 “(ii) academic major; and

5 “(iii) subject area for which the teach-
6 er has been prepared to teach.

7 “(J) A description of the extent to which
8 teacher and school leader preparation programs
9 are addressing shortages of teachers who meet
10 the applicable State certification and licensure
11 requirements, including any requirements for
12 certification obtained through alternative routes
13 to teacher certification, or, with regard to spe-
14 cial education teachers, the qualifications de-
15 scribed in section 612(a)(14)(C) of the Individ-
16 uals with Disabilities Education Act, by area of
17 certification and licensures, subject, and spe-
18 cialty, in the State’s public schools, as well as
19 shortages of effective school leaders.

20 “(2) PROHIBITION AGAINST CREATING A NA-
21 TIONAL LIST.—The Secretary shall not create a na-
22 tional list or ranking of States, institutions, or
23 schools using the scaled scores provided under this
24 subsection.

1 “(c) DATA QUALITY.—The Secretary shall prescribe
2 regulations to ensure the reliability, validity, integrity, and
3 accuracy of the data submitted pursuant to this section.

4 “(d) REPORT OF THE SECRETARY ON THE QUALITY
5 OF TEACHER AND SCHOOL LEADER PREPARATION.—

6 “(1) REPORT CARD.—The Secretary shall annu-
7 ally provide to the authorizing committees, and pub-
8 lish and make widely available, a report card on
9 teacher and school leader qualifications and prepara-
10 tion in the United States, including all the informa-
11 tion reported in subparagraphs (A) through (I) of
12 subsection (b)(1). Such report shall identify States
13 for which eligible partnerships received a grant
14 under this part.

15 “(2) REPORT TO CONGRESS.—The Secretary
16 shall prepare and submit a report to the authorizing
17 committees that contains the following:

18 “(A) A comparison of States’ efforts to im-
19 prove the quality of the current and future edu-
20 cator workforce.

21 “(B) A comparison of eligible partnerships’
22 efforts to improve the quality of the current
23 and future educator workforce.

24 “(C) The national mean and median scaled
25 scores and pass rate on any standardized test

1 that is used in more than one State for teacher
2 or school leader certification or licensure.

3 “(3) SPECIAL RULE.—In the case of a teacher
4 or school leader preparation program with fewer
5 than 10 scores reported on any single initial teacher
6 or school leader certification or licensure assessment
7 during an academic year, the Secretary shall collect
8 and publish, and make publicly available, informa-
9 tion with respect to an average pass rate and scaled
10 score on each State certification or licensure assess-
11 ment taken over a 3-year period.

12 “(e) COORDINATION.—The Secretary, to the extent
13 practicable, shall coordinate the information collected and
14 published under this part among States for individuals
15 who took State teacher or school leader certification or
16 licensure assessments in a State other than the State in
17 which the individual received the individual’s most recent
18 degree.

19 **“SEC. 206. TEACHER DEVELOPMENT.**

20 “(a) ANNUAL GOALS.—Each institution of higher
21 education that conducts a traditional teacher preparation
22 program (including programs that offer any ongoing pro-
23 fessional development programs) or alternative routes to
24 State certification or licensure program, and that enrolls
25 students receiving Federal assistance under this Act, shall

1 set annual quantifiable goals for increasing the number
2 of prospective teachers trained in teacher shortage areas
3 designated by the Secretary or by the State educational
4 agency, including mathematics, science, special education,
5 and instruction of students who are English learners.

6 “(b) ASSURANCES.—Each institution described in
7 subsection (a) shall provide assurances to the Secretary
8 that—

9 “(1) training provided to prospective teachers
10 responds to the identified needs of the local edu-
11 cational agencies or States where the institution’s
12 graduates are likely to teach, based on past hiring
13 and recruitment trends;

14 “(2) training provided to prospective teachers is
15 closely linked with the needs of schools and the in-
16 structional decisions new teachers face in the class-
17 room;

18 “(3) prospective special education teachers re-
19 ceive coursework and training to ensure students re-
20 ceive a well-rounded education;

21 “(4) general education teachers receive training
22 in providing instruction to diverse populations, in-
23 cluding children with disabilities, students who are
24 English learners, and children from low-income fam-
25 ilies; and

1 “(5) prospective teachers receive training on
2 how to effectively teach in urban and rural schools,
3 as applicable.

4 “(c) RULE OF CONSTRUCTION.—Nothing in this sec-
5 tion shall be construed to require an institution to create
6 a new teacher preparation area of concentration or degree
7 program or adopt a specific curriculum in complying with
8 this section.

9 **“SEC. 207. STATE FUNCTIONS.**

10 “(a) STATE ASSESSMENT.—In order to receive funds
11 under this Act, a State shall conduct an assessment using
12 multiple indicators to identify low-performing teacher and
13 school leader preparation programs in the State and to
14 assist such programs through the provision of technical
15 assistance. Each such State shall provide the Secretary
16 with an annual list of low-performing teacher and school
17 leader preparation programs and an identification of those
18 programs at risk of being placed on such list, as applica-
19 ble. Such assessment shall be described in the report
20 under section 205(b). Levels of performance shall be de-
21 termined solely by the State and may include—

22 “(1) for school leader preparation programs,
23 criteria based on data on placement and retention,
24 school leader effectiveness, and student outcomes;
25 and

1 “(2) for teacher and school leader preparation
2 programs, criteria based on information collected
3 pursuant to this part, including progress in meeting
4 the goals of—

5 “(A) increasing the percentage of teachers
6 who meet the applicable State certification and
7 licensure requirements, including any require-
8 ments for certification obtained through alter-
9 native routes to certification, or, with regard to
10 special education teachers, who meet the quali-
11 fications described in section 612(a)(14)(C) of
12 the Individuals with Disabilities Education Act
13 in the State, including increasing professional
14 development opportunities;

15 “(B) if valid and reliable data are avail-
16 able, increasing the percentage of principals
17 and other school leaders who receive ratings of
18 effective or above in State school leader evalua-
19 tion and support systems (as described in sec-
20 tion 2101(c)(4)(B)(ii) of the Elementary and
21 Secondary Education Act of 1965);

22 “(C) improving student academic achieve-
23 ment for elementary and secondary students;
24 and

1 “(D) raising the standards for entry into
2 teaching and school leadership.

