



**Testimony of Dr. Mark Girod - Dean, College of Education
In Support of SB 283 - Education Workforce
House Committee on Education
April 19th, 2023**

Dear Chair Neron, Vice-chair Hudson and Wright, and members of the House Education Committee,

I'm writing in support of SB 283, and in particular, the section describing Workforce Data. I have served as the Dean of the College of Education at Western Oregon University for more than a decade and understand deeply the need for Oregon to develop tools, systems, and procedures to more effectively build an educator workforce to meet the needs of our children, families, and communities. Without this, we have been guessing as we have made investments and changed policies over the last 20 years. Oregon's children deserve a more systematic approach and I applaud you for proposing how to get there.

The current language in SB 283 A-Engrossed describes an impressive vision that would allow Oregon to systematically study our efforts in educator workforce development and understand this work by variances in educator roles, differences across our communities, and school and community-level factors that are salient. I would ask that a couple of key modifications be made to ensure that Oregon develops the tools and procedures necessary to tinker toward the most effective educator workforce possible. The edits include:

1. Section 1 (4) of the Workforce Data section describes that "The department shall ensure that the statewide data system may be used to:" and then provides a long list of information that will be incorporated into this data system. Though it may be inferred, "educator license type" must be called out specifically so that Oregon can study variances across these. License type is connected directly to the work of Oregon's Educator Preparation Programs and to license issuance for all educators including those prepared out-of-state. Making sure that "license type" is included is essential.
2. Section 1 (6) of the Workforce Data section describes that "The department shall make the information described in subsection (4) of this section available to the public through a visually appealing interactive data visualization tool that is accessible on the department's website home page." To support this, a steering committee will be convened but the current language does not clearly describe the work of the steering committee. My suggestion is to add language shaping the work of the steering committee to include:
 - a. Utilize the interactive data visualization tool(s) to curate Oregon educator workforce information to more deeply understand hiring, retention, and

satisfaction by license type, pathway to the profession, regions of Oregon, and other educator, school, and community-level factors.

- b. Make recommendations based on annual data analysis to TSPC, EAC, HECC, ODE, and other state agencies and policy makers that play roles in educator workforce development. These recommendations could include policy changes, investments (or disinvestments), and further refinements to our data systems and processes to assure accurate and timely educator workforce development information.
- c. Share all data with Oregon EPPs to allow linkages between educator preparation pathways and procedures with downstream outcomes assuring that Oregon EPPs can fully utilize these data tools to study their effectiveness.

I am so grateful that the Senate Education Committee has recognized that Oregon must have new tools available to help us build an effective educator workforce in our state. I believe the suggestions above will help assure that this system is used to serve Oregon children, families, and communities more effectively.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark Girod".

Mark Girod, Ph.D.
Dean, College of Education
Western Oregon University