

117TH CONGRESS
1ST SESSION

S. 2778

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

SEPTEMBER 21, 2021

Mr. CORNYN (for himself, Mr. WARNER, Mr. SCOTT of South Carolina, and Mr. BENNET) 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 of 2021” or the “Teachers
7 and School LEADERS Act of 2021”.

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) COMPREHENSIVE LITERACY INSTRUCC-
 26 TION.—The term ‘comprehensive literacy instruc-

tion’ has the meaning given the term in section 2221(b) of the Elementary and Secondary Education Act of 1965.

“(4) EARLY CHILDHOOD EDUCATOR.—The term ‘early childhood educator’ means an individual with primary responsibility for the education of children in an early childhood education program.

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

“(6) ELIGIBLE PARTNERSHIP.—

“(A) ELIGIBLE ENTITY.—In this paragraph, the term ‘eligible entity’ means an entity that shall include—

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

“(ii)(I) a high-need school or a consortium of high-need schools served by the high-need local educational agency; or

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

“(B) IN GENERAL.—Except as otherwise provided in section 251, the term ‘eligible partnership’ means an eligible entity that is in part-

nership with at least one of the following entities whose practices have a demonstrated record of success with high-need local educational agencies (including in addressing the eligible entity's human capital needs):

“(i) A partner institution.

“(ii) A school, department, or program of education within such partner institution, which may include an existing teacher or school leader professional development program with proven outcomes that provides intensive and sustained collaboration between faculty, or program staff, and local educational agencies consistent with the requirements of this title.

“(iii) A school or department of arts and sciences within such partner institution.

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

“(v) A public or private nonprofit educational organization.

“(vi) An educational service agency.

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

3 “(i) The Governor of the State.

4 “(ii) The State educational agency.

5 “(iii) The State board of education.

6 “(iv) The State agency for higher edu-
7 cation.

8 “(v) A business.

9 “(vi) A teacher organization.

10 “(vii) A high-performing local edu-
11 cational agency, or a consortium of such
12 local educational agencies, that can serve
13 as a resource to the partnership.

14 “(viii) A charter school (as defined in
15 section 4310 of the Elementary and Sec-
16 ondary Education Act of 1965).

17 “(ix) A school or department within
18 the partner institution that focuses on psy-
19 chology and human development.

20 “(x) A school or department within
21 the partner institution with comparable ex-
22 pertise in the disciplines of teaching, learn-
23 ing, and child and adolescent development.

24 “(7) ENGLISH LEARNER.—The term ‘English
25 learner’ has the meaning given the term in section

1 8101 of the Elementary and Secondary Education
2 Act of 1965.

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

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

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

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

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

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

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

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

13 “(12) HIGH-NEED SCHOOL.—

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

18 “(B) SPECIAL RULE.—

19 “(i) DESIGNATION BY THE SEC-
20 RETARY.—The Secretary may, upon ap-
21 proval of an application submitted by an
22 eligible partnership seeking a grant under
23 this title, designate a school that does not
24 qualify as a high-need school under sub-
25 paragraph (A) as a high-need school for

the purpose of this title. The Secretary shall base the approval of an application for designation of a school under this clause on a consideration of the information required under clause (ii), and may also take into account other information submitted by the eligible partnership.

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

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

“(aa) age 5 through 17 in poverty counted in the most recent census data approved by the Secretary;

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

“(cc) in families receiving assistance under the State program funded under part A of

1 title IV of the Social Security
2 Act; or

3 “(dd) eligible to receive med-
4 ical assistance under the Med-
5 icaid program;

6 “(II) information about the stu-
7 dent academic achievement of stu-
8 dents at such school; and

9 “(III) for a secondary school, the
10 graduation rate for such school.

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

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

17 “(B) with—

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

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

22 “(C) who has demonstrated a high level of
23 knowledge and use of content and pedagogy in
24 the relevant areas associated with quality early
25 childhood education.

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

11 “(A) High-quality mentoring.

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

19 “(C) The application of evidence-based in-
20 structional practices.

21 “(D) Opportunities for new teachers or
22 school leaders to draw directly on the expertise
23 of mentors, faculty or program staff, and re-
24 searchers to support the integration of evidence-
25 based research with practice.

1 “(E) The development of skills in evidence-
2 based instructional and behavioral interven-
3 tions.

4 “(F) Faculty or program staff who—
5 “(i) model the integration of research
6 and practice in the classroom and school;
7 and

8 “(ii) as appropriate, assist new teach-
9 ers or school leaders with the effective use
10 and integration of technology into the
11 classroom or school.

12 “(G) Interdisciplinary collaboration among
13 exemplary teachers or school leaders, faculty or
14 program staff, researchers, and other staff who
15 prepare new teachers or school leaders with re-
16 spect to, as applicable, the learning process, the
17 assessment of learning, or the leadership of a
18 school.

19 “(H) As applicable to the role of the teach-
20 er or school leader, assistance with the under-
21 standing of data, particularly student achieve-
22 ment data, and the applicability of such data in
23 classroom instruction and school leadership.

24 “(I) Regular and structured observation
25 and evaluation of new teachers by multiple eval-

1 uators, including principals or other school
 2 leaders, using valid and reliable measures of
 3 teaching skills.

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

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

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

21 “(C) as applicable, provides regular and
 22 ongoing opportunities for mentors and mentees
 23 to observe each other’s teaching or leading
 24 methods in classroom or school settings during
 25 the day in a high-need school in the high-need

1 local educational agency in the eligible partner-
 2 ship;

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

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

8 “(F) for teachers, promotes empirically
 9 based practice of, and evidence-based research
 10 on, where applicable—

11 “(i) teaching and learning;

12 “(ii) assessment of student learning;

13 “(iii) the development of teaching
 14 skills through the use of instructional and
 15 behavioral interventions; and

16 “(iv) the improvement of the mentees’
 17 capacity to measurably advance student
 18 learning; and

19 “(G) includes—

20 “(i) common planning time or regu-
 21 larly scheduled collaboration for the men-
 22 tor and mentee; and

23 “(ii) as applicable, joint professional
 24 development opportunities.

