

108TH CONGRESS
2D SESSION

S. 2340

To reauthorize title II of the Higher Education Act of 1965.

IN THE SENATE OF THE UNITED STATES

APRIL 22, 2004

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

A BILL

To reauthorize title II of the Higher Education Act of 1965.

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 “Capacity to Learn for
5 All Students and Schools Act”.

6 **SEC. 2. TEACHER QUALITY ENHANCEMENT.**

7 (a) TEACHER QUALITY ENHANCEMENT GRANTS FOR
8 STATES AND PARTNERSHIPS.—Part A of title II of the
9 Higher Education Act of 1965 (20 U.S.C. 1021 et seq.)
10 is amended to read as follows:

1 **“PART A—TEACHER QUALITY ENHANCEMENT**
2 **GRANTS FOR STATES AND PARTNERSHIPS**

3 **“SEC. 201. PURPOSES; DEFINITIONS.**

4 “(a) PURPOSES.—The purposes of this part are to—

5 “(1) improve student academic achievement;

6 “(2) increase the size and scope of programs
7 funded under this part to ensure that all teachers
8 are highly qualified;

9 “(3) hold institutions of higher education ac-
10 countable for preparing teachers who are highly
11 qualified, have the necessary teaching skills, and are
12 trained in the effective uses of technology in the
13 classroom;

14 “(4) recruit and retain individuals who—

15 “(A) increase the diversity of the work-
16 force;

17 “(B) teach high-need academic subjects,
18 such as mathematics and science;

19 “(C) provide high-need services, such as
20 special education, bilingual education, and early
21 childhood education;

22 “(D) serve in high-need areas, such as
23 rural and urban communities;

24 “(E) meet the needs of high-poverty, high-
25 minority, and low-performing schools; and

1 “(F) are prepared to provide access to the
 2 general education curriculum for all students,
 3 including students with disabilities and students
 4 with limited-English proficiency;

5 “(5) enhance the quality of the current and fu-
 6 ture teaching force by improving the preparation of
 7 prospective teachers and expanding professional de-
 8 velopment activities;

9 “(6) ensure that all teachers, regardless of their
 10 route to the profession, meet the same rigorous
 11 State standards for certification or licensure;

12 “(7) encourage learning partnerships among
 13 parents, community members, and educators that
 14 lead to improved student academic achievement; and

15 “(8) promote collaboration among college and
 16 university faculty and administrators, elementary
 17 school and secondary school teachers and adminis-
 18 trators, State educational agencies, teacher and edu-
 19 cation organizations, and organizations representing
 20 the scientific disciplines associated with teaching and
 21 learning.

22 “(b) DEFINITIONS.—In this part:

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

1 “(A) when referring to an organizational
 2 unit of an institution of higher education, any
 3 academic unit that offers 1 or more academic
 4 majors in disciplines or content areas cor-
 5 responding to the academic subject matter
 6 areas in which teachers provide instruction; and

7 “(B) when referring to a specific academic
 8 subject matter area, the disciplines or content
 9 areas in which academic majors are offered by
 10 the arts and science organizational unit.

11 “(2) EXEMPLARY TEACHER.—The term ‘exem-
 12 plary teacher’ has the meaning given such term in
 13 section 9101 of the Elementary and Secondary Edu-
 14 cation Act of 1965.

15 “(3) HIGH-NEED LOCAL EDUCATIONAL AGEN-
 16 CY.—The term ‘high-need local educational agency’
 17 means a local educational agency in which—

18 “(A)(i) 15 percent of the students served
 19 by the agency are from families with incomes
 20 below the poverty line;

21 “(ii) there are more than 5,000 students
 22 served by the agency from families with in-
 23 comes below the poverty line; or

24 “(iii) there are less than 600 students in
 25 average daily attendance in all the schools that

1 are served by the agency and each of the
2 schools served by the agency is designated with
3 a school locale code of 7 or 8, as determined by
4 the Secretary; and

5 “(B)(i) there is a high percentage of teach-
6 ers who are not highly qualified; or

7 “(ii) there is a high teacher turnover rate.

8 “(4) HIGH-NEED SCHOOL.—The term ‘high-
9 need school’ means a public elementary school or
10 secondary school—

11 “(A) in which there is a high concentration
12 of students from families with incomes below
13 the poverty line; or

14 “(B) that is identified as in need of school
15 improvement or corrective action pursuant to
16 section 1116 of the Elementary and Secondary
17 Education Act of 1965.

18 “(5) HIGHLY QUALIFIED.—The term ‘highly
19 qualified’ has the meaning given such term in sec-
20 tion 9101 of the Elementary and Secondary Edu-
21 cation Act of 1965.

22 “(6) PARENT.—The term ‘parent’ has the
23 meaning given such term in section 9101 of the Ele-
24 mentary and Secondary Education Act of 1965.

1 “(7) PARENTAL INVOLVEMENT.—The term ‘pa-
 2 rental involvement’ has the meaning given such term
 3 in section 9101 of the Elementary and Secondary
 4 Education Act of 1965.

5 “(8) POVERTY LINE.—The term ‘poverty line’
 6 means the poverty line (as defined by the Office of
 7 Management and Budget, and revised annually in
 8 accordance with section 673(2) of the Community
 9 Services Block Grant Act (42 U.S.C. 9902(2))) ap-
 10 plicable to a family of the size involved.

11 “(9) PROFESSIONAL DEVELOPMENT.—The
 12 term ‘professional development’ has the meaning
 13 given such term in section 9101 of the Elementary
 14 and Secondary Education Act of 1965.

15 “(10) SCIENTIFICALLY BASED RESEARCH.—
 16 The term ‘scientifically based research’ has the
 17 meaning given such term in section 9101 of the Ele-
 18 mentary and Secondary Education Act of 1965.

19 “(11) TEACHING SKILLS.—The term ‘teaching
 20 skills’ means skills—

21 “(A) grounded in the science of teaching
 22 and learning that teachers use to create effec-
 23 tive instruction in subject matter content and
 24 that lead to student achievement and the ability
 25 to apply knowledge; and

1 “(B) that require an understanding of the
 2 learning process itself, including an under-
 3 standing of—

4 “(i) the use of strategies specific to
 5 the subject matter;

6 “(ii) ongoing assessment of student
 7 learning and the use of such assessment
 8 for evaluation of curriculum and instruc-
 9 tional practices;

10 “(iii) identification of individual dif-
 11 ferences in ability and instructional needs;

12 “(iv) the use of strategies that will
 13 meet the instructional needs of students
 14 with disabilities and students with limited-
 15 English proficiency;

16 “(v) classroom management; and

17 “(vi) interaction with parents and oth-
 18 ers to promote student learning.

19 **“SEC. 202. STATE GRANTS.**

20 “(a) GRANTS AUTHORIZED.—From amounts made
 21 available under section 211(1) for a fiscal year, the Sec-
 22 retary is authorized to award grants under this section,
 23 on a competitive basis, to eligible States to enable the eligi-
 24 ble States to carry out 1 or more activities authorized
 25 under subsection (d) for the following purposes:

1 “(1) Enhancing teacher preparation, licensure
2 or certification programs, recruitment, or retention.

3 “(2) Developing or expanding data systems de-
4 signed to collect, analyze, and utilize data for the
5 purpose of improving public education, including en-
6 hancing teacher preparation.

7 “(3) Increasing opportunities for professional
8 development.

9 “(b) ELIGIBLE STATE.—

10 “(1) DEFINITION.—In this part, the term ‘eligi-
11 ble State’ means a State educational agency.

12 “(2) CONSULTATION.—The State educational
13 agency shall consult with the Governor, State board
14 of education, or State higher education agency, as
15 appropriate, with respect to the activities assisted
16 under this section.

17 “(3) CONSTRUCTION.—Nothing in this sub-
18 section shall be construed to negate or supersede the
19 legal authority under State law of any State agency,
20 State entity, or State public official over programs
21 that are under the jurisdiction of the agency, entity,
22 or official.

23 “(c) APPLICATION.—To be eligible to receive a grant
24 under this section, an eligible State shall, at the time of

1 the initial grant application, submit an application to the
 2 Secretary that—

3 “(1) meets the requirements of this section;

4 “(2) demonstrates that the State is in full com-
 5 pliance with the relevant provisions of sections 208
 6 and 209;

7 “(3) demonstrates that the State has developed
 8 a plan that includes steps described in section
 9 1111(b)(8)(C) of the Elementary and Secondary
 10 Education Act of 1965;

11 “(4) includes a State-level needs assessment to
 12 identify areas of greatest need related to—

13 “(A) teacher production—

14 “(i) in high-need academic subjects,
 15 such as mathematics and science;

16 “(ii) in high-need services, such as
 17 special education, bilingual education, and
 18 early childhood education; and

19 “(iii) among underrepresented groups,
 20 including minorities;

21 “(B) the instructional needs of students
 22 with disabilities and students with limited-
 23 English proficiency;

24 “(C) teachers who are not highly qualified
 25 or who teach out of field;

1 “(D) high-poverty, high-minority, or low-
2 performing, or all of such, schools;

3 “(E) teacher retention;

4 “(F) professional development; and

5 “(G) instructional technology;

6 “(5) specifies measurable objectives based on
7 the State-level needs assessment, as well as a time-
8 table for achieving these objectives;

9 “(6) reflects knowledge of scientifically based
10 principles of learning in State standards;

11 “(7) includes a plan for achieving the specified
12 objectives;

13 “(8) includes a description of how the eligible
14 State intends to use funds provided under this sec-
15 tion to address the needs identified in subparagraph
16 (D); and

17 “(9) contains such other information and assur-
18 ances as the Secretary may require.

19 “(d) USES OF FUNDS.—

20 “(1) USES OF FUNDS FOR TEACHER ENHANCE-
21 MENT GRANTS.—

22 “(A) REQUIRED USES OF FUNDS.—An eli-
23 gible State that receives a grant under this sec-
24 tion to carry out the purposes of subsection

1 (a)(1) shall use the grant funds for both of the
2 following:

3 “(i) RIGOROUS AND ALIGNED TEACH-
4 ER CERTIFICATION OR LICENSURE PRO-
5 GRAMS.—Ensuring that—

6 “(I) the State’s teacher certifi-
7 cation or licensure program is rig-
8 orous and meets high State-deter-
9 mined standards that are grounded in
10 scientifically based research about
11 how students learn;

12 “(II) the State’s program ap-
13 proval standards are aligned with kin-
14 dergarten through grade 12 cur-
15 riculum standards and State teacher
16 licensure standards;

17 “(III) teachers are highly quali-
18 fied and have the necessary teaching
19 skills; and

20 “(IV) teacher certification and li-
21 censure assessments are—

22 “(aa) used for purposes for
23 which such assessments are valid
24 and reliable;

1 “(bb) consistent with rel-
2 evant, nationally recognized pro-
3 fessional and technical standards;
4 and

5 “(cc) aligned with the re-
6 porting requirements of sections
7 207 and 208.

