

113TH CONGRESS
1ST SESSION

H. R. 2172

To improve quality and accountability for educator preparation programs.

IN THE HOUSE OF REPRESENTATIVES

MAY 23, 2013

Mr. HONDA (for himself, Mr. HINOJOSA, and Mrs. NAPOLITANO) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To improve quality and accountability for educator preparation programs.

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

3 **SECTION 1. SHORT TITLE.**

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

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

8 **SEC. 101. DEFINITIONS.**

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

1 (1) by striking paragraph (22);

2 (2) by redesignating paragraphs (6), (7), (8)
3 through (19), (20), (21), and (23), as paragraphs
4 (7), (8), (10) through (21), (23), (24), and (28), re-
5 spectively;

6 (3) by inserting after paragraph (5) the fol-
7 lowing:

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

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

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

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

21 “(i) based on—

22 “(I) student learning gains on
23 State student academic assessments
24 under section 1111(b)(3) of the Ele-

1 elementary and Secondary Education
2 Act of 1965; or

3 “(II) student academic achieve-
4 ment assessments used at the na-
5 tional, State, or school district levels,
6 where available and appropriate for
7 the curriculum and students taught;

8 “(ii) from classroom-based formative
9 assessments;

10 “(iii) from classroom-based summative
11 assessments; and

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

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

16 “(i) Student work, including measures
17 of performance criteria and evidence of
18 student growth.

19 “(ii) Teacher-generated information
20 about student goals and growth.

21 “(iii) Parental feedback about student
22 goals and growth.

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

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

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

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

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

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

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

15 “(iii) that meets the eligibility require-
16 ments for funding under the Small, Rural
17 School Achievement Program under section
18 6211(b) of the Elementary and Secondary Edu-
19 cation Act of 1965 or the Rural and Low-In-
20 come School Program under section 6221(b) of
21 such Act; or

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

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

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

7 (6) by striking paragraph (16), as redesignated
8 by paragraph (2), and inserting the following:

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

18 “(A) High-quality mentoring.

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

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

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

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

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

16 “(F) Faculty who—

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

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

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

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

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

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

15 (7) by inserting after paragraph (21), as redesi-
16 gnated by paragraph (2), the following:

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

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

24 “(B) receives concurrent instruction during
25 the year described in subparagraph (A) from

1 the partner institution, which courses may be
2 taught by local educational agency personnel or
3 residency program faculty, in—

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

7 “(ii) pedagogical practices; and

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

11 “(C) acquires effective teaching or leader-
12 ship skills; and

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

18 (8) by inserting after paragraph (24), as reded-
19 igned by paragraph (2), the following:

20 “(25) TEACHER PERFORMANCE ASSESSMENT.—

21 The term ‘teacher performance assessment’ means
22 an assessment used to measure teacher performance
23 that is approved by the State and is—

24 “(A) based on professional teaching stand-
25 ards;

1 “(B) used to measure the effectiveness of
2 a teacher’s—

3 “(i) curriculum planning;

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

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

12 “(iv) ability to advance student learn-
13 ing;

14 “(C) validated based on professional as-
15 sessment standards;

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

19 “(E) used to support continuous improve-
20 ment of educator practice.

21 “(26) TEACHER PREPARATION ENTITY.—The
22 term ‘teacher preparation entity’ means an institu-
23 tion of higher education, a nonprofit organization,
24 for-profit organization, or other organization that is

1 approved by the State to prepare teachers to be ef-
2 fective in the classroom.

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

7 **SEC. 102. EDUCATOR QUALITY ENHANCEMENT.**

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

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

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

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

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

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

22 “(5) meet the staffing needs of high-need local
23 educational agencies and high-need schools through
24 close partnerships with educator preparation pro-
25 grams within institutions of higher education.”.

