

116TH CONGRESS
1ST SESSION

S. 969

To improve quality and accountability for educator preparation programs.

IN THE SENATE OF THE UNITED STATES

APRIL 1, 2019

Mr. REED (for himself, Mr. CASEY, and Mr. COONS) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To improve quality and accountability for educator preparation programs.

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

3 **SECTION 1. SHORT TITLE.**

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

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

8 **SEC. 101. DEFINITIONS.**

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

- 1 (1) by striking paragraph (22);
- 2 (2) by redesignating paragraphs (6), (7), (8),
(9), (10), (11), (12), (14), (15), (16), (17), (18),
(19), (20), (21), and (23), as paragraphs (7), (8),
(10), (11), (12), (13), (14), (15), (16), (17), (18),
(19), (21), (23), (24), and (28), respectively;

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

14 (4) by inserting after paragraph (8), as redesign-
15 nated by paragraph (2), the following:

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

20 “(A) Valid and reliable student assessment
21 data, which may include data—

12 “(iv) from objective performance-
13 based assessments.

14 “(B) Not less than one of the following ad-
15 ditional measures:

23 “(iv) Student feedback about learning
24 and teaching supports.

1 “(v) Assessments of affective engage-
2 ment and self-efficacy.

3 “(vi) Other appropriate measures as
4 determined by the State.”;

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

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

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

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

15 “(iii) that meets the eligibility require-
16 ments for funding under the Small, Rural
17 School Achievement Program under section
18 5211(b) of the Elementary and Secondary Edu-
19 cation Act of 1965 or the Rural and Low-In-
20 come School Program under section 5221(b) of
21 such Act; or

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

1 “(B)(i) for which one or more schools
2 served by the agency is persistently low achiev-
3 ing; or

4 “(ii) for which one or more schools served
5 by the agency has a high teacher turnover
6 rate.”;

7 (6) by striking paragraph (15), as redesignated
8 by paragraph (2), and inserting the following:

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

18 “(A) High-quality mentoring.

19 “(B) Periodic, structured time for collabora-
20 tion and classroom observation opportunities
21 with teachers in the same department or field,
22 including mentor teachers, as well as time for
23 information-sharing among teachers, principals,
24 administrators, other appropriate educators,

1 and participating faculty in the partner institu-
2 tion.

3 “(C) The application of empirically based
4 practice and scientifically valid research on in-
5 structional practices.

6 “(D) Opportunities for new teachers and
7 principals to draw directly on the expertise of
8 mentors, faculty, local educational agency per-
9 sonnel, and researchers to support the integra-
10 tion of empirically based practice and scientif-
11 ically valid research with practice.

12 “(E) The development of skills in instruc-
13 tional and behavioral interventions derived from
14 empirically based practice, and where applica-
15 ble, scientifically valid research.

16 “(F) Faculty who—

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

19 “(ii) assist new teachers and prin-
20 cipals with the effective use and integra-
21 tion of technology in instruction; and

22 “(iii) demonstrate the content knowl-
23 edge and pedagogical skills necessary to be
24 effective in advancing student achievement.

1 “(G) Interdisciplinary collaboration among
2 exemplary teachers, principals, faculty, re-
3 searchers, other educators, and other staff who
4 prepare new teachers and principals with re-
5 spect to the learning process and the assess-
6 ment of learning.

7 “(H) Assistance with the understanding of
8 data, particularly student achievement data,
9 and the application of such data in classroom
10 instruction.

11 “(I) Regular, structured observation and
12 evaluation of new teachers by multiple eval-
13 uators, using valid and reliable measures of
14 teaching and leadership skills.

