

112TH CONGRESS  
2D SESSION

# H. R. 6447

To improve quality and accountability for educator preparation programs.

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IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 20, 2012

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

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## 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—

11 (1) by striking paragraph (22);

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

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

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

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

14           “(9) EVIDENCE OF STUDENT LEARNING.—The  
15 term ‘evidence of student learning’ means multiple  
16 measures of student learning that shall include not  
17 less than two of the following:

18           “(A) Student assessment data, which may  
19 include valid and reliable data—

20           “(i) based on student learning gains  
21 on State student academic assessments  
22 under section 111(b)(3) of the Elementary  
23 and Secondary Education Act of 1965 and  
24 other State student academic achievement  
25 assessments, where available;

1 “(ii) from formative assessments;

2 “(iii) from summative assessments;

3 and

4 “(iv) from objective performance-  
5 based assessments.

6 “(B) Student work, including measures of  
7 performance criteria and evidence of student  
8 growth.

9 “(C) Teacher-generated information about  
10 student goals and growth.

11 “(D) Parental feedback about student  
12 goals and growth.

13 “(E) Assessments of affective engagement  
14 and self-efficacy.

15 “(F) Other appropriate measures as deter-  
16 mined by the State.”;

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

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

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

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

4           “(iii) that meets the eligibility require-  
5 ments for funding under the Small, Rural  
6 School Achievement Program under section  
7 6211(b) of the Elementary and Secondary Edu-  
8 cation Act of 1965 or the Rural and Low-In-  
9 come School Program under section 6221(b) of  
10 such Act; or

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

14           “(B)(i) for which one or more schools  
15 served by the agency is persistently low achiev-  
16 ing; or

17           “(ii) for which one or more schools served  
18 by the agency has a high teacher turnover  
19 rate.”;

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

22           “(16) INDUCTION PROGRAM.—The term ‘induc-  
23 tion program’ means a formalized program for new  
24 teachers and principals during not less than the first  
25 2 years of teaching or leading a school that is de-

1 signed to provide support for, improve the profes-  
2 sional performance of, and advance the retention of  
3 beginning teachers and principals. Such program  
4 shall promote effective teaching and leadership skills  
5 and shall include the following components:

6 “(A) High-quality mentoring.

7 “(B) Periodic, structured time for collabo-  
8 ration and classroom observation opportunities  
9 with teachers in the same department or field,  
10 including mentor teachers, as well as time for  
11 information-sharing among teachers, principals,  
12 administrators, other appropriate educators,  
13 and participating faculty in the partner institu-  
14 tion.

15 “(C) The application of empirically based  
16 practice and scientifically valid research on in-  
17 structional practices.

18 “(D) Opportunities for new teachers and  
19 principals to draw directly on the expertise of  
20 mentors, faculty, local educational agency per-  
21 sonnel, and researchers to support the integra-  
22 tion of empirically based practice and scientif-  
23 ically valid research with practice.

24 “(E) The development of skills in instruc-  
25 tional and behavioral interventions derived from

1 empirically based practice, and where applica-  
2 ble, scientifically valid research.

3 “(F) Faculty who—

4 “(i) model the integration of research  
5 and practice in the classroom; and

6 “(ii) assist new teachers and prin-  
7 cipals with the effective use and integra-  
8 tion of technology in instruction.

9 “(G) Interdisciplinary collaboration among  
10 exemplary teachers, principals, faculty, re-  
11 searchers, other educators, and other staff who  
12 prepare new teachers and principals with re-  
13 spect to the learning process and the assess-  
14 ment of learning.

15 “(H) Assistance with the understanding of  
16 data, particularly student achievement data,  
17 and the application of such data in classroom  
18 instruction.

19 “(I) Regular, structured observation and  
20 evaluation of new teachers by multiple eval-  
21 uators, using valid and reliable measures of  
22 teaching and leadership skills.”;

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

1           “(22) RESIDENCY PROGRAM.—The term ‘resi-  
2           dency program’ means a school-based educator prep-  
3           aration program in which a prospective teacher,  
4           principal, or other educator—

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

8                   “(B) receives concurrent instruction during  
9                   the year described in subparagraph (A) from  
10                  the partner institution, which courses may be  
11                  taught by local educational agency personnel or  
12                  residency program faculty, in—

13                          “(i) the teaching of the content area  
14                          in which the teacher will become certified  
15                          or licensed;

16                          “(ii) pedagogical practices; and

17                          “(iii) leadership, management, organi-  
18                          zational, and instructional skills necessary  
19                          to serve as a principal;

20                   “(C) acquires effective teaching or leader-  
21                   ship skills; and

22                   “(D) prior to completion of the program,  
23                   earns a master’s degree or other appropriate  
24                   advanced credential, attains full State teacher

1 or leader certification or licensure, and becomes  
2 highly qualified (if applicable).”; and

3 (8) by inserting after paragraph (24), as reded-  
4 icated by paragraph (2), the following:

5 “(25) TEACHER PERFORMANCE ASSESSMENT.—

6 The term ‘teacher performance assessment’ means  
7 an assessment used to measure teacher performance  
8 that is approved by the State and is—

9 “(A) based on professional teaching stand-  
10 ards;

11 “(B) used to measure the effectiveness of  
12 a teacher’s—

13 “(i) curriculum planning;

14 “(ii) instruction of students, including  
15 appropriate plans and modifications for  
16 students who are limited English proficient  
17 and students who are children with disabil-  
18 ities; and

19 “(iii) assessment of students, includ-  
20 ing analysis of evidence of student learn-  
21 ing;

22 “(C) validated based on professional as-  
23 sessment standards;



1           “(D) reliably scored by trained evaluators,  
2           with appropriate oversight of the process to en-  
3           sure consistency; and

4           “(E) used to support continuous improve-  
5           ment of educator practice.

