Oregon Teacher Standards and Practices Commission
Meeting Agenda
Monday, June 23, 2025

Mission: *To ensure Oregon schools have access to well trained, effective and accountable education professionals so all students have the opportunity to reach their full potential.*

Vision: *Enhance our ability to deliver our core services, while expanding our contributions to the development of a diverse educator community that meets the evolving needs of Oregon's schools, students and education professionals.*

Values: *The following principles guide and inform fulfillment of our Mission, Vision and daily responsibilities:*

- ***Equity, diversity, and inclusion*** *for every group and individual*
- ***Academic excellence*** *at all levels*
- ***Respect*** *for all people*
- ***Equal access*** *to education and educational opportunities*
- *Professional* ***ethics and integrity***
- *Listening to* ***education professionals and partners***
- *Advocating for* ***education professionals and K-12 students***
- *Promoting* ***safety and welfare*** *of the education community*
- ***Continual growth and development*** *of ourselves and those we serve*
- *A* ***comprehensive approach*** *to education that encompasses the social, emotional, academic, physical, and ethical needs of all students and their communities*

Zoom Information for Virtual Participation: Place electronic devices on silent or vibrate during meeting. Please mute microphone when not speaking. Thank you.	
Topic	Monday, June 23, 2025, Commission Meetings
Time	6:00 PM
Join Meeting	Eagle Crest Resort Conference Center Room A 1522 Cline Falls Highway Redmond, OR 97756
Join Meeting Zoom	https://us02web.zoom.us/j/89908235746?pwd=Tk48BT4zpcBJps0TtZa4Ydjrh6YVcn.1
Zoom Passcode	899 0823 5746
Call in and additional information	

All times listed on the agenda are approximate.

The Commission reserves the right to rearrange the agenda, except for legally posted hearing times, to conduct Commission business expeditiously and efficiently.

Executive
Dr. Rae Ette Newman, Chair
Dr. Michelle York, Vice Chair
Jon Zwemke
Robert Waltenburg

Professional Practices
Jon Zwemke, Chair
Jessica Classen
Liliana Jimenez
Martha Gross
Dr. Francisco L. Atanes
Dr. Alfonso Garcia Arriola

Educator Preparation & Pathway Unit
Dr. Michelle York, Chair
Dr. Carrie Kondor
Helen Ying
Gary Roberts
Vacant

Licensure
Robert Waltenburg, Chair
Catherine Cox
Vacant
Mary Hofer
Vacant

1. The meeting location is accessible to persons with disabilities. For questions about accessibility or to request an accommodation, please contact Heidi Reinhardt Heidi.REINHARDT@tspc.oregon.gov **at least 48 hours before the meeting** ORS 192.630((5)(b)**.**

2. Eagle Crest
   Conference Center Room A
   1522 Cline Falls Rd,
   Redmond, OR 97756

3. **Monday, June 23, 2025**
   6:00-9:00 p.m.
   COMMISSION BUSINESS
   Dr. Rae Ette Newman

4. Call to Order
   Dr. Rae Ette Newman

5. Introductions
   Dr. Rae Ette Newman
   Information Item: Introductions and Comments of Agency and Organization Representatives and Guests/Delegations

6. BoardBook Training
   Information/Discussion Item: Board Training

7. Schedule interim meeting for SB155
   Cristina Edgar
   Schedule interim meeting for SB155

8. Executive Session under ORS 192.660(2)(f)
   Consult with Counsel.
   Raul Ramirez
   Information/Discussion Item: Consult with Counsel
   Executive Session under ORS 192.660(2)(f) (To consider information or records that are exempt by law form public inspection).

9. **Tuesday, June 24, 2025**
   8:30 - 11:40 a.m.
   EXECUTIVE SESSION
   Jon Zwemke, Professional Practices Chair

10. **PROFESSIONAL PRACTICES HEARINGS, INVESTIGATION MATTERS AND INVESTIGATION REPORTS (EXECUTIVE SESSION)**
    Jon Zwemke, Professional Practices Chair
    Discussion:

1. ORS 192.660(2)(f) to consider information or records exempt from public disclosure, including:
    1. ORS 342.176(3) and (8) to consider and vote on preliminary investigation reports;
    2. ORS 339.390(7) and (8) to consider and vote on reports of sexual conduct.
2. ORS 192.690(1)(b) to deliberate on contested cases;

11. **COMMISSION CONSIDERATION OF PROFESSIONAL PRACTICES ACTIONS**
    11:40 - 11:50 a.m.
    PUBLIC SESSION
    Jon Zwemke, Professional Practices Chair
    Action Item: Stipulated Final Orders

12. **Professional Practices Consent Agenda (PUBLIC SESSION)**
    11:50 a.m. - 12:00 p.m.
    Jon Zwemke, Professional Practices Chair
    Action Item: Professional Practices Consent Agenda
    Adoption

13. **Tuesday, June 24, 2025**
    12:00-12:30 p.m.
    LUNCH

14. **Tuesday, June 24, 2025**
    12:30-3:30 p.m.
    BOARD TRAINING
    Dr. Rae Ette Newman

15. **Board Training**
    Melissa Goff

Discussion/Possible Action Item: Commission Handbook

16. **Wednesday, June 25, 2025**
    8:00-8:30 a.m.
    Public Comment Request Submission
    Heidi Reinhardt

17. **Wednesday, June 25, 2025**
    8:30-10:30 a.m.
    COMMISSION BUSINESS
    Dr. Rae Ette Newman

18. Introductions and Comments of Agency and Organization Representatives and Guests/Delegations
    Dr. Rae Ette Newman
    Information Item: Introductions and Comments of Agency and Organization Representatives and Guests/Delegations

19. Chair Newman Report
    Dr. Rae Ette Newman
    Information Item: Chair Newman Report

20. Educator Data System Update
    Michael Gurley
    Information Item: Educator Data System

21. Budget/Finance Overview Update
    Patrick Sieng
    Discussion Item: Budget/Finance Overview update

22. EAC 101
    Dr. Karen Perez
    Information Item: EAC 101

23. Executive Director Update
    Melissa Goff
    Information Item: Executive Director Update

24. Adoption of April 2025 Commission Meeting Minutes.
    Dr. Rae Ette Newman
    Action Item: Adoption of April 2025 Commission Meeting Minutes.

25. **Wednesday, June 25, 2025**
    10:30-12:00 p.m.
    LICENSURE
    Robert Waltenburg

26. Licensure Consent Agenda
    Robert Waltenburg
    Action Item: Licensure Consent Agenda
    The procedures for the Consent Agenda are established by Policy 3522. The Executive Director recommends adoption by single consent motion the following listed items which are identified on the agenda by a double asterisk: (a; b). Any of these items may be removed from the Licensure Consent Agenda upon the request of any Commissioner. Items removed from the Licensure Consent Agenda will be considered in the order they are listed on the agenda
    **a Waiver Requests Granted
    ~~**b Teacher Leader License~~

    26.1. Waiver Requests Granted
        Robert Waltenburg
        Action Item: Licensure Consent Agenda
        The procedures for the Consent Agenda are established by Policy 3522. The Executive Director recommends adoption by single consent motion the following listed items which are identified on the agenda by a double asterisk: (a; b). Any of these items may be removed from the Licensure Consent Agenda upon the request of any Commissioner. Items removed from the Licensure Consent Agenda will be considered in the order they are listed on the agenda
        **a Waiver Requests Granted

    26.2. ~~Teacher Leader License~~
        Robert Waltenburg
        ~~**Action Item**: Licensure Consent Agenda~~
        ~~The procedures for the Consent Agenda are established by Policy 3522. The Executive Director recommends adoption by single consent motion the following listed items which are identified on the agenda by a double asterisk: (4.1a; 4.1b). Any of these items may be removed from the Licensure Consent Agenda upon the request of any Commissioner. Items removed from the Licensure Consent Agenda will be considered in the order they are listed on the agenda~~
        ~~**4.1b Teacher Leader License~~

27. Licensure Committee Chair Report
    Robert Waltenburg
    Discussion Item: Licensure Committee Chair Report

28. eLicensing/Communication Update
    Elizabeth Keller
    Information Item: eLicensing/Communication Update

29. Licensure Production Update
    Elizabeth Keller
    Information/Discussion Item: Licensure Production Update

30. Multiple Measures Guidance
    Dr. Shara MonDragon

Action Item: Multiple Measures Guidance

31. Early Literacy Licensure Request Update
    Shara MonDragon
    Information Item: Early Literacy Licensure Request Update

32. Oregon Licensure Expense Reimbursement OAR
    Dr. Shara MonDragon
    Information/Discussion Item: Oregon Licensure Expense Reimbursent OAR

33. Licensure Waiver and Multiple Measures Process Update
    Dr. Shara MonDragon
    Information/Discussion Item: Licensure Waiver and Multiple Measures Process Update

34. **Wednesday, June 25, 2025**
    12:00-12:30 p.m.
    LUNCH

35. **Wednesday, June 25, 2025**
    12:30-1:15 p.m.
    PRESENTATIONS
    Dr. Rae Ette Newman

36. Oregon Association of Colleges for Teacher Education (OACTE) update
    Dr. Kevin Carr
    Information Item: Oregon Association of Colleges for Teacher Education (OACTE) update

37. Oregon Education Association (OEA) update
    Reed Scott-Schwalbach
    Information Item: Oregon Education Association (OEA) update

38. Coalition of Oregon School Administrators (COSA) update
    Dr. Krista Parent
    Information Item: Coalition of Oregon School Administrators (COSA) update

39. **Wednesday, June 25, 2025**
    1:15 - 2:15 p.m.
    EDUCATOR PREPARATION & PATHWAYS
    Dr. Michelle York, Educator Preparation & Pathways Committee Chair

40. Educator Preparation & Pathways Consent Agenda
    Dr. Michelle York
    Action Item: Educator Preparation & Pathways Consent Agenda
    The procedures for the Educator Preparation & Pathways Consent Agenda are established by

Policy 3522. The Executive Director recommends adoption by single consent motion the following listed items which are identified on the agenda by a double asterisk. Any of these items may be removed from the Educator Preparation & Pathways Consent agenda upon the request of any Commissioner. Items removed from the Educator Preparation & Pathways Consent Agenda will be considered in the order they are listed on the agenda.
**Site Visit Schedule

New program proposals:
**Pacific University: New program proposal to provide a School Social Work program
**Warner Pacific University: New program proposal to provide a graduate ESOL endorsement program

Major modification requests:
**Warner Pacific University: Major modification request to the BSED program for pre-service candidates to provide dual-endorsements in Elementary - Multiple Subjects and Special Education: Generalist
**Portland State University: Major modification request to align the curriculum of the graduate Added Elementary - Multiple Subjects Endorsement program for in-service candidates
**Portland State University: Major modification request to the curriculum of the graduate Bilingual Teacher pathway - Secondary program with ESOL endorsement for pre-service candidates

40.1. Site Visit Schedule

Action Item: Educator Preparation & Pathways Consent Agenda
The procedures for the Educator Preparation & Pathways Consent Agenda are established by Policy 3522. The Executive Director recommends adoption by single consent motion the following listed items which are identified on the agenda by a double asterisk. Any of these items may be removed from the Educator Preparation & Pathways Consent agenda upon the request of any Commissioner. Items removed from the Educator Preparation & Pathways Consent Agenda will be considered in the order they are listed on the agenda.
**Site Visit Schedule

40.2. Pacific University: New program proposal to provide a School Social Work program

Action Item: Educator Preparation & Pathways Consent Agenda
The procedures for the Educator Preparation & Pathways Consent Agenda are established by Policy 3522. The Executive Director recommends adoption by single consent motion the following listed items which are identified on the agenda by a double asterisk. Any of these items may be removed from the Educator Preparation & Pathways Consent agenda upon the request of any Commissioner. Items removed from the Educator Preparation & Pathways Consent Agenda will be considered in the order they are listed on the agenda.

New program proposals:
**Pacific University: New program proposal to provide a School Social Work program

40.3. Warner Pacific University: New program proposal to provide a graduate ESOL endorsement program

Action Item: Educator Preparation & Pathways Consent Agenda
The procedures for the Educator Preparation & Pathways Consent Agenda are established by Policy 3522. The Executive Director recommends adoption by single consent motion the

following listed items which are identified on the agenda by a double asterisk. Any of these items may be removed from the Educator Preparation & Pathways Consent agenda upon the request of any Commissioner. Items removed from the Educator Preparation & Pathways Consent Agenda will be considered in the order they are listed on the agenda.

New program proposals:
**Warner Pacific University: New program proposal to provide a graduate ESOL endorsement program

40.4. Warner Pacific University: Major modification request to the BSED program for pre-service candidates to provide dual-endorsements in Elementary - Multiple Subjects and Special Education: Generalist
Action Item: Educator Preparation & Pathways Consent Agenda
The procedures for the Educator Preparation & Pathways Consent Agenda are established by Policy 3522. The Executive Director recommends adoption by single consent motion the following listed items which are identified on the agenda by a double asterisk. Any of these items may be removed from the Educator Preparation & Pathways Consent agenda upon the request of any Commissioner. Items removed from the Educator Preparation & Pathways Consent Agenda will be considered in the order they are listed on the agenda.

Major modification requests:
**Warner Pacific University: Major modification request to the BSED program for pre-service candidates to provide dual-endorsements in Elementary - Multiple Subjects and Special Education: Generalist

40.5. Portland State University: Major modification request to align the curriculum of the graduate Added Elementary - Multiple Subjects Endorsement program for in-service candidates
Action Item: Educator Preparation & Pathways Consent Agenda
The procedures for the Educator Preparation & Pathways Consent Agenda are established by Policy 3522. The Executive Director recommends adoption by single consent motion the following listed items which are identified on the agenda by a double asterisk. Any of these items may be removed from the Educator Preparation & Pathways Consent agenda upon the request of any Commissioner. Items removed from the Educator Preparation & Pathways Consent Agenda will be considered in the order they are listed on the agenda.

Major modification requests:
**Portland State University: Major modification request to align the curriculum of the graduate Added Elementary - Multiple Subjects Endorsement program for in-service candidates

40.6. Portland State University: Major modification request to the curriculum of the graduate Bilingual Teacher Pathway - Secondary program with ESOL endorsement for pre-service candidates
Action Item: Educator Preparation & Pathways Consent Agenda
The procedures for the Educator Preparation & Pathways Consent Agenda are established by Policy 3522. The Executive Director recommends adoption by single consent motion the following listed items which are identified on the agenda by a double asterisk. Any of these items may be removed from the Educator Preparation & Pathways Consent agenda upon

the request of any Commissioner. Items removed from the Educator Preparation & Pathways Consent Agenda will be considered in the order they are listed on the agenda.

Major modification requests:
**Portland State University: Major modification request to the curriculum of the graduate Bilingual Teacher pathway – Secondary program with ESOL endorsement for pre-service candidates

41. Educator Preparation & Pathways Committee Chair Report
    Dr. Michelle York
    Information Item: Educator Preparation & Pathways Committee Chair Report

42. Annual Reports
    Dr. Bill Rhoades
    Action Item: Annual Reports

43. University of Oregon: State Recognition of Music Education Program
    Melissa Goff
    Action Item: University of Oregon: State Recognition of Music Education Program

44. ETS Content Knowledge Assessment Adoption and Correction
    Dr. Bill Rhoades
    Action Item: ETS Content Knowledge Assessment Adoption and Correction

45. Early Literacy Standards: EPP Implementation Plan
    Dr. Bill Rhoades
    Information Item: Early Literacy Standards: EPP Implementation Plan

46. **Wednesday, June 25, 2025**
    2:15 - 2:45 p.m.
    PROFESSIONAL PRACTICES
    Jon Zwemke, Professional Practices Chair

47. Professional Practices Committee Chair Report
    Jon Zwemke, Professional Practices Chair
    Discussion Item: Professional Practices Committee Chair Report

48. Professional Practices Production Report
    Jon Zwemke, Professional Practices Chair
    Information Item: Professional Practices Production Report

49. **Wednesday, June 25, 2025**
    2:45-4:15 p.m.
    ADMINISTRATIVE RULES
    Patrick Sieng

50. Oregon Licensure Expense Reimbursement - OAR 584-200-0125

Patrick Sieng
Action Item: Oregon Licensure Expense Reimbursement - OAR 584-200-0125

51. Fees - OAR 584-200-050 (E-Licensing Fee)
    Patrick Sieng
    Action Item: Fees - OAR 584-200-050

52. Literacy: Program Standards - OAR 584-420-0015
    Patrick Sieng
    Action Item: Literacy: Program Standards - OAR 584-420-0015

53. Clinical Practices for Teacher Candidates - OAR 584-400-0140
    Patrick Sieng
    Action Item: Clinical Practices for Teacher Candidates - OAR 584-400-0140

54. Personnel Required to Hold Licenses or Charter School Registrations – OAR 548-200-0020
    Patrick Sieng
    Action Item: Personnel Required to Hold Licenses or Charter School Registrations - OAR 548-200-0020

55. Fees- OAR 584-200-050 (Application Fees)
    Patrick Sieng
    Discussion Item: Fees - OAR 584-200-050 (Application Fees)

56. **Wednesday, June 25, 2025**
    4:15 p.m.
    ADJOURNMENT
    Dr. Rae Ette Newman

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
COMMISSION BUSINESS

ITEM: BOARDBOOK TRAINING

ACTION: **INFORMATION/DISCUSSION ITEM**

INFORMATION: The purpose of this item is to provide the Commissioners with initial training in the use of the Boardbook tool to access Commission meeting documents and resources.

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
COMMISSION BUSINESS

ITEM: COMMISSION HANDBOOK

ACTION: **DISCUSSION/POSSIBLE ACTION ITEM**

INFORMATION: The purpose of this item is the annual review of the Commission Handbook.

STATEMENT OF ASSURANCE

Teacher Standards and Practices Commission

The Teacher Standards and Practices Commission is committed to providing a work environment and governing policy that is free of discrimination and harassment and that is respectful and productive. We prohibit discrimination/harassment in the workplace, whether committed by or against managers, co-workers, licensees, other state employees or the public. Discrimination or harassment based on an individual's race, color, religion, sex, national origin, citizenship, age, sexual orientation, disability, marital status, or any other basis is prohibited by law and will not be tolerated. The Teacher Standards and Practices Commission prohibits inappropriate conduct based on any of the above characteristics at work, on company business, or at company sponsored events.

This handbook was first published on September 12, 1975. Revisions are made in accordance with Procedure 3600. The handbook was last signed by an executive director in June 2025.

Melissa Goff, Interim Executive Director



Data Classification Level: 1 – Published
Revised: June 16, 2025

INTRODUCTION

This Commission's Handbook is intended to assist Commissioners to understand the responsibilities and procedures of the Teacher Standards and Practices Commission (TSPC). In addition to this handbook, commissioners should become familiar with Oregon Revised Statutes (ORS) Chapter 342 and Oregon Administrative Rules (OAR) Chapter 584 Divisions 001 through 420.

The Commission-adopted procedures that govern its own operation are outlined in this handbook, and include, but are not limited to, procedures for: Conducting meetings, electing officers, establishing priorities, setting meeting dates, and employing staff.

The Commission will follow these procedures in conducting its business until the procedures are amended or rescinded in accordance with procedure 3600.

References are made in this handbook to state statutes that establish TSPC's responsibilities and scope of authority in licensure, educator preparation approval and professional practices. The handbook also references the administrative rules that TSPC has adopted to govern the approval of educator preparation providers and their programs and the issuance of teaching, administrative, personnel service licenses and registrations as well as school nurse certifications. The Commission's administrative rules are adopted in accordance with Oregon statutes and in compliance with public meeting and public records laws and procedures set forth by the Attorney General and Secretary of State. The rules, therefore, have the force of law and must be followed by the Commission and staff until such time as the Commission amends or repeals the rules in the prescribed manner.

Administrative rule numbers are assigned to TSPC's rules by the Secretary of State. For example:

584	-	**020**	-	**0005**	-	**(1)**
TSPC's Agency Number		Division Number in TSPC Rules		Rule Number in the Division		Main Sections of the Rule

This rule, then, would read: OAR 584-020-0005(1).

The table of contents in OAR Chapter 584 provides an overview of the divisions in the rules. Each division covers a single topic, such as Educator Preparation Program approval or licensure of school administrators.

As a state agency, TSPC is also directed by the Governor's Executive Orders, Department of Administrative Service's rules and procedures, Attorney General Opinions, and court decisions. This handbook reflects those regulations, but the text and references of such regulations are not provided.

TSPC plays an important role in the governance of education in Oregon. Oregon is one of twelve states in the nation that has delegated full responsibility for educator preparation, licensure and professional practices to a professional educator standards board. Other states have delegated partial responsibility for licensure, educator preparation and/or professional practices (discipline) functions to independent boards. Serving as a Commissioner is complex and time consuming. Your questions and suggestions on the work of TSPC are appreciated at any time.

Melissa Goff, Interim Executive Director
July 2024

Data Classification Level: 1 – Published
Revised: June 16, 2025

MEMBERSHIP LIST

Executive
Dr. Rae Ette Newman, Chair
Dr. Michelle York, Vice Chair
Jon Zwemke
Robert Waltenburg

Professional Practices
Jon Zwemke, Chair
Jessica Classen
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Vacant

TEACHER STANDARDS AND PRACTICES COMMISSION HANDBOOK

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ROLE

1100 – AUTHORITY

The Teacher Standards and Practices Commission was created by the Oregon Legislative Assembly in 1965 to advise the state Board of Education on licensure, education and performance of teachers, and other matters on which the Board requested assistance. In 1973, the Legislative Assembly, created a new state agency and transferred the full responsibility for educator licensure, educator licensure preparation programs, and maintenance of professional standards of conduct to the Commission. In 1979, authority for appointment of Commission members was moved from the state Board of Education to the Governor. The Commission's responsibilities apply to licensure and charter school registrations for teachers and administrators, licensure for personnel service specialists [school counselors, school psychologists, and school social workers], and certification for school nurses employed by Oregon public schools, preprimary through grade 12. The Commission's responsibilities also apply to the Higher Education Coordinating Commission public institutions as well as independent colleges and universities in Oregon that prepare licensed educators. The Commission works in cooperation with the Governor's Office and Education Cabinet to ensure well-rounded policy from Oregon's public education services.

The Commission is authorized by statute to:

1101 Approve educator preparation programs which meet the standards established by the Commission.

1102 Issue, reinstate, renew, and deny teaching, personnel specialist, and administrator licenses or charter school registrations, and school nurse certificates subject to applicable statutes and rules established by the Legislature and the Commission.

1103 Establish and collect licensure fees.

1104 Take disciplinary action against teachers, personnel specialists, school nurses, or administrators found to be negligent in professional duties or unfit to serve as educators through any of the following means: private letter of reproval, reprimand, probation, suspension of license, or revocation of license.

1105 Hire an Executive Director and—subject to Oregon Revised Statutes and Administrative Rules—employ persons to provide such services (staff), as the Commission shall require. The Executive Director shall coordinate with the Governor's assigned policy advisor.

1106 Hold meetings to conduct the Commission's business.

1107 Establish new types of licenses, endorsements and/or specializations. The establishment of new types of specializations must be in accordance with the Commission-adopted new specialization criteria, as provided in the Program Review and Standards Handbook.

