At the request of Mr. MENENDEZ, the name of the Senator from Colorado (Mr. BENNET) was added as a co-sponsor of S. 3472, a bill to amend the Oil Pollution Act of 1990 to require oil polluters to pay the full costs of oil spills, and for other purposes.

S. 3473

At the request of Mrs. HAGAN, the name of the Senator from North Dakota (Mr. CONRAD) was added as a co-sponsor of S. 3479, a bill to authorize the Secretary of Health and Human Services, acting through the Director of the Centers for Disease Control and Prevention, to establish and implement a birth defects prevention, risk reduction, and public awareness program.

S. 3481

At the request of Mr. CARDIN, the name of the Senator from Washington (Ms. CANTWELL) was added as a co-sponsor of S. 3481, a bill to amend the Federal Water Pollution Control Act to clarify Federal responsibility for stormwater pollution.

S. 3483

At the request of Mr. BROWN of Ohio, the name of the Senator from Washington (Mrs. MURRAY) was added as a co-sponsor of S. 3486, a bill to amend title 38, United States Code, to repeal the prohibition on collective bargaining with respect to matters and questions regarding compensation of employees of the Department of Veterans Affairs other than rates of basic pay, and for other purposes.

S. Res. 546

At the request of Mr. ISAKSON, the name of the Senator from South Carolina (Mr. GRAHAM) was added as a co-sponsor of S.J. Res. 30, a joint resolution providing for congressional disapproval under chapter 8 of title 5, United States Code, of the rule submitted by the National Mediation Board relating to representation election procedures.

S. Res. 553

At the request of Mr. SPECKER, the names of the Senator from New York (Mr. SCHUMER), the Senator from New Jersey (Mr. MENENDEZ) and the Senator from California (Mrs. FEINSTEIN) were added as cosponsors of S. Res. 546, a resolution recognizing the National Museum of American Jewish History, an affiliate of the Smithsonian Institution, as the only museum in the United States dedicated exclusively to exploration, as the only museum in the United States dedicated exclusively to exploration, as the only museum in the United States dedicated exclusively to exploration, as the only museum in the United States dedicated exclusively to exploration, as the only museum in the United States dedicated exclusively to exploration, as the only museum in the United States dedicated exclusively to exploration, as the only museum in the United States dedicated exclusively to exploration, as the only museum in the United States dedicated exclusively to exploration.

S. Res. 552

At the request of Mr. BURR, the names of the Senator from Ohio (Mr. BROWN) and the Senator from Illinois (Mr. DURBIN) were added as cosponsors of S. Res. 552, a resolution designating June 23, 2010, as “Olympic Day”.

S. Res. 553

At the request of Ms. STABENOW, the names of the Senator from Pennsylvania (Mr. CASEY) and the Senator from Oregon (Mr. MERKLEY) were added as cosponsors of S. Res. 553, a resolution expressing the sense of the Senate that Congress should unwaveringly uphold the dignity and independence of older Americans.

AMENDMENT NO. 4323

At the request of Mr. THUNE, the name of the Senator from Wyoming (Mr. BARRASSO) was added as a cosponsor of amendment No. 4323 proposed to H.R. 4213, a bill to amend the Internal Revenue Code of 1986 to extend certain expiring provisions, and for other purposes.

AMENDMENT NO. 4348

At the request of Mr. COBURN, the name of the Senator from Iowa (Mr. GRASSLEY) was added as a cosponsor of amendment No. 4346 intended to be proposed to H.R. 4213, a bill to amend the Internal Revenue Code of 1986 to extend certain expiring provisions, and for other purposes.

AMENDMENT NO. 4351

At the request of Mrs. MURRAY, the name of the Senator from Washington (Ms. CANTWELL) was added as a cosponsor of amendment No. 4351 proposed to H.R. 4213, a bill to amend the Internal Revenue Code of 1986 to extend certain expiring provisions, and for other purposes.