6           “(26) TEACHER PREPARATION ENTITY.—The  
7           term ‘teacher preparation entity’ means an institu-  
8           tion of higher education, a nonprofit organization,  
9           for-profit organization, or other organization that is  
10          approved by the State to prepare teachers to be ef-  
11          fective in the classroom.

12          “(27) TEACHER PREPARATION PROGRAM.—The  
13          term ‘teacher preparation program’ means a pro-  
14          gram offered by a teacher preparation entity that  
15          leads to a specific State teacher certification.”.

16 **SEC. 102. EDUCATOR QUALITY ENHANCEMENT.**

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

19               (1) in paragraph (2), by inserting “, principals,  
20               and other educators” after “teachers” each place the  
21               term appears;

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

24               (3) by striking paragraph (4) and inserting the  
25               following:

1           “(4) recruit highly qualified individuals, includ-  
2           ing minorities and individuals from other occupa-  
3           tions, as teachers, principals, and other educators;  
4           and”;

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

6           “(5) meet the staffing needs of high-need local  
7           educational agencies and high-need schools through  
8           close partnerships with educator preparation pro-  
9           grams within institutions of higher education.”.

10 **SEC. 103. PARTNERSHIP GRANTS.**

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

13           (1) in subsection (b)—

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

16                   (B) by striking paragraph (2) and insert-  
17                   ing the following:

18                   “(2) a description of the extent to which the  
19                   program to be carried out with grant funds, as de-  
20                   scribed in subsection (c), will prepare prospective  
21                   and new educators with strong teaching, leadership,  
22                   and other professional skills necessary to increase  
23                   learning and academic achievement;”;

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

1 (D) in paragraph (4)—

2 (i) in subparagraph (A), by inserting  
3 “, principal, and other educator” after  
4 “teacher”; and

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

7 (E) in paragraph (6)—

8 (i) by striking subparagraph (F) and  
9 inserting the following:

10 “(F) how the partnership will prepare edu-  
11 cators to teach and work with students with  
12 disabilities, including training related to partici-  
13 pation as a member of individualized education  
14 program teams, as defined in section  
15 614(d)(1)(B) of the Individuals with Disabil-  
16 ities Education Act;”;

17 (ii) by striking subparagraph (G) and  
18 inserting the following:

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

22 (iii) by striking subparagraph (H) and  
23 inserting the following:

24 “(H) how faculty at the partner institution  
25 will work, during the term of the grant, with

1 mentor educators in the classrooms and admin-  
2 istrators of high-need schools served by the  
3 high-need local educational agency in the part-  
4 nership to—

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

12 “(ii) train other classroom teachers,  
13 principals, school librarians, and other edu-  
14 cators to implement literacy programs that  
15 incorporate the essential components of  
16 reading and writing instruction; and

17 “(iii) provide high-quality professional  
18 development activities to strengthen the in-  
19 structional and leadership skills of elemen-  
20 tary school and secondary school principals  
21 and district superintendents, if the partner  
22 institution has a principal preparation pro-  
23 gram;”;

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

1 (v) in subparagraph (K), by striking  
2 “teachers” and inserting “educators”; and  
3 (F) by striking paragraph (7) and insert-  
4 ing the following:

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

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

14 “(B) a description of the eligible partner-  
15 ship’s capacity to use empirically based practice  
16 and scientifically valid research on teaching and  
17 learning;

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

1 practicable, all new educators who teach in such  
2 high-need local educational agency; and

3 “(D) a description of how higher education  
4 faculty involved in the induction program will  
5 be able to substantially participate in an early  
6 childhood education program or an elementary  
7 school or secondary school classroom setting, as  
8 applicable.”;

9 (2) by striking subsection (c) and inserting the  
10 following:

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

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

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

22 (3) by striking subsection (e) and inserting the  
23 following:

1       “(e) PARTNERSHIP GRANTS FOR THE ESTABLISH-  
2       MENT OF TEACHING AND PRINCIPAL RESIDENCY PRO-  
3       GRAMS.—

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

8               “(A) FOR TEACHING RESIDENCY PRO-  
9       GRAMS.—An eligible partnership carrying out a  
10       teaching residency program shall carry out both  
11       of the following activities:

12               “(i) Supporting a teaching residency  
13       program described in paragraph (2) for  
14       high-need schools and in high-need sub-  
15       jects and areas, as determined by the  
16       needs of the high-need local educational  
17       agency in the partnership.

18               “(ii) Placing graduates of the teach-  
19       ing residency program in cohorts that fa-  
20       cilitate professional collaboration, both  
21       among graduates of the residency program  
22       and between such graduates and mentor  
23       teachers in the receiving school.