1200 – RESPONSIBILITY TO REPRESENT PUBLIC INTERESTS

In establishing rules the Commission shall consider: Its responsibilities to represent the public interest in the development of educational policies; the capabilities of Oregon educator preparation programs to prepare educators; the norms required for the educator assignments; the improvement of teaching and student learning; the adequacy of the supply of licensed educators; the value of experience or nonacademic learning; the responsibilities imposed upon school districts by geographic and demographic conditions; and other matters that tend to improve education.

1300 – MISSION STATEMENT

Mission Statement: To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students.

1400 – CORE VALUES AND BELIEFS

The Teacher Standards and Practices Commission will:

- Anticipate future educational challenges and take appropriate action prior to their emergence as critical issues.
- Assume the leadership role for decision-making.
- Be objective and timely in the resolution of licensee professional practices cases.
- Build internal and external partnerships to better accomplish the stated TSPC mission, vision and goals.
- Commit to and model the principles of collaboration and continual improvement.
- Demonstrate quality in processes, products and personal interactions.
- Give timely and legal responses to customer inquiries.
- Maintain essential collaborative relationships with other education agencies and organizations.
- Make decisions based on high quality information, best practices, data analysis and needs of the field.
- Nurture an organizational culture that rewards excellent employee performance.
- Provide informed, authoritative and concise guidance.
- Set and communicate high standards and expectations.
- Uniformly exceed constituents' expectations through an emphasis on customer service in licensure, program approval and professional practices.
- Welcome increasing diversity, embrace continuous change and effectively work with accelerating complexity.

1500 – GOALS

- Establish high standards for educator preparation excellence and regularly review approved programs for delivery of adopted licensure standards.
- Provide leadership for professional licensure standards including standards for: cultural inclusion; educator dispositions; subject-matter competency.
- To provide timely high quality services to licensees, higher education, and the public.
- Maintain and develop clear, concise and easy to understand administrative rules.
- Establish high standards for educator professional conduct and regularly communicate those standards to the field.

2000

ORGANIZATION

2100 – MEMBERSHIP AND QUALIFICATIONS

TSPC consists of 17 members appointed by the Governor and confirmed by the Senate. Pursuant to Oregon Revised Statutes, 12 members are selected as follows: four elementary teachers, four junior or senior high school teachers, one elementary school administrator, one middle or senior high school administrator, one school district superintendent, and one education service district superintendent. Two members represent approved teacher education institutions in Oregon as follows: one member from a public education preparation program and one member from a private education preparation provider. Three public members are selected as follows: one member of a district school board and two members of the general public. One of the 17 Commissioners must hold special education licensure or have demonstrated knowledge or experience in special education.

2110 – Terms of Appointment

2111 The term of office of a member is three years. Terms begin on January 1. A member is eligible for reappointment, as are members appointed to fill unexpired terms. Appointments are limited to two terms. If appointed to complete an unexpired term of a previous commission member, the completion of the unexpired term may or may not count as the newly appointed commission member's first term, depending on the length of the term remaining to be filled.

2112 If a change in employment makes a commissioner no longer eligible based on the position for which they were appointed, the commissioner must be replaced by a representative from that segment of education. Such positions are declared vacant 60 days following the member's change in status.

2113 In case of a vacancy for any reason, the Governor makes an appointment for the balance of the unexpired term.

2114 Appointments to TSPC are subject to confirmation by the Senate. The Governor's appointee may appear in person before a Senate committee which may conduct an interview. The appointment is not official until Senate confirmation has been obtained and the Commissioner completes the Oath of Office and other appointment requirements.

2115 An appointee becomes an official member of TSPC and may take official action only after the Oath of Office has been administered by the Governor, or the Governor's designee, and the record of the oath has been filed in the Secretary of State's Office.

2120 – Commission Role in Appointments

2121 TSPC assists the Governor as requested in making appointments that serve the public interest.

2122 TSPC will endeavor to assist the Governor in obtaining nominations of qualified candidates. Individual Commissioners assist by informing colleagues and professional organizations of the appointment process and current or upcoming vacancies.

2130 – Orientation of New Members

2131 Commission staff assists new members to understand the Commission's functions, policies, and procedures before taking office. A Commissioner mentor will be appointed to assist new members for the first few meetings following appointment to the Commission.

2132 Each appointee is given selected material for orientation to the work of the Commission prior to attending the first Commission meeting.

2133 Prior to full appointment, new Commissioners are invited to attend Commission meetings.

2140 – Authority of Individual Members

The Commissioners have authority only when acting as a Commission of the whole while legally in session. TSPC cannot be bound by any statements or actions of individual members pursuant to instructions or policies of the Commission. Commissioners should exercise caution when speaking to others regarding Commission business, policies and practices unless specifically authorized by the Commission as a whole to speak on behalf of the Commission.

2150 – Removal of a Commissioner

The office of a Commissioner is vacated by statute if the member ceases to possess the qualifications required for appointment. In addition, the Governor has the power to remove from office any Commissioner at any time.

2200 – COMMISSION OFFICERS AND EXECUTIVE COMMITTEE

2201 **Officers:** At the last meeting of the calendar year, TSPC elects a Chair, Vice Chair, and two Executive Committee members. The Executive Committee consists of these four officers, plus the immediate past Chair if still a member of the Commission. If the past Chair is not returning or chooses not to remain on the Executive Committee, the Commission elects a third Executive Committee member. All officers are voting members of the Executive Committee.

2202 Officers shall serve for one year commencing January 1. If the chair is permanently vacated for any reason, the Vice Chair will serve the remainder of the term. The Commission may elect a new Vice Chair to fill the remainder of the term.

2203 **Committee Chairs:** Chairs of Commission standing committees who are not otherwise officers of the Commission's Executive Committee will serve as nonvoting members of the Executive Committee. Chairs of standing committees may be voting members of the Executive Committee upon approval of the full Executive Committee.

2210 – Election of Officers

2211 Election of officers will be an agenda item at the last regularly scheduled meeting of the calendar year. Elections are handled exclusively by the Commissioners and staff of the Commission is not involved in recruiting or otherwise soliciting Commissioners for election.

2212 Nominations are proposed by a three-member nominating committee appointed by the Chair. The nominating committee is named at the next-to-last regularly scheduled meeting of the calendar year.

2213 The slate of nominees for officers is published as a part of the last meeting of the year agenda at the beginning of the agenda.

2214 Further nominations may be submitted to the Nominating Committee after the proposed slate is first published in the last meeting of the year agenda. ~~Nominations from the floor are in order~~.

2215 In all cases consent for nomination will be secured from the nominee.

2216 Voting shall occur in the following order: Chair, vice chair, executive committee. Nominees who are not elected to one position, may choose to run for another position not yet voted on. In all cases, the elections are overseen by the Chair. Votes are counted by the Nominating Committee.

2217 Voting for the election of officers is conducted in public session.

2220 – Duties of the Chair

2221 Presides at all regular and special meetings of the Commission.

2222 Calls and chairs all meetings of the Executive Committee.

2223 Appoints chairs and members of all standing committees, after consultation with the Executive Committee.

2224 Identifies the standing committees, their terms, membership, and functions following consultation with the Executive Committee and the Executive Director. Committee appointments terminate upon expiration of the appointing chair's term. The Chair will solicit committee preferences from each commissioner at the last annual meeting.

2225 Performs such duties as are assigned by the Commission as well as those customarily delegated to the office of the Chair.

2226 Directs the Executive Director.

2230 – Duties of the Vice Chair

2231 Performs the duties of the Chair in the absence of the Chair or in the event of the Chair's temporary inability to act.

2232 Discharges such responsibilities as the Commission or Executive Committee assigns.

2233 Serves as Parliamentarian for Commission meetings and advises the Chair on parliamentary matters.

2240 – Removal of Officers

Officers may be removed from office for cause by a two-thirds vote of the Commission. The Executive Committee will determine whether an officer's removal will be presented to the Commission for a vote.

2300 – COMMITTEES

All committees of the Commission meet in public session unless the matter under consideration must be considered in executive session. Executive sessions of committees are governed by ORS Chapter 192. Except as otherwise provided in statute, Commission final actions must be taken by the full Commission in a public session, and must be reported in the minutes or record of the Commission.

2310 – Duties of the Executive Committee

2311 Reviews and recommends to the Commission appropriate action concerning past and present programs. Priorities of the Commission are established by the Commission as a whole.

2312 Determines prior to the first meeting of the calendar year, the meeting dates for July through June meetings of the following calendar year. The Commission will meet in locations that are convenient and cost effective in most cases. During the summer months, the Commission will endeavor to hold the meeting in locations throughout the state in the most resourceful manner possible.

2313 Reviews the agenda at the call of the Chair for each regularly scheduled meeting of the Commission.

2314 Presents a report to the Commission at least annually on the performance of the Executive Director, and submits recommendations on the continued employment of the Executive Director. The evaluation of the Executive Director's performance is conducted under Policy 3670.

2320 – Executive Committee Meetings

2321 The Executive Committee meets at the call of the Chair or at the request of two members of the Executive Committee to the Chair. Notice and the agenda for the meeting must be distributed to Executive Committee members at least 24 hours prior to the meeting. The notice must include the meeting date, time, and place, and must identify the agenda items under discussion.

2322 Three members of the Executive Committee constitute a quorum.

2323 In most cases, Executive Committee meetings will coincide with regularly scheduled Commission meetings to save time and money.

2330 – Standing Internal Committees

2331 Standing committees are composed of Commission members. Additionally, the Chair may appoint no more than two non-Commissioner members to each standing committee as provided in sections 6211, 7211, and 8111 of this handbook.

2332 The Chair, following consultation with the Executive Committee and the Executive Director, for the year in which the member serves as Chair, appoints all standing committees, if any, and establishes the committees' functions.

2333 No individual member, and no group composed of less than the full membership of the Commission, may be designated as a permanent committee to perform any of the Commission's functions.

2334 A majority of the Commission members of the committee constitutes a quorum and in all cases, unless expressly delegated otherwise by a vote of the Commission, is advisory to the full Commission.

2340 – Temporary Committees

2341 At the Chair's discretion or at the request of the Commission, the Executive Committee, or the Executive Director temporary committees may be appointed for special purposes. At the time of appointment, the Chair will identify the temporary committee's membership and responsibility, determine the committee's approximate length of operation, and set other constraints deemed appropriate. Such temporary committees are discharged upon completion of their assignments.

2342 A majority of the members of the committee constitute a quorum and in all cases, temporary committee's recommendations are advisory to the Commission.

2350 – External Committees

2351 External committees are composed of commissioners and non-members of the Commission.

2352 To expedite the Commission's work, the Commission or the Executive Director may seek the assistance of educators and other citizens in proposing solutions to licensure, program approval, professional practices, and other policy issues which fall within the Commission's area of authority and responsibility. In all cases the committees are advisory to the Commission which serves as the final decision-maker.

2353 External committees are created, modified, and discharged by formal action of the Commission as recorded in the minutes. The creating action in each case states specifically the limits of the assignment.

2354 Appointments to external committees are made by the Commission, the Chair or the Executive Director primarily on the basis of experience, interest, and ability. In making appointments, the Commission or the Executive Director attempts to obtain equitable representation from

recognized categories of the profession including but not limited to students preparing for licensure, teacher educators, teachers, administrators and, when appropriate, other stakeholders.

2355 In organizing an external committee, the Commission identifies the committee's authority, functions, constraints, and term of appointment. The work of an external committee is generally limited to a specific activity within a short time schedule. If the work of a committee is to be of longer duration, members may be appointed for over-lapping terms.

2356 The Executive Director, a staff member or other designee appointed by the Executive Director serves as a consultant to each external committee.

2357 In some cases, if resources allow, members of external committees may be reimbursed for actual and necessary travel, food, and lodging at the established state rates when attending regularly convened committee meetings or when on approved official committee business if in accordance with the rules and policies established by the Department of Administrative Services (DAS). The Commission prior to the appointment of the external committee determines the procedures for reimbursement of expenses. In all cases, commissioners are reimbursed travel and meals (as allowed by DAS regulation) for participating on external committees.

2400 – EMPLOYEES OF THE COMMISSION

2401 The Commission appoints a qualified person as Executive Director and, subject to Oregon Revised Statutes and applicable administrative rules, employs agency staff to provide such service as the Commission requires.

2402 The Executive Director, the Deputy Director/Director of Professional Practices, the Director of Educator Preparation, and the Director of Licensure are unclassified executive service staff.

3000

OPERATIONS

Commission procedures and records must conform to the Public Meetings Law and the Public Records Law. A guide to such conformance is the Attorney General's Public Meetings and Records Manuals.

3100 – TYPES OF MEETINGS

3101 Regular meetings are those established by the Executive Committee and to which both public and press are invited. During regular meetings, provisions are made in the agenda to hear from meeting attendees.

3102 The Executive Committee reviews the format and procedures for the meetings annually and makes revisions if necessary.

3103 Special meetings are called upon notice issued by the Chair or Executive Director, or when requested by nine members of the Commission. Notice of the meeting must be issued at least 24 hours before the meeting is set to convene. Special meetings are conducted in the same manner as regular meetings.

3104 The Commission may convene by telephone conference call or telecommunication conference and may vote by mail, electronic mail, facsimile transmission, or other technological means in accordance with Oregon statutes. Notice of intent to meet or take action using one of these technologies must be issued at least one hour before convening the meeting or taking the vote.

3105 Executive (non-public) sessions are held to consider matters allowed by law in ORS Chapter 192. Prior to adjourning from a regular or special meeting to executive session, the Chair or designee reads the authority and reason for the session into the record. The Commission cannot take final

action or make any final decision while in executive session, with exception of decisions to dismiss complaints or to formally charge educators following preliminary investigations of complaints as provided in ORS Chapters 342 and 192. All other matters requiring a public vote shall be considered as part of a public regular or special meeting.

3200 – HEARINGS

3201 Public hearings related to administrative rules are meetings scheduled and publicized for the purpose of providing the public an opportunity to be heard on specific Commission proposed rule actions.

3202 Contested case hearings for professional practices are held in accordance with statutes and rules relating to the Office of Administrative Hearings established ORS Chapter 183 to conduct contested case hearings. An order proposed by the Administrative Law Judge is advisory to the Commission. A final order resulting from a proposed order must be adopted in a public session at a regular or special meeting.

3203 Disciplinary hearings are private unless the educator requests a public hearing.

3300 – TIME AND PLACE OF MEETINGS

3301 By law, the Commission must meet at least once every six months at a place, day, and hour determined by the Commission. The Commission may meet at other times and places at the call of the Chair or a majority of the members of the Commission as provided by the procedures in this handbook.

3400 – MEETING NOTIFICATION

In accordance with the meeting dates established by the Commission, the date and location of the next regularly scheduled meeting of the Commission is listed on the agenda of the preceding meeting. As soon as possible before a scheduled meeting, an agenda, supporting materials, recommended actions when applicable, will be provided to each commissioner by the Executive Director. Copies of the agenda are made available to the public via the Commission's web site.

3500 – MEETINGS PROCEDURES

3510 – Quorum

3511 Nine members of the Commission are required to constitute a quorum for the transaction of business at a regular or special meeting.

3512 Three members of the Executive Committee constitute a quorum for transaction of business at an Executive Committee meeting.

3513 One member in excess of one-half the number of Commission members of standing committees or Commission and non-Commission members of temporary committees constitutes a quorum for transaction of business.

3520 – Agenda

3521 The Executive Director, in cooperation with or with approval of the Chair, prepares the agenda for Commission meetings. Agendas are made available to the public and published on the Commission's web site.

3522 The Chair or the Executive Director may identify items to be adopted by single consent motion. These items are listed under the agenda heading entitled "Consent Agenda." A consent agenda item may be moved to the full agenda upon motion and second of any two members of the Commission.

3523 Requests for action, information or discussion by the Commission must be submitted in writing to the Executive Director 30 days prior to the meeting. The Executive Director may consult the Chair whether the item will be included on the next Commission agenda. Items submitted less than 30 days' notice are accepted at the Executive Director's discretion.

3524 Each agenda item on which action is required by the Commission has a statement of recommended action as proposed by a committee of the Commission charged with that function, by a member of the Commission, or by the Executive Director whenever possible. Action items that do not contain a recommendation for action will have the resolutions for action constructed during the meeting and clearly published to the Commission prior to a vote on that agenda item.

3530 – Resolutions: Acceptance, Adoption

3531 The Commission may take formal action to accept reports or recommendations or to adopt resolutions.

3532 An accepted report or recommendation is treated as information only; no action further is required. An adopted resolution becomes a policy, procedure, rule or action thereupon to be executed by the Commission or designated TSPC staff if necessary.

3533 Printed resolutions are considered motions and are first open for discussion by Commissioners. Members of the public may testify on resolutions under consideration by the Commission only at the discretion of the Chair of the Commission.

3540 – Parliamentary Procedure

3541 Robert's Rules of Order, Newly Revised are accepted as the parliamentary authority, subject to any special rules adopted by the Commission. It is the discretion of the Chair whether to rely on Robert's Rules of Order for any procedural issue.

3542 In the event the Vice-Chair is not present, a Commissioner may volunteer or be temporarily appointed by the Chair to serve as parliamentarian.

3550 – Voting

3551 Adoption, amendment, suspension, or revocation of Commission policies or rules, when identified as action items on the agenda, require a quorum and a majority of those voting, but in all cases must require a minimum of five affirmative votes.

3552 It is the duty of every Commission member to declare any potential or actual conflict of interest before voting.

3553 Voting is public, all Commissioners must vote unless a potential or actual conflict is declared. All votes are recorded in the record of the meeting.

3560 – Audience Participation at Meetings

3561 Persons or groups requesting to appear before the Commission are given a reasonable opportunity to do so upon appropriate notice and approval of the Chair.

3562 Participants who appear at the meeting and wish to speak are requested to sign the register and indicate the topic to be discussed. Participant input is at the discretion of the Chair. At any time, the Chair may limit the length of presentations or terminate repetitious or immaterial presentations.

3563 The Chair or the Executive Director may request an audience member with particular knowledge relevant to a particular agenda item to assist the Executive Director in providing the Commission information on the item at the time it is presented by the Executive Director at the meeting.

3570 – Meeting Record

All discussions and votes of the Commission are recorded and posted for the public on the Commission's web page. The recording constitutes the minutes and the record of the meeting.

3600 – PROCEDURES

Procedures identified in this TSPC Handbook for Commissioners are adopted by the Commission as a means of guiding actions and of carrying out the Commission's decisions. Procedures differ from administrative rules which bear on professional practices, program approval, licensure and which have the effect of law.

3610 – Changing Procedures As a Result of Administrative Rules

Adoption of new or revised administrative rules, without further action on the part of the Commission, amends any conflicting procedures in the TSPC Handbook for Commissioners.

3620 – Amendment, Suspension, and Repeal of Procedures

Procedures of the Commission may be amended, suspended, or repealed by a majority vote of the Commission at a regular or special meeting provided the proposed action has been scheduled on the agenda. Procedures must conform to the requirements for acceptance and adoption as set forth in other sections of the TSPC Handbook for Commissioners.

3630 – Execution of Procedures

The Commission determines priorities and sets procedures for implementing policies. Priorities and procedures are only official once adopted by TSPC and recorded in the minutes. The Commission delegates to the Executive Director the authority to determine the specific procedures to be employed achieving directives of the Commission.

3640 – Advice on Rule, Policy, or Procedure Formulation

3641 The Commission accepts the principle that those affected by Commission policies should be involved in the formulation of those policies. Thus the Commission shall solicit the input and feedback of interested parties in fulfilling the Commission's responsibilities, although the Commission alone serves as the final policy maker.

3642 Commission rules, policies and procedures shall adhere to a standard of broad benefit to the profession and to the children of Oregon in favor of benefit to special interests.

3650 – Review of Procedures and Priorities

As needed, the Commission will review and revise the TSPC Handbook for Commissioners.

3660 – Evaluation of the Executive Director and the Commission

3661 If indicated by the Executive Committee, each August the Executive Director shall present a Professional Growth Plan including long-term and short-term goals. The goals shall be a basis upon which the Executive Director is evaluated the following year. The Executive Director's goals must be adopted in public session.

3662 The Executive Director will report in writing to the Commission progress in meeting the adopted goals at each summer meeting. The Executive Committee monitors the Executive Director's advancements and confers with the Executive Director on the progress in meeting the criteria. If

the Executive Committee is concerned with the progress or accomplishments, it informs the Executive Director in writing of the concerns.

3663 The Executive Committee shall evaluate the Executive Director annually. The Committee shall consider the performance of duties stated in the TSPC Handbook for Commissioners and the achievement of goals for the Executive Director adopted by the Commission at a regularly scheduled meeting.

3664 Prior to the last regular meeting of the calendar year, the Executive Committee convenes in executive session to discuss the Committee's findings with the Executive Director.

3665 As a part of the last regular meeting of the calendar year, the Executive Committee shall report the findings to the full Commission in Executive Session and may recommend amendments to the assigned duties or proposed professional growth goals for the ensuing year(s).

3700 – ADMINISTRATIVE RULES

3701 TSPC establishes standards for approval of educator preparation institutions and educator preparation programs by administrative rule.

3702 TSPC establishes administrative rules necessary for the issuance, renewal, reinstatement, denial, suspension, or revocation of licenses.

3703 TSPC establishes administrative rules for professional standards of conduct for licensed and registered educators and certified nurses.

3710 – Reviewing Administrative Rules

The Executive Director may suggest modifications, or TSPC may request that the Executive Director review rules. The Attorney General requires that each State agency periodically, but not less frequently than once every three years, review all rules issued by the agency. An interested person may also petition TSPC to adopt, amend, or repeal a rule.

3720 – Procedures for Full Review of Rules for Licensure or Standards for Program Approval

When TSPC or the Executive Director determines that a specific licensure rule or standard requires full review, the Commission:

3721 Requests the Executive Director and others to brief the Commission on the current status of administrative rules that apply to licensure requirements and preparation programs and professional practices.

3722 Seeks recommendation from appropriate professional associations, educational agencies and the public.

3723 Reviews the professional literature, other administrator rules and policies that apply to the rules under review.

4000

FINANCE

4100 – MEMBERS' SALARY; REIMBURSEMENT TO SCHOOL DISTRICTS

4101 Commission members who are employed by public schools or teacher education institutions receive no compensation for service as a member, but are reimbursed for actual and necessary travel and other expenses incurred in the performance of official duties in accordance with state a polices and accounting practices adopted by the Department of Administrative Services.

Commissioners who serve in the capacity of the school board member or as members of the general public are entitled to an established per diem in addition to actual and necessary travel and other expenses incurred in the performance of official duties.

4102 Employers of Commission members are informed that membership on the Commission shall not affect a member's compensation from his or her employer or any other benefits to which the member is entitled.

4103 A school district required to employ a substitute for a teacher or administrator who is absent from his or her employment while performing duties as a Commissioner is entitled to reimbursement for the district's actual expenses in employing the substitute**,** not the daily costs of the employed commissioner.

4200 – BUDGET AND EXPENDITURES

4210 – The Executive Director:

4211 Prepares TSPC's proposed agency budget according to the procedures, priorities, and guidelines set by the Department of Administrative Services and the Commission. The proposed budget is reviewed by the Executive Committee and submitted to the Commission for approval.

4212 Approves and directs all purchases and expenditures within legislative budgetary limits.

4213 Supervises and keeps records of expenditures on a current basis in accordance with directions given by the Department of Administrative Services' Chief Financial Office.

4214 Provides financial statements for each regular meeting of the Commission which itemize cumulative expenses and unobligated balances in conjunction with the approved budget.

