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SENATE

FILED BY: *Villar*

S. No. 534

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INTRODUCED BY HON. MANUEL B. VILLAR, JR.

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**EXPLANATORY NOTE**


What teachers know and can do has a critical impact on student achievement. Unfortunately, teachers are not receiving the initial preparation they need in order to teach children, from diverse backgrounds, to meet challenging standards.

As a result of this, schools are having trouble recruiting qualified teachers. Many uncertified individuals annually enter teaching because schools, frequently those in urban and rural areas with large concentrations of children from low-income families, cannot find all the certified and competent teachers they need.

The Government, by itself, cannot provide the needed improvement in teacher preparation or solve the problem of qualified teacher shortages. However, the Government can make limited and targeted investments that –

- (a) encourage more institutions of higher education that, operate teacher preparation programs, to adopt the practices and strategies of the best programs;
- (b) encourage a more diverse mix of Filipino to enter teaching and complete high-quality preparation programs; and
- (c) encourage more Filipinos to serve as teachers in indigent communities.

In order to achieve these goals, this bill seeks to improve and strengthen the recruitment and training of Filipino teachers.

  
**MANUEL B. VILLAR, JR.**



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RECEIVED BY: *Rida*  
OFFICE OF THE SECRETARY OF EDUCATION

SENATE

S. No. 534

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INTRODUCED BY HON. MANUEL B. VILLAR JR.

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**AN ACT IMPROVING AND STRENGTHENING THE RECRUITMENT AND  
TRAINING OF FILIPINO TEACHERS**

*Be it enacted by the Senate and the House of Representatives of the Philippines in Congress assembled:*

SECTION 1. **Short Title.** This Act shall be known as the "Improving the Quality of Teachers Act."

SECTION 2. **Purpose.** The purpose of this act is to help meet the national need to recruit, prepare, and retain a high-quality and diverse supply of elementary and secondary education teachers, and to help meet the needs of schools in urban and rural areas with concentrations of children from low-income families, by

1. authorizing support for partnerships among institutions of higher education that operate exemplary teacher preparation programs, other institutions of higher education seeking to improve their programs, public elementary and secondary schools, in order to improve the quality of the initial preparation of teachers for high-poverty communities;
2. authorizing support for partnerships to increase the number and diversity of students who enter education programs and complete high-quality preparation programs, and to increase the quality of teaching in underserved urban and rural communities, and
3. encouraging, through such partnerships, the creation of a more diverse teaching force, through the recruitment and preparation of minority individuals, including language minority individuals, and individuals with disabilities, to enter teaching.

SECTION 3. **Authorization of Appropriations.**

AUTHORIZATION FOR PARTS A AND B - There are authorized to be appropriated-

1. P50,000,000 for fiscal year 2002 and such sums as may be necessary for each of the four succeeding fiscal years to carry out the program of Lighthouse Partnerships under par A; and
2. P57,000,000 for fiscal year 2002 and such sums as may be necessary for each of the four succeeding fiscal years to carry out program of Recruiting New Teachers for Underserved Areas under part B.

## PART A - LIGHTHOUSE PARTNERSHIPS

**SECTION 4. Definitions.** As used in this part, the following terms have the following meanings:

(1)(A) The term “lead institution” means a state university or even a private educational institution that-

- (i) operates an exemplary teacher preparation program of significant size in one or more areas of teacher preparation, which include the preparation of principals and other educational administrators;
- (ii) desires to assist other institutions of higher education in improving their programs and to serve as a national model for effective teacher preparation; and
- (iii) places a significant percentage of its teacher preparation graduates in teaching position in urban and rural communities with concentrations of children from low-income families.

(B) A lead institution may participate in a consortium with one or more two-year colleges with which it has articulation agreements relating to teacher preparation.

(2) The term “lighthouse partnerships” means a partnership of a lead institution, partner institutions, and the government, particularly educational agencies, that is dedicated to improving the quality of teacher preparation programs. Within each partnership, the lead institution shall act as the fiscal agent for the grant.

(B) desires to improve its program with assistance from a lead institution; and

(C) prepares teachers for teaching positions in urban and rural communities with concentrations of children from low-income families.

(4) The term “teacher preparation program” means a program operated by an institution of higher education that prepares students to obtain initial teacher licensure and to teach in elementary and secondary schools provided as free, public education.