AMENDMENT NO. 4356

At the request of Mr. COBURN, the name of the Senator from Iowa (Mr. GRASSLEY) was added as a cosponsor of amendment No. 4363 intended to be proposed to H.R. 4213, a bill to amend the Internal Revenue Code of 1986 to extend certain expiring provisions, and for other purposes.

AMENDMENT NO. 4357

At the request of Mr. ISAKSON, the name of the Senator from Tennessee (Mr. CORNER) was added as a cosponsor of amendment No. 4353 proposed to H.R. 4213, a bill to amend the Internal Revenue Code of 1986 to extend certain expiring provisions, and for other purposes.

AMENDMENT NO. 4361

At the request of Ms. CANTWELL, the names of the Senator from Maryland (Mr. CARDIN) and the Senator from Oregon (Mr. WYDEN) were added as co-sponsors of amendment No. 4363 intended to be proposed to H.R. 4213, a bill to amend the Internal Revenue Code of 1986 to extend certain expiring provisions, and for other purposes.

STATEMENTS ON INTRODUCED BILLS AND JOINT RESOLUTIONS

By Mr. LIEBERMAN (for himself and Mr. DODD):

S. 3498. A bill to support the establishment and operation of Teachers Professional Development Institutes; to the Committee on Health, Education, Labor, and Pensions.

Mr. LIEBERMAN. Mr. President, today I am introducing legislation, along with my friend and colleague, the senior Senator from Connecticut, Mr. Dodd, that will strengthen the content knowledge and instructional skills of our present K-12 teacher workforce and thus ultimately raise student achievement.

The Teachers Professional Development Institutes Act would establish eight new Teachers Professional Development Institutes throughout the nation each year over the next 5 years based on the model which has been operating at Yale University for over 30 years. Every Teachers Institute would consist of a partnership between an institution of higher education and the local public school system in which a significant proportion of the students come from low-income households. These Institutes will strengthen the present teacher workforce by giving each participant an opportunity to gain confidence and enthusiasm when they have a deeper understanding of the subject matter that they teach and this translates into higher expectations for their students and an increase in student achievement.

The Teachers Professional Development Institutes are based on the Yale-New Haven Teachers Institute model that has been in existence since 1978. For over 30 years, the Institute has offered 5 or 6 13-session seminars each year, led by Yale faculty, on topics that teachers have selected to enhance their mastery of the specific subject area that they teach. The subject selection processes begins with representatives from the Institutes soliciting ideas from teachers throughout the school district for topics on which teachers feel they need to have additional knowledge and a willingness to lead the seminar. University faculty members, especially those who have led Institute seminars before, may sometimes suggest seminars that would like to lead, and these ideas are circulated by the representatives as well. The final decisions on which seminar topics are offered are ultimately made by the teachers who participate. In this way, the offerings are designed to respond to what teachers believe is needed and useful for both themselves and their students.

The cooperative nature of the Institute seminar planning process ensures
its success. Institutes offer seminars and relevant materials on topics teachers have identified and feel are needed for their own preparation, as well as what they know will motivate and engage their students. Teachers enthusiastic in rigorous seminars have requested, and practice using the materials they have obtained and developed. This helps ensure that the experience not only increases their preparation in the subjects they are assigned to teach, but also their participation in the seminar. Teachers Institutes give teachers immediate hands-on active learning materials that can be used in the classroom. In short, by allowing teachers to determine the seminar subjects and providing them the resources to develop relevant curricula for their classroom and their students, the Institutes empower teachers.

The Yale-New Haven Teachers Institute conducted a National Demonstration Project from 1999–2002 that showed that similar Institutes could be created rapidly at diverse sites with large concentrations of disadvantaged students. After 2 years of research and planning, and based on the success of that Project, the Institute in 2005 launched the Yale-New Haven Teachers Institute to strengthen teaching in public schools, a long-term endeavor to assist with the establishment of Teachers Institutes of this specific type in most states. As a result, new Institutes have already been established in Philadelphia, Pennsylvania, and Charlotte, North Carolina; and Institutes are currently being planned for New Castle County, Delaware, and San Francisco, California.

