

**National Board for Professional Teaching Standards  
Elementary and Secondary Education Act (ESEA)  
Reauthorization Recommendations:  
Building a Strong Teaching Workforce**

If we are to ensure that all students receive an excellent education that prepares them to succeed in today's world, we must systematically increase the quality of our teaching workforce. In short, accomplished teaching must be the norm, not the exception.

To achieve this transformation in teaching – to set all teachers on a path toward accomplished practice and board certification – we must develop a coherent teaching continuum. As is true of the medical profession, the teaching profession must include a series of steps that begins in preparation, leads systematically through novice and expert phases, and leverages this growing pool of expertise so that teachers are providing the bulk of leadership for their profession without necessarily leaving the classroom or schoolhouse.

The National Board asks that the following recommendations be included in a reauthorized Title II of the Elementary and Secondary Education Act (ESEA):

- I. Build a Continuum of Experiences that Supports Teachers in Their Growth and Development;
- II. Strengthen Entry into the Teaching Profession;
- III. Improve Professional Learning and Growth Systems, including Strong Pathways for Board Certification; and
- IV. Create Opportunities for Teacher Leadership So that Teachers, Like Other Professionals, Take Primary Responsibility for Their Profession.

Proposed legislative language is attached to these recommendations. This language proposes: using Title II-A as a lever for building the capacity of states and districts to build a coherent teaching continuum; creating two new competitive grant programs to support development of this continuum and teaching residencies; and maintaining a set-aside in Title II-A for a competitive grant program for national nonprofit programs that recruit, prepare or provide professional development or professional enhancement for teachers, including support for advanced credentialing activities.

## **I. Build a Continuum of Experiences that Supports Teachers in Their Growth and Development.**

*The National Board recommends that the reauthorization of ESEA focuses on building the capacity of states and districts to plan and implement a comprehensive approach to developing a strong teaching workforce, grounded in a coherent professional continuum that begins in preparation and leads to accomplished practice and the opportunity to serve in leadership roles.*

Since its founding in 1987, the National Board for Professional Teaching Standards (National Board) has sought to recognize and support accomplished teachers and teaching. National Board Certification requires teachers to demonstrate that their teaching meets the profession's standards for accomplished practice. The National Board's work has been led and shaped by teachers, and teachers achieve this voluntary advanced certification through a rigorous peer-reviewed and performance-based process. In achieving board certification, teachers prove their ability to advance student learning and achievement. National Board Certification assures policymakers, parents, and the public that teachers – similar to their counterparts in medicine and other fields – have met the profession's highest standards. More than 80 percent of Americans agreed that teachers should achieve board certification in addition to being licensed to practice, according to results from a national poll by PDK International and Gallup released in September 2014.<sup>1</sup>

There are now more than 110,000 teachers who have achieved board certification in all 50 states and the District of Columbia.<sup>2</sup> Nearly half work in high-need schools. More than a decade of research from across the country confirms that students taught by Board-certified teachers learn more than students taught by other teachers.<sup>3</sup> Estimates of the increase in learning by students of Board-certified teachers are an additional one to two months of instruction. The positive impact of having a Board-certified teacher is even greater for minority and low-income students.<sup>4</sup> The improvement in student outcomes is mirrored by Board-certified teachers achieving stronger results on leading measures of teacher effectiveness and value-added scores. Recently, Harvard University's Strategic Data Project (SDP) found that students of Board-certified teachers in Los Angeles Unified School District made learning gains equivalent to an additional two months of instruction in mathematics and one month in English language arts.<sup>5</sup> SDP found similar results

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<sup>1</sup> 46<sup>th</sup> Annual PDK/Gallup Poll, October 2014, p. 50, [http://pdkintl.org/noindex/PDKGallupPoll\\_Oct2014.pdf](http://pdkintl.org/noindex/PDKGallupPoll_Oct2014.pdf).

<sup>2</sup> Map of Board-certified teachers by state, [http://www.nbpts.org/sites/default/files/nbct\\_map\\_2014.jpg](http://www.nbpts.org/sites/default/files/nbct_map_2014.jpg).

<sup>3</sup> National Board Impact Brief, *The Proven Impact of Board-certified Teachers on Student Achievement*, [http://www.nbpts.org/sites/default/files/documents/Policy/impact\\_brief.pdf](http://www.nbpts.org/sites/default/files/documents/Policy/impact_brief.pdf)

<sup>4</sup> Cavalluzzo, L. Henderson, S. et al. (2015). From Large Urban to Small Rural Schools: An Empirical Study of National Board Certification and Teaching Effectiveness. CAN Analysis and Solutions; Goldhaber, D. and Anthony, E. (2007). Can teacher quality be effectively assessed? The Review of Economics and Statistics 89(1), pp. 134-50.

