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MEMORANDUM

TO: **Interested Parties**
FROM: **Penn Hill Group**
DATE: **July 18, 2019**
SUBJECT: **House Education and Labor Joint Subcommittee Hearing on Teacher Preparation**

House Education and Labor Committee
Subcommittee on Early Childhood, Elementary and Secondary Education

[\[List of Subcommittee Members\]](#)

Subcommittee on Higher Education and Workforce Investment

[\[List of Subcommittee Members\]](#)

“Educating our Educators: How Federal Policy Can Better Support Teachers and School Leaders”

Overview: On Wednesday, July 17, the House Education and Labor Subcommittee on Early Childhood, Elementary and Secondary Education and Subcommittee on Higher Education and Workforce Investment held a joint hearing to discuss teacher preparation programs and the need to reduce teacher shortages and increase teacher retention. [\[Webcast of the Hearing\]](#)

Key Issues Discussed:

- Members and witnesses discussed different ways the Federal government can support teachers and teacher preparation programs, such as through Title II of the Higher Education Act (HEA) or through loan forgiveness programs, like Public Service Loan Forgiveness (PSLF).
- Members and witnesses discussed the roles of States, school districts and institutions of higher education (IHEs) in improving teacher preparation programs.
- Members and witnesses discussed different methods to support pre-service and in-service teachers and school leaders, such as through residencies and mentorship programs.

Witnesses:

- **Michael Brosnan**, Teacher and Early Leadership Institute Coach, Bridgeport Public Schools, Milford, CT
- **Tricia McManus**, Assistant Superintendent for Leadership, Professional Development and School Transformation, Hillsborough County Public Schools, Tampa, FL
- **John White**, State Superintendent of Education, State of Louisiana, Baton Rouge, LA

- **Andrew Daire**, Dean, School of Education, Virginia Commonwealth University, Richmond, VA

Opening Statements:

Early Childhood, Elementary and Secondary Education Subcommittee Chair Gregorio Kilili Sablan (D-NMI) stated that too many of the most qualified teachers are leaving the profession, which has had a serious impact on the quality of education, particularly the education of children from low income families, and especially for children of color. He cited a Learning Policy Institute report finding that overall teacher turnover rates are 50 percent higher in Title I schools, math and science teacher turnover is nearly 70 percent greater in Title I schools and that turnover rates are 70 percent higher for teachers in schools serving the largest concentrations of children of color. He also noted that teachers in Title I schools often have fewer years of teaching experience and that teachers leave the profession because they are not well prepared, not well supported by their schools and are underpaid. He concluded by stating that the Federal government can strengthen teacher preparation and support systems, which is one of the goals of the Aim Higher Act. [[Chair Sablan's Full Opening Statement](#)]

Early Childhood, Elementary and Secondary Education Subcommittee Ranking Member Rick Allen (R-GA) said that the U.S.'s current teacher preparation system fails to provide an adequate number of educators equipped to meet the challenges of modern classrooms and that communities across the country are facing teacher shortages, particularly in rural areas and in fields such as special education, English learners, and science, technology, engineering and math (STEM) subjects. He concluded by stating his beliefs that the K-12 educator pipeline needs reforming and that the Federal government should "get out of the classroom" and let teachers teach. [[Ranking Member Allen's Full Opening Statement](#)]

Higher Education and Workforce Investment Subcommittee Chair Susan Davis (D-CA) stated that effective school leadership is one of the most consistent factors behind teachers' decisions to stay or leave a school, or the profession entirely. She added that effective school leadership significantly improves students' academic performance, particularly in reading and math. She noted that the Aim Higher Act would expand teacher preparation grants to include proven school leader preparation programs, while also noting that professional training for teachers and school leaders can only go so far without support to help educators overcome the significant cost barriers to entering and staying in the profession. She stated that the gap between teacher wages and the wages of other college graduates is wider than it has ever been and that teachers of color have disproportionately more student debt than their white peers, which has contributed to the lack of teacher diversity. She said that qualified teachers can receive Federal student loan relief through PSLF, but that Congress should work to make postsecondary education more affordable for educators, and student debt easier to repay, as it works to reauthorize HEA. [[Chair Davis' Full Opening Statement](#)]

