

House Bill 2515

Sponsored by Representative SPRENGER (Presession filed.)

SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure **as introduced**.

Allows person to teach courses in career and technical education without being licensed by or registered with Teacher Standards and Practices Commission if certain requirements are met.

A BILL FOR AN ACT

1
2 Relating to teacher qualifications; creating new provisions; and amending ORS 344.055.

3 **Be It Enacted by the People of the State of Oregon:**

4 **SECTION 1.** ORS 344.055 is amended to read:

5 344.055. It shall be the policy on career and technical education and employment training in this
6 state that:

7 (1) Accessibility to career and technical education programs should be facilitated. Individuals
8 should have a choice of training opportunities for which they are qualified and from which they can
9 benefit. Such opportunities should be available from school districts, community colleges, federal and
10 state workforce training programs, private career and technical education schools, apprenticeship
11 programs and institutions of higher education. The student should have easy access to training with
12 the flexibility to move in and out of programs as needs indicate. Opportunities should be available
13 for all individuals to obtain the skills and knowledge needed for initial employment as well as for
14 occupational upgrading and job changes.

15 (2) State and local planning and program operations should be coordinated to provide the most
16 efficient use of federal, state, local and private resources.

17 (3) A comprehensive system of education and employment training should be developed. Sec-
18 ondary schools should provide an educational program that balances the educational skills of read-
19 ing, writing, speaking, computation and reasoning ability, occupational skills including technical
20 knowledge, manipulative ability and other skills required to perform job tasks and employment skills
21 such as job seeking, work attitude, work adjustment and job-coping abilities. Community colleges
22 should provide comprehensive programs in both academic and career and technical education sub-
23 jects. In addition, community colleges should provide short-term training designed for specific occu-
24 pations, related training for apprenticeships and opportunities for employed persons to improve their
25 skills. Other providers of employment training should compliment this effort with programs aimed
26 at specific job training.

27 (4) Full working partnerships among education, business, industry, labor, government and agri-
28 culture should be developed to meet employer needs for a skilled workforce and to promote em-
29 ployee job satisfaction. Such partnerships should be fostered by promoting efforts such as work site
30 training stations, lending or donating of equipment to training programs, employee-teacher exchange
31 programs, advisory committees and cooperative work experience programs. All segments of the

NOTE: Matter in **boldfaced** type in an amended section is new; matter *[italic and bracketed]* is existing law to be omitted. New sections are in **boldfaced** type.

1 community should be encouraged to assist in career and technical education.

2 (5) Federal, state, local and private funding resources should be combined to ensure the devel-
3 opment and implementation of quality programs. Both the governmental and private sectors should
4 make a commitment to career and technical education as an investment that will help bring about
5 economic development and stability as well as high social and financial returns. Improvement of
6 existing training programs, as opposed to development of duplicative or parallel efforts, should be
7 utilized to promote flexibility and economy in the design and delivery of career and technical edu-
8 cation.

9 (6) High quality career and technical education requires an adequate supply of well prepared
10 teachers and support personnel. Provisions should be made for the formal preparation of teachers
11 and for the recruitment of teachers from business and industry. Programs should be designed and
12 implemented to ensure that teachers remain current in their areas of expertise, and instructors
13 should be encouraged to return to business and industry to gain additional experience in their fields.
14 To promote **the recruitment and** retention of qualified personnel, institutions preparing and li-
15 censing teachers [*and agencies employing teachers*] should allow credit for relevant career and
16 technical education experiences **and education providers should not require personnel to be li-**
17 **censed or registered.**

18 (7) Career and technical education programs and other employment training programs should
19 be developed, operated and evaluated jointly with representatives of the career and technical edu-
20 cation instructional areas included in the programs. Evaluation of efforts should consider the cost
21 effectiveness of the program both for society and the state.

22 (8) Each student's academic, career and technical education and employment skills should be
23 assessed upon entering so that proper placement in the educational program can occur. Credit
24 should be given for prior education, work experience and community service. Assessments to deter-
25 mine progress, competency attainment and needed corrective action should be made on a periodic
26 basis. Assistance in obtaining employment and follow-through services to help students succeed on
27 the job should be provided.

28 (9) Provisions should be made to meet the needs of women, minorities, disadvantaged or persons
29 with disabilities and others who have special training needs. Special curricula, facilities, equipment,
30 counseling and instruction should be provided as necessary. The agencies and institutions serving
31 these groups should coordinate use of the available resources to provide cost effective services.

32 (10) Career and technical education provides the learning experience needed to make effective
33 career choices and to develop the attitudes, knowledge and skills that enable persons to perform
34 successfully in the producer role and to assist them in other related life roles. It progresses through
35 the steps of awareness and exploration of work, preparation for a broad range of occupations and
36 specialization in a specific occupation.

37 (11) Career and technical education is taught at the secondary school level, in post-secondary
38 career and technical education institutions, community colleges and apprenticeship programs and
39 may continue through skill upgrading or retraining for a new career.

40 **SECTION 2. Notwithstanding ORS 338.135 and 342.173, a person employed by a school**
41 **district or a public charter school may teach without being licensed by or registered with the**
42 **Teacher Standards and Practices Commission if:**

43 (1) **The person is teaching a course in career and technical education;**

44 (2) **The school district or public charter school follows the instructor appraisal committee**
45 **procedures adopted by the Teacher Standards and Practices Commission; and**

1 **(3) The person meets the other training or experience requirements established by the**
2 **board of the school district or public charter school.**
3 _____