

**PROPOSED AMENDMENTS TO
HOUSE BILL 2412**

1 On page 1 of the printed bill, line 2, after the semicolon insert “creating
2 new provisions;”.

3 In line 5, after “342.390,” delete the rest of the line and insert “342.443,
4 342.447, 342.950, 342.971.”.

5 In line 6, after “681.375” delete the rest of the line.

6 In line 7, delete “Oregon Laws 2013.”.

7 On page 6, line 4, delete “privilege” and insert “right”.

8 In line 5, delete “privilege” and insert “right”.

9 On page 7, delete lines 12 through 32 and insert:

10 **“SECTION 8.** ORS 342.147 is amended to read:

11 “342.147. (1)(a) [*After considering recommendations of the State Board of*
12 *Education,*] The Teacher Standards and Practices Commission shall establish
13 by rule standards for approval of [*teacher education institutions and teacher*
14 *education programs*] **educator preparation providers and educator prep-**
15 **aration programs.** [*Public teacher education institutions shall be approved*
16 *for programs of more than four years’ duration only if teacher education pro-*
17 *grams which are reasonably attainable in a four-year period are also available*
18 *in the system of higher education and are designed to culminate in a*
19 *baccalaureate degree that qualifies its graduates for entry-level teaching li-*
20 *censes.*]

21 **“(b) Standards for approval of an educator preparation program for**
22 **early childhood education, elementary education, special education or**

1 **reading must require that the program provide instruction on dyslexia**
2 **and that the instruction be consistent with the knowledge and practice**
3 **standards of an international organization on dyslexia.**

4 “(2) The **Teacher Standards and Practices** Commission shall establish
5 rules that allow [*teacher education*] **educator preparation** programs leading
6 to graduate degrees to commence prior to the [*student’s*] **candidate’s** com-
7 pletion of baccalaureate degree requirements and that allow the combined
8 use of undergraduate and graduate level course work in achieving program
9 completion.

10 “(3) Whenever any [*teacher education institution or program*] **educator**
11 **preparation provider or educator preparation program** is denied ap-
12 proved status or has such status withdrawn, [*such*] **the** denial or withdrawal
13 must be treated as a contested case [*within the meaning of*] **under** ORS
14 chapter 183.

15 “(4) Nothing in this section is intended to grant [*any authority*] to the
16 **Teacher Standards and Practices** Commission **any authority** relating to
17 granting degrees or establishing degree requirements that are within the
18 authority of the State Board of Higher Education, **the Higher Education**
19 **Coordinating Commission** or any of the public universities listed in ORS
20 352.002, or that are within the authority of the governing board of any pri-
21 vate institution of higher education.

22 “**SECTION 8a.** (1) **The Teacher Standards and Practices Commission**
23 **shall adopt the standards required by ORS 342.147 (1)(a), as amended**
24 **by section 8 of this 2015 Act, in a timely manner to ensure that an**
25 **educator preparation program in early childhood education, elemen-**
26 **tary education, special education or reading is able to demonstrate**
27 **compliance with the standards no later than December 31, 2016.**

28 “(2) **The Teacher Standards and Practices Commission shall report**
29 **to the interim legislative committees on education on the adoption of**
30 **the standards required by ORS 342.147 (1)(a), as amended by section 8**

1 **of this 2015 Act, no later than October 1, 2016.”.**

2 On page 9, line 33, restore the bracketed material and delete the boldfaced
3 material.

4 In line 44, restore “knowingly”.

5 On page 10, line 5, restore the bracketed material and delete the boldfaced
6 material.

7 In line 12, restore the bracketed material and delete the boldfaced mate-
8 rial.

9 In line 18, delete “privilege” and insert “right”.

10 In line 21, delete “privilege” and insert “right”.

11 In line 30, delete “privilege” and insert “right”.

12 In line 32, delete “privilege” and insert “right”.

13 In line 42, restore the bracketed material and delete the boldfaced mate-
14 rial.

15 On page 11, line 19, restore the bracketed material and delete the bold-
16 faced material.

17 On page 12, line 19, delete “privilege” and insert “right”.

18 On page 14, line 10, restore the bracketed material and delete
19 “privilege”.

20 On page 16, delete lines 25 through 45 and delete pages 17 through 22.

21 On page 23, delete lines 1 through 9 and insert:

22 **“SECTION 24.** ORS 342.443 is amended to read:

23 “342.443. (1) The Oregon Education Investment Board shall report
24 biennially to the Legislative Assembly longitudinal data on the number and
25 percentage of:

26 “(a) Minority students enrolled in community colleges;

27 “(b) Minority students applying for admission to public universities listed
28 in ORS 352.002;

29 “(c) Minority students accepted in public universities;

30 “(d) Minority students graduated from public universities;

1 “(e) Minority candidates seeking to enter public [*teacher education*] **edu-**
2 **cator preparation** programs in this state;

3 “(f) Minority candidates admitted to public [*teacher education*] **educator**
4 **preparation** programs;

5 “(g) Minority candidates who have completed [*approved public teacher*
6 *education*] **public educator preparation** programs;

7 “(h) Minority candidates receiving Oregon teaching licenses based on
8 preparation in this state and preparation in other states;

9 “(i) Minority teachers who are newly employed in the public schools in
10 this state; and

11 “(j) Minority teachers already employed in the public schools.