3 “(b) TERMINATION OF ELIGIBILITY.—Any teacher or
4 school leader preparation program from which the State
5 has withdrawn the State’s approval, or terminated the
6 State’s financial support, due to the low performance of
7 the program based upon the State assessment described
8 in subsection (a)—

9 “(1) shall be ineligible for any funding for pro-
10 fessional development activities awarded by the De-
11 partment;

12 “(2) may not be permitted to accept or enroll
13 any student who receives aid under title IV in the
14 institution’s teacher preparation program;

15 “(3) shall provide transitional support, includ-
16 ing remedial services if necessary, for students en-
17 rolled at the institution at the time of termination
18 of financial support or withdrawal of approval; and

19 “(4) shall be reinstated upon demonstration of
20 improved performance, as determined by the State.

21 “(c) NEGOTIATED RULEMAKING.—If the Secretary
22 develops any regulations implementing subsection (b)(2),
23 the Secretary shall submit such proposed regulations to
24 a negotiated rulemaking process, which shall include rep-

1 representatives of States, institutions of higher education,
 2 and educational and student organizations.

3 “(d) APPLICATION OF THE REQUIREMENTS.—The
 4 requirements of this section shall apply to both traditional
 5 teacher and school leader preparation programs and alter-
 6 native routes to State certification and licensure pro-
 7 grams.

8 **“SEC. 208. GENERAL PROVISIONS.**

9 “(a) METHODS.—In complying with sections 205 and
 10 206, the Secretary shall ensure that States and institu-
 11 tions of higher education use fair and equitable methods
 12 in reporting and that the reporting methods do not reveal
 13 personally identifiable information.

14 “(b) SPECIAL RULE.—For each State that does not
 15 use content assessments as a means of ensuring that all
 16 teachers teaching a well-rounded education within the
 17 State meet the applicable State certification and licensure
 18 requirements, including requirements for certification ob-
 19 tained through alternative routes to certification, in ac-
 20 cordance with the State plan submitted or revised under
 21 section 1111 of such Act, and that each person employed
 22 as a special education teacher in the State who teaches
 23 elementary school or secondary school meets the qualifica-
 24 tions described in section 612(a)(14)(C) of the Individuals
 25 with Disabilities Education Act, the Secretary shall—

1 “(1) to the extent practicable, collect data com-
 2 parable to the data required under this part from
 3 States, local educational agencies, institutions of
 4 higher education, or other entities that administer
 5 such assessments to teachers or prospective teachers;
 6 and

7 “(2) notwithstanding any other provision of this
 8 part, use such data to carry out requirements of this
 9 part related to assessments, pass rates, and scaled
 10 scores.

11 “(c) RELEASE OF INFORMATION TO TEACHER AND
 12 SCHOOL LEADER PREPARATION PROGRAMS FOR PRO-
 13 GRAM IMPROVEMENT.—

14 “(1) IN GENERAL.—For the purpose of improv-
 15 ing teacher and school leader preparation programs,
 16 a State that receives funds under this Act, or that
 17 participates as a member of a partnership, consor-
 18 tium, or other entity that receives such funds, shall
 19 provide to a teacher or school leader preparation
 20 program any and all pertinent education-related in-
 21 formation that—

22 “(A) may enable the teacher or school
 23 leader preparation program to evaluate the ef-
 24 fectiveness of the program’s graduates or the
 25 program itself; and

1 “(B) is possessed, controlled, or accessible
2 by the State.

3 “(2) CONTENT OF INFORMATION.—The infor-
4 mation described in paragraph (1)—

5 “(A) shall include an identification of spe-
6 cific individuals who graduated from the teach-
7 er or school leader preparation program to en-
8 able the teacher or school leader preparation
9 program to evaluate the information provided to
10 the program from the State with the program’s
11 own data about the specific courses taken by,
12 and field experiences of, the individual grad-
13 uates; and

14 “(B) may include—

15 “(i) kindergarten through grade 12
16 academic achievement and demographic
17 data, without revealing personally identifi-
18 able information about an individual stu-
19 dent, for students who have been taught by
20 graduates of the teacher preparation pro-
21 gram; and

22 “(ii) teacher or school leader effective-
23 ness evaluations for teachers or school
24 leaders who graduated from the teacher or
25 school leader preparation program.

1 **“SEC. 209. AUTHORIZATION OF APPROPRIATIONS.**

2 “(a) IN GENERAL.—There are authorized to be ap-
3 propriated to carry out this part such sums as may be
4 necessary for fiscal year 2019 and each of the 5 suc-
5 ceeding fiscal years.

6 “(b) EVALUATION, RESEARCH, AND DISSEMINA-
7 TION.—From the amount appropriated in a fiscal year
8 under subsection (a), the Secretary may reserve up to 5
9 percent for evaluation, research, and dissemination activi-
10 ties carried out pursuant to section 204(d), such as invest-
11 ments in programs for the collection and analysis of out-
12 comes-based data beyond those data required by section
13 205(b).”.

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