

114TH CONGRESS  
1ST SESSION

# S. 2419

To improve quality and accountability for educator preparation programs.

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IN THE SENATE OF THE UNITED STATES

DECEMBER 17, 2015

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

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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—

1 (1) by striking paragraph (22);

2 (2) by redesignating paragraphs (6), (7), (8),  
 3 (9), (10), (11), (12), (14), (15), (16), (17), (18),  
 4 (19), (20), (21), and (23), as paragraphs (7), (8),  
 5 (10), (11), (12), (13), (14), (15), (16), (17), (18),  
 6 (19), (21), (23), (24), and (28), respectively;

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

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

14 (4) by inserting after paragraph (8), as redesign-  
 15 ated by paragraph (2), the following:

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

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

22 “(i) based on—

23 “(I) student learning gains on  
 24 State student academic assessments  
 25 under section 1111(b)(2) of the Ele-

1 elementary and Secondary Education  
2 Act of 1965; or

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

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

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

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

14 “(B) Not less than 1 of the following addi-  
15 tional measures:

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

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

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

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

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

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

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

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

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

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

15                   “(iii) that meets the eligibility require-  
16                   ments for funding under the Small, Rural  
17                   School Achievement Program under section  
18                   5211(b) of the Elementary and Secondary Edu-  
19                   cation Act of 1965 or the Rural and Low-In-  
20                   come School Program under section 6221(b) of  
21                   such Act; or

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

1           “(B)(i) for which 1 or more schools served  
2           by the agency is persistently low achieving; or

3           “(ii) for which 1 or more schools served by  
4           the agency has a high teacher turnover rate.”;

5           (6) by striking paragraph (15), as redesignated  
6           by paragraph (2), and inserting the following:

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

16                 “(A) High-quality mentoring.

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

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

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

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

14           “(F) Faculty who—

15           “(i) model the integration of research  
16 and practice in the classroom;

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

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

23           “(G) Interdisciplinary collaboration among  
24 exemplary teachers, principals, faculty, re-  
25 searchers, other educators, and other staff who

1           prepare new teachers and principals with re-  
2           spect to the learning process and the assess-  
3           ment of learning.

4           “(H) Assistance with the understanding of  
5           data, particularly student achievement data,  
6           and the application of such data in classroom  
7           instruction.

8           “(I) Regular, structured observation and  
9           evaluation of new teachers by multiple eval-  
10          uators, using valid and reliable measures of  
11          teaching and leadership skills.

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

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

18                  “(ii) build and sustain a culture of  
19                  learning among adults and children;

20                  “(iii) strengthen communications and  
21                  relationships with parents, caregivers, and  
22                  community stakeholders;

23                  “(iv) facilitate the sharing of knowl-  
24                  edge, insight, and best practices in the  
25                  community served by the school, preschool

1 program, or early childhood education pro-  
2 gram; and

3 “(v) build relationships and commu-  
4 nicate effectively with State and local edu-  
5 cational agency officials.”;

6 (7) by inserting after paragraph (19), as redes-  
7 igned by paragraph (2), the following:

8 “(20) PROFESSION READY.—The term ‘profes-  
9 sion ready’—

10 “(A) when used with respect to a principal,  
11 means a principal who—

12 “(i) has an advanced degree, or other  
13 appropriate credential;

14 “(ii) has completed a principal prepa-  
15 ration process and is fully certified and li-  
16 censed by the State in which the principal  
17 is employed;

18 “(iii) has demonstrated instructional  
19 leadership, including the ability to collect,  
20 analyze, and utilize data on evidence of  
21 student learning and evidence of classroom  
22 practice;

23 “(iv) has demonstrated proficiency in  
24 professionally recognized leadership stand-  
25 ards, such as through—