12 “(2) The board also shall report comparisons of minorities’ and
13 nonminorities’ scores on basic skills, pedagogy and subject matter tests.

14 “(3) The Oregon University System, the public universities with governing
15 boards listed in ORS 352.054, the Department of Education, the Teacher
16 Standards and Practices Commission, community colleges and school dis-
17 tricts shall cooperate with the board in collecting data and preparing the
18 report.

19 “**SECTION 25.** ORS 342.443, as amended by section 5, chapter 778, Oregon
20 Laws 2013, is amended to read:

21 “342.443. (1) The Education and Workforce Policy Advisor shall report
22 biennially to the Legislative Assembly longitudinal data on the number and
23 percentage of:

24 “(a) Minority students enrolled in community colleges;

25 “(b) Minority students applying for admission to public universities listed
26 in ORS 352.002;

27 “(c) Minority students accepted in public universities;

28 “(d) Minority students graduated from public universities;

29 “(e) Minority candidates seeking to enter public [*teacher education*] **edu-**
30 **cator preparation** programs in this state;

1 “(f) Minority candidates admitted to public [*teacher education*] **educator**
2 **preparation** programs;

3 “(g) Minority candidates who have completed [*approved public teacher*
4 *education*] **public educator preparation** programs;

5 “(h) Minority candidates receiving Oregon teaching licenses based on
6 preparation in this state and preparation in other states;

7 “(i) Minority teachers who are newly employed in the public schools in
8 this state; and

9 “(j) Minority teachers already employed in the public schools.

10 “(2) The advisor also shall report comparisons of minorities’ and
11 nonminorities’ scores on basic skills, pedagogy and subject matter tests.

12 “(3) The Oregon University System, the public universities with governing
13 boards listed in ORS 352.054, the Department of Education, the Teacher
14 Standards and Practices Commission, community colleges and school dis-
15 tricts shall cooperate with the advisor in collecting data and preparing the
16 report.

17 **“SECTION 26.** ORS 342.447 is amended to read:

18 “342.447. (1) The State Board of Higher Education shall require each
19 public [*teacher education*] **educator preparation** program in this state to
20 prepare a plan with specific goals, strategies and deadlines for the recruit-
21 ment, admission, retention and graduation of minority teachers.

22 “(2) The [*state*] board shall review the plans for the adequacy and feasi-
23 bility of the plans and, after making necessary revisions, shall adopt the
24 plans.

25 “(3) The [*state*] board shall adopt rules governing:

26 “(a) The contents of the plans;

27 “(b) The [*state*] board’s initial and biennial review process, including
28 timetables for revising plans; and

29 “(c) Other matters necessary for carrying out the provisions of ORS
30 342.433 to 342.449 and 351.077.

1 **“SECTION 27.** ORS 342.950 is amended to read:

2 “342.950. (1) The Network of Quality Teaching and Learning is estab-
3 lished. The network consists of the Oregon Education Investment Board, the
4 Department of Education and public and private entities that receive funding
5 as provided by this section to accomplish the purposes of the network de-
6 scribed in subsection (2) of this section.

7 “(2) The purposes of the network are the following:

8 “(a) To enhance a culture of leadership and collaborative responsibility
9 for advancing the profession of teaching among providers of early learning
10 services, teachers and administrators in kindergarten through grade 12, ed-
11 ucation service districts and [*teacher education institutions*] **educator prep-**
12 **aration providers.**

13 “(b) To strengthen and enhance existing evidence-based practices that
14 improve student achievement, including practices advanced by or described
15 in ORS 329.788 to 329.820, 329.822, 329.824, 329.838, 342.433 to 342.449 and
16 342.805 to 342.937.

17 “(c) To improve recruitment, preparation, induction, career advancement
18 opportunities and support of educators.

19 “(3) To accomplish the purposes of the network described in subsection
20 (2) of this section, the Department of Education, subject to the direction and
21 control of the Chief Education Officer, shall distribute funding as follows:

22 “(a) To school districts, schools, nonprofit organizations, post-secondary
23 institutions and consortiums that are any combination of those entities for
24 the purpose of supporting the implementation of common core state stan-
25 dards.

