

116TH CONGRESS
1ST SESSION

H. R. 4423

To amend the Higher Education Act of 1965 to enhance teacher and school leader quality partnership grants.

IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 19, 2019

Mr. ROUDA (for himself, Mrs. DAVIS of California, Mr. SABLAN, Mr. TRONE, and Mr. SCHNEIDER) introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

To amend the Higher Education Act of 1965 to enhance teacher and school leader quality partnership grants.

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 “Teacher and School
5 Leader Quality Partnership Grants Act”.

6 **SEC. 2. DEFINITIONS.**

7 Section 200 of the Higher Education Act of 1965 (20
8 U.S.C. 1021) is amended to read as follows:

9 **“SEC. 200. DEFINITIONS.**

10 “Except as otherwise provided, in this title:

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

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

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

13 “(2) BLENDED LEARNING.—The term ‘blended
14 learning’ has the meaning given the term in section
15 4102 of the Elementary and Secondary Education
16 Act of 1965 (20 U.S.C. 7112).

17 “(3) CHILDREN FROM LOW-INCOME FAMI-
18 LIES.—The term ‘children from low-income families’
19 means children described in section 1124(c)(1)(A) of
20 the Elementary and Secondary Education Act of
21 1965 (20 U.S.C. 6333(c)(1)(A)).

22 “(4) COMPREHENSIVE LITERACY INSTRUCC-
23 TION.—The term ‘comprehensive literacy instruc-
24 tion’ has the meaning given the term in section

1 2221(b)(1) of the Elementary and Secondary Edu-
2 cation Act of 1965 (20 U.S.C. 6641(b)(1)).

3 “(5) DIGITAL LEARNING.—The term ‘digital
4 learning’ has the meaning given the term in section
5 4102 of the Elementary and Secondary Education
6 Act of 1965 (20 U.S.C. 7112).

7 “(6) DIVERSE TEACHER CANDIDATES.—The
8 term ‘diverse teacher candidates’ means teacher can-
9 didates from—

10 “(A) underrepresented groups; or

11 “(B) teachers who are linguistically and
12 culturally prepared to educate high-need stu-
13 dents.

14 “(7) EARLY CHILDHOOD EDUCATOR.—The
15 term ‘early childhood educator’ means an individual
16 with primary responsibility for the education of chil-
17 dren in an early childhood education program.

18 “(8) EDUCATIONAL SERVICE AGENCY.—The
19 term ‘educational service agency’ has the meaning
20 given the term in section 8101 of the Elementary
21 and Secondary Education Act of 1965 (20 U.S.C.
22 7801).

23 “(9) EDUCATOR.—The term ‘educator’ means a
24 teacher, principal or other school leader, specialized
25 instructional support personnel, or other staff mem-

1 ber who provides or directly supports instruction,
2 such as a school librarian, counselor, or paraprofes-
3 sional.

4 “(10) ELIGIBLE PARTNERSHIP.—The term ‘eli-
5 gible partnership’ means an entity that—

6 “(A) shall include—

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

9 “(ii)(I) a high-need school or a con-
10 sortium of high-need schools served by the
11 high-need local educational agency; or

12 “(II) as applicable, a high-need early
13 childhood education program;

14 “(iii) a partner institution;

15 “(iv) a school, department, or pro-
16 gram of education within such partner in-
17 stitution, which may include an existing
18 teacher professional development program
19 with proven outcomes within a four-year
20 institution of higher education that pro-
21 vides intensive and sustained collaboration
22 between faculty and local educational agen-
23 cies consistent with the requirements of
24 this title; and

1 “(v) a school or department of arts
2 and sciences within such partner institu-
3 tion; and

4 “(B) may include any of the following:

5 “(i) The Governor of the State.

6 “(ii) The State educational agency.

7 “(iii) The State board of education.

8 “(iv) The State agency for higher edu-
9 cation.

10 “(v) A business.

11 “(vi) A public or private nonprofit
12 educational organization.

13 “(vii) An educational service agency.

14 “(viii) A teacher, principal, or school
15 leader organization.

16 “(ix) A high-performing local edu-
17 cational agency, or a consortium of such
18 local educational agencies, that can serve
19 as a resource to the partnership.

20 “(x) A charter school (as defined in
21 section 4310 of the Elementary and Sec-
22 ondary Education Act of 1965 (20 U.S.C.
23 7221i)).

1 “(xi) A school or department within
2 the partner institution that focuses on psy-
3 chology and human development.

4 “(xii) A school or department within
5 the partner institution with comparable ex-
6 pertise in the disciplines of teaching, learn-
7 ing, and child and adolescent development.

8 “(xiii) An entity operating a program
9 that provides alternative routes to State
10 certification of teachers or principals.

11 “(11) ENGLISH LEARNER.—The term ‘English
12 learner’ has the meaning given the term in section
13 8101 of the Elementary and Secondary Education
14 Act of 1965 (20 U.S.C. 7801).

15 “(12) EVIDENCE-BASED.—The term ‘evidence-
16 based’ has the meaning given the term in subclauses
17 (I) and (II) of section 8101(21)(A)(i) of the Elemen-
18 tary and Secondary Education Act of 1965 (20
19 U.S.C. 7801(21)(A)).

20 “(13) EVIDENCE OF STUDENT LEARNING.—The
21 term ‘evidence of student learning’ means multiple
22 measures of student learning that include the fol-
23 lowing:

24 “(A) Valid and reliable student assessment
25 data, which may include data—

1 “(i) based on—

2 “(I) student learning gains on
3 statewide academic assessments under
4 section 1111(b)(2) of the Elementary
5 and Secondary Education Act of
6 1965; or

7 “(II) student academic achieve-
8 ment assessments used at the na-
9 tional, State, or local levels, where
10 available and appropriate for the cur-
11 riculum and students taught;

12 “(ii) from classroom-based summative
13 assessments; and

14 “(iii) from high-quality validated per-
15 formance-based assessments that are
16 aligned with challenging State academic
17 standards adopted under section
18 1111(b)(1) of the Elementary and Sec-
19 ondary Education Act of 1965 (20 U.S.C.
20 6311(b)(1)).

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

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

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

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

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

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

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

11 “(14) FOSTER CARE.—

12 “(A) IN GENERAL.—The term ‘foster care’
13 means 24-hour substitute care for a child
14 placed away from the child’s parents or guard-
15 ians and for whom the State agency has place-
16 ment and care responsibility. The term includes
17 care through a placement in a foster family
18 home, a foster home of a relative, a group
19 home, an emergency shelter, a residential facil-
20 ity, a child care institution, or a pre-adoptive
21 home.

22 “(B) RULE.—A child shall be considered
23 to be in foster care under subparagraph (A)
24 without regard to whether—

1 “(i) the foster care facility is licensed
2 and payments are made by the State or
3 local agency for the care of the child;

4 “(ii) adoption subsidy payments are
5 being made prior to the finalization of an
6 adoption; or

7 “(iii) Federal matching funds for any
8 payments described in clause (i) or (ii) are
9 being made.

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

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

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

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

24 “(iii) that meets the eligibility require-
25 ments for funding under the Small, Rural

1 School Achievement Program under section
2 5211(b) of the Elementary and Secondary Edu-
3 cation Act of 1965 or the Rural and Low-In-
4 come School Program under section 6221(b) of
5 such Act; or

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

9 “(B)(i) for which one or more schools
10 served by the agency is identified by the State
11 for comprehensive supports and interventions
12 under section 1111(c)(4)(D)(i) of the Elemen-
13 tary and Secondary Education Act of 1965; or

14 “(ii) for which one or more schools served
15 by the agency has a high teacher turnover rate
16 or is experiencing a teacher shortage in a high-
17 needs field, as determined by the State.

18 “(17) HIGH-NEED SCHOOL.—

19 “(A) IN GENERAL.—The term ‘high-need
20 school’ means a school that, based on the most
21 recent data available, meets one or both of the
22 following:

23 “(i) The school is in the highest quar-
24 tile of schools in a ranking of all schools
25 served by a local educational agency,

1 ranked in descending order by percentage
2 of students from low-income families en-
3 rolled in such schools, as determined by
4 the local educational agency based on one
5 of the following measures of poverty:

6 “(I) The percentage of students
7 aged 5 through 17 in poverty counted
8 in the most recent census data ap-
9 proved by the Secretary.

