

## TSPC Response to Joint Committee on Ways and Means Subcommittee on Education

### Educator Professional Development

Professional development for licensed educators is provided through multiple sources which include colleges and universities, schools and school districts, non-profit continuing education providers, and for-profit entities. There is no single state agency responsible for professional development; however, professional development units (PDUs) are required to renew most licenses, to reinstate expired licenses, and as one way to move from the preliminary to the professional teaching license.

TSPC Rules require PDUs as follows:

- Most licenses, registrations, and certificates require completion of PDUs *for renewal*:
  - **75 PDUs** for a **three-year** license
  - **125 PDUs** for a **five-year** license
- Timeline for completion of PDUs:
  - PDUs must be completed during the life of the license except as provided for carryover units.
  - *Carryover allowance*: An educator may carryover 25 PDUs from their prior licensure period. The carryover PDUs may **only** be from their previous reporting period.
- PDUs are calculated as follows:
  - 1 hour of continuing PDU activity = 1 PDU;
  - 1 quarter hour of college credit = 20 PDUs; or
  - 1 semester hour of college credit = 30 PDUs.
- These ratios are slightly different for administrative licenses.
- PDUs must include activities intended to increase the effectiveness as an educator. PDU activities must fall within one of seven [Standards for Professional Learning](#).
- PDUs can be earned by:
  - Completing college courses;
  - Attending workshops and conferences; and
  - Participating in other learning activities intended to increase the attendee's effectiveness as an educator.
- School counselors must also report any professional development they complete related to suicide prevention.

ODE maintains the Framework for Teacher & Administrator Support Systems, requiring evaluation to include:

1. Standards of Professional Practice
2. Differentiated Performance Levels: 4 Levels
3. Multiple Measures
4. *Evaluation and Professional Growth Cycle*
5. *Aligned Professional Learning* [emphasis added]

Through this year, ODE also maintains the Oregon Educator Network which includes professional development opportunities statewide and supports professional development through several sources, including but not limited to, federal Title II funds, the state School District Collaboration Grant Program, the Oregon Mentoring Program and Network for Quality Teaching and Learning (both of these soon to be under the auspices of the **Educator Advancement Council**), and other grant programs. The department also monitors compliance with many legislatively mandated training requirements.

The **Educator Advancement Council** (EAC) will become the primary vehicle for distributing state resources for educator development. While the current Network for Quality Teaching and Learning grant program was supported on a competitive grant basis, the EAC will distribute these resources in support of every educator and Oregon district, with teacher voice being the primary driver of professional development activities. The EAC's mission is, in part, to support educator development across the continuum from recruitment of candidates into teacher preparation, through early career, mid-career, and beyond.

The **Higher Education Coordinating Commission** supports teacher education and development through the development of pathways to teaching from community colleges into teacher education programs (The Education Major Transfer Map is currently in development.) and fiscal management of the Oregon Teacher Scholars Program. HECC also works with public universities to set goals to increase the teacher education pipeline.

The primary responsibility for educator professional development rests with the **school districts** and **educators** themselves. Through in-service days, local and district training opportunities, and supplemental workshops and conferences, districts provide opportunities which make up the bulk of the reported professional development. Much of the school district sponsored professional development is funded through federal Title II dollars. Educators may also take courses at colleges or independently from their employment to support their continuing professional development.

### **The 3-to-5 Year License**

Prior to 2015, the majority of educator licenses were issued for a three-year period. TSPC recommended and the Legislature approved the move to professional-level licenses having a five-year term. The rationale for the change was rather straightforward and included the following:

- The trend across the country was for professional licenses to have five-year terms; actual terms generally vary from 2-10 years (several states have had lifetime licenses, but such terms have been greatly reduced to primarily grandfathered licenses).
- Having a five-year professional license term provides an incentive for educators to move from the preliminary or initial license to the professional level which, on the average, would provide a greater impact on student learning outcomes.

