

PROVIDING FOR CONSIDERATION OF H.R. 2211, READY TO
TEACH ACT OF 2003

JULY 8, 2003.—Referred to the House Calendar and ordered to be printed

Mrs. MYRICK, from the Committee on Rules,
submitted the following

R E P O R T

[To accompany H. Res. 310]

The Committee on Rules, having had under consideration House Resolution 310, by a nonrecord vote, report the same to the House with the recommendation that the resolution be adopted.

SUMMARY OF PROVISIONS OF THE RESOLUTION

The resolution provides for consideration of H.R. 2211, the Ready to Teach Act of 2003, under a structured rule. The rule provides one hour of general debate equally divided and controlled by the chairman and ranking minority member of the Committee on Education and the Workforce.

The rule provides that the amendment in the nature of a substitute recommended by the Committee on Education and the Workforce now printed in the bill shall be considered as an original bill for the purpose of amendment and shall be considered as read. The rule waives all points of order against the committee amendment in the nature of a substitute.

The rule makes in order only those amendments printed in this report. The rule provides that the amendments printed in this report shall be considered only in the order printed in this report, may be offered only by a Member designated in this report, shall be considered as read, shall be debatable for the time specified in this report equally divided and controlled by the proponent and an opponent, shall not be subject to amendment, and shall not be subject to a demand for a division of the question in the House or in the Committee of the Whole. The rule waives all points of order against the amendments printed in this report.

Finally, the rule provides one motion to recommit with or without instructions.

COMMITTEE VOTES

Pursuant to clause 3(b) of House rule XIII the results of each record vote on an amendment or motion to report, together with the names of those voting for and against, are printed below:

Rules Committee Record Vote No. 155

Date: July 8, 2003.

Measure: H.R. 2211—Ready to Teach Act of 2003.

Motion by: Mrs. Slaughter.

Summary of motion: To grant an open rule.

Results: Defeated 2–7.

Vote by Members: Linder—Nay; Pryce—Nay; Hastings (WA)—Nay; Myrick—Nay; Sessions—Nay; Reynolds—Nay; Slaughter—Yea; McGovern—Yea; Dreier—Nay.

Rules Committee Record Vote No. 156

Date: July 8, 2003.

Measure: H.R. 2211—Ready to Teach Act of 2003.

Motion by: Mr. McGovern.

Summary of motion: To make in order the amendments offered by Representatives Baca, Fattah, and Jackson-Lee.

Results: Defeated 2–7.

Vote by Members: Linder—Nay; Pryce—Nay; Hastings (WA)—Nay; Myrick—Nay; Sessions—Nay; Reynolds—Nay; Slaughter—Yea; McGovern—Yea; Dreier—Nay.

SUMMARY OF AMENDMENTS MADE IN ORDER UNDER THE RULE

1. Gingrey: Adds language to ensure that teachers are able to understand scientifically based research and its applicability; requires partnership grant applications to contain a certification from the partner local educational agency stating that it will “directly benefit” from the proposed grant activities; ensures that partnership grant funds are used only to supplement, not supplant, other federal, State, and local funds that would otherwise be used for teacher preparation activities, and requires States to include average raw score data in their reports. (10 minutes)

2. Millender-McDonald: Partnership Grants. Amends the applications used regarding partnerships by requiring the following additional information be provided concerning: well-designed clinical practice to develop effective teaching skills; entry-level teaching support in mentored induction programs for teachers; and ongoing assessment of teacher preparation effectiveness that can be used to improve teacher preparation programs. (10 minutes)

3. Honda: Partnership Grants. Provides for “Mentoring Programs” under allowable uses for Partnership Grants under section 203. Such programs would: establish and implement minimum qualifications for mentors; provide training and stipends for mentors; provide mentoring programs for teachers in their first three years of teaching; provide regular and ongoing opportunities for mentors and mentees to observe each other’s teaching methods in classroom settings during the school day; establishes an evaluation and accountability plan for activities; report to the Secretary on an annual basis regarding the partnership’s progress. (10 minutes)

4. Baca: Allows uses of funds to train teachers to use supplemental multilingual computer software to train teachers to teach limited English proficient students. (10 minutes)

5. Meeks: Inserts language that provides grants to educational entities that choose to conduct outreach and coordination services with inner-city and rural secondary schools. This partnership, between education entities and inner-city and rural secondary schools, will focus on encouraging students in these schools to pursue teaching as a career. (10 minutes)

TEXT OF AMENDMENTS MADE IN ORDER UNDER THE RULE

1. AN AMENDMENT TO BE OFFERED BY REPRESENTATIVE GINGREY OF GEORGIA, OR HIS DESIGNEE, DEBATABLE FOR 10 MINUTES

Page 6, line 25, strike “(1)” and insert “(1)(B)”.