4215 Prepares other financial statements as directed by the Commission.

4220 – Special Encumbrances

4221 The Executive Director is granted authority to approve the encumbrance and payment for in-state travel and related expenses of a Commissioner or TSPC staff member. Only those activities that show a direct relationship to TSPC's legal responsibilities are considered for approval.

4230 – Questionable or Unapproved Claims

4231 The Executive Director refers questionable or unapproved claims against the Commission to the Executive Committee for consideration. The Executive Committee may approve the claim, deny the claim, or refer the matter to the Commission.

4300 – COMMISSIONER REIMBURSEMENT OF EXPENSES

4301 A Commissioner receives actual and necessary travel and other expenses incurred in the performance of official duties in accordance with the budget and accounting policies and procedures adopted by the Department of Administrative Services. The Executive Director is authorized to approve per diem reimbursement for meal and travel expenses.

4302 The Commission encourages members to assist in keeping expenditures to a minimum by traveling together and holding meetings in convenient and centralized locations.

4303 Group lodging and meal accommodations are arranged for all regular Commission meetings. Group accommodations are paid, when possible, by direct billing to the Commission. Commissioners sign individual claims for their lodging and meals. State regulations permit payment only for meals, lodging, and travel costs.

4304 Commissioners who choose not to avail themselves of scheduled arrangements must pay for their own meals and are not eligible for reimbursement therefore, except for reasonable exceptions approved by the Executive Director.

4310 – Expenses for Regular Meetings

To assure appropriate expenditures of TSPC funds, each Commissioner is requested to:

4311 Indicate accommodation needs to the Executive Director's office.

4312 Assume that accommodations will be arranged on the basis of single occupancy.

4313 Sign his or her name, indicate his or her room number, and designate "TSPC" on all encumbrances authorized or accepted.

4314 Request individual meal claims. Keep receipts for meals.

4315 Not claim reimbursement for tips, personal items, or other such expenses not directly related to or required by the Commission.

4316 Pay expenditures in excess of the Commission rate, such as accommodating a spouse, partner or family member or fulfilling special requirements.

4317 Adhere to accepted procedures for submitting the travel claim forms which are distributed at each meeting. Indicate place and time of departure, arrival time at the destination, and total miles traveled (travel expenses for private cars are computed at the established state rate). Sign the voucher and return to the Executive Director. Claims are normally submitted to DAS for reimbursement as quickly as possible following a Commission meeting.

4318 Assist his or her school district to complete substitute teacher claims and return them to the TSPC office. These claims are mailed directly to each Commissioner's school district business office. TSPC is permitted by law to reimburse the district only for the actual expense of employing a substitute.

5000

STAFF

5100 – EXECUTIVE DIRECTOR; EMPLOYEES

The Executive Director is in the unclassified executive service.

5200 – DUTIES OF THE EXECUTIVE DIRECTOR

As chief administrative officer of the Commission and executive head of the staff, the Executive Director is responsible for carrying out the statutes, rules, procedures, and directives adopted by the Commission. In fulfilling assigned responsibilities, the Executive Director shall:

5201 Perform all duties necessary, including under budgetary limitations, the contracting of independent parties and purchasing of equipment and materials to put into effect the rules, policies, and plans of the Commission.

5202 Advance the priorities of the Commission and evaluate practices in order to improve the effectiveness of the Commission in attaining goals and objectives.

5203 Recommend to the Commission those rules, procedures, and plans deemed necessary to improve educator performance, education of likened educators and professional standards of conduct.

5204 Maintain a continuous study of major educational literature and of developments in education in Oregon and the nation in order to inform the Commission periodically of matters of professional concern.

5205 Conduct such surveys and studies as the Commission shall direct and supervise the contracting of surveys and studies conducted by other agencies.

5206 Take appropriate action in all instances not covered by Commission procedures and report such actions at the next regular meeting of the Commission.

5207 Attend all regular and special meetings of the Commission.

5208 Following consultation with the Commission, hire other staff members necessary to carry on the work of the Commission. All such employees shall be responsible to the Executive Director regardless of who is assigned as their director supervisor.

5209 Make such rules and regulations for and give such instructions to employees including contracted parties as are necessary to carry out effectively the procedures of the Commission. The Executive Director may delegate responsibilities and assign duties, but shall be responsible for actions of subordinates engaged in Commission work.

5210 Prepare reports directed by the Commission and Commission committees.

5211 Serve as liaison with educational organizations, local school districts, the Department of Education, state Board of Education, the Chief Education Office and other governmental organizations and agencies.

5212 Prepare agendas and make arrangements for Commission meetings.

5213 Handle correspondence of the Commission.

5214 The Executive Director may substitute successful teaching or administrative experience to satisfy requirements for formal college preparation or public school experience required in the Rules for Licensure when it is clear that the substitution meets the intent of the administrative rules.

5215 The Executive Director may establish workgroups or advisory groups of educational stakeholders to advise the Executive Director on matters directly related to the Executive Director's responsibilities. Such groups are only advisory to the Executive Director and are not considered committees of the Commission.

5300 – DUTIES OF THE DIRECTOR OF EDUCATOR PREPARATION

The Director of Educator Preparation is responsible to the Executive Director and serves in unclassified executive service. The Executive Director appoints the Director of Educator Preparation. Under the direction of the Executive Director, the Director of Educator Preparation carries out program approval of educator preparation units and programs. The Director of Educator Preparation shall:

5301 Assist in administering the agency and perform duties as assigned by the Executive Director and supervises such staff assigned to assist in the performance of program approval or administrative duties.

5302 Recruit, select, and train site visit review committees as defined by administrative rules or Commission procedures. Supervise on-site reviews of educator preparation programs.

5303 Work with Deans and Directors of Education and their faculties to improve educator preparation units and programs and to assure that these programs comply with state statutes and Commission administrative rules.

5304 Analyze curriculum materials and course outlines submitted by the Commission-approved schools, colleges, and departments of education in the state to assure that high quality instruction is offered to prospective teachers in accordance with Commission standards.

5305 Serve as TSPC liaison with and consultant to various professional organizations, including but not limited to the Oregon Association of Colleges for Teacher Education, the Confederation of Oregon School Administrators, Oregon Association of Independent Colleges and Universities, the Oregon Education Association and various advisory councils established by the Department of Education, or other education-related agencies.

5306 Prepare reports and make presentations on educator preparation and licensure to college faculties, professional organizations, and other education-related.

5307 Coordinate adoption and administration of educator licensure tests and assessments.

5308 Determine appropriate means for assessing the performance of beginning teachers and student teachers and assist districts and teacher education institutions in applying these means.

5309 Evaluate institution annual reports and provide summaries to the Commission.

5310 Prepare the annual Title II report as required by the federal Higher Education Act.

5311 Perform such other duties as assigned by the Executive Director.

5400 – DUTIES OF THE DIRECTOR OF LICENSURE

The Director of Licensure is directly responsible to the Executive Director. The Executive Director appoints the Director who serves in unclassified executive service. Under the direction of the Executive Director, the Director of Licensure carries out Commission policies in executing administrative rules for licensure of teachers, specialists, and administrators. The Director of Licensure shall:

5401 Manage staff as assigned by the Executive Director including:

- Plan and assign work.
- Review evaluations and correspondence on a regular basis.
- Develop effective working procedures, for accepting and denying applications, issuing licenses, advising applicants of eligibility, and informing applicants and school districts of administrative rules and procedures.

5402 Interpret administrative rules, and advise school administrators, teachers, and higher education officials when other members of the staff have been unable to assist them concerning:

- Rules and statutes pertaining to employment and assignment of licensed personnel.
- Types of licenses, endorsements, and authorizations required for various positions in the school districts.
- Eligibility for licensure.
- Preparation and experience needed and acceptable to fulfill specific requirements.
- Complex licensure situations.
- Past, present, and proposed rules for licensure.

5403 Evaluate information and recommend action on discretionary matters that may be granted on the part of the Commission when authorized by the Executive Director. Prepare for Commission consideration proposed action on policy matters and provide additional technical information as requested.

5404 Establish and maintain effective working relationships and improve communication with other educators, educational jurisdictions, and special interest groups. Serve as a speaker and consultant at meetings of educational organizations and school district personnel as approved by the Executive Director.

5405 Staff the Licensure Committee of the Commission at all regular and special meetings.

5406 Serve as liaison to the Oregon School Personnel Association.

5407 Perform such other duties as assigned by the Executive Director.

5500 – DUTIES OF THE DIRECTOR OF PROFESSIONAL PRACTICES/DEPUTY DIRECTOR

The Director of Professional Practices/Deputy Director is responsible to the Executive Director and is recognized as the Executive Director's principal assistant. The Executive Director appoints the Director of Professional Practices/Deputy Director who serves in unclassified executive service. Under the direction of the Executive Director, the Director of Professional Practices serves as support to the Executive Director and the Commission and supervises the investigation unit. In the absence of the Executive Director, the Deputy Director shall have authority to act on behalf of the Commission in all matters expressly authorized by the Executive Director. The Director of Professional Practices/Deputy Director:

5501 Acts as staff liaison for the Professional Practices Committee

5502 Attends all regular and special meetings of the Commission.

5503 Serves as the public information officer and media contact for the Commission under the direction of the Executive Director.

5504 Supervises the administrative support staff and the investigation unit.

5505 Responds to professional practices matters called to the attention of the Commission through administrator, citizen and other reports.

5506 Causes the orders adopted by the Commission to be issued and published on the web site immediately following each Commission meeting.

5507 Perform such other duties as assigned by the Executive Director.

6000

PROGRAM APPROVAL

6100 – AUTHORITY

The Commission exercises statutory authority in approving educator preparation programs by formulating and executing standards for approval of educator preparation units and programs.

6200 – PROGRAM APPROVAL COMMITTEE

6201 Procedures 6210 through 6217 apply only if the Commission Chair appoints a Program Approval Committee to consider new program requests and reports of on-site evaluations of programs and to prepare recommendations for Commission consideration. In the event that a committee is not named, the requests, site visit reports, and staff recommendations will be referred by staff directly to the full Commission.

6210 – Program Approval Committee Membership and Responsibilities

6211 The Chair may appoint an internal standing committee identified as the Program Approval Committee and consisting of the following Commission members: not less than two teachers, one administrator, and one person representing an institution of higher education. The Chair may also appoint two non-Commissioner members, including one representative of Oregon public education preparation providers and one representative of Oregon independent education preparation providers. Commissioner and non-Commissioner members of the committee shall serve as voting members for purposes of business conducted by the committee. The Committee:

6212 Meets during regularly scheduled Commission meetings unless special meetings are scheduled.

6213 Monitors the cycle of program evaluation visits to Oregon institutions and considers requests for alterations of the schedule.

6214 Analyzes reports of on-site evaluations of educator preparation programs and recommends whether to grant or continue approval of such programs to the full Commission.

6215 Receives and analyzes proposals for new and modified educator preparation programs and makes recommendations to the Commission regarding their approval.

6216 Monitors required testing of educators and makes recommendations to the Commission regarding selection, use, and passing scores of such tests.

6217 Monitors institutional annual reports including programs to add endorsements onto licenses.

7000

LICENSURE

7100 – AUTHORITY

TSPC exercises statutory authority in licensure of teachers, personnel service specialists, and administrators by formulating and implementing rules for licensure governing the issuance, renewal, or reinstatement, and the denial, suspension, or revocation of licenses.

TSPC recognizes that the quality of instructional personnel of the schools determines, to a significant degree, the quality of instruction and learning which takes place in the schools.

7200 – LICENSURE COMMITTEE

7201 Procedures 7210 through 7214 apply only if the Commission Chair appoints a Licensure Committee to consider requests and prepare recommendations for Commission consideration. In the event that a committee is not named, the requests and staff recommendations will be referred directly by staff to the full Commission.

7210 – Licensure Committee Membership and Responsibilities

7211 The Chair may appoint an internal standing committee identified as the Licensure Committee consisting of the following Commission members: not less than two teachers, an administrator, and one person representing an institution of higher education. The Chair may also appoint two non-Commissioner members, including one school/education service district human resources representative and one other licensed educator. Commissioner and non-Commissioner members of the committee shall serve as voting members for purposes of business conducted by the committee. The committee:

7212 Meets during regularly scheduled Commission meetings unless special meetings are scheduled.

7213 Monitors the Executive Director's substitution of teaching, personnel service, or administrative experience to satisfy minimal licensure requirements as permitted by administrative rule. The committee reports the findings to the Commission.

7214 Reviews appeals from applicants concerning an institution's decisions regarding waiver of course requirements and recommends action to the Commission.

7215 Reviews policy recommendations that relates to the issuance, renewal or denial of licenses and recommends action to the Commission.

8000

PROFESSIONAL PRACTICES

The Commission exercises authority for denial of licensure based on misconduct and the sanctioning of educators by complying with the statutes and adopting and executing administrative rules. These rules guide and control the issuance of notices, and other decision-making and adjudicative functions of the Commission and the Commission's staff.

8100 – PROFESSIONAL PRACTICES COMMITTEE

Procedures 8110 through 8117 apply only if the Commission Chair appoints a Professional Practices Committee to consider investigation reports and proposed orders imposing disciplinary sanctions and to prepare recommendations for Commission consideration. Even if a full committee is appointed, the investigation reports, proposed orders, and staff recommendations will be referred directly to the Commission for consideration.

8110 – Professional Practices Committee Membership and Responsibilities

8111 The Chair may appoint an internal standing committee identified as the Professional Practices Committee and consisting of the following Commission members: not less than two teachers, one administrator, and one person representing the public. The Chair may also appoint two non-Commissioner members, including one licensed educator and one person representing the public. Commissioner and non-Commissioner members of the committee shall serve as voting members for purposes of business conducted by the committee. The Committee:

8112 Monitors all investigation reports of alleged violations of professional practices standards of conduct, including reports and charges of gross neglect of duty or gross unfitness and reports to and recommends appropriate action to the full Commission.

8113 Advises on investigative procedures and practices and makes recommendations to the Executive Director and the Commission.

8114 Reviews administrative law judge proposed orders and makes recommendations to the full Commission regarding adoption of said orders.

8115 Reviews investigation reports and recommendations of the Executive Director regarding charges against educators or dismissal of the allegations and makes recommendations for action to the full Commission.

8116 Reviews the findings of stipulated orders, hearings, default orders, and recommendations of the Executive Director and recommends action to the Commission on proposed orders either imposing disciplinary sanctions or dismissing charges.

8117 Reviews statutes, rules and administrative practices, relating to licensure sanctions and licensure applications and makes recommendations to full the Commission.

8200 – PROCEDURES FOR PROCESSING COMPLAINTS AGAINST EDUCATORS

8210 – Initiating Disciplinary Actions

8211 Action to suspend or revoke any license or to sanction an educator may be initiated by the Commission, or by the Executive Director, upon receipt of information, a complaint, receipt of public records of misconduct, such as news reports, or upon report of violation of professional standards by the superintendent or chief executive officer of an Oregon school district or charter school charging an educator with misconduct.

8220 – Criteria for Accepting Complaints Against Educators

8221 All complaints and reports from known sources will be acknowledged consistent with Commission rules and statutes.

8222 The Commission has established instructions and forms for filing reports of misconduct from the public or from school districts which may be found on the Commission's web page.

8230 – Preliminary Investigation of Complaints

8231 Disciplinary action initiated by the Commission, the Executive Director, complaints or information are subject to an investigation. The Executive Director must see that:

- The case is assigned to an investigator.
- The educator is contacted by certified mail and provided an opportunity to respond.
- An investigation is conducted. The investigator is empowered to subpoena witnesses and materials over the signature of the Executive Director of the Commission and must swear all witnesses.
- The investigation results and the Executive Director's recommendations regarding proposed action and proposed sanctions are reported in executive session at the next regular Commission meeting following completion of the investigation.
- The findings of the investigation are reported to the educator against whom the complaint is made following consideration by the Commission.
- A recommendation is made whether to charge the educator and to allow the educator to request a contested case hearing on the matter.

8232 The Commission must make findings in executive session relative regarding whether the investigative report provides sufficient case to justify a disciplinary hearing under ORS 342.177.

8240 – Investigations with Insufficient Cause to Justify a Hearing.

If TSPC determines that the investigative report does not provide sufficient cause to justify a disciplinary hearing, it must:

8241 Dismiss the complaint if it originates from any source other than a school district; or take no further action if the complaint originated from a school district.

8242 Notify the accused educator in writing of the determination.

8243 Notify the complainant and employing SD of the determination.

8244 Maintain the confidentiality of the complaint, the investigation materials and report, and the recommendations of the Executive Director.

8250 – Investigations with Sufficient Cause to Justify a Disciplinary Hearing.

If the preliminary investigation reveals that there is sufficient cause to justify charging the educator and scheduling a disciplinary hearing, the Commission must:

8251 Notify the accused educator in writing.

8252 Notify the complainant and the employing school district.

8253 Enclose a statement of the charges based upon the complaint and preliminary investigation.

8254 Upon inquiry, disclose the fact that a Notice of Proposed Action and an Opportunity for Hearing will be issued.

8255 Maintain the confidentiality of the investigation materials and report until final disposition with a finding that violation of ORS 342.143 or 342.175 has occurred.

8260 – Notification of the Disposition of Disciplinary Action

8261 The documents and materials used in the investigation and the recommendations of the Executive Director are confidential and not subject to public inspection unless the Commission makes a final determination that the person charged has violated ORS 342.143 or 342.175. If the Commission makes a finding that violations have occurred, the Commission's Order becomes a matter of public record and the investigation report retained by the Commission may be subject to disclosure upon request. The Commission must give written notice of licenses revoked or suspended and of educators reprimanded or placed on probation to:

8262 The accused educator.

8263 The employing district.

8264 The complainant.

8265 NASDTEC, a clearinghouse for state licensure agencies operated under contract of the National Association of State Directors of Teacher Education and Certification (NASDTEC).

9000

RELATION TO OTHER AGENCIES

The Commission is an independent Professional Educator Standards board that works in partnership and collaboration with all other state and local education agencies for the benefit of public school students and Oregon professional educators.

9110 – Oregon Department of Education (ODE)

The Oregon Department of Education fosters excellence for every learner through innovation, collaboration, leadership and service to our education partners. The department and the Commission collaborate on the following matters:

9111 Ensuring the state's commitment to equity for every learner is achieved;

9112 Working together for strong and accessible Career and Technical Education licensure requirements are established;

9113 Sharing employment and licensure data in a timely manner;

9114 Implementing federal laws that cross over between classrooms and licensure such as: the Every Student Succeeds Act (ESSA); the Individuals with Disabilities Education Act (IDEA); and the Carl D. Perkins Career and Technical Education Act.

9120 – Higher Education Coordinating Commission (HECC)

The Higher Education Coordinating Commission (HECC) is dedicated to fostering and sustaining the best, most rewarding pathways to opportunity and success for all Oregonians through an accessible, affordable and coordinated network for educational achievement beyond high school.

9200 – OREGON SCHOOL DISTRICTS, EDUCATION SERVICE DISTRICTS & CHARTER SCHOOLS

The school districts, education service districts and charter schools may:

9201 Advise TSPC on policies and rule-making in view of personnel needs and geographic and demographic requirements.

9202 Participate on external committees.

9203 Cooperate in providing substitutes for Commissioners when engaged in Commission business.

9204 Assist in investigations of licensure and sanctions of licensed, registered or certified school personnel upon request by the Commission.

9205 Provide assistance to TSPC by releasing personnel to serve on program approval teams and advisory committees at the Commission's request.

9206 Provide accurate and timely educator Professional Educator Experience Report (PEER) forms.

9207 Certify educator professional development with integrity.

9300 – EDUCATOR PREPARATION PROGRAMS (EPPs)

Colleges, universities and Commission-approved providers engaged in educator preparation may:

9301 Advise TSPC on policies and rule-making for educational personnel development.

9302 Assist in program approval processes, on-site visits, and other program approval matters.

9303 Keep TSPC informed about teacher supply and demand.

9304 Provide information about national developments in education.

9400 – OREGON AGENCIES OF GOVERNMENT

9410 – Governor and Department of Administrative Services

9411 TSPC is part of the executive branch of state government and as such seeks a close working relationship with the Governor and other executive departments particularly the state Board of Education, the Higher Education Coordinating Commission, the Early Childhood Council and the Youth Development Commission in the development and support of education improvement in Oregon.

9412 The Governor appoints and the Senate confirms the Commissioners.

9413 TSPC is a client agency to the Department of Administrative Services (DAS) and is subject to the rules and policies of DAS.

9420 – State Legislature:

Gubernatorial appointments to the Commission are confirmed by the Senate. The Commission directs the Executive Director and staff to assist legislators in helping interpret the needs of public education, educational personnel professional development, and the preparation, licensure and sanctioning of licensed and registered educators.

9430 – Attorney General

The Attorney General's office is the legal counsel for the Commission. The Commission through the Executive Director may call upon the office of the Attorney General for assistance on matters bearing on the Commission's legal responsibilities.

9440 – State Treasurer

TSPC through the Executive Director deposits and draws funds by means of its account with the State Treasurer.

9450 – Legislative Counsel

A copy of all proposed administrative rules must be filed by the Executive Director with the Legislative Counsel in accordance with the Attorney General's Model Rules of Procedure.

9460 – Other Agencies

TSPC seeks to cooperate with other agencies in fulfilling Commission objectives and responsibilities.

9470 – Oregon Indian Tribes

9471 Every state agency is required to develop and implement a policy on the agency's relationship and cooperation with Oregon tribes. (ORS 182.164)

9472 The TSPC designates the Executive Director as the person that ensures the agency is actively engaged in collaborating with the tribes on programs or rules of the Commission that affect tribes.

9473 The licensure program provides licensure for American Indian language teaching. Each tribe that recommends candidates for licensure exclusively determines the standards for this license. ORS 342.144

9474 The TSPC promotes communication between the agency and the tribes by designating the Executive Director, or his/her designee, as a representative at the Oregon Department of Education's regular government-to-government meetings with tribal representatives.

9500 – OTHER STATES

9501 TSPC supports participation in the National Association for State Directors of Teacher Education and Certification's (NASDTEC) sponsored events and interaction with other states' agencies for educator preparation, professional practices and licensure in other states to keep Oregon abreast of educational trends and developments in the nation, and to advance nationwide application of standards which equal or exceed those of Oregon.

9502 TSPC cooperates with other states in planning for improvement of education. To this end, TSPC shares with other states information concerning plans for educational personnel development, licensure and accreditation, and cooperates in other matters for which TSPC and counterparts in other states are responsible.

9503 TSPC is a member of the National Association of State Directors of Teacher Education and Certification and cooperates in the Association's clearinghouse on licenses denied, suspended, or revoked for violation of standards of competent and ethical performance.

9504 TSPC enters into reciprocal licensure agreements with other states that maintain standards of preparation and licensure which are comparable to those established by TSPC.

9600 – ACCREDITATION ASSOCIATIONS

9601 TSPC is responsible for approving accrediting bodies and recognizes such bodies' role in the national accreditation of educator preparation programs in Oregon, and maintains a state partnership agreement with these national accrediting bodies. The Executive Director will monitor and report to the Commission on the ability of Commission approved national accrediting bodies to reasonably serve as a national accreditation body for purposes of legislation or rule requiring such accreditation.

9602 Approval of out-of-state educator preparation programs by regional accrediting associations constitutes a basic criterion, together with program approval by professional educator standards boards and state departments of education for evaluating the credentials of out-of-state applicants for Oregon educator licenses.