Higher Education and Workforce Investment Subcommittee Ranking Member Lloyd Smucker (R-PA) stated that Title II of HEA awards competitive grants for teacher and school leader preparation, but it falls short of providing school systems an adequate pipeline of talent

because it provides funding to a small number of IHEs in exchange of a significant reporting burden that offers limited insight into program effectiveness. He asserted that if Title II remains a part of an HEA reauthorization, Congress must ensure that it supports State efforts to reform their teacher and school leader preparation systems. [[Ranking Member Smucker's Full Opening Statement](#)]

Testimony:

Michael Brosnan began by describing his role in providing support for new educators through educator preparation and induction programs, professional development and peer mentorship. He went on to describe the demographics of Bridgeport Connecticut's public schools and explained that, due to underfunding, the schools have difficulties recruiting and retaining teachers. He stated that many Bridgeport teachers who leave the profession spend fewer than five years working in the district and that effectively retaining teachers will significantly close Bridgeport's teacher shortage problem. He added that Bridgeport hopes that expanded professional development specifically geared toward teachers' needs, additional peer supports and an innovative approach to mentorship, will help significantly reduce its teacher attrition rate. He said that teacher recruitment is also a challenge for Bridgeport because it cannot offer teachers with as high of teacher salaries as surrounding towns and because the working conditions of Bridgeport schools are more challenging. He also highlighted the need for Bridgeport to recruit a more diverse teaching force so that it reflects the diversity of its student body. He highlighted the barriers to entering the teaching profession, including the cost of higher education due to the large difference between the amount degrees cost compared to teachers' salaries. He stated that it is vital that Congress invest in prospective educators by protecting Federal loan programs, like PSLF, Teacher Loan Forgiveness and TEACH Grants. [[Brosnan's Full Testimony](#)]

Tricia McManus stated that a strong educational experience for each student requires system and school change that is driven by equity providing: (1) equal opportunity for high-quality, on-grade level and rigorous coursework and instruction; (2) exposure to electives and extracurricular activities that promote positive social, emotional, mental and physical health; (3) facilities equipped with updated technologies and that are safe and inviting places to learn. She also noted the importance of addressing racial and other biases, disparities in how students of color are disciplined and increasing student connectedness to their schools through strong relationships with adults and opportunities for students to have a voice. She stated that none of these can be achieved without great school leadership, and that strong leadership allows teachers to flourish, which leads to improved student outcomes. She cited a recent RAND report showing that schools in large urban districts that built principal pipelines markedly outperformed similar schools in comparison districts in both reading and math. She said that Hillsborough County Public Schools developed pre-service and on-the-job school leader development programs that have been impactful in preparing and supporting principals. She added that Federal policy should support the development of school principals, saying that HEA should recognize that effective school leadership is one of the most important levers to ensure an equitable education for all students. [[McManus' Full Testimony](#)]

John White began by stating that Louisiana has implemented its plan for school improvement, Louisiana Believes, in part by utilizing the tools Congress has provided States, such as Title II of HEA. However, he stated, Title II of HEA has not been effective in profoundly improving educator preparation programs. He added that aspiring teachers who are prepared alongside mentors with proven success demonstrate classroom performance akin to teachers with two additional years of experience. He said that Louisiana found that its teachers did not feel prepared to teach entering their first year and wished to have more time to practice teaching under the tutelage of a mentor educator. As a result, he said, Louisiana created Believe and Prepare, which provided grants and support to school systems and colleges of education to develop teacher residency models in which aspiring teachers gain a full year of practice as college seniors under the supervision of a certified mentor educator. He expressed that this model is now required for all prospective teachers in Louisiana and that revisions to Title II of HEA could further support models like Believe and Prepare by enabling States to use Federal Work-Study (FWS) and Teacher Quality Partnership (TQP) grants to support a comprehensive vision for improving educator preparation. He stated that alternative teacher certifications, provided by IHEs and others, should also provide substantial mentorship for certification candidates, a model which could also benefit by being eligible for TQP funds. He said that the complement to developing and supporting better educator preparation programs is defining what those programs must achieve and being able to identify both positive performance and challenges. He shared that Louisiana developed an accountability system for traditional and alternative teacher preparation programs which identifies program strengths and weaknesses in three factors: (1) on-site review; (2) the percentage of candidates placed in high-needs school settings and subject areas; and (3) the learning outcomes of students taught by program graduates. He stated that revisions to Title II of HEA could simplify reporting requirements to measure true effectiveness and funding plans for systemwide improvement. He added that States currently receive support from the Council of Chief State School Officers, Chiefs for Change and Deans for Impact on improving teacher preparation programs. [[White's Full Testimony](#)]