10 “(II) The percentage of students
11 eligible for a free or reduced price
12 school lunch under the Richard B.
13 Russell National School Lunch Act.

14 “(III) The percentage of students
15 in families receiving assistance under
16 the State program funded under part
17 A of title IV of the Social Security
18 Act.

19 “(IV) The percentage of students
20 eligible to receive medical assistance
21 under the Medicaid program.

22 “(V) A composite of two or more
23 of the measures described in sub-
24 clauses (I) through (IV).

25 “(ii) In the case of—

1 “(I) an elementary school, the
2 school serves students not less than
3 60 percent of whom are eligible for a
4 free or reduced price school lunch
5 under the Richard B. Russell National
6 School Lunch Act; or

7 “(II) any other school that is not
8 an elementary school, the other school
9 serves students not less than 45 per-
10 cent of whom are eligible for a free or
11 reduced price school lunch under the
12 Richard B. Russell National School
13 Lunch Act.

14 “(B) SPECIAL RULE.—

15 “(i) DESIGNATION BY THE SEC-
16 RETARY.—The Secretary may, upon ap-
17 proval of an application submitted by an
18 eligible partnership seeking a grant under
19 this title, designate a school that does not
20 qualify as a high-need school under sub-
21 paragraph (A) as a high-need school for
22 the purpose of this title. The Secretary
23 shall base the approval of an application
24 for designation of a school under this
25 clause on a consideration of the informa-

1 tion required under clause (ii), and may
2 also take into account other information
3 submitted by the eligible partnership.

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

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

10 “(aa) aged 5 through 17 in
11 poverty counted in the most re-
12 cent census data approved by the
13 Secretary;

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

18 “(cc) in families receiving
19 assistance under the State pro-
20 gram funded under part A of
21 title IV of the Social Security
22 Act; or

23 “(dd) eligible to receive med-
24 ical assistance under the Med-
25 icaid program;

1 “(II) information about the stu-
2 dent academic achievement of stu-
3 dents at such school; and

4 “(III) for a secondary school, the
5 four-year adjusted cohort graduation
6 rate for such school.

7 “(18) HIGHLY COMPETENT.—The term ‘highly
8 competent’, when used with respect to an early
9 childhood educator, means an educator—

10 “(A) with specialized education and train-
11 ing in development and education of young chil-
12 dren from birth until entry into kindergarten or
13 a specialization in infants and toddlers or pre-
14 school children;

15 “(B) with—

16 “(i) a baccalaureate degree in an aca-
17 demic major in an early childhood or re-
18 lated field; or

19 “(ii) an associate’s degree in an early
20 childhood or related educational area; and

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

1 “(19) HOMELESS CHILD.—The term ‘homeless
2 child’ means an individual who is a homeless child
3 or youth under section 725 of the McKinney-Vento
4 Homeless Assistance Act (42 U.S.C. 11434).

5 “(20) INDUCTION PROGRAM.—The term ‘induc-
6 tion program’ means a formalized program for new
7 teachers or school leaders, during not less than the
8 teachers’ or school leaders’ first 2 years of, respec-
9 tively, teaching or leading, that is designed to pro-
10 vide support for, and improve the professional per-
11 formance and increase the retention in the education
12 field of, beginning teachers or school leaders. Such
13 program shall promote effective teaching or leader-
14 ship skills and shall include the following compo-
15 nents:

16 “(A) High-quality mentoring.

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

24 “(C) The application of evidence-based in-
25 structional practices.

1 “(D) Opportunities for new teachers or
2 school leaders to draw directly on the expertise
3 of mentors, faculty or program staff, and re-
4 searchers to support the integration of evidence-
5 based research with practice.

6 “(E) The development of skills in evidence-
7 based instructional and behavioral interven-
8 tions.

9 “(F) Faculty or program staff who—

10 “(i) model the integration of research
11 and practice in the classroom and school;
12 and

13 “(ii) as appropriate, assist new teach-
14 ers or school leaders with the effective use
15 and integration of educational technology
16 and the principles of universal design for
17 learning into the classroom or school.

18 “(G) Interdisciplinary collaboration among
19 teacher leaders or school leaders, faculty or pro-
20 gram staff, researchers, and other staff who
21 prepare new teachers or school leaders with re-
22 spect to, as applicable, the learning process, the
23 assessment of learning, or the leadership of a
24 school.

1 “(H) As applicable to the role, assistance
2 with understanding of the effective use of data,
3 particularly student achievement data, and the
4 applicability of such data to inform and improve
5 classroom instruction and school leadership.

6 “(I) Regular and structured observation
7 and evaluation of new teachers, principals, or
8 other school leaders that are based in part on
9 evidence of student learning, shall include mul-
10 tiple measures of educator performance, and
11 shall provide clear, timely, and useful feedback
12 to teachers, principals, or other school leaders,
13 as applicable.

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

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

20 “(ii) build and sustain an inclusive
21 culture of learning among adults and chil-
22 dren;

23 “(iii) strengthen communications and
24 relationships with parents, caregivers,

1 paraprofessionals, and community stake-
2 holders;

3 “(iv) facilitate the sharing of knowl-
4 edge, insight, and best practices in the
5 community served by the school, preschool
6 program, or early childhood education pro-
7 gram, including with youth serving pro-
8 grams (such as before- and after-school
9 and summer programs); and

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

13 “(21) INFANT OR TODDLER WITH A DIS-
14 ABILITY.—The term ‘infant or toddler with a dis-
15 ability’ has the meaning given the term in section
16 632 of the Individuals with Disabilities Education
17 Act (20 U.S.C. 1432).

18 “(22) MENTORING.—The term ‘mentoring’
19 means the mentoring of new or prospective teachers
20 or school leaders through a program that—

21 “(A) includes clear criteria for the selec-
22 tion of teacher or school leader mentors who
23 may be program staff and who will provide role
24 model relationships for mentees, which criteria
25 shall be developed by the eligible partnership

1 and based on measures of teacher or school
2 leader effectiveness;

3 “(B) provides high-quality training for
4 such mentors, including instructional strategies
5 for literacy instruction and classroom manage-
6 ment (including approaches that improve the
7 schoolwide climate for learning, create inclusive
8 classroom environments, and address the social
9 and emotional needs of students, which may in-
10 clude positive behavioral interventions and sup-
11 ports);

12 “(C) provides regular and ongoing oppor-
13 tunities for mentors and mentees to observe
14 each other’s teaching or leading methods in
15 classroom or school settings during the day in
16 a high-need school in the high-need local edu-
17 cational agency in the eligible partnership;

18 “(D) provides paid release time for men-
19 tors;

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

23 “(F) for teachers, promotes empirically
24 based practice of, and evidence-based research
25 on, where applicable—

1 “(i) teaching and learning;

2 “(ii) assessment of student learning;

3 “(iii) the development of teaching
4 skills through the use of instructional and
5 behavioral interventions; and

6 “(iv) the improvement of the mentees’
7 capacity to measurably advance student
8 learning; and

9 “(G) includes—

10 “(i) common planning time or regu-
11 larly scheduled collaboration for the men-
12 tor and mentee; and

13 “(ii) as applicable, joint professional
14 development opportunities.