9700 – OTHER GROUPS AND INDIVIDUALS

9701 TSPC encourages the formation of consortia and welcomes information and advice from a wide variety of sources within the bounds of Commission procedure. In addition to those listed above, such sources may include interested citizens, teachers, administrators, students in public schools, educator licensure candidates, professional organizations, regional and national educational associations, and others interested in the improvement of public school education and the preparation of teachers.

TSPC Handbook Overview – For each question, list the page number where you find your answer. Highlight the answer within your handbook for reference. For "and why" questions, write out your answer on this page

Section 1: General Overview

1. What year was the Teacher Standards and Practices Commission (TSPC) created?
2. What is the mission statement of the TSPC?
3. What are two core values listed in the handbook that resonate with you and why?

4. What are the primary responsibilities of the Commission according to section 1100?

Section 2: Commission Membership and Structure

6. How many members make up the Commission and how are they selected?
7. What is the term length for a TSPC member and how many terms can they serve?
8. What happens if a Commission member changes employment and no longer qualifies for their position?
9. What roles comprise the Executive Committee?
10. How is the Chair of the Commission selected and what are two of their duties?

Section 3: Meetings and Procedures

11. What constitutes a quorum for a regular Commission meeting?
12. What are "Consent Agenda" items and how can they be moved to the full agenda?
13. Under what circumstances can the Commission enter an executive session?
14. What rules govern the parliamentary procedures for Commission meetings?

15. What are the voting requirements for adopting, amending, or suspending Commission rules?

Section 4: Committees

16. Name the three types of committees the Commission may establish.
17. What is the purpose of the Program Approval Committee?
18. Who can serve on a standing internal committee besides Commissioners?
19. What is the role of the Licensure Committee?
20. What responsibilities does the Professional Practices Committee have?

Section 5: Discipline and Complaints

21. What are the steps in the preliminary investigation of a complaint against an educator?
22. What must happen before an educator is charged with misconduct?
23. Under what conditions is a disciplinary hearing public?
24. Who is notified when the Commission takes disciplinary action against an educator?
25. What happens if an investigation lacks sufficient cause for disciplinary hearing?

Section 6: Staff and Roles

26. What are three duties of the Executive Director?
27. Who evaluates the Executive Director, and how often is this done?
28. What role does the Director of Licensure play in interpreting licensure rules?
29. How does the Director of Educator Preparation support educator programs?
30. What are three key duties of the Director of Professional Practices?

Pages where edits may be needed:

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Commission Business

ITEM: COMMISSION CHAIR REPORT

INFORMATION ITEM

INFORMATION: The Commission Chair will provide an update to the Commission regarding items relevant to Commissioner work with the agency.

Data Classification Level: 1 – Published
DO: REINHARDT
Published: 6/4/2025
Amended:

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Commission Business

ITEM: EDUCATOR DATE SYSTEM UPDATE

ACTION: **INFORMATION ITEM**

INFORMATION: TSPC is currently in the Resource Planning stage (Stage Gate 2) of a project to implement a robust, modern, and comprehensive Educator Data System (EDS) for the purposes of:

- Maintaining educator demographic and license data,
- Providing access to the data for educators and various partners through online portals,
- Increasing transparency of requirements and support tracking of licensure status,
- Complying with racial equity goals by increasing usability and accessibility for diverse educators,
- Accurately collecting the fees for licensure which sustain this "Other Fund" agency, and
- Providing access to the educator data for the purposes of responding quickly and accurately to data requests and for analysis and reporting of key performance measures

Since the April Commission meeting, the EDS project team has accomplished the following tasks:

- Released IT Professional Services Request for Quote (RFQ) for Independent Quality Management Service (iQMS), scored vendor proposals, issued intent-to-award to selected vendor.
- Completed final draft of Statement of Work (SOW) and Business Requirements, to be included in the EDS Solution Integrator Request for Proposal (RFP).
- Completed 1st round of RFP review by DAS Shared Procurement Services (SPS) and Department of Justice (DOJ).
- Submitted draft Work Order Contract (WOC) amendment for North Highland project services to SPS and DOJ for review.

Data Classification Level: 1 – Published
DO: REINHARDT
Published: 6/20/2025
Amended:

- Completed existing data source documentation for integration into Data Migration Plan.

Planned activities for the next reporting period include:

- Complete Open Market Requisition of the EDS Solution Integrator and issue intent-to-award of the selected vendor.
- Execute contract with an Independent Quality Management Services (iQMS) contractor.
- Contract with North Highland for Organizational Change Management and Communication project services.
- Complete the preliminary Data Migration Plan.

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
COMMISSION BUSINESS

ITEM: BUDGET/FINANCE OVERVIEW UPDATE

ACTION: **DISCUSSION ITEM**

INFORMATION: The purpose of this item is to update the Commission on current legislation being considered by the Oregon legislature. We are particularly focused on five bills directly impacting the agency: SB 314, SB 324, SB 802, SB 805, HB 2588, HB 3504. An update will be provided on each of these bills and others to watch during session.

Educator Advancement Council

June 25, 2025 TSPC Retreat

Dr. Karen Pérez | Executive Director, Educator Advancement Council

The Educator Advancement Council Serves

In partnership with education agencies, organizations and school districts, the **Educator Advancement Council works to support over 80,000 Oregon educators and teacher candidates** (pre-K through grade 12) with access to high quality professional learning, local and statewide networking opportunities and trainings ***across the Educator Continuum.***



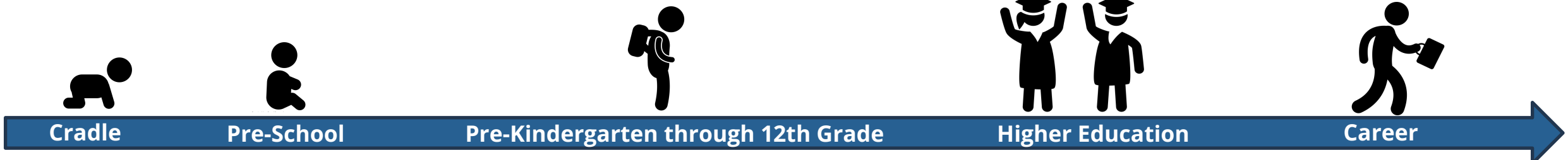
The Educator Advancement Council Structure

21 Directors

EAC is a statewide council comprised of a broad range of voices and experiences who help to inform the supports for educators in Oregon.

Representing the PreK-20 Continuum

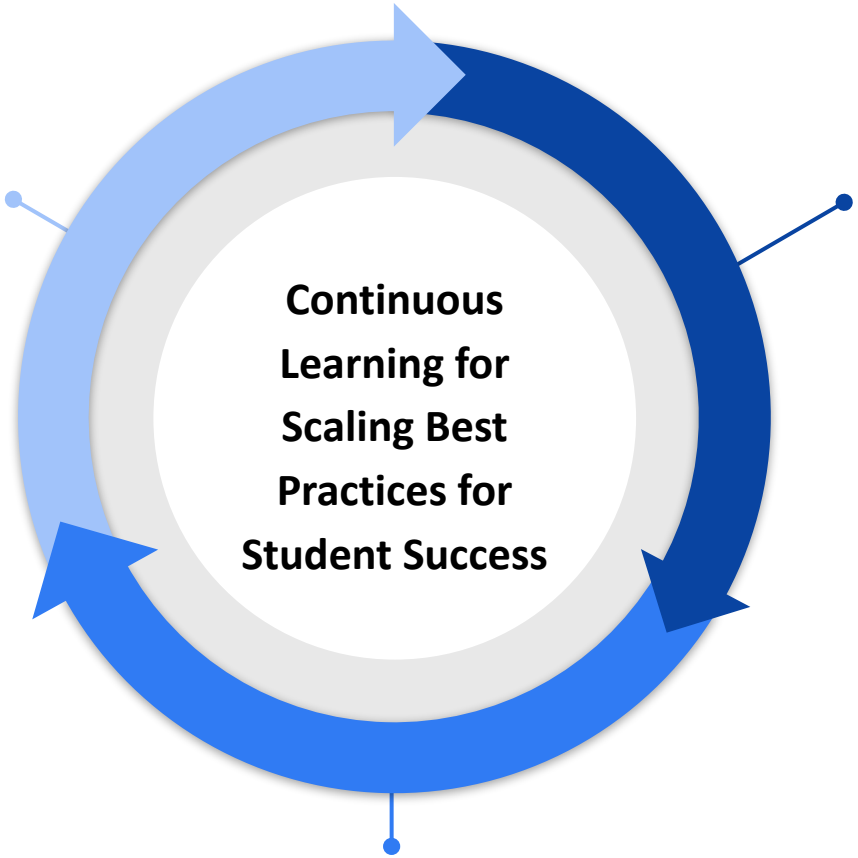
- OR Department of Education
- Department of Early Learning and Care
- Higher Education Coordinating Commission
- Teacher Standards and Practices Commission
- State Representatives
- Governor's Office
- Early Learning Providers
- School Districts & Boards
- Professional Educator Associations
- K12 Educators (Teachers, Administrators, Classified Staff)
- Federally Recognized Tribes of Oregon
- Education Service Districts - ESDs
- Educator Preparation Programs
- Philanthropy | Community-Based Organizations | Education-Focused Nonprofits



The Educator Advancement Theory of Change

EDUCATOR PROFESSIONAL GROWTH

Strategically invest in building capacity of educators' knowledge, skills, and dispositions for culturally sustaining schools where disparity, disproportionality and predictability in outcomes is eliminated.



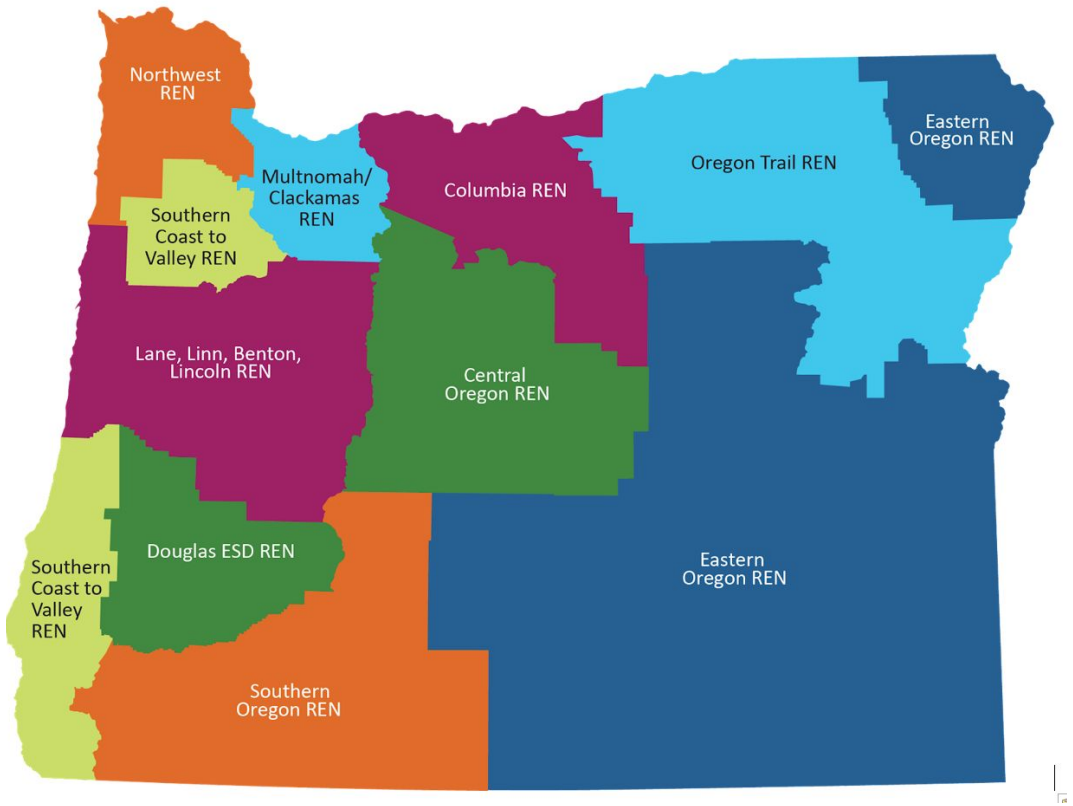
IMPROVED SYSTEMS AND PRACTICES

Create means by which effective practitioners collaborate to scale, support and improve systems impacting educator practice throughout the state.

STUDENT SUCCESS

Student outcomes improve and more Oregonians achieve education goals.

Regional Educator Networks



Regional Supports Bring Tremendous Potential

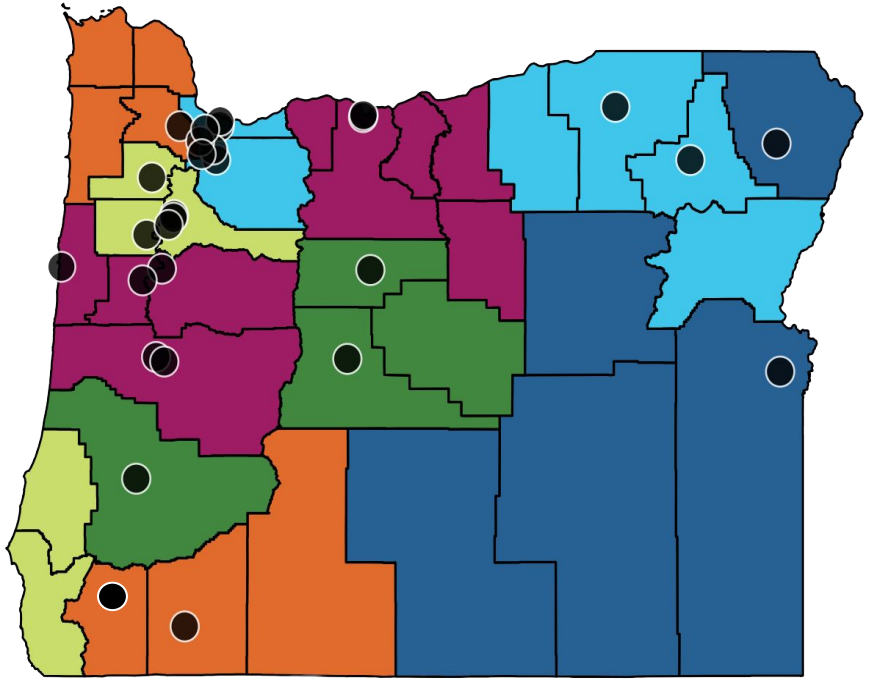
***10 regional partnerships serving all 197 school districts**, focused on centering educator voices in **prioritizing and developing systems of support** across the educator career continuum that can lead to high-quality educators in every classroom.*

Policy Goals for Each Region

- Provide open access to **culturally responsive professional learning**
- Enhance a **culture of leadership and collaborative responsibility**
- Strengthen and enhance existing **evidence-based practices** that **improve student achievement**
- Improve the **recruitment, preparation, induction**, and **support** of educators at **each stage of the educators' careers**.
- Enhance **leadership and career advancement opportunities**

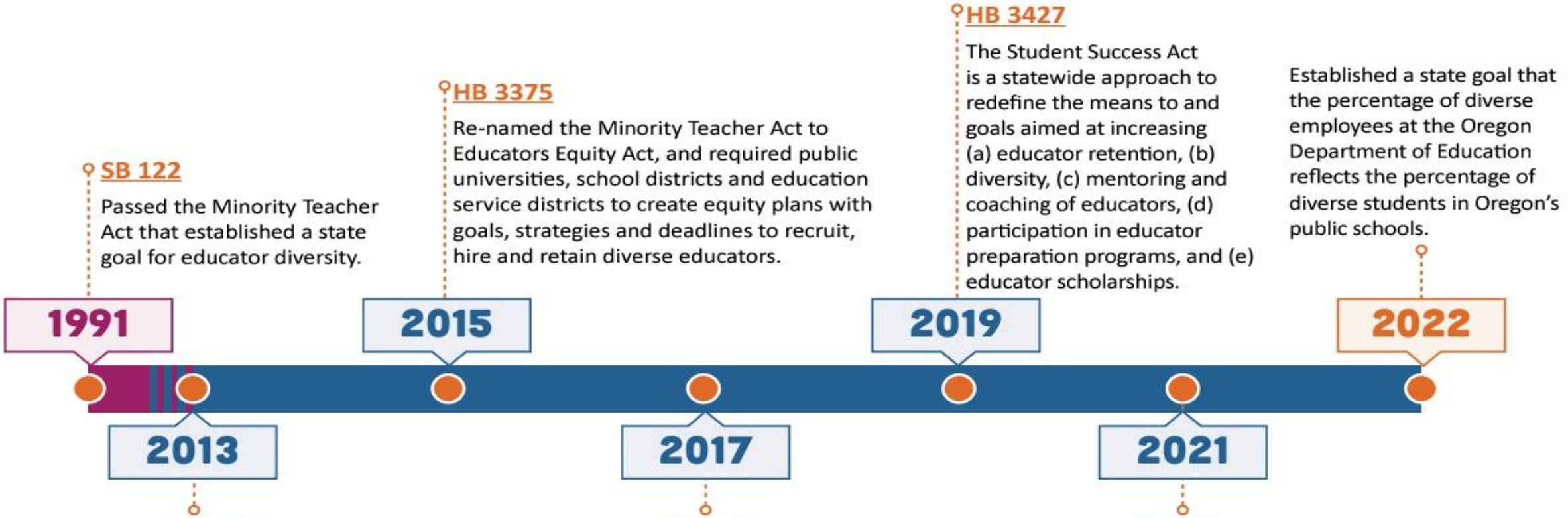
Grow Your Own Educator Partnerships

*Grants to **29 local and regional partnerships** building sustainable pathways into and advancement in educator careers, with a particular focus on rural and rural remote educators, special education, dual language/multilingual educators and educators whose lived experiences match/mirror those of students identified in Oregon's Student Success Plans.*	**Policy Goal:** Grow Your Own programs are local or regional partnerships **designed with the whole school system in mind** to address conditions affecting the ***recruitment and retention*** of educators **across the career continuum**.



29 Grantees for 2023-25 biennium

- 10 new programs
- 19 programs continuing since 2020
- 10 Education Service District Programs
- 7 School District Programs
- 6 Community College Programs
- 5 University Programs
- 1 Community-based Program


1991
SB 122
Passed the Minority Teacher Act that established a state goal for educator diversity.
2013
SB 755
Required a report to be completed each year with most recently collected data, plans, and recommendations for educator diversity. Added persons whose first language is not English to the definition of "minority".
2015
HB 3375
Re-named the Minority Teacher Act to Educators Equity Act, and required public universities, school districts and education service districts to create equity plans with goals, strategies and deadlines to recruit, hire and retain diverse educators.
2017
SB 182
Established Educator Advancement Council to provide resources related to educator professional learning and additional educator supports.
Prescribes duties of the Council, including establishment of statewide educator networks. Required the Council to submit report on progress to Legislative Assembly in collaboration with the Department of Education, the Higher Education Coordinating Commission, the Teachers Standards and Practices Commission, and the Early Learning Division.
2019
HB 3427
The Student Success Act is a statewide approach to redefine the means to and goals aimed at increasing (a) educator retention, (b) diversity, (c) mentoring and coaching of educators, (d) participation in educator preparation programs, and (e) educator scholarships.
2021
SB 232
In 2021, the Educators Equity Act was amended to further refine the reporting requirements on progress made towards the state's goal for educator workforce diversity.
2022
Established a state goal that the percentage of diverse employees at the Oregon Department of Education reflects the percentage of diverse students in Oregon's public schools.

2024 Educator Equity Report

Goal 1: The **percentage of diverse educators** employed by a school district or an education service district **reflects the percentage of diverse students** in the public schools of this state or the percentage of diverse students in the district.

Goal 2: The **percentage of diverse employees** employed by the Department of Education reflects the **percentage of diverse students** in the public schools of this state.

- 9th report on the state's educator workforce data disaggregated by race, ethnicity, and multilingualism
- Longitudinal data brief on **educator turnover trends**
- Clear and measurable recommendations around **four priority areas**



Cultivating a Diverse Educator Workforce

4 Priority Areas & Recommendations for Oregon

Priority Area 1:
Affordability of Career Pathways and Programs

Priority Area 2:
Hiring, Placement, and Early Career Support for New Educators

Priority Area 3:
Educator and Career Development

Priority Area 4:
State Data Systems and Reporting



Action Steps for Oregon's State Education Agencies

Priority Area	Agency Next Steps 24-26
Priority Area 1: *Affordability of Career Pathways and Programs*	• **TSPC** will continue working with EPP partners to expand options for students and support new certification and pathway programs; Continue and expand the Oregon Administrator Scholars and Registered Apprenticeship Programs. • **HECC** will continue supporting and advocating for multiple programs to meet postsecondary affordability for students. • **ODE & EAC** will continue supporting non traditional pathways to becoming a certified or licensed PK-12 educator through Grow Your Own Partnerships; Continue to provide funding support to OTSP and OASP.
Priority Area 2: *Hiring, Placement, and Early Career Support for New Educators*	• **TSPC** will continue supporting diverse educator candidates with Multiple Measures and redesign a license reimbursement program. • **HECC** will continue working with the public EPPs and school district partnership engagement to help address local school staffing priorities through its Community of Practice. • **ODE & EAC** will offer multiple supports to school district and ESD partners through the Regional Educator Networks to provide early educators access to high quality mentorship and Grow Your Own grantees will prioritize opportunities to hire and retain GYO participants.
Priority Area 3: *Educator and Career Development*	• **TSPC** will improve communications to educators regarding the licensing process. • **HECC** will continue to support efforts of SEAs for continuous educator advancement and development, with priorities in early literacy and math. • **ODE & EAC** will continue to support classified employees to advance their careers through Grow Your Own and Regional Educator Network opportunities, as well as development of a statewide professional learning platform.
Priority Area 4: *State Data Systems and Reporting*	• **ODE, TSPC, HECC, & the Oregon Longitudinal Data System (OLDS)** are working to support the efforts by the Legislature to create an Educator Workforce Data Solution (EWDS) to meet the requirements of Senate Bill 283, Section 1 (2023). • **EAC & ODE** are developing a statewide educator workforce survey, as directed by Senate Bill 283, to gather annual information from staff employed by public education providers to identify needs and priorities to improve workplace conditions.

EDUCATOR ADVANCEMENT COUNCIL

HIGHER EDUCATION COORDINATING COMMISSION

TSPC OF OREGON

OREGON DEPARTMENT OF EDUCATION

Priority Area 1:
Affordability of Career Pathways and Programs

Oregon Administrator Scholars Program

2023-25 Grant-in-Aid Budget: $3.2 Million

EDUCATOR ADVANCEMENT COUNCIL

ABOUT OREGON ADMINISTRATORS SCHOLARS PROGRAM:

- Maximum award amount is up to $12,000 per academic year
- Renewable for up to two years of full-time enrollment
- Funding for culturally or linguistically diverse students in approved administrative licensure programs

Career Pathways & Advancement in Careers

Program investments provide ***critical financial supports*** to educators by mitigating costs associated with ***advanced licensure programs*** for new administrators.

170
educators

Number of Licensed Educators Served, 2023-2024

Participants are candidates for administrator licenses who hold teaching or other licenses.

$100,000

Program Costs, including Administrative Costs

Administrative costs include 1.0 FTE position.

Priority Area 1:
Affordability of Career Pathways and Programs

Oregon Licensure Expense Reimbursement Program

2023-25 Grant-in-Aid Budget: $320,000

EDUCATOR ADVANCEMENT COUNCIL

ABOUT THE OREGON LICENSURE EXPENSE REIMBURSEMENT PROGRAM:

- Mitigates financial costs related to obtaining and
- Renewing teacher, administrator, and personnel services licenses.