15 “(J) The development of skills in improv-
16 ing the school culture and climate related to
17 school leadership and the role of the principal,
18 including to—

19 “(i) nurture teacher and staff develop-
20 ment to strengthen classroom practice;

21 “(ii) build and sustain a culture of
22 learning among adults and children;

23 “(iii) strengthen communications and
24 relationships with parents, caregivers, and
25 community stakeholders;

1 “(iv) facilitate the sharing of knowl-
2 edge, insight, and best practices in the
3 community served by the school, preschool
4 program, or early childhood education pro-
5 gram; and

6 “(v) build relationships and commu-
7 nicate effectively with State and local edu-
8 cational agency officials.”;

9 (7) by inserting after paragraph (19), as redes-
10 ignated by paragraph (2), the following:

11 “(20) PROFESSION READY.—The term ‘profes-
12 sion ready’—

13 “(A) when used with respect to a principal,
14 means a principal who—

15 “(i) has an advanced degree, or other
16 appropriate credential;

17 “(ii) has completed a principal prepara-
18 tion process and is fully certified and li-
19 censed by the State in which the principal
20 is employed;

21 “(iii) has demonstrated instructional
22 leadership, including the ability to collect,
23 analyze, and utilize data on evidence of
24 student learning and evidence of classroom
25 practice;

1 “(iv) has demonstrated proficiency in
2 professionally recognized leadership stand-
3 ards, such as through—

4 “(I) a performance assessment;
5 “(II) completion of a residency
6 program; or

7 “(III) other measures of leader-
8 ship, as determined by the State; and

9 “(v) has demonstrated the ability to
10 work with students who are culturally and
11 linguistically diverse;

12 “(B) when used with respect to a teacher,
13 means a teacher who—

14 “(i) has completed a teacher prepara-
15 tion program and is fully certified and li-
16 censed to teach by the State in which the
17 teacher teaches;

18 “(ii) has demonstrated content knowl-
19 edge in the subject or subjects the teacher
20 teaches;

21 “(iii) has demonstrated the ability to
22 work with students who are culturally and
23 linguistically diverse; and

24 “(iv) has demonstrated teaching skills,
25 such as through—

1 “(I) a teacher performance as-
2 sessment; or

3 “(II) other measures of teaching
4 skills, as determined by the State; and

5 “(C) when used with respect to any other
6 educator not described in subparagraph (A) or
7 (B), means an educator who has completed an
8 appropriate preparation program and is fully
9 certified or licensed by the State in which the
10 educator is employed.”;

11 (8) by inserting after paragraph (21), as redes-
12 ignated by paragraph (2), the following:

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

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

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

1 “(i) the teaching of the content area
2 in which the teacher will become certified
3 or licensed;

4 “(ii) pedagogical practices; and
5 “(iii) leadership, management, organi-
6 zational, and instructional skills necessary
7 to serve as a principal;

8 “(C) acquires effective teaching or leader-
9 ship skills; and

10 “(D) prior to completion of the program,
11 earns a master’s degree or other appropriate
12 advanced credential, attains full State teacher
13 or leader certification or licensure, and becomes
14 profession ready (if applicable).”; and

15 (9) by inserting after paragraph (24), as redes-
16 ignated by paragraph (2), the following:

17 “(25) TEACHER PERFORMANCE ASSESSMENT.—
18 The term ‘teacher performance assessment’ means a
19 pre-service assessment used to measure teacher per-
20 formance that is approved by the State and is—

21 “(A) based on professional teaching stand-
22 ards;

23 “(B) used to measure the effectiveness of
24 a teacher’s—

25 “(i) curriculum planning;

1 “(ii) instruction of students, including
2 appropriate plans and modifications for
3 students who are limited English proficient
4 and students who are children with disabil-
5 ties;

6 “(iii) assessment of students, includ-
7 ing analysis of evidence of student learn-
8 ing; and

9 “(iv) ability to advance student learn-
10 ing;

11 “(C) validated based on professional as-
12 sessment standards;

13 “(D) reliably scored by trained evaluators,
14 with appropriate oversight of the process to en-
15 sure consistency; and

16 “(E) used to support continuous improve-
17 ment of educator practice.

18 “(26) TEACHER PREPARATION ENTITY.—The
19 term ‘teacher preparation entity’ means an institu-
20 tion of higher education, a nonprofit organization, or
21 an organization that is approved by the State to pre-
22 pare teachers to be effective in the classroom.

23 “(27) TEACHER PREPARATION PROGRAM.—The
24 term ‘teacher preparation program’ means a pro-

1 gram offered by a teacher preparation entity that
2 leads to a specific State teacher certification.”.