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

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

12 “(A) in the case of a teacher preparation
13 program—

14 “(i) graduates prospective teachers
15 who exhibit strong performance on State-
16 determined qualifying assessments for new
17 teachers as demonstrated by—

18 “(I) 80 percent or more of such
19 graduates of the program who intend
20 to enter the field of teaching having
21 passed all of the applicable State
22 qualification assessments for new
23 teachers, which shall include an as-
24 sessment of each prospective teacher’s
25 subject matter knowledge in the con-

1 tent area in which the teacher intends
2 to teach; or

3 “(II) being ranked among the
4 highest-performing teacher prepara-
5 tion programs in the State as deter-
6 mined by the State using the State re-
7 port card on teacher preparation re-
8 quired under section 205(b); and

9 “(ii) requires each student in the pro-
10 gram—

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

18 “(II) preparing to become a
19 teacher to meet the applicable State
20 certification and licensure require-
21 ments, including any requirements for
22 certification obtained through alter-
23 native routes to certification, or, with
24 regard to special education teachers,
25 to meet the qualifications described in

1 section 612(a)(14)(C) of the Individ-
2 uals with Disabilities Education Act;
3 and

4 “(III) preparing to become an
5 early childhood educator to meet de-
6 gree requirements, as established by
7 the State, and become highly com-
8 petent; and

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

11 “(i) graduates prospective principals
12 and other school leaders who exhibit a
13 strong record of successful school leader-
14 ship as demonstrated by—

15 “(I) a high percentage of such
16 graduates taking positions as school
17 leaders, particularly in high-need
18 schools, within 3 years of completing
19 the program; and

20 “(II) a high percentage of such
21 graduates rated effective or above in
22 State school leader evaluation and
23 support systems (as described in sec-
24 tion 2101(c)(4)(B)(ii) of the Elemen-
25 tary and Secondary Education Act of

1 1965) or, if no such ratings are avail-
2 able, other, comparable indicators of
3 performance;

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

18 “(iii) requires each student in the pro-
19 gram to participate in intensive clinical ex-
20 perience in a school-based setting (includ-
21 ing by assuming substantial leadership re-
22 sponsibilities) where the student can be
23 evaluated on leadership skills and on his or
24 her effect on student outcomes as part of
25 program completion.

1 “(18) PROFESSIONAL DEVELOPMENT.—The
 2 term ‘professional development’ has the meaning
 3 given the term in section 8101 of the Elementary
 4 and Secondary Education Act of 1965.

5 “(19) SCHOOL LEADER.—The term ‘school
 6 leader’ has the meaning given the term in section
 7 8101 of the Elementary and Secondary Education
 8 Act of 1965.

9 “(20) TEACHING RESIDENCY PROGRAM.—The
 10 term ‘teaching residency program’ means a school-
 11 based teacher preparation program in which a pro-
 12 spective teacher—

13 “(A) for one academic year, teaches along-
 14 side a mentor teacher, who is the teacher of
 15 record;

16 “(B) receives concurrent instruction during
 17 the year described in subparagraph (A) from an
 18 eligible partner described in any of clauses (i)
 19 through (vi) of paragraph (6)(B), which courses
 20 may be taught by local educational agency per-
 21 sonnel or residency program faculty, in the
 22 teaching of the content area in which the teach-
 23 er will become certified or licensed;

24 “(C) acquires effective teaching skills; and

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

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

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

18 “(B) effectively convey and explain aca-
 19 demic subject matter;

20 “(C) effectively teach higher-order analyt-
 21 ical, evaluation, problem-solving, and commu-
 22 nication skills;

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

1 “(i) are based on empirically based
2 practice and evidence-based research,
3 where applicable, related to teaching and
4 learning;

5 “(ii) are specific to academic subject
6 matter; and

7 “(iii) focus on the identification of
8 students’ specific learning needs, particu-
9 larly students with disabilities, students
10 who are English learners, students who are
11 gifted and talented, and students with low
12 literacy levels, and the tailoring of aca-
13 demic instruction to such needs;

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

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

1 “(G) communicate and work with parents,
2 and involve parents in their children’s edu-
3 cation;

4 “(H) use, in the case of an early childhood
5 educator, age-appropriate and developmentally
6 appropriate strategies and practices for children
7 in early childhood education programs; and

8 “(I) effectively use data to support teach-
9 ing and learning, while safeguarding each stu-
10 dent’s personally identifiable information, in ac-
11 cordance with section 444 of the General Edu-
12 cation Provisions Act (20 U.S.C. 1232g, com-
13 monly known as the ‘Family Educational
14 Rights and Privacy Act of 1974’) and related
15 best practice.

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

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

1 **“PART A—TEACHER AND SCHOOL LEADER**
2 **QUALITY PARTNERSHIP GRANTS**

3 **“SEC. 201. PURPOSES.**

4 “The purposes of this part are to—

5 “(1) improve student achievement;

6 “(2) improve the quality of prospective and new
7 teachers, principals, and other school leaders by im-
8 proving the preparation of prospective teachers,
9 principals, and other school leaders and enhancing
10 professional development activities for new teachers,
11 principals, and other school leaders;

12 “(3) hold teacher, principal, and other school
13 leader preparation programs accountable for pre-
14 paring effective teachers, principals, and other
15 school leaders and for preparing teachers who meet
16 the applicable State certification and licensure re-
17 quirements, including any requirements for certifi-
18 cation obtained through alternative routes to certifi-
19 cation or, with regard to special education teachers,
20 who meet the qualifications described in section
21 612(a)(14)(C) of the Individuals with Disabilities
22 Education Act; and

23 “(4) recruit highly qualified individuals, includ-
24 ing minorities and individuals from other occupa-
25 tions, into the educator workforce.

1 **“SEC. 202. PARTNERSHIP GRANTS.**

2 “(a) PROGRAM AUTHORIZED.—From amounts made
3 available under section 209, the Secretary is authorized
4 to award grants, on a competitive basis, to eligible part-
5 nerships, to enable the eligible partnerships to carry out
6 the activities described in subsection (c).