The teachers surveyed for the National Demonstration Project reported that student motivation, student interest, and student mastery were higher during the Institute-developed unit than during other work. Subsequently, the findings of a 2009 Report on Teachers Institutes found that teachers participated out of desire to obtain curricula which suited their needs, increased subject mastery, and motivated students. Mr. President, 96 percent of the teachers rated the Institute seminars as useful, partly due to the reported increase in knowledge and in raising expectations of their students.

A retrospective study showed that over a 5-year period Teachers Institute participants felt twice as likely as non-participants to remain teaching in the district five years later. Research has shown that longevity in a district is associated with teaching effectiveness.

Many agree that teacher quality is the single most important school-related factor in determining student achievement. High-quality teacher professional development programs that focus on subject and pedagogy knowledge are a proven method for enhancing the effectiveness of a teacher in the classroom. A recent review of professional development studies by the Department of Education’s Institute of Education Sciences found that “teachers who receive substantial professional development—an average of 49 hours in the nine studies—can boost their students’ achievement by about 21 percentile points.”

The Yale-New Haven Teachers Institute model enhances teachers’ basic writing, math, and presentation skills. It increases expectations of student achievement and enthusiasm for teaching while developing skills for motivating students. These are key features that research shows are effective in producing gains in both teacher knowledge and practice and student achievement. The Teachers Institutes accomplish student achievement gains through a proven approach distinguished from both conventional professional development offerings of school districts and from traditional continuing education and outreach programs of colleges and universities.

Education Secretary Arne Duncan said recently, "The more we can provide high-quality professional development, so that teachers have deep content knowledge, there are huge benefits... So whether it’s partnerships with universities and higher ed institutions, there are meaningful professional development opportunities and really create those content-rich environments that students desperately need, that is absolutely critically important.

This precisely what the Teachers Professional Development Institutes Act strives to accomplish. The need for effective teachers with deep content knowledge is most apparent and urgent in schools and school districts that enroll a high proportion of students from low-income families, exactly the schools and school districts that Teachers Institutes serve. The Yale-New Haven Teachers Institute has already proven to be a success model for teachers professional development and demonstration by the high caliber curriculum unit plans that teacher participants have developed and placed on the web, and by the evaluations that support the conclusion that virtually all the teacher participants felt substantially strengthened in their mastery of content knowledge and their teaching skills. The finding that Institute participants were almost twice as likely as non-participants to remain in teaching in high-need schools is especially encouraging. Our proposal would open this opportunity to many more teachers in high-need schools throughout the Nation. I urge my colleagues to act favorably on this measure.

Mr. President, I ask unanimous consent that the text of the bill be printed in the Record.

There being no objection, the text of the bill was ordered to be printed in the Record, as follows:

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, SECTION 1. TEACHERS PROFESSIONAL DEVELOPMENT INSTITUTES. (a) In General.—Part A of title II of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6601 et seq.) is amended by adding at the end the following:

“Subpart 6—Teachers Professional Development Institutes

“SEC. 2161. SHORTTITLE. ‘This subpart may be cited as the ‘Teachers Professional Development Institutes Act’.

“SEC. 2162. FINDINGS AND PURPOSE. (a) FINDINGS.—Congress makes the following findings:

‘(1) Teaching is central to the educational process and the ongoing professional development opportunities that teachers study to their classrooms and potentially to the classrooms of other teachers.

‘(2) Attaining the goal of the No Child Left Behind Act of 2001 (Public Law 107–110)—having a classroom teacher who is highly effective in every academic subject the teacher teaches—will require innovative approaches to improve the effectiveness of teachers in the classroom.

‘(3) The Teachers Institute Model focuses on creating and accelerating the preparation of schoolteachers and the application of what the teachers study to their classrooms and potentially to the classrooms of other teachers.

‘(4) The Teachers Institute Model was developed initially by the Yale-New Haven Teachers Institute and has successfully operated in New Haven, Connecticut, for more than 30 years.

‘(5) The Teachers Institute Model has also been successfully implemented in cities larger than New Haven.