TSPC OF OREGON

Career Pathways & Advancement in Careers

Program investments provide ***critical financial supports*** to educators by mitigating costs associated with ***licensure fees***, which average approximately $700 for new teachers.

695
educators

Number of Licensed Educators Served, 2023-2024

This is the number of educators that have received reimbursement for licensure costs in the first year of the biennium.

$512
per person

Cost per Participant

This is the average reimbursement paid to participants through the program.

Priority Area 2: Hiring, Placement, and Early Career Support for New Educators

Multiple Measures Assessment Options

2023-25 Grant-in-Aid Budget: $740,000

EDUCATOR ADVANCEMENT COUNCIL

ABOUT THE MULTIPLE MEASURES (MM) PROGRAM

- Enables teacher candidates to demonstrate content knowledge and teaching competencies through alternative assessments…

TSPC OF OREGON

Career Pathways & Advancement in Careers

Programmatic supports help ***streamline pathways*** for educator candidates by providing assessments, such as portfolios and coursework evaluations to demonstrate content knowledge or performance readiness.

375
educators

Number of Educator Candidates *Qualifying* for Licensure, 2023 - 2024

$568
per person

Cost per Participant

This is the average cost for participants through the program.

Strengthening Agency Partnership

Shared Responsibility and Increased Impact

- Biennial Educator Equity Report (ORS 342.448)
- Regional Educator Networks (Prek -12 educators in districts)
- Grow Your Own Partnerships
- Professional Learning Platform - Trainings connection *(Ex: Early Literacy and PD tracking)*

Higher Education Coordinating Commission

- Oregon Teacher Scholars Program
- Public University Educator Preparation Program Equity Plan Grants

Teachers Standards Practice Commission

- Oregon Administrator Scholars Program
- Oregon Licensure Reimbursement Program
- Multiple Measures Assessment Program
- Registered Apprenticeships

Oregon Department of Education

- Senate Bill 283 Workforce Survey and Data System
- **State Early Literacy Initiative**
- **Professional Learning Platform**
- Special Education Staff Stipends

2023-25 EAC Grant Budget

Educator Advancement Fund	**Regional Educator Networks**	**$42,761,563**
	Evaluation and Technical Assistance	**$1,980,004**
	Grow Your Own	**$17,087,271**
	Transfer to HECC	**$6,100,000**
	Oregon Teacher Scholars Program	*$5,000,000*
	EPP Equity Plan Community of Practice and Grants	*$1,100,000*
Statewide Education Initiatives Account	**Professional Learning**	**$2,708,984**
	Transfer to TSPC	**$4,300,000**
	Oregon Administrator Scholars Program	*$3,240,000*
	Licensure Expense Reimbursement Program	*$740,000*
	Barrier Reduction and Multiple Measures	*$320,000*
	Tribal Nations Educator Collaborative	**$3,416,807**
General Fund	**New Educator Mentoring (SB 283)**	**$8,000,000**
	Transfer to TSPC: Apprenticeships (SB 283)	**$2,000,000**
	Total	**$88,354,629**

$25 million from previously unspent resources in the Educator Advancement Fund are used for these grant-in-aid programs that were <u>previously funded</u> by the Statewide Education Initiatives Account.

This initiative is still under development - more information will be provided at a later date.

One-time funding from the Legislature for the 2023-25 biennium.

Questions?



Dr. Karen Pérez
Executive Director
Karen.perez@ode.oregon.gov

EDUCATOR ADVANCEMENT COUNCIL

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Commission Business

ITEM:	EXECUTIVE DIRECTOR UPDATE
ACTION:	**INFORMATION ITEM**
INFORMATION:	The Interim Executive Director will provide an update to the Commissioners regarding the general work of the agency since the last meeting was held and welcome incoming Executive Director Rachel Alpert.

Attachments:

Data Classification Level: I – Published
DO: REINHARDT
Published: 6/4/2025
Amended:

TSPC Commission Meeting

June 25, 2025

2023-2025 Budget and Spending

Quarter One

July 1, 2023 – September 30, 2023

Key Events

First quarter of new biennium

Early Literacy Educator Preparation Council work underway

		07/31/23 Actuals	08/31/23 Actuals	09/30/23 Actuals
	Beginning Cash Balance	8,834,824.74	8,952,282.91	9,204,374.74
REVENUE				
205	OTHER BUSINESS LICENSES			
205	OTHER BUSINESS LICENSES	363,142.00	609,008.00	414,662.00
410	OTHER CHARGES FOR SERVICES	34,763.50	-	13,833.00
415	ADMINISTRATIVE AND SERVICES CHARGES	32,641.00	59,527.00	43,094.00
415	ADMINISTRATIVE AND SERVICES CHARGES	31,354.00	52,582.00	36,721.00
605	INTEREST AND INVESTMENTS			
975	OTHER REVENUE			
	REVENUE	**461,900.50**	**721,117.00**	**508,310.00**
Transfers				
1107	Trans In from DAS			
1581	TRANSFER IN FROM DEPT OF EDUCATION			
	TOTAL TRANSFER IN	-	-	-
	TOTAL REVENUES	**461,900.50**	**721,117.00**	**508,310.00**
PERSONAL SERVICES				
3110	CLASS/UNCLASS SALARY & PER DIEM	172,268.17	209,502.93	172,841.44
3115	BOARD MEMBER STIPEND	-	-	-
3160	TEMPORARY APPOINTMENTS	-	-	-
3170	OVERTIME PAYMENTS	4,970.00	5,197.35	4,463.01
3180	SHIFT DIFFERENTIAL	16.00	29.00	41.51
3190	ALL OTHER DIFFERENTIAL	617.76	712.09	712.14
3210	ERB ASSESSMENT	52.62	51.08	52.62
3220	PUBLIC EMPLOYES' RETIREMENT SYSTEM	32,662.14	40,224.90	33,036.13
3221	PENSION BOND CONTRIBUTION	9,559.02	11,726.58	9,670.18
3230	SOCIAL SECURITY TAX	13,474.66	16,343.71	13,489.74
3240	UNEMPLOYMENT ASSESSMENT	-	-	-
3241	PAID LEAVE OREGON-EMPLOYER	704.59	854.54	679.03
3250	WORKERS' COMPENSATION ASSESSMENT	41.31	41.82	42.52
3260	MASS TRANSIT	1,067.17	1,292.62	1,068.29
3270	FLEXIBLE BENEFITS	37,120.20	37,538.27	37,096.38
3465	RECONCILIATION ADJUSTMENT			
3455	VACANCY SAVINGS			
	TOTAL PERSONAL SERVICES	**272,553.64**	**323,514.89**	**273,192.99**
SERVICES AND SUPPLIES				
4100	INSTATE TRAVEL	255.84	431.07	-
4125	OUT-OF-STATE TRAVEL	-	2,180.10	-
4150	EMPLOYEE TRAINING	-	2,322.00	-
4175	OFFICE EXPENSES	588.25	728.36	12,770.56
4200	TELECOMM/TECH SVC AND SUPPLIES	649.78	953.21	5,806.03
4225	STATE GOVERNMENT SERVICE CHARGES	135.00	4,300.48	7,734.00
4250	DATA PROCESSING	1,573.39	-	84,330.61
4275	PUBLICITY & PUBLICATIONS	38.50	-	-
4300	PROFESSIONAL SERVICES	1,230.57	-	-
4315	IT PROFESSIONAL SERVICES	-	22,360.00	-
4325	ATTORNEY GENERAL LEGAL FEES	-	5,720.00	9,955.00
4375	EMPLOYEE RECRUITMENT AND DEVELOP	-	-	-
4400	DUES AND SUBSCRIPTIONS	5,890.00	67.00	71,989.00
4425	FACILITIES RENT & TAXES	15,475.05	31,414.35	15,939.30
4475	FACILITIES MAINTENANCE	-	-	-
4575	AGENCY PROGRAM RELATED SVCS & SUPP	-	625.00	-
4575	Fingerprinting-SGSC	-	33,160.50	45,965.25
4600	INTRA-INTER AGENCY CHARGES	-	-	-
4650	OTHER SERVICES AND SUPPLIES	688.80	6,502.31	10,098.18
4700	EXPENDABLE PROPERTY $250-$5000			-
4715	IT EXPENDABLE PROPERTY	-	-	-
5550				
	TOTAL SERVICES & SUPPLIES	**26,525.18**	**110,764.38**	**264,587.93**
Special Payments				
6035	DISTRIBUTION TO INDIVIDUALS	45,363.51	34,745.90	317,010.80
	Total Special Payments	**45,363.51**	**34,745.90**	**317,010.80**
	TOTAL EXPENDITURES	**344,442.33**	**469,025.17**	**854,791.72**
	Ending Cash Balance	8,952,282.91	9,204,374.74	8,857,893.02

Ending Cash Balance: $8,857,893

Quarter Two

October 1, 2023 – December 31, 2023

Key Events

- Dr. Rosilez announces departure from TSPC
- MG asked by GTK to serve in short-term interim role
- MG identifies beginning fund balance amount that is higher than what agency staff seem to realize
- While reviewing financials, MG discovers concerns with OASP balances (just under $900K overspent), consults with DAS
- Decision to finalize FY23 ending fund balance to reflect coverage of OASP overspend (not eligible for EAC to cover)

		10/31/23 Actuals	11/30/23 Actuals	12/31/23 Actuals
	Beginning Cash Balance	8,857,893.02	8,605,618.71	8,534,190.20
REVENUE				
205	OTHER BUSINESS LICENSES			
205	OTHER BUSINESS LICENSES	340,875.00	288,000.00	232,357.00
410	OTHER CHARGES FOR SERVICES	-		-
415	ADMINISTRATIVE AND SERVICES CHARGES	42,383.00	33,806.00	42,516.00
415	ADMINISTRATIVE AND SERVICES CHARGES	31,171.00	26,047.00	17,446.00
605	INTEREST AND INVESTMENTS			
975	OTHER REVENUE			2,318.00
	REVENUE	**414,429.00**	**347,853.00**	**294,637.00**
Transfers				
1107	Trans In from DAS			
1581	TRANSFER IN FROM DEPT OF EDUCATION			954,510.83
	TOTAL TRANSFER IN	-	-	**954,510.83**
	TOTAL REVENUES	**414,429.00**	**347,853.00**	**1,249,147.83**
PERSONAL SERVICES				
3110	CLASS/UNCLASS SALARY & PER DIEM	185,632.74	199,237.34	183,823.85
3115	BOARD MEMBER STIPEND	-	-	-
3160	TEMPORARY APPOINTMENTS	-	-	-
3170	OVERTIME PAYMENTS	5,972.82	6,867.31	5,298.99
3180	SHIFT DIFFERENTIAL	89.00	46.52	34.50
3190	ALL OTHER DIFFERENTIAL	1,730.37	1,894.91	1,045.56
3210	ERB ASSESSMENT	54.81	52.56	52.56
3220	PUBLIC EMPLOYES' RETIREMENT SYSTEM	36,564.69	34,593.96	35,822.59
3221	PENSION BOND CONTRIBUTION	10,607.30	8,565.67	8,854.60
3230	SOCIAL SECURITY TAX	14,768.89	14,571.09	14,395.58
3240	UNEMPLOYMENT ASSESSMENT	-	2,456.43	-
3241	PAID LEAVE OREGON-EMPLOYER	716.94	719.56	752.71
3250	WORKERS' COMPENSATION ASSESSMENT	45.25	41.70	41.52
3260	MASS TRANSIT	1,168.75	1,248.19	1,141.55
3270	FLEXIBLE BENEFITS	37,120.20	37,111.07	42,814.84
3465	RECONCILIATION ADJUSTMENT			
3455	VACANCY SAVINGS			
	TOTAL PERSONAL SERVICES	**294,471.76**	**307,406.31**	**294,078.85**
SERVICES AND SUPPLIES				
4100	INSTATE TRAVEL	2,235.72	685.20	257.70
4125	OUT-OF-STATE TRAVEL	6,116.90	5,518.19	1,531.02
4150	EMPLOYEE TRAINING	5,233.64	1,270.00	895.00
4175	OFFICE EXPENSES	(9,814.88)	688.58	2,185.12
4200	TELECOMM/TECH SVC AND SUPPLIES	3,252.01	4,141.39	1,032.26
4225	STATE GOVERNMENT SERVICE CHARGES	257,060.00	662.60	140.00
4250	DATA PROCESSING	1,877.81	3,209.22	2,706.74
4275	PUBLICITY & PUBLICATIONS	1,671.00	233.93	-
4300	PROFESSIONAL SERVICES	-	474.00	12,808.64
4315	IT PROFESSIONAL SERVICES	3.36	96.57	101.27
4325	ATTORNEY GENERAL LEGAL FEES	7,452.50	21,065.00	29,678.22
4375	EMPLOYEE RECRUITMENT AND DEVELOP	-	-	-
4400	DUES AND SUBSCRIPTIONS	80.00	(70,409.00)	80.00
4425	FACILITIES RENT & TAXES	16,289.30	-	32,243.85
4475	FACILITIES MAINTENANCE	-	-	-
4575	AGENCY PROGRAM RELATED SVCS & SUPP	250.00	-	-
4575	Fingerprinting-SGSC	38,010.00	30,107.75	27,161.25
4600	INTRA-INTER AGENCY CHARGES			-
4650	OTHER SERVICES AND SUPPLIES	7,835.22	80,410.38	4,800.93
4700	EXPENDABLE PROPERTY $250-$5000	-	-	-
4715	IT EXPENDABLE PROPERTY	14.00	4,702.66	7,827.31
5550				
	TOTAL SERVICES & SUPPLIES	**337,566.58**	**82,856.47**	**123,449.31**
Special Payments				
6035	DISTRIBUTION TO INDIVIDUALS	34,664.97	29,018.73	24,301.65
	Total Special Payments	**34,664.97**	**29,018.73**	**24,301.65**
	TOTAL EXPENDITURES	**666,703.31**	**419,281.51**	**441,829.81**
	Ending Cash Balance	8,605,618.71	8,534,190.20	9,341,508.22
	Accounts Receivable not yet Received			
	Total AR balance			
	Cash Available for Expenditure	8,605,618.71	8,534,190.20	9,341,508.22

EAC /ODE IAA Transfer: $954,510

Ending Cash Balance: $9,343,508

Quarter 3

January 1, 2024 – March 31, 2024

Key Events

Legislative request for 5 Limited Duration Investigators and 2 Public Service Representatives

Independent accounting firm hired to review OASP

Dr. Mondragon appointed interim director of EP&P

EAC/ODE Transfer OUT: $954,510

EAC/ODE IAA Transfer IN: $6,300,000

Ending Cash Balance: $13,788,220

		01/31/24 Actuals	02/29/24 Actuals	03/31/24 Actuals
	Beginning Cash Balance	9,341,508.22	8,437,857.26	7,815,279.04
REVENUE				
205	OTHER BUSINESS LICENSES			
205	OTHER BUSINESS LICENSES	333,023.00	301,493.00	298,386.00
410	OTHER CHARGES FOR SERVICES	55,332.00	13,833.00	
415	ADMINISTRATIVE AND SERVICES CHARGES	40,601.00	30,459.00	28,479.00
415	ADMINISTRATIVE AND SERVICES CHARGES	26,108.00	24,827.00	20,195.00
605	INTEREST AND INVESTMENTS			
975	OTHER REVENUE			
	REVENUE	**455,064.00**	**370,612.00**	**347,060.00**
Transfers				
1107	Trans In from DAS			
1581	TRANSFER IN FROM DEPT OF EDUCATION	(954,510.83)		6,300,000.00
	TOTAL TRANSFER IN	**(954,510.83)**	-	**6,300,000.00**
	TOTAL REVENUES	**(499,446.83)**	**370,612.00**	**6,647,060.00**
PERSONAL SERVICES				
3110	CLASS/UNCLASS SALARY & PER DIEM	200,792.40	177,602.27	177,844.76
3115	BOARD MEMBER STIPEND	-	-	-
3160	TEMPORARY APPOINTMENTS	-	-	-
3170	OVERTIME PAYMENTS	2,025.23	2,433.77	2,242.04
3180	SHIFT DIFFERENTIAL	46.50	21.02	51.02
3190	ALL OTHER DIFFERENTIAL	1,045.59	4,194.91	2,439.86
3210	ERB ASSESSMENT	52.56	50.37	50.37
3220	PUBLIC EMPLOYES' RETIREMENT SYSTEM	34,732.06	35,798.92	34,958.08
3221	PENSION BOND CONTRIBUTION	8,591.39	8,854.46	8,644.43
3230	SOCIAL SECURITY TAX	15,445.09	13,940.69	13,804.99
3240	UNEMPLOYMENT ASSESSMENT		5,255.40	
3241	PAID LEAVE OREGON-EMPLOYER	807.59	728.91	721.82
3250	WORKERS' COMPENSATION ASSESSMENT	35.45	35.91	38.16
3260	MASS TRANSIT	1,223.40	1,105.39	1,094.78
3270	FLEXIBLE BENEFITS	40,392.89	39,494.80	39,494.80
3465	RECONCILIATION ADJUSTMENT			
3455	VACANCY SAVINGS			
	TOTAL PERSONAL SERVICES	**305,190.15**	**289,516.82**	**281,385.11**
SERVICES AND SUPPLIES				
4100	INSTATE TRAVEL	1,172.81	1,647.76	54.24
4125	OUT-OF-STATE TRAVEL	700.40	(259.48)	1,200.48
4150	EMPLOYEE TRAINING	885.00	1,195.00	500.00
4175	OFFICE EXPENSES	1,012.46	1,764.64	3,803.57
4200	TELECOMM/TECH SVC AND SUPPLIES	1,170.23	2,998.66	5,801.20
4225	STATE GOVERNMENT SERVICE CHARGES	4,305.38	145.10	7,266.38
4250	DATA PROCESSING	2,437.46	1,702.73	3,849.98
4275	PUBLICITY & PUBLICATIONS	-		-
4300	PROFESSIONAL SERVICES	7,507.08	117,257.69	262,053.73
4315	IT PROFESSIONAL SERVICES	101.15	101.16	-
4325	ATTORNEY GENERAL LEGAL FEES	6,503.75	14,506.25	14,492.50
4375	EMPLOYEE RECRUITMENT AND DEVELOP	-	-	-
4400	DUES AND SUBSCRIPTIONS	-	280.00	928.90
4425	FACILITIES RENT & TAXES	16,584.30	15,969.30	16,439.30
4475	FACILITIES MAINTENANCE	-	-	-
4575	AGENCY PROGRAM RELATED SVCS & SUPP	-	-	690.40
4575	Fingerprinting-SGSC	17,654.00	21,287.50	21,941.75
4600	INTRA-INTER AGENCY CHARGES			
4650	OTHER SERVICES AND SUPPLIES	6,554.26	7,209.04	5,517.93
4700	EXPENDABLE PROPERTY $250-$5000	-	-	-
4715	IT EXPENDABLE PROPERTY	14.00	158.15	2,239.09
5550				
	TOTAL SERVICES & SUPPLIES	**66,602.28**	**185,963.50**	**346,779.45**
Special Payments				
6035	DISTRIBUTION TO INDIVIDUALS	32,411.70	517,709.90	15,970.10
	Total Special Payments	**32,411.70**	**517,709.90**	**15,970.10**
	TOTAL EXPENDITURES	**404,204.13**	**993,190.22**	**644,134.66**
	Ending Cash Balance	8,437,857.26	7,815,279.04	13,818,204.38
	Accounts Receivable not yet Received			
	Total AR balance	**71,483.00**	**85,316.00**	**29,984.00**
	Cash Available for Expenditure	8,366,374.26	7,729,963.04	13,788,220.38

Quarter 4

April 1, 2024 – June 30, 2024

Key Events

Legislature grants our request for 5 Limited Duration Investigators and 2 Public Service Representatives

		04/30/24 Actuals	05/31/24 Actuals	06/30/24 Actuals
	Beginning Cash Balance	13,818,204.38	13,619,739.81	13,600,297.67
REVENUE				
205	OTHER BUSINESS LICENSES			
205	OTHER BUSINESS LICENSES	361,994.00	434,994.00	609,575.00
410	OTHER CHARGES FOR SERVICES	-	-	
415	ADMINISTRATIVE AND SERVICES CHARGES	32,556.00	23,923.00	28,955.00
415	ADMINISTRATIVE AND SERVICES CHARGES	26,291.00	25,071.00	24,404.00
605	INTEREST AND INVESTMENTS			
975	OTHER REVENUE		1,708.00	
	REVENUE	**420,841.00**	**485,696.00**	**662,934.00**
Transfers				
1107	Trans In from DAS			
1581	TRANSFER IN FROM DEPT OF EDUCATION			
	TOTAL TRANSFER IN	-	-	-
	TOTAL REVENUES	**420,841.00**	**485,696.00**	**662,934.00**
PERSONAL SERVICES				
3110	CLASS/UNCLASS SALARY & PER DIEM	175,639.26	187,025.58	208,749.05
3115	BOARD MEMBER STIPEND	-	-	-
3160	TEMPORARY APPOINTMENTS	-	-	-
3170	OVERTIME PAYMENTS	2,662.37	3,382.91	3,675.56
3180	SHIFT DIFFERENTIAL	22.53	24.01	27.01
3190	ALL OTHER DIFFERENTIAL	2,459.77	2,124.87	2,244.38
3210	ERB ASSESSMENT	50.37	56.94	59.13
3220	PUBLIC EMPLOYES' RETIREMENT SYSTEM	35,100.33	37,200.92	40,235.44
3221	PENSION BOND CONTRIBUTION	8,677.72	9,186.04	9,665.76
3230	SOCIAL SECURITY TAX	13,675.33	14,568.13	16,257.03
3240	UNEMPLOYMENT ASSESSMENT			
3241	PAID LEAVE OREGON-EMPLOYER	715.05	761.75	850.01
3250	WORKERS' COMPENSATION ASSESSMENT	37.27	40.81	41.01
3260	MASS TRANSIT	1,084.62	1,155.28	1,288.10
3270	FLEXIBLE BENEFITS	39,494.80	43,878.68	45,866.45
3465	RECONCILIATION ADJUSTMENT			
3455	VACANCY SAVINGS			
	TOTAL PERSONAL SERVICES	**279,619.42**	**299,405.92**	**328,958.93**
SERVICES AND SUPPLIES				
4100	INSTATE TRAVEL	323.67	-	791.00
4125	OUT-OF-STATE TRAVEL	-	1,302.83	2,245.94
4150	EMPLOYEE TRAINING	1,287.25	50.00	10,191.24
4175	OFFICE EXPENSES	8,394.22	(1,135.28)	(7,450.52)
4200	TELECOMM/TECH SVC AND SUPPLIES	4,072.94	2,097.86	3,296.80
4225	STATE GOVERNMENT SERVICE CHARGES	4,300.38	150.10	140.00
4250	DATA PROCESSING	1,671.16	2,170.54	3,201.49
4275	PUBLICITY & PUBLICATIONS	-	-	82.50
4300	PROFESSIONAL SERVICES	217,877.87	562.49	3,635.90
4315	IT PROFESSIONAL SERVICES	-	-	-
4325	ATTORNEY GENERAL LEGAL FEES	27,857.50	30,731.25	27,290.50
4375	EMPLOYEE RECRUITMENT AND DEVELOP	-	-	-
4400	DUES AND SUBSCRIPTIONS	6,000.00	1,002.34	22,344.93
4425	FACILITIES RENT & TAXES	16,625.30	15,939.30	21,543.30
4475	FACILITIES MAINTENANCE	-		
4575	AGENCY PROGRAM RELATED SVCS & SUPP	-	691.04	404.59
4575	Fingerprinting-SGSC	19,120.75	-	40,950.25
4600	INTRA-INTER AGENCY CHARGES	-	-	
4650	OTHER SERVICES AND SUPPLIES	6,821.07	8,015.65	7,390.95
4700	EXPENDABLE PROPERTY $250-$5000	-	-	-
4715	IT EXPENDABLE PROPERTY	-	818.10	3,357.13
5550				
	TOTAL SERVICES & SUPPLIES	**314,352.11**	**62,391.22**	**139,416.00**
Special Payments				
6035	DISTRIBUTION TO INDIVIDUALS	25,334.04	143,341.00	644,058.39
	Total Special Payments	**25,334.04**	**143,341.00**	**644,058.39**
	TOTAL EXPENDITURES	**619,305.57**	**505,138.14**	**1,112,433.32**
	Ending Cash Balance	13,619,739.81	13,600,297.67	13,150,798.35
	Accounts Receivable not yet Received			
	Total AR balance	**16,151.00**	**16,151.00**	**16,151.00**
	Cash Available for Expenditure	13,603,588.81	13,584,146.67	13,134,647.35

