110TH CONGRESS
1ST SESSION

S. 1979

To amend the Elementary and Secondary Education Act of 1965 to provide for school improvement, comprehensive, high-quality multi-year induction and mentoring for new teachers, and professional development for experienced teachers, and for other purposes.

IN THE SENATE OF THE UNITED STATES
AUGUST 2, 2007

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

A BILL
To amend the Elementary and Secondary Education Act of 1965 to provide for school improvement, comprehensive, high-quality multi-year induction and mentoring for new teachers, and professional development for experienced teachers, and for other purposes.

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

SECTION 1. REFERENCES.
Except as otherwise expressly provided, whenever in this Act an amendment or repeal is expressed in terms of an amendment to, or repeal of, a section or other provi-
sion, the reference shall be considered to be made to a
section or other provision of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.).

SEC. 2. FINDINGS AND PURPOSES.

(a) FINDINGS.—Congress finds the following:

(1) Teacher quality is the single most important factor influencing student learning and achievement.

(2) Studies have found that 40 to 90 percent of the difference in student test scores can be attributed to teacher quality.

(3) New teachers, not just those in hard-to-staff schools, face such challenging working conditions that nearly half leave the profession within their first 5 years, 1/3 leave within their first 3 years, and 14 percent leave by the end of their first year.

(4) The rate of attrition is roughly 50 percent higher in poor schools than in wealthier ones.

(5) A report by the Alliance for Excellent Education estimated that the cost of replacing public school teachers who have dropped out of the profession is $2,600,000,000 per year.

(6) Comprehensive induction cuts attrition rates in half, and helps to develop novice teachers into high-quality professionals who improve student achievement.
(7) Research has demonstrated that comprehensive, multi-year induction—such as that provided by the New Teacher Center at University of California, Santa Cruz—provides a return on investment ($1.66 for every $1 spent); increases the new teacher retention rate (to 88 percent after 6 years in some California districts); and strengthens beginning teacher effectiveness to such an extent that their students demonstrate learning gains similar to those students of their more veteran counterparts.

(b) PURPOSES.—The purposes of this Act are to build capacity and grow effective teachers and principals in our Nation’s schools through—

(1) comprehensive, high-quality, rigorous multi-year induction and mentoring programs for beginning teachers; and

(2) systematic, sustained, coherent team-based, job-embedded professional development for experienced teachers.

SEC. 3. SCHOOL IMPROVEMENT.

Section 1003(g)(5) (20 U.S.C. 6303(g)(5)) is amend-
ed—

(1) in subparagraph (B), by striking “and” after the semicolon;
(2) in subparagraph (C), by striking the period and inserting “; and”; and

(3) by adding at the end the following:

“(D) permitted to be used to supplement the activities required under section 2501.”.

SEC. 4. LOCAL SCHOOL IMPROVEMENT ACTIVITIES.

Title II (20 U.S.C. 6601 et seq.) is amended by adding at the end the following:

“PART E—BUILDING SCHOOL CAPACITY FOR EFFECTIVE TEACHING

“SEC. 2501. LOCAL SCHOOL IMPROVEMENT ACTIVITIES.

“(a) SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES.—

“(1) IN GENERAL.—The Secretary shall award grants to States to enable the States to award subgrants to local educational agencies under this part.

“(2) RESERVATION.—A State that receives a grant under this part shall—

“(A) reserve 95 percent of the funds made available through the grant to make subgrants to local educational agencies; and

“(B) use the remainder of the funds for administrative activities in carrying out this part.
“(b) **First Award.**—In awarding subgrants under this part, a State shall first award grants to local educational agencies—

“(1) that serve the lowest achieving schools;

“(2) that demonstrate the greatest need for subgrant funds; and

“(3) in which children counted under section 1124(c) constitute not less than 20 percent of the total population of children aged 5 to 17 served by the agency.

“(c) **Local Educational Agency Application.**—

“(1) **In General.**—To be eligible to receive a subgrant under this part, a local educational agency shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require.

