



OREGON EDUCATION INVESTMENT BOARD

DATE: April 8, 2013

TO: Chair Sara Gelser and Committee Members
House Committee on Education

FROM: Hilda Rosselli, Deputy Director for College and Career Readiness
Oregon Education Investment Board

RE: Testimony for HB 3254

Good afternoon. Chair Gelser, Vice-Chairs Reardon and Sprenger and members of the House Committee on Education.

For the record, my name is Hilda Rosselli and I serve as Deputy Director of College and Career Readiness for the Oregon Education Investment Board. I appreciate the opportunity to draw upon 33 years of experience as a classroom teacher, teacher educator, and college of education dean as I provide comments relative to HB 3254.

When Dr. Rudy Crew hired me in September, he identified his key priority around the enhancement and strengthening of Oregon's corps of educators. To that effect, OEIB has proposed HB 3233 and HB 3232, both of which include funding requests to reframe and strengthen Oregon's approach to recruiting, preparing, licensing, hiring, supporting, and evaluating educators in ways that promote professional growth and career development.

But in the meantime, and prior to the commencement of this year's legislative session, Dr. Crew charged TSPC Executive Director Chamberlain and myself to address several specific issues relative to licensure and to look beyond the state of Oregon for innovative models and solutions to three specific areas. Progress has already been made on two of the three areas.

First. Recommendations regarding what educators need to better serve students who are English Language Learners have been forwarded to the TSPC and incorporated into a proposed statewide English Language Learners Strategic Plan for use by newly appointed ODE Assistant Superintendent David Bautista who will be leading efforts to improve English Language Learner programs and outcomes state-wide.

Second. Director Chamberlain and I unpacked perceptions and realities around high school teacher qualifications needed to teach dual credit courses for high school students seeking college level credits in Oregon. That work has been embraced and furthered by a work group of district superintendents and community college presidents convened by the Confederation of Oregon School Administrators (COSA) and Community College and Workforce Development (CCWD) with proposed state rule changes being heard this week by the State Board of Education that can support accelerated credit options in our state.

Third Director Chamberlain and I spent time examining ways in which licensure could influence:

- (a) Recruitment, preparation, and advancement of a more diverse workforce
- (b) Enhanced involvement of districts in the preparation of educators AND
- (c) Long term retention of great teachers in the profession through opportunities for professional advancement

To this end, I met with Chalkboard and the Distinguished Educators Council, representatives of OEA, and the deans and directors of our educator preparation programs to consider possible ways to develop on-ramps to the profession and licensure recognition of teacher leaders.

I testified to TSPC in February regarding a scenario for Oregon's licensure system. First I proposed the creation of on-ramps to the profession such as a "Resident" License which I believed could give skilled teacher candidates ways to gain valuable paid experiences within a district; thus, helping reduce financial debt for future teachers, while at the same time providing additional skilled help for classroom teachers and the chance for districts to "test drive" potential hired for their communities.

Secondly, I proposed that once educators who have earned an Oregon "Initial Teaching" License have demonstrated successful teaching experience in the classroom, they should be able to earn a "Professional" License, renewable throughout one's career with considerations made for license holders who either do not immediately enter the workforce or have to step out of the workforce.

Lastly, I proposed adding a "Teacher Leader" license, separate from administrative licensure, to formally respond to the growing leadership responsibilities that teachers should and are being asked to assume.

Our office acknowledges and appreciates the work of the TSPC Licensure Redesign Committee, on which I sit. In fact they are meeting today as we speak. The committee has examined licensure models in other states and nations. They appear to be in agreement on the need to simplify licensure levels (i.e. Elementary, Secondary, and possibly K-12). They have been grappling with transition logistics for the existing 60,000 educators holding licenses. They have debated the merits of a tiered licensure but not yet reached agreement about

implementation. Despite their great efforts, I am not convinced that the process of seeking consensus will result quickly in the type of break-the-mold models that we need in Oregon.

Part of the dilemma for you as legislators lies in the fact that licensure alone cannot be the sole solution to strengthening the profession. OEIB acknowledges that retaining teachers in the career is impacted by hiring practices as well as working conditions, supports, professional development and career advancement opportunities. A major lift in these areas must be taken by districts, not just TSPC. Thanks to Chalkboard's leadership and SB 252 funding of the School Districts Collaboration Grant during the last session, 23 districts have worked with their local education associations to create new career paths for educators, effective educator evaluation systems, and educator-designed compensation models. We've learned that there is deep interest on the part of educators to assume teacher leader roles and the results from these pilots have shown improved learner outcomes. The question in front of you today is whether changes in licensure will be the appropriate lever to make these types of opportunities available to teachers throughout the state.

OEIB understands that any change to licensure must involve TSPC Commissioners and practitioners who are responsible for implementation. However, this process is ~~painstakingly~~^{the} slow and may not afford Oregon with the initiative to take proactive steps now to:

1. **Elevate** the importance of the profession
2. **Attract** a new generation of educators who see opportunities and incentives for early involvement and
3. **Create** progressive levels of preparation and experience, along with continued levels of advancement that help retain them in

As Dr. Crew reminds us often: *"some is not a number and soon is not a time."*

