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(Original Signature of Member)

116TH CONGRESS
2D SESSION

H. R. _____

To improve quality and accountability for educator preparation programs.

IN THE HOUSE OF REPRESENTATIVES

Ms. SHALALA introduced the following bill; which was referred to the
Committee on _____

A BILL

To improve quality and accountability for educator
preparation programs.

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

3 **SECTION 1. SHORT TITLE.**

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

1 **TITLE I—EDUCATOR QUALITY**
2 **ENHANCEMENT**

3 **SEC. 101. DEFINITIONS.**

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

6 (1) by striking paragraph (22);

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

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

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

19 (4) by inserting after paragraph (8), as redesi-
20 gnated by paragraph (2), the following:

21 “(9) EVIDENCE OF STUDENT LEARNING.—The
22 term ‘evidence of student learning’ means multiple
23 measures of student learning that shall include the
24 following:

1 “(A) Valid and reliable student assessment
2 data, which may include data—

3 “(i) based on—

4 “(I) student learning gains on
5 State student academic assessments
6 under section 1111(b)(2) of the Ele-
7 mentary and Secondary Education
8 Act of 1965; or

9 “(II) student academic achieve-
10 ment assessments used at the na-
11 tional, State, or school district levels,
12 where available and appropriate for
13 the curriculum and students taught;

14 “(ii) from classroom-based formative
15 assessments;

16 “(iii) from classroom-based summative
17 assessments; and

18 “(iv) from objective performance-
19 based assessments.

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

22 “(i) Student work, including measures
23 of performance criteria and evidence of
24 student growth.

1 “(ii) Teacher-generated information
2 about student goals and growth.

3 “(iii) Parental feedback about student
4 goals and growth.

5 “(iv) Student feedback about learning
6 and teaching supports.

7 “(v) Assessments of affective engage-
8 ment and self-efficacy.

9 “(vi) Other appropriate measures as
10 determined by the State.”;

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

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

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

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

21 “(iii) that meets the eligibility require-
22 ments for funding under the Small, Rural
23 School Achievement Program under section
24 5211(b) of the Elementary and Secondary Edu-
25 cation Act of 1965 or the Rural and Low-In-

1 come School Program under section 6221(b) of
2 such Act; or

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

6 “(B)(i) for which one or more schools
7 served by the agency is persistently low achiev-
8 ing; or

9 “(ii) for which one or more schools served
10 by the agency has a high teacher turnover
11 rate.”;

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

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

23 “(A) High-quality mentoring.

24 “(B) Periodic, structured time for collabo-
25 ration and classroom observation opportunities

1 with teachers in the same department or field,
2 including mentor teachers, as well as time for
3 information-sharing among teachers, principals,
4 administrators, other appropriate educators,
5 and participating faculty in the partner institu-
6 tion.

7 “(C) The application of empirically based
8 practice and scientifically valid research on in-
9 structional practices.

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

16 “(E) The development of skills in instruc-
17 tional and behavioral interventions derived from
18 empirically based practice, and where applica-
19 ble, scientifically valid research.

20 “(F) Faculty who—

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

23 “(ii) assist new teachers and prin-
24 cipals with the effective use and integra-
25 tion of technology in instruction; and

1 “(iii) demonstrate the content knowl-
2 edge and pedagogical skills necessary to be
3 effective in advancing student achievement.

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

10 “(H) Assistance with the understanding of
11 data, particularly student achievement data,
12 and the application of such data in classroom
13 instruction.

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

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

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

24 “(ii) build and sustain a culture of
25 learning among adults and children;

1 “(iii) strengthen communications and
2 relationships with parents, caregivers, and
3 community stakeholders;

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

9 “(v) build relationships and commu-
10 nicate effectively with State and local edu-
11 cational agency officials.”;

12 (7) by inserting after paragraph (19), as reded-
13 icated by paragraph (2), the following:

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

16 “(A) when used with respect to a principal,
17 means a principal who—

18 “(i) has an advanced degree, or other
19 appropriate credential;

20 “(ii) has completed a principal prepa-
21 ration process and is fully certified and li-
22 censed by the State in which the principal
23 is employed;

24 “(iii) has demonstrated instructional
25 leadership, including the ability to collect,

1 analyze, and utilize data on evidence of
2 student learning and evidence of classroom
3 practice;

4 “(iv) has demonstrated proficiency in
5 professionally recognized leadership stand-
6 ards, such as through—