## **SECTION 5. Grants to Lighthouse Partnerships.**

### **(a) GRANTS AUTHORIZED**

1. From funds appropriated under Section 3, for this part of each fiscal year, the Secretary shall make competitive grants to lighthouse partnerships.
2. Subject to the availability of appropriations therefore, each grant under paragraph (1) shall be for a period not to exceed five years.
3. The Secretary shall:
  - (A) make continuation awards, for the second and succeeding years, only after determining that the partnership is making satisfactory programs in carrying out the grant; and
  - (B) conduct an intensive review of the partnership’s progress, with the assistance of outside experts, before making the continuation award for the fourth year of the grant.

(b) **LIMITATION.** No partnership may receive more than two grants under this part.

## **SECTION 6. Pre-applications and Applications.**

(a) **PRE-APPLICATIONS.** Each lead institution that wishes to participate in a lighthouse partnership that will apply for a grant under this part shall submit a pre-application to the Secretary at such time, in such manner, and containing such information as the Secretary may require, except that the lead institution need not identify the other members of the

partnership until it submits an application under subsection (b). The Secretary shall use a peer review process to review these applications.

(b) **APPLICATIONS REQUIRED.** Any lighthouse partnership desiring to receive a grant under this part shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require,

(c) **CONTENTS** Each application shall include:

1. a description of the teacher preparation program operated by the lead institution, including information on the curriculum, the faculty, and the number and characteristics of students served;
2. evidence of the quality of the institution's teacher preparation program, covering

(A) the extent to which the institution provides a coherent program that—

- (i) reflects the best of what is known, from research and practice;
- (ii) prepares teachers to implement research-based instructional programs of demonstrated effectiveness and to teach their students, particularly those in high-poverty schools, to high State and local content standards; and
- (iii) reflects high standards for teaching.

(B) the commitment of the institution to its program of teacher preparation;

(C) the connections between the institution's teacher preparation program and its departments or schools or arts and sciences, to ensure the integration of pedagogy and content in teacher preparation;

(D) the extent to which the institution operates a clinically based teacher preparation program, particularly in high-poverty schools, through which prospective teachers participate in intensive, structured clinical experiences, with extensive faculty involvement, throughout their pre-service education, and the extent to which those experiences are integrated into the curriculum;

(E) the extent to which the institution's program offers continuous assistance to its graduates during their initial years in the classroom;

(F) the extent to which the institution's program meets the needs of, and has strong connections with, elementary and secondary education (particularly with urban and rural schools and school systems that serves concentrations of students from low-income families), which may include the involvement of elementary and secondary educators in the continuing development, improvement, and implementation of the teacher preparation program;

(G) the success of the institution in preparing teachers to teach individuals from diverse populations effectively;

(H) the extent to which the institution is preparing teachers to use technology to teach children to high standards;

(I) the record of the institution's teacher preparation program in attracting and graduating a diverse student body (including the recruitment and enrollment of individuals with disabilities);

(J) the procedures the institution uses to measure the quality of its teacher preparation program (including the extent to which graduates improve their subject matter knowledge and teaching ability as a result of their participation in the program) and to improve its program, using information generated through those procedures;

(K) the success of the program in graduating students who are fully qualified to teach to high standards in the region served by the institution;

(L) the quality of the program's graduates, as documented through such evidence as the graduates' record of obtaining (and training) teaching positions and the opinions of the school district officials, in the region, of the quality of those graduates;

(M) if applicable, the quality of institution's program for the preparation of school principals and other school administrators, and of the success of that program;

(N) involvement and leadership of the institution in national, regional efforts to improve teacher education and licensure;

3. evidence of the extent to which—

- (A) graduates have taken teaching position in urban and rural schools in communities with concentrations of students from low-income families; and
- (B) the institution recruits and serves students (such as education paraprofessionals) from those communities;

4. evidence of the experience of the lead institution in creating or participating in networks with other institution to improve the quality of teacher preparation programs;

5. a description of how the partnership will operate a program under this part, including—

(A) a description of the governance structure that the partnership will establish (through a written partnership agreement) for the grant, which shall include the active involvement of high-level administrators of the lead institution and representatives of:

- (i) both the teacher preparation program and the school or department of arts and sciences in the lead institution;
- (ii) the partner institutions involved with the grant;
- (iii) local educational agencies (including teachers and other school-level officials) served by the lead institution and one or more of the partner institutions; and
- (iv) officials with authority over teacher licensure and teacher preparation in the region in which the lead institution and one or more of the partner institutions are located

(B) a description of how the partnership will fully engage local educational agencies in the activities carried out under the grant, including how the partnership will use grant funds to address the teacher training needs of the local educational agencies that are members of the partnership.