<sup>5</sup> Strategic Data Project. (2012). *SDP human capital diagnostic: Los Angeles Unified School District*.

Cambridge, MA: Center for Education Policy Research, Harvard University. <http://cepr.harvard.edu/cepr-resources/files/news-events/sdp-laasd-hc.pdf>

in Gwinnett County Public Schools, Georgia.<sup>6</sup> Forthcoming research from Dan Goldhaber<sup>7</sup>, who recently testified before the Senate Health, Education, Labor, and Pensions Committee, and his colleague James Cowan, finds that in Washington State, “Board-certified teachers are more effective than non-certified teachers with similar experience.”<sup>8</sup>

Unfortunately, too few of our nation’s students are being taught by a Board-certified teacher. Nationwide, only three percent of teachers are board certified. To build teaching into a true profession, board certification must move from the achievement of an elite few to the standard to which all teachers aspire and most achieve. Meeting this challenge requires the development of a professional continuum for teachers that begins in preparation and leads to accomplished practice and then to the opportunity to serve in leadership roles. Comparable to the way board certification functions in medicine, every step of a teacher’s career path starting from the first day of preparation must be geared toward eventually reaching this level of accomplishment.<sup>9</sup>

## **II. Strengthen Entry into the Teaching Profession**

*The National Board recommends that the reauthorization of ESEA focuses on, as part of the continuum, building the capacity of states and districts to strengthen entry into the teaching profession, including:*

- A. *Improve teacher preparation by ensuring preparation programs include clinical experiences, models of accomplished practice, and instructors with K-12 experience, exemplary teaching skills, and a proven track record of improving student learning.*
- B. *Developing or expanding school-based teaching residency programs in which a prospective or beginning teacher teaches under the guidance of an accomplished mentor teacher.*

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<sup>6</sup> Strategic Data Project. (2012). *Learning about teacher effectiveness: SDP human capital diagnostic, Gwinnett County Public Schools, GA*. Cambridge, MA: Center for Education Policy Research, Harvard University.

<http://cepr.harvard.edu/cepr-resources/files/news-events/sdp-gcps-hc.pdf>.

<sup>7</sup> Director, National Center for Analysis of Longitudinal Data in Education Research at the American Institutes for Research; Director, Center for Education Data and Research at the University of Washington, Bothell, Washington.

<sup>8</sup> Cowan, J. & Goldhaber, D. (2015). National Board Certification and Teacher Effectiveness: Evidence from Washington. The Center for Data & Research, University of Washington, Bothell, Washington.

<sup>9</sup> Thorpe, Ronald (2014). *Sustaining The Teaching Profession*, New England Journal of Public Policy, <http://scholarworks.umb.edu/nejpp/vol26/iss1/5/>. A broad coalition of more than 100 organizations have endorsed a policy roadmap for building a coherent teaching continuum (2014), [http://coalitionforteachingquality.org/images/upload/Wheel\\_Doc.pdf](http://coalitionforteachingquality.org/images/upload/Wheel_Doc.pdf). See also infographic from Third Way (Clare Jackson, Tamara Hiler, and Lanae Erickson Hatalsky) that vividly compares the disjointed career pathway for teachers versus the coherent trajectories in medicine, law, engineering, architecture and nursing, <http://www.thirdway.org/report/product/one-of-these-things-is-not-like-the-others>.

*C. For prospective teachers, requiring demonstration of proficiency of knowledge and skills through valid, reliable and high-quality content knowledge and performance assessments based on professional teaching standards.*

More than ever, students need to learn at high levels to succeed in college, career, and life. Accomplished, effective teachers have a tremendous impact on student learning and achievement. Yet the teaching pipeline isn't designed to develop new teachers into accomplished practitioners. Today, new teachers leave at alarming rates, with more than 40 percent of teachers exiting teaching within five years.<sup>10</sup>

To reverse this situation, new teachers must have the preparation and supports they need in their early years, so they are on a clear trajectory to accomplished practice and board certification. Other professions, such as medicine, have made board certification the norm by developing a coherent and systemic pipeline to accomplished practice for all practitioners. As a result, for example, more than 80 percent of licensed physicians are board certified. With a strong pipeline in place for all teachers, we can make accomplished teaching and board certification the norm, not the exception.

**A. Improve Teacher Preparation.**

To prepare effective, accomplished teachers, National Board recommends that the reauthorization of ESEA focuses on building the capacity of states and districts to create or strengthen partnerships with teacher preparation programs to ensure that this preparation includes clinical experience and models of accomplished practice in programs that are designed to move aspiring teachers toward board certification. These programs must be led by educators who have a deep knowledge of accomplished standards, and rich K-12 experience, exemplary teaching skills, and a proven track record of improving student learning.