3 **SEC. 102. EDUCATOR QUALITY ENHANCEMENT.**

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

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

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

11 (3) by striking paragraph (4) and inserting the
12 following:

13 “(4) recruit profession ready individuals, includ-
14 ing individuals from underrepresented populations
15 and individuals from other occupations, as teachers,
16 principals, and other educators; and”; and

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

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

22 **SEC. 103. PARTNERSHIP GRANTS.**

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

25 (1) in subsection (b)—

1 participation as a member of individualized edu-
2 cation program teams, as defined in section
3 614(d)(1)(B) of the Individuals with Disabil-
4 ities Education Act;”;

5 (ii) by striking subparagraph (G) and
6 inserting the following:

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

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

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

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

1 “(ii) train other classroom teachers,
2 principals, school librarians, and other edu-
3 cators to implement literacy programs that
4 incorporate the essential components of
5 reading and writing instruction;

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

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

15 (v) in subparagraph (K), by striking
16 “teachers” and inserting “educators”; and
17 (F) by striking paragraph (7) and insert-
18 ing the following:

19 “(7) with respect to the induction program re-
20 quired as part of the activities carried out under this
21 section—

22 “(A) a description of how the schools and
23 departments within the institution of higher
24 education that are part of the induction pro-
25 gram will effectively prepare educators, includ-

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

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

22 (2) by striking subsection (c) and inserting the
23 following:

24 "(c) USE OF GRANT FUNDS.—An eligible partner-
25 ship that receives a grant under this section—

1 “(1) shall use grant funds to carry out a pro-
2 gram for the pre-baccalaureate or post-baccalaureate
3 preparation of teachers under subsection (d), a
4 teaching or principal residency program under sub-
5 section (e), or a combination of such programs; and

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

10 (3) by striking subsection (e) and inserting the
11 following:

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

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

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

23 “(i) Supporting a teaching residency
24 program described in paragraph (2) for
25 high-need schools and in high-need sub-

1 jects and areas, as determined by the
2 needs of the high-need local educational
3 agency in the partnership.

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

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

17 “(2) TEACHER RESIDENCY PROGRAMS.—

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

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

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

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

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

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

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

22 “(III) Collaboration with col-
23 leagues to improve instruction.

24 “(IV) Analysis of evidence of stu-
25 dent learning.

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

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

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

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

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

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

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

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

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

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

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

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

6 “(3) PRINCIPAL RESIDENCY PROGRAMS.—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9 “(II) have experience as an effec-
10 tive leader, manager, and written and
11 oral communicator; and

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

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

21 “(I) Strong instructional leader-
22 ship skills in an elementary school or
23 secondary school setting.

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

1 demonstrated by performance on ap-
2 propriate assessments.

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

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

“(ii) may provide a stipend to a mentor teacher or mentor principal.

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

4 “(C) AGREEMENTS TO SERVE.—Each ap-
5 plication submitted under subparagraph (B)
6 shall contain or be accompanied by an agree-
7 ment that the applicant will—

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

1 who does not complete, or who notifies the
2 partnership that the recipient intends not
3 to complete, the service obligation required
4 by subparagraph (C) to repay such stipend
5 or salary to the eligible partnership, to-
6 gether with interest, at a rate specified by
7 the partnership in the agreement, and in
8 accordance with such other terms and con-
9 ditions specified by the eligible partnership,
10 as necessary.

1 received under this subparagraph to carry
2 out additional activities that are consistent
3 with the purposes of this section.”;

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

6 “(f) PARTNERSHIP GRANTS FOR EDUCATOR DEVELOPMENT.—An eligible partnership that receives a grant
7 under this section may carry out effective educator development programs for other educators besides teachers and
8 principals based on the needs identified in subsection
9 11 (b)(1) that may include the following activities:

12 “(1) Implementing curriculum changes that improve, evaluate, and assess how well prospective and
13 new educators develop instructional skills.

15 “(2) Preparing educators to use empirically based practice and scientifically valid research,
16 where applicable.

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

19 “(4) Creating induction programs for new educators.

21 “(5) Aligning recruitment and admissions goals and priorities with the hiring objectives of the high-need local educational agency in the eligible partnership.