7 “(I) a performance assessment;

8 “(II) completion of a residency
9 program; or

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

12 “(v) has demonstrated the ability to
13 work with students who are culturally and
14 linguistically diverse;

15 “(B) when used with respect to a teacher,
16 means a teacher who—

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

21 “(ii) has demonstrated content knowl-
22 edge in the subject or subjects the teacher
23 teaches;

1 “(iii) has demonstrated the ability to
2 work with students who are culturally and
3 linguistically diverse; and

4 “(iv) has demonstrated teaching skills,
5 such as through—

6 “(I) a teacher performance as-
7 sessment; or

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

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

16 (8) by inserting after paragraph (21), as reded-
17 ignated by paragraph (2), the following:

18 “(22) RESIDENCY PROGRAM.—The term ‘resi-
19 dency program’ means a school-based educator prep-
20 aration program in which a prospective teacher,
21 principal, or other educator—

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

1 “(B) receives concurrent instruction during
2 the year described in subparagraph (A) from
3 the partner institution, which courses may be
4 taught by local educational agency personnel or
5 residency program faculty, in—

6 “(i) the teaching of the content area
7 in which the teacher will become certified
8 or licensed;

9 “(ii) pedagogical practices; and

10 “(iii) leadership, management, organi-
11 zational, and instructional skills necessary
12 to serve as a principal;

13 “(C) acquires effective teaching or leader-
14 ship skills; and

15 “(D) prior to completion of the program,
16 earns a master’s degree or other appropriate
17 advanced credential, attains full State teacher
18 or leader certification or licensure, and becomes
19 profession ready (if applicable).”; and

20 (9) by inserting after paragraph (24), as reded-
21 icated by paragraph (2), the following:

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

1 “(A) based on professional teaching stand-
2 ards;

3 “(B) used to measure the effectiveness of
4 a teacher’s—

5 “(i) curriculum planning;

6 “(ii) instruction of students, including
7 appropriate plans and modifications for
8 students who are limited English proficient
9 and students who are children with disabili-
10 ties;

11 “(iii) assessment of students, includ-
12 ing analysis of evidence of student learn-
13 ing; and

14 “(iv) ability to advance student learn-
15 ing;

16 “(C) validated based on professional as-
17 sessment standards;

18 “(D) reliably scored by trained evaluators,
19 with appropriate oversight of the process to en-
20 sure consistency; and

21 “(E) used to support continuous improve-
22 ment of educator practice.

23 “(26) TEACHER PREPARATION ENTITY.—The
24 term ‘teacher preparation entity’ means an institu-
25 tion of higher education, a nonprofit organization,

1 for-profit organization, or other organization that is
2 approved by the State to prepare teachers to be ef-
3 fective in the classroom.

4 “(27) **TEACHER PREPARATION PROGRAM.**—The
5 term ‘teacher preparation program’ means a pro-
6 gram offered by a teacher preparation entity that
7 leads to a specific State teacher certification.”.

8 **SEC. 102. EDUCATOR QUALITY ENHANCEMENT.**

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

11 (1) in paragraph (2), by inserting “, principals,
12 and other educators” after “teachers” each place the
13 term appears;

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

16 (3) by striking paragraph (4) and inserting the
17 following:

18 “(4) recruit profession ready individuals, includ-
19 ing minorities and individuals from other occupa-
20 tions, as teachers, principals, and other educators;
21 and”;

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

23 “(5) meet the staffing needs of high-need local
24 educational agencies and high-need schools through

1 close partnerships with educator preparation pro-
2 grams within institutions of higher education.”.

3 **SEC. 103. PARTNERSHIP GRANTS.**

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

6 (1) in subsection (b)—

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

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

11 “(2) a description of the extent to which the
12 program to be carried out with grant funds, as de-
13 scribed in subsection (c), will prepare prospective
14 and new educators with strong teaching, leadership,
15 and other professional skills necessary to increase
16 learning and academic achievement;”;

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

19 (D) in paragraph (4)—

20 (i) in subparagraph (A), by inserting
21 “, principal, and other educator” after
22 “teacher”; and

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

25 (E) in paragraph (6)—

1 (i) by striking subparagraph (F) and
2 inserting the following:

3 “(F) how the partnership will prepare edu-
4 cators to teach and work with students with
5 disabilities, including training related to early
6 identification of students with disabilities and
7 participation as a member of individualized edu-
8 cation program teams, as defined in section
9 614(d)(1)(B) of the Individuals with Disabil-
10 ities Education Act;”;

