

A-Engrossed
House Bill 3619

Ordered by the House February 8
Including House Amendments dated February 8

Sponsored by Representative KOMP; Representatives GELSER, SPRENGER, VANORMAN (Presession filed.)

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure.

Establishes Task Force on Education Career Preparation and Development for purpose of [*improving effectiveness of school teachers, administrators and counselors by building stronger connections between education career preparation institutions*] **developing seamless system of professional development that improves effectiveness of education professionals by building stronger connections between teacher education institutions** and employers of education professionals.

Sunsets task force on date of convening of next regular biennial legislative session.

Declares emergency, effective on passage.

A BILL FOR AN ACT

1
2 Relating to professional development of education professionals; and declaring an emergency.

3 **Be It Enacted by the People of the State of Oregon:**

4 **SECTION 1. (1) As used in this section:**

5 (a) "Education professional" means a school teacher or administrator licensed by the
6 Teacher Standards and Practices Commission.

7 (b) "Teacher education institution" means an institution of higher education that meets
8 the standards of the Teacher Standards and Practices Commission for the preparation of
9 teachers for kindergarten programs and grades 1 through 12.

10 (2)(a) The Task Force on Education Career Preparation and Development is established
11 to develop a proposal for a seamless system of professional development that begins with
12 career preparation and continues through employment as an education professional. The goal
13 of the proposed system is to improve the effectiveness of education professionals by building
14 stronger connections between teacher education institutions and employers of education
15 professionals.

16 (b) To the extent practicable, the task force shall work in collaboration with organiza-
17 tions committed to the professional development of education professionals, including the
18 Coalition for Quality Teaching and Learning.

19 (3) The task force consists of members jointly appointed by the executive director of the
20 Teacher Standards and Practices Commission, the Chancellor of the Oregon University Sys-
21 tem and the Superintendent of Public Instruction. The task force must include members
22 from public and private teacher education institutions, school districts, the Teacher Stan-
23 dards and Practices Commission, the Oregon University System, organizations representing
24 teachers, nonprofit organizations related to the improvement of education and advocacy for
25 children, and an association of businesses focused on the long-term social and economic

NOTE: Matter in **boldfaced** type in an amended section is new; matter [*italic and bracketed*] is existing law to be omitted. New sections are in **boldfaced** type.

1 well-being of this state.

2 (4) For the purpose of developing the proposed system described in subsection (2) of this
3 section, the task force:

4 (a) Shall review current practices of professional development, including career prepara-
5 tion, for education professionals in this state;

6 (b) May identify the strengths of and the needs for the practices and procedures used in
7 the preparation, recruitment and retention of education professionals; and

8 (c) May identify any gaps in the practices and procedures used in the preparation,
9 recruitment and retention of education professionals that may exist between teacher educa-
10 tion institutions and employers of education professionals.

11 (5) The proposed system developed by the task force must strive to prepare, recruit and
12 retain:

13 (a) Highly effective teachers for every public kindergarten through grade 12 classroom;

14 (b) Highly effective administrators for every public school; and

15 (c) Other highly effective professional personnel necessary to sufficiently provide services
16 to every student in public schools.

17 (6) Elements of the proposed system must include, at a minimum:

18 (a) Methods for the collection, reporting and use of student performance data in a man-
19 ner that enables teacher education institutions to analyze their program effectiveness;

20 (b) An examination of the benefits of fully funding legislation related to the development
21 of teachers, including:

22 (A) The Oregon Teacher Corps, as described in ORS 329.757 to 329.780; and

23 (B) The Minority Teacher Act of 1991, as described in ORS 342.433 to 342.449 and 351.077;

24 (c) The adoption of professional development standards that take into consideration
25 standards proposed by national organizations while retaining flexibility for the individual
26 needs of this state;

27 (d) An examination of methods and incentives to increase the involvement of faculty at
28 teacher education institutions in the environments where the education professionals will
29 be working;

30 (e) The determination of the costs and the benefits of funding:

31 (A) Paid time for faculty at teacher education institutions to go to the places where ed-
32 ucation professionals work and to be involved in the professional development of the educa-
33 tion professionals; and

34 (B) A greater number of substitute teachers for the purpose of reducing the workload
35 of first-year teachers and providing additional time to teachers who participate in teacher
36 preparation;

37 (f) The consideration of a program in which a teacher education institution may apply for
38 funds to assist the institution in responding to the needs of a school district, as described in
39 a request for proposals made by the school district; and

40 (g) A study of the equity of the current allocation of resources to professional develop-
41 ment programs that have a clinical practice.

42 (7) A majority of the members of the task force constitutes a quorum for the transaction
43 of business.

44 (8) Official action by the task force requires the approval of a majority of the members
45 of the task force.

1 **(9) The task force shall elect one of its members to serve as chairperson.**

2 **(10) If there is a vacancy for any cause, the appointing authorities:**

3 **(a) Must make an appointment to become immediately effective, if the vacancy results**
4 **in the task force not having a member from each of the categories described in subsection**
5 **(3) of this section.**

6 **(b) May make an appointment to become immediately effective, if the task force has at**
7 **least one member from each category described in subsection (3) of this section after the**
8 **vacancy.**

9 **(11) The task force shall meet at times and places specified by the call of the chairperson**
10 **or of a majority of the members of the task force.**

11 **(12) The task force may adopt rules necessary for the operation of the task force.**

12 **(13) The task force shall submit a report that describes any findings made by the task**
13 **force under subsection (4) of this section and the proposed system described in subsections**
14 **(5) and (6) of this section to the legislative interim committees related to education no later**
15 **than December 2, 2010.**

16 **(14) Staff support shall be provided to the task force as agreed by the appointing au-**
17 **thorities of the task force.**

18 **(15) Members of the task force serve as volunteers on the task force and are not entitled**
19 **to compensation or reimbursement for expenses.**

20 **(16) All agencies of state government, as defined in ORS 174.111, are directed to assist**
21 **the task force in the performance of its duties and, to the extent permitted by laws relating**
22 **to confidentiality, to furnish such information and advice as the members of the task force**
23 **consider necessary to perform their duties.**

24 **(17) The task force may work in collaboration with other entities involved in the devel-**
25 **opment of practices and procedures that improve the effectiveness of education profes-**
26 **sionals.**

27 **SECTION 2. Section 1 of this 2010 Act is repealed on the date of the convening of the next**
28 **regular biennial legislative session.**

29 **SECTION 3. This 2010 Act being necessary for the immediate preservation of the public**
30 **peace, health and safety, an emergency is declared to exist, and this 2010 Act takes effect**
31 **on its passage.**

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