“(2) **Contents.**—Each application submitted pursuant to paragraph (1) shall include—

“(A) a description of how the local educational agency will assist schools identified under section 1116(b) in implementing induction programs pursuant to subsection (d)(1);

“(B) a description of how the local educational agency will assist, pursuant to sub-
section (d)(2)(A), schools identified under section 1116(b) in implementing high-impact professional development;

“(C) a description of how the local education agency will select mentors pursuant to the requirements of subsection (d)(1)(A);

“(D) a description of how the local educational agency will assist schools identified under section 1116(b) in providing high-quality mentoring and mentor-teacher interactions pursuant to subsection (d)(1)(B);

“(E) a description of how the local educational agency will ensure schools identified under section 1116(b) provide protected release time for high-quality mentoring that occurs not less than 1.5 hours per week pursuant to subsection (d)(1)(C);

“(F) a description of how the local educational agency will assist schools identified under section 1116(b) in providing ongoing, evidence-based professional development for mentors, principals, and administrators pursuant to subsection (d)(1)(D);

“(G) a description of how the local educational agency will assist schools identified
under section 1116(b) in using evidence-based
teaching standards, formative assessments,
teacher portfolio processes, and teacher develop-
ment protocols during the induction process
pursuant to subsection (d)(1)(E);

“(H) a description of how the local edu-
cational agency will evaluate the effectiveness of
the programs and assistance provided under
paragraphs (1) and (2) of subsection (d) and
pursuant to subsection (e);

“(I) a description of how the local edu-
cational agency will train teachers, principals,
and administrators pursuant to subsection
(d)(2)(B);

“(J) a description of how the local edu-
cational agency will utilize internal teacher
leaders, coaches, or content experts pursuant to
subsection (d)(2)(C);

“(K) a description of how the local edu-
cational agency will ensure that the induction
program required under subsection (d)(1) and
the high-impact professional development re-
quired under subsection (d)(2) are integrated
and aligned;
“(L) where applicable, a description of procedures that the local educational agency will use to ensure flexibility for agency and school leaders to facilitate placement of graduates of teaching residency programs in cohorts that facilitate professional collaboration among graduates of the teaching residency program, as well as between such graduates and mentor teachers in the receiving school;

“(M) a description of how the local education agency will target funds to schools identified under section 1116(b) and within its jurisdiction—

“(i) that serve the lowest achieving schools;

“(ii) that demonstrate the greatest need for subgrant funds; and

“(iii) in which not less than 40 percent of the students served by the school receive or are eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.);

“(N) a description of how the local educational agency will ensure that the induction
program required under subsection (d)(1) and
the high-impact professional development re-
quired under subsection (d)(2) are integrated
and aligned with the State’s school improve-
ment efforts under sections 1116 and 1117;
and
“(O) a description of how the local edu-
cational agency will include experienced admin-
istrators and educators, including teacher orga-
nizations, in the design and ongoing develop-
ment, implementation, and evaluation of the in-
duction program required under subsection
(d)(1) and the high-impact professional develop-
ment required under subsection (d)(2).
“(3) JOINT DEVELOPMENT AND SUBMISSION.—
To the extent practicable, a local educational agency
shall jointly develop and submit such application
with local teacher organizations.
“(d) USE OF FUNDS.—A local educational agency
that receives a subgrant under this part shall use the
subgrant funds to improve teacher and principal quality
through a comprehensive system of induction and profes-
sional development that is developed, implemented, and
evaluated in collaboration with local teacher organizations
and that addresses the needs of beginning and experienced
teachers by providing assistance, which may be provided through the formation of induction and professional development support teams, to each school identified by such agency pursuant to subsection (c)(2)(M) to—

“(1) implement a comprehensive, coherent, high-quality induction program for teachers in not less than their first 2 years of full-time teaching that shall include—

“(A) rigorous mentor selection by school or local educational agency leaders with mentoring and instructional expertise, and which shall include requirements that the mentor demonstrate—

“(i) mastery of pedagogical and subject matter skills;

“(ii) strong interpersonal skills;

“(iii) exemplary classroom teacher skills;

“(iv) expertise in designing and implementing standards-based instruction;

