

115TH CONGRESS  
1ST SESSION

**S.** \_\_\_\_\_

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

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IN THE SENATE OF THE UNITED STATES

Mr. COONS (for himself, Mrs. ERNST, Mr. GRASSLEY, and Mr. REED) introduced the following bill; which was read twice and referred to the Committee on \_\_\_\_\_

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**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 their participation in the  
18           teacher leader development program;

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

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



1                   plishment in the field or subject area  
2                   the teacher will support as a teacher  
3                   leader; and

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

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

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

18                  “(ii) considers cultural competencies  
19                  that would make the applicant effective in  
20                  the applicant’s teacher leader role; and

21                  “(iii) considers whether the teacher  
22                  has substantial teaching experience in the  
23                  school in which the teacher is employed or  
24                  in a school that is similar to the school in  
25                  which the teacher is employed;

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

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

9           “(i) During each of the first and sec-  
10 ond years of the grant period, grant funds  
11 may pay not more than 50 percent of such  
12 stipend.

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

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