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(Original Signature of Member)

113TH CONGRESS
1ST SESSION

H. R. _____

To amend the Elementary and Secondary Education Act of 1965 to authorize competitive grants to prepare and train school principals on effective core competencies and instructional leadership skills.

IN THE HOUSE OF REPRESENTATIVES

Mr. SARBANES introduced the following bill; which was referred to the Committee on _____

A BILL

To amend the Elementary and Secondary Education Act of 1965 to authorize competitive grants to prepare and train school principals on effective core competencies and instructional leadership skills.

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 “Instructional Leader-
5 ship Act of 2013”.

6 **SEC. 2. FINDINGS.**

7 The Congress finds the following:

1 (1) According to a 2004 study commissioned by
2 the Wallace Foundation entitled “How Leadership
3 Influences Student Learning”, principles are second
4 only to teachers in impacting increased student aca-
5 demic achievement (Leithwood, Louis, Whalstrom).

6 (2) According to education research conducted
7 by the National Center for Analysis of Longitudinal
8 Data in 2010 entitled “Principal Effectiveness and
9 Leadership in an Era of Accountability: What Re-
10 search Says”, a school principal must serve as both
11 an organizational leader and most importantly, is ex-
12 pected to be an instructional leader, meaning the
13 principal must possess the knowledge and instruc-
14 tional skills to guide teaching and learning in a
15 school (Rice).

16 (3) There is a clear intention within the amend-
17 ments made by the No Child Left Behind Act of
18 2001 to the Elementary and Secondary Education
19 Act of 1965 (20 U.S.C. 6301 et seq.) that principals
20 become instructional leaders. Section 2113(c) of the
21 Elementary and Secondary Education Act of 1965
22 (20 U.S.C. 6613(c)) calls for principals to have—

23 (A) the instructional leadership skills to
24 help teachers teach and students learn; and

1 (B) to help students meet challenging
2 State student academic achievement standards.

3 (4) Despite this recognition of the importance
4 of instructional leadership, adequate attention and
5 resources have not been committed to training and
6 supporting school principals—

7 (A) in meeting the standards of instruc-
8 tional leadership in States where such stand-
9 ards exist; and

10 (B) in developing such standards in States
11 where such standards do not exist.

12 (5) Licensure of school principals typically does
13 not give adequate emphasis to instructional leader-
14 ship skills in the certification process.

15 (6) The term “highly qualified principal” added
16 by the No Child Left Behind Act of 2001 to the Ele-
17 mentary and Secondary Education Act of 1965 (20
18 U.S.C. 6301 et seq.) should be defined in such Act
19 to include a strong emphasis on instructional leader-
20 ship.

21 **SEC. 3. GRANTS FOR INSTRUCTIONAL LEADERSHIP.**

22 (a) IN GENERAL.—Title I of the Elementary and
23 Secondary Education Act of 1965 (20 U.S.C. 6301 et
24 seq.) is amended by redesignating part I as part J and
25 by inserting after part H the following new part:

1 **“PART I—INSTRUCTIONAL LEADERSHIP**

2 **“SEC. 1851. COMPETITIVE GRANTS.**

3 “(a) GRANTS TO DEVELOP INNOVATIVE PROGRAMS
4 AND SITES.—From the amounts made available under
5 subsection (h), the Secretary shall make grants, on a com-
6 petitive basis, to eligible entities to develop and implement
7 innovative programs and sites to train school principals
8 in instructional leadership skills, including skills relating
9 to—

10 “(1) establishing a vision for continuous school
11 improvement and a shared responsibility for learn-
12 ing;

13 “(2) refining and implementing instructional
14 practices aligned to the vision of continuous im-
15 provement;

16 “(3) providing on-going learning and profes-
17 sional development opportunities for teachers and
18 other staff;

19 “(4) monitoring the alignment of curriculum,
20 instruction, and assessment;

21 “(5) improving instructional practices through
22 the purposeful observation and evaluation of teach-
23 ers;

24 “(6) ensuring the regular integration of assess-
25 ments appropriate to the needs of students into daily
26 classroom instruction;

1 “(7) using technology and multiple sources of
2 data to improve classroom instruction;

3 “(8) providing teachers and other staff with fo-
4 cused, sustained, research-based professional devel-
5 opment; and

6 “(9) engaging all community stakeholders in a
7 shared responsibility for student and school success.

8 “(b) GRANTS FOR PILOT PROGRAMS.—In addition to
9 awarding grants under subsection (a), from the amounts
10 appropriated under subsection (h), the Secretary shall
11 make grants, on a competitive basis, to State educational
12 agencies or partnerships or consortia that include State
13 educational agencies to develop and implement pilot pro-
14 grams designed to evaluate and promote the incorporation
15 of standards of instructional leadership described in para-
16 graphs (1) through (9) of subsection (a) into State prin-
17 cipal certification or licensing requirements.

18 “(c) DURATION.—A grant made under this section
19 shall be awarded for a period of 2 years, and may be re-
20 newed for a period of 2 additional years.