Teacher preparation programs must address the growing amount of content knowledge associated with different subject areas and grade levels, but programs must also be clinically-based so prospective teachers have the opportunity “to practice the application of their developing knowledge and skills.”<sup>11</sup> As the National Council for Accreditation of Teacher Education Blue Ribbon report noted, “this demanding, clinically based approach will create varied and extensive opportunities for candidates to connect what they learn with the challenge

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<sup>10</sup> Perda, D. (2013). Transitions Into and Out of Teaching: A Longitudinal Analysis of Early Career Teacher Turnover.

PhD Dissertation, University of Pennsylvania.

<sup>11</sup> Council for the Accreditation of Educator Preparation (CAEP) 2013 Standards for Accreditation of Educator Preparation, Standard 2 Commission Rationale, <http://caepnet.org/standards/standards/standard2/standard-2-rationale/>.

of using it, while under the expert tutelage of skilled clinical educators.”<sup>12</sup> It is simply not possible to separate content and process when it comes to learning for individual students.

In other professions, the content of preparation programs is standardized around principles of accomplished practice, and those who deliver that content and engage prospective teachers in acquiring the requisite knowledge and skills are themselves accomplished. Most medical school faculty are board certified in the area they are teaching in medical school or residency. We should expect the same of teacher preparation programs, especially for clinical faculty. Medical students know from the outset that they are aiming not just for their medical degree and their state-issued license to practice, but also for board certification, and they get that understanding from their faculty and from the knowledge and skills they master. Board certification provides the assurance that a practitioner’s knowledge and skill is at an accomplished level.

In addition to ensuring that prospective teachers are taught by accomplished practitioners, we must provide early-career teachers with models of accomplished practice. The National Board, using a federal Investing in Innovation (i3) grant, is partnering with three states (Tennessee, Washington State, and New York) to use videos and reflective papers of Board-certified teachers to support the preparation and early career development of math and science teachers.<sup>13</sup> These videos and reflective papers will help provide a common understanding of what accomplished practice requires and set prospective teachers on a pathway to such achievement.

## **B. Develop or Expand Teaching Residency Programs.**

National Board recommends that the reauthorization of ESEA focuses on building the capacity of states and districts to develop or expand teaching residency programs. While teacher preparation programs in the United States can and must become much better than they are now, they are only one step on the path to accomplished practice. Very few twenty-two-year-olds can be good at their job, let alone accomplished, directly out of college no matter how strong the teacher preparation program was. More than 70 percent of Americans agreed that new teachers should spend at least a year practicing under the guidance of a certified teacher before assuming responsibility for their own classrooms, according to results from a national poll by PDK International and Gallup released in September 2014.<sup>14</sup>

Research shows that teachers will improve their practice and effectiveness by spending a substantial amount of time applying the theory and skills of teaching to real-world settings under

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<sup>12</sup> National Council for Accreditation of Teacher Education Blue Ribbon Panel, Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers (2010), <http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3D&tabid=715>. Also see American Association of Colleges for Teacher Education (2012). *Where We Stand: Clinical Preparation of Teachers*.

<sup>13</sup> Moran, Melanie (2012). *Research at Vanderbilt*. <http://news.vanderbilt.edu/2012/11/pipeline-of-teaching-excellence/>.

<sup>14</sup> 46th Annual PDK/Gallup Poll, October 2014, p. 50, [http://pdkintl.org/noindex/PDKGallupPoll\\_Oct2014.pdf](http://pdkintl.org/noindex/PDKGallupPoll_Oct2014.pdf).

the guidance of accomplished teachers in residency schools designed for this purpose.<sup>15</sup> In the medical profession, physicians are required to complete a residency program in a teaching hospital before practicing independently. The federal government allocates \$11.5 billion each year to support this training.<sup>16</sup> During the residency period, the knowledge and skills learned in medical school and through clinical experience become anchored in practice caring for patients under close supervision of more experienced physicians. Similarly, each teacher should complete a teaching residency to ensure that the knowledge and skills learned in his or her coursework become anchored in practice before becoming teacher of record.<sup>17</sup>

The National Board recommends that ESEA build on the Teacher Quality Partnership program in Title II of the Higher Education Act and on innovative models of teacher residency that have been developed across the country, including the Seattle Teacher Residency, Denver Teacher Residency and programs at Montclair State University and West Virginia University.<sup>18</sup> We also recommend that Title II of ESEA concentrate on fewer, more promising programs – such as teacher residency – in order to pursue workforce-wide improvement whose effectiveness is more easily measured.

### **C. Teacher Performance Assessment.**

National Board recommends that ESEA build the capacity of states and districts to ensure that prospective teachers demonstrate a beginning proficiency of skills and knowledge through valid, reliable and high-quality content knowledge and performance assessments based on professional teaching standards. Recent reports from AFT and CCSSO have supported this idea.<sup>19</sup> Newly developed next generation performance assessments can provide one part of this solution. These assessments require prospective teachers to document their lesson plans, videotape and analyze their teaching practice, and collect and analyze evidence of student learning and achievement. ESEA should build the capacity of states, districts, and teacher preparation programs to integrate these high-quality assessments into their licensure systems.