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

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

14 “(A) the preparation, ongoing training,
15 professional development, and retention of, as
16 applicable to the role, general education and
17 special education teachers, teacher leaders,
18 principals, other school leaders, and early child-
19 hood educators; and

20 “(B) the placement of such individuals in
21 areas of high need, including rural and geo-
22 graphically isolated communities and school
23 leader shortage areas;

24 “(2) a description of the extent to which the
25 program to be carried out with grant funds, as de-
26 scribed in subsection (c), will prepare prospective

1 and new teachers with strong teaching skills or pre-
2 pare prospective and new school leaders with strong
3 school leadership skills;

4 “(3) a description of how such program will
5 prepare prospective and new teachers or school lead-
6 ers, or both, to understand and use research and
7 data to modify and improve classroom instruction or
8 support instructional leadership;

9 “(4) a description of—

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

19 “(B) how the activities of the partnership
20 will be consistent with State, local, and other
21 education reform activities that promote teacher
22 or school leader quality and student academic
23 achievement;

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

1 “(A) the integration of funds from other
2 related sources;

3 “(B) the intended use of the grant funds;
4 and

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

11 “(6) a description of—

12 “(A) how the eligible partnership will meet
13 the purposes of this part;

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

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

1 “(D) the partnership’s evaluation plan
2 under section 204(a);

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

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

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

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

24 “(G) with respect to a grant for a teacher
25 preparation program or school leadership prepa-

1 ration program, how the partnership will pre-
2 pare or support general education and special
3 education teachers to teach students who are
4 English learners;

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

23 “(ii) train other classroom teachers to
24 provide comprehensive literacy 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-BACCA-

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 effectively provide com-
25 prehensive literacy instruction;

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

21 “(iv) developing and implementing an
22 induction program;

23 “(v) developing admissions goals and
24 priorities aligned with the hiring objectives

1 of the high-need local educational agency
 2 in the eligible partnership; and

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

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

17 “(A) Incorporate year-long opportunities
 18 for enrichment, including—

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

24 “(ii) closely supervised interaction be-
 25 tween prospective teachers and faculty or

1 program staff, experienced teachers, prin-
2 cipals, other administrators, and other
3 school leaders at early childhood education
4 programs (as applicable), elementary
5 schools, or secondary schools, and pro-
6 viding support for such interaction.

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

10 “(C) Provide high-quality teacher men-
11 toring.

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

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

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

22 “(G) As applicable, provide training and
23 experience to enhance the teaching skills of pro-
24 spective teachers to better prepare such teach-

ers to meet the unique needs of teaching in rural or urban communities.

“(H) Provide support and training for individuals participating in an activity for prospective or new teachers described in this paragraph or paragraph (1) or (3), and for individuals who serve as mentors for such teachers, based on each individual’s experience. Such support may include—

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

“(ii) with respect to a faculty member, receiving course workload credit and compensation for time teaching in the eligible partnership’s activities; and

“(iii) with respect to a mentor, a stipend, which may include bonus, differential, incentive, or performance pay, based on the mentor’s extra skills and responsibilities.

“(3) INDUCTION PROGRAMS FOR NEW TEACHERS OR SCHOOL LEADERS.—Creating an induction program for new teachers or school leaders, or, in the case of an early childhood education program,

1 providing mentoring or coaching for new early child-
 2 hood educators.

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

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

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

23 “(C) to provide individualized, intensive,
24 and targeted literacy instruction for students
25 with deficiencies in literacy skills; and

1 “(D) to integrate literacy skills in the
2 classroom across subject areas.

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

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

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

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

22 “(A) Supporting a teaching residency pro-
23 gram described in paragraph (2) for high-need
24 subjects and areas, as determined by the needs

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

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

9 “(C) Ensuring that teaching residents who
10 participate in the teaching residency program
11 receive—

12 “(i) effective preservice preparation as
13 described in paragraph (2);

14 “(ii) teacher mentoring;

15 “(iii) support required through the in-
16 duction program as the teaching residents
17 enter the classroom as new teachers; and

18 “(iv) the preparation described in sub-
19 paragraphs (A), (B), and (C) of subsection
20 (d)(2).

21 “(2) TEACHING RESIDENCY PROGRAMS.—

22 “(A) ESTABLISHMENT AND DESIGN.—A
23 teaching residency program under this para-
24 graph shall be a program based upon models of
25 successful teaching residencies that serves as a

1 mechanism to prepare teachers for success in
2 the high-need schools in the eligible partner-
3 ship, and shall be designed to include the fol-
4 lowing characteristics of successful programs:

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

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

11 “(iii) 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 classroom 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-

1 pected to continually improve their ca-
2 pacity to advance student learning;
3 and

4 “(III) who may be relieved from
5 teaching duties as a result of such ad-
6 ditional responsibilities.

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

14 “(I) Planning and preparation,
15 including demonstrated knowledge of
16 content, pedagogy, and assessment,
17 including the use of formative and di-
18 agnostic assessments to improve stu-
19 dent learning.

20 “(II) Appropriate instruction
21 that engages students with different
22 learning styles.

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

1 “(IV) Analysis of gains in stu-
 2 dent learning, based on multiple
 3 measures that are valid and reliable
 4 and that, when feasible, may include
 5 valid, reliable, and objective measures
 6 of the influence of teachers on the
 7 rate of student academic progress.

8 “(V) In the case of mentor can-
 9 didates who will be mentoring new or
 10 prospective literacy and mathematics
 11 coaches or instructors, appropriate
 12 skills in comprehensive literacy in-
 13 struction, teacher training in com-
 14 prehensive literacy strategies to en-
 15 sure students receive a well-rounded
 16 education, and teacher training in
 17 mathematics instructional strategies,
 18 as appropriate.

19 “(v) Grouping of teaching residents in
 20 cohorts to facilitate professional collabora-
 21 tion among such residents.