Andrew Daire stated that Virginia Commonwealth University (VCU) constantly works to improve its teacher preparation programs and that teachers need to be able to meet the needs of the increasingly diverse K-12 student population. He added that the most effective and successful teachers understand their students' broader cultural context and approach teaching in a student-centered way. He stated that, to improve teacher preparation programs, prospective teachers need to be provided with earlier and extended opportunities for in-classroom experience, which VCU provides by placing pre-service teachers in high-needs schools under the mentorship of a master teacher for a year. He shared that this program has had positive impacts on teacher retention, student performance and the diversification of the teaching workforce. He said that VCU has successfully leveraged its TQP award into additional funding commitments from the Virginia State Legislature, local school districts and corporate philanthropic entities to ensure sustainability. He expressed that it is important for teachers to understand how the intersections of poverty, economic immobility, and insecurities in housing, food and safety affect the academic success of underrepresented minority and generationally poor students. He stated that teacher preparation programs must focus on teacher retention as well as recruitment and preparation, which VCU is addressing by providing professional

development and induction support to graduates in Title I schools two years following their graduation. He also noted the need to expand pathways to teaching to address teacher shortages. [[Daire's Full Testimony](#)]

Question and Answer:

Rep. Sablan asked Daire to speak to the importance of increasing Federal investments in high-quality teacher residency programs.

Daire replied that the teacher residency program at VCU has been effective in preparing educators and noted that VCU's residency program has more than double the number of underrepresented minority students in comparison to VCU's traditional teacher preparation program. He added that TQP represents a strong investment in teacher preparation because it allows IHEs, like VCU, to learn about and implement best practices for teacher preparation programs.

Rep. Sablan asked McManus what it would mean to school districts if Congress expanded HEA Title II-A funding to include school leader preparation.

McManus said that Title II is the source used by many districts to fund current teacher and school leader preparation, so expanding Title II would allow districts to provide more opportunities to educators so that they have the training and supports they need.

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Full Committee Ranking Member Virginia Foxx (R-NC) asked White why so much of the preparation that prospective teachers and school leaders receive is of "poor" quality.

White stated that a lot of teacher preparation does not involve teaching, but that teachers who complete full-year residencies often are prepared because they already have experience teaching. He added that low-income and rural students often have first year teachers who have no previous teaching experience, which needs to stop.

Rep. Foxx asked White which entities are involved in the governance structure of teacher and school leader preparation, and how these governance structures vary across States.

White said that State legislatures and governors create the teacher and school leader preparation rules for State Boards of Education, who create rules for both school boards and IHEs (along with State Commissions of Higher Education). He shared that States have IHE systems, which have individual IHEs, which have specific colleges and departments. He said that within that entire structure, there is an attempt to make a high-quality education experience for prospective teachers and school leaders. He added that many of the issues in teacher and school leader preparation begins with governance and noted that some States have even more complex governance structures.

Rep. Foxx said that there is a need for clear accountability measures with regard to teacher and school leader preparation programs.

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Rep. Joe Courtney (D-CT) asked Brosnan whether he has heard from his colleagues about difficulties receiving PSLF and whether his colleagues viewed PSLF as a way to make teaching an affordable occupation.

Brosnan replied that bringing in high-quality teachers is a struggle across the country, and that loan forgiveness programs, like PSLF, are a benefit for attracting teachers and are particularly a benefit for teachers seeking to earn a master's degree and continue in the profession. He added that he has heard anecdotally from colleagues who have been denied PSLF.

Rep. Courtney asked Brosnan whether teachers in the STEM fields are leaving the teaching profession due to the high cost of earning a postsecondary degree and low teacher salaries.

Brosnan said absolutely, that the U.S.'s highest teacher shortages are in the STEM fields because the salaries of teachers are much lower than salaries in the private sector for the STEM fields.

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Rep. Allen asked White why some teachers feel like they are not able to make a difference in students' lives.