- 1 “(I) a performance assessment;
- 2 “(II) completion of a residency
- 3 program; or
- 4 “(III) other measures of leader-
- 5 ship, as determined by the State; and
- 6 “(v) has demonstrated the ability to
- 7 work with students who are culturally and
- 8 linguistically diverse;
- 9 “(B) when used with respect to a teacher,
- 10 means a teacher who—
- 11 “(i) has completed a teacher prepara-
- 12 tion program and is fully certified and li-
- 13 censed to teach by the State in which the
- 14 teacher teaches;
- 15 “(ii) has demonstrated content knowl-
- 16 edge in the subject or subjects the teacher
- 17 teaches;
- 18 “(iii) has demonstrated the ability to
- 19 work with students who are culturally and
- 20 linguistically diverse; and
- 21 “(iv) has demonstrated teaching skills,
- 22 such as through—
- 23 “(I) a teacher performance as-
- 24 sessment; or

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

3                   “(C) when used with respect to any other  
4                   educator not described in subparagraph (A) or  
5                   (B), means an educator who has completed an  
6                   appropriate preparation program and is fully  
7                   certified or licensed by the State in which the  
8                   educator is employed.”;

9                   (8) by inserting after paragraph (21), as reded-  
10                  signed by paragraph (2), the following:

11                  “(22) RESIDENCY PROGRAM.—The term ‘resi-  
12                  dency program’ means a school-based educator prep-  
13                  aration program in which a prospective teacher,  
14                  principal, or other educator—

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

18                         “(B) receives concurrent instruction during  
19                         the year described in subparagraph (A) from  
20                         the partner institution, which courses may be  
21                         taught by local educational agency personnel or  
22                         residency program faculty, in—

23                                 “(i) the teaching of the content area  
24                                 in which the teacher will become certified  
25                                 or licensed;

1 “(ii) pedagogical practices; and

2 “(iii) leadership, management, organi-  
3 zational, and instructional skills necessary  
4 to serve as a principal;

5 “(C) acquires effective teaching or leader-  
6 ship skills; and

7 “(D) prior to completion of the program,  
8 earns a master’s degree or other appropriate  
9 advanced credential, attains full State teacher  
10 or leader certification or licensure, and becomes  
11 profession ready (if applicable).”; and

12 (9) by inserting after paragraph (24), as reded-  
13 igned by paragraph (2), the following:

14 “(25) TEACHER PERFORMANCE ASSESSMENT.—  
15 The term ‘teacher performance assessment’ means  
16 an assessment used to measure teacher performance  
17 that is approved by the State and is—

18 “(A) based on professional teaching stand-  
19 ards;

20 “(B) used to measure the effectiveness of  
21 a teacher’s—

22 “(i) curriculum planning;

23 “(ii) instruction of students, including  
24 appropriate plans and modifications for  
25 students who are limited English proficient

1 and students who are children with disabil-  
2 ities;

3 “(iii) assessment of students, includ-  
4 ing analysis of evidence of student learn-  
5 ing; and

6 “(iv) ability to advance student learn-  
7 ing;

8 “(C) validated based on professional as-  
9 sessment standards;

10 “(D) reliably scored by trained evaluators,  
11 with appropriate oversight of the process to en-  
12 sure consistency; and

13 “(E) used to support continuous improve-  
14 ment of educator practice.

15 “(26) TEACHER PREPARATION ENTITY.—The  
16 term ‘teacher preparation entity’ means an institu-  
17 tion of higher education, a nonprofit organization,  
18 for-profit organization, or other organization that is  
19 approved by the State to prepare teachers to be ef-  
20 fective in the classroom.

21 “(27) TEACHER PREPARATION PROGRAM.—The  
22 term ‘teacher preparation program’ means a pro-  
23 gram offered by a teacher preparation entity that  
24 leads to a specific State teacher certification.”.

1 **SEC. 102. EDUCATOR QUALITY ENHANCEMENT.**

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

4 (1) in paragraph (2), by inserting “, principals,  
5 and other educators” after “teachers” each place the  
6 term appears;

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

9 (3) by striking paragraph (4) and inserting the  
10 following:

11 “(4) recruit profession ready individuals, includ-  
12 ing minorities and individuals from other occupa-  
13 tions, as teachers, principals, and other educators;  
14 and”; and

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

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

20 **SEC. 103. PARTNERSHIP GRANTS.**

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

23 (1) in subsection (b)—

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

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

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

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

11 (D) in paragraph (4)—

12 (i) in subparagraph (A), by inserting  
13 “, principal, and other educator” after  
14 “teacher”; and