## **SECTION 7. Uses of Funds.**

**REQUIRED ACTIVITIES** - In order to increase the quality and number of teachers it is preparing for positions in urban and rural areas with concentrations of low-income families, and to increase the diversity of elementary and secondary teachers, each partnership selected to receive under this part shall use the grant funds for each of the following purposes:

1. Further development, refinement, assessment of, and dissemination of information on, the teacher preparation programs operated by the lead institution, including activities that document, for other institutions nationally and for policy-makers, effective practices in the teacher preparation and that produce curricular and other materials for use by other institutions preparing teachers.
2. Technical assistance by the lead institution to the partner institutions in improving the partner institutions' teacher preparation programs (and, if applicable, their principal and other administrator preparation programs), based on the experience of the lead institution and the particular needs of the partners.
3. Making subgrants to the partner institutions for implementation of program improvements at those institutions, through adoption or adaptation of the teacher preparation practices of the lead institutions, to meet the needs of the high-poverty schools in the urban and rural communities they serve. Each partnership shall use at least 40 percent of its for this purpose.
4. Joint activities with the local education agencies in the partnership, and with other local educational agencies, that increase the involvement of classroom teachers and school administrators in the design and implementation of teacher preparation programs operated by the lead and partner institutions (and thereby make those programs more responsive to

the needs of teachers and administrators), and other activities to improve teaching and administration, and to support new teachers, in the high-poverty schools of those local educational agencies.

5. Cooperation and interaction with other lighthouse partnerships and with other institutions, organizations, and public agencies, on activities aimed at the improvement of teacher preparation nationally, including improvement of teacher licensure and relicensure requirements.
6. Assessment of the effectiveness of the activities carried out under the grant, including the extent to which the partnership is achieving its goals.

#### **SECTION 8. Selection of Applications.**

(a) **PEER REVIEW** - The Secretary shall, using a peer review process, select applicants to receive grants under this part on the basis of:

1. the quality of the teacher preparation program operated by the lead institution in the proposed partnership;
2. the quality of the partnership's plan for carrying out activities under the grant; and
3. the capacity of the lead institution and its partners to carry out the proposed activities successfully.

(b) **CRITERIA**

(1) In selecting grantees under this part, the Secretary shall seek to ensure that—

- (A) lighthouse partnerships represent a variety of approaches to teacher preparation;
- (B) lead institutions represent a variety of institutions of higher education; and
- (C) there is an equitable geographic distribution of awards.

(2) In addition to complying with paragraph (1), the Secretary shall give special consideration to applications for—

- (A) projects that are likely to have the most significant impact on the quality of teaching in high-poverty urban and rural schools;
- (B) projects that are likely to result in improvement of teacher preparation in the areas of mathematics and reading; and
- (C) projects that are likely to prepare a significant number of minority individuals, including language minority individuals, and individuals with disabilities to be effective teachers.

(c) **SECOND FIVE-YEAR GRANTS** - In selecting grantees to receive second grants under this part, the Secretary shall give a preference to applicants whose projects have resulted in—

1. the placement and retention of a substantial number of high-quality graduates in teaching positions in underserved, high-poverty schools;
2. the adoption of effective teacher preparation programs, particularly those meeting the needs of high-poverty urban and rural areas, by the partner institutions; and
3. effective partnerships with elementary and secondary schools that are supporting improvements in student achievement.

**SECTION 9. Evaluation.** The Secretary shall provide for an evaluation of the program carried out under this part, including an assessment of such issues as—

1. the extent to which the activities carried out through Lighthouse Partnership grants result in significant and positive changes in the teacher preparation programs operated by partner institutions, as well as improvements in the programs operated by lead institutions, that are likely to lead to improvements in teaching and learning;

2. the extent to which Lighthouse Partnership grants enhance the effectiveness, including the technological proficiency, and the diversity, of students completing teacher preparations in the institutions of higher education participating in the grants; and
3. the involvement of elementary and secondary schools and school districts serving concentrations of children from low-income families in the activities carried out under this part, and the extent to which those activities result in benefits to those schools and districts, including information on the extent to which involvement in the grants improves the instructional programs and the educational outcomes for students in those schools and district.