1 **SEC. 103. PARTNERSHIP GRANTS.**

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

4 (1) in subsection (b)—

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

7 (B) by striking paragraph (2) and insert-
8 ing the following:

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

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

17 (D) in paragraph (4)—

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

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

23 (E) in paragraph (6)—

24 (i) by striking subparagraph (F) and
25 inserting the following:

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

8 (ii) by striking subparagraph (G) and
9 inserting the following:

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

13 (iii) by striking subparagraph (H) and
14 inserting the following:

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

21 “(i) provide high-quality professional
22 development activities to strengthen the
23 content knowledge and teaching skills of
24 elementary school and secondary school
25 teachers and other educators, including

1 multi-tiered systems of support and uni-
2 versal design for learning;

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

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

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

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

19 (F) by striking paragraph (7) and insert-
20 ing the following:

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

24 “(A) a description of how the schools and
25 departments within the institution of higher

1 education that are part of the induction pro-
2 gram will effectively prepare educators, includ-
3 ing providing content expertise and expertise in
4 teaching and leadership, as appropriate;

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

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

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

24 (2) by striking subsection (c) and inserting the
25 following:

1 “(c) USE OF GRANT FUNDS.—An eligible partner-
2 ship that receives a grant under this section—

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

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

12 (3) by striking subsection (e) and inserting the
13 following:

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

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

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

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

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

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

20 “(2) TEACHER RESIDENCY PROGRAMS.—

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

1 high-need schools in the eligible partnership and
2 shall be designed to include the following char-
3 acteristics of successful programs:

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

6 “(ii) The exposure to principles of
7 child development as well as understanding
8 and applying principles of learning and be-
9 havior.

10 “(iii) Engagement of teaching resi-
11 dents in rigorous graduate-level coursework
12 to earn a master’s degree while under-
13 taking a guided teaching apprenticeship.

14 “(iv) Experience and learning oppor-
15 tunities alongside a trained and experi-
16 enced mentor teacher—

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

21 “(II) who shall have extra re-
22 sponsibilities as a teacher leader of
23 the teaching residency program, as a
24 mentor for residents, and as a teacher
25 coach during the induction program

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

7 “(III) who may be relieved from
8 teaching duties or may be offered a
9 stipend as a result of such additional
10 responsibilities.

11 “(v) The establishment of clear cri-
12 teria for the selection of mentor teachers
13 based on the appropriate subject area
14 knowledge and measures of teacher effec-
15 tiveness, which shall be based on, but not
16 limited to, observations of the following:

17 “(I) Planning and preparation,
18 including demonstrated knowledge of
19 content, pedagogy, and assessment,
20 including the use of formative,
21 summative, and diagnostic assess-
22 ments to improve student learning.

23 “(II) Appropriate instruction
24 that engages all students.

1 “(III) Collaboration with col-
2 leagues to improve instruction.

3 “(IV) Analysis of evidence of stu-
4 dent learning.

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

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

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

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

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

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

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

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

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

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

23 “(I) Strong content knowledge or
24 record of accomplishment in the field
25 or subject area to be taught.

1 “(II) Strong verbal and written
2 communication skills, which may be
3 demonstrated by performance on ap-
4 propriate assessments.

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

10 “(3) PRINCIPAL RESIDENCY PROGRAMS.—

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

19 “(i) Engagement of principal resi-
20 dents in rigorous graduate-level coursework
21 to earn an appropriate advanced credential
22 while undertaking a guided principal ap-
23 prenticeship.

1 “(ii) Experience and learning opportu-
2 nities alongside a trained and experienced
3 mentor principal—

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

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

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

18 “(I) Demonstrating awareness of,
19 and having experience with, the
20 knowledge, skills, and attitudes to—

21 “(aa) establish and maintain
22 a professional learning commu-
23 nity that effectively extracts in-
24 formation from data to improve
25 the school culture and personalize

1 instruction for all students to re-
2 sult in improved student achieve-
3 ment;

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

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

18 “(dd) understand youth de-
19 velopment appropriate to the age
20 level served by the school, and
21 use this knowledge to set high ex-
22 pectations and standards for the
23 academic, social, emotional, and
24 physical development of all stu-
25 dents; and

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

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

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

15 “(IV) Supporting a culture of
16 learning, collaboration, and profes-
17 sional behavior and ensuring quality
18 measures of instructional practice.

