



# **NONTRADITIONAL LICENSURE PATHWAYS & GROW YOUR OWN PROGRAMS:**

## **DISTINCTIONS & INTERSECTIONS**

(HB 2166, Section 9)

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# PATHWAYS & PROGRAMS

## EDUCATOR LICENSURE PATHWAYS



“In general pathways refers to broad categories of preparation, while programs are specific courses of study or experiences sponsored by a particular institution....”

National Research Council (2010)

# PATHWAY OR GYO PROGRAM

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## What are Licensure Pathways?

- Variations in license types and structures that may allow a candidate to earn certification to become a fully licensed educator.
  - Teacher candidates may come from other careers, have different work experience, and different learning and social support needs.
  - Different licensure pathways include varying academic and experience requirements that have different rules and steps, but ultimately meet the same standards and result in the same licensure.

## What are Programs?

- Specifically approved plan for preparation that meet the academic and clinical experience requirements within a specified pathway (licensing structure). The may be traditional or non-traditional.

## How is a GYO program different?



# ANALOGY – THE FAMILY REUNION

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Family members are invited to a family reunion in Eugene.

Six family members are heading to Eugene from Portland. One travels in his own car, another by taxi, but they both get to Eugene using the same map. Another decides to ride her bike to Eugene. These are different but *'traditional'* methods for travel.

The other three share the same house, but can't afford the trip. Their parents decided to rent them a car that two of them can drive to the reunion. They are family, after all. This is a *grow your own* but *traditional* method of getting to the reunion.

However, this last family member gets car sick, so the family purchases a ticket to fly to Eugene. This a *grow your own but non-traditional* method of getting to Eugene.

**The above are *different programs within the same pathway* (Portland to Eugene).**

Other family members of different ages, generations, financial ability, etc. will travel to the reunion, but they will start from different cities across the country and travel by different combinations of methods (plane, car, bus, boat...) and routes. **These are *non-traditional pathways*.**

Some of these family members travel by themselves, but the reunion organizers also rent tour buses for groups of family living in particular cities. **The latter are *non-traditional grow your own pathways*.**



# PATHWAYS EXAMPLE

Washington pathways to first license:

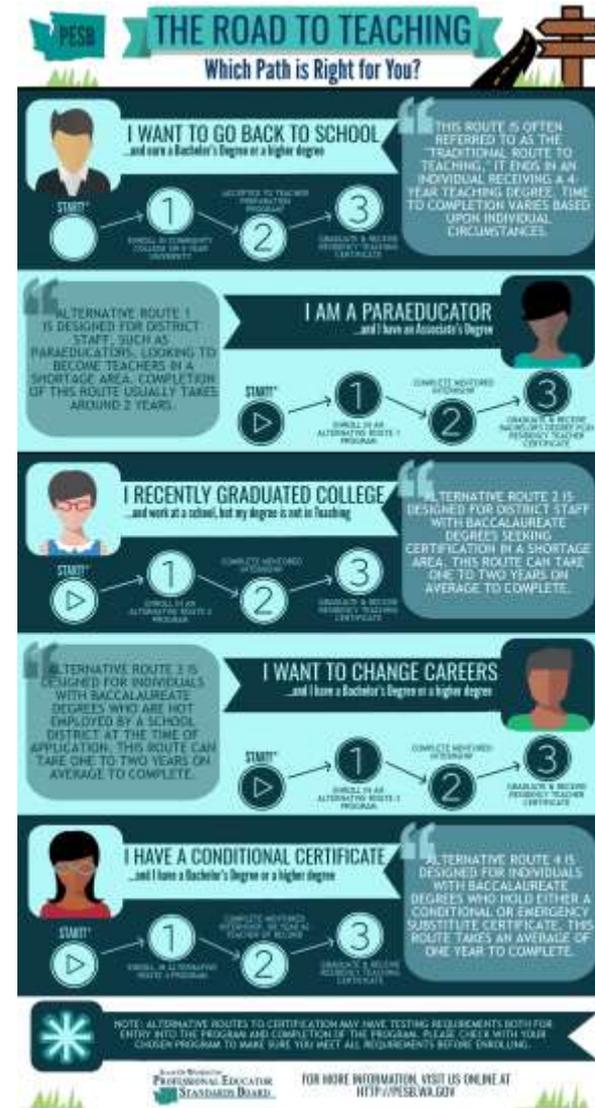
- Route 1: For district staff (e.g., paraeducators) with an associate's degree
- Route 2: For district staff with a bachelor's degree
- Route 3: For "career changers" with a bachelor's degree
- Route 4: For district staff with a bachelor's degree and a limited certificate

Academic partner:

- EPPs
- One ESD and several community colleges

Each route features:

- Unique admissions requirements
- Program requirements based on previous experience and education
- May provide authorization to teach in classroom
- Must meet overall standards for clinical practice and instructional performance



# TSPC and EAC PARTNERSHIP

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**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