11 (ii) by striking subparagraph (G) and
12 inserting the following:

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

16 (iii) by striking subparagraph (H) and
17 inserting the following:

18 “(H) how faculty at the partner institution
19 will work, during the term of the grant, with
20 mentor educators in the classrooms and admin-
21 istrators of high-need schools served by the
22 high-need local educational agency in the part-
23 nership to—

24 “(i) provide high-quality professional
25 development activities to strengthen the

1 content knowledge and teaching skills of
2 elementary school and secondary school
3 teachers and other educators, including
4 multi-tiered systems of support and uni-
5 versal design for learning;

6 “(ii) train other classroom teachers,
7 principals, school librarians, and other edu-
8 cators to implement literacy programs that
9 incorporate the essential components of
10 reading and writing instruction; and

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

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

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

22 (F) by striking paragraph (7) and insert-
23 ing the following:

1 “(7) with respect to the induction program re-
2 quired as part of the activities carried out under this
3 section—

4 “(A) a description of how the schools and
5 departments within the institution of higher
6 education that are part of the induction pro-
7 gram will effectively prepare educators, includ-
8 ing providing content expertise and expertise in
9 teaching and leadership, as appropriate;

10 “(B) a description of the eligible partner-
11 ship’s capacity to use empirically based practice
12 and scientifically valid research on teaching and
13 learning;

14 “(C) a description of how the educator
15 preparation program will design and implement
16 an induction program to support all new edu-
17 cators who are prepared by the educator prepa-
18 ration program in the partnership and who are
19 employed in the high-need local educational
20 agency in the partnership, and, to the extent
21 practicable, all new educators who teach in such
22 high-need local educational agency; and

23 “(D) a description of how higher education
24 faculty involved in the induction program will
25 be able to substantially participate in an early

1 childhood education program or an elementary
2 school or secondary school classroom setting, as
3 applicable.”;

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

6 “(e) USE OF GRANT FUNDS.—An eligible partner-
7 ship that receives a grant under this section—

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

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

17 (3) by striking subsection (e) and inserting the
18 following:

19 “(e) PARTNERSHIP GRANTS FOR THE ESTABLISH-
20 MENT OF TEACHING AND PRINCIPAL RESIDENCY PRO-
21 GRAMS.—

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

1 “(A) FOR TEACHING RESIDENCY PRO-
2 GRAMS.—An eligible partnership carrying out a
3 teaching residency program shall carry out both
4 of the following activities:

5 “(i) Supporting a teaching residency
6 program described in paragraph (2) for
7 high-need schools and in high-need sub-
8 jects and areas, as determined by the
9 needs of the high-need local educational
10 agency in the partnership.

11 “(ii) Placing graduates of the teach-
12 ing residency program in cohorts that fa-
13 cilitate professional collaboration, both
14 among graduates of the residency program
15 and between such graduates and mentor
16 teachers in the receiving school.

17 “(B) FOR PRINCIPAL RESIDENCY PRO-
18 GRAMS.—An eligible partnership carrying out a
19 principal residency program shall support a
20 program described in paragraph (3) for high-
21 need schools, as determined by the needs of the
22 high-need local educational agency in the part-
23 nership.

24 “(2) TEACHER RESIDENCY PROGRAMS.—

1 “(A) ESTABLISHMENT AND DESIGN.—A
2 teaching residency program under this para-
3 graph shall be a program based upon models of
4 successful teaching residencies that serves as a
5 mechanism to prepare teachers for success in
6 high-need schools in the eligible partnership and
7 shall be designed to include the following char-
8 acteristics of successful programs:

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

11 “(ii) The exposure to principles of
12 child development as well as understanding
13 and applying principles of learning and be-
14 havior.

15 “(iii) Engagement of teaching resi-
16 dents in rigorous graduate-level coursework
17 to earn a master’s degree while under-
18 taking a guided teaching apprenticeship.

