

AMENDMENT TO H.R. 4137
OFFERED BY MR. HARE OF ILLINOIS AND MR.
LOEBSACK OF IOWA

Rural leadership

Page 112, line 12, strike all after “subsection (e),” and insert “a leadership development program under subsection (f), or all such programs.”.

In section 202 of the Higher Education Act of 1965, as amended by section 201 of the bill, after subsection (e) insert the following new subsection (and redesignate the succeeding subsections accordingly):

1 “(f) PARTNERSHIP GRANTS FOR THE DEVELOPMENT
2 OF LEADERSHIP PROGRAMS.—

3 “(1) IN GENERAL.—An eligible partnership re-
4 ceiving a grant to carry out an effective leadership
5 program shall carry out a program that includes all
6 of the following activities:

7 “(A) Preparing students currently enrolled
8 or preparing to enroll in education administra-
9 tion programs in preparation for careers as su-
10 perintendents, principals, or other school ad-
11 ministrators (including students preparing to

1 work in rural school districts who may perform
2 multiple duties in addition to the role of admin-
3 istrator).

4 “(B) Promoting strong administrative
5 skills and, as applicable, techniques for edu-
6 cation administrators to improve the school en-
7 vironment and effectively manage schools.

8 “(C) Ensuring that students who partici-
9 pate in the leadership program receive—

10 “(i) effective pre-service preparation
11 as described in paragraph (2); and

12 “(ii) mentoring by educational admin-
13 istrators.

14 “(D) Developing and improving a sus-
15 tained and high-quality pre-service clinical edu-
16 cation program to further develop the leader-
17 ship skills of all prospective educational admin-
18 istrators involved in the program. Such pro-
19 gram shall do the following:

20 “(i) Incorporate year-long opportuni-
21 ties for enrichment activity or a combina-
22 tion of activities, including—

23 “(I) clinical learning in high-need
24 schools served by the high-need local
25 educational agency in the eligible

1 partnership and identified by the eligi-
2 ble partnership; and

3 “(II) closely supervised inter-
4 action between faculty and new and
5 experienced teachers, principals, and
6 other administrators at in high-need
7 schools served by the high-need local
8 educational agency in the eligible
9 partnership and identified by the eligi-
10 ble partnership.

11 “(ii) Integrate pedagogy and practice
12 and promote effective administrative skills
13 for meeting the unique needs of rural and
14 geographically isolated communities.

15 “(iii) Educational administrator men-
16 toring.

17 “(E) Creating an induction program for
18 new administrators.

19 “(F) Developing and implementing effec-
20 tive mechanisms to ensure that the eligible
21 partnership is able to recruit qualified individ-
22 uals to become educational administrators
23 through the activities of the eligible partner-
24 ship, which may include an emphasis on recruit-

1 ing into the education administration profes-
2 sion—

3 “(i) underrepresented populations;

4 “(ii) individuals to serve as super-
5 intendents, principals, or other school ad-
6 ministrators in rural and geographically
7 isolated communities and shortage areas
8 designated by the Secretary;

9 “(iii) mid-career professionals from
10 other occupations, former military per-
11 sonnel, and recent college graduates with
12 proven records of academic distinction.

13 “(2) SELECTION OF INDIVIDUALS FOR THE
14 LEADERSHIP PROGRAM.—In order to be eligible for
15 the leadership program under this paragraph, an in-
16 dividual shall—

17 “(A) be enrolled in or preparing to enroll
18 in an institution of higher education, or a re-
19 cent graduate of an institution of higher edu-
20 cation, or a mid-career professional from out-
21 side the field of education possessing strong
22 content knowledge or a record of professional
23 accomplishment;

1 “(B) be current teachers who would like to
2 become principals or principals who would like
3 to be superintendents; and

4 “(C) submit an application to the leader-
5 ship program.