8 “(ii) RECRUITMENT AND RETEN-
9 TION.—Developing and implementing ef-
10 fective mechanisms to ensure that local
11 educational agencies and schools are able
12 to—

13 “(I) recruit and retain highly
14 qualified teachers;

15 “(II) address identified needs
16 concerned with—

17 “(aa) underrepresented
18 groups;

19 “(bb) high-need academic
20 subjects, such as mathematics
21 and science;

22 “(cc) high-need services,
23 such as special education, bilin-
24 gual education, and early child-
25 hood education;

1 “(dd) high-need areas, such
2 as rural and urban communities;

3 “(ee) high-need schools, in-
4 cluding those with high rates of
5 teacher turnover; and

6 “(ff) students with disabil-
7 ities and students with limited-
8 English proficiency;

9 “(III) offer mentoring programs
10 for new teachers during such teachers’
11 first 3 years of teaching; and

12 “(IV) provide access to ongoing
13 professional development opportunities
14 for teachers and administrators.

15 “(B) ALLOWABLE USES OF FUNDS.—In
16 addition to the requirements of subparagraph
17 (A), an eligible State that receives a grant
18 under this section to carry out the purposes of
19 subsection (a)(1) may use grant funds for the
20 following:

21 “(i) REFORMS.—Implementing re-
22 forms that hold institutions of higher edu-
23 cation with teacher preparation programs
24 accountable for preparing teachers who are
25 highly qualified, possess strong teaching

1 skills, are able to understand scientifically
2 based research and its applicability, and
3 are able to use technology effectively in the
4 classroom.

5 “(ii) ALTERNATIVE ROUTES TO CER-
6 TIFICATION FOR TEACHING.—Providing
7 prospective teachers with alternative routes
8 to State certification or licensure that—

9 “(I) enhance access to certifi-
10 cation or licensure for qualified indi-
11 viduals, including mid-career profes-
12 sionals from other occupations, para-
13 professionals, former military per-
14 sonnel, and recent college graduates
15 with distinguished academic records;

16 “(II) impart the necessary aca-
17 demic content to produce highly quali-
18 fied teachers;

19 “(III) impart the necessary
20 teaching skills;

21 “(IV) demonstrate that all teach-
22 ers, regardless of their route to the
23 profession, meet the same rigorous
24 State standards; and

1 “(V) provide mentoring and sup-
2 port during the teachers’ initial years
3 of teaching, as well as training and
4 compensation for such activities.

5 “(iii) PILOT STUDIES.—In collabora-
6 tion with teacher preparation programs
7 (including alternative routes to certifi-
8 cation) that agree to participate, and using
9 a data system consistent with paragraph
10 (2) unless the State already has sufficient
11 information system capacity to support
12 pilot studies with 1 or more programs, con-
13 ducting pilot studies designed to develop
14 and evaluate procedures that can provide
15 credible and persuasive evidence that grad-
16 uates of teacher preparation programs (in-
17 cluding those who complete alternative
18 routes to certification) are effective at im-
19 proving student achievement, including
20 using funds for—

21 “(I) efforts to assess the impact
22 of teacher preparation program grad-
23 uates on student achievement;

1 “(II) identification of specific
2 practices that lead to consistent stu-
3 dent achievement gains;

4 “(III) identification of variables
5 that can influence student achieve-
6 ment; and

7 “(IV) development of mecha-
8 nisms for leaders of institutions of
9 higher education to make use of the
10 information identified in subclauses
11 (I), (II), and (III) for purposes of
12 teacher preparation program improve-
13 ment.

14 “(iv) SPECIAL CERTIFICATION FOR
15 PROSPECTIVE ADVANCED PLACEMENT
16 TEACHERS.—Developing and implementing
17 teacher preparation programs that provide
18 special certification in advanced placement
19 (AP) level or international baccalaureate
20 (IB) level content and pedagogy, including
21 undergraduate specializations in in-depth
22 study of subject-specific content and prac-
23 tical pedagogical experience through stu-
24 dent teaching, and master’s degree level

1 programs that lead to a master’s degree in
 2 AP level or IB level content.

3 “(v) SOCIAL PROMOTION.—Develop-
 4 ment and implementation of efforts to ad-
 5 dress the problem of social promotion and
 6 to prepare teachers to effectively address
 7 the issues raised by ending the practice of
 8 social promotion.

9 “(2) USE OF FUNDS FOR DATA SYSTEMS
 10 GRANTS.—An eligible State that receives a grant
 11 under this section to carry out the purposes of sub-
 12 section (a)(2) shall use the grant funds to develop
 13 or expand data systems. The data systems shall do
 14 each of the following:

15 “(A) Enable the eligible State to—

16 “(i) integrate and coordinate the anal-
 17 ysis of individual student-level data from
 18 multiple data systems, including data from
 19 kindergarten through grade 12 education,
 20 postsecondary education, and employment;

21 “(ii) conduct analyses necessary to
 22 help educators evaluate programs and poli-
 23 cies, identify and study best practices, and
 24 continuously improve schools and pro-
 25 grams; and

1 “(iii) facilitate alignment and coordi-
 2 nation between kindergarten through grade
 3 12 schools and institutions of higher edu-
 4 cation, and between institutions of higher
 5 education and postgraduate employment
 6 settings.

7 “(B) Have the ability to match, compare,
 8 or track, as appropriate—

9 “(i) individual records of the same
 10 student over time;

11 “(ii) an individual student with an in-
 12 dividual teacher;

13 “(iii) kindergarten through grade 12
 14 data and higher education data;

15 “(iv) higher education data and post-
 16 graduate data; and

17 “(v) all of the data systems to State
 18 employment records.

19 “(C) Include a State data audit process to
 20 ensure accurate and complete information.

21 “(D) Be designed so as not to infringe on
 22 the established privacy rights of students,
 23 teachers, and employees.

24 “(3) USE OF FUNDS FOR PROFESSIONAL DE-
 25 VELOPMENT PROGRAM GRANTS.—An eligible State

1 that receives a grant under this section to carry out
2 the purposes of subsection (a)(3) may use the grant
3 funds to carry out any of the following activities:

4 “(A) Aligning State teacher standards with
5 those of the National Board for Professional
6 Teaching Standards.

7 “(B) Developing a progressive career sys-
8 tem in which highly qualified teachers who pur-
9 sue advanced licensure levels are required to
10 demonstrate increased competencies and under-
11 take increased responsibilities, for increased
12 compensation, as they progress through levels
13 such as the following:

14 “(i) Level I: an initial license issued
15 for the first 3 years of teaching that gives
16 a beginning highly qualified teacher the op-
17 portunity, through a formal induction pro-
18 gram, to progress to Level II.

19 “(ii) Level II: a professional license
20 given to an experienced teacher whose per-
21 formance has been satisfactory during such
22 teacher’s first 3 years of teaching.

23 “(iii) Level III: a master license for
24 those teachers who—

1 “(I) obtain advanced credentials
2 as board-certified teachers, exemplary
3 teachers, master teachers, or other
4 advanced credentials;

5 “(II) choose to advance as in-
6 structional leaders in the teaching
7 profession and undertake greater re-
8 sponsibilities, such as curriculum de-
9 velopment, peer intervention, and
10 mentoring; or

11 “(III) demonstrate exceptional
12 effectiveness in helping students learn.

13 “(C) Developing multiple career paths for
14 teachers, such as highly qualified mentor teach-
15 ers or exemplary teachers.

16 “(D) Providing opportunities for profes-
17 sional growth, such as special certification in
18 advanced placement or international bacca-
19 laureate content and pedagogy.

20 “(E) Subsidizing candidates who pursue
21 advanced credentials.

22 “(F) Providing financial incentives, such
23 as a bonus or higher salary, for teachers who
24 obtain advanced credentials.

1 “(e) RULE OF CONSTRUCTION.—Nothing in sub-
 2 section (d)(2) shall be construed to authorize the public
 3 release or publication of personally identifying informa-
 4 tion.

5 **“SEC. 203. PARTNERSHIP GRANTS.**

6 “(a) GRANTS.—From amounts made available under
 7 section 211(2) for a fiscal year, and not reserved under
 8 such section, the Secretary is authorized to award grants
 9 under this section, on a competitive basis, to eligible part-
 10 nerships to enable the eligible partnerships to carry out
 11 the activities described in subsections (d) and (e).

12 “(b) DEFINITIONS.—

13 “(1) ELIGIBLE PARTNERSHIP.—In this part,
 14 the term ‘eligible partnership’ means an entity
 15 that—

16 “(A) shall include—

17 “(i) a partner institution;

18 “(ii) a school of arts and sciences; and

19 “(iii) a high-need local educational
 20 agency; and

21 “(B) may include a Governor, State edu-
 22 cational agency, the State board of education,
 23 the State agency for higher education, an insti-
 24 tution of higher education not described in sub-
 25 paragraph (A), a community college, a public

1 charter school, a public or private elementary
 2 school or secondary school, an educational serv-
 3 ice agency, a public or private nonprofit edu-
 4 cational organization, a business, a teacher or-
 5 ganization, or a prekindergarten program.

6 “(2) PARTNER INSTITUTION.—In this section,
 7 the term ‘partner institution’ means a private inde-
 8 pendent or State-supported public institution of
 9 higher education, the teacher preparation program
 10 of which demonstrates that—

11 “(A) graduates from the teacher prepara-
 12 tion program who intend to enter the field of
 13 teaching exhibit strong performance on State-
 14 determined qualifying assessments and are
 15 highly qualified; or

16 “(B) the teacher preparation program re-
 17 quires all the students of the program to par-
 18 ticipate in intensive clinical experience to meet
 19 high academic standards, to possess strong
 20 teaching skills, and to become highly qualified.