**SECTION 10. National Activities.** The Secretary may reserve up to 5 percent of the funds appropriated to carry out this part for any fiscal year for –

- (1) peer review of applications;
- (2) evaluation of the program and measurement of its effectiveness;
- (3) conferences and networks of lighthouse partnerships, and other entities, in order to facilitate the exchange of information and ideas among the participating partnerships and other institutions, agencies, and individuals, including recipients of funds under part B of this title, who are interested in the improvement of teacher preparation and parallel improvements in principal and administrator preparation; and
- (4) technical assistance and other activities to enhance the success of the program carried out under this part or of teacher education more generally.

#### **PART B - RECRUITING NEW TEACHERS FOR UNDESERVED AREAS**

**SECTION 11. Program Authorized.** From funds appropriated to carry out thus part, the Secretary shall make competitive grants to eligible applicants for programs that –

- (1) provide scholarships and, as necessary, support services for students with high potential to become effective teachers;
- (2) increase the quality and number of new teachers nationally; and
- (3) increase the ability of schools in undeserved areas to recruit a qualified teaching staff.

**SECTION 12. Definitions.** As used in this part, the following terms have the following meanings:

- (1) The tern “eligible applicant” means a partnership of –
  - (i) an institution of higher education that grants baccalaureate degrees and prepares teachers for their initial entry into the teaching profession; and
  - (ii) one or more local educational agencies that are in undeserved areas.
- (2) The term “support services” includes –
  - (A) academic advice and counseling;
  - (B) tutorial service;
  - (C) monitoring; and
  - (D) child care and transportation, if funding for those services cannot be arranged from other sources.

**SECTION 13. Grant Conditions.**

#### **(a) GRANTS AUTHORIZED**

(1)(A) The Secretary shall carry out this part by making competitive grants to eligible applicants.

(B) Subject to the availability of appropriations therefore, each grant under subparagraph (A) shall be for a period not to exceed five years.

(2) The Secretary shall—

(A) make continuation awards, for the second and succeeding years, only after determining that the grantee is making satisfactory progress in carrying out the grant; and

(B) conduct an intensive review of the grantee's progress, with the assistance of outside experts, before making the award for the fourth year of the grant.

(3) No partnership may receive more than two grants under this subsection.

#### (b) PLANNING GRANTS

(1) The Secretary may make planning grants to eligible applicants that are not yet ready to implement programs under subsection (a).

(2) Each planning grant shall be for a period of not more than one year, which shall be in addition to the period of any grant under subsection (a).

(3) Any recipient of a planning grant under this subsection that wishes to receive a grant under subsection (a)(1) shall separately apply for a competitive grant under that subsection.

### SECTION 14. Grant Applications.

(a) APPLICATIONS REQUIRED - Any eligible applicant desiring to receive a grant under this part shall submit an application at such time, in such form, and containing such information as the Secretary may require.

(b) APPLICATION CONTENTS - Each application for a grant shall include —

(1) a designation of the institution or agency, within the partnership, that will serve as the fiscal agent for the grant;

(2) information on the quality of the institution's teacher preparation program, which may include the types of information and how the applicant will ensure, through improvements in its teacher preparation, practices or other appropriate strategies, that scholarship recipients will receive high-quality preparation;

(3) a description of the assessment the institution, the local educational agency partners, and other partners have undertaken— ||

(A) to determine

(i) the most critical needs of the local educational agencies, particularly the needs of schools in high-poverty areas, for new teachers (which may include teachers in particular subject areas or at certain grade levels, including the prekindergarten level, minority teachers, and teachers who are disabled who will contribute to the diversity of the preparation programs that the grant would support, or to increase the number of their graduates with high potential to be effective teachers who are minority individuals, including language minority individuals, or individuals with disabilities;

(6) a description of commitments, by the partner local educational agencies, to hire qualified scholarship recipients in their schools and in the subject areas or grade levels for which the recipients will be trained, and a description of the actions to grantee institution, the



local educational agencies, and the other partners will take to facilitate the successful transition of those recipients into teaching; and

- (7) a description of the applicant's plan for institutionalizing the activities it is carrying out under this part, so that those activities will continue once funding ceases.

## **SECTION 15. Uses of Funds.**

IN GENERAL - Each grantee shall use the grant funds for the following:

- (1) Scholarships to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program.
- (2) Support services, if needed to enable scholarship recipients to complete postsecondary education programs.
- (3) Follow-up services provided to former scholarship recipients during their first three years of teaching.
- (4) Payments to partner local educational agencies, if needed to enable them to permit paraprofessional staff to participate in teacher preparation programs (such as the cost of "release time" for those staff).
- (5) If appropriate, and if no other funds are available, paying the costs of additional courses taken by former scholarship recipients during their initial three years of teaching.