Page 7, beginning on line 11, strike “shall, at the time of the initial grant application, submit” and insert “shall submit”.

Page 8, line 15, after “qualified,” insert “are able to understand scientifically based research and its applicability,”.

Page 9, line 10, after “teach” insert “that are”.

Page 10, line 7, strike “and experimental”.

Page 18, line 4, strike “fairly distributed” and insert “used”.

Page 18, line 9, strike “and”.

Page 18, line 25, strike “teachers” and insert “teachers, principals, and superintendents”.

Page 19, line 5, strike the period at the end and insert “; and”.

Page 19, after line 5, insert the following:

“(4) contain a certification from the high-need local educational agency included in the partnership that it has reviewed the application and determined that the grant proposed will comply with subsection (f).

Page 19, line 17, after “qualified,” insert “are able to understand scientifically based research and its applicability,”.

Page 24, after line 2, insert the following:

“(h) SUPPLEMENT, NOT SUPPLANT.—Funds made available under this section shall be used to supplement, and not supplant, other Federal, State, and local funds that would otherwise be expended to carry out the purposes of this section.

Page 28, beginning on line 19, strike “serving States”.

Page 29, line 3, strike “include” and insert “have”.

Page 29, line 8, strike “involve the development of” and insert “have”.

Page 32, line 22, strike “receiving” and insert “applying for”.

Page 33, beginning on line 3, insert “,” after “students”.

Page 36, strike lines 10 through 20 and insert the following:

“(5) For students who have completed at least 50 percent of the requirements for a teacher preparation program at an institution of higher education or alternative certification program, and who have taken and passed each of the assessments used by the State for teacher certification and licensure, each such institution’s and each such program’s average raw score, ranked by teacher preparation program, which shall be made available widely and publicly.

Page 48, line 19, strike “qualified” and insert “qualified, are able to understand scientifically based research,”.

Page 49, line 21, after “teacher” insert “or principal”.
 Page 50, line 7, strike “test” and insert “and licensure assessment”.

2. AN AMENDMENT TO BE OFFERED BY REPRESENTATIVE MILLENDER-MCDONALD OF CALIFORNIA, OR HER DESIGNEE, DEBATABLE FOR 10 MINUTES

Page 18, strike line 23.
 Page 19, line 5, strike the period at the end and insert a semicolon.

Page 19, after line 5, insert the following:

“(F) how the partnership will design and implement a clinical program component that includes close supervision of student teachers by faculty of the teacher preparation program at the partner institution and mentor teachers;

“(G) how the partnership will design and implement an induction program to support all new teachers through the first 3 years of teaching that includes mentors who are trained and compensated by the partnership for their work with new teachers; and

“(H) how the partnership will collect, analyze, and use data on the retention of all teachers in schools located in the geographic areas served by the partnership to evaluate the effectiveness of its teacher support system.

3. AN AMENDMENT TO BE OFFERED BY REPRESENTATIVE HONDA OF CALIFORNIA, OR HIS DESIGNEE, DEBATABLE FOR 10 MINUTES

Page 23, insert after line 15 the following:

“(7) TEACHER MENTORING.—Establishing or implementing a teacher mentoring program that—

“(A) includes minimum qualifications for mentors;

“(B) provides training and stipends for mentors;

“(C) provides mentoring programs for teachers in their first 3 years of teaching;

“(D) provides regular and ongoing opportunities for mentors and mentees to observe each other’s teaching methods in classroom settings during the school day;

“(E) establishes an evaluation and accountability plan for activities conducted under this paragraph that includes rigorous objectives to measure the impact of such activities; and

“(F) provides for a report to the Secretary on an annual basis regarding the partnership’s progress in meeting the objectives described in subparagraph (E).

4. AN AMENDMENT TO BE OFFERED BY REPRESENTATIVE BACA OF CALIFORNIA, OR HIS DESIGNEE, DEBATABLE FOR 10 MINUTES

Page 23, after line 15, insert the following:

“(7) COMPUTER SOFTWARE FOR MULTILINGUAL EDUCATION.—
 Training teachers to use computer software for multilingual

education to address the needs of limited English proficient students.

5. AN AMENDMENT TO BE OFFERED BY REPRESENTATIVE MEEKS OF NEW YORK, OR HIS DESIGNEE, DEBATABLE FOR 10 MINUTES

Page 26, strike lines 8 through 17 and insert the following:

“(e) ADDITIONAL DISCRETIONARY USES OF FUNDS.—In addition to the uses described in subsection (d), each eligible applicant receiving a grant under this section may use the grant funds—

“(1) to develop and implement effective mechanisms to recruit into the teaching profession employees from—

“(A) high-demand industries, including technology industries; and

“(B) the fields of science, mathematics, and engineering; and

“(2) to conduct outreach and coordinate with inner city and rural secondary schools to encourage students to pursue teaching as a career.