“(v) exemplary knowledge about content, materials, and methods that support high standards in various curriculum areas;
“(vi) commitment to personal and professional growth and learning, such as National Board for Professional Teaching Standards certification; “(vii) experience in relating to adult learners; “(viii) a record of engaging in cooperative and collaborative projects with staff, adults, and administration; “(ix) skill in collaboration and group dynamics; “(x) knowledge of staff development practices and in-service education; “(xi) excellent oral and written communication skills; “(xii) a commitment to participate in professional development throughout the year to develop the knowledge and skills related to effective mentoring; and “(xiii) a willingness to engage in formative assessment processes, including non-evaluative, reflective conversations with beginning teachers using evidence of classroom practice and student learning;
“(B) high-quality, intensive, ongoing mentoring and mentor-teacher interactions that—

“(i) establish and maintain a trustful, confidential, non-evaluative relationship with beginning teachers;

“(ii) matches mentors, to the extent applicable and practicable, with beginning teachers by grade level and content area;

“(iii) assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement;

“(iv) provide opportunities for observation of exemplary practice, model lessons, and conferences with beginning teachers on-site, during, and after school hours;

“(v) model, as appropriate, innovative teaching methodologies through techniques such as team teaching, demonstrations, simulations, and consultations;

“(vi) act as a vehicle for beginning teachers to establish short- and long-term planning goals, and identify instructional
resources and support throughout the entire school community; and

“(vii) provide a ratio of not more than 12 teachers per mentor;

“(C) school protected release time for high-quality mentoring and mentor-teacher interactions that occurs not less than 1.5 hours per week;

“(D) ongoing, research-based professional development for mentors, principals, and administrators that—

“(i) supports mentors in responding to each new teacher’s developmental and contextual needs and promotes the ongoing examination of classroom practice;

“(ii) assists mentors in the collection and sharing of observation data with professional teaching standards to help new teachers improve their practice;

“(iii) provides mentors with strategies for helping beginning teachers identify student needs, plan for differentiated instruction, and ensure equitable learning outcomes;
“(iv) supports the mentor in coaching strategically and finding solutions to challenging situations;

“(v) helps mentors bring teachers together for meaningful and responsive learning experiences;

“(vi) demonstrates models that create a collaborative learning environment in which mentors can develop skills, gain knowledge, and problem-solve issues of mentoring; and

“(vii) as applicable, supports principals and administrators in identifying beginning teacher developmental needs, selecting high-quality mentors, determining effective strategies to conduct teacher observations, and providing feedback in ways that support new teacher instructional growth; and

“(E) use of research-based teaching standards, formative assessments, teacher portfolio processes, such as the National Board for Professional Teaching Standards certification process, and teacher development protocols that—
“(i) guide beginning teachers in developing and reflecting on student learning and their teaching and classroom practice, including structured self-assessment and examining and analyzing student work;

“(ii) prepare beginning teachers to examine, analyze, and reflect on—

“(I) student learning needs, including tailoring instruction to individual and special learning needs;

“(II) student and classroom academic progress, including effective methods for monitoring and managing such progress;

“(III) achieving the goals of the school, district, and statewide curriculum;

“(IV) effective methods for classroom management;

“(V) representations of student work and curriculum-based diagnostic and performance assessments;

“(VI) instructional methods, the effectiveness of such methods, and
ways to improve upon instructional techniques for future lessons;

“(VII) the effectiveness, and ways to improve, lesson planning; and

“(VIII) interaction with students, parents, and administrators, and ways to improve such interactions in order to enhance student learning;

“(iii) formulate professional goals to improve teaching practice, which may include developing an individualized induction plan;

“(iv) guide, monitor, and assess the progress of a teacher’s practice toward such professional goals;

“(v) assist teachers in connecting students’ prior knowledge, life experience, and interests with learning goals;

“(vi) promote self-directed, reflective learning for all students;

“(vii) engage students in problem solving, critical thinking, and other activities within and across subject matter areas and in ways that encourage students to
apply them in real-life contexts that make
the subject matter meaningful;

“(viii) use a variety of instructional
strategies and resources to respond to stu-
dents’ diverse needs;