19 “(iv) Experience and learning oppor-
20 tunities alongside a trained and experi-
21 enced mentor teacher—

22 “(I) whose teaching shall com-
23 plement the residency program so that
24 school-based clinical practice is tightly
25 aligned with coursework;

1 “(II) who shall have extra re-
2 sponsibilities as a teacher leader of
3 the teaching residency program, as a
4 mentor for residents, and as a teacher
5 coach during the induction program
6 for new teachers, and for establishing,
7 within the program, a learning com-
8 munity in which all individuals are ex-
9 pected to continually improve their ca-
10 pacity to advance student learning;
11 and

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

16 “(v) The establishment of clear cri-
17 teria for the selection of mentor teachers
18 based on the appropriate subject area
19 knowledge and measures of teacher effec-
20 tiveness, which shall be based on, but not
21 limited to, observations of the following:

22 “(I) Planning and preparation,
23 including demonstrated knowledge of
24 content, pedagogy, and assessment,
25 including the use of formative,

1 summative, and diagnostic assess-
2 ments to improve student learning.

3 “(II) Appropriate instruction
4 that engages all students.

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

7 “(IV) Analysis of evidence of stu-
8 dent learning.

9 “(vi) The development of admissions
10 goals and priorities—

11 “(I) that are aligned with the
12 hiring objectives of the local edu-
13 cational agency partnering with the
14 program, as well as the instructional
15 initiatives and curriculum of such
16 agency to hire qualified graduates
17 from the teaching residency program;
18 and

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

1 “(vii) Support for residents once such
2 residents are hired as the teachers of
3 record, through an induction program, pro-
4 fessional development, and networking op-
5 portunities to support the residents
6 through not less than the residents’ first 2
7 years of teaching.

8 “(B) SELECTION OF INDIVIDUALS AS
9 TEACHER RESIDENTS.—

10 “(i) ELIGIBLE INDIVIDUAL.—In order
11 to be eligible to be a teacher resident in a
12 teacher residency program under this para-
13 graph, an individual shall—

14 “(I) be a recent graduate of a 4-
15 year institution of higher education or
16 a mid-career professional possessing
17 strong content knowledge of a record
18 of professional accomplishment; and

19 “(II) submit an application to
20 the residency program.

21 “(ii) SELECTION CRITERIA.—An eligi-
22 ble partnership carrying out a teaching
23 residency program under this subsection
24 shall establish criteria for the selection of
25 eligible individuals to participate in the

1 teaching residency program based on the
2 following characteristics:

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

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

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

15 “(3) PRINCIPAL RESIDENCY PROGRAMS.—

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

24 “(i) Engagement of principal resi-
25 dents in rigorous graduate-level coursework

1 to earn an appropriate advanced credential
2 while undertaking a guided principal ap-
3 prenticeship.

4 “(ii) Experience and learning opportu-
5 nities alongside a trained and experienced
6 mentor principal—

7 “(I) whose mentoring shall be
8 based on standards of effective men-
9 toring practice and shall complement
10 the residence program so that school-
11 based clinical practice is tightly
12 aligned with coursework; and

13 “(II) who may be relieved from
14 some portion of principal duties or
15 may be offered a stipend as a result
16 of such additional responsibilities.

17 “(iii) The establishment of clear cri-
18 teria for the selection of mentor principals,
19 which may be based on observations of the
20 following:

21 “(I) Demonstrating awareness of,
22 and having experience with, the
23 knowledge, skills, and attitudes to—

24 “(aa) establish and maintain
25 a professional learning commu-

1 nity that effectively extracts in-
2 formation from data to improve
3 the school culture and personalize
4 instruction for all students to re-
5 sult in improved student achieve-
6 ment;

7 “(bb) create and maintain a
8 learning culture within the school
9 that provides a climate conducive
10 to the development of all mem-
11 bers of the school community, in-
12 cluding one of continuous learn-
13 ing for adults tied to student
14 learning and other school goals;

15 “(cc) engage in continuous
16 professional development, uti-
17 lizing a combination of academic
18 study, developmental simulation
19 exercises, self-reflection, mentor-
20 ship, and internship;

21 “(dd) understand youth de-
22 velopment appropriate to the age
23 level served by the school, and
24 use this knowledge to set high ex-
25 pectations and standards for the

1 academic, social, emotional, and
2 physical development of all stu-
3 dents; and

4 “(ee) actively engage the
5 community to create shared re-
6 sponsibility for student academic
7 performance and successful de-
8 velopment.

9 “(II) Planning and articulating a
10 shared and coherent schoolwide direc-
11 tion and policy for achieving high
12 standards of student performance.

13 “(III) Identifying and imple-
14 menting the activities and rigorous
15 curriculum necessary for achieving
16 such standards of student perform-
17 ance.