22 “(vi) The development of admissions
 23 goals and priorities—

24 “(I) that are aligned with the
 25 hiring objectives of the local edu-

1 cational agency partnering with the
 2 program, as well as the instructional
 3 initiatives and curriculum of such
 4 agency, in exchange for a commitment
 5 by such agency to hire qualified grad-
 6 uates from the teaching residency pro-
 7 gram; and

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

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

21 “(B) SELECTION OF INDIVIDUALS AS
 22 TEACHER RESIDENTS.—

23 “(i) ELIGIBLE INDIVIDUAL.—In order
 24 to be eligible to be a teacher resident in a

1 teaching residency program under this
2 paragraph, an individual shall—

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

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

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

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

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

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

8 “(i) STIPENDS OR SALARIES.—A
 9 teaching residency program under this sub-
 10 section shall provide a one-year living sti-
 11 pend or salary to teaching residents during
 12 the one-year teaching residency program.

13 “(ii) APPLICATIONS FOR STIPENDS OR
 14 SALARIES.—Each teacher residency can-
 15 didate desiring a stipend or salary during
 16 the period of residency shall submit an ap-
 17 plication to the eligible partnership at such
 18 time, and containing such information and
 19 assurances, as the eligible partnership may
 20 require.

21 “(iii) AGREEMENTS TO SERVE.—Each
 22 application submitted under clause (ii)
 23 shall contain or be accompanied by an
 24 agreement that the applicant will—

1 “(I) serve as a full-time teacher
2 for a total of not less than 3 academic
3 years immediately after successfully
4 completing the one-year teaching resi-
5 dency program;

6 “(II) fulfill the requirement
7 under subclause (I) by teaching in a
8 high-need school served by the high-
9 need local educational agency in the
10 eligible partnership and teach a sub-
11 ject or area that is designated as high
12 need by the partnership;

13 “(III) provide to the eligible part-
14 nership a certificate, from the chief
15 administrative officer of the local edu-
16 cational agency in which the resident
17 is employed, of the employment re-
18 quired in subclauses (I) and (II) at
19 the beginning of, and upon completion
20 of, each year or partial year of serv-
21 ice;

22 “(IV) meet the applicable State
23 licensure requirements, including any
24 requirements for certification obtained
25 through alternative routes to certifi-

1 cation, or with regard to special edu-
2 cation teachers, who meet the quali-
3 fications described in section
4 612(a)(14)(C) of the Individuals with
5 Disabilities Education Act, when the
6 applicant begins to fulfill the service
7 obligation under this clause; and

8 “(V) comply with the require-
9 ments set by the eligible partnership
10 under clause (iv) if the applicant is
11 unable or unwilling to complete the
12 service obligation required by this
13 clause.

14 “(iv) REPAYMENTS.—

15 “(I) IN GENERAL.—A grantee
16 carrying out a teaching residency pro-
17 gram under this paragraph shall re-
18 quire a recipient of a stipend or salary
19 under clause (i) who does not com-
20 plete, or who notifies the partnership
21 that the recipient intends not to com-
22 plete, the service obligation required
23 by clause (iii) to repay such stipend or
24 salary to the eligible partnership, to-
25 gether with interest, at a rate speci-

1 fied by the partnership in the agree-
2 ment, and in accordance with such
3 other terms and conditions specified
4 by the eligible partnership, as nec-
5 essary.

6 “(II) OTHER TERMS AND CONDI-
7 TIONS.—Any other terms and condi-
8 tions specified by the eligible partner-
9 ship may include reasonable provi-
10 sions for pro-rata repayment of the
11 stipend or salary described in clause
12 (i) or for deferral of a teaching resi-
13 dent’s service obligation required by
14 clause (iii), on grounds of health, in-
15 capacitation, inability to secure em-
16 ployment in a school served by the eli-
17 gible partnership, being called to ac-
18 tive duty in the Armed Forces of the
19 United States, or other extraordinary
20 circumstances.

21 “(III) USE OF REPAYMENTS.—
22 An eligible partnership shall use any
23 repayment received under this clause
24 to carry out additional activities that

1 are consistent with the purposes of
2 this subsection.

3 “(f) PARTNERSHIP GRANTS FOR THE ESTABLISH-
4 MENT OF SCHOOL LEADERSHIP RESIDENCY PRO-
5 GRAMS.—

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

11 “(2) SCHOOL LEADERSHIP RESIDENCY PRO-
12 GRAM DESCRIBED.—A school leadership residency
13 program under this subsection shall be a school-
14 based preparation program for principals, other
15 school leaders, early childhood education program di-
16 rectors, or a combination of those individuals in
17 which a participant—

18 “(A) for 1 academic year, engages in sus-
19 tained and rigorous clinical learning with sub-
20 stantial leadership responsibilities and oppor-
21 tunity to practice and be evaluated in an au-
22 thentic school or early childhood education pro-
23 gram setting; and

24 “(B) during that academic year—

1 “(i) participates in evidence-based
2 coursework that is aligned with leadership
3 standards and includes evaluation of can-
4 didates throughout the program and that
5 is integrated with clinical residency experi-
6 ence; and

7 “(ii) receives support from a mentor
8 principal or other effective school leader or
9 early childhood education director.

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

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

21 “(B) Using evidence-based coursework that
22 is aligned with school leadership standards (de-
23 fined by the eligible partnership) and includes
24 embedded participant assessments to evaluate
25 candidates before program completion, training

prospective principals and other school leaders
to effectively—

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

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

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

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

“(v) engage and involve parents, com-
munity members, the local educational
agency, businesses, and other community
leaders, to leverage additional resources to

1 improve student academic achievement;
2 and

3 “(vi) understand how students learn
4 and develop in order to increase academic
5 achievement for all students and provide a
6 well-rounded education.

7 “(C) Ensuring that individuals who par-
8 ticipate in the school leadership residency pro-
9 gram receive—

10 “(i) effective preservice preparation as
11 described in subparagraphs (B) and (D);

12 “(ii) mentoring;

13 “(iii) continuous feedback throughout
14 the program on their progress; and

15 “(iv) if applicable, full State certifi-
16 cation or licensure to become a school lead-
17 er.