White said Louisiana conducts surveys every year of teachers who leave the profession and has found that the most common reason for teachers leaving is struggles in the classroom and the lack of a supportive school environment. He added that in schools where leadership is able to create an environment where teachers are supported as a team, teachers are more persistent and resilient in the face of difficult challenges, as opposed to schools where teachers feel isolated and do not have a climate of support.

Rep. Allen asked White whether and where he has seen the business and education communities work together to improve education.

White stated that there are great public-private partnerships in school districts across the country to provide basic supports to students, such as after school programming. He added that there are also instances where employers provide educational experiences to students that are not tied to four-year IHEs in the form of career-based experiences like apprenticeships. He went on to say that employers should take a systemic role in providing educational experiences for students.

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Rep. Mark Takano (D-CA) asked Brosnan about the importance of teacher mentorship and what makes an effective mentor.

Brosnan said that pairing new teachers with a seasoned mentor is critical because it makes the experience of being a teacher more tolerable.

Rep. Takano asked the panel whether he thought prospective teachers should have to go through a longer practicum, and if so, whether they should be paid during the practicum period.

Brosnan said he agreed that a longer practicum would prepare prospective teachers better for the classroom.

White replied that, in Louisiana, teaching residents and mentors are both paid.

Rep. Takano commented that he likes the term teaching “residency” because it echoes the training perspective doctors receive. He added that the training teachers receive should be no less intensive than the training doctors receive and asked White to comment on that sentiment.

White said he agreed. He also noted that alternative teacher certification models exist as a way to lower costs for prospective teachers and highlighted the importance of having teacher certification programs that are both cost effective and high-quality.

Rep. Takano stated that alternative methods of teacher certification cannot mean less effective training.

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Rep. Jim Banks (R-IN) asked White whether he was aware of effective State-level school leadership initiatives, like the Indiana Principal Leadership Institute (IPLI), and whether he thought there should be more State-level initiatives to better prepare principals to lead their schools and improve student outcomes.

White said that there is a need for States to prepare school leaders and that the National Institute for School Leadership has done great work similar to IPLI in a number of States, including Louisiana. He added that the New York City Leadership Academy has centralized the training of principals in New York City to produce high-quality school leaders at scale.

Rep. Foxx stated that what makes a great school is the principal and parental involvement. She then turned to the topic of PSLF and said that Congress sets the terms and conditions borrowers must meet to receive PSLF, so if the program does not work, it is due to poor Congressional design. She stated that Congress is committed to fixing the design flaws of PSLF.

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Rep. Pramila Jayapal asked Daire how Congress could make a teaching career more financially feasible for people of color.

Daire replied that Virginia changed legislation to go back to allowing undergraduate teacher preparation programs, which should allow the State to strengthen teacher pipeline programs

and lower costs for prospective teachers. He added that financial aid and student loan support, as well as IHEs integrating culturally responsive practices, will also help more people of color enter the teaching profession.

Rep. Jayapal asked Daire and McManus what Congress can do address the student debt of teachers.

Daire said addressing the challenges that have been identified in implementing student loan forgiveness programs would be an important consideration for Congress. He added that more students of color are going to for-profit IHEs, which cost more and increase student debt.

McManus said that districts, States and the Federal government need to look at increasing teacher salaries so that teachers have the means to pay back their student loan debt.

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Rep. James Comer (R-KY) asked White what can be done to attract more teachers in order to address shortages, particularly in the STEM fields.

White said the teacher shortage problem is as much a retention problem as it is a recruitment problem. He went on to say that financial changes need to be made to make the teaching profession more competitive in the job market. States need to step up to change the way tax dollars are distributed to properly compensate educators. He also said that STEM teachers can earn more than other teachers in the private sector, so school systems and States need to find a way to finance an adequately competitive salary for STEM teachers specifically.

Rep. Comer asked White who establishes the curriculum for teacher preparation programs and whether there were particular skills that those programs should do a better job of teaching.

White replied that State Boards of Education, State Boards of Regents and IHEs determine the curriculum for teacher preparation programs. He added that he believes every teacher should understand the basic science of teaching reading and the basic practice of teaching the foundations of reading to non-readers.

Rep. Comer asked White whether there are too many requirements, in terms of degrees and certifications, for people to become teachers.

White said States and Congress need to recognize that additional requirements place a financial burden on educators, which can be an upfront barrier for prospective teachers, and evaluate the need for additional requirements.