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<sup>15</sup> Hammerness, K., Darling-Hammond, L., Bransford, J., Berliner, D., Cochran-Smith, M., McDonald, M., & Zeichner, K. (2005). "How Teachers Learn and Develop." In L. Darling-Hammond & J. Bransford (Eds.), *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do* (pp. 385-389). San Francisco: Jossey-Bass; Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. H. (2008, September). "Teacher Preparation and Student Achievement." NBER Working Paper No. W14314.

<sup>16</sup> Graduate Medical Education (Updated). Health Policy Brief (Robert Wood Johnson Foundation), 2012, [http://healthaffairs.org/healthpolicybriefs/brief\\_pdfs/healthpolicybrief\\_75.pdf](http://healthaffairs.org/healthpolicybriefs/brief_pdfs/healthpolicybrief_75.pdf).

<sup>17</sup> Thorpe, Ronald. (2014). *Residency: Can It Transform Teaching the Way It Did Medicine?*, Phi Delta Kappan, <http://pdkintl.org/nbpts/>.

<sup>18</sup> National Education Association. (2014). *Teacher Residencies: Redefining Preparation through Partnerships*, <http://www.nea.org/home/teacher-residencies.html>; Urban Teacher Residency United. (2014). *Building Effective Teacher Residencies*, [http://www.utrunitied.org/EE\\_assets/docs/14102-UTRU\\_Building\\_Effective\\_Residencies-Full-Single\\_Pgs.pdf](http://www.utrunitied.org/EE_assets/docs/14102-UTRU_Building_Effective_Residencies-Full-Single_Pgs.pdf).

<sup>19</sup> American Federation of Teachers (2012). *Raising The Bar: Aligning and Elevating Teacher Preparation and the Teaching Profession*, <http://www.aft.org/sites/default/files/news/raisingthebar2013.pdf>; Council of Chief State School Officers (2012), *Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession*, [http://www.cessso.org/Documents/2012/Our%20Responsibility%20Our%20Promise\\_2012.pdf](http://www.cessso.org/Documents/2012/Our%20Responsibility%20Our%20Promise_2012.pdf).

### **III. Improve Professional Learning and Growth Systems.**

*The National Board recommends that the reauthorization of ESEA focuses on, as part of the continuum, building the capacity of states and districts to improve professional learning and growth systems to ensure that teachers are continually building skills and knowledge as they progress from a novice to an accomplished teacher. It is critical that these professional growth and learning systems include:*

- A. *Induction programs for beginning teachers;*
- B. *Evaluation systems that are part of the larger professional learning and growth system and based on multiple measures of teaching practice, student learning, and other evidence related to the teacher's contribution to schoolwide improvement that have an impact on student learning.*
- C. *Ensure ongoing professional learning for all teachers; and*
- D. *A pathway and support for board certification.*

National Board recommends that ESEA build the capacity of states and districts to implement strong professional learning and growth systems that start with a comprehensive mentoring program for beginning teachers and lead to accomplished practice. As with other professions, this system should build on the skills, knowledge, and dispositions that distinguish a teacher's practice at each stage of his or her career trajectory. The goal of Title II of ESEA should be to concentrate on fewer, more promising programs in order to pursue workforce-wide improvement whose effectiveness is more easily measured. Such an approach is more systemic; it is also more sustainable because the investment is directly in the workforce that must assume increasing responsibility for the quality teaching and learning all students require.

#### **A. Establish or Strengthen Induction Programs for Beginning Teachers.**

National Board recommends that ESEA build the capacity of states and districts to establish or strengthen induction programs for beginning teachers.

Today, new teachers leave at alarming rates, with more than 40 percent of teachers exiting teaching within five years.<sup>20</sup> The nationwide cost of replacing public school teachers who have dropped out of the profession is between \$1.1 billion and \$2.2 billion annually.<sup>21</sup> And that number does not begin to address the “cost” of lost learning opportunities.

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<sup>20</sup> Perda, D. (2013). Transitions Into and Out of Teaching: A Longitudinal Analysis of Early Career Teacher Turnover.

PhD Dissertation, University of Pennsylvania.

<sup>21</sup> Alliance for Excellent Education (2014). *On the Path to Equity: Improving the Effectiveness of Beginning Teachers*, <http://all4ed.org/wp-content/uploads/2014/07/PathToEquity.pdf>.

Comprehensive mentoring and induction programs are critical for reducing teacher turnover and strengthening new teacher effectiveness.<sup>22</sup> These programs should include the following elements of effective induction:

- Rigorous mentor selection, including preferences for Board-certified teachers;
- High-quality training for mentors;
- Common planning time or regularly scheduled collaboration for mentor and mentee; and
- Leveraging resources such as research-based teaching standards and teacher portfolio processes to guide educator learning.