JATC: $212,000

Ending Cash Balance: $13,134,647

Quarter 5

July 1, 2024 – September 30, 2024

Key Events

Investigators begin to be hired on a rolling timeline

Dr. Rhoades begins as Director of EP&P

OASP Review completed

		Month 13 Actuals	07/31/24 Actuals	08/31/24 Actuals	09/30/24 Actuals
	Beginning Cash Balance	13,150,798.35	13,082,798.26	13,101,767.21	13,264,610.36
REVENUE					
205	OTHER BUSINESS LICENSES			-	
205	OTHER BUSINESS LICENSES	49,843.00	370,604.00	527,082.00	346,809.00
410	OTHER CHARGES FOR SERVICES	(50,132.32)	2,318.00	-	-
415	ADMINISTRATIVE AND SERVICES CHARGES	1,940.00	21,225.00	31,253.00	36,227.00
415	ADMINISTRATIVE AND SERVICES CHARGES	1,708.00	29,951.00	43,061.00	30,317.00
605	INTEREST AND INVESTMENTS				
975	OTHER REVENUE				
	REVENUE	**3,358.68**	**424,098.00**	**601,396.00**	**413,353.00**
Transfers					
1107	Trans In from DAS				
1581	TRANSFER IN FROM DEPT OF EDUCATION				
	TOTAL TRANSFER IN		-	-	-
	TOTAL REVENUES	**3,358.68**	**424,098.00**	**601,396.00**	**413,353.00**
PERSONAL SERVICES					
3110	CLASS/UNCLASS SALARY & PER DIEM		188,196.62	191,932.85	203,283.62
3115	BOARD MEMBER STIPEND		-	-	
3160	TEMPORARY APPOINTMENTS		-	-	-
3170	OVERTIME PAYMENTS		3,897.60	4,355.97	3,203.89
3180	SHIFT DIFFERENTIAL		18.01	27.00	19.51
3190	ALL OTHER DIFFERENTIAL		2,244.40	2,244.40	1,868.56
3210	ERB ASSESSMENT		56.94	56.94	59.13
3220	PUBLIC EMPLOYES' RETIREMENT SYSTEM		37,805.11	37,331.91	39,035.76
3221	PENSION BOND CONTRIBUTION		9,394.31	9,267.82	9,738.97
3230	SOCIAL SECURITY TAX		15,216.71	15,051.67	15,800.53
3240	UNEMPLOYMENT ASSESSMENT	8,932.00			-
3241	PAID LEAVE OREGON-EMPLOYER		795.68	787.04	826.17
3250	WORKERS' COMPENSATION ASSESSMENT		39.72	42.53	42.32
3260	MASS TRANSIT		1,204.22	1,191.28	1,250.18
3270	FLEXIBLE BENEFITS		44,175.10	44,175.10	46,624.94
3465	RECONCILIATION ADJUSTMENT				
3455	VACANCY SAVINGS				
	TOTAL PERSONAL SERVICES	**8,932.00**	**303,044.42**	**306,464.51**	**321,753.58**
SERVICES AND SUPPLIES					
4100	INSTATE TRAVEL	6,833.54	(6,713.70)	-	7,105.78
4125	OUT-OF-STATE TRAVEL	(1,288.69)	-	-	2,313.53
4150	EMPLOYEE TRAINING	(424.00)	-	-	3,195.00
4175	OFFICE EXPENSES	2,125.06	582.69	16,998.61	(5,635.31)
4200	TELECOMM/TECH SVC AND SUPPLIES	529.74	2,414.55	2,098.02	3,290.28
4225	STATE GOVERNMENT SERVICE CHARGES	-	8,040.38	150.00	43,072.45
4250	DATA PROCESSING	2,087.21	-	-	3,792.38
4275	PUBLICITY & PUBLICATIONS	-	-	-	-
4300	PROFESSIONAL SERVICES	121.00	77,100.28	7,941.13	(16,749.62)
4315	IT PROFESSIONAL SERVICES	-	-	-	16,000.00
4325	ATTORNEY GENERAL LEGAL FEES	22,911.50	-	24,908.00	23,845.46
4375	EMPLOYEE RECRUITMENT AND DEVELOP	-	-	-	-
4400	DUES AND SUBSCRIPTIONS	284.95	160.00	-	7,600.00
4425	FACILITIES RENT & TAXES	250.00	15,689.30	15,939.30	17,117.48
4475	FACILITIES MAINTENANCE	-	-	-	-
4575	AGENCY PROGRAM RELATED SVCS & SUPP	2,488.06	(2,488.06)	-	2,488.06
4575	Fingerprinting-SGSC	22,285.25	-	26,824.50	41,610.50
4600	INTRA-INTER AGENCY CHARGES		-		
4650	OTHER SERVICES AND SUPPLIES	4,211.15	7,299.19	8,128.78	79,585.13
4700	EXPENDABLE PROPERTY $250-$5000	-	-	-	
4715	IT EXPENDABLE PROPERTY	12.00	-	-	42,759.04
5550					
	TOTAL SERVICES & SUPPLIES	**62,426.77**	**102,084.63**	**102,988.34**	**271,390.16**
Special Payments					
6035	DISTRIBUTION TO INDIVIDUALS		-	29,100.00	239,249.00
	Total Special Payments	**0.00**	**0.00**	**29,100.00**	**239,249.00**
	TOTAL EXPENDITURES	**71,358.77**	**405,129.05**	**438,552.85**	**832,392.74**
	Ending Cash Balance	13,082,798.26	13,101,767.21	13,264,610.36	12,845,570.62
	Accounts Receivable not yet Received				
	Total AR balance		**5,547.30**	**5,653.97**	**5,067.87**
	Cash Available for Expenditure	13,082,798.26	13,096,219.91	13,258,956.39	12,840,502.75

Shared Financial Services

Equipment for New Hires

Ending Cash Balance: $12,840,502

4.3	
FINDING	Upon its second funding in the 2021-23 biennium, OASP exceeded the $3,000,000 budget by $908,000 by an excess of scholarship distributions.

This $908,000 was covered by the unanticipated beginning fund balance for the 23-25 biennium

Quarter 6

October 1, 2024 – December 31, 2024

Key Event

- License system provider $350K refund plus additional $5 per application (previously provided to Tyler) beginning January 1, 2025

		10/31/24 Actuals	11/30/24 Actuals	12/31/24 Actuals
	Beginning Cash Balance	12,845,570.62	11,443,541.31	11,455,919.63
REVENUE				
205	OTHER BUSINESS LICENSES			
205	OTHER BUSINESS LICENSES	338,844.00	240,738.00	227,546.00
410	OTHER CHARGES FOR SERVICES			
415	ADMINISTRATIVE AND SERVICES CHARGES	50,693.00	43,275.00	37,585.00
415	ADMINISTRATIVE AND SERVICES CHARGES	30,317.00	25,319.00	19,093.00
605	INTEREST AND INVESTMENTS			
975	OTHER REVENUE			
	REVENUE	**419,854.00**	**309,332.00**	**284,224.00**
Transfers				
1107	Trans In from DAS			
1581	TRANSFER IN FROM DEPT OF EDUCATION			
	TOTAL TRANSFER IN	-	-	-
	TOTAL REVENUES	**419,854.00**	**309,332.00**	**284,224.00**
PERSONAL SERVICES				
3110	CLASS/UNCLASS SALARY & PER DIEM	193,115.76	227,838.58	228,126.53
3115	BOARD MEMBER STIPEND	-	-	-
3160	TEMPORARY APPOINTMENTS	-	-	-
3170	OVERTIME PAYMENTS	3,876.15	1,805.65	409.41
3180	SHIFT DIFFERENTIAL	6.00	1.50	-
3190	ALL OTHER DIFFERENTIAL	1,466.36	2,496.30	2,551.66
3210	ERB ASSESSMENT	61.32	61.32	63.51
3220	PUBLIC EMPLOYES' RETIREMENT SYSTEM	36,930.84	43,898.78	41,928.09
3221	PENSION BOND CONTRIBUTION	9,320.03	10,923.49	10,455.13
3230	SOCIAL SECURITY TAX	15,061.40	17,364.37	17,630.10
3240	UNEMPLOYMENT ASSESSMENT			
3241	PAID LEAVE OREGON-EMPLOYER	787.54	904.07	921.84
3250	WORKERS' COMPENSATION ASSESSMENT	45.52	47.97	43.45
3260	MASS TRANSIT	1,190.69	1,392.74	1,386.46
3270	FLEXIBLE BENEFITS	46,624.94	49,652.78	50,581.02
3465	RECONCILIATION ADJUSTMENT			
3455	VACANCY SAVINGS			
	TOTAL PERSONAL SERVICES	**308,486.55**	**356,387.55**	**354,097.20**
SERVICES AND SUPPLIES				
4100	INSTATE TRAVEL	511.92	933.50	20.00
4125	OUT-OF-STATE TRAVEL	10,328.57	(1,428.69)	-
4150	EMPLOYEE TRAINING	3,438.99	1,074.54	2,513.80
4175	OFFICE EXPENSES	(712.49)	665.44	2,744.68
4200	TELECOMM/TECH SVC AND SUPPLIES	3,391.29	2,634.27	2,754.56
4225	STATE GOVERNMENT SERVICE CHARGES	244,178.00	145.50	166.60
4250	DATA PROCESSING	85,857.12	2,066.66	581.17
4275	PUBLICITY & PUBLICATIONS	291.20	-	-
4300	PROFESSIONAL SERVICES	630,408.97	(414,539.47)	8,039.62
4315	IT PROFESSIONAL SERVICES	158,200.00	-	12,350.00
4325	ATTORNEY GENERAL LEGAL FEES	30,126.10	34,621.20	19,757.10
4375	EMPLOYEE RECRUITMENT AND DEVELOP		-	-
4400	DUES AND SUBSCRIPTIONS	-	-	-
4425	FACILITIES RENT & TAXES	16,417.48	16,867.48	16,867.48
4475	FACILITIES MAINTENANCE	-		-
4575	AGENCY PROGRAM RELATED SVCS & SUPP	102.37	508.93	-
4575	Fingerprinting-SGSC	28,317.25	25,509.50	21,644.25
4600	INTRA-INTER AGENCY CHARGES		-	-
4650	OTHER SERVICES AND SUPPLIES	6,298.10	8,317.06	4,641.90
4700	EXPENDABLE PROPERTY $250-$5000		-	-
4715	IT EXPENDABLE PROPERTY	2,713.79	273.69	148.09
5550				
	TOTAL SERVICES & SUPPLIES	**1,219,868.66**	**(322,350.39)**	**91,729.25**
Special Payments				
6035	DISTRIBUTION TO INDIVIDUALS	293,528.10	262,916.52	166,399.31
	Total Special Payments	**293,528.10**	**262,916.52**	**166,399.31**
	TOTAL EXPENDITURES	**1,821,883.31**	**296,953.68**	**612,225.76**
	Ending Cash Balance	11,443,541.31	11,455,919.63	11,127,917.87
	Accounts Receivable not yet Received			
	Total AR balance	**5,319.67**	**2,318.00**	**2,318.00**
	Cash Available for Expenditure	11,438,221.64	11,453,601.63	11,125,599.87

North Highland Contract payment

Ending Cash Balance: $11,125,599

Quarter 7

January 1, 2025 – March 31, 2025

Key Events

- Begin collecting $5 per license + $350,000
- Legislative session underway
- Patrick Sieng hired for budget and policy position

		01/31/25 Actuals	02/28/25 Actuals	03/31/25 Actuals
	Beginning Cash Balance	11,127,917.87	10,859,302.22	11,109,440.86
REVENUE				
205	OTHER BUSINESS LICENSES	(182.00)	-	
205	OTHER BUSINESS LICENSES	351,173.00	294,997.00	306,073.00
410	OTHER CHARGES FOR SERVICES		-	-
415	ADMINISTRATIVE AND SERVICES CHARGES	36,774.00	45,638.00	41,564.00
415	ADMINISTRATIVE AND SERVICES CHARGES	30,434.00	24,099.00	21,716.00
605	INTEREST AND INVESTMENTS			
975	OTHER REVENUE		350,000.00	1,582.03
	REVENUE	**418,199.00**	**714,734.00**	**370,935.03**
Transfers				
1107	Trans In from DAS			
1581	TRANSFER IN FROM DEPT OF EDUCATION			
	TOTAL TRANSFER IN	-	-	-
	TOTAL REVENUES	**418,199.00**	**714,734.00**	**370,935.03**
PERSONAL SERVICES				
3110	CLASS/UNCLASS SALARY & PER DIEM	218,869.84	219,112.39	224,155.60
3115	BOARD MEMBER STIPEND	-	-	-
3160	TEMPORARY APPOINTMENTS	-	-	-
3170	OVERTIME PAYMENTS	480.73	459.61	81.08
3180	SHIFT DIFFERENTIAL	1.50	3.00	-
3190	ALL OTHER DIFFERENTIAL	1,348.10	1,035.84	1,035.86
3210	ERB ASSESSMENT	56.94	56.94	59.13
3220	PUBLIC EMPLOYES' RETIREMENT SYSTEM	41,403.84	41,588.03	41,601.39
3221	PENSION BOND CONTRIBUTION	10,359.67	10,405.22	10,418.02
3230	SOCIAL SECURITY TAX	16,830.21	16,902.90	17,105.98
3240	UNEMPLOYMENT ASSESSMENT			-
3241	PAID LEAVE OREGON-EMPLOYER	880.00	883.83	894.41
3250	WORKERS' COMPENSATION ASSESSMENT	42.75	42.77	43.24
3260	MASS TRANSIT	1,324.13	1,329.83	1,351.57
3270	FLEXIBLE BENEFITS	50,605.33	50,605.45	50,801.75
3465	RECONCILIATION ADJUSTMENT			
3455	VACANCY SAVINGS			
	TOTAL PERSONAL SERVICES	**342,203.04**	**342,425.81**	**347,548.03**
SERVICES AND SUPPLIES				
4100	INSTATE TRAVEL	-	-	-
4125	OUT-OF-STATE TRAVEL	2,338.33	-	3,494.62
4150	EMPLOYEE TRAINING	-	710.47	1,007.26
4175	OFFICE EXPENSES	1,694.85	1,638.88	2,953.03
4200	TELECOMM/TECH SVC AND SUPPLIES	4,955.90	5,568.31	1,287.51
4225	STATE GOVERNMENT SERVICE CHARGES	8,045.38	146.00	(23,877.25)
4250	DATA PROCESSING	2,338.52	2,228.29	8,088.42
4275	PUBLICITY & PUBLICATIONS	-	-	-
4300	PROFESSIONAL SERVICES	253,497.96	22,844.32	35,722.15
4315	IT PROFESSIONAL SERVICES	-	-	60,000.00
4325	ATTORNEY GENERAL LEGAL FEES	29,628.60	29,810.10	-
4375	EMPLOYEE RECRUITMENT AND DEVELOP	-	-	-
4400	DUES AND SUBSCRIPTIONS	-	-	-
4425	FACILITIES RENT & TAXES	16,417.48	16,867.48	16,417.48
4475	FACILITIES MAINTENANCE	-	-	-
4575	AGENCY PROGRAM RELATED SVCS & SUPP	-	151.63	100.81
4575	Fingerprinting-SGSC	15,651.75	25,485.00	19,443.00
4600	INTRA-INTER AGENCY CHARGES		-	
4650	OTHER SERVICES AND SUPPLIES	6,467.34	6,703.69	26,217.42
4700	EXPENDABLE PROPERTY $250-$5000	-	-	-
4715	IT EXPENDABLE PROPERTY	40.00	254.38	200.00
5550				
	TOTAL SERVICES & SUPPLIES	**341,076.11**	**112,408.55**	**151,054.45**
Special Payments				
6035	DISTRIBUTION TO INDIVIDUALS	3,535.50	9,761.00	129,955.33
	Total Special Payments	**3,535.50**	**9,761.00**	**129,955.33**
	TOTAL EXPENDITURES	**686,814.65**	**464,595.36**	**628,557.81**
	Ending Cash Balance	10,859,302.22	11,109,440.86	10,851,818.08
	Accounts Receivable not yet Received			
	Total AR balance	**2,318.00**	**2,318.00**	**2,318.00**
	Cash Available for Expenditure	10,856,984.22	11,107,122.86	10,849,500.08

Tyler Tech Cash Payment: $350,000

Ending Cash Balance: $10,849,500

Quarter 8

April 1, 2025 – June 30, 2025 (estimates)

Key Events

- Rachel hired as new Executive Director

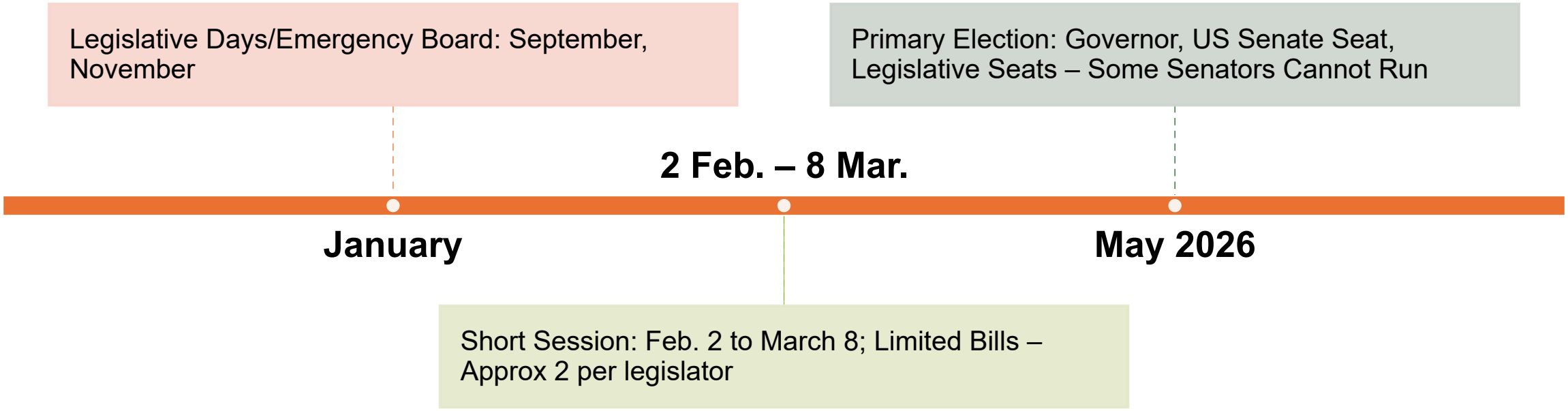
		04/30/25 Actuals	05/31/25 Projections	06/30/25 Projections
	Beginning Cash Balance	10,851,818.08	10,971,044.10	10,340,467.98
REVENUE				
205	OTHER BUSINESS LICENSES		1,000.00	
205	OTHER BUSINESS LICENSES	367,532.00	495,000.00	659,000.00
410	OTHER CHARGES FOR SERVICES		35,500.00	-
415	ADMINISTRATIVE AND SERVICES CHARGES	36,760.00	31,000.00	41,000.00
415	ADMINISTRATIVE AND SERVICES CHARGES	25,010.00	28,000.00	31,500.00
605	INTEREST AND INVESTMENTS			
975	OTHER REVENUE			
	REVENUE	**429,302.00**	**590,500.00**	**731,500.00**
Transfers				
1107	Trans In from DAS			
1581	TRANSFER IN FROM DEPT OF EDUCATION			(603,838.39)
	TOTAL TRANSFER IN	-	-	**(603,838.39)**
	TOTAL REVENUES	**429,302.00**	**590,500.00**	**127,661.61**
PERSONAL SERVICES				
3110	CLASS/UNCLASS SALARY & PER DIEM	215,861.01	225,319.49	225,755.15
3115	BOARD MEMBER STIPEND	-	-	-
3160	TEMPORARY APPOINTMENTS	-	-	-
3170	OVERTIME PAYMENTS	586.25	3,575.66	3,575.66
3180	SHIFT DIFFERENTIAL	1.50	-	-
3190	ALL OTHER DIFFERENTIAL	1,035.83	1,348.10	1,348.10
3210	ERB ASSESSMENT	56.94	61.32	61.32
3220	PUBLIC EMPLOYES' RETIREMENT SYSTEM	43,257.97	43,866.99	43,946.63
3221	PENSION BOND CONTRIBUTION	10,848.69	11,129.30	11,150.21
3230	SOCIAL SECURITY TAX	16,556.89	17,538.88	17,571.60
3240	UNEMPLOYMENT ASSESSMENT			
3241	PAID LEAVE OREGON-EMPLOYER	865.71	904.14	905.88
3250	WORKERS' COMPENSATION ASSESSMENT	43.20	58.76	59.76
3260	MASS TRANSIT	1,304.79	1,381.46	1,384.07
3270	FLEXIBLE BENEFITS	49,532.71	51,259.55	51,259.55
3465	RECONCILIATION ADJUSTMENT			
3455	VACANCY SAVINGS			
	TOTAL PERSONAL SERVICES	**339,951.49**	**356,443.65**	**357,017.92**
SERVICES AND SUPPLIES				
4100	INSTATE TRAVEL	605.18	493.00	493.00
4125	OUT-OF-STATE TRAVEL	(1,868.10)		5,000.00
4150	EMPLOYEE TRAINING	1,720.51	968.00	15,968.00
4175	OFFICE EXPENSES	2,528.09	1,900.00	1,900.00
4200	TELECOMM/TECH SVC AND SUPPLIES	3,794.84	3,000.00	3,000.00
4225	STATE GOVERNMENT SERVICE CHARGES	4,290.88		916.52
4250	DATA PROCESSING	2,785.22	2,287.00	2,287.00
4275	PUBLICITY & PUBLICATIONS	-		2,152.00
4300	PROFESSIONAL SERVICES	56,353.86	257,087.00	9,000.00
4315	IT PROFESSIONAL SERVICES	(246,550.00)		
4325	ATTORNEY GENERAL LEGAL FEES	52,026.85	25,000.00	25,000.00
4375	EMPLOYEE RECRUITMENT AND DEVELOP	-		-
4400	DUES AND SUBSCRIPTIONS	-	80.00	27,152.00
4425	FACILITIES RENT & TAXES	16,417.48	16,417.48	16,417.48
4475	FACILITIES MAINTENANCE	-		
4575	AGENCY PROGRAM RELATED SVCS & SUPP	-		20,000.00
4575	Fingerprinting-SGSC	17,889.00	30,000.00	30,000.00
4600	INTRA-INTER AGENCY CHARGES			
4650	OTHER SERVICES AND SUPPLIES	6,618.65	10,000.00	10,000.00
4700	EXPENDABLE PROPERTY $250-$5000	7,546.51		12,914.00
4715	IT EXPENDABLE PROPERTY	200.00	3,400.00	3,400.00
5550				
	TOTAL SERVICES & SUPPLIES	**(75,641.03)**	**350,632.48**	**185,600.00**
Special Payments				
6035	DISTRIBUTION TO INDIVIDUALS	45,765.52	514,000.00	42,000.00
	Total Special Payments	**45,765.52**	**514,000.00**	**42,000.00**
	TOTAL EXPENDITURES	**310,075.98**	**1,221,076.13**	**584,617.92**
	Ending Cash Balance	10,971,044.10	10,340,467.98	9,883,511.67
	Accounts Receivable not yet Received			
	Total AR balance	**2,318.00**	**2,318.00**	**2,318.00**
	Cash Available for Expenditure	10,968,726.10	10,338,149.98	9,881,193.67