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Rep. Jahana Hayes (D-CT) asked McManus about how to attract students into pursuing teaching before they arrive at their postsecondary education.

McManus said Hillsborough County Public Schools has a task force dedicated toward encouraging students to pursue teaching while they are in high school or earlier and maintaining relationships with those students as they go on to postsecondary education and enter the teaching force. She added that the County is focused on recruiting diverse leaders into its principal pipeline.

Rep. Hayes asked Daire what Virginia has done to ensure that online and alternative teacher certification programs are of high-quality.

Daire replied that he did not have a lot of information on State-level requirements for alternative certification programs, but that programs do have to provide outcomes data to the State.

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Rep. Smucker asked White whether Louisiana has incorporated increased mentoring and classroom time into its teacher preparation programs.

White said yes and noted that, while the U.S. spends education funding on reducing class sizes and increasing the teacher workforce, countries with highly effective educator preparation programs, like South Korea and Singapore, spend their funding on allowing teachers to spend more time with students and one another. He said that U.S. teachers do not have enough time together, both with mentors and as part of a well-structured teaching team, which contributes to the retention problem.

Rep. Smucker asked White about the effectiveness of Louisiana's teacher preparation evaluation system.

White stated that any accountability system needs a clear definition of what programs should achieve, which in Louisiana is quantifiably effective teachers placed in the schools that need them most.

Rep. Smucker asked White to what extent Louisiana uses Title II of HEA in its teacher preparation programs.

White said that Title II of HEA is not a strategic driver of change, unlike Title II of the Elementary and Secondary Education Act (ESEA), because Title II of HEA requires unnecessary data collection and funds narrow partnerships between local IHEs and local school districts, as opposed to Statewide plans.

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Rep. Donna Shalala (D-FL) asked the panel what incentives, besides higher pay, could attract experienced teachers to more challenging schools.

White replied that teachers should be paid higher salaries in more difficult schools to teach in and that those schools need to attract high-quality leaders as well, which should also be done through financial incentives.

McManus added that the only way to create a school environment where teachers can achieve success is through effective school leadership, so schools need to be able to attract the best school leaders.

Daire said that VCU is trying to use the teacher residency model to get pre-service teachers into high-need schools earlier, and that educators need to be better trained to be effective with all students, particularly those students living in poverty or who are underrepresented minority students, which should help with teacher retention.

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Rep. Brett Guthrie (R-KY) asked White whether Louisiana has considered reaching out to high school seniors to inspire them to pursue a teaching career.

White said yes, that Louisiana just started a State chapter of Educators Rising, which provides a short course sequence within high schools, that can be done either as an elective or as a part of core curriculum and gives students advanced standing at colleges of education, clinical experience and provides exposure to the profession.

Rep. Guthrie asked the panel about Louisiana's alternative teacher certification models.

White stated that effective alternative teacher certification models provide significant support for alternative certification candidates.

McManus emphasized the importance of on-the-job support for teachers, saying that supports like sustained mentoring make alternative certification programs successful.

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Rep. Susie Lee (D-NV) asked Daire about the importance of increased Federal investments to service scholarships and loan forgiveness programs in supporting a stable and strong teaching workforce.

Daire said Federal investments in service scholarships and loan forgiveness programs are important, particularly to help prospective teachers who are interested in teaching in high-needs schools, as those prospective teachers are often underrepresented minorities and have less economic ability to pay for a postsecondary education. He added that lower-income students need greater access to higher education.

Rep. Lee asked the panel how to leverage the tools of the Federal Minority-Serving Institution (MSI) programs to build a corps of teachers that is aligned to the socio-economic characteristics of the student population.

Daire replied that the pipeline of teachers needs to begin before postsecondary education and that the experience that underrepresented minority students receive during their K-12 education is a factor because it shapes how they perceive the teaching profession.

White noted that there is a postsecondary racial achievement gap between minority students and white students which needs to be eliminated.

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Rep. Steve Watkins asked **White** how Louisiana is attracting good students into the teaching profession.

White said it is important to professionalize the path to become a teacher and begin teacher recruitment in high schools. He added that States and local governments need to better finance the front-end compensation of people entering the teaching profession.

Rep. Watkins asked **White** how Louisiana's teacher preparation evaluation system has changed.