21 “(c) APPLICATION.—Each eligible partnership desir-
 22 ing a grant under this section shall submit an application
 23 to the Secretary at such time, in such manner, and accom-
 24 panied by such information as the Secretary may require.
 25 Each such application shall—

1 “(1) contain a needs assessment of all the part-
2 ners with respect to teaching and learning and a de-
3 scription of how the partnership will coordinate with
4 other teacher preparation or professional develop-
5 ment programs, and how the activities of the part-
6 nership will be consistent with State, local, and other
7 education reform activities that promote student
8 achievement;

9 “(2) contain a resource assessment that de-
10 scribes the resources available to the partnership,
11 the intended use of the grant funds, including a de-
12 scription of how the grant funds will be fairly dis-
13 tributed in accordance with subsection (f), and the
14 commitment of the resources of the partnership to
15 the activities assisted under this part, including fi-
16 nancial support, faculty participation, time commit-
17 ments, and continuation of the activities when the
18 grant ends; and

19 “(3) contain a description of—

20 “(A) how the partnership will meet the
21 purposes of this part;

22 “(B) how the partnership will carry out
23 the activities required under subsection (d) and
24 any permissible activities under subsection (e);
25 and

1 “(C) the partnership’s evaluation plan pur-
2 suant to section 207(b).

3 “(d) REQUIRED USES OF FUNDS.—An eligible part-
4 nership that receives a grant under this section shall use
5 the grant funds to carry out each of the following activi-
6 ties:

7 “(1) REFORMS.—Implementing reforms within
8 teacher preparation programs to hold the programs
9 accountable for preparing teachers who are highly
10 qualified, have strong teaching skills, are able to un-
11 derstand scientifically based research and its appli-
12 cability, and are able to use technology effectively in
13 the classroom.

14 “(2) CLINICAL EXPERIENCE AND INTER-
15 ACTION.—Providing sustained and high quality
16 preservice and in-service clinical experience in school
17 settings, including the mentoring of prospective
18 teachers by exemplary teachers, substantially in-
19 creasing interaction between faculty at institutions
20 of higher education and new and experienced teach-
21 ers, principals, and other administrators at elemen-
22 tary schools or secondary schools, and providing sup-
23 port, including training and compensation, for such
24 interaction.

1 “(3) PROFESSIONAL DEVELOPMENT.—Creating
 2 opportunities for enhanced and ongoing professional
 3 development for teacher educators and other school
 4 personnel.

5 “(4) TEACHER PREPARATION AND PARENTAL
 6 INVOLVEMENT.—Preparing teachers with the knowl-
 7 edge and skills to—

8 “(A) provide instruction to diverse student
 9 populations, including individuals with different
 10 learning styles, disabilities, limited-English pro-
 11 ficiency, and special learning needs;

12 “(B) implement gap-closing instructional
 13 strategies, as appropriate;

14 “(C) manage and improve student behavior
 15 in the classroom;

16 “(D) work with and involve parents in
 17 their children’s education; and

18 “(E) use technology effectively in the class-
 19 room.

20 “(e) ALLOWABLE USES OF FUNDS.—An eligible
 21 partnership that receives a grant under this section may
 22 use such funds to carry out any of the following activities:

23 “(1) DEVELOPMENT OF ALTERNATIVE ROUTES
 24 TO STATE CERTIFICATION.—Developing or refining
 25 alternative route programs that provide prospective

1 teachers with the necessary teaching skills and that
2 lead to State certification.

3 “(2) DISSEMINATION AND COORDINATION.—
4 Broadly disseminating information on effective prac-
5 tices used by the partnership, and coordinating with
6 the activities of the Governor, State board of edu-
7 cation, State higher education agency, and State
8 educational agency, as appropriate.

9 “(3) MANAGERIAL AND LEADERSHIP SKILLS.—
10 Developing and implementing proven mechanisms to
11 provide teacher leaders, principals, and superintend-
12 ents with effective managerial and leadership skills
13 that result in increased student achievement.

14 “(4) TEACHER RECRUITMENT.—Activities de-
15 scribed in section 204(d).

16 “(5) TEACHER MENTORING.—Developing a
17 teacher mentoring program that offers mentoring for
18 teachers in their first 3 years of teaching, including
19 requiring rigorous qualifications for mentors, pro-
20 viding training and stipends for mentors, providing
21 opportunities for mentors and mentees to observe
22 each other’s teaching methods in classroom settings
23 during the school day, and establishing an evaluation
24 and accountability plan for mentoring activities.

1 “(6) PROFESSIONAL DEVELOPMENT.—Creating
2 opportunities for enhanced and ongoing professional
3 development throughout the educational continuum
4 for new teachers, teachers already in the classroom,
5 paraprofessionals, and school administrators that
6 leads to a steady increase in mastery of content
7 knowledge and the repertoire of effective teaching,
8 assessment, and leadership skills. Such professional
9 development shall include specially developed oppor-
10 tunities for mid-career enhancement.

11 “(7) COORDINATION WITH OTHER INSTITU-
12 TIONS OF HIGHER EDUCATION.—Coordinating with
13 other institutions of higher education, including
14 community colleges, to implement teacher prepara-
15 tion programs that support prospective teachers in
16 obtaining baccalaureate degrees and State certifi-
17 cation or licensure.

18 “(8) FIELD EXPERIENCE IN MATHEMATICS,
19 SCIENCE, AND TECHNOLOGY.—Creating opportuni-
20 ties for teachers and prospective teachers for field
21 experience and training through participation in pro-
22 fessional business, research, and work environments
23 in areas relating to mathematics, science, and tech-
24 nology.

1 “(9) TEACHER PREPARATION ENHANCEMENT
 2 INTERNSHIP.—Developing a 1-year paid internship
 3 program for prospective teachers who have com-
 4 pleted a teacher preparation program at an institu-
 5 tion of higher learning to enable such prospective
 6 teachers to acquire the skills and experience nec-
 7 essary for success in teaching, including providing
 8 intensive clinical training and combining in-service
 9 instruction in teacher methods and assessments with
 10 classroom observations, experiences, and practices.
 11 Such interns shall have a reduced teaching load and
 12 a mentor for assistance in the classroom.

13 “(10) SCHOOL/HIGHER EDUCATION PARTNER-
 14 SHIPS.—Developing new models of teacher prepara-
 15 tion that—

16 “(A) involve partnerships between schools
 17 and institutions of higher education;

18 “(B) meet the requirements listed in sub-
 19 section (d)(4); and

20 “(C) offer leadership preparation that in-
 21 corporates recruitment, high-quality clinical ex-
 22 perience, field experiences, mentoring, and pro-
 23 fessional development.

1 “(f) SPECIAL RULE.—No individual member of an el-
 2 igible partnership shall retain more than 50 percent of the
 3 funds made available to the partnership under this section.

4 “(g) CONSTRUCTION.—Nothing in this section shall
 5 be construed to prohibit an eligible partnership from using
 6 grant funds to coordinate with the activities of more than
 7 1 Governor, State board of education, State educational
 8 agency, local educational agency, or State agency for high-
 9 er education.

10 **“SEC. 204. TEACHER RECRUITMENT GRANTS.**

11 “(a) PROGRAM AUTHORIZED.—From amounts made
 12 available under section 211(3) for a fiscal year, the Sec-
 13 retary is authorized to award grants, on a competitive
 14 basis, to eligible applicants to enable the eligible applicants
 15 to carry out activities described in subsection (d).

16 “(b) ELIGIBLE APPLICANT DEFINED.—In this sec-
 17 tion, the term ‘eligible applicant’ means—

18 “(1) an eligible State described in section
 19 202(b); or

20 “(2) an eligible partnership described in section
 21 203.

22 “(c) APPLICATION.—Any eligible applicant desiring
 23 to receive a grant under this section shall submit an appli-
 24 cation to the Secretary at such time, in such form, and

1 containing such information as the Secretary may require,
 2 including—

3 “(1) a description of the assessment that the el-
 4 igible applicant, and the other entities with whom
 5 the eligible applicant will carry out the grant activi-
 6 ties, have undertaken to determine the most critical
 7 teaching needs of the participating high-need local
 8 educational agencies;

9 “(2) a description of the activities the eligible
 10 applicant will carry out with the grant and how such
 11 activities will address the identified needs; and

12 “(3) a description of the eligible applicant’s
 13 plan for continuing the activities carried out with
 14 the grant, once Federal funding ceases.

15 “(d) USES OF FUNDS.—Each eligible applicant re-
 16 ceiving a grant under this section shall use the grant
 17 funds—

18 “(1) to assist prospective and current teachers
 19 by providing—

20 “(A) scholarships to help prospective
 21 teachers pay the costs of tuition, room, board,
 22 and other expenses of completing a teacher
 23 preparation program;

1 “(B) support services, if needed, to enable
2 scholarship recipients to complete postsecondary
3 education programs;

4 “(C) opportunities for teachers who are
5 not highly qualified to become highly qualified
6 through coursework, credentialing courses, or
7 other mechanisms; and

8 “(D) followup services to former scholar-
9 ship recipients during such recipients’ first 3
10 years of teaching, including providing men-
11 toring by teachers who receive training and
12 compensation for the teachers’ services; or

13 “(2) to develop and implement effective mecha-
14 nisms, including financial incentives, to ensure that
15 high-need local educational agencies and high-need
16 schools are able to effectively recruit and retain
17 highly qualified teachers.

18 “(e) SERVICE REQUIREMENTS.—The Secretary shall
19 establish such requirements as the Secretary finds nec-
20 essary to ensure that recipients of scholarships under this
21 section who complete teacher preparation programs subse-
22 quently teach in a high-need local educational agency, for
23 a period of time equivalent to the period for which the
24 recipients receive scholarship assistance, or repay the
25 amount of the scholarship. The Secretary shall use any

1 such repayments to carry out additional activities under
 2 this section.

3 “(f) RURAL EDUCATION RECRUITMENT AND RETEN-
 4 TION PROGRAM.—

5 “(1) FINDINGS.—Congress finds that rural
 6 school districts face unique challenges in fulfilling
 7 the requirement that all teachers be highly qualified,
 8 including challenges such as low salaries, geographic
 9 and social isolation, housing shortages, poor physical
 10 working conditions, a paucity of teacher preparation
 11 programs targeted to rural schools, limited opportu-
 12 nities for professional development, and the necessity
 13 for teachers to teach more than 1 grade or subject.

14 “(2) PROGRAM AUTHORIZED.—From amounts
 15 made available under section 211(3) for a fiscal
 16 year, the Secretary is authorized to award grants, on
 17 a competitive basis, to eligible applicants for the
 18 purpose of addressing the teacher recruitment and
 19 retention needs of eligible rural school districts and
 20 consortia of eligible rural school districts.

21 “(3) ELIGIBILITY.—In this subsection, the term
 22 ‘eligible rural school district’ means a school dis-
 23 trict—

1 “(A) with a total of less than 600 students
 2 in average daily attendance at the schools that
 3 are served by the district; and

4 “(B) each of whose schools is designated
 5 with a school locale code of 7 or 8.