18 “(D) Developing and improving a sus-
19 tained and high-quality preservice clinical edu-
20 cation program to further develop the leader-
21 ship skills of all prospective school leaders in-
22 volved in the program. Such clinical education
23 program shall do the following:

24 “(i) Incorporate year-long opportuni-
25 ties for sustained, intensive, collaborative,

1 and high-quality job-embedded practice, in-
2 cluding—

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

9 “(II) closely supervised inter-
10 action between prospective school
11 leaders and faculty or program staff,
12 new and experienced teachers, and
13 new and experienced school leaders, in
14 such high-need schools; and

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

22 “(ii) Integrate pedagogy and practice
23 and promote effective leadership skills,
24 meeting the unique needs of urban, rural,

1 or geographically isolated communities, as
2 applicable.

3 “(iii) Provide for mentoring of new
4 school leaders.

5 “(E) Creating a new induction program or
6 aligning with existing induction programs for
7 new school leaders.

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

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

19 “(ii) may include an emphasis on re-
20 cruiting into school leadership profes-
21 sions—

22 “(I) individuals from underrep-
23 resented populations;

24 “(II) individuals to serve as prin-
25 cipals or other school leaders in areas

1 of high need, including rural and geo-
 2 graphically isolated communities and
 3 school leader shortage areas;

4 “(III) mid-career professionals
 5 from other occupations;

6 “(IV) former military personnel;
 7 and

8 “(V) recent college graduates
 9 with past teaching experience and a
 10 record of academic distinction.

11 “(G) Ongoing review and improvement of
 12 the program.

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

24 “(h) EVALUATION AND REPORTING.—The Secretary
 25 shall—

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

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

5 “(i) CONSULTATION.—

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

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

19 “(3) WRITTEN CONSENT.—The Secretary may
20 approve changes in grant activities of a grant under
21 this section only if the eligible partnership submits
22 to the Secretary a written consent of such changes
23 signed by all members of the eligible partnership.

24 “(j) CONSTRUCTION.—Nothing in this section shall
25 be construed to prohibit an eligible partnership from using

1 grant funds to coordinate with the activities of eligible
 2 partnerships in other States or on a regional basis through
 3 Governors, State boards of education, State educational
 4 agencies, State agencies responsible for early childhood
 5 education, local educational agencies, or State agencies for
 6 higher education.

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

12 **“SEC. 203. ADMINISTRATIVE PROVISIONS.**

13 “(a) DURATION; NUMBER OF AWARDS; PAY-
 14 MENTS.—

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

17 “(2) NUMBER OF AWARDS.—An eligible part-
 18 nership may not receive more than 1 grant during
 19 a 5-year period. Nothing in this title shall be con-
 20 strued to prohibit an individual member, that can
 21 demonstrate need, of an eligible partnership that re-
 22 ceives a grant under this title, from entering into
 23 another eligible partnership consisting of new mem-
 24 bers and receiving a grant with such other eligible
 25 partnership before the 5-year period described in the

1 preceding sentence applicable to the eligible partner-
2 ship with which the individual member has first
3 partnered has expired.

4 “(b) PEER REVIEW.—

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

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

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

18 “(B) to high-quality applicants, including
19 those whose practices have the strongest evi-
20 dence of effectiveness in preparing teachers,
21 teacher leaders, principals, or other school lead-
22 ers;

23 “(C) to the equitable geographic distribu-
24 tion of grants among rural and urban areas;
25 and

1 “(D) to applicants from a broad base of el-
2 igible partnerships that involve businesses and
3 community organizations.

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

12 “(c) MATCHING REQUIREMENTS.—

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

19 “(2) WAIVER.—The Secretary may waive all or
20 part of the matching requirement described in para-
21 graph (1) for any fiscal year for an eligible partner-
22 ship if the Secretary determines that applying the
23 matching requirement to the eligible partnership
24 would result in serious hardship or an inability to

1 carry out the authorized activities described in this
2 part.

3 “(d) LIMITATION ON ADMINISTRATIVE EXPENSES.—

4 An eligible partnership that receives a grant under this
5 part may use not more than 2 percent of the funds pro-
6 vided to administer the grant.

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

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

14 “(1) For teacher preparation programs, each of
15 the following:

16 “(A) Achievement for all prospective and
17 new teachers, as measured by the eligible part-
18 nership.

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

21 “(C) Improvement in the pass rates and
22 scaled scores for initial State certification or li-
23 censure of teachers.

24 “(D) The percentage of teachers who meet
25 the applicable State certification and licensure

1 requirements, including any requirements for
2 certification obtained through alternative routes
3 to certification, or, with regard to special edu-
4 cation teachers, who meet the qualifications de-
5 scribed in section 612(a)(14)(C) of the Individ-
6 uals with Disabilities Education Act hired by
7 the high-need local educational agency with re-
8 spect to each of the following:

9 “(i) Participating in the eligible part-
10 nership.

11 “(ii) Who are members of underrep-
12 resented groups.

13 “(iii) Who teach high-need academic
14 subject areas, as determined by the State,
15 which may include reading, mathematics,
16 science, and foreign language, including
17 less commonly taught languages and crit-
18 ical foreign languages.

19 “(iv) Who teach in high-need areas, as
20 determined by the State, which may in-
21 clude special education, language instruc-
22 tion educational programs for students
23 who are English learners, and early child-
24 hood education.

1 “(v) Who teach in high-need schools,
2 disaggregated by the elementary school
3 and secondary school levels.

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

9 “(F) As applicable, the percentage of
10 teachers trained—

11 “(i) to integrate technology effectively
12 into curricula and instruction, including
13 technology consistent with the principles of
14 universal design for learning; and

15 “(ii) to use technology effectively to
16 collect, manage, and analyze data to im-
17 prove teaching and learning for the pur-
18 pose of improving student academic
19 achievement.

20 “(2) For school leader preparation programs,
21 each of the following:

22 “(A) The percentage of program partici-
23 pants who complete the program.

24 “(B) The percentage of program partici-
25 pants who, subsequent to completing the pro-

1 gram, receive full State licensure for positions
2 in school leadership.

3 “(C) The percentage of program
4 completers who subsequently take school leader-
5 ship positions in the high-need local educational
6 agencies participating in the eligible partner-
7 ship.