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

17 (E) in paragraph (6)—

18 (i) by striking subparagraph (F) and  
19 inserting the following:

20 “(F) how the partnership will prepare edu-  
21 cators to teach and work with students with  
22 disabilities, including training related to early  
23 identification of students with disabilities and  
24 participation as a member of individualized edu-  
25 cation program teams, as defined in section

1           614(d)(1)(B) of the Individuals with Disabil-  
2           ities Education Act;”;

3                   (ii) by striking subparagraph (G) and  
4           inserting the following:

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

8                   (iii) by striking subparagraph (H) and  
9           inserting the following:

10                   “(H) how faculty at the partner institution  
11           will work, during the term of the grant, with  
12           mentor educators in the classrooms and admin-  
13           istrators of high-need schools served by the  
14           high-need local educational agency in the part-  
15           nership to—

16                   “(i) provide high-quality professional  
17           development activities to strengthen the  
18           content knowledge and teaching skills of  
19           elementary school and secondary school  
20           teachers and other educators, including  
21           multi-tiered systems of support and uni-  
22           versal design for learning;

23                   “(ii) train other classroom teachers,  
24           principals, school librarians, and other edu-  
25           cators to implement literacy programs that

1 incorporate the essential components of  
2 reading and writing instruction; and

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

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

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

14 (F) by striking paragraph (7) and insert-  
15 ing the following:

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

19 “(A) a description of how the schools and  
20 departments within the institution of higher  
21 education that are part of the induction pro-  
22 gram will effectively prepare educators, includ-  
23 ing providing content expertise and expertise in  
24 teaching and leadership, as appropriate;



1           “(B) a description of the eligible partner-  
2           ship’s capacity to use empirically based practice  
3           and scientifically valid research on teaching and  
4           learning;

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

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

20          (2) by striking subsection (e) and inserting the  
21          following:

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

24                  “(1) shall use grant funds to carry out a pro-  
25          gram for the pre-baccalaureate or post-baccalaureate

1 preparation of teachers under subsection (d), a  
2 teaching or principal residency program under sub-  
3 section (e), or a combination of such programs; and

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

8 (3) by striking subsection (e) and inserting the  
9 following:

10 “(e) PARTNERSHIP GRANTS FOR THE ESTABLISH-  
11 MENT OF TEACHING AND PRINCIPAL RESIDENCY PRO-  
12 GRAMS.—

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

17 “(A) FOR TEACHING RESIDENCY PRO-  
18 GRAMS.—An eligible partnership carrying out a  
19 teaching residency program shall carry out both  
20 of the following activities:

21 “(i) Supporting a teaching residency  
22 program described in paragraph (2) for  
23 high-need schools and in high-need sub-  
24 jects and areas, as determined by the

1 needs of the high-need local educational  
2 agency in the partnership.

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

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

16 “(2) TEACHER RESIDENCY PROGRAMS.—

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

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

3           “(ii) The exposure to principles of  
4           child development as well as understanding  
5           and applying principles of learning and be-  
6           havior.

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

11          “(iv) Experience and learning oppor-  
12          tunities alongside a trained and experi-  
13          enced mentor teacher—

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

18                 “(II) who shall have extra re-  
19                 sponsibilities as a teacher leader of  
20                 the teaching residency program, as a  
21                 mentor for residents, and as a teacher  
22                 coach during the induction program  
23                 for new teachers, and for establishing,  
24                 within the program, a learning com-  
25                 munity in which all individuals are ex-

1                   pected to continually improve their ca-  
2                   pacity to advance student learning;  
3                   and

4                   “(III) who may be relieved from  
5                   teaching duties or may be offered a  
6                   stipend as a result of such additional  
7                   responsibilities.

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

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

20                  “(II) Appropriate instruction  
21                  that engages all students.

22                  “(III) Collaboration with col-  
23                  leagues to improve instruction.

24                  “(IV) Analysis of evidence of stu-  
25                  dent learning.

1           “(vi) The development of admissions  
2 goals and priorities—

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

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

17                   “(vii) Support for residents once such  
18 residents are hired as the teachers of  
19 record, through an induction program, pro-  
20 fessional development, and networking op-  
21 portunities to support the residents  
22 through not less than the residents’ first 2  
23 years of teaching.