#### **B. Create Teacher Evaluation Systems that Foster Feedback and Improvement.**

National Board recommends that ESEA build the capacity of states and districts to create teacher evaluation systems that are part of a larger professional learning and growth system and developed in collaboration with all stakeholders. The National Board also recommends that this system include:

- Feedback and reflective practice.
- Multiple measures of classroom practice, student learning, and other evidence related to the teacher's contribution to schoolwide improvement that have an impact on student learning.
- High-quality training for mentors, teacher coaches, and evaluators, including teacher evaluators, with a preference for those that are Board-certified.

#### **C. Ensure Ongoing Professional Learning for Teachers.**

National Board recommends that ESEA build the capacity of states and school districts to provide teachers with regularly scheduled time for ongoing, team-based, job-embedded learning and improvement.<sup>23</sup>

The 2014 Teaching and Learning International Survey (TALIS) found that while U.S. teachers work more hours in a total week than their global counterparts (45 versus the TALIS average of 38), U.S. teachers have much less time in their schedules for planning, collaboration and professional learning. The TALIS study also found that U.S. teachers receive less feedback from peers, which research shows is the most useful for improving practice. OECD studies show that higher-performing countries intentionally focus on creating teacher collaboration that results in more skillful teaching and strong student achievement.<sup>24</sup>

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<sup>22</sup> National Association of State Boards of Education (2011). *Gearing Up: Creating a Systemic Approach to Teacher Effectiveness*, <http://www.nstoy.org/download/evaluation/Gearing%20Up%20Teacher%20Workforce.pdf>.

<sup>23</sup> Learning Forward, *Standards for Professional Learning*, [http://learningforward.org/standards-for-professional-learning#.VM\\_eL00tGM8](http://learningforward.org/standards-for-professional-learning#.VM_eL00tGM8).

<sup>24</sup> Darling-Hammond, Linda (2014). *To Close the Achievement Gap, We Need to Close the Teaching Gap*, Huffington Post, [http://www.huffingtonpost.com/linda-darlinghammond/to-close-the-achievement\\_b\\_5542614.html](http://www.huffingtonpost.com/linda-darlinghammond/to-close-the-achievement_b_5542614.html).

#### **D. Provide A Pathway and Support for Board Certification.**

Every student must be prepared to meet the demands of society and the global economy. Given the critical role that teachers have on students and their learning, we must do a better job of systemically developing a high-quality, sustainable professional teaching workforce.

Board certification can serve as a lever to accomplish that transformation. For early career teachers, it should be the gold standard to which they aspire from the moment they enter the profession. Once achieved, board certification serves as a platform for teachers to grow professionally and to become leaders in their schools, districts, states, and the profession. Other professions have used board certification in this way to systematically build the quality of the workforce. And because board certification must be renewed after a certain number of years, it can become a useful part of the feedback that states and districts need to ensure that the teaching workforce remains vibrant and effective.

National Board recommends that ESEA build the capacity of states and districts to integrate board certification into the teaching continuum, including in licensure, compensation, and support systems.

Using a federal Supporting Effective Educator Development (SEED) grant, National Board is now working in four states (Washington State, Kentucky, New York, and Arizona) and two districts (Albuquerque and San Francisco) to build significant concentrations of Board-certified teachers in high-need schools and provide opportunities for them to serve as instructional leaders.<sup>25</sup> National Board recommends that Congress authorize the SEED program, including support for advanced credentialing activities in ESEA.

#### **IV. Create Opportunities for Teacher Leadership.**

*The National Board recommends that the reauthorization of ESEA focuses on, as part of the continuum, building the capacity of states and districts to create opportunities for teachers to serve in leadership roles, including as mentors, instructional coaches, or master teachers or to take on increased responsibility for professional learning, curriculum, or school improvement activities.*

Teacher leadership should be part of a broader system of career ladders, providing teachers with the capacity to lead their profession without necessarily leaving their classrooms and schools. Leadership is not the end goal, it is a means to improve the system. Teacher leadership is cyclical: it is an outcome of effective professional development and it also leads to more effective, school-based professional development. Specifically, “effective teacher leadership is

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<sup>25</sup> Overview of National Board’s Supporting Effective Educator Development (SEED) grant, [http://www.nbpts.org/sites/default/files/documents/Policy/seed\\_one\\_pager.pdf](http://www.nbpts.org/sites/default/files/documents/Policy/seed_one_pager.pdf).

effective professional development because teacher leaders are embedded in schools and are able to sustain influential relationships focusing on instructional practice and student performance.”<sup>26</sup>