24               “(B) FOR PRINCIPAL RESIDENCY PRO-  
25       GRAMS.—An eligible partnership carrying out a

1 principal residency program shall support a  
2 program described in paragraph (3) for high-  
3 need schools, as determined by the needs of the  
4 high-need local educational agency in the part-  
5 nership.

6 “(2) TEACHER RESIDENCY PROGRAMS.—

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

15 “(i) The integration of pedagogy,  
16 classroom practice and teacher mentoring.

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

21 “(iii) Experience and learning oppor-  
22 tunities alongside a trained and experi-  
23 enced mentor teacher—

24 “(I) whose teaching shall com-  
25 plement the residency program so that



1 school-based clinical practice is tightly  
2 aligned with coursework;

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

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

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

24 “(I) Planning and preparation,  
25 including demonstrated knowledge of

1 content, pedagogy, and assessment,  
2 including the use of formative,  
3 summative, and diagnostic assess-  
4 ments to improve student learning.

5 “(II) Appropriate instruction  
6 that engages all students.

7 “(III) Collaboration with col-  
8 leagues to improve instruction.

9 “(IV) Analysis of evidence of stu-  
10 dent learning.

11 “(v) The development of admissions  
12 goals and priorities—

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

21 “(II) which may include consider-  
22 ation of applicants who reflect the  
23 communities in which they will teach  
24 as well as consideration of individuals

1 from underrepresented populations in  
2 the teaching profession.

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

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

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

16 “(I) be a recent graduate of a  
17 four-year institution of higher edu-  
18 cation or a mid-career professional  
19 possessing strong content knowledge  
20 of a record of professional accomplish-  
21 ment; and

22 “(II) submit an application to  
23 the residency program.

24 “(ii) SELECTION CRITERIA.—An eligi-  
25 ble partnership carrying out a teaching

1           residency program under this subsection  
2           shall establish criteria for the selection of  
3           eligible individuals to participate in the  
4           teaching residency program based on the  
5           following characteristics:

6                   “(I) Strong content knowledge or  
7                   record of accomplishment in the field  
8                   or subject area to be taught.

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

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

18           “(3) PRINCIPAL RESIDENCY PROGRAMS.—

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

1 shall be designed to include the following char-  
2 acteristics of successful programs:

3 “(i) Engagement of principal resi-  
4 dents in rigorous graduate-level coursework  
5 to earn an appropriate advanced credential  
6 while undertaking a guided principal ap-  
7 prenticeship.

8 “(ii) Experience and learning opportu-  
9 nities alongside a trained and experienced  
10 mentor principal—

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

17 “(II) who may be relieved from  
18 some portion of principal duties or  
19 may be offered a stipend as a result  
20 of such additional responsibilities.

21 “(iii) The establishment of clear cri-  
22 teria for the selection of mentor principals,  
23 which may be based on observations of the  
24 following:

1                   “(I) Demonstrating awareness of,  
2                   and having experience with, the  
3                   knowledge, skills, and attitudes to—

4                   “(aa) establish and maintain  
5                   a professional learning commu-  
6                   nity that effectively extracts in-  
7                   formation from data to improve  
8                   the school culture and personalize  
9                   instruction for all students to re-  
10                  sult in improved student achieve-  
11                  ment;

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

20                  “(cc) engage in continuous  
21                  professional development, uti-  
22                  lizing a combination of academic  
23                  study, developmental simulation  
24                  exercises, self-reflection, mentor-  
25                  ship, and internship;

1                   “(dd) understand youth de-  
2                   velopment appropriate to the age  
3                   level served by the school, and  
4                   use this knowledge to set high ex-  
5                   pectations and standards for the  
6                   academic, social, emotional, and  
7                   physical development of all stu-  
8                   dents; and

9                   “(ee) actively engage the  
10                  community to create shared re-  
11                  sponsibility for student academic  
12                  performance and successful de-  
13                  velopment.

14                  “(II) Planning and articulating a  
15                  shared and coherent schoolwide direc-  
16                  tion and policy for achieving high  
17                  standards of student performance.

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

23                  “(IV) Supporting a culture of  
24                  learning, collaboration, and profes-

1 sional behavior and ensuring quality  
2 measures of instructional practice.

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

6 “(VI) Collecting, analyzing, and  
7 utilizing data and other evidence of  
8 student learning and evidence of class-  
9 room practice to guide decisions and  
10 actions for continuous improvement  
11 and to ensure performance account-  
12 ability.

13 “(iv) The development of admissions  
14 goals and priorities—

15 “(I) that are aligned with the  
16 hiring objectives of the local edu-  
17 cational agency partnering with the  
18 program, as well as the instructional  
19 initiatives and curriculum of such  
20 agency to hire qualified graduates  
21 from the principal residency program;  
22 and

23 “(II) which may include consider-  
24 ation of applicants who reflect the  
25 communities in which they will serve



1 well as consideration of individuals  
2 from underrepresented populations in  
3 school leadership positions.