White said that the evaluation system is focused on measuring how effective graduates are in the classroom, whether graduates being placed in high-need settings, and how the teacher preparation program is improving itself.

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Rep. Suzanne Bonamici (D-OR) asked **Daire** how making college more affordable could help diversify the teaching profession.

Daire stated that making college more affordable is critically important to diversifying the teaching profession and that Congress needs to invest in the supports to help offset the high costs of college, such as loan forgiveness and Pell Grants. He added that expensive teacher licensure tests are another barrier for prospective teachers. He also noted the importance of ensuring that white teachers receive the necessary training to work with a diverse set of students.

Rep. Bonamici asked **McManus** about how Hillsborough County Public Schools recruits school leaders of color, why it is important and what Congress can do to help.

McManus said that students need to see teachers and other adults that look like them in their schools and that there needs to be diversity in every Hillsborough County Public School. She added that the County recruits its school leadership heavily from its teacher ranks and partners with the University of Tampa to recruit teachers of color into a master's program, with the County covering half of the tuition.

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Rep. Glenn Grothman (R-WI) asked **White** how graduates from colleges of education compare to their other university counterparts on standardized tests.

White said that, relative to students graduating from colleges of business, engineering and arts and sciences, students graduating from colleges of education have lower ACT scores in

Louisiana. However, he said, there are IHEs with colleges of education that have students with competitive ACT scores, so more needs to be done to determine what is being done at those IHEs to brand the teaching profession as a competitive option.

Rep. Grothman asked White what the Federal government can do to tell education advocates to start their advocacy at the State and local level, before his time expired.

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Rep. Andy Levin (D-MI) asked Brosnan what he would most like the Committee to know about the teaching profession and what his recommendations were for improving teacher preparation.

Brosnan replied that teaching is a wonderful profession, and that teacher preparation could be improved through longer teacher residencies.

Rep. Levin asked Daire how fully covering tuition at community colleges and MSIs help make teaching a more financially viable career choice.

Daire said that covering tuition at community colleges and MSIs would make teaching a viable career path, particularly if community colleges have strong articulation agreements and four-year IHEs and allow students to have early experiences working in the classroom.

Rep. Levin asked Daire whether a significant number of VCU pre-service teachers come from community colleges.

Daire said that, for many years, teachers in Virginia had to receive a master's degree for licensure, which created challenges for strong articulation agreements with community colleges. However, he said, with the removal of that requirement, VCU will be implementing new teacher preparation programs and will be looking to form new articulation agreements.

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Rep. Dan Meuser (R-PA) asked White about his views on how to evaluate teachers.

White said States should be involved in the teacher evaluation process but should not dictate the terms of all professional development and feedback systems in schools. He added that States need to insist that there are quantifiable outcomes for teachers but should not disrupt success in schools.

Rep. Meuser asked White whether Louisiana has ever considered conducting student surveys regarding teacher performance.

White said yes, there is evidence that student surveys can be effective, but that student surveys must be secure, trustworthy, valid, reliable and inexpensive.

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Rep. Alma Adams (D-NC) asked the panel why it is important for teachers to have supportive school leaders.

Brosnan recounted personal experience of having an excellent school leader come in and stabilize the school, faculty and staff attrition rate, and said that having a superior school leader is an incalculable benefit to a school.

McManus replied that school leadership is a key lever in teacher retention, so it is important to identify and develop school leaders early on, creating a pipeline.

Rep. Adams asked the panel about the emphasis districts place on mentoring for teachers and school leaders of color and what induction strategies districts implement when new educators of color are hired.

Daire said there needs to be more support for induction programs, which VCU will begin doing for its graduates that go on to teach in Title I schools for two years following graduation.

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Rep. Glenn Thompson (R-PA) asked White whether Louisiana provides any State programs for established teachers who are seeking professional development.

White said that Louisiana does provide such programs with the help of Federal funds like Title II of ESEA.

Rep. Thompson asked White about how mentor teachers are prepared and licensed in order to ensure that those teachers are effective in working with new colleagues.

White stated that Louisiana created a specific training program, series of assessments and ultimately a credential for teacher mentorship. He added that obtaining the teacher mentor license in Louisiana puts teachers 40 percent of the way toward their educator administrator license, which can provide teachers with a bridge from the classroom to leadership.