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

18 “(24) PARTNER INSTITUTION.—The term ‘part-
19 ner institution’ means an institution of higher edu-
20 cation, which may include a 2-year institution of
21 higher education offering a dual program with a 4-
22 year institution of higher education, participating in
23 an eligible partnership that has a teacher or school
24 leader preparation program that is accredited by the
25 State—

1 “(A) in the case of a teacher preparation
2 program—

3 “(i) whose graduates exhibit strong
4 performance on State-determined quali-
5 fying assessments for new teachers
6 through—

7 “(I) demonstrating that 80 per-
8 cent or more of the graduates of the
9 program who intend to enter the field
10 of teaching have passed all of the ap-
11 plicable State qualification assess-
12 ments for new teachers, which shall
13 include an assessment of each pro-
14 spective teacher’s subject matter
15 knowledge in the content area in
16 which the teacher intends to teach; or

17 “(II) that is not designated as a
18 low-performing teacher preparation
19 program in the State as determined
20 by the State—

21 “(aa) using criteria con-
22 sistent with the requirements for
23 the State assessment under sec-
24 tion 207(a) before the first publi-
25 cation of such report card; and

1 “(bb) using the State assess-
2 ment required under section
3 207(a), after the first publication
4 of such report card and for every
5 year thereafter; and

6 “(ii) that requires—

7 “(I) each student in the program
8 to meet high academic standards or
9 demonstrate a record of success, as
10 determined by the institution (includ-
11 ing prior to entering and being ac-
12 cepted into a program), and partici-
13 pate in intensive clinical experience;

14 “(II) each student in the pro-
15 gram preparing to become a teacher
16 who meets the applicable State certifi-
17 cation and licensure requirements, in-
18 cluding any requirements for certifi-
19 cation obtained through alternative
20 routes to certification, or, with regard
21 to special education teachers, the
22 qualifications described in section
23 612(a)(14)(C) of the Individuals with
24 Disabilities Education Act; and

1 “(III) each student in the pro-
2 gram preparing to become an early
3 childhood educator to meet degree re-
4 quirements, as established by the
5 State, and become highly competent;
6 and

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

9 “(i) whose graduates exhibit a strong
10 record of successful school leadership as
11 demonstrated by—

12 “(I) a high percentage of such
13 graduates taking positions as assist-
14 ant principals and principals within 3
15 years of completing the program; and

16 “(II) a high percentage of such
17 graduates rated effective or above in
18 State school leader evaluation and
19 support systems (as described in sec-
20 tion 2101(c)(4)(B)(ii) of the Elemen-
21 tary and Secondary Education Act of
22 1965) or, if no such ratings are avail-
23 able, other, comparable indicators of
24 performance; and

1 “(ii) that requires each student in the
2 program to participate in intensive clinical
3 experience in an authentic setting (includ-
4 ing by assuming substantial leadership re-
5 sponsibilities) in which the student can be
6 evaluated on leadership skills and the stu-
7 dent’s effect on student outcomes as part
8 of program completion.

9 “(25) PROFESSIONAL DEVELOPMENT.—The
10 term ‘professional development’ has the meaning
11 given the term in section 8101 of the Elementary
12 and Secondary Education Act of 1965.

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

15 “(A) when used with respect to a principal,
16 means a principal or other school leader who—

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

19 “(ii) has completed a principal or
20 other school leader preparation process and
21 is fully certified and licensed by the State
22 in which the principal or other school lead-
23 er is employed;

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

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

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

7 “(I) a performance assessment;

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

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

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

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

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

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

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

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

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

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

10 “(v) has demonstrated proficiency
11 with the use of educational technology; and

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

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

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

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

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

9 “(ii) pedagogical practices; and

10 “(iii) leadership, management, organi-
11 zational, and instructional skills necessary
12 to serve as a principal or other school lead-
13 er;

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

16 “(D) prior to completion of the program,
17 earns a master’s degree or other appropriate
18 advanced credential, attains full State teacher,
19 principal, or school leader certification or licen-
20 sure, and becomes profession-ready.

21 “(28) SCHOOL LEADER.—The term ‘school
22 leader’ has the meaning given the term in section
23 8101 of the Elementary and Secondary Education
24 Act of 1965.

1 “(29) SCHOOL LEADER PREPARATION ENTI-
2 TY.—The term ‘school leader preparation entity’
3 means an institution of higher education or a non-
4 profit organization, including those institutions or
5 organizations that provide alternative routes to cer-
6 tification, that is approved by the State to prepare
7 school leaders to be effective.

8 “(30) SCHOOL LEADER PREPARATION PRO-
9 GRAM.—The term ‘school leader preparation pro-
10 gram’ means a program offered by a school leader
11 preparation entity, whether a traditional or alter-
12 native route, that is approved by the State to pre-
13 pare school leaders to be effective and that leads to
14 a specific State certification to be a school leader.

15 “(31) TEACHER LEADER.—The term ‘teacher
16 leader’ means a highly effective educator who carries
17 out formalized leadership responsibilities based on
18 the demonstrated needs of the elementary school or
19 secondary school in which the teacher is employed,
20 while maintaining a role as a classroom instructor
21 who—

22 “(A) is trained in and practices teacher
23 leadership; and

24 “(B) fosters a collaborative culture to—

1 “(i) support educator development, ef-
2 fectiveness, and student learning;

3 “(ii) support access and use research
4 to improve practice and student learning;

5 “(iii) promote professional learning
6 for continuous improvement;

7 “(iv) facilitate improvements in in-
8 struction and student learning; promote
9 the appropriate use of assessments and
10 data for school and district improvement;

11 “(v) improve outreach and collabora-
12 tion with families and community;

13 “(vi) advance the profession by shap-
14 ing and implementing policy; and

15 “(vii) advocate for increased access to
16 great teaching and learning for all stu-
17 dents.

18 “(32) TEACHING SKILLS.—The term ‘teaching
19 skills’ means skills that enable a teacher to—

20 “(A) increase student learning, achieve-
21 ment, and the ability to apply knowledge;

22 “(B) effectively convey, and explain, and
23 provide opportunities for students to apply aca-
24 demic subject matter;

1 “(C) effectively teach higher-order analyt-
2 ical, evaluation, problem-solving, critical think-
3 ing, social and emotional, collaboration, and
4 communication skills;

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

7 “(i) are based on empirically based
8 practice and evidence-based research,
9 where applicable, related to teaching and
10 learning;

11 “(ii) are specific to academic subject
12 matter; and

13 “(iii) focus on the identification of
14 students’ specific learning needs, particu-
15 larly students with disabilities, students
16 who are English-learners, students who are
17 gifted and talented, and students with low
18 literacy levels, and the tailoring of aca-
19 demic instruction to such needs;

20 “(E) design and conduct an ongoing as-
21 sessments of student learning, which may in-
22 clude the use of formative assessments, per-
23 formance-based assessments, project-based as-
24 sessments, or portfolio assessments, that meas-
25 ures higher-order thinking skills (including ap-

1 plication, analysis, synthesis, and evaluation)
2 and use this information to inform and person-
3 alize instruction;

4 “(F) support the social, emotional, and
5 academic achievement of all students including
6 effectively manage a classroom creating a posi-
7 tive and inclusive classroom environment, in-
8 cluding the ability to implement positive behav-
9 ioral interventions and support strategies;

10 “(G) support technology-rich instruction,
11 assessment and learning management in con-
12 tent areas, technology literacy, and under-
13 standing of the principles of universal design;

14 “(H) demonstrate proficiency with the use
15 of educational technology;

16 “(I) communicate and work with families,
17 and involve families in their children’s edu-
18 cation; and

19 “(J) use, in the case of an early childhood
20 educator or an educator at the elementary
21 school or secondary school level, age-appropriate
22 and developmentally appropriate strategies and
23 practices for children and youth in early child-
24 hood education and elementary school or sec-
25 ondary school programs, respectively.

1 “(33) TEACHER PERFORMANCE ASSESSMENT.—

2 The term ‘teacher performance assessment’ means a
3 pre-service assessment used to measure teacher per-
4 formance that is approved by the State and is—

5 “(A) based on professional teaching stand-
6 ards;

7 “(B) used to measure the effectiveness of
8 a teacher’s—

9 “(i) curriculum planning;

10 “(ii) instruction of students, including
11 appropriate plans and modifications for
12 students who are limited English proficient
13 and students who are children with disabili-
14 ties;

15 “(iii) assessment of students, includ-
16 ing analysis of evidence of student learn-
17 ing; and

18 “(iv) ability to advance student learn-
19 ing;

20 “(C) validated based on professional as-
21 sessment standards;

22 “(D) reliably scored by trained evaluators,
23 with appropriate oversight of the process to en-
24 sure consistency; and

1 “(E) used to support continuous improve-
2 ment of educator practice.

3 “(34) TEACHER PREPARATION ENTITY.—The
4 term ‘teacher preparation entity’ means an institu-
5 tion of higher education, a nonprofit organization, or
6 other organization that is approved by a State to
7 prepare teachers to be effective in the classroom.