Anticipated Funds to Return to EAC/ODE: $603,838

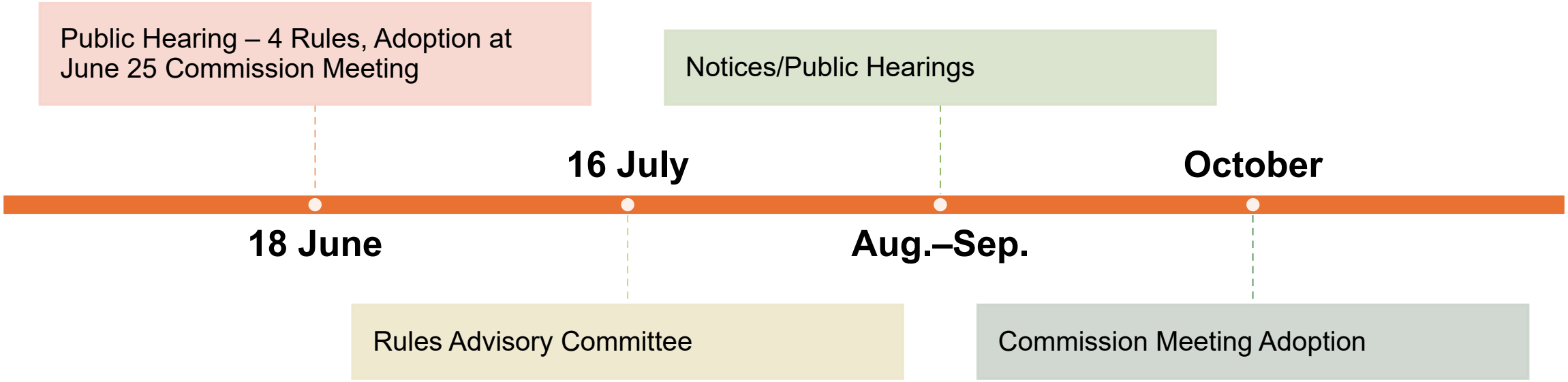
Deposit from Leg General Fund for EDS: $246,550

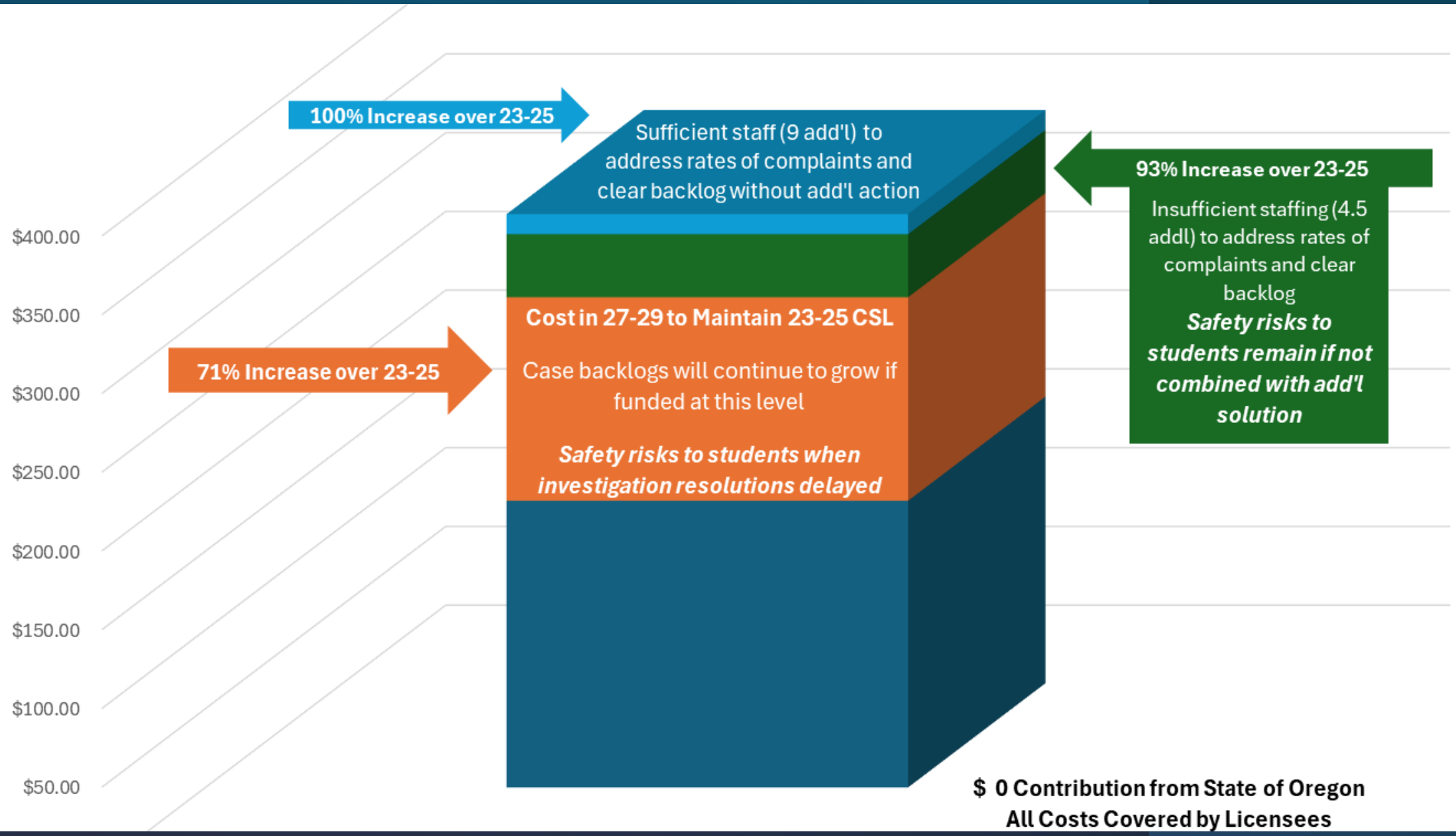
Anticipated Ending Cash Balance: $9,881,193

Interim Legislative Timeline



Upcoming Rulemaking Timeline




100% Increase over 23-25
Sufficient staff (9 add'l) to address rates of complaints and clear backlog without add'l action
93% Increase over 23-25
Insufficient staffing (4.5 addl) to address rates of complaints and clear backlog
Safety risks to students remain if not combined with add'l solution
$400.00
$350.00
$300.00
$250.00
$200.00
$150.00
$100.00
$50.00
71% Increase over 23-25
Cost in 27-29 to Maintain 23-25 CSL
Case backlogs will continue to grow if funded at this level
Safety risks to students when investigation resolutions delayed
$ 0 Contribution from State of Oregon
All Costs Covered by Licensees

Teacher Standards and Practices Budget Information	2025-27
Anticipated Beginning Fund Balance	$ 9,640,010.59
HB 5037 - TSPC 25-27 Budget Bill	$ 769,493.00
Anticipated income from licensing 25,965 educators (average of last 5 years)	$ 9,451,260.00
Anticipated EAC IAA funding of multiple measures and license expense reimbur	$ 1,060,000.00
Anticipated cost of 9 investigative staff approved in HB 5037	$ (2,100,000.00)
Educator Data System approved in HB 5037	$ (1,500,000.00)
GRB estimated CSL expenditures 25-27 (excluding above adds)	$ (16,400,133.00)
OASP expenditures (reduced based on cuts to EAC)	$3,200,000
Literacy reclass funded by HB 5037 not included in CSL expenditures	$ (33,026.00)
Anticipated Ending Fund Balance	**$ 4,087,604.59**

Oregon Teacher Standards and Practices Commission
Meeting Minutes
April 3-4, 2025

Zoom Information for Virtual Participation: Place electronic devices on silent or vibrate during meetings. Please mute microphone when not speaking. Thank you.	
Topic	April 3-4, 2025 Commission Meeting
Time	4/3: **FULL COMMISSION PUBLIC SESSION** 5:00– 7:15 p.m. 4/4 **PROFESSIONAL PRACTICES** 8:30 a.m. – 11:00 a.m. 4/4: **FULL COMMISSION** 11:30 a.m. – 4:30 p.m
Join Meeting	Chemeketa Eola / Virtual 215 Doaks Ferry Rd NW Salem, OR 97304
Join Teams Meeting	Zoom Link
Meeting ID	844 4795 5516
Passcode	125926
Call in (audio only)	+16694449171, 84447955516# US
Phone Conference ID:	844 4795 5516

STANDING COMMITTEES

Executive	**Professional Practices**
Dr. Rae Ette Newman, Chair Dr. Michelle York, Vice Chair Jon Zwemke Robert Waltenburg TBD	Jon Zwemke, Chair Jessica Classen Liliana Jimenez Martha Gross Dr. Francisco L. Atanes Dr. Alfonso Garcia Arriola
Educator Preparation & Pathway Unit	**Licensure**
Dr. Michelle York, Chair Dr. Carrie Kondor Helen Ying Gary Roberts Vacant	Robert Waltenburg, Chair Catherine Cox Vacant Mary Hofer Vacant

Thursday, April 3, 2025

PUBLIC SESSION 5:00-5:05 p.m. VIRTUAL ONLY

EXECUTIVE SESSION 5:05 –5:30 p.m. VIRTUAL ONLY

PUBLIC SESSION 5:30-7:15 p.m. VIRTUAL ONLY

0.0 COMMISSION BUSINESS			**Dr. Rae Ette Newman, Chair**
5:00 - 5:05 p.m.	0.1	Call to Order	Dr. Rae Ette Newman

0.0 EXECUTIVE SESSION			**Dr. Rae Ette Newman, Chair**
5:05 - 5:30 p.m.	0.1	Call to Order	Dr. Rae Ette Newman
	0.2	**Discussion Item:** Executive session under ORS 192.660(2)(i) to review and evaluate the job performance of chief executive officer.	Dr. Rae Ette Newman

Skipping - evaluate job performance of the chief executive officer is being postponed for discussion at a later time so more information can be gathered on the topic.

1.0 COMMISSION BUSINESS			**Dr. Rae Ette Newman, Chair**
5:00 - 5:30 p.m.	1.1	Call to Order	Dr. Rae Ette Newman

	1.2	**Discussion Item: Information Item:** Introductions and Comments of Agency and Organization Representatives and Guests/Delegations	Dr. Rae Ette Newman

2.0 EDUCATOR PREPARATION & PATHWAYS UNIT			**Dr. Michelle York, Chair**
5:45 - 6:15 p.m.	2.1	**Action Item:** Educator Preparation & Pathways Unit Consent Agenda The procedures for the Educator Preparation & Pathways Unit Consent Agenda are established by Policy 3522. The Executive Director recommends adoption by single consent motion the following listed items which are identified on the agenda by a double asterisk: 5.1a-5.1b). Dr. Michelle York TSPC Data Classification Level: 1 – Published DO: Reinhardt 1/16/2025 Posted: 3/18/2025 Any of these items may be removed from the Educator Preparation & Pathways Unit Consent agenda upon the request of any Commissioner. Items removed from the Educator Preparation & Pathways Unit Consent Agenda will be considered in the order they are listed on the agenda. **2.1a Site Visit Schedule	Dr. Michelle York

Motion by Liliana Jimenez, and second by Jon Zwemke to adopt the educator preparation and pathways unit consent agenda per policy 3522.

Dr. Rae Ette Newman **| Yes**
Jon Zwemke **| Yes**
Jessica Classen **| Yes**
Liliana Jimenez **| Yes**
Martha Gross **| Yes**
Dr. Francisco L. Atanes **| Yes**
Dr. Alfonso Garcia Arriola **| Yes**
Robert Waltenburg **| Yes**
Catherine Cox **|**
Mary Hofer **| Yes**

Dr. Michelle York **| Yes**
Dr. Carrie Kondor **| Yes**
Helen Ying **| Yes**
Gary Roberts **| Yes**

Motion Passes

2.1a Site Visit Schedule — Dr. Michelle York

Approved site visit schedule (2.1a)

2.1b **New program proposal:** Corban University: New program proposal to provide a Principal program — Dr. Michelle York

Approved new principal program proposal from Corbin University (2.1b).

2.2 **Information Item:** Educator Preparation & Pathways Committee Chair Report — Dr. Michelle York

Committee met March 13, discussed principal licensure proposal, content knowledge assessment revision for middle school social studies, and literacy standards revision.

Next committee meeting is scheduled for May 29.

2.3 **Action Item:** University of Portland: State Recognition of Programs — Melissa Goff

Motion by Commissioner Jon Zwemker and second by Commissioner Robert Waltenburg to approve state recognition for University of Portland programs.

Dr. Rae Ette Newman **| Yes**
Jon Zwemke **| Yes**
Jessica Classen **| Yes**
Liliana Jimenez **| Yes**
Martha Gross **| Yes**
Dr. Francisco L. Atanes **| Yes**
Dr. Alfonso Garcia Arriola **| Yes**

Robert Waltenburg **| Yes**
Catherine Cox **|**
Mary Hofer **| Yes**
Dr. Michelle York **| Yes**
Dr. Carrie Kondor **| Yes**
Helen Ying **| Yes**
Gary Roberts **| Yes**

Motion Passes

Approval covered elementary, multiple secondary single subjects (math, biology, technology, business, chemistry, English language arts, health, integrated science, physics, social studies), world languages (French, German, Spanish), art, drama, music.

Endorsements and licenses included ESL, reading intervention, special education, principal, and professional administrator.

Commendations given for transparency, thorough reporting, new assessments, and commitment to serving Oregon educators.

The next review step is national, scheduled for September.

2.4 **Action Item**: ETS Content Knowledge Assessment Revision – Middle School Social Studies — Dr. Bill Rhoades

Motion by Commissioner Liliana Jimenez and second by Commissioner Jessica Classen to approve the ETS content knowledge assessment revision for middle school social studies 5589.

Dr. Rae Ette Newman **| Yes**
Jon Zwemke **| Yes**
Jessica Classen **| Yes**
Liliana Jimenez **| Yes**
Martha Gross **| Yes**
Dr. Francisco L. Atanes **| Yes**
Dr. Alfonso Garcia Arriola **| Yes**
Robert Waltenburg **| Yes**
Catherine Cox **|**
Mary Hofer **| Yes**
Dr. Michelle York **| Yes**
Dr. Carrie Kondor **| Yes**
Helen Ying **| Yes**
Gary Roberts **| Yes**

Motion Passes

ETS is one of two approved testing vendors for Oregon educators.

Current ETS practice exam 5089 to be replaced by revised exam 5589, effective September 1, 2025. Passing score: 153+ on old exam, 149+ on new exam, both valid for content mastery until September 1, 2026. Revision aligns assessment with updated national standards.

2.5 **Information Item:** Early Literacy Preparation Standards Update Dr. Bill Rhoades

TSPC adopted early literacy teaching standards in July.

Draft revisions include removing ESOL endorsement, moving administrator substandards to Division 430, and relocating field experience standard to clinical practices.

Work groups are refining administrator and field experience standards, focusing on clarity and measurement.

Ongoing collaboration with EPPs and interagency partners; next community of practice on May 7.

Final recommendations for teaching standards expected after the June commission meeting; administrator and clinical practice standards to follow.

3.0 COMMISSION BUSINESS **Dr. Rae Ette Newman, Chair**

6:15 - 7:15 p.m. 3.3 **Discussion Item:** Legislative Update Melissa Goff

Legislative update covered key education bills and budget status.

Joint Ways and Means Education Subcommittee presentation scheduled for Feb 25–27; budget decisions pending revenue forecast.

Legislature appropriated $1M in general funds for TSPC work through June 30; awaiting governor's signature.

Senate Bills 802, 805 (housekeeping) passed in the Senate, now in the House Education Committee; SB 804 (civil penalties) amended, work session not scheduled, future uncertain.

Senate Bill 324A (merger bill) and SB 314 (strategic planning) referred to Ways and Means; SB 314 expanded to

include early learning and higher education for workforce planning.

House Bill 3504 (investigations funding) and HB 2588 (teacher apprenticeship, $3B) referred to Ways and Means; HB 2588 amended to direct funds to the Educator Advancement Council.

Friday, April 4, 2025
EXECUTIVE SESSION 8:30 a.m.–11:00 a.m.
PUBLIC SESSION 11:30 a.m.-2:45 p.m.

0.0 COMMISSION BUSINESS			**Dr. Rae Ette Newman, Chair**
4.0 Executive Session			**Dr. Rae Ette Newman, Chair**
8:30 - 8:35 a.m.	4.1	Call to Order	Dr. Rae Ette Newman,
	4.2	**Discussion Item:** Executive Director Update ORS 192.660(2)(a) (to consider the employment of a public officer, employee, staff member or individual agent).	Dr. Rae Ette Newman
10.0 Executive Session (ORS 192.660)			**Jon Zwemke, Professional Practices Chair**

9:00 - 10:30 a.m. The Commission holds executive (non-public) sessions on the following matters:

1. ORS 192.660(2)(f) to consider information or records exempt from public disclosure, including: TSPC Data Classification Level: 1 – Published DO: Reinhardt 1/16/2025 Posted: 3/18/2025
    a. ORS 342.176(3) and (8) to consider and vote on preliminary investigation reports;
    b. ORS 339.390(7) and (8) to consider and vote on reports of sexual conduct.

2. ORS 192.690(1)(b) to deliberate on contested cases;

20.0 COMMISSION CONSIDERATION OF PROFESSIONAL PRACTICES ACTIONS (PUBLIC SESSION)			**Jon Zwemke, Professional Practices Chair**
10:30 - 10:40 a.m.	20.1	**Action Item:** Stipulated Final Orders	Jon Zwemke
21.0 PROFESSIONAL PRACTICES CONSENT AGENDA (PUBLIC SESSION)			**Jon Zwemke, Professional Practices Chair**
10:40 - 11:00 a.m.	21.1	**Action Item:** Professional Practices Consent Agenda Adoption	Jon Zwemke

Friday, April 4, 2025

SPEAKER SIGN UP FORMS ACCEPTED

11:00 - 11:30 a.m.

FULL COMMISSION CONVENES

11:30 a.m.

LUNCH

12:00 - 12:30 p.m.

5.0 COMMISSION BUSINESS			**Dr. Rae Ette Newman, Chair**
11:30 a.m. - 1:15 p.m.	5.0	Call to Order	Dr. Rae Ette Newman
5.1		**Information Item:** Introductions and Comments of Agency and Organization	Dr. Rae Ette

Representatives and Guests/Delegations — Newman

Kevin Loss from San London School District addressed the commission on licensure testing.

- Pearson's licensure tests, especially Family and Consumer Sciences (FACS), were criticized for broad, unrealistic content and lack of alignment with educator specialization.
- Pearson FACS exam is entirely multiple choice, limiting assessment of critical thinking, adaptability, and professional judgment.
- Pearson's test design lacks transparency, disproportionately impacts neurodivergent, non-native English speakers, and those with test anxiety.
- Pearson's business model relies on retake fees and mass-produced assessments; alternatives like performance-based assessments and portfolios recommended.
- Request made to waive ORELA FACS exam requirement for all middle school endorsements effective 2025-26 school year.

5.2 **Information Item:** Chair Newman Report — Dr. Rae Ette Newman

Recognition for appreciation days since last meeting:

March: Art Youth month, National Athletic Training month, National School Social Worker week and National Maintenance Worker Appreciation day.
April: Occupational Therapist month, School Library month, Paraprofessional Appreciation day, National School Librarian day, National Assistant Principal week, Administrative Professionals week, Administrative Professional day.

Acknowledgment for all teachers, administrators, social workers, licensed personnel and board paraprofessionals. Shout out for all the work that is done in this interesting time and the ability to retain focus and the work that is done for Oregon kids.

Acknowledgment for the work done by Dr. Rhodes, Director Edgar and Director Keller.

5.3 **Information Item:** Executive Director Update — Melissa Goff

Cowbells: Melissa presented all of the commissioners with a cowbell to ring in the new year along with a personal story around cycling. She thanked all for their hard work and dedication.
DEI Initiatives: EDI Messages that have gone out, commitment to every educator and student remains strong. Governors instructions have been clear, EDI work in the state can and should continue. A message is possibly coming out later today from ODE. The multi-state Attorney General's advice on DEI issues is available on the Oregon Department of Justice media site.

Personnel Updates: New hires include Patrick Seing (replacing Tom Worsch) started last Monday, he is filing in as Rules/Budget Coordinator.
Corban University: Thank Corban
Licensing Team Performance: The licensing team showed significant improvement in response times (60-83% reduction in response times compared to previous years). Two limited duration positions are also contributing to this success.
Rule-making process: Director Goff is currently learning a lot around the rule-making process from a filing perspective.
Interagency Meetings & Coordination: Regular meetings are held with various groups, including the Governor's office, school administrators, the Legislative Fiscal Office and other education agencies to ensure alignment on literacy initiatives.
Technology Strategic Plan: a draft IT strategic plan is due to DAS by the end of the month. A final version is expected after July 1st. Jason Hovey has done great work and is the primary point person for technology within the agency.
Commission Spots to Fill: 5 positions to fill on the Commission due to some commission members needing to step down. The Governor's office will be making recommendations in May, we have a short time to make those recommendations.

5.4 **Action Item:** Adoption of October, December and February 2025 Commission Meeting Minutes.

Motion moved by Commissioner York and second by Jimenez

Dr. Rae Ette Newman **| Yes**
Jon Zwemke **| Yes**
Jessica Classen **| Yes**
Liliana Jimenez **| Yes**
Martha Gross **| Yes**
Dr. Francisco L. Atanes **| Yes**
Dr. Alfonso Garcia Arriola **| Yes**
Robert Waltenburg **| Yes**
Catherine Cox **|**
Mary Hofer **| Yes**
Dr. Michelle York **| Yes**
Dr. Carrie Kondor **| Yes**
Helen Ying **| Yes**
Gary Roberts **| Yes**

Motion Passes

5.5 **Information Item:** Educator Data System Update Michael Gurley

Educator data system project focused on detailed data migration and restoring historical license data.

The RFP for a new licensing system is nearly complete and will soon be submitted for approval. This is considered a major step forward. Concerns about vendor selection and cost were addressed. A legislative allocation of $1 million is expected to aid in affordability.