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

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

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

12 **SEC. 104. ADMINISTRATIVE PROVISIONS.**

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

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

17 “(2) NUMBER OF AWARDS.—An eligible part-
18 nership may not receive more than 1 grant during
19 a 5-year period, except such partnership may receive
20 an additional grant during such period if such grant
21 is used to establish a teacher or principal residency
22 program if such residency program was not estab-
23 lished with the prior grant. Nothing in this title
24 shall be construed to prohibit an individual member,
25 that can demonstrate need, of an eligible partnership

1 that receives a grant under this title from entering
2 into another eligible partnership consisting of new
3 members and receiving a grant with such other eligi-
4 ble partnership before the 5-year period described in
5 the preceding sentence applicable to the eligible
6 partnership with which the individual member has
7 first partnered has expired.”; and

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

11 SEC. 105. ACCOUNTABILITY AND EVALUATION.

12 Section 204(a) of the Higher Education Act of 1965
13 (20 U.S.C. 1022c(a)) is amended to read as follows:

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

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

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

23 “(3) pass rates and scaled scores for initial
24 State certification or licensure of teachers or pass

1 rates and average scores on valid and reliable teach-
2 er performance assessments; and

3 “(4)(A) the percentage of profession ready
4 teachers, principals, and other educators hired by
5 the high-need local educational agency participating
6 in the eligible partnership;

7 “(B) the percentage of profession ready teach-
8 ers, principals, and other educators hired by the
9 high-need local educational agency who are members
10 of underrepresented groups;

11 “(C) the percentage of profession ready teach-
12 ers hired by the high-need local educational agency
13 who teach high-need academic subject areas (such as
14 reading, mathematics, science, and foreign language,
15 including less commonly taught languages and crit-
16 ical foreign languages);

17 “(D) the percentage of profession ready teach-
18 ers hired by the high-need local educational agency
19 who teach in high-need areas (including special edu-
20 cation, bilingual education, language instruction edu-
21 cational programs for limited English proficient stu-
22 dents, and early childhood education);

23 “(E) the percentage of profession ready teach-
24 ers and other educators hired by the high-need local
25 educational agency who teach in high-need schools,

1 disaggregated by the elementary school and sec-
2 ondary school levels;

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

8 “(G) as applicable, the percentage of educators
9 trained to—

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

18 SEC. 106. ACCOUNTABILITY FOR PROGRAMS THAT PRE-
19 PARE TEACHERS.

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

22 (1) in subsection (a)—

23 (A) by striking the subsection heading and
24 inserting “TEACHER PREPARATION ENTITY
25 REPORT CARDS”; and

(B) by striking paragraph (1) and inserting the following:

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

11 “(A) PASS RATES AND SCALED SCORES.—
12 For the most recent year for which the informa-
13 tion is available for each teacher preparation
14 program offered by the teacher preparation en-
15 tity the following:

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

3 “(II) the percentage of students
4 who have taken such assessment who
5 enrolled in and completed the teacher
6 preparation program; and

7 “(III) the average scaled score
8 for all students who took such assess-
9 ment.

10 “(ii) In the case of an entity that re-
11 quires a valid and reliable teacher perform-
12 ance assessment in order to complete the
13 preparation program, the entity may sub-
14 mit in lieu of the information described in
15 clause (i) the pass rate and average score
16 of students taking the teacher performance
17 assessment.

18 “(B) ENTITY INFORMATION.—A descrip-
19 tion of the following:

20 “(i) The median grade point average
21 and range of grade point averages for ad-
22 mitted students.

23 “(ii) The number of students in the
24 entity (disaggregated by race, ethnicity,
25 and gender).

1 “(iii) The number of hours and types
2 of supervised clinical preparation required
3 for each program.

4 “(iv) The total number of students
5 who have completed programs for certifi-
6 cation or licensure (disaggregated by sub-
7 ject area and by race, ethnicity, and gen-
8 der, except that such disaggregation shall
9 not be required in a case in which the re-
10 sult would reveal personally identifiable in-
11 formation about an individual student).