4 “(v) Support for residents once such  
5 residents are hired as principals, through  
6 an induction program, professional devel-  
7 opment to support the knowledge and skills  
8 of the principal in a continuum of learning  
9 and content expertise in developmentally  
10 appropriate or age-appropriate educational  
11 practices, and networking opportunities to  
12 support the residents through not less than  
13 the residents’ first 2 years of serving as  
14 principal of a school.

15 “(B) SELECTION OF INDIVIDUALS AS  
16 PRINCIPAL RESIDENTS.—

17 “(i) ELIGIBLE INDIVIDUAL.—In order  
18 to be eligible to be a principal resident in  
19 a principal residency program under this  
20 paragraph, an individual shall—

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

23 “(II) have experience as an effec-  
24 tive leader, manager, and written and  
25 oral communicator; and

1                   “(III) submit an application to  
2                   the residency program.

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

10                   “(I) Strong instructional leader-  
11                   ship skills in an elementary school or  
12                   secondary school setting.

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

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

1           “(4) STIPENDS OR SALARIES; APPLICATIONS;  
2 AGREEMENTS; REPAYMENTS.—

3           “(A) STIPENDS OR SALARIES.—A teaching  
4 or principal residency program under this sub-  
5 section—

6           “(i) shall provide a 1-year living sti-  
7 pend or salary to teaching or principal  
8 residents during the 1-year teaching or  
9 principal residency program; and

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

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

19           “(C) AGREEMENTS TO SERVE.—Each ap-  
20 plication submitted under subparagraph (B)  
21 shall contain or be accompanied by an agree-  
22 ment that the applicant will—

23           “(i) serve as a full-time teacher or  
24 principal for a total of not less than 3 aca-  
25 demic years immediately after successfully

1 completing the 1-year teaching or principal  
2 residency program;

3 “(ii) fulfill the requirement under  
4 clause (i)—

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

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

19 “(iii) provide to the eligible partner-  
20 ship a certificate, from the chief adminis-  
21 trative officer of the local educational  
22 agency in which the resident is employed,  
23 of the employment required under clauses  
24 (i) and (ii) at the beginning of, and upon

1 completion of, each year or partial year of  
2 service;

3 “(iv) for teacher residents, meet the  
4 requirements to be a highly qualified  
5 teacher, as defined in section 9101 of the  
6 Elementary and Secondary Education Act  
7 of 1965, or section 602 of the Individuals  
8 with Disabilities Education Act, when the  
9 applicant begins to fulfill the service obli-  
10 gation under this clause; and

11 “(v) comply with the requirements set  
12 by the eligible partnership under subpara-  
13 graph (D) if the applicant is unable or un-  
14 willing to complete the service obligation  
15 required by this subparagraph.

16 “(D) REPAYMENTS.—

17 “(i) IN GENERAL.—An eligible part-  
18 nership carrying out a teaching or prin-  
19 cipal residency program under this sub-  
20 section shall require a recipient of a sti-  
21 pend or salary under subparagraph (A)  
22 who does not complete, or who notifies the  
23 partnership that the recipient intends not  
24 to complete, the service obligation required  
25 by subparagraph (C) to repay such stipend

1 or salary to the eligible partnership, to-  
2 gether with interest, at a rate specified by  
3 the partnership in the agreement, and in  
4 accordance with such other terms and con-  
5 ditions specified by the eligible partnership,  
6 as necessary.

7 “(ii) OTHER TERMS AND CONDI-  
8 TIONS.—Any other terms and conditions  
9 specified by the eligible partnership may  
10 include reasonable provisions for prorata  
11 repayment of the stipend or salary de-  
12 scribed in subparagraph (A) or for deferral  
13 of a teaching resident’s service obligation  
14 required by subparagraph (C), on grounds  
15 of health, incapacitation, inability to secure  
16 employment in a school served by the eligi-  
17 ble partnership, being called to active duty  
18 in the Armed Forces of the United States,  
19 or other extraordinary circumstances.

20 “(iii) USE OF REPAYMENTS.—An eli-  
21 gible partnership shall use any repayment  
22 received under this subparagraph to carry  
23 out additional activities that are consistent  
24 with the purposes of this section.”;

1           (4) by striking subsection (f) and inserting the  
2 following:

3           “(f) PARTNERSHIP GRANTS FOR EDUCATOR DEVELOPMENT.—An eligible partnership that receives a grant  
4 under this section may carry out effective educator development programs for other educators besides teachers and  
5 principals based on the needs identified in subsection  
6 (b)(1) that may include the following activities:  
7

8           “(1) Implementing curriculum changes that improve, evaluate, and assess how well prospective and  
9 new educators develop instructional skills.  
10

11           “(2) Preparing educators to use empirically based practice and scientifically valid research,  
12 where applicable.  
13

14           “(3) Providing pre-service clinical experience.  
15

16           “(4) Creating induction programs for new educators.  
17

18           “(5) Aligning recruitment and admissions goals and priorities with the hiring objectives of the high-  
19 need local educational agency in the eligible partnership.  
20

21           “(6) Professional development and training for mentor teachers and principals.”; and  
22

23           (5) by adding at the end the following:  
24

1       “(1) CONTINUATION OF AWARDS.—Notwithstanding  
2 any other provision of law, from funds appropriated to  
3 carry out this part, the Secretary shall continue to fund  
4 any multiyear grant awarded under this part (as such pro-  
5 visions were in effect on the day before the date of enact-  
6 ment of the Educator Preparation Reform Act), for the  
7 duration of such multiyear grant in accordance with its  
8 terms.”.

