



January 23, 2023

Honorable Courtney Neron, Chair
and the House Education Committee

**RE: TEACHER STANDARDS AND PRACTICES COMMISSION RESPONSE TO
HOUSE EDUCATION COMMITTEE QUESTIONS**

The Honorable Representative Courtney Neron and House Education Committee:

➤ **Introduction**

TSPC is very grateful for the recent opportunity to meet with the House Education Committee and give a brief overview of the work. Our only regret is that it was very challenging to present the work adequately in such a short period of time, so thank you for taking the time to read the slide deck. Please remember that the Executive Director is most willing to meet with individuals of the committee as desired.

➤ **Question One: On slide 17 of your presentation you mentioned that you provided \$3 million in scholarships to diverse Admin candidates. Please define “diverse.”**

Answer:

TSPC administers the Oregon Administrators’ Scholars Program for diverse candidates. Pursuant to the provisions of ORS 327.254, monies have been allocated to the Teacher Standards and Practices Commission (TSPC) to distribute to qualified school administrator candidates in order to promote diversity of personnel in the Oregon school administrator profession. The scholarship program is designed to assist administrators meeting the definition of “diverse” according to ORS 342.433. TSPC is compelled to follow the provisions of ORS 342.433 very closely.

Oregon Revised Statute (ORS) 342.433 states:

1. *“Diverse” means culturally or linguistically diverse characteristics of a person, including:*

- (a) Origins in any of the black racial groups of Africa but is not Hispanic;*
- (b) Hispanic culture or origin, regardless of race;*
- (c) Origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands;*

(d) Origins in any of the original peoples of North America, including American Indians or Alaskan Natives; or

(e) A first language that is not English.”

➤ **Question Two: How are you supporting ALL people associated with TSPC?**

Answer:

It begins with our stated TSPC mission and values. Among the ten values is:

- Equity, diversity, and inclusion for every group and individual
- A comprehensive approach to education that encompasses the social, emotional, academic, physical, and ethical needs of ALL students and their communities. In concert with the Oregon educator preparation providers (EPP), the program standards and rules are applied to ALL candidates equally. Where there are barriers to licensure, TSPC offers alternate pathways to licensure that do not compromise Oregon’s high standards of quality but remove those barriers to licensure. Examples of this include:
 - Multiple measures options for candidates who may struggle with certain requirements such as exam anxiety. Attached are content and performance alternate options to demonstrate they are qualified to be Oregon educators.
 - We are also putting into place an apprenticeship program (again, open to all candidates). A major advantage of this approach is that the candidate who may have financial restraints is able to keep earning a livable wage while doing their educator program practica and/or student teaching.
 - For those who are unable to afford the performance testing requirements of Pearson edTPA, TSPC offers a local assessment option. The EPP develops this assessment option conforming to the TSPC local Assessment framework, to ensure that the assessment is sound. This helps to reduce the financial barrier of the cost associated with the Pearson edTPA performance requirement of the State of Oregon.
 - TSPC is planning to develop alternate pathways to principal and professional administrator licensure for Oregon institutions.

➤ **Question Three: What is your current budget? You’ve listed that the fee for licensure is \$186, this is a significant amount of money as most Americans in general can’t afford a \$400 bill above and beyond their current paycheck. What would be needed to reduce this fee to create a better pathway for our teachers and admin?**

Answer:

Current Budget:

TSPC's 2021-23 Leg Approved Budget is \$15,623,629, which includes 29.25 FTE. The 2023-25 Current Service Level Budget is \$14,339,068; 26.5 FTE, see attached Summary of 2023-25 Budget (BVD104).pdf.

The primary source of funding for TSPC's work is Licensure fees, which is dependent on the number of applications submitted to TSPC. Until the pandemic, when an unusual number of provisional licenses were needed to supply substitute teachers, total applications were trending down while operation costs continued to rise, leading to necessary fee increases. This scenario – stable or declining application numbers with increasing costs – inherently leads to higher fees.

Thus, TSPC continues to advocate for a stable funding source. Whether that is additional fees on clients that are not charged now, such as school districts, EPPs, and disciplined licensees, or a dedicated source of General Funds, as most other states rely on, is up to the legislature. If General Funds were available to pay for the Professional Practices unit expenditures and a new data system, for example, license fees could be significantly lowered. TSPC strongly agrees that the current level of license fees represent a barrier to entry in the workforce, which is why it is pleased to run the Diverse Educators License Reimbursement program, so at least applicants of historically disadvantaged communities may have that barrier removed.

There are complexities in operating the program approval and educator development responsibilities of TSPC. Since, as stated above, the entirety of the TSPC budget is dependent on licensure fees when in fact, we also handle all license discipline cases and investigations, all program approval and review of educator programs, regular review and adoption of revised rules related to program standards and licensure rules, and educator development initiatives such as: development of alternate licensure pathways, apprenticeship initiatives, inclusion of SEL and trauma-informed practices, development of administrator professional development. These functions are vital to the need for more educator licensed personnel and the desire to create a more professional and skilled educator workforce.

➤ **Question Four: What can we do to support your program?**

Answer:

Thank you so much for your vested interest in Oregon's students. The most significant way to support our programs is to promote our Policy Option Packages, all of which are designed specifically to support our existing work. We believe that the funding is crucial to actually get the mission of TSPC going and accomplished. The result of this funding

will also return TSPC's KPMs to acceptable levels. (See the attached TSPC Policy Packages, POP packages 101-105 for further information.)

POP 105 is requested to continue the work of developing our Educator Data System. This comprehensive data system will serve to benefit all three units of the TSPC agency, Professional Practices, Program Approval, and Licensing. One pronounced benefit will be the licensure application process and decreased application processing time.

In addition, Professional Practices would greatly benefit from the passage of Senate Bill 218 during the current 2023 legislative session.

Please feel free to reach out to me with any need for clarification or other questions you may have.

Respectfully submitted,



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RESOURCES:

ORS 342.433 Definitions.

Multiple Measures Approach to Content Knowledge – Guidance Information
Multiple Measures Approach to Performance – Guidance Information

Summary of 2023-25 Budget.pdf

Teacher Standards and Practices Commission Mission and Values Statement

- 4c. Policy Package 101 Reduce Barriers to Educator Education (107bf02).pdf
- 4d. Policy Package 102 Improve Access to the Education Workforce (107bf02).pdf
- 4e. Policy Package 103 Increase Timely Case Resolution (107bf02).pdf
- 4f. Policy package 104 Agency sustainability (107bf02).pdf
- 4g. Policy Package 105 Educator Data System (107bf02).pdf