

HOUSE AMENDMENTS TO HOUSE BILL 2412

By COMMITTEE ON EDUCATION

April 20

- 1 On page 1 of the printed bill, line 2, after the semicolon insert “creating new provisions;”.
- 2 In line 5, after “342.390,” delete the rest of the line and insert “342.443, 342.447, 342.950,
3 342.971,”.
- 4 In line 6, after “681.375” delete the rest of the line.
- 5 In line 7, delete “Oregon Laws 2013,”.
- 6 On page 6, line 4, delete “privilege” and insert “right”.
- 7 In line 5, delete “privilege” and insert “right”.
- 8 On page 7, delete lines 12 through 32 and insert:
9 “**SECTION 8.** ORS 342.147 is amended to read:
- 10 “342.147. (1)(a) [*After considering recommendations of the State Board of Education,*] The Teacher
11 Standards and Practices Commission shall establish by rule standards for approval of [*teacher edu-*
12 *cation institutions and teacher education programs*] **educator preparation providers and educator**
13 **preparation programs.** [*Public teacher education institutions shall be approved for programs of more*
14 *than four years’ duration only if teacher education programs which are reasonably attainable in a*
15 *four-year period are also available in the system of higher education and are designed to culminate in*
16 *a baccalaureate degree that qualifies its graduates for entry-level teaching licenses.*]
- 17 “(b) **Standards for approval of an educator preparation program for early childhood edu-**
18 **cation, elementary education, special education or reading must require that the program**
19 **provide instruction on dyslexia and that the instruction be consistent with the knowledge and**
20 **practice standards of an international organization on dyslexia.**
- 21 “(2) The **Teacher Standards and Practices** Commission shall establish rules that allow [*teacher*
22 *education*] **educator preparation** programs leading to graduate degrees to commence prior to the
23 [*student’s*] **candidate’s** completion of baccalaureate degree requirements and that allow the com-
24 bined use of undergraduate and graduate level course work in achieving program completion.
- 25 “(3) Whenever any [*teacher education institution or program*] **educator preparation provider**
26 **or educator preparation program** is denied approved status or has such status withdrawn, [*such*]
27 **the** denial or withdrawal must be treated as a contested case [*within the meaning of*] **under** ORS
28 chapter 183.
- 29 “(4) Nothing in this section is intended to grant [*any authority*] to the **Teacher Standards and**
30 **Practices** Commission **any authority** relating to granting degrees or establishing degree require-
31 ments that are within the authority of the State Board of Higher Education, **the Higher Education**
32 **Coordinating Commission** or any of the public universities listed in ORS 352.002, or that are
33 within the authority of the governing board of any private institution of higher education.
- 34 “**SECTION 8a.** (1) **The Teacher Standards and Practices Commission shall adopt the**
35 **standards required by ORS 342.147 (1)(a), as amended by section 8 of this 2015 Act, in a timely**

1 manner to ensure that an educator preparation program in early childhood education, ele-
2 mentary education, special education or reading is able to demonstrate compliance with the
3 standards no later than December 31, 2016.

4 “(2) The Teacher Standards and Practices Commission shall report to the interim legis-
5 lative committees on education on the adoption of the standards required by ORS 342.147
6 (1)(a), as amended by section 8 of this 2015 Act, no later than October 1, 2016.”.

7 On page 9, line 33, restore the bracketed material and delete the boldfaced material.

8 In line 44, restore “knowingly”.

9 On page 10, line 5, restore the bracketed material and delete the boldfaced material.

10 In line 12, restore the bracketed material and delete the boldfaced material.

11 In line 18, delete “privilege” and insert “right”.

12 In line 21, delete “privilege” and insert “right”.

13 In line 30, delete “privilege” and insert “right”.

14 In line 32, delete “privilege” and insert “right”.

15 In line 42, restore the bracketed material and delete the boldfaced material.

16 On page 11, line 19, restore the bracketed material and delete the boldfaced material.

17 On page 12, line 19, delete “privilege” and insert “right”.

18 On page 14, line 10, restore the bracketed material and delete “privilege”.

19 On page 16, delete lines 25 through 45 and delete pages 17 through 22.

20 On page 23, delete lines 1 through 9 and insert:

21 “**SECTION 24.** ORS 342.443 is amended to read:

22 “342.443. (1) The Oregon Education Investment Board shall report biennially to the Legislative
23 Assembly longitudinal data on the number and percentage of:

24 “(a) Minority students enrolled in community colleges;

25 “(b) Minority students applying for admission to public universities listed in ORS 352.002;

26 “(c) Minority students accepted in public universities;

27 “(d) Minority students graduated from public universities;

28 “(e) Minority candidates seeking to enter public [*teacher education*] **educator preparation** pro-
29 grams in this state;

30 “(f) Minority candidates admitted to public [*teacher education*] **educator preparation** programs;

31 “(g) Minority candidates who have completed [*approved public teacher education*] **public educa-**
32 **tor preparation** programs;

33 “(h) Minority candidates receiving Oregon teaching licenses based on preparation in this state
34 and preparation in other states;

35 “(i) Minority teachers who are newly employed in the public schools in this state; and

36 “(j) Minority teachers already employed in the public schools.