6 “(4) APPLICATION.—An eligible applicant that
 7 desires to receive a grant under this subsection shall
 8 submit an application to the Secretary at such time,
 9 in such manner, and accompanied by such informa-
 10 tion as the Secretary may require.

11 “(5) USE OF FUNDS.—An eligible applicant
 12 that receives a grant under this subsection may use
 13 the grant funds to address the needs of eligible rural
 14 school districts through implementing—

15 “(A) incentive teacher recruitment strate-
 16 gies, including tuition assistance, student loan
 17 forgiveness, housing assistance, a signing
 18 bonus, local programs that develop recruitment
 19 strategies for secondary school students want-
 20 ing to return to the community as teachers, and
 21 a higher salary or bonus for teaching high-need
 22 academic subjects, providing high-need services,
 23 or teaching in high-need schools;

24 “(B) nonincentive teacher recruitment
 25 strategies, including advertising, hiring teachers

1 from alternative programs, and recruiting on-
 2 line, from local populations, from the substitute
 3 teacher list, or through a State teacher clear-
 4 inghouse or job bank;

5 “(C) teacher retention strategies, including
 6 mentoring programs for teachers during the
 7 teachers’ first 3 years of teaching and ongoing
 8 opportunities for professional growth and ad-
 9 vancement; and

10 “(D) partnerships with institutions of
 11 higher education designed to—

12 “(i) develop or strengthen a partner-
 13 ship focused on preparing beginning teach-
 14 ers to teach in schools served by eligible
 15 rural school districts; or

16 “(ii) assist teachers who are not high-
 17 ly qualified to become highly qualified
 18 teachers through—

19 “(I) after-school or summer pro-
 20 grams;

21 “(II) electronically delivered edu-
 22 cation (e-learning), online, and dis-
 23 tance learning technologies; and

1 “(III) flexible programs that en-
 2 able multiple-subject teachers to be-
 3 come highly qualified teachers.

4 **“SEC. 205. ACADEMIC TEACHING CENTERS.**

5 “(a) PROGRAM AUTHORIZED.—The Secretary is au-
 6 thorized to award grants, on a competitive basis, to eligible
 7 applicants to enable such applicants to create academic
 8 teaching centers. Academic teaching centers shall—

9 “(1) promote excellence in the Nation’s training
 10 of prospective teachers by creating settings for the
 11 integration of education and training, research, and
 12 evidence-based practice; and

13 “(2) provide a system of practice-based support
 14 at initial levels of preparation, training during the
 15 first years of practice, and continued support in
 16 maintaining high levels of skill mastery.

17 “(b) DEFINITIONS.—In this section:

18 “(1) ELIGIBLE APPLICANT.—

19 “(A) IN GENERAL.—The term ‘eligible ap-
 20 plicant’ means a consortium composed of each
 21 of the following:

22 “(i) A school of education housed in
 23 an institution of higher education.

1 “(ii) A college or school of arts and
 2 sciences within an institution of higher
 3 education.

4 “(iii) Not less than 1 academic unit
 5 (such as a department of psychology, a de-
 6 partment of educational psychology, or a
 7 department of human development) whose
 8 faculty focuses on teaching and learning,
 9 developmental processes, and the assess-
 10 ment of learning.

11 “(iv) Not less than 1 local educational
 12 agency that serves a qualified school.

13 “(B) INCLUSIONS.—The term ‘eligible ap-
 14 plicant’ may include an academic unit not de-
 15 scribed in subparagraph (A)(iii) whose faculty
 16 is able to contribute to the work of an academic
 17 teaching center.

18 “(2) QUALIFIED SCHOOL.—The term ‘qualified
 19 school’ means a public elementary school or public
 20 secondary school (urban, rural, or suburban), a
 21 school district, a campus school, a charter school, or
 22 any combination or network of schools, that—

23 “(A) is home to exemplary teachers who
 24 can provide high-quality mentoring and mod-
 25 eling to prospective teachers based on a dem-

1 onstrated record of student academic achieve-
2 ment; and

3 “(B) demonstrates a commitment to evi-
4 dence-based teaching confirmed by professional
5 development offered to staff or by documented
6 experience with university collaborations.

7 “(c) APPLICATION REQUIREMENTS.—An eligible ap-
8 plicant that desires to receive a grant under this section
9 shall submit to the Secretary an application that dem-
10 onstrates how the proposed academic teaching center
11 will—

12 “(1) ensure that prospective teachers will have
13 instruction in, and exposure to, scientific research
14 derived from the social and behavioral sciences and
15 applied to teaching and learning;

16 “(2) offer prospective teachers skill development
17 opportunities in evidence-based educational interven-
18 tions;

19 “(3) include, involve, and utilize faculty from all
20 members of the eligible applicant in modeling the in-
21 tegration of research and practice in the classroom;

22 “(4) foster real interdisciplinary collaboration
23 and cross-fertilization among and between—

24 “(A) education faculty;

1 “(B) prospective and current elementary
2 school and secondary school teachers;

3 “(C) faculty within an academic unit who
4 focus on teaching and learning, developmental
5 processes, and the assessment of learning, such
6 as faculty from a department of psychology, de-
7 partment of educational psychology, or depart-
8 ment of human development; and

9 “(D) faculty from disciplines within the in-
10 stitution of higher education, including history,
11 English, biology, chemistry, foreign languages,
12 and psychology;

13 “(5) enhance the ability of faculty in the school
14 of education, college or school of arts and sciences,
15 and the academic unit specified in paragraph (4)(C)
16 to participate more fully in elementary school or sec-
17 ondary school classroom teaching;

18 “(6) afford novice teaching candidates opportu-
19 nities for rigorous, closely supervised internships in
20 high-quality teaching settings;

21 “(7) include mechanisms to assess the quality
22 of teacher preparation at the academic teaching cen-
23 ter by the value the center adds to student achieve-
24 ment, as assessed by objective measures of student
25 growth;

1 “(8) ensure that teachers who have participated
 2 in the academic teaching center are highly qualified
 3 upon completion of the teachers’ degree; and

4 “(9) apply relevant scientific research on teach-
 5 ing and learning.

6 “(d) USE OF FUNDS.—An eligible applicant that re-
 7 ceives a grant under this section may use the grant funds
 8 to carry out any of the following activities:

9 “(1) PROGRAM DEVELOPMENT, EVALUATION,
 10 AND ACCOUNTABILITY.—Funds may be used to—

11 “(A) develop and refine mechanisms to
 12 measure the value added to student academic
 13 achievement by evidence-based practice;

14 “(B) develop and refine mechanisms to
 15 measure the value added to student academic
 16 achievement by teachers trained in academic
 17 teaching centers;

18 “(C) develop mechanisms to evaluate ac-
 19 quisition of clinical judgment, communication,
 20 and problemsolving skills on the part of teacher
 21 candidates resulting from participation in an
 22 academic teaching center;

23 “(D) develop professional programs to en-
 24 hance teacher candidates’ communication with

1 students, families, colleagues, and other edu-
 2 cation professionals; and

3 “(E) develop mechanisms to observe,
 4 evaluate, and reinforce ethical principles through
 5 formal instructional efforts.

6 “(2) CURRICULUM DEVELOPMENT FOR USE IN
 7 DEVELOPING TEACHING SKILLS.—Funds may be
 8 used to—

9 “(A) develop interactive teaching materials
 10 for the attainment of teaching skills in class-
 11 room management; and

12 “(B) develop interactive materials regard-
 13 ing other teaching skills, such as classroom as-
 14 sessment and individualizing for student abili-
 15 ties and backgrounds, that can be used at other
 16 field worksites and in education school courses.

17 “(3) SUPPORT FOR PARTICIPANTS.—Funds
 18 may be used to—

19 “(A) create and implement evidence-based
 20 curricula to be piloted in academic teaching
 21 centers;

22 “(B) provide workload credit for master el-
 23 elementary school or secondary school teachers to
 24 serve as adjunct faculty at the academic teach-
 25 ing center; and

1 “(C) provide workload credit for faculty at
 2 the school of education and the college or school
 3 of arts and sciences to serve as adjunct faculty
 4 at the academic teaching center.

5 “(e) AUTHORIZATION OF APPROPRIATIONS.—There
 6 are authorized to be appropriated to carry out this sec-
 7 tion—

8 “(1) \$10,000,000 for fiscal year 2004; and

9 “(2) such sums as may be necessary for each
 10 of the 5 succeeding fiscal years.

11 **“SEC. 206. ADMINISTRATIVE PROVISIONS.**

12 “(a) DURATION; PAYMENTS.—

13 “(1) DURATION.—

14 “(A) ELIGIBLE STATES AND ELIGIBLE AP-
 15 PLICANTS.—Grants awarded to eligible States
 16 and eligible applicants under sections 202, 204,
 17 and 205 shall be awarded for a period not to
 18 exceed 3 years. If an eligible State or an eligible
 19 applicant receives a grant under any of such
 20 sections, such eligible State or eligible applicant
 21 may not receive an additional grant under such
 22 section during the grant period. After such
 23 grant period, such eligible State or such eligible
 24 applicant may receive an additional grant under
 25 such section.

1 “(B) ELIGIBLE PARTNERSHIPS.—Grants
2 awarded to eligible partnerships under section
3 203 shall be awarded for a period of 5 years.
4 If an eligible partnership receives a grant under
5 such section, such eligible partnership may not
6 receive an additional grant under such section
7 during the 5-year grant period. After such
8 grant period, such eligible partnership may re-
9 ceive an additional grant under such section.

10 “(2) PAYMENTS.—The Secretary shall make
11 annual payments of grant funds awarded under this
12 part.

13 “(b) PEER REVIEW.—

14 “(1) PANEL.—The Secretary shall provide the
15 applications submitted under this part to a peer re-
16 view panel for evaluation and shall ensure that each
17 peer review panel reflects the diversity of educational
18 participants and eligible grantees provided for in
19 sections 202, 203, 204, and 205. With respect to
20 each application, the peer review panel shall initially
21 recommend the application for funding or for dis-
22 approval.

23 “(2) PRIORITY.—In recommending applications
24 to the Secretary for funding under this part, the
25 panel shall, with respect to grants under sections

1 202, 203, and 204, give priority to eligible States
2 and eligible partnerships—

3 “(A) whose applications involve the devel-
4 opment of innovative efforts aimed at reducing
5 the shortage of highly qualified teachers from
6 underrepresented groups, in high-need academic
7 subjects, in high-need services, in high-need
8 rural and urban areas, and in high-need
9 schools;

10 “(B) whose awards promote an equitable
11 geographic distribution of grants throughout
12 the United States; and

13 “(C) whose awards promote an equitable
14 geographic distribution of grants among rural
15 and urban areas.

