

116TH CONGRESS
1ST SESSION

H. R. 4424

To amend the Higher Education Act of 1965 so that every student has a path to a quality, debt-free degree or credential that leads to a rewarding career, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 19, 2019

Mr. SABLAN introduced the following bill; which was referred to the
Committee on Education and Labor

A BILL

To amend the Higher Education Act of 1965 so that every student has a path to a quality, debt-free degree or credential that leads to a rewarding career, and for other purposes.

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 “Elevation of the Edu-
5 cation Profession Act”.

1 **SEC. 2. ELEVATION OF THE EDUCATION PROFESSION**
2 **STUDY.**

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

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

6 (2) in section 202(a), by striking “section 209”
7 and inserting “section 210”; and

8 (3) by inserting after section 208 the following:

9 **“SEC. 209. ELEVATION OF THE EDUCATION PROFESSION**
10 **STUDY.**

11 “(a) PURPOSE.—The purpose of the elevation of the
12 profession feasibility study is to examine State policies re-
13 lated to teacher and school leader education and certifi-
14 cation, produce a comprehensive set of expectations that
15 sets a high bar for entry into the profession and ensures
16 that all entering teachers and school leaders are profes-
17 sion-ready, and develop recommendations to Congress on
18 best practices with respect to elevating the education pro-
19 fession that are evidence-based, reliable, and verified by
20 the field.

21 “(b) ESTABLISHMENT.—

22 “(1) IN GENERAL.—The Secretary of Education
23 shall establish an Advisory Committee to carry out
24 the elevation of the education profession study de-
25 scribed in subsection (c) and make recommendations
26 to Congress on the findings.

1 “(2) MEMBERSHIP OF THE ADVISORY COM-
2 MITTEE.—The Advisory Committee shall include
3 representatives or advocates from the following cat-
4 egories:

5 “(A) Teacher unions.

6 “(B) School leader organizations.

7 “(C) State and local officials.

8 “(D) State educational agencies and local
9 educational agencies.

10 “(E) Teacher and school leader advocacy
11 organizations.

12 “(F) School administrator organizations.

13 “(G) Institutions of higher education, in-
14 cluding colleges of teacher education.

15 “(H) Civil rights organizations.

16 “(I) Organizations representing students
17 with disabilities.

18 “(J) Organizations representing English
19 learners.

20 “(K) Nonprofit organizations representing
21 subject-fields, such as STEM Educator organi-
22 zations, comprehensive literacy Educator orga-
23 nizations, and arts and humanities educator or-
24 ganizations.

1 “(L) Professional development organiza-
2 tions.

3 “(M) Educational technology organiza-
4 tions.

5 “(N) Nonprofit research organizations.

6 “(O) Organizations representing nontradi-
7 tional pathways into teacher and school leader
8 education.

9 “(P) Organizations representing parents.

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

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

13 “(A) assess the state of policies and prac-
14 tices related to teacher and school leader edu-
15 cation and entry into the profession including
16 barriers to achieving certification and licensure,
17 best practices in producing profession-ready
18 teachers and school leaders, and recruitment
19 and retention of teachers and school leaders in
20 schools;

21 “(B) compile best practices for educating
22 and training profession-ready teachers and
23 school leaders including evidence-based prac-
24 tices for training teachers and school leaders to
25 support diverse learners, developing teacher and

1 school leaders, and successful pre-service and
2 in-service educational activities;

3 “(C) review certification and credentialing
4 practices throughout the Nation including min-
5 imum standards in each State, differences in
6 types of credentials, and impact of different
7 certification processes in each State for teach-
8 ers and school leaders who relocate; and

9 “(D) recommend a comprehensive set of
10 rigorous expectations for States standards to
11 elevate the profession of teaching and to
12 produce profession-ready teachers and school
13 leaders prepared to educate diverse learners in
14 inclusive educational settings.

15 “(2) REPORTS.—

16 “(A) Not later than 1 year after the Advi-
17 sory Committee’s first meeting, the Committee
18 shall submit an interim report to the Secretary
19 and to the authorizing committees detailing the
20 methods of the study and progress in devel-
21 oping the set of comprehensive and rigorous ex-
22 pectations.

23 “(B) Not later than 3 years after the Advi-
24 sory Committee’s first meeting, the Committee
25 shall submit a final report to the Secretary and

1 to the authorizing committees detailing the
2 findings, recommendations, and suggested set
3 of comprehensive and rigorous expectations.

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

8 “(4) DATABASE.—Not later than 180 days
9 after the date of the enactment of this subsection,
10 the Secretary shall produce an electronically acces-
11 sible clearinghouse of State certification procedures
12 and best State practices for producing and retaining
13 profession-ready teachers and school leaders.”.

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