37 “(2) The board also shall report comparisons of minorities’ and nonminorities’ scores on basic
38 skills, pedagogy and subject matter tests.

39 “(3) The Oregon University System, the public universities with governing boards listed in ORS
40 352.054, the Department of Education, the Teacher Standards and Practices Commission, community
41 colleges and school districts shall cooperate with the board in collecting data and preparing the
42 report.

43 “**SECTION 25.** ORS 342.443, as amended by section 5, chapter 778, Oregon Laws 2013, is
44 amended to read:

45 “342.443. (1) The Education and Workforce Policy Advisor shall report biennially to the Legis-

1 lative Assembly longitudinal data on the number and percentage of:

2 “(a) Minority students enrolled in community colleges;

3 “(b) Minority students applying for admission to public universities listed in ORS 352.002;

4 “(c) Minority students accepted in public universities;

5 “(d) Minority students graduated from public universities;

6 “(e) Minority candidates seeking to enter public [*teacher education*] **educator preparation** pro-
7 grams in this state;

8 “(f) Minority candidates admitted to public [*teacher education*] **educator preparation** programs;

9 “(g) Minority candidates who have completed [*approved public teacher education*] **public educa-**
10 **tor preparation** programs;

11 “(h) Minority candidates receiving Oregon teaching licenses based on preparation in this state
12 and preparation in other states;

13 “(i) Minority teachers who are newly employed in the public schools in this state; and

14 “(j) Minority teachers already employed in the public schools.

15 “(2) The advisor also shall report comparisons of minorities’ and nonminorities’ scores on basic
16 skills, pedagogy and subject matter tests.

17 “(3) The Oregon University System, the public universities with governing boards listed in ORS
18 352.054, the Department of Education, the Teacher Standards and Practices Commission, community
19 colleges and school districts shall cooperate with the advisor in collecting data and preparing the
20 report.

21 “**SECTION 26.** ORS 342.447 is amended to read:

22 “342.447. (1) The State Board of Higher Education shall require each public [*teacher education*]
23 **educator preparation** program in this state to prepare a plan with specific goals, strategies and
24 deadlines for the recruitment, admission, retention and graduation of minority teachers.

25 “(2) The [*state*] board shall review the plans for the adequacy and feasibility of the plans and,
26 after making necessary revisions, shall adopt the plans.

27 “(3) The [*state*] board shall adopt rules governing:

28 “(a) The contents of the plans;

29 “(b) The [*state*] board’s initial and biennial review process, including timetables for revising
30 plans; and

31 “(c) Other matters necessary for carrying out the provisions of ORS 342.433 to 342.449 and
32 351.077.

33 “**SECTION 27.** ORS 342.950 is amended to read:

34 “342.950. (1) The Network of Quality Teaching and Learning is established. The network con-
35 sists of the Oregon Education Investment Board, the Department of Education and public and pri-
36 vate entities that receive funding as provided by this section to accomplish the purposes of the
37 network described in subsection (2) of this section.

38 “(2) The purposes of the network are the following:

39 “(a) To enhance a culture of leadership and collaborative responsibility for advancing the pro-
40 fession of teaching among providers of early learning services, teachers and administrators in
41 kindergarten through grade 12, education service districts and [*teacher education institutions*] **edu-**
42 **cator preparation providers**.

43 “(b) To strengthen and enhance existing evidence-based practices that improve student
44 achievement, including practices advanced by or described in ORS 329.788 to 329.820, 329.822,
45 329.824, 329.838, 342.433 to 342.449 and 342.805 to 342.937.

1 “(c) To improve recruitment, preparation, induction, career advancement opportunities and sup-
2 port of educators.

3 “(3) To accomplish the purposes of the network described in subsection (2) of this section, the
4 Department of Education, subject to the direction and control of the Chief Education Officer, shall
5 distribute funding as follows:

6 “(a) To school districts, schools, nonprofit organizations, post-secondary institutions and con-
7 sortiums that are any combination of those entities for the purpose of supporting the implementation
8 of common core state standards.