8 “(35) TEACHER PREPARATION PROGRAM.—The
9 term ‘teacher preparation program’ means a pro-
10 gram offered by a teacher preparation entity that
11 leads to a specific State teacher certification.

12 “(36) TRAUMA-INFORMED CARE.—The term
13 ‘trauma-informed care’ is defined as the evidence-
14 based practices outlined in section 4108(B)(II)(aa)
15 of the Elementary and Secondary Education Act of
16 1965.”.

17 **SEC. 3. PURPOSES.**

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

20 (1) in paragraph (2), by striking “by improving
21 the preparation of prospective teachers and enhanc-
22 ing professional development activities for new
23 teachers” and inserting “, school leaders, including
24 teacher leaders, and other educators by improving
25 the preparation of prospective teachers, school lead-

1 ers, and other educators and enhancing professional
2 development activities for new teachers, school lead-
3 ers, and other educators”;

4 (2) in paragraph (3), by striking “; and” and
5 inserting a semicolon; and

6 (3) by striking paragraph (4) and inserting the
7 following new paragraphs:

8 “(4) hold teacher, principal and school leader,
9 and other educator preparation programs account-
10 able for preparing effective teachers, principals and
11 school leaders, and other educators;

12 “(5) recruit profession-ready individuals, includ-
13 ing underrepresented groups and individuals from
14 other occupations (including informal education and
15 youth development fields), as teachers and other
16 educators; and

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

21 **SEC. 4. PARTNERSHIP GRANTS.**

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

24 (1) in subsection (b)—

1 (A) in paragraph (1), by inserting “equi-
2 table distribution,” after “professional develop-
3 ment,”;

4 (B) by amending paragraph (2) to read as
5 follows:

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

13 (C) in paragraph (3), by inserting “,
14 school leaders, and other educators,” after
15 “new teachers”;

16 (D) in paragraph (4)—

17 (i) in subparagraph (A), by inserting
18 “, school leader, and other educator” after
19 “other teacher”; and

20 (ii) in subparagraph (B), by inserting
21 “, school leader, and other educator” after
22 “promote teacher”;

23 (E) in paragraph (6)—

24 (i) by striking subparagraphs (F),
25 (G), and (H) and 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 early
4 identification of students with disabilities and
5 participation as a member of individualized edu-
6 cation program teams, as defined in section
7 614(d)(1)(B) of the Individuals with Disabil-
8 ities Education Act to ensure that students with
9 disabilities receive effective services, consistent
10 with the requirements of the Individuals with
11 Disabilities Education Act, that are needed for
12 such students to achieve to challenging State
13 academic standards;

14 “(G) how the partnership will prepare edu-
15 cators to teach and work with students who are
16 English learners to ensure that students who
17 are English learners receive the services that
18 are needed for such students to achieve to chal-
19 lenging State academic standards;

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

1 “(i) provide high-quality professional
2 development activities to strengthen the
3 content knowledge and teaching skills of
4 elementary school and secondary school
5 teachers and other educators, including
6 multi-tiered systems of support and uni-
7 versal design for learning;

8 “(ii) train other classroom teachers,
9 principals or other school leaders, school li-
10 brarians, and other educators to implement
11 literacy programs that incorporate the
12 components of comprehensive literacy in-
13 struction; and

14 “(iii) provide evidence-based, high-
15 quality professional development activities
16 to strengthen the instructional and leader-
17 ship skills of elementary school and sec-
18 ondary school principals or other school
19 leaders and district superintendents, if the
20 partner institution has a principal or
21 school leader preparation program;”;

22 (ii) in subparagraph (I), by inserting
23 “as applicable” before “how the partner-
24 ship”; and

25 (iii) in subparagraph (K)—

1 (I) by inserting “, principals or
2 other school leaders” after “teachers”;
3 and

4 (II) by striking “; and” and in-
5 serting a semicolon; and

6 (F) in paragraph (7)—

7 (i) in the matter before subparagraph
8 (A), by striking “under this section” and
9 inserting “under paragraphs (1)(B)(iv)
10 and (3) of subsection (d)”;

11 (ii) in subparagraph (A), by inserting
12 “as applicable,” before “a demonstration”;

13 (iii) in subparagraph (B), by striking
14 “scientifically valid” and inserting “evi-
15 dence-based”; and

16 (iv) in subparagraph (D), by striking
17 the period at the end and inserting “;
18 and”;

19 (2) by amending subsection (c) to read as fol-
20 lows:

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

23 “(1) shall use such grant to carry out—

1 “(A) a program for the pre-baccalaureate
2 or post-baccalaureate preparation of teachers
3 described in subsection (d);

4 “(B) a teaching or principal or other
5 school leader residency program described in
6 subsection (e); or

7 “(C) a combination of such programs; and

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

12 (3) in subsection (d)—

13 (A) in paragraph (1)—

14 (i) by striking “limited English pro-
15 ficient” both places it appears and insert-
16 ing “English learners”;

17 (ii) by striking “scientifically valid”
18 both places it appears and inserting “evi-
19 dence-based”; and

20 (iii) in subparagraph (B)(ii)(VI), by
21 striking “reading instruction” both places
22 it appears and inserting “comprehensive
23 literacy instruction”;

1 (B) in paragraph (5)(B), by striking “lim-
2 ited English proficient” and inserting “English
3 learners”; and

4 (C) in paragraph (6)(A), by striking “read-
5 ing instruction” and inserting “comprehensive
6 literacy instruction”;

7 (4) by amending subsection (e) to read as fol-
8 lows:

9 “(e) PARTNERSHIP GRANTS FOR THE ESTABLISH-
10 MENT OF TEACHING AND PRINCIPAL OR OTHER SCHOOL
11 LEADER RESIDENCY PROGRAMS.—

12 “(1) IN GENERAL.—An eligible partnership re-
13 ceiving a grant to carry out an effective teaching
14 residency program or principal or other school leader
15 residency program that meets the following require-
16 ments:

17 “(A) TEACHING RESIDENCY PROGRAM.—
18 An eligible partnership carrying out a teaching
19 residency program shall—

20 “(i) support a teaching residency pro-
21 gram described in paragraph (2) for high-
22 need schools, as determined by the needs
23 of high-need local educational agency in
24 the partnership, and in high-need subjects

1 and areas, as defined by such local edu-
2 cational agency; and

3 “(ii) place graduates of the teaching
4 residency program in cohorts that facilitate
5 professional collaboration, both among
6 graduates of the residency program and
7 between such graduates and mentor teach-
8 ers in the receiving school.

9 “(B) PRINCIPAL OR SCHOOL LEADER RESI-
10 DENCY PROGRAM.—An eligible partnership car-
11 rying out a principal or school leader residency
12 program shall support a program described in
13 paragraph (3) for high-need schools, as deter-
14 mined by the needs of the high-need local edu-
15 cational agency in the partnership.

16 “(2) TEACHING RESIDENCY PROGRAM.—

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

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

3 “(ii) The exposure to principles of
4 child and youth development, and under-
5 standing and applying principles of learn-
6 ing, behavior, and community and family
7 engagement.

8 “(iii) The exposure to principles of
9 universal design for learning and multi-
10 tiered systems of support.

11 “(iv) Engagement of teaching resi-
12 dents in rigorous graduate-level coursework
13 to earn a master’s degree while under-
14 taking a guided teaching clinical experi-
15 ence.

16 “(v) Experience and learning opportu-
17 nities alongside a trained and experienced
18 mentor teacher—

19 “(I) whose teaching shall com-
20 plement the residency program so that
21 school-based clinical practice is tightly
22 aligned and integrated with
23 coursework;

24 “(II) who shall have extra re-
25 sponsibilities as a teacher leader of

1 the teaching residency program, as a
2 mentor for residents, and as a teacher
3 coach during the induction program
4 for new teachers, and for establishing,
5 within the program, a learning com-
6 munity in which all individuals are ex-
7 pected to continually improve their ca-
8 pacity to advance student learning;
9 and

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

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

20 “(I) Planning and preparation,
21 including demonstrated knowledge of
22 content, pedagogy, and assessment,
23 including the use of formative,
24 summative, and diagnostic assess-

1 ments to inform instruction and im-
2 prove student learning.