24                   “(B) SELECTION OF INDIVIDUALS AS  
25 TEACHER RESIDENTS.—

1           “(i) ELIGIBLE INDIVIDUAL.—In order  
2 to be eligible to be a teacher resident in a  
3 teacher residency program under this para-  
4 graph, an individual shall—

5                   “(I) be a recent graduate of a 4-  
6 year institution of higher education or  
7 a mid-career professional possessing  
8 strong content knowledge of a record  
9 of professional accomplishment; and

10                   “(II) submit an application to  
11 the residency program.

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

19                   “(I) Strong content knowledge or  
20 record of accomplishment in the field  
21 or subject area to be taught.

22                   “(II) Strong verbal and written  
23 communication skills, which may be  
24 demonstrated by performance on ap-  
25 propriate assessments.

1                   “(III) Other attributes linked to  
2                   effective teaching, which may be de-  
3                   termined by interviews or performance  
4                   assessments, as specified by the eligi-  
5                   ble partnership.

6                   “(3) PRINCIPAL RESIDENCY PROGRAMS.—

7                   “(A) ESTABLISHMENT AND DESIGN.—A  
8                   principal residency program under this para-  
9                   graph shall be a program based upon models of  
10                  successful principal residencies that serve as a  
11                  mechanism to prepare principals 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) Engagement of principal resi-  
16                  dents in rigorous graduate-level coursework  
17                  to earn an appropriate advanced credential  
18                  while undertaking a guided principal ap-  
19                  prenticeship.

20                  “(ii) Experience and learning opportu-  
21                  nities alongside a trained and experienced  
22                  mentor principal—

23                  “(I) whose mentoring shall be  
24                  based on standards of effective men-  
25                  toring practice and shall complement



1 the residence program so that school-  
2 based clinical practice is tightly  
3 aligned with coursework; and

4 “(II) who may be relieved from  
5 some portion of principal duties or  
6 may be offered a stipend as a result  
7 of such additional responsibilities.

8 “(iii) The establishment of clear cri-  
9 teria for the selection of mentor principals,  
10 which may be based on observations of the  
11 following:

12 “(I) Demonstrating awareness of,  
13 and having experience with, the  
14 knowledge, skills, and attitudes to—

15 “(aa) establish and maintain  
16 a professional learning commu-  
17 nity that effectively extracts in-  
18 formation from data to improve  
19 the school culture and personalize  
20 instruction for all students to re-  
21 sult in improved student achieve-  
22 ment;

23 “(bb) create and maintain a  
24 learning culture within the school  
25 that provides a climate conducive

1 to the development of all mem-  
2 bers of the school community, in-  
3 cluding one of continuous learn-  
4 ing for adults tied to student  
5 learning and other school goals;

6 “(cc) engage in continuous  
7 professional development, uti-  
8 lizing a combination of academic  
9 study, developmental simulation  
10 exercises, self-reflection, mentor-  
11 ship, and internship;

12 “(dd) understand youth de-  
13 velopment appropriate to the age  
14 level served by the school, and  
15 use this knowledge to set high ex-  
16 pectations and standards for the  
17 academic, social, emotional, and  
18 physical development of all stu-  
19 dents; and

20 “(ee) actively engage the  
21 community to create shared re-  
22 sponsibility for student academic  
23 performance and successful de-  
24 velopment.

1                   “(II) Planning and articulating a  
2 shared and coherent schoolwide direc-  
3 tion and policy for achieving high  
4 standards of student performance.

5                   “(III) Identifying and imple-  
6 menting the activities and rigorous  
7 curriculum necessary for achieving  
8 such standards of student perform-  
9 ance.

10                  “(IV) Supporting a culture of  
11 learning, collaboration, and profes-  
12 sional behavior and ensuring quality  
13 measures of instructional practice.

14                  “(V) Communicating and engag-  
15 ing parents, families, and other exter-  
16 nal communities.

17                  “(VI) Collecting, analyzing, and  
18 utilizing data and other evidence of  
19 student learning and evidence of class-  
20 room practice to guide decisions and  
21 actions for continuous improvement  
22 and to ensure performance account-  
23 ability.

