Letters Requested from Area School District Superintendents

District	Superintendent	Email	Request sent	Feedback Returned
Bend LaPine	Lora Nordquist		11/26/17	1/31/17
Redmond	Mike McIntosh	Mike.maintosh@redmond.k12.or.us	11/26/17	12/18/17
Crook Co	Duane Yecha	Duane.yecha@crookcounty.k12.or.us	11/26/17	11/27/17
Madras 509J	Ken Parshall	kparshall@509j.net	11/26/17	12/12/17
Culver	Stefanie Garber	sgarber@culver.k12.or.us	11/26/17	11/26/17
Sisters	Curt Scholl	Curtiss.scholl@sisters.k12.or.us	11/26/17	

Sample Letter to Superintendents

Oregon State University-Cascades is presenting a proposal to the HECC for a new four-year undergraduate Elementary Education degree. As part of that process, we are reaching to our regional superintendents to provide input and feedback on our proposal. We would appreciate receiving any comments that you may have by **no later than December 18, 2017** so that we might incorporate them into our institutional review process. In particular, if you could address the need for well-prepared elementary teachers, particularly in our three areas of specialization, it would be greatly appreciated. You may address your feedback to me and return it electronically at Julie.gess-newsome@osucascades.edu.

Below is the executive summary of our program. Details can be found in the attached proposal application narrative to HECC.

EXECUTIVE SUMMARY: OSU-Cascades is proposing a four-year BA/BS undergraduate degree in Elementary Education that will result in licensure from the Oregon Teacher Standards and Practices Commission (TSPC). This program is designed to complement our existing Master of Arts in Teaching (licensure) graduate program and to specifically recruit a diverse teacher workforce from Central Oregon while addressing the anticipated teacher shortage in Oregon. Students will select one of three specializations that are considered high need in both Central Oregon and the nation: English as a Second Language; Special Education; or Science, Technology, Engineering, and Mathematics (STEM). Students will complete one course in each of the three specialty areas as a foundational part of their core coursework and take an additional two courses in one area. The program requirement will result in 9 credits that will transfer into a graduate endorsement or specialty area (to be developed at a later date). Such expertise will facilitate future endorsement completion and enhance job placement opportunities.

This program meets two needs: producing qualified teachers to meet the upcoming teacher shortage, and a mechanism to increase the diversity of the teacher workforce. In California in 2012-13, the number of enrollees entering teacher preparation programs since 2008 has dropped by 60%. Similar patterns were seen in Oregon. (http://www.huffingtonpost.com/steven-newton/where-have-all-the-teache_1_b_8215602.html). This decrease in enrollments in teacher education programs is compounded by an aging teacher workforce. In the next five years, it is anticipated that nearly 33% of current teachers will retire. This confluence of events will result in a teacher shortage. In addition, there is a current mismatch between Central Oregon teacher demographics and the students they serve. The Latino population doubled from 2010 to 2014 and now represents over 8% of the county population. That growth is anticipated to continue to grow through 2028 when 24% of all Oregon high school

graduates will be Latino. At the same time, only 5% of the teachers in Central Oregon represent an ethnic minority. A four-year undergraduate program is more closely aligned to the needs of underrepresented populations that wish to teach than the existing MAT program.

Thank you for your participation in this important step in creating new programs in Oregon.

Julie

Julie Gess-Newsome
Dean of Academic Affairs

Oregon State University - Cascades

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