9 **SEC. 104. ADMINISTRATIVE PROVISIONS.**

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

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

14               “(2) NUMBER OF AWARDS.—An eligible part-  
15 nership may not receive more than 1 grant during  
16 a 5-year period, except such partnership may receive  
17 an additional grant during such period if such grant  
18 is used to establish a teacher or principal residency  
19 program if such residency program was not estab-  
20 lished with the prior grant. Nothing in this title  
21 shall be construed to prohibit an individual member,  
22 that can demonstrate need, of an eligible partnership  
23 that receives a grant under this title from entering  
24 into another eligible partnership consisting of new  
25 members and receiving a grant with such other eligi-



1 ble partnership before the 5-year period described in  
2 the preceding sentence applicable to the eligible  
3 partnership with which the individual member has  
4 first partnered has expired.”; and

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

8 **SEC. 105. ACCOUNTABILITY AND EVALUATION.**

9 Section 204(a) of the Higher Education Act of 1965  
10 (20 U.S.C. 1022c(a)) is amended to read as follows

11 “(a) **ELIGIBLE PARTNERSHIP EVALUATION.**—Each  
12 eligible partnership submitting an application for a grant  
13 under this part shall establish, and include in such appli-  
14 cation, an evaluation plan that includes strong and meas-  
15 urable performance objectives. The plan shall include ob-  
16 jectives and measures for—

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

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

20 “(3) pass rates and scaled scores for initial  
21 State certification or licensure of teachers or pass  
22 rates and average scores on valid and reliable teach-  
23 er performance assessments; and

24 “(4)(A) the percentage of highly qualified  
25 teachers, principals, and other educators hired by

1 the high-need local educational agency participating  
2 in the eligible partnership;

3 “(B) the percentage of highly qualified teach-  
4 ers, principals, and other educators hired by the  
5 high-need local educational agency who are members  
6 of underrepresented groups;

7 “(C) the percentage of highly qualified teachers  
8 hired by the high-need local educational agency who  
9 teach high-need academic subject areas (such as  
10 reading, mathematics, science, and foreign language,  
11 including less commonly taught languages and crit-  
12 ical foreign languages);

13 “(D) the percentage of highly qualified teachers  
14 hired by the high-need local educational agency who  
15 teach in high-need areas (including special edu-  
16 cation, language instruction educational programs  
17 for limited English proficient students, and early  
18 childhood education);

19 “(E) the percentage of highly qualified teachers  
20 and other educators hired by the high-need local  
21 educational agency who teach in high-need schools,  
22 disaggregated by the elementary school and sec-  
23 ondary school levels;

24 “(F) as applicable, the percentage of early  
25 childhood education program classes in the geo-

1 graphic area served by the eligible partnership  
2 taught by early childhood educators who are highly  
3 competent; and

4 “(G) as applicable, the percentage of educators  
5 trained to—

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

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

14 **SEC. 106. ACCOUNTABILITY FOR PROGRAMS THAT PRE-**  
15 **PARE TEACHERS.**

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

18 (1) in subsection (a)—

19 (A) by striking the subsection heading and  
20 inserting “TEACHER PREPARATION ENTITY  
21 REPORT CARDS”; and

22 (B) by striking paragraph (1) and insert-  
23 ing the following:

24 “(1) REPORT CARD.—Each teacher preparation  
25 entity approved to operate teacher preparation pro-

1       grams in the State and that receives or enrolls stu-  
2       dents receiving Federal assistance shall report annu-  
3       ally to the State and the general public, in a uniform  
4       and comprehensible manner that conforms with the  
5       definitions and methods established by the Sec-  
6       retary, the following:

7               “(A) GOALS AND ASSURANCES.—

8               “(i) For the most recent year for  
9               which the information is available for the  
10              entity whether the goals set under section  
11              206 have been met.

12              “(ii) A description of the steps the en-  
13              tity is taking to improve its performance in  
14              meeting the annual goals set under section  
15              206.

16              “(iii) A description of the activities  
17              the entity has implemented to meet the as-  
18              surances provided under section 206.

19              “(B) PASS RATES AND SCALED SCORES.—

20              For the most recent year for which the informa-  
21              tion is available the following:

22              “(i) Except as provided in clause (ii),  
23              for those students who took the assess-  
24              ments used for teacher certification or li-  
25              censure by the State in which the program

1 is located and are enrolled in the teacher  
2 preparation program or, and for those who  
3 have taken such assessments and have  
4 completed the teacher preparation program  
5 during the two-year period preceding such  
6 year, for each of such assessments—

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

9 “(II) the percentage of students  
10 who have taken such assessment who  
11 enrolled in and completed the teacher  
12 preparation program; and

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

16 “(ii) In the case of an entity that re-  
17 quires a valid and reliable teacher perform-  
18 ance assessment in order to complete the  
19 preparation program, the entity is not re-  
20 quired to submit the information described  
21 in clause (i) but shall submit the pass rate  
22 and average score of students taking the  
23 teacher performance assessment, disaggre-  
24 gated by subject area, race, ethnicity, and  
25 gender, except that such disaggregation

1 shall not be required in a case in which the  
2 result would reveal personally identifiable  
3 information about an individual student.