26 “(b) To school districts and nonprofit organizations for the purposes of
27 complying with the core teaching standards adopted as provided by ORS
28 342.856 and complying with related standards prescribed by federal law.

29 “(c) To school districts and nonprofit organizations for the purpose of
30 providing teachers with opportunities for professional collaboration and

1 professional development and for the pursuit of career pathways in a manner
2 that is consistent with the School District Collaboration Grant Program de-
3 scribed in ORS 329.838.

4 “(d) To school districts and nonprofit organizations for the purpose of
5 providing beginning teachers and administrators with mentors in a manner
6 that is consistent with the beginning teacher and administrator mentorship
7 program described in ORS 329.788 to 329.820.

8 “(e) To school districts for the purposes of obtaining assessments and de-
9 veloping professional development plans to meet school improvement objec-
10 tives and educator needs.

11 “(f) To school districts, nonprofit organizations and post-secondary insti-
12 tutions for the purpose of closing achievement gaps by providing and im-
13 proving the effectiveness of professional development, implementing
14 data-driven decision making, supporting practice communities and imple-
15 menting culturally competent practices.

16 “(g) To school districts and nonprofit organizations for the purposes of
17 developing and engaging in proficiency-based or student-centered learning
18 practices and assessments.

19 “(h) To school districts, nonprofit organizations and post-secondary insti-
20 tutions for the purposes of strengthening educator preparation programs and
21 supporting the development and sustainability of partnerships between pro-
22 viders of early learning services, public schools with any grades from
23 kindergarten through grade 12 and post-secondary institutions.

24 “(i) To providers of early learning services, nonprofit organizations and
25 post-secondary institutions for the purposes of providing professional devel-
26 opment and supporting providers of early learning services with opportu-
27 nities for professional collaboration and advancement.

28 “(4) The Oregon Education Investment Board shall support the network
29 by:

30 “(a) Conducting and coordinating research to determine best practices and

1 evidence-based models.

2 “(b) Working with educator preparation programs to ensure ongoing col-
3 laboration with education providers.

4 “(c) Supporting programs that help to achieve the goal of the Minority
5 Teacher Act of 1991 as described in ORS 342.437.

6 “(d) Creating and supporting a statewide plan for increasing the success-
7 ful recruitment of high-ability and culturally diverse candidates to work in
8 high-need communities and fields.

9 “(5) The Department of Education shall support the network by:

10 “(a) Developing a system that ensures statewide dissemination of best
11 practices and evidence-based models.

12 “(b) Supporting the development and implementation of standards-based
13 curriculum, high-leverage practices and assessments that promote student
14 learning and improve outcomes for students learning English as a second
15 language and for students with disabilities.

16 “(c) Administering the distribution of funding as described in subsection
17 (3) of this section.

18 “(6) The Oregon Education Investment Board shall develop processes to
19 establish the network and ensure the accountability of the network. The
20 processes must ensure that the network:

21 “(a) Gives preference to entities that have demonstrated success in im-
22 proving student outcomes.

23 “(b) Delivers services for the benefit of all regions of this state.

24 “(c) Is accountable for improving education outcomes identified by the
25 Oregon Education Investment Board, contained in achievement compacts or
26 set forth in ORS 351.009.

27 “(d) Includes and connects education providers and leaders from pre-
28 kindergarten through post-secondary education.

29 “(7) No more than two percent of all moneys received for the purposes
30 of this section may be expended by the Oregon Education Investment Board

1 or the Department of Education for administrative costs incurred under this
2 section. For the purpose of this subsection, technical assistance and direct
3 program services provided to school districts and nonprofit organizations are
4 not considered administrative costs.

5 “(8) The State Board of Education may adopt any rules necessary for the
6 Department of Education to support the network and perform any duties
7 assigned to the department under this section or assigned to the department
8 by the Oregon Education Investment Board. Any rules adopted by the State
9 Board of Education must be consistent with this section and with actions
10 taken by the Oregon Education Investment Board to implement this section.

11 **“SECTION 28.** ORS 342.950, as amended by section 2, chapter 661, Oregon
12 Laws 2013, is amended to read:

13 “342.950. (1) The Network of Quality Teaching and Learning is estab-
14 lished. The network consists of the Department of Education and public and
15 private entities that receive funding as provided by this section to accom-
16 plish the purposes of the network described in subsection (2) of this section.