Education experts often point to Singapore as a model of teacher leadership. In Singapore, there are three distinct career paths that teachers may follow: master teacher, curriculum specialist, or school leader. Each of the paths are similarly compensated, and as a leader in one of these fields, teachers may earn as much as a principal. According to the Aspen Institute, “Progress along each of these paths is supported by a wide range of professional development and training opportunities and is based on performance.”<sup>27</sup>

We must draw on the expertise of exemplary teachers and provide them with leadership opportunities at the school, district, and state level. Board-certified teachers, with their proven expertise, are a natural fit for these leadership opportunities. At the school level, teachers can spread their knowledge and skills to their colleagues and help develop the next cadre of accomplished practitioners. At the district and state level, excellent teachers can transform isolated pockets of excellence into system-wide improvement. Teacher leadership roles also provide pathways for excellent teachers so they grow professionally while still being able to remain in the classroom.<sup>28</sup>

**Below are proposed legislative language changes to Senator Alexander’s discussion draft that seek to ensure that the reauthorization of ESEA focuses on building a continuum of experiences that supports teachers in their growth and development.**

Section 1112. Local Educational Agency Plans [page 60].

- In 1112(d)(1)(A), after “students” in line 1, add “, including whether the teacher is board certified.

Section 2001. Purpose [page 123].

- Page 123, after line 10, add:
  - (5) Increasing the capacity of states and local educational agencies to develop and sustain a coherent and aligned professional continuum for teachers that begins in

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<sup>26</sup> Poekert, Philip E. (2012). *Teacher Leadership and Professional Development: Examining Links Between Two Concepts Central to School Improvement*, Professional Development in Education. Volume 38, Number 2.

<sup>27</sup> Curtis, Rachel (2013). *Finding a New Way: Leveraging Teacher Leadership to Meet Unprecedented Demands*, Aspen Institute Education and Society Program, <http://www.aspendrl.org/portal/browse/DocumentDetail?documentId=1574&download>.

<sup>28</sup> TNTP (2012). *The Irreplaceables: Understanding the Retention Crisis in America’s Urban Schools*, [http://tntp.org/assets/documents/TNTP\\_Irreplaceables\\_2012.pdf](http://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf).

preparation and leads to accomplished practice and the opportunity to serve in leadership roles.

Section 2101. Formula to States.

- 2101(c)(3)(B) [page 129]:

In line 18 after “standards described in section 1111(b)(1),” add “including demonstration of such subject matter knowledge and teaching skills through valid and reliable written and performance assessments based on professional teaching standards.”

- 2101(c)(3)(B)(iv) [page 131]:

In line 5, add “improving” after “developing”.

In line 10, after “achievement,” add “including through activities in section [2101(c)(3)(B)(xiii)].

- 2101(c)(3)(B)(vi), on page 132, after line 16, add:

(V) activities in section [2101(c)(3)(B)(xiii)].

- On page 133, after line 20, add:

(xiii) Partnering with a consortium of local educational agencies to develop a continuum of teacher development and support that improves student outcomes through the following activities:

(I) Partnerships with preparation programs that include:

(aa) clinical experiences consistent with section 202(d)(2) of the Higher Education Act;

(bb) models of accomplished practice; and

(cc) Instructors with K-12 experience, exemplary teaching skills, and a proven track record of improving student learning.

(II) Comprehensive school-based teaching residency programs in which a prospective or beginning teacher teaches under the guidance of an accomplished mentor teacher, who is teacher of record.

(III) For beginning teachers, a demonstration of teaching skills through a performance assessment based on professional teaching standards;

(IV) Professional learning and growth systems that include:

(aa) Induction programs for beginning teachers that include:

(AA) rigorous mentor selection;

(BB) high-quality training for mentors;

(CC) common planning time or regularly scheduled collaboration for the mentor and mentee;

(DD) leveraging resources such as research-based teaching standards and teacher portfolio processes to guide educator learning.

(V) Professional learning that provides teachers with regularly scheduled time for ongoing, team-based, job-embedded learning and improvement;

(VI) Professional enhancement activities through a nationally-recognized standards-based advanced certificate or advanced credential, including compensation for achieving such advanced certificate or advanced credential.

(VII) Pathways for teacher leadership that include:

(aa) Opportunities for teachers to serve as mentors, instructional coaches, or master teachers or take on increased responsibility for professional learning, curriculum, or school improvement activities.

(bb) Significant and sustainable compensation for teachers to serve in leadership roles.

(cc) Training for teachers who assume such leadership roles and responsibilities.

(VIII) State licensure systems that require demonstration of subject matter knowledge and teaching skills through valid and reliable written and performance assessments based on professional teaching standards.