16 “(3) SECRETARIAL SELECTION.—The Secretary
17 shall determine, based on the peer review process,
18 which applications shall receive funding and the
19 amounts of the grants. In determining grant
20 amounts, the Secretary shall take into account the
21 total amount of funds available for all grants under
22 this part and the types of activities proposed to be
23 carried out.

24 “(c) MATCHING REQUIREMENTS.—

1 “(1) STATE GRANTS.—Each State served by an
 2 eligible State that receives a grant under section 202
 3 or 204 shall provide, from non-Federal sources, an
 4 amount equal to 50 percent of the amount of the
 5 grant (in cash or in kind) to carry out the activities
 6 supported by the grant.

7 “(2) PARTNERSHIP GRANTS.—Each eligible
 8 partnership receiving a grant under section 203 or
 9 204 shall provide, from non-Federal sources (in cash
 10 or in kind), an amount equal to 25 percent of the
 11 grant for the first year of the grant, 35 percent of
 12 the grant for the second year of the grant, and 50
 13 percent of the grant for each succeeding year of the
 14 grant.

15 “(d) LIMITATION ON ADMINISTRATIVE EXPENSES.—
 16 An eligible State or eligible partnership that receives a
 17 grant under this part may not use more than 2 percent
 18 of the grant funds for purposes of administering the grant.

19 “(e) TEACHER QUALIFICATIONS PROVIDED TO PAR-
 20 ENTS UPON REQUEST.—Any local educational agency or
 21 school that benefits from the activities assisted under this
 22 part shall make available, upon request and in an under-
 23 standable and uniform format, to any parent of a student
 24 attending any school served by the local educational agen-
 25 cy, information regarding the professional qualification of

1 the student’s classroom teacher with regard to the subject
 2 matter in which the teacher provides instruction. The local
 3 educational agency shall inform parents that the parents
 4 are entitled to receive the information upon request.

5 “(f) TECHNICAL ASSISTANCE.—For each fiscal year,
 6 the Secretary may expend not more than \$500,000 or 0.75
 7 percent of the funds appropriated to carry out this title,
 8 whichever amount is greater, to provide technical assist-
 9 ance to entities receiving grants under this part.

10 **“SEC. 207. ACCOUNTABILITY AND EVALUATION.**

11 “(a) STATE GRANT ACCOUNTABILITY REPORT.—An
 12 eligible State that receives a grant under section 202 shall
 13 submit an annual accountability report to the Secretary.
 14 Such report shall include a description of the degree to
 15 which the eligible State, in using funds provided under
 16 such section, has made substantial progress in meeting the
 17 following goals:

18 “(1) HIGHLY QUALIFIED TEACHERS.—Ensuring
 19 that all teachers teaching in core academic sub-
 20 jects within the State are highly qualified not later
 21 than the end of the 2005–2006 school year, as re-
 22 quired under section 1119 of the Elementary and
 23 Secondary Education Act of 1965.

24 “(2) STUDENT ACADEMIC ACHIEVEMENT.—Im-
 25 proving academic achievement for all students.

1 “(3) RAISING STANDARDS.—Raising the State
2 academic standards required to enter the teaching
3 profession, including, where appropriate, through the
4 use of incentives to incorporate the requirement of
5 an academic major in the subject, or related dis-
6 cipline, in which the teacher plans to teach.

7 “(4) INITIAL CERTIFICATION OR LICENSURE.—
8 Increasing the pass rate for initial State teacher cer-
9 tification or licensure, or increasing the number of
10 highly competent individuals being certified or li-
11 censed as teachers through traditional and alter-
12 native programs.

13 “(5) DECREASING TEACHER SHORTAGES.—De-
14 creasing shortages of qualified teachers from under-
15 represented groups, in high-need academic subjects,
16 in high-need services, in high-need areas, and in
17 high-need schools.

18 “(6) INCREASING TEACHER RETENTION.—In-
19 creasing teacher retention in the first 3 years of a
20 teacher’s career.

21 “(7) INCREASING OPPORTUNITIES FOR PROFES-
22 SIONAL DEVELOPMENT.—Increasing opportunities
23 for enhanced and ongoing professional development
24 that improves the academic content knowledge of
25 teachers in the subject areas in which the teachers

1 are certified or licensed to teach or in which the
2 teachers are working toward certification or licen-
3 sure to teach, and that promotes strong teaching
4 skills.

5 “(8) TECHNOLOGY INTEGRATION.—Increasing
6 the number of teachers trained in the appropriate
7 use of technology as an instructional tool.

8 “(b) ELIGIBLE PARTNERSHIP EVALUATION.—Each
9 eligible partnership applying for a grant under section 203
10 shall establish and include in the application submitted
11 under section 203, an evaluation plan that includes strong
12 performance objectives. The plan shall include objectives
13 and measures for—

14 “(1) increasing the percentage of highly quali-
15 fied teachers;

16 “(2) improving academic achievement for all
17 students;

18 “(3) increasing the pass rate for initial State
19 teacher certification or licensure for individuals from
20 traditional and alternative teacher preparation pro-
21 grams;

22 “(4) decreasing shortages of highly qualified
23 teachers among underrepresented groups, in high-
24 need academic subjects, in high-need services, in
25 high-need areas, and in high-need schools;

1 “(5) increasing teacher retention in the first 3
2 years of a teacher’s career;

3 “(6) increasing opportunities for enhanced and
4 ongoing professional development that enables teach-
5 ers already in the classroom and teacher educators
6 to upgrade such teachers’ and educators’ skills and
7 knowledge; and

8 “(7) increasing the number of teachers trained
9 in the appropriate use of technology as an instruc-
10 tional tool.

11 “(c) REVOCATION OF GRANT.—

12 “(1) REPORT.—Each eligible State or eligible
13 partnership receiving a grant under this part shall
14 report annually to the Secretary on the progress of
15 the eligible State or eligible partnership toward
16 meeting the purposes of this part and the goals, ob-
17 jectives, and measures described in subsections (a)
18 and (b).

19 “(2) REVOCATION.—

20 “(A) ELIGIBLE STATES AND ELIGIBLE AP-
21 PLICANTS.—If the Secretary determines that an
22 eligible State or eligible applicant (as defined
23 under section 204 or 205) is not making sub-
24 stantial progress in meeting the purposes,
25 goals, objectives, and measures, as appropriate,

1 by the end of the second year of a grant under
 2 this part, then the grant payment shall not be
 3 made for the third year of the grant.

4 “(B) ELIGIBLE PARTNERSHIPS.—If the
 5 Secretary determines that an eligible partner-
 6 ship is not making substantial progress in
 7 meeting the purposes, goals, objectives, and
 8 measures, as appropriate, by the end of the
 9 third year of a grant under this part, then the
 10 grant payments shall not be made for any suc-
 11 ceeding year of the grant.

12 “(d) EVALUATION AND DISSEMINATION.—The Sec-
 13 retary shall evaluate the activities funded under this part
 14 and report the Secretary’s findings regarding the activities
 15 to the Committee on Health, Education, Labor, and Pen-
 16 sions of the Senate and the Committee on Education and
 17 the Workforce of the House of Representatives. The Sec-
 18 retary shall broadly disseminate successful practices devel-
 19 oped by eligible States and eligible partnerships under this
 20 part, and shall broadly disseminate information regarding
 21 such practices that were found to be ineffective.

22 **“SEC. 208. ACCOUNTABILITY FOR PROGRAMS THAT PRE-**
 23 **PARE TEACHERS.**

24 “(a) HIGH-QUALITY TEACHER PREPARATION PRO-
 25 GRAM.—Each applicant for a grant under this part shall

1 provide assurances that the applicant will provide prospec-
2 tive teachers with the following:

3 “(1) Knowledge of—

4 “(A) the arts and sciences;

5 “(B) the science of teaching and learning;

6 “(C) research on school impact on student
7 learning; and

8 “(D) the academic content areas in which
9 the teachers plan to teach.

10 “(2) Teaching skills that enable the teachers
11 to—

12 “(A) enhance student academic achieve-
13 ment;

14 “(B) promote the ability of students to
15 apply knowledge and research findings;

16 “(C) provide effective instruction in subject
17 matter content;

18 “(D) implement ongoing assessment of
19 student learning and the use of such assess-
20 ment for evaluation of curriculum and instruc-
21 tional practices;

22 “(E) identify and address individual dif-
23 ferences in ability and instructional needs;

24 “(F) address the instructional needs of
25 students with limited-English proficiency and

1 students with disabilities within both the general
 2 education and special education curricula;

3 “(G) employ effective classroom manage-
 4 ment strategies;

5 “(H) use technology effectively in the
 6 classroom; and

7 “(I) reflect on practices to improve teach-
 8 ing effectiveness and student learning.

9 “(3) Opportunities to—

10 “(A) apply the teachers’ knowledge and
 11 skills in the classroom;

12 “(B) collaborate with colleagues, parents,
 13 community members, and other educators; and

14 “(C) work in partnership with parents to
 15 advance their children’s education.

16 “(b) STATE REPORT CARD ON THE QUALITY OF
 17 TEACHER PREPARATION.—Each State that receives funds
 18 under this Act shall provide to the Secretary, on an annual
 19 basis and in a uniform and comprehensible manner that
 20 conforms with the definitions and reporting methods de-
 21 veloped by the State for teacher preparation programs, a
 22 State report card on the quality of teacher preparation
 23 in the State, which shall include at least the following:

24 “(1) A description of the teacher certification
 25 and licensure assessments, and any other certifi-

1 cation and licensure requirements, used by the
2 State. Such assessments shall—

3 “(A) be used for purposes for which such
4 assessments are valid and reliable;

5 “(B) be consistent with relevant, nationally
6 recognized professional and technical standards;

7 “(C) be aligned with the reporting require-
8 ments of this section and section 207; and

9 “(D) allow for accurate and consistent re-
10 porting on teacher preparation programs.

11 “(2) The standards and criteria that prospec-
12 tive teachers must meet in order to attain initial
13 teacher certification or licensure and to be certified
14 or licensed to teach particular subjects or in par-
15 ticular grades within the State. Such standards and
16 criteria shall incorporate the qualifications specified
17 in subsection (a).

18 “(3) A description of the extent to which the
19 assessments and requirements described in para-
20 graph (1) are aligned with the State’s standards and
21 assessments for students.

22 “(4) The percentage of prospective teachers
23 who have completed 100 percent of the coursework
24 required by a teacher preparation program at an in-
25 stitution of higher education or alternative certifi-

1 cation program and who have taken and passed each
2 of the assessments used by the State for teacher cer-
3 tification and licensure, and the passing score on
4 each assessment that determines whether a can-
5 didate has passed that assessment, both of which
6 shall be made available widely and publicly.