12 “(C) ACCREDITATION.—Whether the pro-
13 gram or entity is accredited by a specialized ac-
14 crediting agency recognized by the Secretary for
15 accreditation of professional teacher education
16 programs.

17 “(D) DESIGNATION AS LOW-PER-
18 FORMING.—Which programs (if any) offered by
19 the entity have been designated as low-per-
20 forming by the State under section 207(a).”;

21 (2) in subsection (b)—

22 (A) in paragraph (1)—

23 (i) in subparagraph (A), by inserting
24 “, including teacher performance assess-
25 ments” after “State”;

1 (ii) by striking subparagraph (D) and
2 inserting the following:

3 “(D)(i) Except as provided in clause (ii),
4 for each of the assessments used by the State
5 for teacher certification or licensure, disaggre-
6 gated by subject area, race, ethnicity, and gen-
7 der, except that such disaggregation shall not
8 be required in a case in which the result would
9 reveal personally identifiable information about
10 an individual student—

24 “(IV) the average scaled score of indi-
25 viduals participating in such a program, or

1 who have completed such a program dur-
2 ing the 2-year period preceding the first
3 year for which the annual State report
4 card is provided, who took each such as-
5 sessment.

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

17 (iii) by striking subparagraph (G) and
18 inserting the following:

21 “(i) The median grade point average
22 and range of grade point averages for ad-
23 mitted students.

1 “(ii) The number of students in the
2 program (disaggregated by race, ethnicity,
3 and gender). ”

4 “(iii) The number of hours and types
5 of supervised clinical preparation required.

6 “(iv) Whether such program has been
7 identified as low-performing.”;

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

10 “(H) For the State as a whole, and for
11 each teacher preparation entity in the State,
12 the number of teachers prepared, in the aggregate
13 and reported separately by the following:

14 “(i) Area of certification or licensure.

15 “(ii) Academic major.

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

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

22 “(v) The percentage of teachers graduated
23 teaching in high-need schools.

24 “(vi) Race, gender, and ethnicity.”;

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

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

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

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

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

6 (3) in subsection (d)—
7 (A) in paragraph (1), by striking “(A)
8 through (L)” and inserting “(A) through (H)”;
9 and

10 (B) in paragraph (2), by adding at the end
11 the following:

12 “(D) The relationship of the subject area
13 and grade span of teachers graduated by teach-
14 er preparation entities across the States to
15 identified teacher shortage areas.

16 “(E) The number and percentages of such
17 graduates teaching in high-need schools.”.

18 **SEC. 107. TEACHER DEVELOPMENT.**

19 The Higher Education Act of 1965 (20 U.S.C.
20 1022e) is amended by striking section 206.

21 **SEC. 108. STATE FUNCTIONS.**

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

24 **“SEC. 207. STATE FUNCTIONS.**

25 “(a) STATE ASSESSMENT.—

1 “(1) IN GENERAL.—In order to receive funds
2 under this Act or under title II of the Elementary
3 and Secondary Education Act of 1965, a State shall
4 conduct an assessment to identify at-risk and low-
5 performing teacher preparation programs in the
6 State and to assist such programs through the pro-
7 vision of technical assistance.

8 “(2) PROVISION OF LOW-PERFORMING LIST.—
9 Each State described in paragraph (1) shall—

10 “(A) provide the Secretary with an annual
11 list of low-performing teacher preparation pro-
12 grams and an identification of those programs
13 at risk of being placed on such list, as applica-
14 ble;

15 “(B) report any teacher preparation pro-
16 gram that has been closed and the reasons for
17 such closure; and

18 “(C) describe the assessment, described in
19 paragraph (1), in the report under section
20 205(b).

21 “(3) DETERMINATION OF AT-RISK AND LOW-
22 PERFORMING PROGRAMS.—The levels of perform-
23 ance and the criteria for meeting those levels for
24 purposes of the assessment under paragraph (1)
25 shall be determined by the State in consultation with

1 a representative group of community stakeholders,
2 including, at a minimum, representatives of leaders
3 and faculty of traditional and alternative route
4 teacher preparation programs, prekindergarten
5 through 12th grade leaders and instructional staff,
6 current teacher candidates participating in tradi-
7 tional and alternative route teacher preparation pro-
8 grams, the State's standards board or other appro-
9 priate standards body, and other stakeholders identi-
10 fied by the State. In making such determination, the
11 State shall consider multiple measures and the infor-
12 mation reported by teacher preparation entities
13 under section 205.