## **SECTION 16. Selection of Applicants.**

- (a) PEER VIEW - The Secretary, using a peer view process, shall select applicants to receive funding under this part on the basis of—

- (1) the quality of the teacher preparation program offered by the institution;
- (2) the quality of the program that would be carried out under the application, and
- (3) the capacity of the partnership to carry out the grant successfully.

### **(b) CRITERIA**

- (1) In making selections, the Secretary shall seek to ensure that —
  - (A) in the aggregate, grantees carry out a variety of approaches to preparing new teachers; and
  - (B) there is an equitable geographic distribution of awards.
- (2) In addition to complying with paragraph (1), the Secretary shall give special consideration to applications most likely to result in the preparation of increased numbers of individuals with high potential for effective teaching who are minority individuals, including language minority individuals, and individuals with disabilities, and

- (c) SECOND FIVE-YEAR GRANTS - In selecting grantees to receive second grants under this part, the Secretary shall give a preference to applicants whose projects have resulted in —

- (1) the placement and retention of a substantial number of high-quality graduates in teaching positions in underserved, high-poverty schools;
- (2) the adoption of effective programs that meet the teacher preparation needs of high-poverty urban and rural areas; and
- (3) effective partnerships with elementary and secondary schools that are supporting improvements in student achievement.

## **SECTION 17. Duration and Amount of Assistance; Relation to Other Assistance.**

- (a) **DURATION OF ASSISTANCE** - No individual may receive scholarship assistance under this part for more than five years of postsecondary education
- (b) **AMOUNT OF ASSISTANCE** - No individual may receive an award under this program that exceeds the cost of attendance at the institution the individual is attending.
- (c) **RELATION TO OTHER ASSISTANCE** - A scholarship awarded under this part shall not be reduced on the basis of the individual's receipt of other forms of student financial assistance; and

#### **SECTION 18. Scholarship Conditions.**

**IN GENERAL** - A recipient of a scholarship under this part shall continue to receive that assistance only as long as he or she is:

- (1) enrolled as a full-time student and pursuing a course of study leading to teacher certification, unless he or she is working in a public school (as a paraprofessional, or as a teacher under emergency credentials) while participating in the program; and
- (2) maintaining satisfactory progress as determined by the institution.

#### **SECTION 19. Service Requirements.**

- (a) **REQUIREMENT** - Each partnership receiving a grant under this part shall enter into an agreement, with each student to whom it awards a scholarship under this part, providing that a scholarship recipient who completes a teacher preparation program under this part shall, within five years of completing that program, teach full-time for at least three years in a high-poverty school in an underserved geographic area or repay the amount of the scholarship, under the terms and conditions established by the Secretary.
- (b) **REGULATIONS** - The Secretary shall prescribe regulation relating to the requirements of subsection (a), including any provisions for a waiver of those requirements.

**SECTION 20. Evaluation.** The Secretary shall provide for an evaluation of the program carried out under this part, which shall assess such issues as—

- (1) whether institutions taking part of the partnerships are successful in preparing scholarship recipients to teach;
- (2) whether scholarship recipients are successful in completing teacher preparation programs, becoming fully certified teachers, and obtaining teaching positions in underserved areas, and whether they continue teaching in those areas over a period of years;
- (3) the national impact of the program in assisting local educational agencies in underserved areas to recruit, prepare, and retain diverse, high-quality teachers in the areas in which they have the greatest needs; the long-term impact of the grants on the teacher preparation programs conducted by grantees and on grantees' relationships with their partner local educational agencies and other partners; and
- (4) the relative effectiveness of different approaches for preparing new teachers to teach in underserved areas, including their effectiveness in preparing new teachers to teach to high content and performance standards.

**SECTION 21. Separability Clause.** If any provision or part hereof, is held invalid or unconstitutional, the remainder of the law or the provision not otherwise affected shall remain valid and subsisting.

SECTION 22. **Repealing Clause.** Any law, presidential decree or issuance, executive order, letter of instruction, administrative order, rule or regulation contrary to or inconsistent with the provision of this Act is hereby repealed, modified or amended accordingly.

SECTION 23. **Effectivity Clause.** This Act shall take effect fifteen (15) days after its publication in at least two (2) newspapers of general circulation.

Approved,