7 “(5) Information on the extent to which teach-
8 ers in the State are given waivers of State certifi-
9 cation or licensure requirements, including the pro-
10 portion of such teachers distributed across high- and
11 low-poverty school districts and across subject areas.

12 “(6) A description of each State’s alternative
13 routes to teacher certification, if any, and standards
14 and criteria used by the State for certification or li-
15 censure, including indicators of teacher candidate
16 skills and academic content knowledge and of evi-
17 dence of gains in student academic achievement, and
18 the number and percentage of teachers certified
19 through each alternative route who pass State teach-
20 er certification or licensure assessments.

21 “(7) For each State, a description of proposed
22 criteria for assessing the performance of teacher
23 preparation programs in the State, including indica-
24 tors of candidate academic content knowledge and
25 teaching skills.

1 “(8) For each teacher preparation program in
2 the State, the number of prospective teachers in the
3 program, the average number of hours of supervised
4 practice teaching required for those in the program,
5 and the number of full-time and part-time faculty,
6 excluding graduate students and clinical supervisors
7 who are not on faculty, and prospective teachers in
8 supervised practice teaching.

9 “(9) Information on the extent to which teach-
10 ers or prospective teachers in each State are re-
11 quired to take examinations or other assessments of
12 their subject matter knowledge in the area or areas
13 in which the teachers provide instruction, the stand-
14 ards established for passing any such assessments,
15 and the extent to which teachers or prospective
16 teachers are required to receive a passing score on
17 such assessments in order to teach in specific sub-
18 ject areas or grade levels.

19 “(10) Information on the data systems devel-
20 oped or expanded by the State under section
21 202(d)(2), including a description of the systems
22 and an analysis of procedures used by the State re-
23 garding such systems.

24 “(11) Information on pilot studies conducted
25 under section 202(d)(1)(B)(iii), if applicable, includ-

1 ing a list of teacher preparation programs (including
 2 alternative routes to certification) that participated
 3 in such studies, the procedures used to provide evi-
 4 dence that graduates of teacher preparation pro-
 5 grams (including those who complete alternative
 6 routes to certification) are effective at improving
 7 student achievement, and other findings relevant to
 8 the impact of teacher preparation programs on stu-
 9 dent achievement.

10 “(c) REPORT OF THE SECRETARY ON THE QUALITY
 11 OF TEACHER PREPARATION.—

12 “(1) REPORT CARD.—The Secretary shall pro-
 13 vide to Congress, and publish and make widely avail-
 14 able, a report card on teacher qualifications and
 15 preparation in the United States, including all the
 16 information reported in paragraphs (1) through (11)
 17 of subsection (b). Such report shall identify States
 18 for which eligible States and eligible partnerships re-
 19 ceived a grant under this part. Such report shall be
 20 so provided, published, and made available annually.

21 “(2) REPORT TO CONGRESS.—The Secretary
 22 shall report to Congress—

23 “(A) a comparison of States’ efforts to im-
 24 prove teaching quality;

1 “(B) regarding the national mean and me-
2 dian scores on any standardized test that is
3 used in more than 1 State for teacher certifi-
4 cation or licensure;

5 “(C) a description of data systems devel-
6 oped or expanded by States pursuant to section
7 202(d)(2) and an analysis of procedures used in
8 different States regarding such systems; and

9 “(D) a description of pilot studies under-
10 taken by States pursuant to section
11 202(d)(1)(B)(iii) and an analysis of procedures
12 used in different States regarding such studies.

13 “(3) SPECIAL RULE.—In the case of teacher
14 preparation programs with fewer than 10 prospec-
15 tive teachers who have completed 100 percent of the
16 coursework required by a teacher preparation pro-
17 gram taking any single initial teacher certification or
18 licensure assessment during an academic year, the
19 Secretary shall collect and publish information with
20 respect to an average pass rate on State certification
21 or licensure assessments taken over a 3-year period.

22 “(4) DATABASE.—The Secretary shall collect
23 data and develop a national and public database that
24 provides reports on States’ passage rates on certifi-
25 cation and licensure assessments, the placement

1 rates for teacher preparation programs, the percent-
 2 age of full-time faculty in institutions of higher edu-
 3 cation in each State who teach classes offered by a
 4 school, college, or department of education, the
 5 tracking of graduates 5 years after graduating from
 6 a teacher preparation program, and other relevant
 7 information, as appropriate.

8 “(d) COORDINATION.—The Secretary, to the extent
 9 practicable, shall coordinate the information collected and
 10 published under this part among States for individuals
 11 who took State teacher certification or licensure assess-
 12 ments in a State other than the State in which the indi-
 13 vidual received the individual’s most recent degree.

14 “(e) INSTITUTIONAL AND PROGRAM REPORT CARDS
 15 ON QUALITY OF TEACHER PREPARATION.—

16 “(1) REPORT CARD.—Each institution of higher
 17 education or alternative certification program that
 18 conducts a teacher preparation program that enrolls
 19 prospective teachers receiving Federal assistance
 20 under this Act shall report annually to the State and
 21 the general public, in a uniform and comprehensible
 22 manner that conforms with the definitions and re-
 23 porting methods developed by the State for teacher
 24 preparation programs, the following information:

1 “(A) PASS RATE.—(i) For the most recent
2 year for which the information is available, the
3 pass rate for each prospective teacher who has
4 completed 100 percent of the coursework re-
5 quired by the teacher preparation program on
6 the teacher certification or licensure assess-
7 ments of the State in which the institution or
8 alternative certification program is located, but
9 only for those prospective teachers who took
10 those assessments within 3 years of completing
11 the coursework.

12 “(ii) A comparison of the institution’s or
13 alternative certification program’s pass rate for
14 prospective teachers who have completed 100
15 percent of the coursework at the teacher prepa-
16 ration program with the average pass rate for
17 institutions and alternative certification pro-
18 grams in the State.

19 “(iii) In the case of teacher preparation
20 programs with fewer than 10 graduates who
21 have completed 100 percent of the coursework
22 required by the program taking any single ini-
23 tial teacher certification or licensure assessment
24 during an academic year, the institution or al-
25 ternative certification program shall collect and

1 publish information with respect to an average
2 pass rate on State certification or licensure as-
3 sessments taken over a 3-year period.

4 “(B) PROGRAM INFORMATION.—The num-
5 ber of prospective teachers in the program, the
6 average number of hours of supervised practice
7 teaching required for those in the program, and
8 the number of full-time equivalent faculty and
9 prospective teachers in supervised practice
10 teaching.

11 “(C) STATEMENT.—In States that require
12 approval or accreditation of teacher education
13 programs, a statement of whether the institu-
14 tion’s teacher preparation program or alter-
15 native certification program’s teacher prepara-
16 tion program is so approved or accredited, by
17 the State and any other entities, as applicable.

18 “(D) DESIGNATION AS LOW-PER-
19 FORMING.—Whether the program has been des-
20 ignated as low-performing by the State under
21 section 209(a).

22 “(2) REQUIREMENT.—The information de-
23 scribed in paragraph (1) shall be reported through
24 publications such as school catalogs and promotional
25 materials sent to potential applicants, secondary

1 school guidance counselors, and prospective employ-
2 ers of the institution's or alternative certification
3 program's teacher preparation program graduates,
4 including materials sent by electronic means.

5 “(3) FINES.—In addition to the actions author-
6 ized in section 487(c), the Secretary may impose a
7 fine not to exceed \$25,000 on an institution of high-
8 er education or an alternative certification program
9 for failure to provide the information described in
10 this subsection in a timely or accurate manner.

11 “(f) DATA QUALITY.—The eligible State shall attest
12 annually, in writing, as to the reliability, validity, integ-
13 rity, and accuracy of the data submitted pursuant to this
14 section.

15 “(g) NATIONAL ACADEMY OF SCIENCES CORE CUR-
16 RICULUM STUDY.—

17 “(1) IN GENERAL.—The Secretary shall seek to
18 enter into a contract with the National Academy of
19 Sciences to conduct a 2-year study to develop a sug-
20 gested core curriculum for States to use as guidance
21 when developing their program standards for teacher
22 preparation programs in their State. The core cur-
23 riculum shall address the pedagogical requirements
24 of teacher preparation programs and assist those
25 within the education profession and prospective

1 teachers to understand what prospective teachers
2 need to know to become effective teachers.

3 “(2) DOMAINS OF FOUNDATIONAL AND PEDAGOGICAL KNOWLEDGE.—The study conducted pursuant to paragraph (1) shall include each of the following domains of foundational and pedagogical
6 knowledge:
7

8 “(A) Learning, which would include building on existing knowledge and experience
9 shaped by social and cultural context in the
10 community and in the classroom.
11

12 “(B) Human development, which would include how children and adolescents think and
13 behave, taking in account different ages, contexts, and learning styles.
14
15

16 “(C) Assessment, which would include the
17 introduction of standards-based reform.

18 “(D) Teaching skills, which would include
19 providing all teachers with the tools needed to
20 be successful in the classroom and to meet the
21 instructional needs of students with disabilities
22 and students with limited-English proficiency.

23 “(E) Reading instruction, which would include taking in account different ages, contexts,
24 and learning styles.
25

1 “(3) BEST RESEARCH; SUGGESTED TRAIN-
2 ING.—The suggested core curriculum developed pur-
3 suant to paragraph (1) shall—

4 “(A) reflect the best research into how stu-
5 dents learn, on content-specific methods shown
6 to be effective with students, and on effective
7 gap-closing criteria; and

8 “(B) include preparation in working with
9 diverse populations, interacting with parents,
10 assessing classroom performance, and managing
11 student behavior.

12 “(4) COLLABORATION.—

13 “(A) IN GENERAL.—In conducting the
14 study under paragraph (1), the National Acad-
15 emy of Sciences shall collaborate with interested
16 parties in developing the suggested core cur-
17 riculum.

18 “(B) INTERESTED PARTIES.—In this para-
19 graph, the term ‘interested parties’ means—

20 “(i) college presidents;

21 “(ii) deans of teacher education pro-
22 grams;

23 “(iii) teacher preparation faculty;

24 “(iv) chief State school officers;

25 “(v) school superintendents;

- 1 “(vi) teacher organizations;
- 2 “(vii) exemplary teachers;
- 3 “(viii) teacher preparation accrediting
- 4 organizations;
- 5 “(ix) nonprofit education organiza-
- 6 tions;
- 7 “(x) organizations or associations rep-
- 8 resenting the scientific disciplines associ-
- 9 ated with teaching and learning; and
- 10 “(xi) other entities determined appro-
- 11 priate by the National Academy of
- 12 Sciences.

