



Oregon

Tina Kotek, Governor

TEACHER STANDARDS AND PRACTICES COMMISSION

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www.oregon.gov/tspc



January 10, 2023

Honorable Michael Dembrow
Chair, Oregon Senate
Education Committee

Honorable Courtney Neron
Chair, Oregon House
Education Committee

RE: Update on TSPC Activities Related to HB 2166 (2021)

Chairs Dembrow and Neron,

The following is a report of the current and upcoming TSPC activities related to certain provisions within House Bill 2166. Specifically, this update is for the provision to develop and execute a plan for the implementation of the amendments to ORS 342.147 by section 9 of this 2021 Act. The plan shall:

- (a) Be developed in collaboration with the Educator Advancement Council and the Department of Education; and [include]
- (b) (A) Participation by teacher candidates in nontraditional pathway to licensure programs.
(B) Educator diversity; and
(C) Educator retention.

The Plan for Nontraditional Pathways to Licensure

The Teacher Standards and Practices Commission (“the Commission”) in collaboration with Oregon Department of Education (ODE), Educator Advancement Council (EAC), and other key agencies (see Appendix A), is developing a plan to reduce and remove barriers to licensure by prioritizing participation in nontraditional pathways, thus increasing educator diversity, and retaining educators, particularly educators of color. An integral part of the plan is to bring flexibility to the Oregon Administrative Rules that govern Educator Preparation Programs. The changes in rule language will allow flexibility while ensuring rigor and integrity in alignment to standards and encourage nontraditional pathways and innovation in teaching licensure programming. Additionally, the rules will provide the opportunity for individuals of varying backgrounds and experiences to begin, complete, and receive ongoing training to support retention in the education profession.

Traditional pathways to licensure in Oregon are held to rigorous standards, including regional and national standards (e.g., AAQEP and CAEP), and produce high-quality teacher candidates. However, the current educator preparation programs are not producing enough candidates to meet the demand in the state (Oregon Educator Equity Report, 2022). Allowing Oregon Educator Preparation Providers (EPPs) to include nontraditional providers (e.g., instate school districts, education service districts, or any other entity that sponsors or provides educator preparation programs) (ORS 342.147), will expand teacher candidate access and participation in nontraditional pathways to licensure programs while increasing educator diversity and retention.

All nontraditional preparation providers will need to seek national accreditation to become TSPC-approved. The national accrediting agency, Association for Advancing Quality in Educator Preparation (AAQEP), is working closely with the Commission to conduct a pre-accreditation process to assist interested providers in determining their capacity to obtain national accreditation. It is important to ensure the same level of rigor for these emerging providers as is currently required for our traditional providers. For example, the Commission is working with an Oregon Education Service District (ESD) and community college representatives to determine the best route for them to become a Commission-approved educator preparation provider. The application for national accreditation through the Council for the Accreditation of Educator Preparation (CAEP), includes a Readiness for Accreditation Self-Assessment Checklist, which will also be included in our nontraditional educator preparation provider precondition review.

Oregon's Social Emotional Learning (SEL) and Culturally Responsive Practices for Nontraditional Pathways to Licensure

To create pathways to licensure that meet the unique needs of diverse educators, while taking into consideration the increasingly complex needs of students and schools, it is important for the Commission to focus on the social and emotional, culturally sustaining and trauma-responsive skill development of both teacher educators and their teacher candidates. Our goal is to ensure that all new teachers have the skills to create safe, supportive, and inclusive environments where learning can be enhanced through high-leverage teaching practices.

The Commission, in collaboration with the Oregon Department of Education, is working to design a framework and standards for social and emotional learning that spans the education continuum from educator preparation to K-12 schools, educators, and students (see Appendix B). The focus of our joint work is to co-create thriving schools and contribute to safe, healthy, and just communities through culturally elevating and trauma responsive SEL practices (based on CASEL, 2020). Our work aligns to the CASEL transformative SEL competencies and focal constructs including a primary focus on educator candidate social and emotional skill development.

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Increasing Teacher Candidate Participation in Nontraditional Pathways to Licensure Through the Registered Apprenticeship in Teaching Program

Working with relevant partners and with the Oregon Bureau of Labor & Industries (BOLI) the Commission is developing a Registered Apprenticeship in Teaching program. This licensure structure will provide multiple pathways to attract diverse candidates to fill positions in our regions and endorsement fields with traditionally low supply. Target candidates include educational assistants, classified school employees, career changers, interested high school students, and local community members needing to work while earning licensure. In addition, the Commission and BOLI are committed to ensuring the created industry standards are comparable to traditional programming.