17 “(2) The purposes of the network are the following:

18 “(a) To enhance a culture of leadership and collaborative responsibility
19 for advancing the profession of teaching among providers of early learning
20 services, teachers and administrators in kindergarten through grade 12, ed-
21 ucation service districts and [*teacher education institutions*] **educator prep-
22 aration providers.**

23 “(b) To strengthen and enhance existing evidence-based practices that
24 improve student achievement, including practices advanced by or described
25 in ORS 329.788 to 329.820, 329.822, 329.824, 329.838, 342.433 to 342.449 and
26 342.805 to 342.937.

27 “(c) To improve recruitment, preparation, induction, career advancement
28 opportunities and support of educators.

29 “(3) To accomplish the purposes of the network described in subsection
30 (2) of this section, the Department of Education, subject to the direction and

1 control of the Superintendent of Public Instruction, shall distribute funding
2 as follows:

3 “(a) To school districts, schools, nonprofit organizations, post-secondary
4 institutions and consortiums that are any combination of those entities for
5 the purpose of supporting the implementation of common core state stan-
6 dards.

7 “(b) To school districts and nonprofit organizations for the purposes of
8 complying with the core teaching standards adopted as provided by ORS
9 342.856 and complying with related standards prescribed by federal law.

10 “(c) To school districts and nonprofit organizations for the purpose of
11 providing teachers with opportunities for professional collaboration and
12 professional development and for the pursuit of career pathways in a manner
13 that is consistent with the School District Collaboration Grant Program de-
14 scribed in ORS 329.838.

15 “(d) To school districts and nonprofit organizations for the purpose of
16 providing beginning teachers and administrators with mentors in a manner
17 that is consistent with the beginning teacher and administrator mentorship
18 program described in ORS 329.788 to 329.820.

19 “(e) To school districts for the purposes of obtaining assessments and de-
20 veloping professional development plans to meet school improvement objec-
21 tives and educator needs.

22 “(f) To school districts, nonprofit organizations and post-secondary insti-
23 tutions for the purpose of closing achievement gaps by providing and im-
24 proving the effectiveness of professional development, implementing
25 data-driven decision making, supporting practice communities and imple-
26 menting culturally competent practices.

27 “(g) To school districts and nonprofit organizations for the purposes of
28 developing and engaging in proficiency-based or student-centered learning
29 practices and assessments.

30 “(h) To school districts, nonprofit organizations and post-secondary insti-

1 tutions for the purposes of strengthening educator preparation programs and
2 supporting the development and sustainability of partnerships between pro-
3 viders of early learning services, public schools with any grades from
4 kindergarten through grade 12 and post-secondary institutions.

5 “(i) To providers of early learning services, nonprofit organizations and
6 post-secondary institutions for the purposes of providing professional devel-
7 opment and supporting providers of early learning services with opportu-
8 nities for professional collaboration and advancement.

9 “(4) The Department of Education shall support the network by:

10 “(a) Conducting and coordinating research to determine best practices and
11 evidence-based models.

12 “(b) Working with educator preparation programs to ensure ongoing col-
13 laboration with education providers.

14 “(c) Supporting programs that help to achieve the goal of the Minority
15 Teacher Act of 1991 as described in ORS 342.437.

16 “(d) Creating and supporting a statewide plan for increasing the success-
17 ful recruitment of high-ability and culturally diverse candidates to work in
18 high-need communities and fields.

19 “(e) Developing a system that ensures statewide dissemination of best
20 practices and evidence-based models.

21 “(f) Supporting the development and implementation of standards-based
22 curriculum, high-leverage practices and assessments that promote student
23 learning and improve outcomes for students learning English as a second
24 language and for students with disabilities.

25 “(g) Administering the distribution of funding as described in subsection
26 (3) of this section.

27 “(5) The State Board of Education shall develop processes to establish the
28 network and ensure the accountability of the network. The processes must
29 ensure that the network:

30 “(a) Gives preference to entities that have demonstrated success in im-

1 proving student outcomes.

2 “(b) Delivers services for the benefit of all regions of this state.

3 “(c) Is accountable for improving education outcomes identified by the
4 State Board of Education, contained in achievement compacts or set forth
5 in ORS 351.009.

6 “(d) Includes and connects education providers and leaders from pre-
7 kindergarten through post-secondary education.

8 “(6) No more than two percent of all moneys received for the purposes
9 of this section may be expended by the Department of Education for admin-
10 istrative costs incurred under this section. For the purpose of this sub-
11 section, technical assistance and direct program services provided to school
12 districts and nonprofit organizations are not considered administrative costs.

13 “(7) The State Board of Education may adopt any rules necessary for the
14 Department of Education to support the network and perform any duties
15 assigned to the department under this section. Any rules adopted by the
16 State Board of Education must be consistent with this section.

17 “**NOTE:** Sections 29 through 35 were deleted by amendment. Subsequent
18 sections were not renumbered.”.

19