“(ix) facilitate learning experiences
that promote autonomy, interaction, and
choice so students are able to demonstrate,
articulate, and evaluate what they learn;

“(x) focus on the identification of stu-
dents’ specific learning needs, particularly
students with disabilities, students who are
limited English proficient, students who
are gifted and talented, and students with
low literacy levels, and the tailoring of aca-
demic instruction to such needs;

“(xi) employ strategies grounded in
the disciplines of teaching and learning
on—

“(I) effectively managing a class-
room; and

“(II) communicating and working
with parents and guardians, and in-
volved parents and guardians in their
children’s education;
“(xii) involve an ongoing process of data collection and data analysis to inform teaching practice; and

“(xiii) is used to guide professional development, and not for the purpose of teacher evaluation or employment decisions; and

“(2) implement high-impact, professional development that is ongoing and sustained by—

“(A) assisting the school to—

“(i) develop and implement strong curriculum plans aligned to State standards and student needs;

“(ii) clarify school improvement goals;

“(iii) select and implement strategies and interventions to improve student achievement and teacher effectiveness;

“(iv) design, create, and evaluate the results of curriculum-based diagnostic and performance assessments;

“(v) develop and implement professional development plans aligned with student achievement needs and priority learning goals;
“(vi) allocate teacher and principal professional development resources and help develop the revised plan as related to the professional development required under section 1116(b); and

“(vii) make available opportunities for individual and team learning activities that focus on increasing pedagogical and content knowledge in academic subjects that are aligned to student learning goals;

“(B) training teachers, principals, and administrators in—

“(i) analyzing school, teacher, and student data and developing instructional supports to respond to such data;

“(ii) effective coaching strategies;

“(iii) effective strategies for improving and identifying the learning needs of students with disabilities and English language learners;

“(iv) managing the change process, implementing high-impact professional development, and leadership and interpersonal skills, including conflict management and consensus building;
“(v) effectively communicating with, working with, and involving parents in their children’s education; and
“(vi) effective classroom management skills; and
“(C) utilizing internal teacher leaders, coaches, or content experts to—
“(i) support classroom learning; and
“(ii) model effective collaboration skills across learning communities and access knowledge from peers teaching and leading at high-performing schools.
“(e) EVALUATION.—
“(1) IN GENERAL.—Both the induction program required under subsection (d)(1) and the professional development program required under subsection (d)(2) shall include a formal evaluation system to determine the effectiveness of the program on not less than—
“(A) teacher retention;
“(B) student learning gains;
“(C) teacher instructional practice;
“(D) student graduation rates, as applicable;
“(E) parent, family, and community involvement;

“(F) student attendance rates;

“(G) teacher satisfaction; and

“(H) student behavior.

“(2) LOCAL EDUCATIONAL AGENCY AND SCHOOL EFFECTIVENESS.—The formal evaluation system described in paragraph (1) shall also measure the local educational agency’s and school’s effectiveness in—

“(A) implementing the rigorous mentor selection process described in subsection (d)(1)(A);

“(B) ensuring that school protected release time for high-quality mentoring and mentor-teacher interactions occurs not less than 1.5 hours per week pursuant to subsection (d)(1)(C);

“(C) implementing on-going, research-based professional development for mentors, principals, and administrators pursuant to subsection (d)(1)(D);

“(D) ensuring that mentors, teachers, and schools are using data to inform instructional practices;
“(E) ensuring that the comprehensive induction and high-quality mentoring required under subsection (d)(1) and the high-impact professional development required under subsection (d)(2) are integrated and aligned with the State’s school improvement efforts under sections 1116 and 1117; and

“(F) ensuring that research-based teaching standards, formative assessments, teacher portfolio processes, and teacher development protocols are used during the induction process pursuant to subsection (d)(1)(E).

“(3) Conduct of Evaluation.—The evaluation described in subsection (e)(1) shall be conducted by the State, institutions of higher education, or an external agency that is experienced in conducting qualitative research, and shall be developed in collaboration with groups such as—

“(A) experienced educators with track records of success in the classroom;

“(B) institutions of higher education involved with teacher induction and professional development located within the State; and

“(C) local teacher organizations.
“(f) INTEGRATION AND ALIGNMENT.—The comprehensive induction and high-quality mentoring required under subsection (d)(1) and the high-impact professional development required under subsection (d)(2) shall be—

“(1) integrated and aligned; and

“(2) aligned with the State’s school improvement efforts under sections 1116 and 1117.