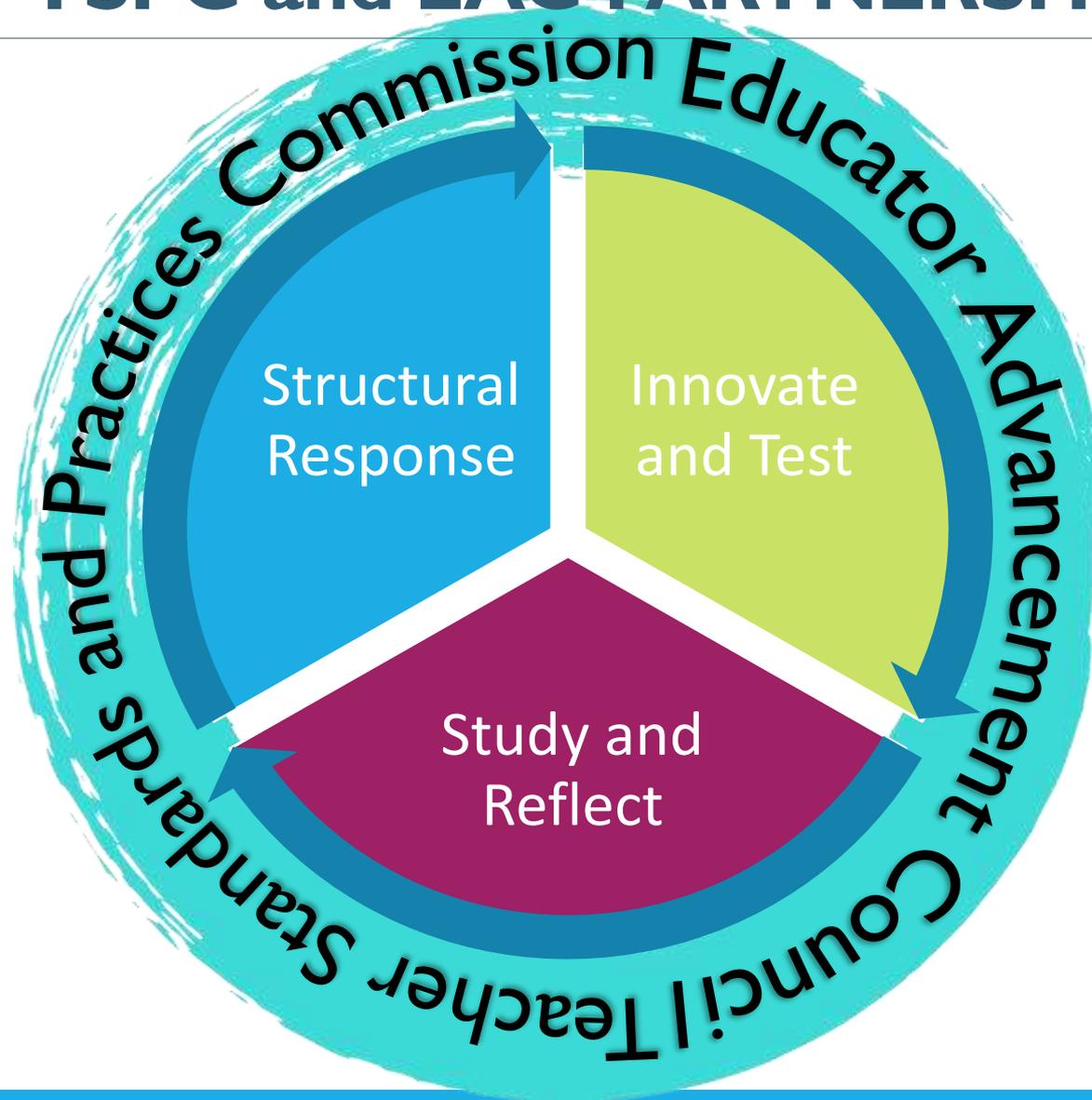
The **EAC**:

- 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 state wide forgivable loan program

**TSPC** and **EAC** must work together with **EPPs, districts, ESDs, ODE, 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.



# TSPC and EAC PARTNERSHIP



# PATHWAY COMPARISON

## Example:

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 Traditional BA Program in Elementary Education at Madras State U

- Early clinical experience may be waived given her experience
- Follow a series of TSPC approved courses at EPP leading to licensure and BA
- Courses may be offered locally or virtually, but likely in person
- Will require a complete 15-week student teaching experience that will likely require time away from work unless district provides accommodation
- May be able to qualify for financial aid; however, amount may be limited depending on aid previously awarded and applied to undergraduate record
- Flexibility in requirements limited to:
  - University guidelines
  - TSPC waiver rules
- EAC awarded Madras State a Grow Your Own grant to support a cohort with the local district to offer local night courses, transportation expenses and enhanced clinical experiences



# PATHWAY COMPARISON

## 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.



# HB 2166 & TSPC

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## TSPC requires capacity to:

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

## TSPC funding request:

- Staff (\$1,500,000):
  - Pathways Coordinator: Integrate and recommend rules for pathways and licensing requirements; liaison to education partners; program & funding manager
  - EPP Pathways Specialists (3 fte): collaborate with EPPs, districts, ODE subject specialists to develop non-traditional pathways; monitor & evaluate pathways under licensing rules (1 fte - teacher pathways; 1 fte - administrator pathways; 1 fte - SEL and culturally responsive practices)
  - Pathways Assistant: Provide reviews of pathways proposals for technical completeness; first contact for program providers and school districts; program & funding records
- Pathway modeling, piloting, and evaluation support (\$2,000,000):
  - Supporting program collaboration for pathway development
  - Costs to seed experimental licensing programs; technical assistance