‘(6) In the spring of 2009, a report entitled ‘An Evaluation of Teachers Institute Experiences’ concluded that—

‘(A) Teachers Institutes enhance precisely those teacher qualities known to improve student achievement;

‘(B) Teachers Institutes exemplify the crucial characteristics of high-quality teacher professional development; and

‘(C) Teachers Institute participation is strongly related to teacher retention in high-poverty schools.

‘(b) PURPOSE.—The purpose of this subpart is to provide Federal assistance to support the establishment and operation of Teachers Institutes for local educational agencies that serve significant low-income student populations in States throughout the Nation, in order to—

‘(1) Improve student learning; and

‘(2) enhance the quality and effectiveness of teaching and strengthen the subject matter mastery and the pedagogical skills of current teachers through continuing teacher preparation.

“SEC. 2163. DEFINITIONS. ‘In this subpart:

‘(1) SIGNIFICANTLY LOW-INCOME STUDENT POPULATION.—The term ‘significantly low-income student population’ means a student population of which less than 40 percent of the students included are eligible for free or reduced-price lunches under the Richard B. Russell National School Lunch Act.

‘(2) TEACHERS INSTITUTE.—The term ‘Teachers Institute’ means a partnership or joint venture—

‘(A) between or among—

‘(i) 1 or more institutions of higher education; and

‘(ii) 1 or more local educational agencies that serve 1 or more schools with significant low-income student populations; and

‘(B) that improves the effectiveness of teachers in the classroom, and the quality of teaching and learning, through collaborative
$10 per message.

When sending messages please observe the following:

(1) In general.—The Secretary is authorized to accept grants under this subpart in order to encourage the establishment and operation of Teachers Institutes. It may enter into a comprehensive agreement with an educational agency, an institution of higher education, or a partnership or joint venture to establish or operate a Teachers Institute. A grantee receiving a grant under this subpart shall abide by the following understandings and procedures:

(1) Partnership.—The essential relationship of a Teachers Institute is a partnership between a local educational agency and an institution of higher education. A grantee shall demonstrate a long-term commitment on behalf of the participating local educational agency and institution of higher education to the support of the plan, including the financial support, of the work of the Teachers Institute.

(2) Seminars.—A Teachers Institute sponsors seminars led by faculty of the institution of higher education and supported by teachers from the local educational agency. A grantee shall provide participating teachers with the ability to plan an event, organize, essentially design, conduct, and evaluate the seminars in encouraging the future participation of other teachers.

(3) Curriculum Unit.—A seminar described in paragraph (2) uses a collaborative process, in a collegial environment, to develop a curriculum unit for use by participating teachers that sets forth the subject matter to be presented and the pedagogical strategies to be employed. A grantee shall enable participating teachers to develop a curriculum unit, based on the subject matter presented, for use in the teachers’ classrooms.

(4) Eligibility and Remuneration.—Seminars are open to all partnership teachers with teaching assignments relevant to the seminar topics. Seminar leaders receive remuneration for their work and participating teachers receive a stipend upon the successful completion of the seminar. A grantee shall provide seminar leaders and participating teachers with remuneration to allow them to participate in the Teachers Institute.

(5) Direction.—The operations of a Teachers Institute are managed by a full-time director who reports to both partners but is accountable to the institution of higher education partner. A grantee shall appoint a director to manage and coordinate the work of the Teachers Institute.

(6) Evaluation.—A grantee shall annually review the activities of the Teachers Institute and disseminate the results to members of the Teachers Institute’s partnership community.

SEC. 2167. APPLICATION, APPROVAL, AND AGREEMENT.

(a) In general.—To receive a grant under this subpart, a Teachers Institute, or a partnership or joint venture described in section 2163(2)(A), that is proposing to establish a Teachers Institute, shall submit an application to the Secretary that—

(1) meets the requirements of this subpart and any regulations under this subpart;

(2) includes a description of how the applicant intends to use funds provided under the grant;

(3) includes such information as the Secretary may require to apply the criteria described in section 2164(c); and

(4) includes measurable objectives for the use of the funds provided under the grant; and

(b) Approval.—The Secretary shall—

(1) promptly evaluate an application received for a grant under this subpart; and

(2) certify the applicability of the receipt of a completed application, of the Secretary’s determination.