24                  “(iv) The development of admissions  
25 goals and priorities—

1                   “(I) that are aligned with the  
2                   hiring objectives of the local edu-  
3                   cational agency partnering with the  
4                   program, as well as the instructional  
5                   initiatives and curriculum of such  
6                   agency to hire qualified graduates  
7                   from the principal residency program;  
8                   and

9                   “(II) which may include consider-  
10                  ation of applicants who reflect the  
11                  communities in which they will serve  
12                  as well as consideration of individuals  
13                  from underrepresented populations in  
14                  school leadership positions.

15                  “(v) Support for residents once such  
16                  residents are hired as principals, through  
17                  an induction program, professional devel-  
18                  opment to support the knowledge and skills  
19                  of the principal in a continuum of learning  
20                  and content expertise in developmentally  
21                  appropriate or age-appropriate educational  
22                  practices, and networking opportunities to  
23                  support the residents through not less than  
24                  the residents’ first 2 years of serving as  
25                  principal of a school.

1           “(B) SELECTION OF INDIVIDUALS AS  
2 PRINCIPAL RESIDENTS.—

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

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

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

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

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

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

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

1 demonstrated by performance on ap-  
2 propriate assessments.

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

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

13 “(A) STIPENDS OR SALARIES.—A teaching  
14 or principal residency program under this sub-  
15 section—

16 “(i) shall provide a 1-year living sti-  
17 pend or salary to teaching or principal  
18 residents during the 1-year teaching or  
19 principal residency program; and

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

22 “(B) APPLICATIONS FOR STIPENDS OR  
23 SALARIES.—Each teacher or principal residency  
24 candidate desiring a stipend or salary during  
25 the period of residency shall submit an applica-

1           tion to the eligible partnership at such time,  
2           and containing such information and assur-  
3           ances, as the eligible partnership may require.

4           “(C) AGREEMENTS TO SERVE.—Each ap-  
5           plication submitted under subparagraph (B)  
6           shall contain or be accompanied by an agree-  
7           ment that the applicant will—

8                   “(i) serve as a full-time teacher or  
9                   principal for a total of not less than 3 aca-  
10                  demic years immediately after successfully  
11                  completing the 1-year teaching or principal  
12                  residency program;

13                  “(ii) fulfill the requirement under  
14                  clause (i)—

15                   “(I) by teaching or serving as a  
16                   principal in a high-need school served  
17                   by the high-need local educational  
18                   agency in the eligible partnership and,  
19                   if a teacher, teaching a subject or  
20                   area that is designated as high-need  
21                   by the partnership; or

22                   “(II) if there is no appropriate  
23                   position available in a high-need  
24                   school served by the high-need local  
25                   educational agency in the eligible

1 partnership, by teaching or serving as  
2 a principal in any other high-need  
3 school;

4 “(iii) provide to the eligible partner-  
5 ship a certificate, from the chief adminis-  
6 trative officer of the local educational  
7 agency in which the resident is employed,  
8 of the employment required under clauses  
9 (i) and (ii) at the beginning of, and upon  
10 completion of, each year or partial year of  
11 service;

12 “(iv) for teacher residents, meet the  
13 requirements to be a profession ready  
14 teacher; and

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

20 “(D) REPAYMENTS.—

21 “(i) IN GENERAL.—An eligible part-  
22 nership carrying out a teaching or prin-  
23 cipal residency program under this sub-  
24 section shall require a recipient of a sti-  
25 pend or salary under subparagraph (A)



1           who does not complete, or who notifies the  
2           partnership that the recipient intends not  
3           to complete, the service obligation required  
4           by subparagraph (C) to repay such stipend  
5           or salary to the eligible partnership, to-  
6           gether with interest, at a rate specified by  
7           the partnership in the agreement, and in  
8           accordance with such other terms and con-  
9           ditions specified by the eligible partnership,  
10          as necessary.

