**‘‘PART A—SUPPORTING EFFECTIVE**

**INSTRUCTION**

**‘‘SEC. 2101. FORMULA GRANTS TO STATES.**

‘‘(4) STATE ACTIVITIES.—

‘‘(A) IN GENERAL.—The State educational agency for

a State that receives an allotment under subsection (b)

may use funds not reserved under paragraph (1) to carry

out 1 or more of the activities described in subparagraph

(B), which may be implemented in conjunction with a State

agency of higher education (if such agencies are separate)

and carried out through a grant or contract with a for profit

or nonprofit entity, including an institution of higher

education.

‘‘(B) TYPES OF STATE ACTIVITIES.—The activities

described in this subparagraph are the following:

‘‘(i) Reforming teacher, principal, or other school

leader certification, recertification, licensing, or tenure

systems or preparation program standards and

approval processes to ensure that—

‘‘(I) teachers have the necessary subject-matter

knowledge and teaching skills, as demonstrated

through measures determined by the State, which

may include teacher performance assessments, in

the academic subjects that the teachers teach to

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help students meet challenging State academic

standards;

‘‘(II) principals or other school leaders have

the instructional leadership skills to help teachers

teach and to help students meet such challenging

State academic standards; and

‘‘(III) teacher certification or licensing requirements

are aligned with such challenging State academic

standards.

‘‘(ii) Developing, improving, or providing assistance

to local educational agencies to support the design

and implementation of teacher, principal, or other

school leader evaluation and support systems that are

based in part on evidence of student academic achievement,

which may include student growth, and shall

include multiple measures of educator performance and

provide clear, timely, and useful feedback to teachers,

principals, or other school leaders, such as by—

‘‘(I) developing and disseminating high-quality

evaluation tools, such as classroom observation

rubrics, and methods, including training and

auditing, for ensuring inter-rater reliability of

evaluation results;

‘‘(II) developing and providing training to principals,

other school leaders, coaches, mentors, and

evaluators on how to accurately differentiate

performance, provide useful and timely feedback,

and use evaluation results to inform decision making

about professional development, improvement

strategies, and personnel decisions; and

‘‘(III) developing a system for auditing the

quality of evaluation and support systems.

‘‘(iii) Improving equitable access to effective

teachers.

‘‘(iv) Carrying out programs that establish, expand,

or improve alternative routes for State certification

of teachers (especially for teachers of children with

disabilities, English learners, science, technology,

engineering, mathematics, or other areas where the

State experiences a shortage of educators), principals,

or other school leaders, for—

‘‘(I) individuals with a baccalaureate or master’s

degree, or other advanced degree;

‘‘(II) mid-career professionals from other

occupations;

‘‘(III) paraprofessionals;

‘‘(IV) former military personnel; and

‘‘(V) recent graduates of institutions of higher

education with records of academic distinction who

demonstrate the potential to become effective

teachers, principals, or other school leaders.

‘‘(v) Developing, improving, and implementing

mechanisms to assist local educational agencies and

schools in effectively recruiting and retaining teachers,

principals, or other school leaders who are effective

in improving student academic achievement, including

effective teachers from underrepresented minority

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groups and teachers with disabilities, such as

through—

‘‘(I) opportunities for effective teachers to lead

evidence-based (to the extent the State determines

that such evidence is reasonably available) professional

development for the peers of such effective

teachers; and

‘‘(II) providing training and support for teacher

leaders and principals or other school leaders who

are recruited as part of instructional leadership

teams.

‘‘(vi) Fulfilling the State educational agency’s

responsibilities concerning proper and efficient

administration and monitoring of the programs carried

out under this part, including provision of technical

assistance to local educational agencies.