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

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

19 “(b) INFORMATION.—An eligible partnership receiv-
20 ing a grant under this part shall ensure that teachers,
21 principals, other school leaders, principal supervisors,
22 school superintendents, faculty, program staff, and leader-
23 ship at institutions of higher education located in the geo-
24 graphic areas served by the eligible partnership are pro-

1 vided information, including through electronic means,
 2 about the activities carried out with funds under this part.

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

9 “(1) shall cancel the grant; and

10 “(2) may use any funds returned or available
 11 because of such cancellation under paragraph (1)
 12 to—

13 “(A) increase other grant awards under
 14 this part; or

15 “(B) award new grants to other eligible
 16 partnerships under this part.

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

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

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

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

3 “(4) broadly disseminate information—

4 “(A) on effective practices, including on
 5 successful practices developed by eligible part-
 6 nerships under this part; and

7 “(B) regarding such practices that were
 8 found to be ineffective.

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

11 “(a) INSTITUTIONAL AND PROGRAM REPORT CARDS
 12 ON THE QUALITY OF TEACHER AND SCHOOL LEADER
 13 PREPARATION.—

14 “(1) REPORT CARD.—Each institution of higher
 15 education that conducts a traditional teacher or
 16 school leader preparation program or an alternative
 17 route to State teacher or school leader certification
 18 or licensure program and that enrolls students re-
 19 ceiving Federal assistance under this Act, and each
 20 additional entity within the State that conducts an
 21 alternative route to a State teacher or school leader
 22 certification program and receives funds under this
 23 title, shall report annually to the State and the gen-
 24 eral public, in a uniform and comprehensible manner

1 that conforms with the definitions and methods es-
 2 tablished by the Secretary, the following:

3 “(A) GOALS AND ASSURANCES.—

4 “(i) For the most recent year for
 5 which the information is available for the
 6 institution or other entity—

7 “(I) whether the goals and objec-
 8 tives set under section 206 or
 9 204(a)(2), as applicable, have been
 10 met; and

11 “(II) a description of the activi-
 12 ties the institution or entity imple-
 13 mented to achieve such goals or objec-
 14 tives.

15 “(ii) A description of the steps the in-
 16 stitution or entity is taking to improve its
 17 performance in meeting the annual goals
 18 set under section 206.

19 “(iii) A description of the activities
 20 the institution or entity has implemented
 21 to meet the assurances provided under sec-
 22 tion 206.

23 “(B) PASS RATES AND SCALED SCORES.—

24 For the most recent year for which the informa-
 25 tion is available for those students who took the

1 assessments used for teacher or school leader
2 certification or licensure by the State in which
3 the program is located and are enrolled in the
4 traditional teacher or school leader preparation
5 program or alternative routes to State certifi-
6 cation or licensure program, and for those who
7 have taken such assessments and have com-
8 pleted the traditional teacher or school leader
9 preparation program or alternative routes to
10 teacher or school leader State certification or li-
11 censure program during the 2-year period pre-
12 ceding such year, for each of such assess-
13 ments—

14 “(i) the percentage of students who
15 have completed 100 percent of the nonclin-
16 ical coursework and taken the assessment
17 who pass such assessment;

18 “(ii) the percentage of all students
19 who passed such assessment;

20 “(iii) the percentage of students who
21 have taken such assessment who enrolled
22 in and completed the traditional teacher
23 preparation program or alternative routes
24 to State certification or licensure program,
25 as applicable;

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

3 “(v) a comparison of the program’s
4 pass rates with the average pass rates for
5 programs in the State; and

6 “(vi) a comparison of the program’s
7 average scaled scores with the average
8 scaled scores for programs in the State.

9 “(C) PROGRAM INFORMATION AND OUT-
10 COMES.—A description of—

11 “(i) the criteria for admission into the
12 program and the program’s admission
13 rate;

14 “(ii) the number of students in the
15 program, disaggregated by race, ethnicity,
16 and gender;

17 “(iii) the average number of hours of
18 clinical experience required for those in the
19 program;

20 “(iv) the total number and percentage
21 of program entrants who complete the pro-
22 gram;

23 “(v) the total number and percentage
24 of program completers who become cer-
25 tified or licensed as teachers or school

1 leaders and the total number and the per-
 2 centage of program completers who are
 3 hired as teachers, disaggregated by subject
 4 and area of certification or licensure, or as
 5 school leaders within 3 years; and

6 “(vi) if valid and reliable data are
 7 available, the total number and percentage
 8 of program completers placed as principals
 9 who are rated effective or above on school
 10 leader evaluation and support systems
 11 after 3 years of leading a school.

12 “(D) STATEMENT.—In States that require
 13 approval or accreditation of teacher or school
 14 leader preparation programs, a statement of
 15 whether the institution’s program is so ap-
 16 proved or accredited, and by whom.

17 “(E) DESIGNATION AS LOW-PER-
 18 FORMING.—Whether the program has been des-
 19 ignated as low-performing by the State under
 20 section 207(a).

21 “(F) USE OF TECHNOLOGY.—A descrip-
 22 tion of the activities, including activities con-
 23 sistent with the principles of universal design
 24 for learning, that prepare teachers to integrate
 25 technology effectively into curricula and instruc-

tion, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement.

“(G) TEACHER TRAINING.—A description of the activities that prepare general education and special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are English learners.

“(2) REPORT.—Each eligible partnership receiving a grant under section 202 shall report annually on the progress of the eligible partnership toward meeting the purposes of this part and the objectives and measures described in section 204(a).

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

“(4) SPECIAL RULE.—In the case of an institution of higher education that conducts a traditional

1 teacher or school leader preparation program or al-
2 ternative routes to State teacher or school leader
3 certification or licensure program and has fewer
4 than 10 scores reported on any single initial teacher
5 certification or licensure assessment during an aca-
6 demic year, the institution shall collect and publish
7 information, as required under paragraph (1)(B),
8 with respect to an average pass rate and scaled
9 score on each State certification or licensure assess-
10 ment taken over a 3-year period.