“(g) ELIGIBLE ENTITIES.—The assistance required to be provided under subsection (d) may be provided—

“(1) by the local educational agency; or

“(2) by the local educational agency, in collaboration with the State educational agency, an institution of higher education, a nonprofit organization, a teacher organization, an educational service agency, a teaching residency program, or another entity with experience in helping schools improve student achievement.

“(h) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this part $500,000,000 for fiscal year 2008 and such sums as may be necessary for each succeeding fiscal year.”.

SEC. 5. HIGH IMPACT PROFESSIONAL DEVELOPMENT.

Section 9101(34) (20 U.S.C. 7801(34)) is amended to read as follows:
“(34) Professional development.—The term ‘professional development’ means a systematic school improvement strategy that—

“(A) is designed to—

“(i) improve teachers’ and principals’ effectiveness in improving student learning;

“(ii) accomplish other important school goals;

“(iii) foster collective responsibility for improved student achievement; and

“(iv) engage established teams of teachers, principals, and other instructional staff in ongoing professional development designed to support and improve their professional practice multiple times per week during the regular work day and to the extent applicable and practicable, by grade level and content area to—

“(I) evaluate student, teacher, and school learning needs through a thorough review of data on student achievement;

“(II) define a clear set of educator learning goals based on the rigorous analysis of the data;
“(III) achieve educator learning goals by implementing coherent, sustained, evidenced-based, and content area specific learning strategies, including lesson study, developing formative assessments, and peer observations;

“(IV) regularly assess the effectiveness in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging State student academic achievement standards or other measures of student achievement; and

“(V) inform ongoing improvements in teaching practice and student learning;

“(B) is sustained, high-quality, intensive, and comprehensive;

“(C) is content-centered, collaborative, school-embedded, tied to practice, focused on student work, supported by evidence-based research, and aligned with and designed to help students meet challenging State academic con-
tent standards and challenging State student
academic achievement standards;

“(D) includes sustained in-service activities
to improve and promote strong teaching skills—

“(i) in the core academic subjects;

“(ii) to integrate technology into the
curriculum;

“(iii) to improve understanding and
the use of student assessments;

“(iv) to improve classroom manage-
ment;

“(v) to address the identification of
students’ specific learning needs, particu-
larly students with disabilities, students
who are limited English proficient, stu-
dents who are gifted and talented, and stu-
dents with low literacy levels, and the tai-
loring of academic instruction to such
needs;

“(vi) to apply empirical knowledge
about teaching and learning to their teach-
ing practice and to their ongoing classroom
assessment of students; and
“(vii) to provide instruction on how to work with, communicate with, and involve parents to foster academic achievement;

“(E) includes sustained training and mentoring opportunities that provide active learning and observational opportunities for teachers to model effective practice, review student work, deliver presentations, and improve lesson planning;

“(F) is supported by school principals, including school-based coaches, mentors, or lead teachers when available, who allocate time, resources, and structured facilitation to the learning teams;

“(G) encourages and supports training of teachers, principals, and administrators to effectively use and integrate technology—

“(i) into curricula and instruction, including training to improve the ability to collect, manage, and analyze data to improve teaching, decisionmaking, school improvement efforts, and accountability;

“(ii) to enhance learning by students with specific learning needs, particularly students with disabilities, students who are
limited English proficient, students who are gifted and talented, and students with low literacy levels; and

“(iii) to improve the ability of teachers and administrators to communicate with, work with, and involve parents in their children’s education;

“(H) is focused on content that is aligned with challenging State student academic achievement standards, curricula or curriculum materials, and assessments, as well as related local educational agency and school improvement and instructional goals; and

“(I) improves the academic content knowledge, as well as knowledge to assess the student academic achievement and how to use the results of such assessments to improve instruction, of teachers in the subject matter or academic content areas in which the teachers are considered highly qualified.”