- 2101(d)(2) [page 134]:

On page 134, after line 20, add:

- (D) A description of how the State educational agency will align State-level activities described in subsection (c) to provide a comprehensive strategy for addressing teacher development and support needs in the state.
- (E) A description of how the State educational agency will encourage local educational agencies to partner for purposes of carrying out the activities under section 2103(b)(3)(N).
- (F) A description of how the State educational agency will ensure that local applications required in section 2102(b) provide a comprehensive and aligned strategy for addressing teacher development and support needs in the local educational agency.

#### Section 2102. Subgrants to Local Educational Agencies.

- 2102(b)(4) [page 140]:

On page 141, after line 16, add:

- (I) A description of how the local educational agency will develop and implement a comprehensive and aligned strategy for teacher development and support through activities in section 2103 to meet needs identified by the needs assessment in section 2105(b)(2).
- (J) If applicable, a description of how the local educational agency will partner with the state and other local educational agencies to carry out section 2106(b)(3)(N).
- (K) If applicable, a description of how the local educational agency will develop and implement a continuum of teacher development and support pursuant to section 2106(b)(3)(N) to meet needs identified by the needs assessment in section 2105(b)(2).

#### Section 2103. Local Use of Funds [page 141].

- Section 2106(b)(3).

On page 146, after line 8, add:

- (N) Developing a continuum of teacher development and support, which may include a partnership with the state and other local educational agencies, through the following activities:

(i) Partnerships with preparation programs that include:

- (I) clinical experiences consistent with section 202(d)(2) of the Higher Education Act;
- (II) models of accomplished practice; and
- (III) instructors with K-12 experience, exemplary teaching skills, and a proven track record of improving student learning.

(ii) Comprehensive school-based teaching residency programs in which a prospective or beginning teacher teaches under the guidance of an accomplished mentor teacher, who is teacher of record.

(iii) For beginning teachers, a demonstration of teaching skills through a performance assessment based on professional teaching standards;

(iv) Professional learning and growth systems that include:

- (I) Induction programs for beginning teachers that include:

- (aa) rigorous mentor selection;
- (bb) high-quality training for mentors;
- (cc) common planning time or regularly scheduled collaboration for the mentor and mentee;
- (dd) leveraging resources such as research-based teaching standards and teacher portfolio processes to guide educator learning.

(II) Professional learning that provides teachers with regularly scheduled time for ongoing, team-based, job-embedded learning and improvement;

(III) Professional enhancement activities through a nationally-recognized standards-based advanced certificate or advanced credential, including compensation for achieving such advanced certificate or advanced credential.

(IV) Pathways for teacher leadership that include:

- (aa) Opportunities for teachers to serve as mentors, instructional coaches, or master teachers or take on increased responsibility for professional learning, curriculum, or school improvement activities.

- (bb) Significant and sustainable compensation for teachers to serve in leadership roles.

(cc) Training for teachers who assume such leadership roles and responsibilities.

Section 2104. Reporting [page 149].

On page 149, after line 18, add:

(6) the number of teachers in the State who are board certified.

Section 2105. National Activities of Demonstrated Effectiveness [page 150].

- In 2105(c), on page 151, after line 22, add:

(4) Providing teachers with professional enhancement activities through a nationally-recognized standards-based advanced certificate or advanced credential.

Section 2201. Teacher Incentive Fund Purposes and Definitions [page 154].

- In 2201(b)(4), on page 157, after line 23:

(C) is part of a comprehensive professional growth and learning system and includes:

- (i) High-quality induction for beginning teachers;
- (ii) Regularly scheduled time for ongoing, team-based, job-embedded learning and improvement;
- (iii) Professional enhancement activities through a nationally recognized standards-based advanced certificate or advanced credential; and
- (iv) Pathways and opportunities for teacher leadership.

Section 2202. Teacher Incentive Fund Grants [page 158].

- In 2202(c), on page 160, after line 19, add:

(10) A description of how the eligible entity will ensure that the performance based compensation system is part of a comprehensive professional growth and learning system that provides:

(A) High-quality induction for beginning teachers;

- (B) Regularly scheduled time for ongoing, team-based, job-embedded learning and improvement;
- (C) Professional enhancement activities through a nationally recognized standards-based advanced certificate or advanced credential; and
- (D) Pathways and opportunities for teacher leadership.

(11) A description of how the eligible entity will ensure that the performance compensation system takes into account non-tested grades and subjects, including support for teachers to develop and implement student learning objectives.

Add new Section 2204. Program for developing a continuum of teaching excellence.