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

13 “(1) IN GENERAL.—Each State that receives
14 funds under this Act shall provide to the Secretary
15 and make widely available and easily accessible to
16 the general public, in a uniform and comprehensible
17 manner that conforms with the definitions and
18 methods established by the Secretary, an annual
19 State report card on the quality of teacher and
20 school leader preparation in the State, both for tra-
21 ditional teacher and school leader preparation pro-
22 grams and for alternative routes to State teacher or
23 school leader certification or licensure programs,
24 which shall include not less than the following:

1 “(A) A description of the reliability and
2 validity of the teacher and school leader certifi-
3 cation and licensure assessments, and any other
4 certification and licensure requirements, used
5 by the State.

6 “(B) The standards and criteria that pro-
7 spective teachers must meet to attain initial
8 teacher certification or licensure and to be cer-
9 tified or licensed to teach particular academic
10 subjects, areas, or grades within the State.

11 “(C) A description of how the assessments
12 and requirements described in subparagraph
13 (A) are aligned with the challenging State aca-
14 demic standards required under section
15 1111(b)(1) of the Elementary and Secondary
16 Education Act of 1965 and, as applicable, State
17 early learning standards for early childhood
18 education programs.

19 “(D) For each institution of higher edu-
20 cation located in the State and each other enti-
21 ty located in the State that operates a teacher
22 or school leader preparation program, including
23 those that offer an alternative route for teacher
24 or school leader certification or licensure, in-
25 cluding for each of the assessments used by the

1 State for teacher or school leader certification
2 or licensure—

3 “(i) the percentage of students at
4 such institution or entity who take and
5 pass the assessment; and

6 “(ii) the average scaled score of indi-
7 viduals participating in such a program, or
8 who have completed such a program dur-
9 ing the 2-year period preceding the first
10 year for which the annual State report
11 card is provided, who took each such as-
12 sessment.

13 “(E) A description of alternative routes to
14 teacher certification or licensure in the State
15 (including any such routes operated by entities
16 that are not institutions of higher education), if
17 any, including, for each of the assessments used
18 by the State for teacher certification or licen-
19 sure—

20 “(i) the percentage of individuals par-
21 ticipating in such routes, or who have com-
22 pleted such routes during the 2-year period
23 preceding the date for which the deter-
24 mination is made, who passed each such
25 assessment; and

1 “(ii) the average scaled score of indi-
2 viduals participating in such routes, or who
3 have completed such routes during the 2-
4 year period preceding the first year for
5 which the annual State report card is pro-
6 vided, who took each such assessment.

7 “(F) A description of the State’s criteria
8 for assessing the performance of teacher prepa-
9 ration programs within institutions of higher
10 education in the State. Such criteria shall in-
11 clude indicators of the academic content knowl-
12 edge and teaching skills of students enrolled in
13 such programs.

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

16 “(i) the criteria for admission into the
17 program;

18 “(ii) the number of students in the
19 program, disaggregated by race, ethnicity,
20 and gender (except that such
21 disaggregation shall not be required in a
22 case in which the number of students in a
23 category is insufficient to yield statistically
24 reliable information or the results would

1 reveal personally identifiable information
2 about an individual student);

3 “(iii) the average number of hours of
4 supervised clinical experience required for
5 those in the program; and

6 “(iv) the number of full-time equiva-
7 lent faculty, adjunct faculty, and students
8 in supervised clinical experience.

9 “(H) If valid and reliable data are avail-
10 able, for each school leader preparation pro-
11 gram in the State, the total number and per-
12 centage of program completers placed as prin-
13 cipals who are rated effective or above on school
14 leader evaluation and support systems after 3
15 years of leading a school.

16 “(I) For the State as a whole, and for each
17 teacher preparation program in the State, the
18 number of teachers prepared, in the aggregate
19 and reported separately by—

20 “(i) area of certification or licensure;

21 “(ii) academic major; and

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

24 “(J) A description of the extent to which
25 teacher and school leader preparation programs

1 are addressing shortages of teachers who meet
 2 the applicable State certification and licensure
 3 requirements, including any requirements for
 4 certification obtained through alternative routes
 5 to teacher certification, or, with regard to spe-
 6 cial education teachers, the qualifications de-
 7 scribed in section 612(a)(14)(C) of the Individ-
 8 uals with Disabilities Education Act, by area of
 9 certification and licensures, subject, and spe-
 10 cialty, in the State’s public schools, as well as
 11 shortages of effective school leaders.

12 “(2) PROHIBITION AGAINST CREATING A NA-
 13 TIONAL LIST.—The Secretary shall not create a na-
 14 tional list or ranking of States, institutions, or
 15 schools using the scaled scores provided under this
 16 subsection.

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

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

22 “(1) REPORT CARD.—The Secretary shall annu-
 23 ally provide to the authorizing committees, and pub-
 24 lish and make widely available, a report card on
 25 teacher and school leader qualifications and prepara-

1 tion in the United States, including all the informa-
2 tion reported in subparagraphs (A) through (I) of
3 subsection (b)(1). Such report shall identify States
4 for which eligible partnerships received a grant
5 under this part.

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

9 “(A) A comparison of States’ efforts to im-
10 prove the quality of the current and future edu-
11 cator workforce.

12 “(B) A comparison of eligible partnerships’
13 efforts to improve the quality of the current
14 and future educator workforce.

15 “(C) The national mean and median scaled
16 scores and pass rate on any standardized test
17 that is used in more than one State for teacher
18 or school leader certification or licensure.

19 “(3) SPECIAL RULE.—In the case of a teacher
20 or school leader preparation program with fewer
21 than 10 scores reported on any single initial teacher
22 or school leader certification or licensure assessment
23 during an academic year, the Secretary shall collect
24 and publish, and make publicly available, informa-
25 tion with respect to an average pass rate and scaled

1 score on each State certification or licensure assess-
2 ment taken over a 3-year period.

3 “(e) COORDINATION.—The Secretary, to the extent
4 practicable, shall coordinate the information collected and
5 published under this part among States for individuals
6 who took State teacher or school leader certification or
7 licensure assessments in a State other than the State in
8 which the individual received the individual’s most recent
9 degree.