9 “(b) To school districts and nonprofit organizations for the purposes of complying with the core
10 teaching standards adopted as provided by ORS 342.856 and complying with related standards pre-
11 scribed by federal law.

12 “(c) To school districts and nonprofit organizations for the purpose of providing teachers with
13 opportunities for professional collaboration and professional development and for the pursuit of ca-
14 reer pathways in a manner that is consistent with the School District Collaboration Grant Program
15 described in ORS 329.838.

16 “(d) To school districts and nonprofit organizations for the purpose of providing beginning
17 teachers and administrators with mentors in a manner that is consistent with the beginning teacher
18 and administrator mentorship program described in ORS 329.788 to 329.820.

19 “(e) To school districts for the purposes of obtaining assessments and developing professional
20 development plans to meet school improvement objectives and educator needs.

21 “(f) To school districts, nonprofit organizations and post-secondary institutions for the purpose
22 of closing achievement gaps by providing and improving the effectiveness of professional develop-
23 ment, implementing data-driven decision making, supporting practice communities and implementing
24 culturally competent practices.

25 “(g) To school districts and nonprofit organizations for the purposes of developing and engaging
26 in proficiency-based or student-centered learning practices and assessments.

27 “(h) To school districts, nonprofit organizations and post-secondary institutions for the purposes
28 of strengthening educator preparation programs and supporting the development and sustainability
29 of partnerships between providers of early learning services, public schools with any grades from
30 kindergarten through grade 12 and post-secondary institutions.

31 “(i) To providers of early learning services, nonprofit organizations and post-secondary insti-
32 tutions for the purposes of providing professional development and supporting providers of early
33 learning services with opportunities for professional collaboration and advancement.

34 “(4) The Oregon Education Investment Board shall support the network by:

35 “(a) Conducting and coordinating research to determine best practices and evidence-based mod-
36 els.

37 “(b) Working with educator preparation programs to ensure ongoing collaboration with educa-
38 tion providers.

39 “(c) Supporting programs that help to achieve the goal of the Minority Teacher Act of 1991 as
40 described in ORS 342.437.

41 “(d) Creating and supporting a statewide plan for increasing the successful recruitment of
42 high-ability and culturally diverse candidates to work in high-need communities and fields.

43 “(5) The Department of Education shall support the network by:

44 “(a) Developing a system that ensures statewide dissemination of best practices and evidence-
45 based models.

1 “(b) Supporting the development and implementation of standards-based curriculum, high-
2 leverage practices and assessments that promote student learning and improve outcomes for stu-
3 dents learning English as a second language and for students with disabilities.

4 “(c) Administering the distribution of funding as described in subsection (3) of this section.

5 “(6) The Oregon Education Investment Board shall develop processes to establish the network
6 and ensure the accountability of the network. The processes must ensure that the network:

7 “(a) Gives preference to entities that have demonstrated success in improving student outcomes.

8 “(b) Delivers services for the benefit of all regions of this state.

9 “(c) Is accountable for improving education outcomes identified by the Oregon Education In-
10 vestment Board, contained in achievement compacts or set forth in ORS 351.009.

11 “(d) Includes and connects education providers and leaders from pre-kindergarten through post-
12 secondary education.

13 “(7) No more than two percent of all moneys received for the purposes of this section may be
14 expended by the Oregon Education Investment Board or the Department of Education for adminis-
15 trative costs incurred under this section. For the purpose of this subsection, technical assistance
16 and direct program services provided to school districts and nonprofit organizations are not con-
17 sidered administrative costs.

18 “(8) The State Board of Education may adopt any rules necessary for the Department of Edu-
19 cation to support the network and perform any duties assigned to the department under this section
20 or assigned to the department by the Oregon Education Investment Board. Any rules adopted by the
21 State Board of Education must be consistent with this section and with actions taken by the Oregon
22 Education Investment Board to implement this section.

23 “**SECTION 28.** ORS 342.950, as amended by section 2, chapter 661, Oregon Laws 2013, is
24 amended to read:

25 “342.950. (1) The Network of Quality Teaching and Learning is established. The network con-
26 sists of the Department of Education and public and private entities that receive funding as provided
27 by this section to accomplish the purposes of the network described in subsection (2) of this section.