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

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

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

9 “(V) Collaboration and the cul-
10 tivation of relationships with external
11 stakeholders (which may include pro-
12 fessional disciplinary organizations
13 and nonprofit advocacy organizations)
14 to foster the sharing of evidence-based
15 resources to promote high-quality, ef-
16 fective practices.

17 “(vi) The development of admissions
18 goals and priorities—

19 “(I) that are aligned with the
20 hiring objectives of the local edu-
21 cational agency partnering with the
22 program, as well as the instructional
23 initiatives and curriculum of such
24 agency to hire qualified graduates

1 from the teaching residency program;
2 and

3 “(II) which may include consider-
4 ation of applicants who reflect the
5 communities in which they will teach
6 as well as consideration of individuals
7 from underrepresented populations in
8 the teaching profession.

9 “(viii) Continued support for residents
10 once such residents are hired as the teach-
11 ers of record, through an induction pro-
12 gram, evidence-based professional develop-
13 ment, and networking opportunities to sup-
14 port the residents through not less than
15 the residents’ first 2 years of teaching.

16 “(B) SELECTION OF INDIVIDUALS AS
17 TEACHER RESIDENTS.—

18 “(i) ELIGIBLE INDIVIDUAL.—In order
19 to be eligible to be a teacher resident in a
20 teacher residency program under this para-
21 graph, an individual shall—

22 “(I) be a recent graduate of a 4-
23 year institution of higher education or
24 a mid-career professional possessing

1 strong content knowledge or a record
2 of professional accomplishment; and

3 “(II) submit an application to
4 the residency program.

5 “(ii) SELECTION CRITERIA.—An eligi-
6 ble partnership carrying out a teaching
7 residency program under this subsection
8 shall establish criteria for the selection of
9 eligible individuals to participate in the
10 teaching residency program based on the
11 following characteristics:

12 “(I) Strong content knowledge or
13 record of accomplishment in the field
14 or subject area to be taught.

15 “(II) Strong verbal and written
16 communication skills, which may be
17 demonstrated by performance on ap-
18 propriate assessments.

19 “(III) Other attributes linked to
20 effective teaching, which may be de-
21 termined by interviews or performance
22 assessments, as specified by the eligi-
23 ble partnership.

1 “(3) PARTNERSHIP GRANTS FOR THE DEVEL-
2 OPMENT OF PRINCIPAL AND OTHER SCHOOL LEADER
3 RESIDENCY PROGRAMS.—

4 “(A) ESTABLISHMENT AND DESIGN.—A
5 principal or other school leader residency pro-
6 gram under this paragraph shall be a program
7 based upon models of successful principal or
8 other school leader residencies that serve as a
9 mechanism to prepare principals and other
10 school leaders for success in high-need schools
11 in the eligible partnership and shall be designed
12 to include the following characteristics of suc-
13 cessful programs:

14 “(i) Engagement of principal or other
15 school leader residents in rigorous grad-
16 uate-level coursework to earn an appro-
17 priate advanced credential while under-
18 taking a guided principal or other school
19 leader clinical experience.

20 “(ii) Experience and learning opportu-
21 nities, including those that provide contin-
22 uous feedback throughout the program on
23 a participants’ progress, alongside a
24 trained and experienced mentor principal
25 or other school leader—

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

7 “(II) who may be relieved from
8 some portion of principal or other
9 school leader duties or may be offered
10 a stipend as a result of such addi-
11 tional responsibilities.

12 “(iii) The establishment of clear cri-
13 teria for the selection of mentor principals
14 or other school leaders, which may be
15 based on observations of the following:

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

19 “(aa) establish and maintain
20 a professional learning commu-
21 nity that effectively extracts in-
22 formation from data to improve
23 the school culture and climate,
24 and personalize instruction for all

1 students to result in improved
2 student achievement;

3 “(bb) create and maintain a
4 learning culture within the school
5 that provides an inclusive climate
6 conducive to the development of
7 all members of the school com-
8 munity, including one of contin-
9 uous improvement and learning
10 for adults tied to student learn-
11 ing and other school goals;

12 “(cc) develop the profes-
13 sional capacity and practice of
14 school personnel and foster a
15 professional community of teach-
16 ers and other professional staff;

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

23 “(ee) understand youth de-
24 velopment appropriate to the age
25 level served by the school, and

1 use this knowledge to set high ex-
2 pectations and standards for the
3 academic, social, emotional, and
4 physical development of all stu-
5 dents; and

6 “(ff) actively engage with
7 families and the community to
8 create shared responsibility for
9 student academic performance
10 and successful development.

11 “(II) Planning and articulating a
12 shared and coherent schoolwide direc-
13 tion and policy for achieving high
14 standards of student performance,
15 and closing gaps in achievement
16 among subgroups of students.

17 “(III) Identifying and imple-
18 menting the activities and rigorous
19 curriculum necessary for achieving
20 such standards of student perform-
21 ance.

22 “(IV) Supporting a culture of
23 learning, collaboration, and profes-
24 sional behavior and ensuring quality
25 measures of instructional practice.

1 “(V) Communicating and engag-
2 ing parents, families, and other exter-
3 nal communities.

4 “(VI) Cultivating relationships
5 and collaborating with external stake-
6 holders, which may include profes-
7 sional disciplinary organizations and
8 nonprofit advocacy organizations, to
9 foster the sharing of evidence-based
10 resources to promote high-quality, ef-
11 fective practices.

12 “(VII) Collecting, analyzing, and
13 utilizing data and other evidence of
14 student learning and evidence of class-
15 room practice to guide decisions and
16 actions for continuous improvement
17 and to ensure performance account-
18 ability.

19 “(iv) The development of admissions
20 goals and priorities—

21 “(I) that are aligned with the
22 hiring objectives of the local edu-
23 cational agency partnering with the
24 program, as well as the instructional
25 initiatives and curriculum of such

1 agency to hire qualified graduates
2 from the principal residency program;
3 and

4 “(II) which may include consider-
5 ation of applicants who reflect the
6 communities in which they will serve
7 and consideration of individuals from
8 underrepresented populations in
9 school leadership positions.

10 “(v) Continued support for residents
11 once such residents are hired as principals
12 or other school leaders, through an induc-
13 tion program, evidence-based professional
14 development to support the knowledge and
15 skills of the principal or other school leader
16 in a continuum of learning and content ex-
17 pertise in developmentally appropriate or
18 age-appropriate educational practices, and
19 networking opportunities to support the
20 residents through not less than the resi-
21 dents’ first 2 years of serving as principal
22 or other school leader of a school.

23 “(B) SELECTION OF INDIVIDUALS AS
24 PRINCIPAL OR OTHER SCHOOL LEADER RESI-
25 DENTS.—

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

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

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

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

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

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

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

1 demonstrated by performance on ap-
2 propriate assessments.

3 “(III) Other attributes linked to
4 effective leadership, such as sound
5 judgment, organizational capacity, col-
6 laboration, commitment to equity and
7 inclusiveness, and openness to contin-
8 uous learning, which may be deter-
9 mined by interviews or performance
10 assessment, as specified by the eligible
11 partnership.

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

14 “(A) STIPENDS OR SALARIES.—A teaching
15 residency program, or principal or other school
16 leader residency program, under this sub-
17 section—

18 “(i) shall provide a 1-year living sti-
19 pend or salary to teaching or principal or
20 other school leader residents during the
21 teaching residency program or principal
22 residency program; and

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

25 “(B) APPLICATIONS.—

1 “(i) IN GENERAL.—Each teaching,
2 principal, or other school residency can-
3 didate desiring a stipend or salary during
4 the period of residency shall submit an ap-
5 plication to the eligible partnership at such
6 time, in such manner, and containing such
7 information and assurances, as the eligible
8 partnership may require, and which shall
9 include an agreement to serve described in
10 clause (ii).