19 “(V) Communicating and engag-
20 ing parents, families, and other exter-
21 nal communities.

22 “(VI) Collecting, analyzing, and
23 utilizing data and other evidence of
24 student learning and evidence of class-
25 room practice to guide decisions and

1 actions for continuous improvement
2 and to ensure performance account-
3 ability.

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

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

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

20 “(v) Support for residents once such
21 residents are hired as principals, through
22 an induction program, professional devel-
23 opment to support the knowledge and skills
24 of the principal in a continuum of learning
25 and content expertise in developmentally

1 appropriate or age-appropriate educational
2 practices, and networking opportunities to
3 support the residents through not less than
4 the residents' first 2 years of serving as
5 principal of a school.

6 “(B) SELECTION OF INDIVIDUALS AS
7 PRINCIPAL RESIDENTS.—

8 “(i) ELIGIBLE INDIVIDUAL.—In order
9 to be eligible to be a principal resident in
10 a principal residency program under this
11 paragraph, an individual shall—

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

14 “(II) have experience as an effec-
15 tive leader, manager, and written and
16 oral communicator; and

17 “(III) submit an application to
18 the residency program.

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

1 “(I) Strong instructional leader-
2 ship skills in an elementary school or
3 secondary school setting.

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

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

16 “(4) STIPENDS OR SALARIES; APPLICATIONS;
17 AGREEMENTS; REPAYMENTS.—

18 “(A) STIPENDS OR SALARIES.—A teaching
19 or principal residency program under this sub-
20 section—

21 “(i) shall provide a 1-year living sti-
22 pend or salary to teaching or principal
23 residents during the 1-year teaching or
24 principal residency program; and

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

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

10 “(C) AGREEMENTS TO SERVE.—Each ap-
11 plication submitted under subparagraph (B)
12 shall contain or be accompanied by an agree-
13 ment that the applicant will—

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

19 “(ii) fulfill the requirement under
20 clause (i)—

21 “(I) by teaching or serving as a
22 principal in a high-need school served
23 by the high-need local educational
24 agency in the eligible partnership and,
25 if a teacher, teaching a subject or

1 area that is designated as high need
2 by the partnership; or

3 “(II) if there is no appropriate
4 position available in a high-need
5 school served by the high-need local
6 educational agency in the eligible
7 partnership, by teaching or serving as
8 a principal in any other high-need
9 school;

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

18 “(iv) for teacher residents, meet the
19 requirements to be a highly qualified
20 teacher, as defined in section 9101 of the
21 Elementary and Secondary Education Act
22 of 1965, or section 602 of the Individuals
23 with Disabilities Education Act, when the
24 applicant begins to fulfill the service obli-
25 gation under this clause; 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 prorata

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 highly qualified
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 highly qualified 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 highly qualified teachers
23 hired by the high-need local educational agency who
24 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 highly qualified teachers
4 hired by the high-need local educational agency who
5 teach in high-need areas (including special edu-
6 cation, bilingual education, language instruction edu-
7 cational programs for limited English proficient stu-
8 dents, and early childhood education);

9 “(E) the percentage of highly qualified teachers
10 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) GOALS AND ASSURANCES.—

24 “(i) For the most recent year for
25 which the information is available for the

1 entity whether the goals set under section
2 206 have been met.

3 “(ii) A description of the steps the en-
4 tity is taking to improve its performance in
5 meeting the annual goals set under section
6 206.

7 “(iii) A description of the activities
8 the entity has implemented to meet the as-
9 surances provided under section 206.

