

119<sup>TH</sup> CONGRESS  
1<sup>ST</sup> SESSION

# H. R. 5056

To amend the Higher Education Act of 1965 to provide for a teacher leader development program, and for other purposes.

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## IN THE HOUSE OF REPRESENTATIVES

AUGUST 26, 2025

Mr. SCHNEIDER (for himself, Ms. UNDERWOOD, Mr. FITZPATRICK, Mr. MANNION, and Mr. FLEISCHMANN) introduced the following bill; which was referred to the Committee on Education and Workforce

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## A BILL

To amend the Higher Education Act of 1965 to provide for a teacher leader development program, and for other purposes.

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 “Teachers Are Leaders  
5 Act of 2025”.

6 **SEC. 2. TEACHER LEADER DEVELOPMENT PROGRAM.**

7 (a) IN GENERAL.—Subsection (f) of section 202 of  
8 the Higher Education Act of 1965 (20 U.S.C. 1022a) is  
9 amended to read as follows:

1 “(f) TEACHER LEADER DEVELOPMENT PROGRAM.—

2 “(1) IN GENERAL.—A teacher leader develop-  
3 ment program carried out with a grant awarded  
4 under this section shall provide for the professional  
5 development of teachers, as described in paragraph  
6 (2), who maintain their roles as classroom teachers  
7 and who also carry out formalized leadership respon-  
8 sibilities to increase the academic achievement of  
9 students and promote data-driven instructional prac-  
10 tices that address the demonstrated needs at the ele-  
11 mentary schools and secondary schools in which the  
12 teachers are employed, such as—

13 “(A) development of curriculum and cur-  
14 ricular resources;

15 “(B) facilitating the work of committees  
16 and teams;

17 “(C) family and community engagement;

18 “(D) school discipline and culture;

19 “(E) peer observations and coaching;

20 “(F) dual enrollment instruction; or

21 “(G) cultural competencies.

22 “(2) PROFESSIONAL DEVELOPMENT.—The pro-  
23 fessional development of teachers in a teacher leader  
24 development program carried out with a grant  
25 awarded under this section shall include—

1                   “(A) one year of professional development,  
2                   training, and support that may—

3                   “(i) include—

4                   “(I) the engagement of teachers  
5                   in rigorous coursework and fieldwork  
6                   relevant to their role as a teacher  
7                   leader, including available teacher  
8                   leader standards; and

9                   “(II) regular observations and  
10                  professional support from—

11                  “(aa) a principal, vice prin-  
12                  cipal, or a designated instruc-  
13                  tional leader of the school;

14                  “(bb) a representative from  
15                  the institution of higher edu-  
16                  cation that is a partner in the eli-  
17                  gible partnership;

18                  “(cc) a representative from  
19                  another entity that is a partner  
20                  in the eligible partnership; and

21                  “(dd) another member of  
22                  the teacher leader cohort, if ap-  
23                  plicable, or a peer teacher; and

24                  “(ii) result in the awarding of a cre-  
25                  dential in teacher leadership; and

1           “(B) one or 2 additional years of support  
2           from a principal, vice principal, or a designated  
3           instructional leader of the school, a representa-  
4           tive from the institution of higher education  
5           that is a partner in the eligible partnership, and  
6           a representative from another entity that is a  
7           partner in the eligible partnership.

8           “(3) TEACHER LEADER DEVELOPMENT PRO-  
9           GRAM PLAN.—In carrying out a teacher leader devel-  
10          opment program under this section, an eligible part-  
11          nership shall develop a plan that shall describe—

12           “(A) how the work hours of teacher leaders  
13           will be allocated between their classroom re-  
14           sponsibilities and responsibilities as a teacher  
15           leader, which shall include a description of  
16           whether the teacher leader will be relieved from  
17           teaching duties during their participation in the  
18           teacher leader development program;

19           “(B) how the partnership will support  
20           teacher leaders after the first year of profes-  
21           sional development in the program; and

22           “(C) how teacher leader activities could be  
23           sustained by the eligible partnership after the  
24           program concludes, which may include a de-  
25           scription of opportunities for the teacher lead-

1           ers to assist in the educator preparation pro-  
2           gram at the institution of higher education in  
3           the partnership.

