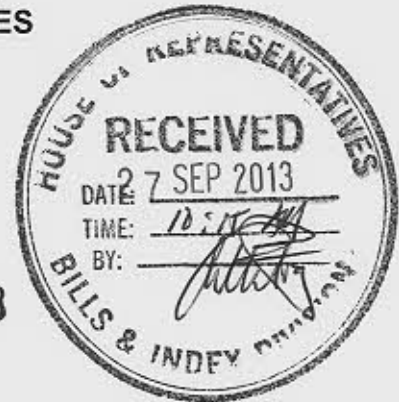


Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

SIXTEENTH CONGRESS
First Regular Session

House Bill No. 3038



Introduced by Representatives
DIOSDADO MACAPAGAL ARROYO and GLORIA MACAPAGAL ARROYO

AN ACT
ESTABLISHING A TEACHING RESIDENCY PROGRAM UNDER THE DEPARTMENT
OF EDUCATION

EXPLANATORY NOTE

The Constitution, Article 14, Section 5 (4), states that:

"The State shall enhance the right of teachers to professional advancement. Non-teaching academic and non-academic personnel shall enjoy the protection of the State."

There are large and unrelenting gaps in student achievement among various student subgroups, with low-income and minority children performing at levels measurably lower than their more affluent peers. Having an effective teacher throughout elementary school can substantially overcome the disadvantage of a low socioeconomic background, and the influence of teachers on student achievement is greater than other variables. Inexperienced teachers are less effective than teachers with several years of experience. Successful teacher preparation programs, providing ongoing support, can make novice teachers effective more rapidly. The majority of new teachers lack such support, and so leave the profession before becoming effective.

Teacher candidates must also see expert practices modeled and must then practice them with ongoing mentoring support. Teacher preparation often fails to provide the opportunity to learn under the direct supervision of expert teachers working in schools that effectively serve high-need students. Student teaching is too often

conducted in classrooms that do not model effective practice, or in classrooms that do not serve high-need students, and the lessons learned do not generalize to effective teaching in high-need schools. It is critical to develop programs that increase the probability recruits will succeed and stay in the high-need classrooms where they are needed. Because many teacher candidates choose to teach where they grew up or went to college, it is important to have strong programs in hard-to-staff urban and rural locations.

This bill which seeks to establish Teaching Residency Programs effectively build teacher supply, since they recruit and prepare candidates in the districts that sponsor them. Teaching residency programs have demonstrated the capacity to recruit, prepare, retain, and provide effective support for teachers in high-need schools.

We therefore urge our colleagues to ensure the bill's expeditious passage into law.



DIOSDADO MACAPAGAL ARROYO
Second District, Camarines Sur



GLORIA MACAPAGAL ARROYO
Second District, Pampanga

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*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 "Teaching Residency
Act of 2013."

SECTION 2. *Establishment of a Teaching Residency Program.* – The Secretary
of the Department of Education shall establish a Teaching Residency Program.

A. In General - This is a school-based teacher preparation program in which a
prospective teacher:

1. for one academic year teaches alongside a mentor teacher, who is the
teacher of record;
2. receives concurrent instruction, which may be taught by residency
program faculty, in the teaching of the content area in which the teacher
will become certified or licensed to teach;
3. acquires knowledge of planning, content, pedagogy, student learning,
and assessment, management of the classroom environment, and

professional responsibilities, including interaction with families and colleagues;

4. earns a master's degree and attains full certification or licensure to teach prior to completion of the program; and

5. receives ongoing mentoring support in a structured induction program for not less than the first two years as teacher of record.

B. Establishment - Each Teaching Residency Program shall be designed to meet the following characteristics of successful programs:

1. Teaching residencies integrate pedagogy and classroom practice. Residents engage in rigorous master's level coursework while undertaking a guided teaching apprenticeship.

2. Residents learn alongside a trained and experienced mentor. Mentor teachers shall complement the residency program so that classroom clinical practice is tightly aligned with coursework. Mentor teachers shall have extra responsibilities as teacher leaders of the Teaching Residency Program, as mentors for residents, and as teacher coaches during the induction of novice teachers. These responsibilities shall include establishing, within the program, a learning community in which all individuals are expected to continually improve their capacity to advance student learning. Mentor teachers may have relief from teaching duties as a result of such additional responsibilities. The Teaching Residency Program shall establish clear criteria for selection of mentor teachers based on measures of teacher effectiveness and the appropriate subject area knowledge.

3. Teaching Residency Programs group teacher candidates in cohorts to facilitate professional collaboration among residents.

4. Teaching Residency Programs admissions goals and priorities are developed in concert with the hiring objectives of the local educational agency, which commits to hire graduates from the residency program. Residents learn to teach in the same district in which they will work, learning the instructional initiatives and curriculum of the district.

5. Teaching Residency Programs support residents once they are hired as teachers of record. Residencies continue to provide mentoring, professional development, and networking opportunities to support residents through their first years of teaching.

C. Eligible Individuals - An individual may be eligible for a grant to attend a Teaching Residency Program if the individual is a recent college graduate or

mid-career professional from outside the field of education, possessing strong content knowledge or a record of achievement.

D. Application - An individual who is eligible under subsection C and who desires a grant under this subsection shall submit an application to the Teaching Residency Program.

E. Selection Criteria - The Teaching Residency Program shall establish criteria for selection of individuals to receive grants under this subsection, based on the following characteristics:

1. Demonstrated comprehensive subject knowledge or record of accomplishment in the field or subject area to be taught.
2. Strong verbal and written communication skills, which may be demonstrated by performance on appropriate tests.
3. Other attributes linked to effective teaching, which may be determined by interviews or performance assessments, as determined by the Teaching Residency Program.

F. Receipt of Grant - An individual who receives a grant under this subsection shall enroll in the program of the Teaching Residency Program, which shall include the following:

1. A one-year teaching residency program in a school served by the local educational agency, under the supervision of a mentor teacher serving as the teacher of record, with demonstrated teaching effectiveness, who will instruct the resident in planning and preparation, instruction of students, management of the classroom environment, and other professional responsibilities.
2. A living stipend or salary for the period of residency.
3. Concurrent instruction from a partner college, State-approved organization, or school of education at an institution of higher education in pedagogy classes to augment the expertise of district or residency program faculty, and to the extent necessary to receive full certification as a teacher.
4. Ongoing mentoring and coaching during the first two or more years of induction into classroom teaching.

G. Placement in a high-need school - An eligible individual who receives a grant under this subsection shall teach in a high-need school served by the local educational agency for a period of 3 years after completing the 1-year teaching

residency program. If an eligible individual does not complete the teaching requirement described in Subsection A, such individual shall repay to the local educational agency a pro rata portion of the grant amount for the amount of teaching time the individual did not complete.

SECTION 3. *Appropriation.* – The amount of Five Million Pesos (P5,000,000.00) is hereby authorized to be appropriated for establishment of the Teacher Residency Program. Thereafter, the funds necessary for the operation of the program shall be included in the General Appropriations Act.

SECTION 4. *Separability Clause.* – If any provision or part thereof is held invalid or unconstitutional, the remainder of the law or the provision not otherwise affected shall remain valid and subsisting.

SECTION 5. *Repealing Clause.* – All laws, presidential decree or issuance, executive orders, letter of instruction, administrative order, rule and regulation contrary to, or inconsistent with the provisions of this Act are hereby repealed, modified, or amended accordingly.

SECTION 6. *Effectivity.* – This Act shall take effect fifteen (15) days following its publication in at least two (2) newspapers of general circulation.

Approved,