10 “(B) PASS RATES AND SCALED SCORES.—
11 For the most recent year for which the informa-
12 tion is available the following:

13 “(i) Except as provided in clause (ii),
14 for those students who took the assess-
15 ments used for teacher certification or li-
16 censure by the State in which the entity is
17 located and are enrolled in the teacher
18 preparation program or, and for those who
19 have taken such assessments and have
20 completed the teacher preparation program
21 during the two-year period preceding such
22 year, for each of such assessments—

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

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

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

8 “(ii) In the case of an entity that re-
9 quires a valid and reliable teacher perform-
10 ance assessment in order to complete the
11 preparation program, the entity may sub-
12 mit in lieu of the information described in
13 clause (i) the pass rate and average score
14 of students taking the teacher performance
15 assessment, disaggregated by subject area,
16 race, ethnicity, and gender, except that
17 such disaggregation shall not be required
18 in a case in which the result would reveal
19 personally identifiable information about
20 an individual student.

21 “(C) ENTITY INFORMATION.—A descrip-
22 tion of the following:

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

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

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

6 “(iv) The total number of students
7 who have completed programs for certifi-
8 cation or licensure (disaggregated by sub-
9 ject area).

10 “(D) ACCREDITATION.—Whether the pro-
11 gram is accredited by a specialized accrediting
12 agency recognized by the Secretary for accredi-
13 tation of professional teacher education pro-
14 grams.

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

19 (2) in subsection (b)—

20 (A) in paragraph (1)—

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

24 (ii) by striking subparagraph (D) and
25 inserting the following:

1 “(D)(i) Except as provided in clause (ii),
2 for each of the assessments used by the State
3 for teacher certification or licensure—

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

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

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

19 “(ii) In the case of a State that has imple-
20 mented a valid and reliable teacher performance
21 assessment, the State may submit in lieu of the
22 information described in clause (i) the pass rate
23 and average score of students taking the teach-
24 er performance assessment, disaggregated by
25 subject area, race, ethnicity, and gender, except

1 that such disaggregation shall not be required
2 in a case in which the result would reveal per-
3 sonally identifiable information about an indi-
4 vidual student.”;

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

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

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

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

15 “(iii) The number of hours and types
16 of supervised clinical preparation re-
17 quired.”;

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

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

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

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

15 **SEC. 107. TEACHER DEVELOPMENT.**

16 Section 206 of the Higher Education Act of 1965 (20
17 U.S.C. 1022e) is amended—

18 (1) in subsection (a), by striking “Each institu-
19 tion” and all that follows through “under this Act,”
20 and inserting “Each teacher preparation entity that
21 enrolls students receiving Federal assistance under
22 this Act, or receives other Federal funding to sup-
23 port its teacher preparation programs,”;

24 (2) in subsection (b)—

1 (A) in the matter preceding paragraph (1),
2 by striking “institution” and inserting “entity”;

3 (B) in paragraph (1), by striking “institu-
4 tion’s” and inserting “entity’s”; and

5 (C) by striking paragraph (3) and insert-
6 ing the following:

7 “(3) prospective teachers receive—

8 “(A) coursework and training in providing
9 instruction in core academic subjects;

10 “(B) training in providing instruction to
11 diverse populations, including children with dis-
12 abilities, limited English proficient students,
13 gifted students, and children from low-income
14 families; and

15 “(C) training on how to effectively teach in
16 urban and rural schools, as applicable.”; and

17 (3) in subsection (c), by striking “institution”
18 and inserting “entity”.

19 **SEC. 108. STATE FUNCTIONS.**

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

22 **“SEC. 207. STATE FUNCTIONS.**

23 “(a) STATE ASSESSMENT.—

24 “(1) IN GENERAL.—In order to receive funds
25 under this Act, a State shall conduct an assessment

1 to identify at-risk and low-performing teacher prepara-
2 tion programs in the State and to assist such pro-
3 grams through the provision of technical assistance.

4 “(2) PROVISION OF LOW PERFORMING LIST.—

5 Each State described in paragraph (1) shall—

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

11 “(B) report any teacher preparation pro-
12 gram that has been closed and the reasons for
13 such closure; and

14 “(C) describe the assessment, described in
15 paragraph (1), in the report under section
16 205(b).