4           “(4) SELECTION OF TEACHER LEADERS; USE  
5           OF FUNDS.—In carrying out a teacher leader devel-  
6           opment program under this section, an eligible part-  
7           nership—

8                   “(A) shall select a teacher for participation  
9           in the program—

10                           “(i) who—

11                                   “(I) is fully certified to teach in  
12                                   the State of the high-need local edu-  
13                                   cational agency that is a partner in  
14                                   the eligible partnership;

15                                   “(II) is employed by such high-  
16                                   need local educational agency;

17                                   “(III) has not less than 3 years  
18                                   of teaching experience; and

19                                   “(IV) submits an application for  
20                                   participation to the eligible partner-  
21                                   ship; and

22                                   “(ii) based on selection criteria that  
23           includes—

24                                   “(I) demonstration of strong con-  
25                                   tent knowledge or a record of accom-

1                   plishment in the field or subject area  
2                   the teacher will support as a teacher  
3                   leader; and

4                   “(II) demonstration of attributes  
5                   linked to effective teaching that is de-  
6                   termined through interviews, observa-  
7                   tions, artifacts, student achievement,  
8                   or performance assessments, such as  
9                   those leading to an advanced creden-  
10                  tial;

11                  “(B) may develop admissions goals and  
12                  priorities for the teacher leader development  
13                  program that—

14                  “(i) are aligned with the demonstrated  
15                  needs of the school or high-need local edu-  
16                  cational agency in which the teacher is em-  
17                  ployed;

18                  “(ii) considers cultural competencies  
19                  that would make the applicant effective in  
20                  the applicant’s teacher leader role; and

21                  “(iii) considers whether the teacher  
22                  has substantial teaching experience in the  
23                  school in which the teacher is employed or  
24                  in a school that is similar to the school in  
25                  which the teacher is employed;

1           “(C) shall use the grant funds to pay for  
2 costs of training and supporting teacher leaders  
3 for not less than 2 years and not more than 3  
4 years;

5           “(D) may use the grant funds to pay for  
6 a portion of a stipend for teacher leaders if  
7 such grant funds are matched by additional  
8 non-Federal public or private funds as follows:

9           “(i) during each of the first and sec-  
10 ond years of the grant period, grant funds  
11 may pay not more than 50 percent of such  
12 stipend; and

13           “(ii) during the third year of the  
14 grant period, grant funds may pay not  
15 more than 33 percent of such stipend; and

16           “(E) may require teacher leaders to pay  
17 back the cost of attaining the credential de-  
18 scribed in paragraph (2)(A)(ii) if they do not  
19 complete their term of service in the teacher  
20 leader development program.

21           “(5) TEACHER LEADER DEFINED.—In this sub-  
22 section, the term ‘teacher leader’ means a highly ef-  
23 fective educator who carries out formalized leader-  
24 ship responsibilities based on the demonstrated  
25 needs of the elementary school or secondary school

1 in which the teacher is employed, while maintaining  
2 a role as a classroom instructor who—

3 “(A) is trained in and practices teacher  
4 leadership; and

5 “(B) fosters a collaborative culture to—

6 “(i) support educator development, ef-  
7 fectiveness, and student learning;

8 “(ii) support access and use research  
9 to improve practice and student learning;

10 “(iii) promote professional learning  
11 for continuous improvement;

12 “(iv) facilitate improvements in in-  
13 struction and student learning; promote  
14 the appropriate use of assessments and  
15 data for school and district improvement;

16 “(v) improve outreach and collabora-  
17 tion with families and community;

18 “(vi) advance the profession by shap-  
19 ing and implementing policy;

20 “(vii) advocate for increased access to  
21 great teaching and learning for all stu-  
22 dents; and

23 “(viii) demonstrate cultural com-  
24 petencies and provide instruction and sup-  
25 port as such.”.

1           (b) CONFORMING AMENDMENT.—Section 202(e)(2)  
2 of the Higher Education Act of 1965 (20 U.S.C. 1022a)  
3 is amended by striking “leadership development program”  
4 and inserting “teacher leader development program”.

5           (c) AUTHORIZATION OF APPROPRIATIONS.—Section  
6 209 of the Higher Education Act of 1965 (20 U.S.C.  
7 1022h) is amended by striking “for fiscal year 2009 and  
8 such sums as may be necessary for each of the two suc-  
9 ceeding fiscal years” and inserting “for fiscal year 2025  
10 and such sums as may be necessary for each of the 5 suc-  
11 ceeding fiscal years”.

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