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Rep. David Trone (D-MD) asked the panel what support the Federal government could provide to retain effective teachers.

Brosnan said that some of the pre-service teacher preparation solutions discussed thus far could help with retention, and that States and municipalities need to take the idea of mentorship seriously to increase retention as well.

McManus stated that Hillsborough County Public Schools has a teacher mentorship program, which is supported by Title II of ESEA, and that systems of supports for teachers and school leaders are critical.

Rep. Trone asked McManus whether students would benefit from including social emotional learning, trauma-informed care, implicit bias training for educators.

McManus said yes, that teachers and school leaders need to be equipped to support a diverse set of learners.

Rep. Trone asked McManus what the current Administration has done to provide guidance around school discipline.

McManus replied that she was not sure what the current Administration has done, but that there is a major disparity in discipline rates for students of color compared to white students. She added that keeping students out of school via suspensions will not result in better outcomes for students.

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Rep. Joaquin Castro (D-TX) asked the panel how to ensure that poor performing teachers are either improved or “weeded out.”

Daire said that it is important to get prospective teachers into classrooms earlier, particularly urban and high-needs classrooms, and provide teachers with training so that they understand implicit bias, racism, culture, poverty and privilege. He said this experience would help identify potentially poor performing teachers earlier to either be re-directed to another career or receive additional training.

White stated that due process needs to exist for any teacher but does not need to be delayed.

McManus replied that it is important to have principals that have had culturally responsive education and implicit bias training so that they can set positive cultures in their schools.

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Rep. Ilhan Omar (D-MN) asked the panel whether they agreed that teachers’ salaries should be raised to provide a greater incentive for people to become teachers.

Brosnan said he agrees also because raising teacher salaries would allow teachers to spend more time focused on their students as opposed to taking additional jobs.

McManus agreed with Rep. Omar and Brosnan.

Rep. Omar asked the panel how Congress can help make teaching a viable career path.

Brosnan stated that students’ schools need to reflect that teaching is a viable career path and that the U.S. needs to focus on reducing teacher attrition rates, particularly in urban and high-needs schools, and bringing in more teachers of color.

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Rep. Kim Schrier (D-WA) asked the panel about effective initiatives for early childhood professional development that more States and IHEs should consider adopting and any Federal supports that might help that adoption.

White said early childhood education programs need to begin working on a common definition of excellence and that the current disparity between qualifications between early childcare providers and pre-K teachers should not be allowed to continue. He added that the fragmentation of Federal funding for early childhood programs hurts States' abilities to create unified early childhood education systems.

Daire replied that VCU has a child development center within its school of education and would like to develop a model so that VCU can collaborate with the community and local school system to provide high-quality early childhood education while also providing training for students.

Rep. Schrier asked the panel whether there were any Federal programs or opportunities that could be expanded to include professional development for current or aspiring principals.

White said the Federal government should not have separate systems of teacher and school leader development and that Title II of HEA or ESEA could support both.

Daire stated that there is opportunity in TQP to support principal residency programs.

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Rep. Davis asked the panel what they would like Title II to look like under an HEA reauthorization, broadly, and, specifically, regarding reporting requirements.

Daire said there does need to be a strong Federal role in teacher preparation because of the teacher shortages across the country and how the U.S. performs relative to other countries in terms of educational outcomes. He added that the Federal government should expand TQP and ensure that there is good data reporting on job placement, retention and student growth.

White stated that he would change Title II of HEA to catalyze change at the State system level as opposed to the program or institutional level and to only require the reporting of simple, outcomes-oriented results from comprehensive improvement plans.

McManus replied that the Federal government should play a role but that the voice of teachers and school leaders should remain at the forefront. She went on to say that Title II of HEA has been instrumental in supporting teacher and school leader development. She added that there should be accountability for Title II funds, that local decision makers should have input into the program and that there should be continuity of Title II funded programs across States.

Brosnan said that Title II funds allow local school districts to consider and provide the professional development that their teachers need.

Closing Remarks:

Rep. Allen stated that if Title II of HEA is going to continue, Congress needs to ensure that States have the opportunity to pursue a system of improvement, rather than continuing a program that has had “limited” impact.

Rep. Davis talked about the importance providing teachers with high-quality teacher preparation programs, adequate support from well-prepared school leaders and Federal support to pay of student loans.