13 **“SEC. 209. STATE FUNCTIONS.**

14 “(a) STATE ASSESSMENT.—In order to receive funds
 15 under this Act, a State shall develop a procedure to iden-
 16 tify, and assist, through the provision of technical assist-
 17 ance, low-performing programs of teacher preparation
 18 within institutions of higher education. Such State shall
 19 provide the Secretary an annual list of such low-per-
 20 forming institutions that includes an identification of
 21 those institutions at-risk of being placed on such list. Such
 22 levels of performance shall be determined solely by the
 23 State and may include criteria based upon information col-
 24 lected pursuant to this part. Such assessment shall be de-
 25 scribed in the report under section 208(b).

1 “(b) TERMINATION OF ELIGIBILITY.—Any institu-
2 tion of higher education that offers a program of teacher
3 preparation in which the State has withdrawn the State’s
4 approval or terminated the State’s financial support due
5 to the low performance of the institution’s teacher prepa-
6 ration program based upon the State assessment described
7 in subsection (a)—

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

11 “(2) shall not be permitted to accept or enroll
12 any prospective teacher who receives aid under title
13 IV of this Act in the institution’s teacher prepara-
14 tion program; and

15 “(3) shall provide transitional support, includ-
16 ing remedial services if necessary, for prospective
17 teachers enrolled at the institution at the time of
18 termination of financial support or withdrawal of ap-
19 proval.

20 “(c) NEGOTIATED RULEMAKING.—The Secretary
21 shall engage in a negotiated rulemaking process with rep-
22 resentatives of States, institutions of higher education,
23 and educational and student organizations when devel-
24 oping regulations to carry out subsection (b)(2).

1 **“SEC. 210. GENERAL PROVISIONS.**

2 “(a) METHODS.—In complying with sections 208 and
3 209, 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 protect the
6 privacy of individuals.

7 “(b) SPECIAL RULE.—For each State in which there
8 are no State certification or licensure assessments, or for
9 States that do not set minimum performance levels on
10 those assessments—

11 “(1) the Secretary shall, to the extent prac-
12 ticable, collect data comparable to the data required
13 under this part from States, local educational agen-
14 cies, institutions of higher education, or other enti-
15 ties that administer such assessments to teachers or
16 prospective teachers; and

17 “(2) notwithstanding any other provision of this
18 part, the Secretary shall use such data to carry out
19 requirements of this part related to assessments or
20 pass rates.

21 “(c) NATIONAL SYSTEM OF TEACHER CERTIFI-
22 CATION PROHIBITED.—Nothing in this part shall be con-
23 strued to permit, allow, encourage, or authorize the Sec-
24 retary to establish or support any national system of
25 teacher certification.

1 “(d) RELEASE OF INFORMATION TO TEACHER PREP-
2 ARATION PROGRAMS.—

3 “(1) IN GENERAL.—For the purpose of improv-
4 ing teacher preparation programs, a State edu-
5 cational agency shall provide to a teacher prepara-
6 tion program, upon the request of the teacher prepa-
7 ration program, any and all pertinent education-re-
8 lated information that—

9 “(A) may enable the teacher preparation
10 program to evaluate the effectiveness of the
11 program’s graduates or the program itself; and

12 “(B) is possessed, controlled, or accessible
13 by the State educational agency.

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

16 “(A) shall include an identification of spe-
17 cific individuals who graduated from the teach-
18 er preparation program to enable the teacher
19 preparation program to evaluate the informa-
20 tion provided to the program from the State
21 educational agency with the program’s own
22 data about the specific courses taken by, and
23 field experiences of, the individual graduates;
24 and

25 “(B) may include—

1 “(i) kindergarten through grade 12
 2 academic achievement and demographic
 3 data, without individual identifying infor-
 4 mation, for students who have been taught
 5 by graduates of the teacher preparation
 6 program; and

7 “(ii) teacher effectiveness evaluations
 8 for teachers who graduated from the teach-
 9 er preparation program.

10 “(3) PRIVACY.—Actions taken pursuant to
 11 paragraph (1) shall not be considered a violation of
 12 section 444 of the General Education Provisions Act
 13 or of the individual’s privacy pursuant to any other
 14 provision of law. Any information obtained by a
 15 teacher preparation program in accordance with this
 16 section shall be considered a part of the graduate’s
 17 education records and shall be protected as such.

18 **“SEC. 211. AUTHORIZATION OF APPROPRIATIONS.**

19 “There are authorized to be appropriated to carry out
 20 this part \$500,000,000 for fiscal year 2004 and such sums
 21 as may be necessary for each of the 5 succeeding fiscal
 22 years, of which—

23 “(1) 20 percent shall be available for each fiscal
 24 year to award grants under section 202;

1 “(2) 60 percent shall be available for each fiscal
2 year to award grants under section 203; and

3 “(3) 20 percent shall be available for each fiscal
4 year to award grants under section 204.”.

5 (b) PREPARING TOMORROW’S TEACHERS TO USE
6 TECHNOLOGY.—Part B of title II of the Higher Edu-
7 cation Act of 1965 (20 U.S.C. 1041 et seq.) is amended
8 to read as follows:

9 **“PART B—PREPARING TOMORROW’S TEACHERS**
10 **TO USE TECHNOLOGY**

11 **“SEC. 221. PURPOSE AND PROGRAM AUTHORITY.**

12 “(a) PURPOSE.—It is the purpose of this part to as-
13 sist consortia of public and private entities—

14 “(1) to carry out programs that prepare pro-
15 spective teachers to use advanced technology to pre-
16 pare all students to meet challenging State and local
17 academic content and student academic achievement
18 standards; and

19 “(2) to improve the ability of institutions of
20 higher education to carry out such programs.

21 “(b) PROGRAM AUTHORITY.—

22 “(1) IN GENERAL.—The Secretary is authorized
23 to award grants to eligible applicants, or enter into
24 contracts or cooperative agreements with eligible ap-
25 plicants, on a competitive basis in order to pay for

1 the Federal share of the cost of projects to develop
2 or redesign teacher preparation programs to enable
3 prospective teachers to use advanced technology ef-
4 fectively in their classrooms.

5 “(2) DISTRIBUTION.—In awarding grants, or
6 entering into contracts or cooperative agreements
7 under this part, the Secretary shall ensure an equi-
8 table distribution of financial assistance among eligi-
9 ble applicants located in urban and rural areas of
10 the United States.

11 “(3) PERIOD OF AWARDS.—The Secretary may
12 award grants, or enter into contracts or cooperative
13 agreements, under this part for periods that are not
14 more than 5 years in duration.

15 **“SEC. 222. ELIGIBILITY.**

16 “(a) ELIGIBLE APPLICANTS.—In order to receive a
17 grant or enter into a contract or cooperative agreement
18 under this part, an applicant shall be a consortium that
19 includes the following:

20 “(1) At least 1 institution of higher education
21 that awards baccalaureate degrees and prepares
22 teachers for their initial entry into teaching.

23 “(2) At least 1 State educational agency or
24 local educational agency.

25 “(3) One or more of the following entities:

1 “(A) An institution of higher education
2 (other than the institution described in para-
3 graph (1)).

4 “(B) A school or department of education
5 at an institution of higher education.

6 “(C) A school or college of arts and
7 sciences (as defined in section 201) at an insti-
8 tution of higher education.

9 “(D) A professional association, founda-
10 tion, museum, library, for-profit business, pub-
11 lic or private nonprofit organization, commu-
12 nity-based organization, or other entity, with
13 the capacity to contribute to the technology-re-
14 lated reform of teacher preparation programs.

15 “(b) APPLICATION REQUIREMENTS.—In order to re-
16 ceive a grant or enter into a contract or cooperative agree-
17 ment under this part, an eligible applicant shall submit
18 an application to the Secretary at such time, in such man-
19 ner, and containing such information as the Secretary may
20 require. Such application shall include the following:

21 “(1) A description of the proposed project, in-
22 cluding how the project would—

23 “(A) ensure that individuals participating
24 in the project would be prepared to use ad-
25 vanced technology to prepare all students, in-

cluding groups of students who are underrepresented in technology-related fields and groups of students who are economically disadvantaged, to meet challenging State and local academic content and student academic achievement standards; and

“(B) improve the ability of at least 1 participating institution of higher education described in section 222(a)(1) to ensure such preparation.

“(2) A demonstration of—

“(A) the commitment, including the financial commitment, of each of the members of the consortium for the proposed project; and

“(B) the active support of the leadership of each organization that is a member of the consortium for the proposed project.

“(3) A description of how each member of the consortium will participate in project activities.

“(4) A description of how the proposed project will be continued after Federal funds are no longer awarded under this part for the project.

“(5) A plan for the evaluation of the project, which shall include benchmarks to monitor progress toward specific project objectives.

1 “(c) MATCHING REQUIREMENTS.—

2 “(1) IN GENERAL.—The Federal share of the
3 cost of any project funded under this part shall not
4 exceed 50 percent. Except as provided in paragraph
5 (2), the non-Federal share of the cost of such
6 project may be provided in cash or in kind, fairly
7 evaluated, including services.

8 “(2) ACQUISITION OF EQUIPMENT.—Not more
9 than 10 percent of the funds awarded for a project
10 under this part may be used to acquire equipment,
11 networking capabilities, or infrastructure, and the
12 non-Federal share of the cost of any such acquisition
13 shall be provided in cash.

14 **“SEC. 223. USE OF FUNDS.**

15 “(a) REQUIRED USES.—A consortium that receives
16 a grant or enters into a contract or cooperative agreement
17 under this part shall use funds made available under this
18 part for—

19 “(1) a project creating 1 or more programs that
20 prepare prospective teachers to use advanced tech-
21 nology to prepare all students, including groups of
22 students who are underrepresented in technology-re-
23 lated fields and groups of students who are economi-
24 cally disadvantaged, to meet challenging State and

1 local academic content and student academic
2 achievement standards; and

3 “(2) evaluating the effectiveness of the project.

4 “(b) PERMISSIBLE USES.—The consortium may use
5 funds made available under this part for a project, de-
6 scribed in the application submitted by the consortium
7 under this part, that carries out the purpose of this part,
8 such as the following:

9 “(1) Developing and implementing high-quality
10 teacher preparation programs that enable edu-
11 cators—

12 “(A) to learn the full range of resources
13 that can be accessed through the use of tech-
14 nology;

15 “(B) to integrate a variety of technologies
16 into curricula and instruction in order to ex-
17 pand students’ knowledge;

18 “(C) to evaluate educational technologies
19 and their potential for use in instruction;

20 “(D) to help students develop their tech-
21 nical skills; and

22 “(E) to use technology to collect, manage,
23 and analyze data to improve teaching, learning,
24 and decisionmaking for the purpose of increas-
25 ing student academic achievement.

