

116TH CONGRESS
1ST SESSION

S. 235

To authorize the Secretary of Education to award grants to establish teacher leader development programs.

IN THE SENATE OF THE UNITED STATES

JANUARY 28, 2019

Mr. COONS (for himself, Ms. ERNST, Mr. GRASSLEY, Mr. GARDNER, Mr. MURPHY, Mr. WHITEHOUSE, Mr. JONES, Mr. ROBERTS, Mr. INHOFE, and Mr. REED) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To authorize the Secretary of Education to award grants to establish teacher leader development 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 “Teachers Are Leaders
5 Act”.

6 **SEC. 2. TEACHER LEADER DEVELOPMENT PROGRAM.**

7 Title II of the Higher Education Act of 1965 (20
8 U.S.C. 1021 et seq.) is amended—

9 (1) in section 200—

1 (A) by redesignating paragraphs (21),
 2 (22), and (23), as paragraphs (22), (23), and
 3 (24), respectively; and

4 (B) by inserting after paragraph (20) the
 5 following:

6 “(21) TEACHER LEADER.—The term ‘teacher
 7 leader’ means a teacher who carries out formalized
 8 leadership responsibilities based on demonstrated
 9 school needs, while maintaining a role as a class-
 10 room instructor.”; and

11 (2) in section 202—

12 (A) in subsection (b)(6)(C), by striking
 13 “subsection (f) or (g)” and inserting “sub-
 14 section (g) or (h)”;

15 (B) in subsection (c)—

16 (i) in paragraph (1), by inserting “a
 17 teacher leader development program under
 18 subsection (f),” after “subsection (e),”;
 19 and

20 (ii) in paragraph (2), by striking
 21 “subsection (f)” and inserting “subsection
 22 (g)”;

23 (C) by redesignating subsections (f), (g),
 24 (h), (i), (j), and (k), as subsections (g), (h), (i),
 25 (j), (k), and (l), respectively; and

1 (D) by inserting after subsection (e) the
 2 following:

3 “(f) TEACHER LEADER DEVELOPMENT PROGRAM.—

4 “(1) IN GENERAL.—A teacher leader develop-
 5 ment program carried out with a grant awarded
 6 under this section shall involve the professional de-
 7 velopment of teachers, as described in paragraph
 8 (2), who maintain their roles as classroom teachers
 9 but who also carry out formalized leadership respon-
 10 sibilities to increase the academic achievement of
 11 students and promote data-driven instructional prac-
 12 tices that address the demonstrated needs at their
 13 schools, such as—

14 “(A) development of curriculum and cur-
 15 ricular resources;

16 “(B) facilitating the work of committees
 17 and teams;

18 “(C) family and community engagement;

19 “(D) school discipline and culture;

20 “(E) peer observations and coaching; or

21 “(F) dual enrollment instruction.

22 “(2) PROFESSIONAL DEVELOPMENT.—The pro-
 23 fessional development of teachers in a teacher leader
 24 development program carried out with a grant
 25 awarded under this section shall include—

1 “(A) one year of professional development,
2 training, and support that may—

3 “(i) include—

4 “(I) the engagement of teachers
5 in rigorous coursework and fieldwork
6 relevant to their role as a teacher
7 leader, including available teacher
8 leader standards; and

9 “(II) regular observations and
10 professional support from—

11 “(aa) a principal, vice prin-
12 cipal, or a designated instruc-
13 tional leader of the school;

14 “(bb) a representative from
15 the institution of higher edu-
16 cation that is a partner in the eli-
17 gible entity;

18 “(cc) a representative from
19 another entity that is a partner
20 in the eligible entity; and

21 “(dd) another member of
22 the teacher leader cohort, if ap-
23 plicable, or a peer teacher; and

24 “(ii) result in the awarding of a cre-
25 dential in teacher leadership; and

1 “(B) one or 2 additional years of support
 2 from a principal, vice principal, or a designated
 3 instructional leader of the school, a representa-
 4 tive from the institution of higher education
 5 that is a partner in the eligible entity, and a
 6 representative from another entity that is a
 7 partner in the eligible entity.

8 “(3) TEACHER LEADER DEVELOPMENT PRO-
 9 GRAM PLAN.—In carrying out a teacher leader devel-
 10 opment program under this section, an eligible entity
 11 shall develop a plan that shall describe—

12 “(A) how the work hours of teacher leaders
 13 will be allocated between their classroom re-
 14 sponsibilities and responsibilities as a teacher
 15 leader, which may include a description of
 16 whether the teacher leader will be relieved from
 17 teaching duties during the teacher leader’s par-
 18 ticipation in the teacher leader development
 19 program;

20 “(B) how the partnership will support
 21 teacher leaders after the first year of profes-
 22 sional development in the program; and

23 “(C) how teacher leader activities could be
 24 sustained by the eligible partnership after the
 25 program concludes, which may include a de-

1 scription of opportunities for the teacher lead-
 2 ers to assist in the educator preparation pro-
 3 gram at the institution of higher education in
 4 the partnership.

5 “(4) SELECTION OF TEACHER LEADERS; USE
 6 OF FUNDS.—In carrying out a teacher leader devel-
 7 opment program under this section, an eligible enti-
 8 ty—

9 “(A) shall select a teacher for participation
 10 in the program—

11 “(i) who—

12 “(I) is fully certified to teach in
 13 the State in which the high-need local
 14 educational agency that is a partner
 15 in the eligible entity is located;

16 “(II) is employed by a high-need
 17 local educational agency that is a
 18 partner in the eligible entity;

19 “(III) has not less than 3 years
 20 of teaching experience; and

21 “(IV) submits an application for
 22 participation to the eligible entity; and

23 “(ii) based on selection criteria that
 24 includes—

1 “(I) demonstration of strong con-
 2 tent knowledge or a record of accom-
 3 plishment in the field or subject area
 4 the teacher will support as a teacher
 5 leader; and

6 “(II) demonstration of attributes
 7 linked to effective teaching that is de-
 8 termined through interviews, observa-
 9 tions, artifacts, student achievement,
 10 or performance assessments, such as
 11 those leading to an advanced creden-
 12 tial;

13 “(B) may develop admissions goals and
 14 priorities for the teacher leader development
 15 program that—

16 “(i) are aligned with the demonstrated
 17 needs of the school or high-need local edu-
 18 cational agency in which the teacher is em-
 19 ployed;

20 “(ii) consider cultural competencies
 21 that would make the applicant effective in
 22 the applicant’s teacher leader role; and

23 “(iii) consider whether the teacher has
 24 substantial teaching experience in the
 25 school in which the teacher is employed or

1 in a school that is similar to the school in
2 which the teacher is employed;

3 “(C) shall use the grant funds to pay for
4 costs of training and supporting teacher leaders
5 for not less than 2 years and not more than 3
6 years;

7 “(D) may use the grant funds to pay for
8 a portion of a stipend for teacher leaders if
9 such grant funds are matched by additional
10 non-Federal public or private funds as follows:

11 “(i) during each of the first and sec-
12 ond years of the grant period, grant funds
13 may pay not more than 50 percent of such
14 stipend; and

15 “(ii) during the third year of the
16 grant period, grant funds may pay not
17 more than 33 percent of such stipend; and

18 “(E) may require teacher leaders to pay
19 back the cost of attaining a credential if they
20 do not complete their term of service in the
21 teacher leader development program.”.

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