- For educators who have demonstrated proficiency in practice and have earned a professional license, reducing the frequency of educators applying for licenses allows them to spend more time focusing on their work with students.
- The reduction in number of applications received by TSPC due to the change to a five-year license term may have helped alleviate the overall volume and backlog of applications for evaluation by agency staff. Given the change in the fee for the five-year license resulted in a lower fee on an annualized basis, this change had the effect of reducing potential revenue to support the staffing levels that would reduce the evaluation processing times as staffing costs increased through time.

### Is moving back to a three-year professional license term a possible solution?

Licensure terms are governed by TSPC rule, which may be adjusted through Commission rule-making. While it is possible to revert to three-year professional licenses, agency staff believe this would be challenging to the educator teacher workforce for the following reasons:

- With many states moving to longer licensing terms, reverting to a three-year period may serve as disincentive to attracting and retaining educators within Oregon as educators would more frequently need to submit application materials.
- Reversion would take away the incentive for educators to attain the added training and skills required for the professional license. This could potentially be offset by lowering the application and renewal fees for professional licenses or legislatively mandating that educators move to a professional license after a certain period. This would, however, be contrary to the recent direction the Commission has taken in licensing and program approval, as well as national trends.
- The increased frequency of licensure applications would require more evaluation staff in order to maintain our work toward established key performance measures. This would likely require increased fees as well.

Given these considerations, the agency recommends maintaining the five-year professional license term with consideration being provided for the adjustment of fees to accommodate the fiscal reason supporting such a change – increased annual personnel costs.

### **Educator Preparation Provider Candidate Completion**

TSPC serves as Oregon’s coordinator for annual U.S. Department of Education Higher Education Act Title II reporting for educator preparation providers. The agency collects data on the annual enrollment of candidates disaggregated by gender and ethnicity and the number of candidates who complete programs within a given year. A table of the 2017-2018 data is attached. The complete Title II report for Oregon can be found [here](#).

A word of caution in reviewing the table: total program enrollment for each program includes candidates who may be in various years within programs, while the number of completers is strictly the number of candidates who completed programs in the given year. Since the

undergraduate programs are multi-year programs (often candidates are considered officially enrolled for at least the last two years of their undergraduate preparation program), dividing the number of completers by the number of enrollees will not provide an accurate completion ratio. Actual ratios are significantly higher. Institutions retain specific cohort completer data locally. TSPC is currently updating its reporting protocols to capture several different data points which will enhance reporting capabilities.

Please contact TSPC Executive Director Rosilez with any questions.

## Oregon Education Preparation Provider Enrollment & Completion Data

(2019 Report Year - Includes Data from 2017-2018 Academic Year)

InstCode	Institution	Under grad	Grad	Total Enrollment										Multi Racial	Completers
				nt	Male	Female	Hispanic	Indian	Asian	Black	Islander	White			
402	Concordia University - Oregon	Yes	Yes	354	110	244	7	2	7	11	2	275	24	160	
415	Corban University	Yes	Yes	68	10	58	9	0	0	1	2	52	1	41	
403	Eastern Oregon University	Yes	Yes	58	11	46	10	2	0	2	1	42	0	76	
404	George Fox University	Yes	Yes	248	49	199	34	3	7	0	0	180	10	137	
405	Lewis and Clark College	No	Yes	83	24	59	0	0	2	0	0	73	4	62	
406	Linfield College	Yes	No	42	2	40	5	1	0	3	0	31	2	19	
419	Northwest Christian University	Yes	Yes	82	25	57	5	2	2	0	0	69	4	47	
407	Oregon State University	Yes	Yes	97	30	66	12	1	2	1	0	68	8	160	
408	Pacific University	Yes	Yes	162	53	109	23	5	9	3	5	130	12	126	
409	Portland State University	Yes	Yes	426	123	303	77	5	30	15	1	275	16	272	
411	Southern Oregon University	Yes	Yes	54	16	38	5	0	4	0	0	45	0	89	
412	University of Oregon	Yes	Yes	166	57	109	17	6	9	1	2	113	11	117	
413	University of Portland	Yes	Yes	123	31	92	11	1	7	1	4	101	4	100	
414	Warner Pacific College	Yes	Yes	85	24	61	14	1	2	4	1	58	5	27	
416	Western Oregon University	Yes	Yes	142	55	87	13	2	2	5	1	111	1	212	