- (a) In General.—The Secretary is authorized to award grants, on a competitive basis, to eligible entities to develop, implement, improve, or expand a continuum of teacher development and support that improves student outcomes.
- (b) Application.—To be eligible to receive a grant under this section, an eligible entity shall submit an application to the Secretary, at such time and in such manner as the Secretary may reasonably require. The application shall include—
  - (1) A description of how the eligible entity will carry out the activities in section 2205(c) to develop, implement, improve, or expand a coherent continuum of teacher development and support.
  - (c) Use of Funds.—Grant funds under this section shall be used to carry out two or more of the following activities:
    - (1) Partnerships with preparation programs that include:
      - (A) clinical experiences consistent with section 202(d)(2) of the Higher Education Act;
      - (B) models of accomplished practice; and
      - (C) instructors with K-12 experience, exemplary teaching skills, and a proven track record of improving student learning.
    - (2) Comprehensive school-based teaching residency programs in which a prospective or beginning teacher teaches under the guidance of an accomplished mentor teacher, who is teacher of record.
    - (3) For beginning teachers, a demonstration of teaching skills through a performance assessment based on professional teaching standards;

(4) Professional learning and growth systems that include:

(A) Induction programs for beginning teachers that include:

- (i) rigorous mentor selection;
- (ii) high-quality training for mentors;
- (iii) common planning time or regularly scheduled collaboration for the mentor and mentee;
- (iv) leveraging resources such as research-based teaching standards and teacher portfolio processes to guide educator learning.

(B) Professional development that provides teachers with regularly scheduled time for ongoing, team-based, job-embedded learning and improvement;

(C) Professional enhancement activities through a nationally-recognized standards-based advanced certificate or advanced credential, including compensation for pursuing or achieving such advanced certificate or advanced credential.

(D) Pathways for teacher leadership that include:

- (i) Opportunities for teachers to serve as mentors, instructional coaches, or master teachers or take on increased responsibility for professional learning, curriculum, or school improvement activities.
- (ii) Significant and sustainable compensation for teachers to serve in leadership roles.
- (iii) Training for teachers who assume such leadership roles and responsibilities.

(E) State licensure systems that require demonstration of subject matter knowledge and teaching skills through valid and reliable written and performance assessments based on professional teaching standards.

Add new Section 2205: Program for Developing Teaching Residency Schools.

(a) Purpose.—The purpose of this section is to improve student achievement by building the capacity for states and local educational agencies to develop and implement teaching residency schools, based on the medical model used in teaching hospitals, to prepare teachers for entry into the profession and ensure that the knowledge and skills

that teachers learned in their coursework become anchored in practice before becoming teacher of record.

(b) Definitions.—

- (1) Eligible Entity.—The term “eligible entity” means a partnership that—
  - (A) shall include--
    - (i) a local educational agency, or consortium of local educational agencies;
    - (ii) a high-need school or a consortium of high-need schools served by the local educational agency or local educational agencies;
    - (iii) a state-approved teacher preparation program; and
  - (B) may include a non-profit organization with a demonstrated record of success in preparing or improving the effectiveness of teachers.
- (2) Teaching Residency School.—The term “teaching residency school” means a one-year school-based program that—
  - (A) is primarily staffed by instructors with K-12 experience, exemplary teaching skills, and a proven track record of improving student learning to serve as mentors of the school’s resident teachers;
  - (B) is designed to give teachers who have completed a state approved preparation program the opportunity to apply their skills and knowledge under the guidance of an accomplished teacher;
  - (C) provides the resident with a gradual increase in responsibility for the instruction of students over the course of the residency year.
  - (D) use a cohort model in order to encourage collaboration and promote team-based learning; and
  - (E) include opportunities for rotations so that residents situate their own specialty within the context of the entire school and profession
- (3) Resident teacher.—The term “resident teacher” means a teacher that—
  - (A) during their residency year is—
    - (i) not a teacher of record, and
    - (ii) given more planning and collaboration time and a reduced teaching load
  - (B) is selected into the program:
    - (i) based on completion of a state-approved preparation program;
    - (ii) through a rigorous selection process, which may require the successful completion a performance assessment of beginning teaching skills.

(c) Grants to States and Eligible Entities.—The Secretary is authorized to award grants, on a competitive basis, to:

(1) States to enable eligible entities to develop and implement teaching residency schools.

(A) Applications.—Each state that desires a grant under this section shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require. The application shall include:

(i) A description of how the State will promote the creation and expansion of teaching residency schools.

(ii) A description of the process that the State will use to approve a teaching residency school.

(iii) A description of the process the State will use to monitor the success of the teaching residency school.

(B) Subgrants to Eligible Entities.

(i) A State shall award subgrants to eligible entities to develop and implement teaching residency schools.

(ii) Applications.—Each eligible entity desiring a subgrant under this section shall submit an application to the State. The application shall include, at a minimum, the activities that will be carried out to develop and implement a teaching residency school.

(2) Eligible Entities.

(A) The Secretary shall award grants to eligible entities to develop and implement teaching residency schools.

(B) Applications.—Each eligible entity desiring a grant under this section shall submit an application to the Secretary. The application shall include, at a minimum, the activities that will be carried out to develop and implement a teaching residency school.