1 “(2) Developing and implementing high-quality
2 teacher preparation programs that prepare edu-
3 cators in—

4 “(A) the uses and application of tech-
5 nology, including universally designed tech-
6 nologies, assistive technology devices, and as-
7 sistive technology services; and

8 “(B) maximizing access for students with
9 disabilities to participate in the general edu-
10 cation curriculum through the use of such tech-
11 nology.

12 “(3) Developing alternative teacher development
13 paths that provide elementary schools and secondary
14 schools with well-prepared, technology-proficient
15 educators.

16 “(4) Developing achievement-based standards
17 and assessments aligned with the standards to meas-
18 ure the capacity of prospective teachers to use tech-
19 nology effectively in their classrooms.

20 “(5) Providing technical assistance to entities
21 carrying out other teacher preparation programs.

22 “(6) Developing and disseminating resources
23 and information in order to assist institutions of
24 higher education to prepare teachers to use tech-
25 nology effectively in their classrooms.

1 “(7) Subject to section 222(c)(2), acquiring
 2 technology equipment, networking capabilities, infra-
 3 structure, software, and digital curricula to carry
 4 out the project.

5 **“SEC. 224. AUTHORIZATION OF APPROPRIATIONS.**

6 “There are authorized to be appropriated to carry out
 7 this part—

8 “(1) \$200,000,000 for fiscal year 2004; and

9 “(2) such sums as may be necessary for each
 10 of the 5 succeeding fiscal years.”.

11 (c) CENTERS OF EXCELLENCE.—

12 (1) IN GENERAL.—Title II of the Higher Edu-
 13 cation Act of 1965 (20 U.S.C. 1021 et seq.) is
 14 amended by adding at the end the following:

15 **“PART C—CENTERS OF EXCELLENCE**

16 **“SEC. 231. PURPOSES; DEFINITIONS.**

17 “(a) PURPOSES.—The purposes of this part are—

18 “(1) to help recruit, prepare, and retain teach-
 19 ers, including minority teachers, to meet the na-
 20 tional demand for a highly qualified teacher in every
 21 classroom;

22 “(2) to help recruit, prepare, and retain prin-
 23 cipals (including minority principals and assistant
 24 principals) to address the shortage of principals in

1 our Nation’s public elementary schools and sec-
2 ondary schools; and

3 “(3) to increase opportunities for Americans of
4 all educational, ethnic, class, and geographic back-
5 grounds to become highly qualified teachers and
6 principals.

7 “(b) DEFINITIONS.—In this part:

8 “(1) ELIGIBLE INSTITUTION.—The term ‘eligi-
9 ble institution’ means—

10 “(A) an institution of higher education—

11 “(i) that has a teacher preparation
12 program that meets the requirements of
13 such a program under section 203(b)(2);

14 “(ii) that is—

15 “(I) a part B institution (as de-
16 fined in section 322);

17 “(II) a Hispanic-serving institu-
18 tion (as defined in section 502);

19 “(III) a Tribal College or Univer-
20 sity (as defined in section 316);

21 “(IV) an Alaska Native-serving
22 institution (as defined in section 317);

23 “(V) a Native Hawaiian-serving
24 institution (as defined in section 317);

25 or

1 “(VI) an institution determined
2 by the Secretary to have enrolled a
3 substantial number of minority, low-
4 income students during the previous
5 academic year who received assistance
6 under subpart 1 of part A of title IV
7 for that year; and

8 “(iii) that has not received a grant
9 under this part during the 5-year period
10 preceding the date the institution applies
11 for a grant under this part;

12 “(B) a consortium of institutions described
13 in subparagraph (A); or

14 “(C) an institution described in subpara-
15 graph (A), or a consortium described in sub-
16 paragraph (B), in partnership with any other
17 institution of higher education, but only if the
18 center of excellence established under section
19 232 is located at an institution described in
20 subparagraph (A).

21 “(2) HIGHLY QUALIFIED.—The term ‘highly
22 qualified’ has the meaning given such term in sec-
23 tion 9101 of the Elementary and Secondary Edu-
24 cation Act of 1965 (20 U.S.C. 7801).

1 “(3) SCIENTIFICALLY BASED RESEARCH.—The
 2 term ‘scientifically based research’ has the meaning
 3 given such term in section 9101 of the Elementary
 4 and Secondary Education Act of 1965 (20 U.S.C.
 5 7801).

6 “(4) TEACHING SKILLS.—The term ‘teaching
 7 skills’ means skills—

8 “(A) grounded in the science of teaching
 9 and learning that teachers use to create effec-
 10 tive instruction in subject matter content and
 11 that lead to student achievement and the ability
 12 to apply knowledge; and

13 “(B) that require an understanding of the
 14 learning process itself, including an under-
 15 standing of—

16 “(i) the use of strategies specific to
 17 the subject matter;

18 “(ii) ongoing assessment of student
 19 learning and the use of such assessment
 20 for evaluation of curriculum and instruc-
 21 tional practices;

22 “(iii) identification of individual dif-
 23 ferences in ability and instructional needs;

24 “(iv) the use of strategies that will
 25 meet the instructional needs of students

1 with disabilities and students with limited-
 2 English proficiency;
 3 “(v) classroom management; and
 4 “(vi) interaction with parents and oth-
 5 ers to promote student learning.

6 **“SEC. 232. CENTERS OF EXCELLENCE.**

7 “(a) PROGRAM AUTHORIZED.—From the amounts
 8 appropriated to carry out this part, the Secretary shall
 9 award competitive grants to eligible institutions to estab-
 10 lish centers of excellence.

11 “(b) APPLICATION.—Any eligible institution desiring
 12 a grant under this part shall submit an application to the
 13 Secretary at such a time, in such a manner, and accom-
 14 panied by such information the Secretary may require.

15 “(c) USE OF FUNDS.—

16 “(1) REQUIRED USES.—An eligible institution
 17 that receives a grant under this part shall use the
 18 grant funds to establish a center of excellence that
 19 shall ensure that current and future teachers are
 20 highly qualified, by carrying out 1 or more of the
 21 following activities:

22 “(A) Implementing reforms within teacher
 23 preparation programs to ensure that such pro-
 24 grams are preparing teachers who are highly
 25 qualified, are able to understand scientifically

based research, and are able to use advanced technology effectively in the classroom, including use of instructional techniques to improve student academic achievement, by—

“(i) developing and implementing programs that enhance the competencies of faculty to reflect advances in theory, research, and practice; and

“(ii) designing or redesigning teacher preparation programs that—

“(I) prepare teachers to close student achievement gaps;

“(II) prepare teachers to utilize scientifically based research and rigorous academic content and to teach rigorous academic content and challenging State academic content standards; and

“(III) promote strong teaching skills.

“(B) Providing sustained and high-quality preservice clinical experience, including the mentoring of prospective teachers and principals by exemplary teachers and principals, respectively; substantially increasing interaction

1 between faculty at institutions of higher edu-
 2 cation and new and experienced teachers, prin-
 3 cipals, and other administrators at elementary
 4 schools or secondary schools; providing support,
 5 including preparation time, for such interaction.

6 “(C) Developing and implementing initia-
 7 tives to promote retention of highly qualified
 8 teachers and principals, particularly minority
 9 teachers and principals, including programs
 10 that provide—

11 “(i) teacher or principal mentoring
 12 from exemplary teachers or principals, re-
 13 spectively; or

14 “(ii) induction and support for teach-
 15 ers and principals during their first 3
 16 years of employment as teachers or prin-
 17 cipals, respectively.

18 “(2) PERMISSIBLE USES.—An eligible institu-
 19 tion that receives a grant under this part may use
 20 a portion of the grant funds to carry out 1 or more
 21 of the following activities:

22 “(A) Awarding scholarships based on fi-
 23 nancial need to help students pay the costs of
 24 tuition, room, board, and other expenses of

1 completing a teacher preparation program or
2 principal preparation program.

3 “(B) Disseminating information on effec-
4 tive practices for teacher preparation and in-
5 duction and successful teacher certification and
6 licensure assessment preparation strategies.

7 “(C) Disseminating information on effec-
8 tive practices for principal preparation, success-
9 ful principal certification and licensure prepara-
10 tion strategies, and successful principal induc-
11 tion.

12 “(D) Activities authorized under sections
13 202, 203, and 204.

14 “(d) MINIMUM GRANT AMOUNT.—The minimum
15 amount of each grant under this part shall be \$500,000.

16 “(e) DURATION.—Grants awarded under this part
17 shall be for a period of 3 years.

18 “(f) DISBURSEMENT.—An eligible institution that re-
19 ceives a grant under this part shall receive—

20 “(1) 60 percent of the grant award during the
21 first year of the grant period;

22 “(2) 25 percent of the grant award during the
23 second year of the grant period; and

24 “(3) 15 percent of the grant award during the
25 third year of the grant period.

1 “(g) MATCHING REQUIREMENT.—

2 “(1) IN GENERAL.—Each eligible institution
3 that receives a grant under this part shall provide
4 matching funds, from non-Federal sources that may
5 be in cash or in the form of in-kind contributions,
6 in an amount equal to—

7 “(A) 25 percent of the grant award for the
8 first year of the grant;

9 “(B) 35 percent of the grant award for the
10 second year of the grant; and

11 “(C) 50 percent of the grant award for the
12 third year of the grant.

13 “(2) WAIVER.—The Secretary may waive the
14 matching requirement under paragraph (1) for an
15 eligible institution if the Secretary determines, based
16 on regulations promulgated by the Secretary, that
17 such requirement would be a financial burden for
18 such institution.

19 “(h) LIMITATION ON ADMINISTRATIVE EXPENSES.—
20 An eligible institution that receives a grant under this part
21 may use not more than 2 percent of the grant funds for
22 purposes of administering the grant.

23 “(i) REGULATIONS.—The Secretary shall prescribe
24 such regulations as may be necessary to carry out this
25 part.

1 “(j) AUTHORIZATION OF APPROPRIATIONS.—There
2 are authorized to be appropriated to carry out this part—

3 “(1) \$10,000,000 for fiscal year 2004; and

4 “(2) such sums as may be necessary for each
5 of the 5 succeeding fiscal years.”.

6 (2) TRANSITION.—The Secretary of Education
7 shall take such actions as the Secretary determines
8 to be appropriate to provide for the orderly imple-
9 mentation of this subsection.

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