11 “(ii) AGREEMENTS TO SERVE.—Each
12 application submitted under clause (i) shall
13 contain or be accompanied by an agree-
14 ment that the applicant will—

15 “(I) upon successfully completing
16 the 1-year teaching, principal, or
17 other school leader residency program,
18 serve as a full-time teacher, principal,
19 or other school leader for a total of
20 not less than 3 school years at—

21 “(aa) a high-need school
22 served by the high-need local
23 educational agency in the eligible
24 partnership and, in the case of a
25 teacher, teach a subject or area

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

3 “(bb) in a case in which no
4 appropriate position is available
5 in a high-need school served by
6 the high-need local educational
7 agency in the eligible partner-
8 ship, any other high-need school;

9 “(II) provide to the eligible part-
10 nership a certificate, from the chief
11 administrative officer of the local edu-
12 cational agency in which the teacher
13 or principal, or other school leader is
14 employed, of the employment required
15 under subclause (I) at the beginning
16 of, and upon completion of, each year
17 or partial year of service;

18 “(III) in the case of a teacher
19 resident, meet the requirements to be
20 a profession-ready teacher; and

21 “(IV) comply with the require-
22 ments set by the eligible partnership
23 under subparagraph (C) if the appli-
24 cant is unable or unwilling to com-

1 plete the service obligation required by
2 this subparagraph.

3 “(C) REPAYMENTS.—

4 “(i) IN GENERAL.—An eligible part-
5 nership carrying out a teaching or prin-
6 cipal, or other school leader, residency pro-
7 gram under this subsection shall require a
8 recipient of a stipend or salary under sub-
9 paragraph (A) who does not complete, or
10 who notifies the partnership that the re-
11 cipient intends not to complete, the service
12 obligation required by subparagraph (B) to
13 repay such stipend or salary to the eligible
14 partnership, together with interest, at a
15 rate specified by the partnership in the
16 agreement, and in accordance with such
17 other terms and conditions specified by the
18 eligible partnership, as necessary.

19 “(ii) OTHER TERMS AND CONDI-
20 TIONS.—Any other terms and conditions
21 specified by the eligible partnership may
22 include reasonable provisions for prorated
23 repayment of the stipend or salary de-
24 scribed in subparagraph (A) or for deferral
25 of a teaching or principal, or other school

1 leader, resident’s service obligation re-
2 quired by subparagraph (B), on grounds of
3 health, incapacitation, inability to secure
4 employment in a school served by the eligi-
5 ble partnership, being called to active duty
6 in the Armed Forces of the United States,
7 or other extraordinary circumstances.

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

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

15 “(f) TEACHER LEADER DEVELOPMENT PROGRAM.—

16 “(1) IN GENERAL.—A teacher leader develop-
17 ment program carried out with a grant awarded
18 under this section shall involve the professional de-
19 velopment of teachers, as described in paragraph
20 (2), who maintain their roles as classroom teachers
21 and who also carry out formalized leadership respon-
22 sibilities to increase the academic achievement of
23 students and promote data-driven instructional prac-
24 tices that address the demonstrated needs at the ele-

1 elementary schools and secondary schools in which the
2 teachers are employed, such as—

3 “(A) development of curriculum and cur-
4 ricular resources;

5 “(B) facilitating the work of committees
6 and teams;

7 “(C) family and community engagement;

8 “(D) school discipline and culture;

9 “(E) peer observations and coaching; or

10 “(F) dual enrollment instruction.

11 “(2) PROFESSIONAL DEVELOPMENT.—The pro-
12 fessional development of teachers in a teacher leader
13 development program carried out with a grant
14 awarded under this section shall include—

15 “(A) one year of professional development,
16 training, and support that may—

17 “(i) include—

18 “(I) the engagement of teachers
19 in rigorous coursework and fieldwork
20 relevant to their role as a teacher
21 leader, including available teacher
22 leader standards; and

23 “(II) regular observations and
24 professional support from—

1 “(aa) a principal, vice prin-
2 cipal, or a designated instruc-
3 tional leader of the school;

4 “(bb) a representative from
5 the institution of higher edu-
6 cation that is a partner in the eli-
7 gible partnership;

8 “(cc) a representative from
9 another entity that is a partner
10 in the eligible partnership; and

11 “(dd) another member of
12 the teacher leader cohort, if ap-
13 plicable, or a peer teacher; and

14 “(ii) result in the awarding of a cre-
15 dential in teacher leadership; and

16 “(B) one or two additional years of sup-
17 port from a principal, vice principal, or a des-
18 ignated instructional leader of the school, a rep-
19 resentative from the institution of higher edu-
20 cation that is a partner in the eligible partner-
21 ship, and a representative from another entity
22 that is a partner in the eligible partnership.

23 “(3) TEACHER LEADER DEVELOPMENT PRO-
24 GRAM PLAN.—In carrying out a teacher leader devel-

1 opment program under this section, an eligible part-
2 nership shall develop a plan that shall describe—

3 “(A) how the work hours of teacher leaders
4 will be allocated between their classroom re-
5 sponsibilities and responsibilities as a teacher
6 leader, which may include a description of
7 whether the teacher leader will be relieved from
8 teaching duties during their participation in the
9 teacher leader development program;

10 “(B) how the partnership will support
11 teacher leaders after the first year of profes-
12 sional development in the program; and

13 “(C) how teacher leader activities could be
14 sustained by the eligible partnership after the
15 program concludes, which may include a de-
16 scription of opportunities for the teacher lead-
17 ers to assist in the educator preparation pro-
18 gram at the institution of higher education in
19 the partnership.

20 “(4) SELECTION OF TEACHER LEADERS; USE
21 OF FUNDS.—In carrying out a teacher leader devel-
22 opment program under this section, an eligible part-
23 nership—

24 “(A) shall select a teacher for participation
25 in the program—

1 “(i) who—

2 “(I) is fully certified to teach in
3 the State of the high-need local edu-
4 cational agency that is a partner in
5 the eligible partnership;

6 “(II) is employed by such high-
7 need local educational agency;

8 “(III) has not less than 3 years
9 of teaching experience; and

10 “(IV) submits an application for
11 participation to the eligible partner-
12 ship; and

13 “(ii) based on selection criteria that
14 includes—

15 “(I) demonstration of strong con-
16 tent knowledge or a record of accom-
17 plishment in the field or subject area
18 the teacher will support as a teacher
19 leader; and

20 “(II) demonstration of attributes
21 linked to effective teaching that is de-
22 termined through interviews, observa-
23 tions, artifacts, student achievement,
24 or performance assessments, such as

1 those leading to an advanced creden-
2 tial;

3 “(B) may develop admissions goals and
4 priorities for the teacher leader development
5 program that—

6 “(i) are aligned with the demonstrated
7 needs of the school or high-need local edu-
8 cational agency in which the teacher is em-
9 ployed;

10 “(ii) considers cultural competencies
11 that would make the applicant effective in
12 the applicant’s teacher leader role; and

13 “(iii) considers whether the teacher
14 has substantial teaching experience in the
15 school in which the teacher is employed or
16 in a school that is similar to the school in
17 which the teacher is employed;

18 “(C) shall use the grant funds to pay for
19 costs of training and supporting teacher leaders
20 for not less than 2 years and not more than 3
21 years;

22 “(D) may use the grant funds to pay for
23 a portion of a stipend for teacher leaders if
24 such grant funds are matched by additional
25 non-Federal public or private funds as follows:

1 “(i) during each of the first and sec-
2 ond years of the grant period, grant funds
3 may pay not more than 50 percent of such
4 stipend; and

5 “(ii) during the third year of the
6 grant period, grant funds may pay not
7 more than 33 percent of such stipend; and

8 “(E) may require teacher leaders to pay
9 back the cost of attaining the credential de-
10 scribed in paragraph (2)(A)(ii) if they do not
11 complete their term of service in the teacher
12 leader development program.”.

13 **SEC. 5. ADMINISTRATIVE PROVISIONS.**

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

16 (1) in subsection (a)(2), by striking “five-year
17 period” and inserting “five-year period, except such
18 partnership may receive an additional grant during
19 such period if such grant is used to establish a
20 teacher or principal residency program if such resi-
21 dency program was not established with the prior
22 grant”; and

23 (2) in subsection (b)(2)(A), by striking “teacher
24 preparation program” and inserting “teacher edu-

1 cation, school leader preparation, or educator devel-
2 opment program”.