(c) Agreement.—Upon approval of an application, the Secretary and the applicant shall enter into a comprehensive agreement covering the entire period of the grant.

SEC. 2168. REPORTS AND EVALUATIONS.

(a) Report.—Each grantee under this subpart shall report annually to the Secretary on the progress of the Teachers Institute in achieving the purpose of this subpart. The Secretary shall disseminate successful practices developed by Teachers Institutes.

(b) Revocation.—If the Secretary determines that a grantee is not making substantial progress in meeting the purposes of the grant by the end of the second year of the grant, or within such further period as the Secretary may take appropriate action, including revocation of further payments under the grant, to ensure that the funds available under this subpart are used in the most effective manner.

SEC. 2169. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated for grants (including planning grants) and technical assistance under this subpart—

(1) $4,000,000 for fiscal year 2011;

(2) $5,000,000 for fiscal year 2012;

(3) $6,000,000 for fiscal year 2013;

(4) $7,000,000 for fiscal year 2014; and

(5) $8,000,000 for fiscal year 2015.

(b) Table of Contents.—The table of contents of the Elementary and Secondary Education Act of 1965 is amended by inserting after the item relating to section 2151 the following:

’subpart 7—Teachers Professional Development Institutes

’subpart 6—Teachers Professional Development Institutes

’subpart 5—Teachers Professional Development Institutes

’subpart 4—Teachers Professional Development Institutes

’subpart 3—Teachers Professional Development Institutes

’subpart 2—Teachers Professional Development Institutes

’subpart 1—Teachers Professional Development Institutes

’subpart 13—Teachers Professional Development Institutes

’subpart 12—Teachers Professional Development Institutes

’subpart 11—Teachers Professional Development Institutes

’subpart 10—Teachers Professional Development Institutes

’subpart 9—Teachers Professional Development Institutes

’subpart 8—Teachers Professional Development Institutes

’subpart 7—Teachers Professional Development Institutes

’subpart 6—Teachers Professional Development Institutes

’subpart 5—Teachers Professional Development Institutes

’subpart 4—Teachers Professional Development Institutes

’subpart 3—Teachers Professional Development Institutes

’subpart 2—Teachers Professional Development Institutes

’subpart 1—Teachers Professional Development Institutes

’subpart 13—Teachers Professional Development Institutes

’subpart 12—Teachers Professional Development Institutes

’subpart 11—Teachers Professional Development Institutes

’subpart 10—Teachers Professional Development Institutes

’subpart 9—Teachers Professional Development Institutes

’subpart 8—Teachers Professional Development Institutes

’subpart 7—Teachers Professional Development Institutes

’subpart 6—Teachers Professional Development Institutes

’subpart 5—Teachers Professional Development Institutes

’subpart 4—Teachers Professional Development Institutes

’subpart 3—Teachers Professional Development Institutes

’subpart 2—Teachers Professional Development Institutes

’subpart 1—Teachers Professional Development Institutes

’Sec. 2161. Short title.

’Sec. 2162. Finding.

’Sec. 2163. Definitions.

’Sec. 2164. Program authorized.

’Sec. 2165. Eligible activities.

’Sec. 2166. Understandings and procedures.

’Sec. 2167. Application, approval, and agreement.

’Sec. 2168. Reports and evaluations.’

By Mr. AKAKA.

S. 3495. A bill to amend title 38, United States Code, to require fiduciaries of individuals receiving benefits under laws administered by the Secretary of Veterans Affairs to authorize the Secretary to obtain financial records with respect to such individuals for purposes of administering such laws, and for other purposes; to the Committee on Veterans’ Affairs.

Mr. AKAKA. Mr. President, as Chairman of the Senate Committee on Veterans’ Affairs, I introduce legislation that would provide VA beneficiaries the means to better protect those VA beneficiaries who have fiduciaries appointed to look after their affairs. This