14 “(b) REPORTING AND IMPROVEMENT.—In order to
15 receive funds under this Act or under title II of the Ele-
16 mentary and Secondary Education Act of 1965, a State
17 shall—

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

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

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

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

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

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

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

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

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

20 “(d) APPLICATION OF THE REQUIREMENTS.—The
21 requirements of this section shall apply to both traditional
22 teacher preparation programs and alternative routes to
23 State certification and licensure programs.”.

1 SEC. 109. GENERAL PROVISIONS.

2 Section 208(a) of the Higher Education Act of 1965
3 (20 U.S.C. 1022g(a)) is amended by striking “sections
4 205 and 206” and inserting “section 205”.

5 SEC. 110. AUTHORIZATION OF APPROPRIATIONS.

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

8 (1) by striking “2009” and inserting “2020”;
9 and

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

**11 TITLE II—AMENDMENTS TO THE
12 TEACH GRANTS****13 SEC. 201. PROGRAM ESTABLISHED.**

14 Section 420M of the Higher Education Act of 1965
15 (20 U.S.C. 1070g–1) is amended by adding at the end
16 the following:

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

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

22 “(2) shall provide transitional support, includ-
23 ing remedial services if necessary, for students en-
24 rolled in the program in the year prior to such clo-
25 sure.”.

1 **SEC. 202. APPLICATIONS; ELIGIBILITY.**

2 Section 420N of the Higher Education Act of 1965

3 (20 U.S.C. 1070g–2) is amended—

4 (1) in subsection (a)(2)—

5 (A) in subparagraph (A), by striking
6 clause (iii) and inserting the following:7 “(iii) the student is completing the
8 third, fourth, or fifth year of a program of
9 undergraduate education or a program of
10 postbaccalaureate education, necessary to
11 begin a career in teaching; or”; and12 (B) in subparagraph (B), by striking
13 clause (ii) and inserting the following:14 “(ii) the applicant is or was a teacher
15 who is using alternative certification routes
16 that have not been identified as low-per-
17 forming or at-risk by the State.”;

18 (2) in subsection (b)—

19 (A) in paragraph (1)(D), by striking “of
20 the school upon completion of each year of such
21 service” and inserting “of the school or schools
22 for each year of service completed”; and23 (B) by striking paragraph (2) and insert-
24 ing the following:25 “(2) in the event that the applicant is deter-
26 mined to have failed or refused to carry out such

1 service obligation, the sum of the amounts of any
2 TEACH Grants received by such applicant, pro-
3 rated by the percentage of service obligation that
4 has not been met, will be treated as a loan and col-
5 lected from the applicant in accordance with sub-
6 section (c) and regulations thereunder; and”;

7 (3) in subsection (d), by adding at the end the
8 following:

9 “(3) APPEAL PROCESS.—The Secretary shall
10 establish, by regulation, a process for a recipient of
11 a grant under this subpart whose grant has been
12 converted to a Federal Direct Unsubsidized Stafford
13 loan to appeal such conversion and have the grant
14 reinstated if there is evidence of—

15 “(A) that recipient having completed, or
16 being in the process of completing, the service
17 requirement; or

18 “(B) servicing errors on the part of the
19 Department or its contractors.”.

20 **SEC. 203. PROGRAM REPORT.**

21 Section 420P of the Higher Education Act of 1965
22 (20 U.S.C. 1070g-4) is amended—

23 (1) in paragraph (4), by striking “and” after
24 the semicolon;

1 (2) by redesignating paragraph (5) as para-
2 graph (7); and

3 (3) by inserting after paragraph (4), the fol-
4 lowing:

5 “(5) the number of TEACH grants converted
6 to loans and the reason for such conversions;

7 “(6) the number of appeals from recipients
8 whose TEACH grants have been converted to loans
9 and the result of such appeals; and”.

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