4 “(C) PROGRAM INFORMATION.—A descrip-  
5 tion of the following:

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

9 “(ii) The average score and range of  
10 scores on standardized admissions tests for  
11 students admitted to the program.

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

15 “(iv) The number of hours and types  
16 of supervised clinical preparation required.

17 “(v) The total number of students  
18 who have completed programs for certifi-  
19 cation or licensure (disaggregated by sub-  
20 ject area, race, ethnicity, and gender).

21 “(D) ACCREDITATION.—Whether the pro-  
22 gram is accredited by a specialized accrediting  
23 agency recognized by the Secretary for accredi-  
24 tation of professional teacher education pro-  
25 grams.

1           “(E) DESIGNATION AS LOW-PER-  
2 FORMING.—Whether the program has been des-  
3 ignated as low-performing by the State under  
4 section 207(a).

5           “(F) OUTCOME DATA.—A description of  
6 the availability of outcome data for graduates of  
7 the teacher preparation entity’s programs, and,  
8 where available, the results of such data, in-  
9 cluding the following:

10           “(i) The academic performance of the  
11 elementary school and secondary school  
12 students, including students with disabil-  
13 ities and limited English proficient stu-  
14 dents, taught by graduates of the teacher  
15 preparation entity by subject area and  
16 grade.

17           “(ii) Job placement of graduates with-  
18 in 12 months of program completion.

19           “(iii) Retention of graduates after 3  
20 years.

21           “(iv) Other outcome indicators, such  
22 as average results from teacher evalua-  
23 tions.”; and

24           (2) in subsection (b)—

25           (A) in paragraph (1)—

1 (i) in subparagraph (A), by inserting  
2 “, including teacher performance assess-  
3 ments” after “State”;

4 (ii) by striking subparagraph (D) and  
5 inserting the following:

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

9 “(I) the percentage of all such stu-  
10 dents at all such programs and entities  
11 who have taken the assessment who pass  
12 such assessment;

13 “(II) the percentage of students who  
14 have taken the assessment who enrolled in  
15 and completed a teacher preparation pro-  
16 gram; and

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

24 “(ii) In the case of a State that has imple-  
25 mented a valid and reliable teacher performance



1 assessment, the State is not required to submit  
2 the information described in clause (i) but shall  
3 submit the pass rate and average score of stu-  
4 dents taking the teacher performance assess-  
5 ment, disaggregated by subject area, race, eth-  
6 nicity, and gender, except that such disaggrega-  
7 tion shall not be required in a case in which the  
8 result would reveal personally identifiable infor-  
9 mation about an individual student.”;

10 (iii) by striking subparagraph (G) and  
11 inserting the following:

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

14 “(i) The average grade point average  
15 and range of grade point averages for ad-  
16 mitted students.

17 “(ii) The average score and range of  
18 scores on standardized admissions tests for  
19 students admitted to the program.

20 “(iii) The number of students in the  
21 program (disaggregated by race, ethnicity,  
22 and gender).

23 “(iv) The number of hours and types  
24 of supervised clinical preparation re-  
25 quired.”;

1 (iv) by striking subparagraph (H) and  
2 inserting the following:

3 “(H) For the State as a whole, and for  
4 each teacher preparation entity in the State,  
5 the number of teachers prepared, in the aggregate and reported separately by the following:  
6

7 “(i) Area of certification or licensure.

8 “(ii) Academic major.

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

11 “(iv) The relationship of the subject  
12 area and grade span of teachers graduated  
13 by the teacher preparation entity to the  
14 teacher workforce needs of the State.”;

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

17 (vi) by adding at the end the following:  
18

19 “(I) The capacity of the statewide longitudinal data system to report outcome data on  
20 the graduates of teacher preparation entities in  
21 the State and where available the results of  
22 such data on the following:  
23

24 “(i) The academic performance of the  
25 elementary school and secondary school

1 students, including students with disabil-  
2 ities and limited English proficient stu-  
3 dents, taught by graduates of teacher  
4 preparation entities in the State by subject  
5 area and grade.

6 “(ii) Job placement of program  
7 completers within 12 months of gradua-  
8 tion.

9 “(iii) Retention of program completers  
10 in teaching after 3 years.

11 “(iv) Other outcome indicators, such  
12 as average results from teacher evalua-  
13 tions.”; and

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

15 “(3) NO REQUIREMENT FOR REPORTING ON  
16 STUDENTS NOT RESIDING IN THE STATE.—Nothing  
17 in this section shall require a State to report data  
18 on program completers who do not reside in such  
19 State.”.