17 “(3) DETERMINATION OF AT RISK AND LOW-
18 PERFORMING PROGRAMS.—The levels of perform-
19 ance and the criteria for meeting those levels for
20 purposes of the assessment under paragraph (1)
21 shall be determined by the State in consultation with
22 a representative group of community stakeholders,
23 including, at a minimum, representatives of leaders
24 and faculty of traditional and alternative route
25 teacher preparation programs, pre-kindergarten

1 through 12th grade leaders and instructional staff,
2 current teacher candidates participating in tradi-
3 tional and alternative route teacher preparation pro-
4 grams, the State’s standards board or other appro-
5 priate standards body, and other stakeholders identi-
6 fied by the State. In making such determination, the
7 State shall consider multiple measures and the infor-
8 mation reported by teacher preparation entities
9 under section 205.

10 “(b) REPORTING AND IMPROVEMENT.—In order to
11 receive funds under this Act, a State shall—

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

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

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

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

24 “(5) subject low-performing programs to the
25 provisions described in subsection (c) (as determined

1 by the State) not later than 1 year after the date
2 of such identification as a low-performing program.

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

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

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

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

14 “(d) APPLICATION OF THE REQUIREMENTS.—The
15 requirements of this section shall apply to both traditional
16 teacher preparation programs and alternative routes to
17 State certification and licensure programs.”.

18 **SEC. 109. AUTHORIZATION OF APPROPRIATIONS.**

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

21 (1) by striking “2009” and inserting “2014”;

22 and

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

1 **TITLE II—PARTNERSHIPS WITH**
2 **HIGHER EDUCATION TO IM-**
3 **PROVE TEACHER PREPARA-**
4 **TION PROGRAMS**

5 **SEC. 201. STATE USE OF FUNDS.**

6 Section 2113 of the Elementary and Secondary Edu-
7 cation Act of 1965 (20 U.S.C. 6613) is amended—

8 (1) in subsection (a)(2) by striking “to make
9 subgrants” and all that follows and inserting “for
10 activities consistent with subpart 3; and”; and

11 (2) by adding at the end the following:

12 “(g) **ADDITIONAL ACTIVITIES.**—The State edu-
13 cational agency for a State that receives a grant under
14 section 2111 shall assist the State higher education agen-
15 cy (if the State higher education agency is not the State
16 educational agency) in conducting the activities described
17 under subpart 3.

18 “(h) **ACTIVITIES RELATED TO THE HIGHER EDU-**
19 **CATION ACT.**—A State that receives a grant under section
20 2111 shall—

21 “(1) apply the requirements of section 207 of
22 the Higher Education Act of 1965 to all teacher
23 preparation programs in the State, including pro-
24 grams operated by institutions of higher education
25 (whether such institutions are public, private, or for-

1 profit), and any other program in the State which
2 provides teacher preparation; and

3 “(2) develop and solicit public comment on cri-
4 teria used to assess or identify low-performing teach-
5 er preparation programs under section 207 of the
6 Higher Education Act of 1965 (including any cri-
7 teria in existence on the day before the date of en-
8 actment of the Educator Preparation Reform Act)
9 and make any such criteria publicly available.

10 “(i) CRITERIA.—The criteria described under sub-
11 section (h)(2) shall—

12 “(1) include multiple measures of performance
13 of individual teachers, such as teacher and principal
14 evaluation, student satisfaction, and evidence of stu-
15 dent learning; and

16 “(2) consider information reported by teacher
17 preparation entities under section 205 of the Higher
18 Education Act of 1965.

19 “(j) WITHHOLDING OF STATE ADMINISTRATIVE
20 FUNDS.—The Secretary may withhold administrative
21 funds provided to States under this Act if a State fails
22 to develop, implement, and publicly disclose its criteria for
23 low-performing and at-risk teacher preparation pro-
24 grams.”.