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

24           “(iii) USE OF REPAYMENTS.—An eli-  
25          gible partnership shall use any repayment

1 received under this subparagraph to carry  
2 out additional activities that are consistent  
3 with the purposes of this section.”;

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

6 “(f) PARTNERSHIP GRANTS FOR EDUCATOR DEVEL-  
7 OPMENT.—An eligible partnership that receives a grant  
8 under this section may carry out effective educator devel-  
9 opment programs for other educators besides teachers and  
10 principals based on the needs identified in subsection  
11 (b)(1) that may include the following activities:

12 “(1) Implementing curriculum changes that im-  
13 prove, evaluate, and assess how well prospective and  
14 new educators develop instructional skills.

15 “(2) Preparing educators to use empirically  
16 based practice and scientifically valid research,  
17 where applicable.

18 “(3) Providing pre-service clinical experience.

19 “(4) Creating induction programs for new edu-  
20 cators.

21 “(5) Aligning recruitment and admissions goals  
22 and priorities with the hiring objectives of the high-  
23 need local educational agency in the eligible partner-  
24 ship.

1           “(6) Professional development and training for  
2           mentor teachers and principals.”; and

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

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

12 **SEC. 104. ADMINISTRATIVE PROVISIONS.**

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

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

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

1 that receives a grant under this title from entering  
 2 into another eligible partnership consisting of new  
 3 members and receiving a grant with such other eligi-  
 4 ble partnership before the 5-year period described in  
 5 the preceding sentence applicable to the eligible  
 6 partnership with which the individual member has  
 7 first partnered has expired.”; and

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

11 **SEC. 105. ACCOUNTABILITY AND EVALUATION.**

12 Section 204(a) of the Higher Education Act of 1965  
 13 (20 U.S.C. 1022c(a)) is amended to read as follows:

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

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

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

23 “(3) pass rates and scaled scores for initial  
 24 State certification or licensure of teachers or pass

1 rates and average scores on valid and reliable teach-  
2 er performance assessments; and

3 “(4)(A) the percentage of profession ready  
4 teachers, principals, and other educators hired by  
5 the high-need local educational agency participating  
6 in the eligible partnership;

7 “(B) the percentage of profession ready teach-  
8 ers, principals, and other educators hired by the  
9 high-need local educational agency who are members  
10 of underrepresented groups;

11 “(C) the percentage of profession ready teach-  
12 ers hired by the high-need local educational agency  
13 who teach high-need academic subject areas (such as  
14 reading, mathematics, science, and foreign language,  
15 including less commonly taught languages and crit-  
16 ical foreign languages);

17 “(D) the percentage of profession ready teach-  
18 ers hired by the high-need local educational agency  
19 who teach in high-need areas (including special edu-  
20 cation, bilingual education, language instruction edu-  
21 cational programs for limited English proficient stu-  
22 dents, and early childhood education);

23 “(E) the percentage of profession ready teach-  
24 ers and other educators hired by the high-need local  
25 educational agency who teach in high-need schools,

1 disaggregated by the elementary school and sec-  
 2 ondary school levels;

3 “(F) as applicable, the percentage of early  
 4 childhood education program classes in the geo-  
 5 graphic area served by the eligible partnership  
 6 taught by early childhood educators who are highly  
 7 competent; and

8 “(G) as applicable, the percentage of educators  
 9 trained to—

10 “(i) integrate technology effectively into  
 11 curricula and instruction, including technology  
 12 consistent with the principles of universal de-  
 13 sign for learning; and

14 “(ii) use technology effectively to collect,  
 15 manage, and analyze data to improve teaching  
 16 and learning for the purpose of improving stu-  
 17 dent learning outcomes.”.

18 **SEC. 106. ACCOUNTABILITY FOR PROGRAMS THAT PRE-**  
 19 **PARE TEACHERS.**

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

22 (1) in subsection (a)—

23 (A) by striking the subsection heading and  
 24 inserting “TEACHER PREPARATION ENTITY  
 25 REPORT CARDS”; and

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

3 “(1) REPORT CARD.—Each teacher preparation  
4 entity approved to operate teacher preparation pro-  
5 grams in the State and that receives or enrolls stu-  
6 dents receiving Federal assistance shall report annu-  
7 ally to the State and the general public, in a uniform  
8 and comprehensible manner that conforms with the  
9 definitions and methods established by the Sec-  
10 retary, the following:

11 “(A) PASS RATES AND SCALED SCORES.—  
12 For the most recent year for which the informa-  
13 tion is available for each teacher preparation  
14 program offered by the teacher preparation en-  
15 tity the following:

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

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

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

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

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

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

20                       “(i) The median grade point average  
21                       and range of grade point averages for ad-  
22                       mitted students.