‘‘(vii) Developing, or assisting local educational

agencies in developing—

‘‘(I) career opportunities and advancement initiatives

that promote professional growth and

emphasize multiple career paths, such as instructional

coaching and mentoring (including hybrid

roles that allow instructional coaching and mentoring

while remaining in the classroom), school

leadership, and involvement with school improvement

and support;

‘‘(II) strategies that provide differential pay,

or other incentives, to recruit and retain teachers

in high-need academic subjects and teachers, principals,

or other school leaders, in low-income

schools and school districts, which may include

performance-based pay systems; and

‘‘(III) new teacher, principal, or other school

leader induction and mentoring programs that are,

to the extent the State determines that such evidence

is reasonably available, evidence-based, and

designed to—

‘‘(aa) improve classroom instruction and

student learning and achievement, including

through improving school leadership programs;

and

‘‘(bb) increase the retention of effective

teachers, principals, or other school leaders.

‘‘(viii) Providing assistance to local educational

agencies for the development and implementation of

high-quality professional development programs for

principals that enable the principals to be effective

and prepare all students to meet the challenging State

academic standards.

‘‘(ix) Supporting efforts to train teachers, principals,

or other school leaders to effectively integrate

technology into curricula and instruction, which may

include training to assist teachers in implementing

blended learning (as defined in section 4102(1))

projects.

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‘‘(x) Providing training, technical assistance, and

capacity-building to local educational agencies that

receive a subgrant under this part.

‘‘(xi) Reforming or improving teacher, principal,

or other school leader preparation programs, such as

through establishing teacher residency programs and

school leader residency programs.

‘‘(xii) Establishing or expanding teacher, principal,

or other school leader preparation academies, with an

amount of the funds described in subparagraph (A)

that is not more than 2 percent of the State’s allotment,

if—

‘‘(I) allowable under State law;

‘‘(II) the State enables candidates attending

a teacher, principal, or other school leader preparation

academy to be eligible for State financial aid

to the same extent as participants in other State approved

teacher or principal preparation programs,

including alternative certification, licensure,

or credential programs; and

‘‘(III) the State enables teachers, principals,

or other school leaders who are teaching or

working while on alternative certificates, licenses,

or credentials to teach or work in the State while

enrolled in a teacher, principal, or other school

leader preparation academy.

‘‘(xiii) Supporting the instructional services provided

by effective school library programs.

‘‘(xiv) Developing, or assisting local educational

agencies in developing, strategies that provide

teachers, principals, or other school leaders with the

skills, credentials, or certifications needed to educate

all students in postsecondary education coursework

through early college high school or dual or concurrent

enrollment programs.

‘‘(xv) Providing training for all school personnel,

including teachers, principals, other school leaders,

specialized instructional support personnel, and paraprofessionals,

regarding how to prevent and recognize

child sexual abuse.

‘‘(xvi) Supporting opportunities for principals,

other school leaders, teachers, paraprofessionals, early

childhood education program directors, and other early

childhood education program providers to participate

in joint efforts to address the transition to elementary

school, including issues related to school readiness.

‘‘(xvii) Developing and providing professional

development and other comprehensive systems of support

for teachers, principals, or other school leaders

to promote high-quality instruction and instructional

leadership in science, technology, engineering, and

mathematics subjects, including computer science.

‘‘(xviii) Supporting the professional development

and improving the instructional strategies of teachers,

principals, or other school leaders to integrate career

and technical education content into academic instructional

practices, which may include training on best

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practices to understand State and regional workforce

needs and transitions to postsecondary education and

the workforce.

‘‘(xix) Enabling States, as a consortium, to voluntarily

develop a process that allows teachers who are

licensed or certified in a participating State to teach

in other participating States without completing additional

licensure or certification requirements, except

that nothing in this clause shall be construed to allow

the Secretary to exercise any direction, supervision,

or control over State teacher licensing or certification

requirements.

‘‘(xx) Supporting and developing efforts to train

teachers on the appropriate use of student data to

ensure that individual student privacy is protected as

required by section 444 of the General Education Provisions

Act (commonly known as the ‘Family Educational

Rights and Privacy Act of 1974’) (20 U.S.C. 1232g)

and in accordance with State student privacy laws

and local educational agency student privacy and technology

use policies.

‘‘(xxi) Supporting other activities identified by the

State that are, to the extent the State determines

that such evidence is reasonably available, evidence-based

and that meet the purpose of this title.