1 **SEC. 202. STATE AGENCY FOR HIGHER EDUCATION.**

2 Subpart 3 of part A of title II of the Elementary and
3 Secondary Education Act of 1965 (20 U.S.C. 6631 et
4 seq.) is amended to read as follows:

5 **“Subpart 3—State Educational Agency or State**
6 **Agency for Higher Education Grants**

7 **“SEC. 2131. GRANTS.**

8 “(a) IN GENERAL.—The State agency for higher edu-
9 cation for a State that receives a grant under section
10 2111, working in conjunction with the State educational
11 agency (if such agencies are separate), shall use the funds
12 reserved under section 2113(a)(2) to carry out the activi-
13 ties described in section 2133, either directly or through
14 subgrants to eligible entities, as described in this subpart.

15 “(b) DISTRIBUTION.—In making subgrants to eligi-
16 ble entities under this subpart, the State agency for higher
17 education shall ensure that such subgrants are equitably
18 distributed by geographic area within the State.

19 **“SEC. 2132. APPLICATIONS.**

20 “If the State agency for higher education makes sub-
21 grants under this subpart to carry out the activities de-
22 scribed in section 2133, to be eligible to receive a
23 subgrant, an eligible entity shall submit an application to
24 the State agency for higher education at such time, in
25 such manner, and containing such information as the
26 agency may require.

1 **“SEC. 2133. USE OF FUNDS AND WITHHOLDING.**

2 “(a) IN GENERAL.—

3 “(1) REQUIRED USES OF FUNDS.—In using the
4 funds reserved under section 2113(a)(2), the State
5 agency for higher education shall, directly or
6 through subgrants to eligible entities, use such funds
7 for the following activities:

8 “(A) Providing technical assistance to and
9 closing low-performing teacher preparation pro-
10 grams, as identified under section 207 of the
11 Higher Education Act of 1965, under which the
12 State agency for higher education shall—

13 “(i) assist teacher preparation pro-
14 grams that are at risk of being identified
15 as low performing, or have been identified
16 as low performing, under such section,
17 through—

18 “(I) technical assistance designed
19 to identify the reasons such programs
20 are at risk of being identified, or have
21 been identified, as low performing;

22 “(II) the development of an im-
23 provement plan to address the reasons
24 identified under subclause (I);

1 “(III) technical assistance to im-
2 plement the plan described under sub-
3 clause (II); and

4 “(IV) other such assistance that
5 responds to the reasons for such iden-
6 tification; and

7 “(ii) if such a program described
8 under clause (i) is identified as low per-
9 forming after such technical assistance and
10 a period of time for program improvement
11 (as determined by the State), terminate
12 the eligibility of such a program as de-
13 scribed in section 207 of the Higher Edu-
14 cation Act of 1965 or if the State agency
15 for higher education does not oversee such
16 program, assisting such other State agency
17 in terminating such eligibility.

18 “(B) Developing a system for assessing the
19 quality and effectiveness of professional devel-
20 opment offered throughout the State (in con-
21 junction with the appropriate State agency, if
22 an agency other than the State agency for high-
23 er education is responsible for professional de-
24 velopment of teachers in such State).

1 “(2) ALLOWABLE USES OF FUNDS.—In using
2 the funds reserved under section 2113(a)(2), the
3 State agency for higher education may, directly or
4 through subgrants to eligible entities, use such funds
5 for the following activities:

6 “(A) Developing and implementing a valid
7 and reliable teacher performance assessment for
8 use by—

9 “(i) institutions of higher education
10 and other providers of teacher preparation
11 in the State in assessing the effectiveness
12 of graduates of teacher preparation pro-
13 grams;

14 “(ii) a State educational agency (or
15 other State agency if such agency is re-
16 sponsible under State law for certification
17 or licensure of teachers in such State) in
18 determining any certification or licensure,
19 including certification through alternative
20 routes and full State certification or licen-
21 sure; or

22 “(iii) a local educational agency to in-
23 form hiring decisions, induction, and men-
24 toring programs, and to facilitate the
25 alignment of such performance assess-

1 ments to the criteria used in teacher eval-
2 uations.