23                       “(ii) The number of students in the  
24                       entity (disaggregated by race, ethnicity,  
25                       and gender).



1           “(iii) The number of hours and types  
2           of supervised clinical preparation required  
3           for each program.

4           “(iv) The total number of students  
5           who have completed programs for certifi-  
6           cation or licensure (disaggregated by sub-  
7           ject area and by race, ethnicity, and gen-  
8           der, except that such disaggregation shall  
9           not be required in a case in which the re-  
10          sult would reveal personally identifiable in-  
11          formation about an individual student).

12          “(C) ACCREDITATION.—Whether the pro-  
13          gram or entity is accredited by a specialized ac-  
14          crediting agency recognized by the Secretary for  
15          accreditation of professional teacher education  
16          programs.

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

21          (2) in subsection (b)—

22                  (A) in paragraph (1)—

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

1 (ii) by striking subparagraph (D) and  
2 inserting the following:

3 “(D)(i) Except as provided in clause (ii),  
4 for each of the assessments used by the State  
5 for teacher certification or licensure,  
6 disaggregated by subject area, race, ethnicity,  
7 and gender, except that such disaggregation  
8 shall not be required in a case in which the re-  
9 sult would reveal personally identifiable infor-  
10 mation about an individual student—

11 “(I) for each entity located in the  
12 State, the percentage of students at such  
13 entities who have completed 100 percent of  
14 the nonclinical coursework and taken the  
15 assessment who pass such assessment;

16 “(II) the percentage of all such stu-  
17 dents in all such programs and entities  
18 who have taken the assessment who pass  
19 such assessment;

20 “(III) the percentage of students who  
21 have taken the assessment who enrolled in  
22 and completed a teacher preparation pro-  
23 gram; and

24 “(IV) the average scaled score of indi-  
25 viduals participating in such a program, or

1           who have completed such a program dur-  
2           ing the 2-year period preceding the first  
3           year for which the annual State report  
4           card is provided, who took each such as-  
5           sessment.

6           “(ii) In the case of a State that has imple-  
7           mented a valid and reliable teacher performance  
8           assessment, the State may submit in lieu of the  
9           information described in clause (i) the pass rate  
10          and average score of students taking the teach-  
11          er performance assessment, disaggregated by  
12          subject area, race, ethnicity, and gender, except  
13          that such disaggregation shall not be required  
14          in a case in which the result would reveal per-  
15          sonally identifiable information about an indi-  
16          vidual student.”;

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

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

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

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

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

6           “(iv) Whether such program has been  
7           identified as low-performing.”;

8           (iv) by striking subparagraph (H) and  
9           inserting the following:

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

13               “(i) Area of certification or licensure.

14               “(ii) Academic major.

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

17               “(iv) The relationship of the subject  
18               area and grade span of teachers graduated  
19               by the teacher preparation entity to the  
20               teacher workforce needs of the State.

21               “(v) The percentage of teachers graduated teaching in high-need schools.

22               “(vi) Race, gender, and ethnicity.”;

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

3 (vi) by adding at the end the fol-  
4 lowing:

5 “(I) The capacity of the statewide longitu-  
6 dinal data system to report valid and reliable  
7 outcome data on the graduates of teacher prep-  
8 aration entities in the State and where available  
9 the results of such data on the following:

10 “(i) Evidence of student learning, in-  
11 cluding information on the academic per-  
12 formance of students with disabilities and  
13 limited English proficient students taught  
14 by graduates of teacher preparation enti-  
15 ties in the State by subject area and grade.

16 “(ii) Job placement of program  
17 completers within 12 months of gradua-  
18 tion.

19 “(iii) Retention of program completers  
20 in teaching after 3 years.