3 **SEC. 6. ACCOUNTABILITY AND EVALUATION.**

4 Section 204(a) of the Higher Education Act of 1965
5 (20 U.S.C. 1022c(a)) is amended to read as follows:

6 “(a) **ELIGIBLE PARTNERSHIP EVALUATION.**—Each
7 eligible partnership submitting an application for a grant
8 under this part shall establish, and include in such appli-
9 cation, an evaluation plan that includes rigorous, com-
10 prehensive, and measurable performance objectives. The
11 plan shall include objectives and measures for—

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

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

15 “(3) as applicable, pass rates and scaled scores
16 for initial State certification or licensure of teachers
17 or pass rates and average scores on valid and reli-
18 able teacher performance assessments; and

19 “(4)(A) the percentage of profession-ready
20 teachers, principals or other school leaders, and
21 other educators hired by the high-need local edu-
22 cational agency participating in the eligible partner-
23 ship;

24 “(B) the percentage of profession-ready teach-
25 ers, principals, and other educators hired by the

1 high-need local educational agency who are members
2 of underrepresented groups;

3 “(C) as applicable, the percentage of profession-
4 ready teachers hired by the high-need local edu-
5 cational agency who teach high-need academic sub-
6 ject areas, such as reading, science, technology, engi-
7 neering, mathematics, computer science, and foreign
8 language (including less commonly taught languages
9 and critical foreign languages);

10 “(D) as applicable, the percentage of profes-
11 sion-ready teachers hired by the high-need local edu-
12 cational agency who teach in high-need areas, in-
13 cluding special education, bilingual education, lan-
14 guage instruction educational programs for English
15 language learners, and early childhood education;

16 “(E) the percentage of profession-ready teach-
17 ers, principals or other school leaders, and other
18 educators hired by the high-need local educational
19 agency who teach in high-need schools,
20 disaggregated by the elementary school and sec-
21 ondary school levels;

22 “(F) as applicable, the percentage of early
23 childhood education program classes in the geo-
24 graphic area served by the eligible partnership

1 taught by early childhood educators who are highly
2 competent;

3 “(G) as applicable, the percentage of educators
4 able to—

5 “(i) integrate technology effectively into
6 curricula and instruction, including technology
7 consistent with the principles of universal de-
8 sign for learning; and

9 “(ii) use technology effectively to collect,
10 manage, and analyze data to improve teaching
11 and learning for the purpose of improving stu-
12 dent learning outcomes; and

13 “(H) as applicable, the percentage of educators
14 taking school leadership positions who, after 3 years
15 in the role, receive ratings of effective or above in
16 State school leader evaluation and support systems
17 (as described in section 2014(c)(4)(B)(ii) of the Ele-
18 mentary and Secondary Education Act of 1965) or,
19 if no such ratings are available, other comparable in-
20 dicators of performance.”.

21 **SEC. 7. ACCOUNTABILITY FOR PROGRAMS THAT PREPARE**
22 **TEACHERS OR OTHER SCHOOL LEADERS.**

23 Section 205 of the Higher Education Act of 1965 (20
24 U.S.C. 1022d)—

1 (1) by amending subsection (a)(1) to read as
2 follows:

3 “(1) REPORT CARD.—Each teacher preparation
4 or school leader preparation entity approved to oper-
5 ate teacher preparation or school leader preparation
6 programs in the State and that receives or enrolls
7 students receiving Federal assistance shall report
8 annually to the State and the general public, in a
9 uniform and comprehensive manner that conforms
10 with the definitions and methods established by the
11 Secretary, the following:

12 “(A) PASS RATES AND SCALED SCORES.—
13 For the most recent year for which the informa-
14 tion is available for each teacher or school lead-
15 er preparation program offered by the teacher
16 preparation or school leader preparation entity
17 the following:

18 “(i) Except as provided in clause (ii),
19 for those students who took the assess-
20 ments used for teacher or school leader
21 certification or licensure by the State in
22 which the entity is located and are enrolled
23 in the teacher or school leader preparation
24 program or, and for those who have taken
25 such assessments and have completed the

1 teacher or school preparation program dur-
2 ing the 2-year period preceding such year,
3 for each of such assessments—

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

6 “(II) the percentage of students
7 who have taken such assessment who
8 enrolled in and completed the teacher
9 or school leader preparation program;
10 and

11 “(III) the average scaled score
12 for all students who took such assess-
13 ment.

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

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

1 “(i) The median grade point average
2 and range of grade point averages for ad-
3 mitted students.

4 “(ii) The number of students in the
5 entity disaggregated by race (as defined in
6 section 153(a)(3) of the Education
7 Sciences Reform Act of 2002 (20 U.S.C.
8 9543(a)(3))), ethnicity, and gender.

9 “(iii) The number of hours and types
10 of supervised clinical preparation required
11 for each program.

12 “(iv) The total number of students
13 who have completed programs for certifi-
14 cation or licensure disaggregated by sub-
15 ject area and by race (as defined in section
16 153(a)(3) of the Education Sciences Re-
17 form Act of 2002 (20 U.S.C. 9543(a)(3))),
18 ethnicity, and gender, except that such
19 disaggregation shall not be required in a
20 case in which the result would reveal per-
21 sonally identifiable information about an
22 individual student.

23 “(C) ACCREDITATION.—Whether the pro-
24 gram or entity is accredited by a specialized ac-
25 crediting agency recognized by the Secretary for

1 accreditation of professional teacher or school
2 leader education programs.

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

7 (2) in subsection (b)—

8 (A) in paragraph (1)—

9 (i) in subparagraph (A)—

10 (I) by inserting “and school lead-
11 er” after “teacher”; and

12 (II) by inserting “, including
13 teacher performance assessments”
14 after “the State”;

15 (ii) by amending subparagraph (D) to
16 read as follows:

17 “(D)(i) Except as provided in clause (ii),
18 for each of the assessments used by the State
19 for teacher or school leader certification or li-
20 censure, disaggregated by subject area, race (as
21 defined in section 153(a)(3) of the Education
22 Sciences Reform Act of 2002 (20 U.S.C.
23 9543(a)(3))), ethnicity, and gender, except that
24 such disaggregation shall not be required in a
25 case in which the result would reveal personally

1 identifiable information about an individual stu-
2 dent—

3 “(I) for each entity located in the
4 State, the percentage of students at such
5 entities who have completed 100 percent of
6 the nonclinical coursework and taken the
7 assessment who pass such assessment;

8 “(II) the percentage of all such stu-
9 dents in all such programs and entities
10 who have taken the assessment who pass
11 such assessment;

12 “(III) the percentage of students who
13 have taken the assessment and who en-
14 rolled in and completed a teacher or school
15 leader preparation program; and

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

23 “(ii) In the case of a State that has imple-
24 mented a valid and reliable teacher performance
25 assessment, the State may submit in lieu of the

1 information described in clause (i) the pass rate
2 and average score of students taking the teach-
3 er performance assessment, disaggregated by
4 subject area, race (as defined in section
5 153(a)(3) of the Education Sciences Reform
6 Act of 2002 (20 U.S.C. 9543(a)(3))), ethnicity,
7 and gender, except that such disaggregation
8 shall not be required in a case in which the re-
9 sult would reveal personally identifiable infor-
10 mation about an individual student.”; and

11 (iii) by striking subparagraphs (G)
12 through (L) and inserting the following:

13 “(G) For each teacher and school leader
14 preparation program in the State the following:

15 “(i) The programs’ admission rate
16 and median grade point average and range
17 of grade point averages for admitted stu-
18 dents.

19 “(ii) The number of students in the
20 program disaggregated by race (as defined
21 in section 153(a)(3) of the Education
22 Sciences Reform Act of 2002 (20 U.S.C.
23 9543(a)(3))), ethnicity, and gender.

24 “(iii) The number of hours and types
25 of supervised clinical preparation required.

1 “(iv) Whether such program has been
2 identified as low-performing, as designated
3 by the State under section 207(a).