3 “(B) Professional development activities in
4 core academic subjects to ensure that—

5 “(i) teachers and highly qualified
6 paraprofessionals, and, if appropriate,
7 principals have subject matter knowledge
8 in the academic subjects that the individ-
9 uals teach, including the use of computer
10 related technology to enhance student
11 learning; and

12 “(ii) principals have the instructional
13 leadership skills that will help such prin-
14 cipals work most effectively with teachers
15 to help students master core academic sub-
16 jects.

17 “(C) Developing and providing assistance
18 to local educational agencies and individuals
19 who are teachers, highly qualified paraprofes-
20 sionals, or principals of schools served by such
21 agencies, for sustained, high-quality profes-
22 sional development activities that—

23 “(i) ensure that the individuals are
24 able to use challenging State academic con-
25 tent standards and student academic

1 achievement standards, and State assess-
2 ments, to improve instructional practices
3 and improve student academic achieve-
4 ment;

5 “(ii) may include intensive programs
6 designed to prepare such individuals who
7 will return to a school to provide instruc-
8 tion related to the professional develop-
9 ment described in clause (i) to other such
10 individuals within such school; and

11 “(iii) may include activities of part-
12 nerships between one or more local edu-
13 cational agencies, one or more schools
14 served by such local educational agencies,
15 and one or more institutions of higher edu-
16 cation for the purpose of improving teach-
17 ing and learning at low-performing schools.

18 “(b) WITHHOLDING.—In any fiscal year, if a State
19 does not meet the requirements of section 207 of the
20 Higher Education Act of 1965, including any require-
21 ments described under this part related to such section
22 207, the Secretary shall withhold a portion of the adminis-
23 trative funds that would be allocated to such State under
24 this Act.

1 **“SEC. 2134. RULE OF CONSTRUCTION.**

2 “Nothing in this subpart shall be construed to alter
 3 or otherwise affect the rights, remedies, and procedures
 4 afforded to the employees of local educational agencies
 5 under Federal, State, or local laws (including applicable
 6 regulations or court orders) or under the terms of collec-
 7 tive bargaining agreements, memoranda of understanding,
 8 or other agreements between such employees and their em-
 9 ployers.

10 **“SEC. 2135. DEFINITION OF ELIGIBLE ENTITY.**

11 “In this subpart, the term ‘eligible entity’ means—

12 “(1) an institution of higher education, as de-
 13 fined in section 101(a) of the Higher Education Act
 14 of 1965;

15 “(2) a local educational agency;

16 “(3) a school or college of education;

17 “(4) a nonprofit organization; or

18 “(5) a partnership of any of the entities de-
 19 scribed in paragraphs (1) through (4).”.

20 **TITLE III—AMENDMENTS TO**
 21 **THE TEACH GRANTS**

22 **SEC. 301. PROGRAM ESTABLISHED.**

23 Section 420M of the Higher Education Act of 1965
 24 (20 U.S.C. 1070g–1) is amended by adding at the end
 25 the following:

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

4 “(1) may not provide new awards under this
5 subpart; and

6 “(2) shall provide transitional support, includ-
7 ing remedial services if necessary, for students en-
8 rolled in the program in the year prior to such clo-
9 sure.”.

10 **SEC. 302. APPLICATIONS; ELIGIBILITY.**

11 Section 420N of the Higher Education Act of 1965
12 (20 U.S.C. 1070g–2) is amended—

13 (1) in subsection (a)(2)—

14 (A) in subparagraph (A), by striking
15 clause (iii) and inserting the following:

16 “(iii) the student is completing the
17 third, fourth, or fifth year of a program of
18 undergraduate education or a program of
19 postbaccalaureate education, necessary to
20 begin a career in teaching; or”;

21 (B) in subparagraph (B), by striking
22 clause (ii) and inserting the following:

23 “(ii) the applicant is or was a teacher
24 who is using alternative certification routes

1 that have not been identified as low per-
2 forming or at risk by the State.”; and

3 (2) in subsection (b), by striking paragraph (2)
4 and inserting the following:

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

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