



February 10, 2025

Dear Senate Committee on Education:

As the President of the Oregon Association of Colleges for Teacher Education (OACTE), which represents each of the 14 Oregon-approved educator preparation programs in Oregon's public and private colleges and universities, and the Dean of the College of Education at Oregon State University, I write with a neutral stance toward Senate Bill 314.

First, I want to relay OACTE's and the OSU College of Education's strong support for apprenticeship and Grow Your Own (GYO) programs. Indeed, several of our approved Oregon educator preparation programs, or EPPs, have been serving as a training provider for the state's new registered apprenticeship program. Similarly, many of our approved Oregon EPPs are proud recipients of many years of Grow Your Own grants, which we know provide another pathway to teaching careers.

The beauty of Oregon's apprenticeship programs and GYO programs is that they take the expertise, experience, and rigor of our state-approved and nationally-accredited university programs and pair them with on-the-job training. We are fully supportive of continuing these kinds of programs that are offered through our approved educator preparation programs, as one more pathway to teacher licensure beyond the traditional pathways that have served our state and have produced thousands of teachers over the past 100 years.

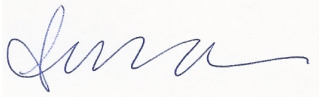
OACTE's solitary concern with this bill stems from the imprecise language in it that references "...any other related programs." Since GYO and apprenticeship programs are already regulated by TSPC and offered through approved educator programs here in Oregon, the bill's use of that wording is unnecessary and superfluous. Perhaps it was altogether unintended, but I want to caution the committee against opening the door to

other kinds of "non traditional pathways to licensure" that are not offered through our state-sanctioned and nationally-accredited educator preparation programs.

We know from the research that teachers who are prepared through non-traditional pathways (i.e., through non-educator preparation programs) are more likely to leave the teaching workforce than those who are prepared by approved and accredited educator preparation programs. In fact, these under-prepared teachers leave at 2 and 3 times the rate of those teachers prepared in educator preparation programs. We ask the committee to ensure that we do not weaken our strong programs here in Oregon.

We appreciate your continued support for our approved teacher education programs in Oregon, for our schools, and our children.

Sincerely,

A handwritten signature in blue ink, appearing to read "Susan", on a light-colored rectangular background.

Susan K. Gardner, Ph.D.

President of the Oregon Association of Colleges for Teacher Education

Dean of the College of Education, Oregon State University

Source cited:

Espinoza, D., Saunders, R., Kini, T., & Darling-Hammond, L. (2018). Taking the long view: State efforts to solve teacher shortages by strengthening the profession. Learning Policy Institute, 1-64. <https://learningpolicyinstitute.org/product/long-view-report>