28 “(2) The purposes of the network are the following:

29 “(a) To enhance a culture of leadership and collaborative responsibility for advancing the pro-
30 fession of teaching among providers of early learning services, teachers and administrators in
31 kindergarten through grade 12, education service districts and [*teacher education institutions*] **edu-
32 cator preparation providers.**

33 “(b) To strengthen and enhance existing evidence-based practices that improve student
34 achievement, including practices advanced by or described in ORS 329.788 to 329.820, 329.822,
35 329.824, 329.838, 342.433 to 342.449 and 342.805 to 342.937.

36 “(c) To improve recruitment, preparation, induction, career advancement opportunities and sup-
37 port of educators.

38 “(3) To accomplish the purposes of the network described in subsection (2) of this section, the
39 Department of Education, subject to the direction and control of the Superintendent of Public In-
40 struction, shall distribute funding as follows:

41 “(a) To school districts, schools, nonprofit organizations, post-secondary institutions and con-
42 sortiums that are any combination of those entities for the purpose of supporting the implementation
43 of common core state standards.

44 “(b) To school districts and nonprofit organizations for the purposes of complying with the core
45 teaching standards adopted as provided by ORS 342.856 and complying with related standards pre-

1 scribed by federal law.

2 “(c) To school districts and nonprofit organizations for the purpose of providing teachers with
3 opportunities for professional collaboration and professional development and for the pursuit of ca-
4 reer pathways in a manner that is consistent with the School District Collaboration Grant Program
5 described in ORS 329.838.

6 “(d) To school districts and nonprofit organizations for the purpose of providing beginning
7 teachers and administrators with mentors in a manner that is consistent with the beginning teacher
8 and administrator mentorship program described in ORS 329.788 to 329.820.

9 “(e) To school districts for the purposes of obtaining assessments and developing professional
10 development plans to meet school improvement objectives and educator needs.

11 “(f) To school districts, nonprofit organizations and post-secondary institutions for the purpose
12 of closing achievement gaps by providing and improving the effectiveness of professional develop-
13 ment, implementing data-driven decision making, supporting practice communities and implementing
14 culturally competent practices.

15 “(g) To school districts and nonprofit organizations for the purposes of developing and engaging
16 in proficiency-based or student-centered learning practices and assessments.

17 “(h) To school districts, nonprofit organizations and post-secondary institutions for the purposes
18 of strengthening educator preparation programs and supporting the development and sustainability
19 of partnerships between providers of early learning services, public schools with any grades from
20 kindergarten through grade 12 and post-secondary institutions.

21 “(i) To providers of early learning services, nonprofit organizations and post-secondary insti-
22 tutions for the purposes of providing professional development and supporting providers of early
23 learning services with opportunities for professional collaboration and advancement.

24 “(4) The Department of Education shall support the network by:

25 “(a) Conducting and coordinating research to determine best practices and evidence-based mod-
26 els.

27 “(b) Working with educator preparation programs to ensure ongoing collaboration with educa-
28 tion providers.

29 “(c) Supporting programs that help to achieve the goal of the Minority Teacher Act of 1991 as
30 described in ORS 342.437.

31 “(d) Creating and supporting a statewide plan for increasing the successful recruitment of
32 high-ability and culturally diverse candidates to work in high-need communities and fields.

33 “(e) Developing a system that ensures statewide dissemination of best practices and evidence-
34 based models.

35 “(f) Supporting the development and implementation of standards-based curriculum, high-
36 leverage practices and assessments that promote student learning and improve outcomes for stu-
37 dents learning English as a second language and for students with disabilities.

38 “(g) Administering the distribution of funding as described in subsection (3) of this section.

39 “(5) The State Board of Education shall develop processes to establish the network and ensure
40 the accountability of the network. The processes must ensure that the network:

41 “(a) Gives preference to entities that have demonstrated success in improving student outcomes.

42 “(b) Delivers services for the benefit of all regions of this state.

43 “(c) Is accountable for improving education outcomes identified by the State Board of Education,
44 contained in achievement compacts or set forth in ORS 351.009.

45 “(d) Includes and connects education providers and leaders from pre-kindergarten through post-

1 secondary education.

2 “(6) No more than two percent of all moneys received for the purposes of this section may be
3 expended by the Department of Education for administrative costs incurred under this section. For
4 the purpose of this subsection, technical assistance and direct program services provided to school
5 districts and nonprofit organizations are not considered administrative costs.

6 “(7) The State Board of Education may adopt any rules necessary for the Department of Edu-
7 cation to support the network and perform any duties assigned to the department under this section.
8 Any rules adopted by the State Board of Education must be consistent with this section.

9 “**NOTE:** Sections 29 through 35 were deleted by amendment. Subsequent sections were not re-
10 numbered.”.

11