10 **“SEC. 206. TEACHER DEVELOPMENT.**

11 “(a) ANNUAL GOALS.—Each institution of higher
12 education that conducts a traditional teacher preparation
13 program (including programs that offer any ongoing pro-
14 fessional development programs) or alternative routes to
15 State certification or licensure program, and that enrolls
16 students receiving Federal assistance under this Act, shall
17 set annual quantifiable goals for increasing the number
18 of prospective teachers trained in teacher shortage areas
19 designated by the Secretary or by the State educational
20 agency, including mathematics, science, special education,
21 and instruction of students who are English learners.

22 “(b) ASSURANCES.—Each institution described in
23 subsection (a) shall provide assurances to the Secretary
24 that—

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

6 “(2) training provided to prospective teachers is
 7 closely linked with the needs of schools and the in-
 8 structional decisions new teachers face in the class-
 9 room;

10 “(3) prospective special education teachers re-
 11 ceive coursework and training to ensure students re-
 12 ceive a well-rounded education;

13 “(4) general education teachers receive training
 14 in providing instruction to diverse populations, in-
 15 cluding children with disabilities, students who are
 16 English learners, and children from low-income fam-
 17 ilies; and

18 “(5) prospective teachers receive training on
 19 how to effectively teach in urban and rural schools,
 20 as applicable.

21 “(c) RULE OF CONSTRUCTION.—Nothing in this sec-
 22 tion shall be construed to require an institution to create
 23 a new teacher preparation area of concentration or degree
 24 program or adopt a specific curriculum in complying with
 25 this section.

1 **“SEC. 207. STATE FUNCTIONS.**

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

14 “(1) for school leader preparation programs,
15 criteria based on data on placement and retention,
16 school leader effectiveness, and student outcomes;
17 and

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

22 “(A) increasing the percentage of teachers
23 who meet the applicable State certification and
24 licensure requirements, including any require-
25 ments for certification obtained through alter-
26 native routes to certification, or, with regard to

1 special education teachers, who meet the quali-
2 fications described in section 612(a)(14)(C) of
3 the Individuals with Disabilities Education Act
4 in the State, including increasing professional
5 development opportunities;

6 “(B) if valid and reliable data are avail-
7 able, increasing the percentage of principals
8 and other school leaders who receive ratings of
9 effective or above in State school leader evalua-
10 tion and support systems (as described in sec-
11 tion 2101(c)(4)(B)(ii) of the Elementary and
12 Secondary Education Act of 1965);

13 “(C) improving student academic achieve-
14 ment for elementary and secondary students;
15 and

16 “(D) raising the standards for entry into
17 teaching and school leadership.

18 “(b) TERMINATION OF ELIGIBILITY.—Any teacher or
19 school leader preparation program from which the State
20 has withdrawn the State’s approval, or terminated the
21 State’s financial support, due to the low performance of
22 the program based upon the State assessment described
23 in subsection (a)—

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

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

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

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

13 “(c) NEGOTIATED RULEMAKING.—If the Secretary
14 develops any regulations implementing subsection (b)(2),
15 the Secretary shall submit such proposed regulations to
16 a negotiated rulemaking process, which shall include rep-
17 resentatives of States, institutions of higher education,
18 and educational and student organizations.

19 “(d) APPLICATION OF THE REQUIREMENTS.—The
20 requirements of this section shall apply to both traditional
21 teacher and school leader preparation programs and alter-
22 native routes to State certification and licensure pro-
23 grams.

1 **“SEC. 208. GENERAL PROVISIONS.**

2 “(a) METHODS.—In complying with sections 205 and
3 206, the Secretary shall ensure that States and institu-
4 tions of higher education use fair and equitable methods
5 in reporting and that the reporting methods do not reveal
6 personally identifiable information.

7 “(b) SPECIAL RULE.—For each State that does not
8 use content assessments as a means of ensuring that all
9 teachers teaching the subjects that are part of a well-
10 rounded education within the State meet the applicable
11 State certification and licensure requirements, including
12 requirements for certification obtained through alternative
13 routes to certification, in accordance with the State plan
14 submitted or revised under section 1111 of such Act, and
15 that each person employed as a special education teacher
16 in the State who teaches elementary school or secondary
17 school meets the qualifications described in section
18 612(a)(14)(C) of the Individuals with Disabilities Edu-
19 cation Act, the Secretary shall—

20 “(1) to the extent practicable, collect data com-
21 parable to the data required under this part from
22 States, local educational agencies, institutions of
23 higher education, or other entities that administer
24 such assessments to teachers or prospective teachers;
25 and

1 “(2) notwithstanding any other provision of this
 2 part, use such data to carry out requirements of this
 3 part related to assessments, pass rates, and scaled
 4 scores.

5 “(c) RELEASE OF INFORMATION TO TEACHER AND
 6 SCHOOL LEADER PREPARATION PROGRAMS FOR PRO-
 7 GRAM IMPROVEMENT.—

8 “(1) IN GENERAL.—For the purpose of improv-
 9 ing teacher and school leader preparation programs,
 10 a State that receives funds under this Act, or that
 11 participates as a member of a partnership, consor-
 12 tium, or other entity that receives such funds, shall
 13 regularly provide to a teacher or school leader prepa-
 14 ration program any and all pertinent education-re-
 15 lated information that—

16 “(A) may enable the teacher or school
 17 leader preparation program to evaluate the ef-
 18 fectiveness of the program’s graduates or the
 19 program itself; and

20 “(B) is possessed, controlled, or accessible
 21 by the State.

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

24 “(A) shall include an identification of spe-
 25 cific individuals who graduated from the teach-

er or school leader preparation program to enable the teacher or school leader preparation program to evaluate the information provided to the program from the State with the program's own data about the specific courses taken by, and field experiences of, the individual graduates; and

“(B) may include—

“(i) kindergarten through grade 12 academic achievement and demographic data, without revealing personally identifiable information about an individual student, for students who have been taught by graduates of the teacher preparation program; and

“(ii) teacher or school leader effectiveness evaluations for teachers or school leaders who graduated from the teacher or school leader preparation program.

“SEC. 209. AUTHORIZATION OF APPROPRIATIONS.

“(a) IN GENERAL.—There are authorized to be appropriated to carry out this part such sums as may be necessary for fiscal year 2022 and each of the 5 succeeding fiscal years.

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

○