18 “(IV) Supporting a culture of
19 learning, collaboration, and profes-
20 sional behavior and ensuring quality
21 measures of instructional practice.

22 “(V) Communicating and engag-
23 ing parents, families, and other exter-
24 nal communities.

1 “(VI) Collecting, analyzing, and
2 utilizing data and other evidence of
3 student learning and evidence of class-
4 room practice to guide decisions and
5 actions for continuous improvement
6 and to ensure performance account-
7 ability.

8 “(iv) The development of admissions
9 goals and priorities—

10 “(I) that are aligned with the
11 hiring objectives of the local edu-
12 cational agency partnering with the
13 program, as well as the instructional
14 initiatives and curriculum of such
15 agency to hire qualified graduates
16 from the principal residency program;
17 and

18 “(II) which may include consider-
19 ation of applicants who reflect the
20 communities in which they will serve
21 as well as consideration of individuals
22 from underrepresented populations in
23 school leadership positions.

24 “(v) Support for residents once such
25 residents are hired as principals, through

1 an induction program, professional devel-
2 opment to support the knowledge and skills
3 of the principal in a continuum of learning
4 and content expertise in developmentally
5 appropriate or age-appropriate educational
6 practices, and networking opportunities to
7 support the residents through not less than
8 the residents' first 2 years of serving as
9 principal of a school.

10 “(B) SELECTION OF INDIVIDUALS AS
11 PRINCIPAL RESIDENTS.—

12 “(i) ELIGIBLE INDIVIDUAL.—In order
13 to be eligible to be a principal resident in
14 a principal residency program under this
15 paragraph, an individual shall—

16 “(I) have prior prekindergarten
17 through grade 12 teaching experience;

18 “(II) have experience as an effec-
19 tive leader, manager, and written and
20 oral communicator; and

21 “(III) submit an application to
22 the residency program.

23 “(ii) SELECTION CRITERIA.—An eligi-
24 ble partnership carrying out a principal
25 residency program under this subsection

1 shall establish criteria for the selection of
2 eligible individuals to participate in the
3 principal residency program based on the
4 following characteristics:

5 “(I) Strong instructional leader-
6 ship skills in an elementary school or
7 secondary school setting.

8 “(II) Strong verbal and written
9 communication skills, which may be
10 demonstrated by performance on ap-
11 propriate assessments.

12 “(III) Other attributes linked to
13 effective leadership, such as sound
14 judgment, organizational capacity, col-
15 laboration, and openness to contin-
16 uous learning, which may be deter-
17 mined by interviews or performance
18 assessment, as specified by the eligible
19 partnership.

20 “(4) STIPENDS OR SALARIES; APPLICATIONS;
21 AGREEMENTS; REPAYMENTS.—

22 “(A) STIPENDS OR SALARIES.—A teaching
23 or principal residency program under this sub-
24 section—

1 “(i) shall provide a 1-year living sti-
2 pend or salary to teaching or principal
3 residents during the 1-year teaching or
4 principal residency program; and

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

7 “(B) APPLICATIONS FOR STIPENDS OR
8 SALARIES.—Each teacher or principal residency
9 candidate desiring a stipend or salary during
10 the period of residency shall submit an applica-
11 tion to the eligible partnership at such time,
12 and containing such information and assur-
13 ances, as the eligible partnership may require.

14 “(C) AGREEMENTS TO SERVE.—Each ap-
15 plication submitted under subparagraph (B)
16 shall contain or be accompanied by an agree-
17 ment that the applicant will—

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

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

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

8 “(II) if there is no appropriate
9 position available in a high-need
10 school served by the high-need local
11 educational agency in the eligible
12 partnership, by teaching or serving as
13 a principal in any other high-need
14 school;

15 “(iii) provide to the eligible partner-
16 ship a certificate, from the chief adminis-
17 trative officer of the local educational
18 agency in which the resident is employed,
19 of the employment required under clauses
20 (i) and (ii) at the beginning of, and upon
21 completion of, each year or partial year of
22 service;

23 “(iv) for teacher residents, meet the
24 requirements to be a profession ready
25 teacher; and

1 “(v) comply with the requirements set
2 by the eligible partnership under subpara-
3 graph (D) if the applicant is unable or un-
4 willing to complete the service obligation
5 required by this subparagraph.