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

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

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

6           (3) in subsection (d)—

7           (A) in paragraph (1), by striking “(A)  
8           through (L)” and inserting “(A) through (H)”;  
9           and

10           (B) in paragraph (2), by adding at the end  
11           the following:

12           “(D) The relationship of the subject area  
13           and grade span of teachers graduated by teach-  
14           er preparation entities across the States to  
15           identified teacher shortage areas.

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

18 **SEC. 107. TEACHER DEVELOPMENT.**

19           The Higher Education Act of 1965 (20 U.S.C.  
20           1022e) is amended by striking section 206.

21 **SEC. 108. STATE FUNCTIONS.**

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

24 **“SEC. 207. STATE FUNCTIONS.**

25           “(a) STATE ASSESSMENT.—

1           “(1) IN GENERAL.—In order to receive funds  
2           under this Act or under title II of the Elementary  
3           and Secondary Education Act of 1965, a State shall  
4           conduct an assessment to identify at-risk and low-  
5           performing teacher preparation programs in the  
6           State and to assist such programs through the pro-  
7           vision 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 by the State in consultation with

1 a representative group of community stakeholders,  
2 including, at a minimum, representatives of leaders  
3 and faculty of traditional and alternative route  
4 teacher preparation programs, prekindergarten  
5 through 12th grade leaders and instructional staff,  
6 current teacher candidates participating in tradi-  
7 tional and alternative route teacher preparation pro-  
8 grams, the State’s standards board or other appro-  
9 priate standards body, and other stakeholders identi-  
10 fied by the State. In making such determination, the  
11 State shall consider multiple measures and the infor-  
12 mation reported by teacher preparation entities  
13 under section 205.

14 “(b) REPORTING AND IMPROVEMENT.—In order to  
15 receive funds under this Act or under title II of the Ele-  
16 mentary and Secondary Education Act of 1965, a State  
17 shall—

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

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

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



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

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

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

11           “(1) shall be ineligible for any funding for pro-  
12           fessional development activities awarded by the De-  
13           partment;

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

16           “(3) shall provide transitional support, includ-  
17           ing remedial services if necessary, for students en-  
18           rolled in the program in the year prior to such clo-  
19           sure.

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

1 **SEC. 109. GENERAL PROVISIONS.**

2 Section 208(a) of the Higher Education Act of 1965  
 3 (20 U.S.C. 1022g(a)) is amended by striking “sections  
 4 205 and 206” and inserting “section 205”.

5 **SEC. 110. AUTHORIZATION OF APPROPRIATIONS.**

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

8 (1) by striking “2009” and inserting “2016”;

9 and

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

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

13 **SEC. 201. PROGRAM ESTABLISHED.**

14 Section 420M of the Higher Education Act of 1965  
 15 (20 U.S.C. 1070g–1) is amended by adding at the end  
 16 the following:

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

20 “(1) may not provide new awards under this  
 21 subpart; and

22 “(2) shall provide transitional support, includ-  
 23 ing remedial services if necessary, for students en-  
 24 rolled in the program in the year prior to such clo-  
 25 sure.”.

1 **SEC. 202. APPLICATIONS; ELIGIBILITY.**

2 Section 420N of the Higher Education Act of 1965  
3 (20 U.S.C. 1070g–2) is amended—

4 (1) in subsection (a)(2)—

5 (A) in subparagraph (A), by striking  
6 clause (iii) and inserting the following:

7 “(iii) the student is completing the  
8 third, fourth, or fifth year of a program of  
9 undergraduate education or a program of  
10 postbaccalaureate education, necessary to  
11 begin a career in teaching; or”;

12 (B) in subparagraph (B), by striking  
13 clause (ii) and inserting the following:

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

18 (2) in subsection (b), by striking paragraph (2)  
19 and inserting the following:

20 “(2) in the event that the applicant is deter-  
21 mined to have failed or refused to carry out such  
22 service obligation, the sum of the amounts of any  
23 TEACH Grants received by such applicant, pro-  
24 rated by the percentage of service obligation that  
25 has not been met, will be treated as a loan and col-

- 1 lected from the applicant in accordance with sub-
- 2 section (c) and regulations thereunder; and”.

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