



Oregon Association of Colleges for Teacher Education

Marc Shelton

President
George Fox University

TO: House Rules Committee

FROM: Marc Shelton

Matt Seimears

Incoming President
Eastern Oregon University

DATE: May 4, 2021

RE: HB 2166

Marvin Lynn

Past President
Portland State University

Oregon Association of Colleges for Teacher Education (OACTE), the state organization representing all 14 public and private educator preparation programs in Oregon, appreciates the opportunity to share our thoughts about HB 2166.

Gustavo Olvera

Secretary
Warner Pacific University

The language in the -5 and -6 amendments allows your public and private Educator Preparation Programs (EPPs) to continue partnering to create non-traditional pathways in rural, remote and hard-to-reach communities to address workforce demands. It also would enable new programs to emerge with the unique goal of serving diverse communities. Many of us are developing innovative programs already, and we want to continue these efforts while inspiring others to do the same. The -5 and -6 amendments support this goal.

Steve Tillery

Treasurer
George Fox University

Working collectively and with TSPC and the Governor's office, the EPPs drafted the -5 amendments to this bill which address our largest area of concern regarding a new, nontraditional pathway to licensure under Sect. 9 (4) which would not require the same accreditation as other EPPs. The -6 amendment maintains this language. We believe new EPPs should be held to the same standards as existing EPPs. Accreditation standards and stipulations are designed to produce effective teachers prepared to face the demands of today's classrooms. Any meaningful reduction of these requirements will likely result in lower-quality programs that produce ill-prepared teachers.

We drafted the -5 amendments with some words of caution in mind as well. Alternative certification routes have been used in many other states and especially in large, urban areas where qualified teacher shortages are greatest. Alternative

certification is not a panacea and can inadvertently leave our most challenging schools with educators prepared mostly through alternative routes. In other areas of the U.S., this has contributed to excessive turnover and poorer outcomes for students. OACTE believes strongly in maintaining rigor for teacher preparation and believes children and families in our state deserve well-prepared educators in all classrooms. Investments in Oregon educator preparation programs is what is needed in our state, not the development of an entirely new system with questionable quality control.

We emphasize our commitment to diversifying the Oregon educator workforce. Improving diversity in the classroom through recruiting and retaining educators from diverse linguistic, social, cultural, and ethnic backgrounds, and then partnering with school districts to promote equity-focused future educators is a core component of our shared mission. We share the goals of the Governor's Education Recovery Committee, Racial Justice Council and the legislature's commitment to diversity and educator equity through HB 2166.

We are appreciative of the willingness of the Governor and TSPC to work with us on these technical changes, which have no opposition.

We urge you to adopt the -5 or -6 amendments, or include the language in Section 9 in any future amendment.

Thank you for your consideration.