6 “(D) REPAYMENTS.—

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

22 “(ii) OTHER TERMS AND CONDI-
23 TIONS.—Any other terms and conditions
24 specified by the eligible partnership may
25 include reasonable provisions for prorate

1 repayment of the stipend or salary de-
2 scribed in subparagraph (A) or for deferral
3 of a teaching resident’s service obligation
4 required by subparagraph (C), on grounds
5 of health, incapacitation, inability to secure
6 employment in a school served by the eligi-
7 ble partnership, being called to active duty
8 in the Armed Forces of the United States,
9 or other extraordinary circumstances.

10 “(iii) USE OF REPAYMENTS.—An eli-
11 gible partnership shall use any repayment
12 received under this subparagraph to carry
13 out additional activities that are consistent
14 with the purposes of this section.”;

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

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

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

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

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

5 “(4) Creating induction programs for new edu-
6 cators.

7 “(5) Aligning recruitment and admissions goals
8 and priorities with the hiring objectives of the high-
9 need local educational agency in the eligible partner-
10 ship.

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

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

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

22 **SEC. 104. ADMINISTRATIVE PROVISIONS.**

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

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

3 “(2) NUMBER OF AWARDS.—An eligible part-
4 nership may not receive more than 1 grant during
5 a 5-year period, except such partnership may receive
6 an additional grant during such period if such grant
7 is used to establish a teacher or principal residency
8 program if such residency program was not estab-
9 lished with the prior grant. Nothing in this title
10 shall be construed to prohibit an individual member,
11 that can demonstrate need, of an eligible partnership
12 that receives a grant under this title from entering
13 into another eligible partnership consisting of new
14 members and receiving a grant with such other eligi-
15 ble partnership before the 5-year period described in
16 the preceding sentence applicable to the eligible
17 partnership with which the individual member has
18 first partnered has expired.”; and

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

22 **SEC. 105. ACCOUNTABILITY AND EVALUATION.**

23 Section 204(a) of the Higher Education Act of 1965
24 (20 U.S.C. 1022c(a)) is amended to read as follows:

1 “(a) ELIGIBLE PARTNERSHIP EVALUATION.—Each
2 eligible partnership submitting an application for a grant
3 under this part shall establish, and include in such appli-
4 cation, an evaluation plan that includes strong and meas-
5 urable performance objectives. The plan shall include ob-
6 jectives and measures for—

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

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

10 “(3) pass rates and scaled scores for initial
11 State certification or licensure of teachers or pass
12 rates and average scores on valid and reliable teach-
13 er performance assessments; and

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

18 “(B) the percentage of profession ready teach-
19 ers, principals, and other educators hired by the
20 high-need local educational agency who are members
21 of underrepresented groups;

22 “(C) the percentage of profession ready teach-
23 ers hired by the high-need local educational agency
24 who teach high-need academic subject areas (such as
25 reading, mathematics, science, and foreign language,

1 including less commonly taught languages and crit-
2 ical foreign languages);

3 “(D) the percentage of profession ready teach-
4 ers hired by the high-need local educational agency
5 who teach in high-need areas (including special edu-
6 cation, bilingual education, language instruction edu-
7 cational programs for English language learners,
8 and early childhood education);

9 “(E) the percentage of profession ready teach-
10 ers and other educators hired by the high-need local
11 educational agency who teach in high-need schools,
12 disaggregated by the elementary school and sec-
13 ondary school levels;

14 “(F) as applicable, the percentage of early
15 childhood education program classes in the geo-
16 graphic area served by the eligible partnership
17 taught by early childhood educators who are highly
18 competent; and

19 “(G) as applicable, the percentage of educators
20 trained to—

21 “(i) integrate technology effectively into
22 curricula and instruction, including technology
23 consistent with the principles of universal de-
24 sign for learning; and

1 “(ii) use technology effectively to collect,
2 manage, and analyze data to improve teaching
3 and learning for the purpose of improving stu-
4 dent learning outcomes.”.

5 **SEC. 106. ACCOUNTABILITY FOR PROGRAMS THAT PRE-**
6 **PARE TEACHERS.**

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

9 (1) in subsection (a)—

10 (A) by striking the subsection heading and
11 inserting “TEACHER PREPARATION ENTITY
12 REPORT CARDS”; and

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

15 “(1) REPORT CARD.—Each teacher preparation
16 entity approved to operate teacher preparation pro-
17 grams in the State and that receives or enrolls stu-
18 dents receiving Federal assistance shall report annu-
19 ally to the State and the general public, in a uniform
20 and comprehensible manner that conforms with the
21 definitions and methods established by the Sec-
22 retary, the following:

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

24 For the most recent year for which the informa-
25 tion is available for each teacher preparation

1 program offered by the teacher preparation en-
2 tity the following:

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

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

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

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

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

1 mit in lieu of the information described in
2 clause (i) the pass rate and average score
3 of students taking the teacher performance
4 assessment.