20 **SEC. 107. TEACHER DEVELOPMENT.**

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

23 (1) in subsection (a), by striking “Each institu-  
24 tion” and all that follows through “under this Act,”  
25 and inserting “Each teacher preparation entity that

1 enrolls students receiving Federal assistance under  
2 this Act, or receives other Federal funding to sup-  
3 port its teacher preparation programs,”;

4 (2) in subsection (b)—

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

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

9 (C) by striking paragraph (3) and insert-  
10 ing the following:

11 “(3) prospective teachers receive—

12 “(A) coursework and training in providing  
13 instruction in core academic subjects;

14 “(B) training in providing instruction to  
15 diverse populations, including children with dis-  
16 abilities, limited English proficient students,  
17 and children from low-income families; and

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

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

22 **SEC. 108. STATE FUNCTIONS.**

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

1 **“SEC. 207. STATE FUNCTIONS.**

2 “(a) STATE ASSESSMENT.—

3 “(1) IN GENERAL.—In order to receive funds  
4 under this Act, a State shall conduct an assessment  
5 to identify low-performing teacher preparation pro-  
6 grams in the State and to assist such programs  
7 through the provision of technical assistance.

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

9 Each State described in paragraph (1) shall—

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

15 “(B) report any teacher preparation pro-  
16 gram that has been closed and the reasons for  
17 such closure; and

18 “(C) describe the assessment, described in  
19 paragraph (1), in the report under section  
20 205(b).

21 “(3) DETERMINATION OF AT RISK AND LOW-  
22 PERFORMING PROGRAMS.—The levels of perform-  
23 ance and the criteria for meeting those levels for  
24 purposes of the assessment under paragraph (1)  
25 shall be determined solely by the State in consulta-  
26 tion with a representative group of community

1 stakeholders, including, at a minimum, representa-  
2 tives of leaders and faculty of traditional and alter-  
3 native route teacher preparation programs, pre-kin-  
4 dergarten through 12th grade leaders and instruc-  
5 tional staff, current teacher candidates participating  
6 in traditional and alternative route teacher prepara-  
7 tion programs, the State’s standards board or other  
8 appropriate standards body, and other stakeholders  
9 identified by the State.

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 designated as low performing under subsection (a);  
17 and

18 “(3) subject programs described in paragraph  
19 (2) (after such period of improvement and redesign)  
20 to the provisions described in subsection (c) (as de-  
21 termined by the State).

22 “(c) TERMINATION OF ELIGIBILITY.—Any educator  
23 preparation program from which the State has withdrawn  
24 the State’s approval, or terminated the State’s financial

1 support, due to the low performance of the program based  
2 upon the State assessment described in subsection (a)—

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

6 “(2) may not be permitted to accept or enroll  
7 any student who receives aid under title IV or an  
8 education award through the Corporation for Na-  
9 tional and Community Service in the institution’s  
10 teacher preparation program;

11 “(3) shall provide transitional support, includ-  
12 ing remedial services if necessary, for students en-  
13 rolled at the institution at the time of termination  
14 of financial support or withdrawal of approval; and

15 “(4) shall be reinstated upon demonstration of  
16 improved performance, as determined by the State.

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

21 **SEC. 109. AUTHORIZATION OF APPROPRIATIONS.**

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

24 (1) by striking “2009” and inserting “2013”;  
25 and

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

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

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

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

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

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

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

19 “(h) **ACTIVITIES RELATED TO THE HIGHER EDU-**  
20 **CATION ACT.**—A State that receives a grant under section  
21 2111 shall—

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



1 (whether such institutions are public, private, or for-  
2 profit), and any other program in the State which  
3 provides teacher preparation; and

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

11 “(i) CRITERIA.—The criteria described under sub-  
12 section (h)(2) shall include multiple measures of perform-  
13 ance of individual teachers, such as teacher and principal  
14 evaluation, student satisfaction, and evidence of student  
15 learning.

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

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

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

1       **“Subpart 3—State Educational Agency or State**  
2                   **Agency for Higher Education Grants**

3       **“SEC. 2131. GRANTS.**

4           “(a) IN GENERAL.—The State agency for higher edu-  
5 cation for a State that receives a grant under section  
6 2111, working in conjunction with the State educational  
7 agency (if such agencies are separate), shall use the funds  
8 reserved under section 2113(a)(2) to carry out the activi-  
9 ties described in section 2133, either directly or through  
10 subgrants to eligible entities, as described in this subpart.

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

15       **“SEC. 2132. APPLICATIONS.**

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

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

24          “(a) IN GENERAL.—In using the funds reserved  
25 under section 2113(a)(2), the State agency for higher edu-

1 cation shall, directly or through subgrants to eligible enti-  
2 ties, use such funds for the following activities:

3 “(1) Developing and implementing a teacher  
4 performance assessment for use by—

5 “(A) institutions of higher education and  
6 other providers of teacher preparation in the  
7 State in assessing the effectiveness of graduates  
8 of teacher preparation programs;

9 “(B) a State educational agency (or other  
10 State agency if such agency is responsible  
11 under State law for certification or licensure of  
12 teachers in such State) in determining any cer-  
13 tification or licensure, including certification  
14 through alternative routes and full State certifi-  
15 cation or licensure; or

16 “(C) a local educational agency to inform  
17 hiring decisions, induction, and mentoring pro-  
18 grams, and to facilitate the alignment of such  
19 performance assessments to the criteria used in  
20 teacher evaluations.