Much work has already been completed to ensure the Commission remains on track to introduce its first Commission-approved apprenticeship program pilot during the 2023-24 school year, including working with a consortium of educational experts (see Appendix C). The consortium convenes twice monthly to create the industry standard and complete the Oregon Registered Apprenticeship in Teaching Toolkit to be used by Educational Service Districts (ESDs), School Districts (SDs), and Institutes of Higher Education EPPs to create their own Registered Apprenticeship in Teaching programs to be submitted to BOLI for approval. The EAC continues to provide assistance to partnerships seeking to utilize these unique pathways to licensure within the Grow Your Own model. Representatives from HECC, EAC, and TSPC meet monthly to discuss programing standards and funding, as well as recruitment and retention of Oregon educators.

Oregon's Competency Framework for Nontraditional Pathways to Licensure

The Commission is committed to strengthening professional excellence in public schools while addressing the current educator shortage. Research confirms teacher quality is one of the essential school factors influencing student achievement. As such, the Commission has been developing a *Holistic Competency Framework for Teachers* that will be a significant part of the Commission's continuing promotion of quality teaching through the apprenticeship model.

The Framework, still in draft form, has been developed through analysis of national and international teacher competencies and standards and in consultation with members of the educator community. Competency frameworks describe professional standards for teaching and make the knowledge and capabilities of teachers explicit for those within and outside the profession. They provide a means by which good teaching can be identified and honed. Teachers, and those who support them, will use the Framework to reflect on practices from early career entry and beyond.

This Framework articulates competency standards for teachers working within the apprenticeship model; however, it can be adapted to a more traditional model. Competency standards also

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outline teachers' varying degrees of effectiveness when applying their professional knowledge, skills, and attributes to their specific teaching context and honor a Multiple Measures approach to preparedness.

By providing explicit standards that guide teachers in their work to improve students' levels of educational achievement, the Framework is a valuable tool for increasing public confidence in our education system. In addition, it emphasizes that the teaching profession requires teachers to be life-long learners who engage in ongoing professional learning and reflection throughout their careers.

The Commission's development of this Framework provides teachers, mentors, teacher educators, teacher programs, districts, and other professional organizations with a description that establishes agreed dimensions of effective and “quality” teaching and offers a common reference point for professional reflection, discussion, and action.

Conclusion

The Commission has been tasked with exploring pathways to licensure for educators who have been currently and historically marginalized by the education system and who would not otherwise seek out teaching as a career, while continuing to maintain the same level of rigor of our traditional educator preparation providers. The Commission, alongside ODE and EAC have been working on a continuum of support for diverse educators that focuses on cultural and linguistic diversity, social and emotional skill development, and the creation of safe, supportive, and inclusive classrooms, schools, and districts. Together, our goal is to align educator demographics with student demographics through increasing diverse educator recruitment and retention from pre-service through retirement.

Respectfully submitted,



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Executive Director

Attachments: Appendices A, B & C

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Appendix A

Collaboration on the Development of the Plan for the Implementation of Nontraditional Pathways

Clackamas Education Service District
Educator Advancement Council
Hillsboro Human Resources Office
Oregon Community Colleges
Oregon Department of Education
Oregon Education Association
Oregon Educator Preparation Providers
Oregon School Employees Association
Salem-Keizer Human Resources Office

Appendix B

Collaboration on the Development of the Plan for the Implementation of Whole Child and Whole Educator Practices (Social and Emotional Learning)

Astoria School District
Beaverton School District
Clackamas ESD
Educator Advancement Council
Grants Pass School District
Hillsboro School District
High Desert ESD
La Grande School District
Lewis and Clark Graduate School
Matchstick Consulting
Portland Public Schools
Lane ESD
Multnomah ESD
Northwest PBIS
NWRES D
Oregon Department of Education
Oregon Health Authority (Youth Suicide Prevention)
Oregon State University
Portland State University
University of Oregon
University of Portland
Western Oregon University
Willamette ESD

Appendix C

Collaboration on the Development of the Registered Apprenticeship in Teaching Program

Oregon Education Association, (OEA)
Oregon Department of Education (ODE)
Coalition of Oregon School Administrators (COSA)
Oregon Association of Business Officials (OASBO)
Oregon School Personnel Association (OSPA)
Oregon School Board Association (OSBA)
Oregon Association of Education Service Districts (OAESD)
Oregon Association of Colleges for Teacher Education (OACTE)
Oregon Community Colleges