4 “(v) For each school leader prepara-
5 tion program in the State, the total num-
6 ber and percentage of program completers
7 placed as principals who are rated as effec-
8 tive or above on the State school leader
9 evaluation and support systems (as de-
10 scribed in section 2101(c)(4)(B)(2) of the
11 Elementary and Secondary Education Act
12 of 1965) or, if no such ratings are avail-
13 able, other comparable indicators of per-
14 formance after three years of leading a
15 school.

16 “(H) For the State as a whole, and for
17 each teacher preparation entity in the State,
18 the number of teachers prepared, in the aggre-
19 gate and reported separately by the following:

20 “(i) Area of certification or licensure.

21 “(ii) Academic major.

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

24 “(iv) The relationship of the subject
25 area and grade span of teachers graduated

1 by the teacher preparation entity to the
2 teacher workforce needs of the State.

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

5 “(vi) Race (as defined in section
6 153(a)(3) of the Education Sciences Re-
7 form Act of 2002 (20 U.S.C. 9543(a)(3))),
8 gender, and ethnicity.”; and

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

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

15 (3) in subsection (d)(2), by adding at the end
16 the following:

17 “(D) The relationship of the subject area
18 and grade span of teachers graduated by teach-
19 er preparation entities across the States to
20 identified teacher shortage areas.

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

23 **SEC. 8. TEACHER DEVELOPMENT.**

24 Section 206 of the Higher Education Act of 1965 (20
25 U.S.C. 1022e) is amended by striking “limited English

1 proficient” both places it appears and inserting “English
2 learner”.

3 **SEC. 9. STATE FUNCTIONS.**

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

6 **“SEC. 207. STATE FUNCTIONS.**

7 “(a) STATE ASSESSMENT.—

8 “(1) IN GENERAL.—In order to receive funds
9 under this Act or under title II of the Elementary
10 and Secondary Education Act of 1965 (20 U.S.C.
11 6601 et seq.), a State shall conduct an assessment
12 to identify at-risk and low-performing teacher and
13 school leader preparation programs in the State and
14 to assist such programs through the provision of
15 technical assistance.

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

18 “(A) provide the Secretary and the general
19 public an annual list of low-performing teacher
20 and school leader preparation programs and an
21 identification of those programs at risk of being
22 placed on such list, as applicable;

23 “(B) report any teacher and school leader
24 preparation program that has been closed and
25 the reasons for such closure; and

1 “(C) describe the assessment, described in
2 paragraph (1), in the report under section
3 205(b).

4 “(3) DETERMINATION OF AT-RISK AND LOW-
5 PERFORMING PROGRAMS.—The levels of perform-
6 ance and the criteria for meeting those levels for
7 purposes of the assessment under paragraph (1)
8 shall be determined by the State in consultation with
9 a representative group of community stakeholders,
10 including, at a minimum, representatives of leaders
11 and faculty of traditional and alternative route
12 teacher and school leader preparation programs, pre-
13 kindergarten through 12th grade leaders and in-
14 structional staff, current teacher and school leader
15 candidates participating in traditional and alter-
16 native route teacher or school leader preparation
17 programs, the State’s standards board or other ap-
18 propriate standards body, and other stakeholders
19 identified by the State. In making such determina-
20 tion, the State shall consider multiple measures and
21 the information reported by teacher preparation en-
22 tities under section 205.

23 “(b) REPORTING AND IMPROVEMENT.—In order to
24 receive funds under this Act or under title II of the Ele-

1 elementary and Secondary Education Act of 1965 (20 U.S.C.
2 6601 et seq.), a State shall—

3 “(1) report to the Secretary and the general
4 public any programs described in subsection (a);

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

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

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

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

19 “(c) TERMINATION OF ELIGIBILITY.—Any teacher or
20 school leader preparation program that is projected to
21 close—

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

1 sets a high bar for entry into the profession and ensures
2 that all entering teachers and school leaders are profes-
3 sion-ready, and develop recommendations to Congress on
4 best practices with respect to elevating the education pro-
5 fession that are evidence-based, reliable, and verified by
6 the field.

7 “(b) ESTABLISHMENT.—

8 “(1) IN GENERAL.—The Secretary of Education
9 shall establish an Advisory Committee to carry out
10 the elevation of the education profession study de-
11 scribed in subsection (c) and make recommendations
12 to Congress on the findings.

13 “(2) MEMBERSHIP OF THE ADVISORY COM-
14 MITTEE.—The Advisory Committee shall include
15 representatives or advocates from the following cat-
16 egories:

17 “(A) Teacher unions.

18 “(B) School leader organizations.

19 “(C) State and local officials.

20 “(D) State educational agencies and local
21 educational agencies.

22 “(E) Teacher and school leader advocacy
23 organizations.

24 “(F) School administrator organizations.

1 “(G) Institutions of higher education, in-
2 cluding colleges of teacher education.

3 “(H) Civil rights organizations.

4 “(I) Organizations representing students
5 with disabilities.

6 “(J) Organizations representing English
7 learners.

8 “(K) Nonprofit organizations representing
9 subject-fields, such as STEM Educator organi-
10 zations, comprehensive literacy Educator orga-
11 nizations, and arts and humanities educator or-
12 ganizations.

13 “(L) Professional development organiza-
14 tions.

15 “(M) Educational technology organiza-
16 tions.

17 “(N) Nonprofit research organizations.

18 “(O) Organizations representing nontradi-
19 tional pathways into teacher and school leader
20 education.

21 “(P) Organizations representing parents.

22 “(c) DUTIES OF THE ADVISORY COMMITTEE.—

23 “(1) FEASIBILITY STUDY.—The Advisory Com-
24 mittee shall conduct a feasibility study to—

1 “(A) assess the state of policies and prac-
2 tices related to teacher and school leader edu-
3 cation and entry into the profession including
4 barriers to achieving certification and licensure,
5 best practices in producing profession-ready
6 teachers and school leaders, and recruitment
7 and retention of teachers and school leaders in
8 schools;

9 “(B) compile best practices for educating
10 and training profession-ready teachers and
11 school leaders including evidence-based prac-
12 tices for training teachers and school leaders to
13 support diverse learners, developing teacher and
14 school leaders, and successful pre-service and
15 in-service educational activities;

16 “(C) review certification and credentialing
17 practices throughout the Nation including min-
18 imum standards in each State, differences in
19 types of credentials, and impact of different
20 certification processes in each State for teach-
21 ers and school leaders who relocate; and

22 “(D) recommend a comprehensive set of
23 rigorous expectations for States standards to
24 elevate the profession of teaching and to
25 produce profession-ready teachers and school

1 leaders prepared to educate diverse learners in
2 inclusive educational settings.

3 “(2) REPORTS.—

4 “(A) Not later than 1 year after the Advi-
5 sory Committee’s first meeting, the Committee
6 shall submit an interim report to the Secretary
7 and to the authorizing committees detailing the
8 methods of the study and progress in devel-
9 oping the set of comprehensive and rigorous ex-
10 pectations.

11 “(B) Not later than 3 years after the Advi-
12 sory Committee’s first meeting, the Committee
13 shall submit a final report to the Secretary and
14 to the authorizing committees detailing the
15 findings, recommendations, and suggested set
16 of comprehensive and rigorous expectations.

17 “(3) DISSEMINATION OF INFORMATION.—In
18 carrying out the study under paragraph (1), the Sec-
19 retary shall disseminate information found in the
20 study in an accessible format to all stakeholders.

21 “(4) DATABASE.—Not later than 180 days
22 after the date of the enactment of this subsection,
23 the Secretary shall produce an electronically acces-
24 sible clearinghouse of State certification procedures

1 and best State practices for producing and retaining
2 profession-ready teachers and school leaders.”.

3 **SEC. 12. AUTHORIZATION OF APPROPRIATIONS.**

4 Part A of title II of the Higher Education Act of
5 1965 (20 U.S.C. 1022 et seq.) is amended—

6 (1) by redesignating section 209 as section 210;

7 and

8 (2) in section 210, as so redesignated—

9 (A) by striking “\$300,000,000” and in-
10 sserting “\$500,000,000”;

11 (B) by striking “2009” and inserting
12 “2019”; and

13 (C) by striking “two succeeding” and in-
14 sserting “5 succeeding”.

○