



# NON-TRADITIONAL LICENSURE PATHWAYS

PRESENTATION TO HOUSE EDUCATION COMMITTEE

---

DR. ANTHONY ROSILEZ,  
TSPC EXECUTIVE DIRECTOR

*NOVEMBER 16, 2021*

# HB 2166 & TSPC

---

## **TSPC** requires capacity to:

- Monitor educator workforce needs at level of region and endorsement
- Develop new license structures (pathways)
- Support interested entities in the development of new pathway programs
- Evaluate and ensure accountability of programs to pathway rules and TSPC standards
- Report to legislators and partners on pathway performance

## **TSPC** original funding request:

- Staff (\$1,500,000):
  - Pathways Coordinator
  - EPP Pathways Specialists (3 fte)
  - Pathways Assistant
- Pathway modeling, piloting, and evaluation support (\$2,000,000)

## **Legislative** Response:

- Full speed on pathways development
- Two staff positions (teacher pathways, SEL and culturally responsive practices)



# INTER-AGENCY COOPERATION

---

The Commission will develop a plan for implementation of these provisions that will:

(a) Be developed in collaboration with the Educator Advancement Council and the Department of Education; and

(b) Prioritize increasing:

(A) Participation by teacher candidates in nontraditional pathway to licensure programs;

(B) Educator diversity; and

(C) Educator retention.

HB 2166, Section 9a(2)

**TSPC** shall report progress to Legislature no later than January 2023



# TSPC and EAC PARTNERSHIP

---

**TSPC** develops new licensing structures: (This is one example of a non-traditional pathway.)

- Require individual **candidate program plans** developed by sponsoring district, academic partner, and candidate
- Allow **blended learning/work experiences** to satisfy licensing content & pedagogy requirements
- Plan is based on **competency in standards** rather than specific course sequence
- Guiding teacher provided through **district support** throughout program in a step-down approach
- This “**apprenticeship**” model varies from a residency in that it is a continuous improvement and growth model through professional licensure that is paid and emphasizes credit through experience
- Advocates with **HECC** and university leadership to adopt **experiential tracks to degree**.
- Create an apprenticeship license allowing **limited teaching of record with co-teacher support**



# TSPC and EAC PARTNERSHIP

---

## The EAC:

- Encourages and provides **assistance to partnerships** seeking to utilize these pathways
- Develops grant programs (may include GYO) to **help fund expenses, train** guiding teachers
- Operate a statewide **forgivable loan program** (if funded)
- **Important Consideration:** Funding for pathways programs should be separate from other EAC allotments, and school districts should be supported in providing guiding teachers in pathways' apprenticeships.

**TSPC** and **EAC** must work together with **EPPs, districts, ESDs, ODE, HECC, and community colleges** to make sure we can get as many candidates supported, develop connections and guidance for candidates, and ensure that pathways and any EAC grant requirements are met.



# PATHWAY DEVELOPMENT

---

## 2020-2021

- Begin development of robust educator workforce data system – UO partnership
- Multiple Measures research project (funding from EAC)

## 2021-2022

- Continue development of workforce data system
- Recruit & hire 2 staff positions (One hired, one in interview process)
- Develop collaborative engagement plan (Begun discussions with EAC)
- Nontraditional Pathways Advisory Committee (NPAC) impaneled & charged
- Research and input gathering from partners on pathways
- Teacher pathway structure proposed to the Commission (Spring 2022)
- Request funding for administrative/personnel services pathway specialist
- Integration of social-emotional learning and culturally responsive guidance provided to all preparation providers



# PATHWAY DEVELOPMENT

---

## 2022-2023

- **TSPC** & **EAC** develop 2023-2025 budget requests to include continued staff and funding program to support educator candidates
- Initiate pilot of teacher pathway program ([dependent on funding](#))
- Include monitoring and evaluation plan
- Develop administrator licensure pathway program
- Develop personnel services licensure pathway program
- Develop a comprehensive educator workforce outreach and marketing plan
- Report to Legislature with ongoing funding request

## 2023 & Beyond

- Implement administrator and personnel services pathway programs
- Grow program participation
- Seek external funding sources
- Sustainability planning





*Where's the Future  
Teacher T-Shirt?*

**QUESTIONS?**

---

**THANK YOU!**

**[Anthony.Rosilez@tspc.oregon.gov](mailto:Anthony.Rosilez@tspc.oregon.gov)**



# APPENDIX: THE LEGISLATION

---

## ORS 342.147

(2) Standards for approval of an educator preparation provider may allow approval of an institution of higher education, a school district in this state, an education service district in this state or any other entity in this state that sponsors or provides an educator preparation program.

(4)(b) ... The commission shall establish standards for nontraditional pathway to licensure **programs that:**

(A) Are **substantially similar** to the standards under subsection (3)(a) of this section;

(B) Require the **commission to consider the current efforts** of educator preparation programs to serve the same educator workforce as the proposed nontraditional pathway to licensure program; and

(C) Require the proposed nontraditional pathway to licensure **program to submit** to the commission a **preoperational capacity review** from a national accrediting organization that is approved by the commission....

*Approved programs have **4 years to become nationally accredited.***



# APPENDIX:A PATHWAY IDEA

Sonya is a single mother from Warm Springs who worked 5 years as an early childhood educator and had many hours of training in that job. She then worked 2 years as a paraprofessional in her daughter's school and has completed an associates degree.

## Sonya enrolls in Non-Traditional Apprenticeship Program offered by district and Baker U

**Year 1:** Baker assesses her content and foundational knowledge and develops a 3-year plan to BA and licensure with credits given for work experience. District allows Sonya to continue work and provides some time for her to complete Baker U online learning theory modules.

**Year 2:** TSPC provides Sonya a Residency License. The district places her in ¾ day co-teaching position (1:1) with an experienced teacher and at her full para position pay. She continues methodology & content coursework/ modules at Baker U. [Journey Year 1]

**Year 3:** Full-day co-teaching experience (2:1) with experienced teacher within subject matter area. Continues advanced methodology and reflective assessment work through Baker U. [Journey Year 2]

EAC awards grant with district matching funds to cover courses/ modules and pay for guiding co-teacher. Sonya's academic costs are paid with a forgivable loan from EAC grant. (Service req.)

At the **end of Journey Year 2**, Sonya is awarded BA and a Preliminary License, along with a growth plan toward Professional License. Content & performance assessments are not required as this was assessed throughout Journey Years.

**Years 4 & 5:** Sonya has her own classroom with a mentor and follows plan requirements leading to Professional License.

After working in the same district for one year post Professional License, Sonya's academic loan is forgiven.