21 “(d) APPLICATIONS.—

22 “(1) ELIGIBLE ENTITIES.—An eligible entity
23 desiring to receive a grant under subsection (a) shall
24 submit an application to the Secretary at such time,

1 in such manner, and containing such information as
2 the Secretary may require.

3 “(2) STATE EDUCATIONAL AGENCIES, PART-
4 NERSHIPS, AND CONSORTIA.—A State educational
5 agency, partnership, or consortia desiring to receive
6 a grant under subsection (b) shall submit an appli-
7 cation to the Secretary at such time, in such man-
8 ner, and containing such information as the Sec-
9 retary may require.

10 “(e) REPORT.—A recipient of a grant under this sec-
11 tion shall submit to the Secretary a report describing the
12 results of its activities funded by such grant. Such report
13 shall be submitted at such time, in such manner, and con-
14 taining such additional information as the Secretary may
15 require.

16 “(f) REVISED CONCEPT OF EFFECTIVE PRIN-
17 CIPAL.—

18 “(1) IN GENERAL.—Based on the reports sub-
19 mitted pursuant to subsection (e), the Secretary
20 shall, by regulation, establish a definition of ‘an ef-
21 fective principal’ that emphasizes standards of in-
22 structional leadership.

23 “(2) CONSIDERATIONS.—In developing such a
24 definition, the Secretary shall give consideration to
25 the need for principals to—

1 “(A) lead elementary schools and sec-
2 ondary schools in a way that places student
3 learning, professional development, and assist-
4 ance for parents in helping their children learn
5 at the center;

6 “(B) set high expectations and standards
7 for academic, social, emotional and physical de-
8 velopment of all students;

9 “(C) demand content and instruction that
10 ensure student achievement of agreed upon
11 standards;

12 “(D) create a culture of continuous learn-
13 ing for teachers, other staff, and parents on the
14 subject of student learning and other school
15 goals;

16 “(E) manage data and knowledge to in-
17 form decisions and measure progress of a stu-
18 dent and school performance; and

19 “(F) actively engage the community to cre-
20 ate shared responsibility for student academic
21 performance and successful development.

22 “(g) ELIGIBLE ENTITY.—For purposes of this sec-
23 tion, the term ‘eligible entity’ means—

24 “(1) a State educational agency;

25 “(2) a local educational agency;

1 **“PART E—ESTABLISHING STATE-OF-THE-ART**

2 **PRINCIPAL INDUCTION PROGRAMS**

3 **“SEC. 2501. COMPETITIVE GRANTS.**

4 “(a) GRANTS.—From the amounts made available to
5 carry out this section, the Secretary may make grants, on
6 a competitive basis, to States and eligible local educational
7 agencies for the purpose of developing state-of-the-art
8 principal induction programs.

9 “(b) ELIGIBLE LOCAL EDUCATIONAL AGENCY.—In
10 this section, the term ‘eligible local educational agency’
11 means—

12 “(1) a high-need local educational agency (as
13 such term is defined in section 2102(3)); or

14 “(2) a partnership consisting of a high-need
15 local educational agency and—

16 “(A) an institution of higher education;

17 “(B) a professional organization that
18 works with and for principals; or

19 “(C) any other nonprofit education organi-
20 zation.

21 “(c) USE OF FUNDS.—A State or an eligible local
22 educational agency that receives a grant under subsection
23 (a) shall use the funds made available through the grant
24 to develop a state-of-the-art principal induction program
25 that—

1 “(1) provides new principals a minimum of 3
2 years of extensive, high-quality, comprehensive in-
3 duction into the field of school administration; and

4 “(2) includes—

5 “(A) structured mentoring from highly
6 qualified master or mentor principal who are
7 certified, have school administration experience
8 in a school similar to the school of the new
9 principal, and are trained to mentor new prin-
10 cipals;

11 “(B) at least 90 minutes each week for a
12 new principal to carry out administrative and
13 leadership tasks under the director of a master
14 or mentor principal;

15 “(C) regular observation by a master or
16 mentor principal of the new principal in the
17 new principal’s school;

18 “(D) observation by the new principal of
19 the master or mentor principal’s classroom;

20 “(E) observation by new principals of at
21 least 3 principals and feedback (that uses re-
22 search-validated benchmarks of leadership skills
23 and standards that are developed with input
24 from principals) at least 4 times each school

1 year by multiple evaluators, including master
2 and mentor principals;

3 “(F) paid release time for the master or
4 mentor principal for mentoring, or salary sup-
5 plements for mentoring new principals at a
6 ratio of one full-time mentor to every 12 new
7 principals;

8 “(G) a transition year for new principals to
9 the school that includes a reduced workload for
10 such principals; and

11 “(H) a standards-based assessment, which
12 may include examination of practice and a
13 measure of gains in student learning, of every
14 new principal to determine whether the prin-
15 cipal should move forward in the school admin-
16 istration profession.”.

17 (b) CLERICAL AMENDMENT.—The table of contents
18 for the Elementary and Secondary Education Act of 1965
19 is amended by inserting after the item relating to section
20 2441 the following:

“PART E—ESTABLISHING STATE-OF-THE-ART PRINCIPAL INDUCTION
PROGRAMS

“Sec. 2501. Competitive grants.”.