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

7 “(i) The median grade point average
8 and range of grade point averages for ad-
9 mitted students.

10 “(ii) The number of students in the
11 entity (disaggregated by race, ethnicity,
12 and gender).

13 “(iii) The number of hours and types
14 of supervised clinical preparation required
15 for each program.

16 “(iv) The total number of students
17 who have completed programs for certifi-
18 cation or licensure (disaggregated by sub-
19 ject area and by race, ethnicity, and gen-
20 der, except that such disaggregation shall
21 not be required in a case in which the re-
22 sult would reveal personally identifiable in-
23 formation about an individual student).

24 “(C) ACCREDITATION.—Whether the pro-
25 gram or entity is accredited by a specialized ac-

1 crediting agency recognized by the Secretary for
2 accreditation of professional teacher education
3 programs.

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

8 (2) in subsection (b)—

9 (A) in paragraph (1)—

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

13 (ii) by striking subparagraph (D) and
14 inserting the following:

15 “(D)(i) Except as provided in clause (ii),
16 for each of the assessments used by the State
17 for teacher certification or licensure,
18 disaggregated by subject area, race, ethnicity,
19 and gender, except that such disaggregation
20 shall not be required in a case in which the re-
21 sult would reveal personally identifiable infor-
22 mation about an individual student—

23 “(I) for each entity located in the
24 State, the percentage of students at such
25 entities who have completed 100 percent of

1 the nonclinical coursework and taken the
2 assessment who pass such assessment;

3 “(II) the percentage of all such stu-
4 dents in all such programs and entities
5 who have taken the assessment who pass
6 such assessment;

7 “(III) the percentage of students who
8 have taken the assessment who enrolled in
9 and completed a teacher preparation pro-
10 gram; and

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

18 “(ii) In the case of a State that has imple-
19 mented a valid and reliable teacher performance
20 assessment, the State may submit in lieu of the
21 information described in clause (i) the pass rate
22 and average score of students taking the teach-
23 er performance assessment, disaggregated by
24 subject area, race, ethnicity, and gender, except
25 that such disaggregation shall not be required

1 in a case in which the result would reveal per-
2 sonally identifiable information about an indi-
3 vidual student.”;

4 (iii) by striking subparagraph (G) and
5 inserting the following:

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

8 “(i) The median grade point average
9 and range of grade point averages for ad-
10 mitted students.

11 “(ii) The number of students in the
12 program (disaggregated by race, ethnicity,
13 and gender).

14 “(iii) The number of hours and types
15 of supervised clinical preparation required.

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

18 (iv) by striking subparagraph (H) and
19 inserting the following:

20 “(H) For the State as a whole, and for
21 each teacher preparation entity in the State,
22 the number of teachers prepared, in the aggre-
23 gate and reported separately by the following:

24 “(i) Area of certification or licensure.

25 “(ii) Academic major.

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

3 “(iv) The relationship of the subject
4 area and grade span of teachers graduated
5 by the teacher preparation entity to the
6 teacher workforce needs of the State.

7 “(v) The percentage of teachers grad-
8 uated teaching in high-need schools.

9 “(vi) Race, gender, and ethnicity.”;
10 (v) by striking subparagraphs (I), (J),
11 (K), and (L); and

12 (vi) by adding at the end the fol-
13 lowing:

14 “(I) The capacity of the statewide longitu-
15 dinal data system to report valid and reliable
16 outcome data on the graduates of teacher prep-
17 aration entities in the State and where available
18 the results of such data on the following:

19 “(i) Evidence of student learning, in-
20 cluding information on the academic per-
21 formance of students with disabilities and
22 limited English proficient students taught
23 by graduates of teacher preparation enti-
24 ties in the State by subject area and grade.

1 “(ii) Job placement of program
2 completers within 12 months of gradua-
3 tion.

4 “(iii) Retention of program completers
5 in teaching after 3 years.