21 “(2) Providing technical assistance to and clos-  
22 ing low-performing teacher preparation programs, as  
23 identified under section 207 of the Higher Edu-  
24 cation Act of 1965, under which the State agency  
25 for higher education shall—

1           “(A) assist teacher preparation programs  
2 that are at risk of being identified as low per-  
3 forming, or have been identified as low per-  
4 forming, under such section, through—

5           “(i) technical assistance designed to  
6 identify the reasons such programs are at  
7 risk of being identified, or have been iden-  
8 tified, as low performing;

9           “(ii) the development of an improve-  
10 ment plan to address the reasons identified  
11 under clause (i);

12           “(iii) technical assistance to imple-  
13 ment the plan described under clause (ii);  
14 and

15           “(iv) other such assistance that re-  
16 sponds to the reasons for such identifica-  
17 tion; and

18           “(B) if such a program described under  
19 subparagraph (A) is identified as low per-  
20 forming after such technical assistance and a  
21 period of time for program improvement (as de-  
22 termined by the State), terminate the eligibility  
23 of such a program as described in section 207  
24 of the Higher Education Act of 1965 or if the  
25 State agency for higher education does not

1           oversee such program, assisting such other  
2           State agency in terminating such eligibility.

3           “(3) Developing a system for assessing the  
4           quality and effectiveness of professional development  
5           offered throughout the State (in conjunction with  
6           the appropriate State agency, if an agency other  
7           than the State agency for higher education is re-  
8           sponsible for professional development of teachers in  
9           such State).

10          “(b) WITHHOLDING.—In any fiscal year, if a State  
11         does not meet the requirements of section 207 of the  
12         Higher Education Act of 1965, including any require-  
13         ments described under this part related to such section  
14         207, the Secretary shall withhold a portion of the adminis-  
15         trative funds that would be allocated to such State under  
16         this Act.

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

18           “Nothing in this subpart shall be construed to alter  
19           or otherwise affect the rights, remedies, and procedures  
20           afforded to the employees of local educational agencies  
21           under Federal, State, or local laws (including applicable  
22           regulations or court orders) or under the terms of collec-  
23           tive bargaining agreements, memoranda of understanding,  
24           or other agreements between such employees and their em-  
25           ployers.

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

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

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

6 “(2) a local educational agency;

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

8 “(4) a nonprofit organization; or

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

11 **TITLE III—AMENDMENTS TO**  
12 **THE TEACH GRANTS**

13 **SEC. 301. DEFINITIONS.**

14 Section 420L(1) of the Higher Education Act of  
15 1965 (20 U.S.C. 1070g(1)) is amended—

16 (1) in the matter preceding subparagraph (A),  
17 by striking “the Secretary determines”; and

18 (2) by striking subparagraph (A) and inserting  
19 the following:

20 “(A) offers a teacher preparation program  
21 that is not identified as low performing or at  
22 risk of being identified as low performing by the  
23 State under section 207;”.

1 **SEC. 302. PROGRAM ESTABLISHED.**

2 Section 420M of the Higher Education Act of 1965  
3 (20 U.S.C. 1070g-1) is amended by adding at the end  
4 the following:

5 “(e) LOW-PERFORMING OR AT-RISK INSTITU-  
6 TIONS.—

7 “(1) LOW-PERFORMING INSTITUTIONS.—An in-  
8 stitution of higher education that offers a teacher  
9 preparation program that is identified as low per-  
10 forming under section 207 for a year shall not  
11 award TEACH grants for such year.

12 “(2) AT-RISK INSTITUTIONS.—

13 “(A) PROHIBITION AGAINST AWARDING  
14 NEW GRANTS.—An institution of higher edu-  
15 cation that offers a teacher preparation pro-  
16 gram that is at risk of being identified as low  
17 performing by the State under section 207 for  
18 a year shall not award new TEACH grants for  
19 such year.

20 “(B) CONTINUATION AWARDS.—An insti-  
21 tution described in subparagraph (A) that was  
22 an eligible institution for a previous year and  
23 awarded TEACH Grants for such year to stu-  
24 dents in attendance at the institution may con-  
25 tinue to provide TEACH Grants to such stu-

1           dents under this subpart if the institution dis-  
2           closes to such students that the institution—

3                   “(i) has lost eligibility for making new  
4           TEACH Grants; and

5                   “(ii) may be at risk for losing eligi-  
6           bility to make continuation TEACH  
7           Grants.

8                   “(3) LOSS OF ELIGIBILITY AND SERVICE RE-  
9           QUIREMENT.—In the case of a student who has re-  
10          ceived a TEACH Grant, is in attendance at an insti-  
11          tution of higher education that has lost its eligibility  
12          for making new or continuation TEACH Grants,  
13          and has 1 or more years before such student com-  
14          pletes the course of study for which the applicant re-  
15          ceived a TEACH Grant, such student shall not be  
16          obligated to complete the service agreement with re-  
17          spect to such TEACH Grant.”.

18 **SEC. 303. APPLICATIONS; ELIGIBILITY.**

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

21                   (1) in subsection (a)(2)—

22                           (A) in subparagraph (A), by striking  
23                   clause (iii) and inserting the following:

24                                   “(iii) the student is completing the  
25                   third, fourth, or fifth year of a program of



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

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

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

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

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

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