6 “(iv) Other outcome indicators, such
7 as average results from teacher evalua-
8 tions.”; and

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

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

15 (3) in subsection (d)—

16 (A) in paragraph (1), by striking “(A)
17 through (L)” and inserting “(A) through (H)”;
18 and

19 (B) in paragraph (2), by adding at the end
20 the following:

21 “(D) The relationship of the subject area
22 and grade span of teachers graduated by teach-
23 er preparation entities across the States to
24 identified teacher shortage areas.

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

3 **SEC. 107. TEACHER DEVELOPMENT.**

4 The Higher Education Act of 1965 (20 U.S.C.
5 1022e) is amended by striking section 206.

6 **SEC. 108. STATE FUNCTIONS.**

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

9 **“SEC. 207. STATE FUNCTIONS.**

10 “(a) STATE ASSESSMENT.—

11 “(1) IN GENERAL.—In order to receive funds
12 under this Act or under title II of the Elementary
13 and Secondary Education Act of 1965, a State shall
14 conduct an assessment to identify at-risk and low-
15 performing teacher preparation programs in the
16 State and to assist such programs through the pro-
17 vision of technical assistance.

18 “(2) PROVISION OF LOW-PERFORMING LIST.—

19 Each State described in paragraph (1) shall—

20 “(A) provide the Secretary with an annual
21 list of low-performing teacher preparation pro-
22 grams and an identification of those programs
23 at risk of being placed on such list, as applica-
24 ble;

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

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

7 “(3) DETERMINATION OF AT-RISK AND LOW-
8 PERFORMING PROGRAMS.—The levels of perform-
9 ance and the criteria for meeting those levels for
10 purposes of the assessment under paragraph (1)
11 shall be determined by the State in consultation with
12 a representative group of community stakeholders,
13 including, at a minimum, representatives of leaders
14 and faculty of traditional and alternative route
15 teacher preparation programs, prekindergarten
16 through 12th grade leaders and instructional staff,
17 current teacher candidates participating in tradi-
18 tional and alternative route teacher preparation pro-
19 grams, the State’s standards board or other appro-
20 priate standards body, and other stakeholders identi-
21 fied by the State. In making such determination, the
22 State shall consider multiple measures and the infor-
23 mation reported by teacher preparation entities
24 under section 205.

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

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

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

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

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

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

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

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

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

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

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

11 **SEC. 109. GENERAL PROVISIONS.**

12 Section 208(a) of the Higher Education Act of 1965
13 (20 U.S.C. 1022g(a)) is amended by striking “sections
14 205 and 206” and inserting “section 205”.

15 **SEC. 110. AUTHORIZATION OF APPROPRIATIONS.**

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

18 (1) by striking “2009” and inserting “2021”;

19 and

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

1 **TITLE II—AMENDMENTS TO THE**
2 **TEACH GRANTS**

3 **SEC. 201. PROGRAM ESTABLISHED.**

4 Section 420M of the Higher Education Act of 1965
5 (20 U.S.C. 1070g–1) is amended by adding at the end
6 the following:

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

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

12 “(2) shall provide transitional support, includ-
13 ing remedial services if necessary, for students en-
14 rolled in the program in the year prior to such clo-
15 sure.”.

16 **SEC. 202. APPLICATIONS; ELIGIBILITY.**

17 Section 420N of the Higher Education Act of 1965
18 (20 U.S.C. 1070g–2) is amended—

19 (1) in subsection (a)(2)—

20 (A) in subparagraph (A), by striking
21 clause (iii) and inserting the following:

22 “(iii) the student is completing the
23 third, fourth, or fifth year of a program of
24 undergraduate education or a program of

1 postbaccalaureate education, necessary to
2 begin a career in teaching; or”;

3 (B) in subparagraph (B), by striking
4 clause (ii) and inserting the following:

5 “(ii) the applicant is or was a teacher
6 who is using alternative certification routes
7 that have not been identified as low-per-
8 forming or at-risk by the State.”;

9 (2) in subsection (b), by striking paragraph (2)
10 and inserting the following:

11 “(2) in the event that the applicant is deter-
12 mined to have failed or refused to carry out such
13 service obligation, the sum of the amounts of any
14 TEACH Grants received by such applicant, pro-
15 rated by the percentage of service obligation that
16 has not been met, will be treated as a loan and col-
17 lected from the applicant in accordance with sub-
18 section (c) and regulations thereunder; and”.