Melissa Goff spoke on the wonderful work that Michael has done, very rarely is there any feedback that more work needs to be done or that something needs to be altered and that is due to the focus of his work.

5.6 **Discussion Item:** Budget Update — Melissa Goff

The budget is in process at the moment, we anticipate that it will be legislatively approved and out around the end of May, still around 8 weeks from knowing.

Happy to say that there has not been any negative news so far related to the budget.

5.7 **Discussion Item:** Commission Correspondence — Dr. Rae Ette Newman

No correspondence to share with the Commission

5.8 **Discussion Item:** Executive Director Search Update — Dr. Rae Ette Newman

The search is progressing well, with two finalists that have been selected to move forward. Meet and greets with staff and stakeholders are scheduled, followed by final interviews.

6.0 PRESENTATIONS — **Dr. Rae Ette Newman, Chair**

1:15 - 2:00 p.m. 6.1 **Information Item:** Oregon Association of Colleges for Teacher Education (OACTE) update. — Dr. Rae Ette Newman, Chair

OACTE continues to monitor the Federal landscape and what impact it will have on not only higher education, but also educator preparation programs, candidates and future alumni.

Conversations have started with community college partners around ADA space for elementary education programs.

President elect Carr and herself will be representing Oregon at Day at Hill in June with the American Association of Colleges for Teacher Education. This will allow them to make some connections with those that understand federal policy and meet congress people.

6.2 **Information Item:** Oregon Education Association (OEA) update. Reed Scott-Schwalbach

There has been a concern of high rates of burnout among educators with emergency or provisional licenses. Reed discussed the possibility of a partnership between OEA and TSPC to provide a better support system. Ideas were shared by Reed on how to accomplish this, like partnering for information and starting outreach in districts that have provisional license folks starting to make sure they are giving extra help or give them key things that someone in that position should know.

6.3 **Information Item:** Coalition of Oregon School Administrators (COSA) update. Dr. Krista Parent

Krista Parent shared some concerns about federal funding cuts related to DEI initiatives and Title IX stemming from a communication that was received. These potential changes are causing significant stress for school districts and will require increased legal support. COSA is asking that all COSA members, school board members and executive assistants to reach out to COSA before taking any action or to come to them if they are needing to ask questions, they are working with the Governor's office and ODE.

There have been monthly meetings with TSPC that have been very helpful to receive a quick level of communication about what is being seen in the field.

Concerns raised about the Oregon Administrator License, particularly with the need to have a Principal License before you can get a Professional Administrator License.

Questions have also been raised around the Waiver Process, when does it apply? What are the timelines? When is it initiated? Clarity is needed.

Monica Guzman, author of 'I never thought of it that way' will be the Keynote speaker at the June COSA conference in seaside.

7.0 LICENSURE			**Robert Waltenburg, Chair**
2:00 - 2:30 p.m.	7.1	**Action Item:** Licensure Consent Agenda The procedures for the Consent Agenda are established by Policy 3522. The Executive Director recommends adoption by single consent motion the following listed items which are identified on the agenda by a double asterisk: (6.1a; 6.1b). Any of these items may be removed from the Licensure Consent Agenda upon the request of any Commissioner. Items removed from the Licensure Consent Agenda will be considered in the order they are listed on the agenda **6.1a Waiver Requests Granted	Robert Waltenburg

Motion to accept the Consent Agenda by Jon Zwemke and second by

Dr. Rae Ette Newman **| Yes**
Jon Zwemke **| Yes**
Jessica Classen **| Yes**
Liliana Jimenez **| Yes**
Martha Gross **| Yes**
Dr. Francisco L. Atanes **| Yes**
Dr. Alfonso Garcia Arriola **| Yes**
Robert Waltenburg **| Yes**
Catherine Cox **|**
Mary Hofer **| Yes**
Dr. Michelle York **| Yes**
Dr. Carrie Kondor **| Yes**
Helen Ying **| Yes**
Gary Roberts **| Yes**

Motion Passes

7.2	**Discussion Item:** Licensure Committee Chair Report	Robert Waltenburg

Met on March 6th and discussed the addition of endorsements for Preliminary Endorsements, Conditional Assignments and Restricted Teaching License.

Elizabeth Keller has reached out to institutions for the availability to add methods classes for adding endorsements to a Preliminary License LCA's. The staff did a great job in capturing the language of the

condition of the LCA's.

A lot of questions around reinstatement of PDUs. PDUs still need to be done, we are not asking to see them right now. The requirement will come into effect once again July 1, 2029.

7.3	**Information Item:** Educator Data Systems and Communication Update		Elizabeth Keller

Second, what Melissa Goff said about Michael Gurley's efforts with the Educator Data System.
Progress on the new Educator Data system has been made, focusing on data migration and ensuring accurate information.

Released a Newsletter at the end of February that addressed educators' privacy of their personal information. Working on the next newsletter to provide HR some reminders for the springtime.

Proud of the progress that has been made with the licensing system, it has allowed them to process a high volume of applications.

7.4	**Information/Discussion Item:** Licensure Production Update		Elizabeth Keller

Licensure application volume increasing; team prepared for summer rush; staff reductions expected July 1.

Thanks to all the staff and evaluators.

8.0 PROFESSIONAL PRACTICES			**Jon Zwemke, Professional Practices Chair**
2:30 - 2:45 p.m.	8.1	**Discussion Item:** Professional Practices Committee Chair Report	Jon Zwemke

October 11, 2024 was the last time the group has met, next meeting will be April 15th.

At the next meeting there will be a review of administrative rules involving professional practices starting with division 20.

8.2 **Information Item:** Professional Practices Production Report Cristina Edgar

Professional practices team processed 43 investigation reports; average processing time 11.7 months; Caseload per investigator ~135; staff reduction to four investigators July 1; backlog and wait times expected to increase.

The substantial backlog of investigations exists. The team is working diligently, but more staff are needed to address the increasing number of cases. The average processing time is increasing due to the high volume of reports.

Clarification regarding the Oregonian article and the Professional Practices work. The takeaway is that with the data in consideration our team is not moving more slowly, the number of cases that are coming in has increased dramatically and their ability to keep up with the pace required by the number of cases reported is a very difficult task. If we continue with the same number of investigators, that wait time will continue to increase and what that means is that students who have been treated poorly will continue to wait to see justice and it means that educators who have been wrongly accused of misconduct will continue to wait to have their names cleared and

Emphasis on the work that Director Edgars team has done and their ability to be strong, consistent and persistent.

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Licensure

ITEM:	LICENSURE CONSENT AGENDA
ACTION:	**ACTION ITEM**
RECOMMENDATION:	The Executive Director recommends adoption of the following resolution: **RESOLVED, that** the Commission adopt the attached licensure area consent agenda item 7.1a.
INFORMATION:	The Executive Director recommends adoption by single consent motion the following listed items which are identified on the agenda by a double asterisk, as follows: 7.1a Waiver Requests Granted ~~7.1b Teacher Leader License Applications~~ Any of these items may be removed from the Consent Agenda upon the request of any Commissioner. Items removed from the Consent Agenda will be considered in the order they are listed on the agenda. No Teacher Leader applications were reviewed for approval during this Commission meeting.

Attachments:

7.1a Waiver Requests Granted
~~7.1b Teacher Leader License Applications~~

Data Classification Level: I – Published
DO: Keller
Published: 6/20/2025
Amended:

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Licensure

ITEM: WAIVER REQUESTS GRANTED

ACTION: **INFORMATION ITEM**

INFORMATION: This agenda item is presented to inform the full Commission waivers of licensure requirements granted under OAR 584-200-0100. In accordance with that Rule, the Commission will receive reports on waivers granted.

INFORMATION:
Since the April 2025 Commission meeting, the Executive Director has approved the following Waivers of Licensure Requirements. Supporting documentation for these waivers is available to Commissioners upon request.

Agenda Item	Description	OAR
7.1a1	Waiver of Music exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
7.1a2	Waiver of SPED and Social Studies exams	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
7.1a3	Waiver of Physical Education exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
7.1a4	Consideration by the Executive Director on eligibility for the Pro School Counselor license without active national certification	584-245-0120 Professional School Counselor License
7.1a5	Waiver of Special Education exam based on out of state experience and consideration of experience to award the Professional Teaching License	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
7.1a6	Waiver of programs required to add endorsements and approval of alternative route program	584-220-0180 Endorsements: Special Education
7.1a7	Waiver of requirement to hold an active and valid license from another state to be awarded the Reciprocal Teaching License	584-210-0160 Reciprocal Teaching License

Data Classification Level: I – Published
DO: Keller
Published: 6/20/2025
Amended:

Agenda Item	Description	OAR
7.1a8	Waiver of requirement to complete an advanced program to be awarded the Professional Administrator License	584-235-0030 Professional Administrator License
7.1a9	Waiver of requirement to complete an advanced program to be awarded the Professional Administrator License	584-235-0030 Professional Administrator License
7.1a10	Waiver of requirement to complete an advanced program to be awarded the Professional Administrator License	584-235-0030 Professional Administrator License
7.1a11	Waiver of Special Education: Deaf and Hard of Hearing test	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
7.1a12	Waiver of advanced program to be awarded the Professional Administrator License	584-235-0030 Professional Administrator License
7.1a13	Waiver of requirement to complete an advanced program to be awarded the Professional Administrator License	584-235-0030 Professional Administrator License
7.1a14	Waiver of Elementary Subtest I and/or II- MMs	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
7.1a15	Waiver of Social Studies exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
7.1a16	Review of teaching/substitute experience to be awarded the Professional Teaching License. Staff requests general direction in accepting experience when a the teacher is a full time contracted substitute with the district	584-210-0040 Professional Teaching License
7.1a17	Review of teaching/substitute experience to be awarded the Professional Teaching License. Staff requests general direction in accepting experience when the teacher is a full-time contracted substitute with the district	584-210-0040 Professional Teaching License
7.1a18	Waiver of requirement to complete a program to be awarded the Preliminary Teaching License	584-210-0030 Preliminary Teaching License
7.1a19	Executive Director review of misassigned private school experience to meet the Pro TL experience requirement	584-210-0040 Professional Teaching License

Agenda Item	Description	OAR
7.1a20	Waiver of program completion to add the Drama endorsement to a Professional Teaching License	584-210-0040 Professional Teaching License
7.1a21	Waiver of Elementary Subtest I and/or II- MMs	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
7.1a22	Waiver of Social Studies exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
7.1a23	Waiver of Music exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
7.1a24	Waiver of Art exam through MMs	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
7.1a25	Waiver of Elementary Subtest I and/or II- MMs	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
7.1a26	Waive the June 30 issue date under the LCA rule. District required teachers to apply early for next school year*	584-210-0160 License for Conditional Assignment
7.1a27	Waive the June 30 issue date under the LCA rule. District required teachers to apply early for next school year*	584-210-0160 License for Conditional Assignment
7.1a28	Executive Director review of request to renew Teacher Leader license	584-210-0050 Teacher Leader License
7.1a29	Waiver of Elementary Exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
7.1a30	Waiver - Advanced Math	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
7.1a31	Waiver of Special Education Exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
7.1a32	Waiver of ESOL exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
7.1a33	Waiver of Advanced Math exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
7.1a34	Waiver of Elementary exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
7.1a35	Waiver of Elementary exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
7.1a36	Waiver of Elementary Subtest I and/or II- MMs	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
7.1a37	Waiver of Spanish Exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
7.1a38	Waiver of English Language Arts Exam-MMs	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates

Agenda Item	Description	OAR
7.1a39	Waiver of Elementary exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
7.1a40	Waiver of ELA exam-MMs	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
7.1a41	Waiver of Elementary Subtest I and/or II- MMs	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates

**Staff is reporting two of these instances, but multiple districts required teachers to apply early for the LCA. Staff intends to manage this work within a new Educator Data System to avoid unnecessary applications early in the summer and reduce backlogs for those applying for their first license.*

584-200-0100

Waiver of Licensure Requirements by the Commission

(1) The Executive Director may waive, in part or in whole, the requirements for teaching, administrative and personnel service licenses if the applicant provides evidence of academics skills, experience and knowledge demonstrating mastery of the Commission-adopted standards for the license.

(a) To receive a waiver under this subsection, an applicant must specifically and substantially demonstrate the knowledge and skills required to perform the duties of the position as measured by the Commission adopted standards for the license.

(b) The Executive Director, or designee, will evaluate all evidence and make the determination on the waiver. It is solely within the discretion of the Executive Director, or designee, to grant waivers under this subsection.

(c) The Commission will monitor any waivers granted under this subsection and will receive reports on such waivers from the Executive Director.

(2) To be considered for a waiver, an applicant must:

(a) Submit a complete and correct application in the form and manner required by the Commission, including payment of all required fees.

(b) Provide all required documentation such as: official sealed transcripts, a resume, job descriptions, and other credible evidence of academic achievement or experience demonstrating mastery of the standards for the license;

(c) Provide a written statement indicating:

(A) The type of license requested;
(B) Specific requirements requested for waiver;
(C) Alternative qualifications to be considered; and
(D) Reasons for requesting the waiver.

Attachments: *Available upon request.*

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Licensure

ITEM:	LICENSURE COMMITTEE CHAIR REPORT	
ACTION:	**DISCUSSION ITEM**	
INFORMATION	Committee Membership:	Catherine Cox
	Robert Waltenburg, Chair	Vacant
	Mary Hofer	Vacant

The Licensure Committee met on April 9 and June 2, 2025. Details of the topics discussed:

Endorsements on Teaching Licenses, Adding to the Preliminary

Through several meetings to discuss adding endorsements to the Preliminary Teaching License that do not require a program, the Committee agrees that both the content knowledge test and some kind of demonstration of pedagogical knowledge is required. Testing opportunities are generally no problem. But the pedagogy requirement can pose some challenges. The options for completing the pedagogy requirement are:

- Completion of a three-quarter hour or two-semester hour **pedagogy course** from an approved teacher preparation program. Staff research found that these courses are available from some Oregon approved programs, but availability for enrollment may be limited due to the synchronous or in-person course requirements as well as enrollment open only to candidates already enrolled in the unit's program. The Committee agreed to continue this as an option.
- Completion of a **60-hour practicum**, supervised by the holder of a Professional Teaching License and properly endorsed in the content area or a closely related content area with permission from TSPC staff. During Covid, the staff created and published a list of acceptable practicum supervisors, keeping the requirement that the supervisor holds a Professional Teaching License. During the April meeting, district staff explained that the problem with finding supervisors exists mainly in the middle schools where staff tends to be less experienced therefore holding the Preliminary license. After hearing from Commission approved programs that the minimum requirement for cooperating teachers is three (3) years of experience, the Committee agreed to consider a rule change if necessary. ***If a rule change is required, Staff will bring the proposed change to the August Committee meeting.***

Data Classification Level: 1 – Published
DO: Keller
Published: 6/12/2025
Amended:

License for Conditional Assignment – Teaching Licenses

During the April meeting, the Committee directed staff to propose draft language to revise the License for Conditional Assignment. The proposed language is drafted, but requires staff review prior to approval from the Committee. ***The draft language will be presented during the August meeting.***

Oregon Licensure Expense Reimbursement

During the April meeting, the Committee heard a presentation from Dr. Shara Mondragon regarding the draft permanent rule for the Oregon Licensure Expense Reimbursement Program.

NEW June 2025: Out of State Applicants with Endorsements Requiring a Program in Oregon

Commission rule requires completion of a program to add the following endorsements to a teaching license:

- Elementary Multiple Subjects
- Reading Intervention
- Special Education (Generalist, Deaf and Hard of Hearing, Visually Impaired and Early Intervention)
- English as a Second Language
- Music
- Art
- Physical Education
- ~~Drama (only because of the lack of availability of testing).~~ Test will become available this summer

In some other states, these endorsements might be added by testing alone. Staff will provide examples of applicants where Special Education endorsements were added by test alone. Applicants requesting these endorsements on their Oregon Reciprocal Teaching License are reviewed by the Executive Director under the Waiver provision of the Administrative Rule.

It is not yet known how the Interstate Teacher Mobility Compact will impact TSPC's requirements for applicants bringing these endorsements from other states.

During the June meeting, the Committee agreed to trying to maintain Oregon's high standards of quality of preparation and requested a discussion around the definition of "program required" with the Educator Preparation and Pathways Committee.

NEW June 2025: Reinstatement PDUs

During the June meeting, staff introduced the existing rule for holders of an expired non-provisional teaching license wishing to reinstate their license. Affectionately known as "penalty PDUs", depending on the length of time a license has been expired, the number of PDUs required to reinstate can be as many as 275 – the "renewal PDUs" of 125 plus the "penalty PDUs" of 150. This is perceived as a barrier and brings the question of the quality of professional development completed to meet a licensure requirement.

NEW June 2025: Emergency Licenses: Allowable terms

This item is added at the request of Chair Waltenburg after the discussion on the Restricted Teaching License and the evidence required to reissue that license. Existing Administrative Rule does not include a limit on how often or how long someone can hold an Emergency license. But the rule gives staff ample leverage to work with both the districts and the applicant to ensure progress towards degrees and completion of programs to qualify for full licensure.

After some discussion, the Committee agreed that no further action is required. Staff will continue to work with districts to keep these candidates moving through their programs.

Next Meeting

Discussion items for the August 13, 2025 Licensure Committee meeting: Topics for the meeting may include:

- Draft Rule language for:
    - License for Conditional Assignment
    - Allowing the holder of a Preliminary Teaching License to supervise a practicum with three years of experience
- Endorsements requiring a program on out of state licenses
- Reinstatement PDUs for teaching licenses
- Rule changes required by Senate Bill 802 [2025] – calculating the allowable time to work without the license

Attachments:

7.2a.pdf

TSPC License Committee: Rule Items to be considered as of April 2025

Topic	Description	Status
Senate Bill 802 – 2025	Changes the date an applicant may begin working without the license from the date of the application to the date of the background check OAR 584-200-0020 (5)	August 2025 Committee meetng
Endorsements on Teaching Licenses	• Endorsements requiring a program where other states allow adding by testing • Content assignments, misassignments, governance of how teachers are assigned to content areas (the exploding world of online instructions and creation of a "facilitator" role within districts to provide support to students in online programs) • Atypical Assignments rule (related to previous bullet)	Some of these topics have been lingering for many years or are leftover from the Teaching License Redesign in 2016 February 2024 – no update April 2024 – no update June 2024 – no update October 2024 – no update February 2025 – no update February 2025 Licensure Committee Meeting: Discussed Adding to Preliminary with Test/Practicum. Will take the question of methods course availability to OACTE. April 2025 – Committee to review availability of methods courses June 2025 – continued review of pedagogy requirement and ~~LCA rule revisions~~ [move to a future meeting]. Introduce Endorsements requiring a program where other states allow testing alone
Reinstatement PDUs	As part of the 2016 Teaching License Redesign, the Redesign Workgroup and the Commission had discussions about what should be required of those returning to teaching. Both groups agreed that in order to be awarded a Preliminary, Professional, Teacher Leader or Legacy Teaching License, in addition to earning the required number of PDUs to "renew", these applicants should be required to present additional PDUs~~.~~	April 2025 – going to the April Licensure Committee meeting June 2025– carried over from the April meeting, going to August LC

Data Classification Level: I – Published
DO: Keller
Published: 6/12/2025
Amended:

Topic	Description	Status
Rules to align with business processes that may change as a result of the new Educator Data System vendor	• Valid date of licenses – How to determine • Grace Period Clarification – who gets it • Fee Structure: Complete revision with DEI lens • Late Fees – when is it appropriate to charge them? • Renaming or retitling the LCA	June 2023 update - Before implementation of a new Licensing system, so late 2024 or early 2025 February 2025 – no update April 2025 – no update June 2025 – no update
Reinstatement	Reinstatements due to discipline versus simply letting a license expire – better definition	No deadline
Restricted Admin and Principal License working in a district office	• Clarify the Restricted Administrator and Principal licenses are valid for district-wide administrator assignment • Rule interpretation by districts is an issue for some holders of a Principal license For the Licensure Committee agenda when we get to it: **Holders of a Restricted Administrator or Principal License working in a district-office administrative position**: At the time of the Administrator License Redesign, the Commission adopted rules that more clearly defined the roles of these license types. There has been some confusion in the field on assigning the holders of these licenses to district office administrator positions.	September 2023 – Under consideration by Dr. Rosilez February 2024 – Educator Pathways and Programs staff convened a work group. The documentation presented from the work group is under consideration by Interim Exec. Director Goff and the licensure staff. April 2024 – Staff recommends no change to the rule to continue to give districts and ESDs the flexibility to require administrator licensure to best fit their own accountability pathways. June 2024 – Item will be moved to the next Licensure Committee meeting October 2024 – Still requires discussion by the Committee but is not an urgent topic. February 2025 – no update April 2025 – no update

Topic	Description	Status
Early Literacy Educator Preparation Council Licensure Requirements recommendations	In May of 2023, Governor Kotek issued Executive Order 23-12 to create the Early Literacy Educator Preparation Council. According to the Governor's website "The Council is tasked with developing recommendations for the Teacher Standards and Practices Commission (TSPC), including their rules for approving elementary educator preparation programs that operate in Oregon and licensing requirements for elementary educators. The final recommendations from the Council are due in June 2024."	April 2024 – The Council is finalizing the educator preparation standards. Work on the licensing requirements recommendations will begin soon. Items to be addressed may include professional development requirements for existing educators and requirements for those coming to Oregon with preparation in another state. June 2024 – Staff expects recommendations from the Council in the coming weeks October 2024 – The Early Learning Council has made recommendations for changes to licensure renewal requirements and for those coming from other states. Those recommendations will be introduced to the Licensure Committee in time for adoption of revised rules by October 2025, if rule revisions are required. February 2025 – Staff is working with ODE and other partners to determine when changes to licensure requirements will be recommended. April 2025 – Refer to the Early Literacy Update on the full Commission agenda June 2025 – update provided as a standalone item

Topic	Description	Status
Waivers	The Rules Advisory Committee requests discussion about the waiver process, more transparency in the criteria considered. What is "specific and substantial" evidence?	February 2024 – Staff is working to develop documentation to more clearly define the processes and criteria for waivers April 2024 – webpage and forms to request waivers of content testing are under development June 2024 – work is suspended pending hiring of a resource to assist with form and webpage development October 2024 – no update February 2025 – no update April 2025 – no update June 2025 – no update
Specializations	• Are Specializations a "value added" to a license? • Is there another way for candidates to demonstrate to employers expertise in these areas? • SEL/TIP • TAG • Acceptability of programs from other states (Adaptive PE, TAG, others?). Are there national standards and are those considered by the other state in program approval?	If it's determined that Specializations are a value-added and should be indicated on the license, then probably Spring 2022 or when EOU and UP will complete a PCR to include SEL/TIP June 2023 – no updates October 2023 – no updates February 2024 – no updates April 2024 – no update June 2024 – TSPC has received inquiries from University of Portland program completers asking how to add a Social Emotional Learning Specialization to their license. Because the specialization was never adopted into Licensure rule, it cannot be added at this time. October 2024 – Both the University of Portland and Easter Oregon University have created a process of a certificate signed by both the program and TSPC to demonstrate the coursework completed by an educator. February 2025 – no update April 2025 – no update June 2025 – no update

Topic	Description	Status
School Nurse Redesign	Dependent on ODE and the Board of Nursing progress on a "program" for the Professional School Nurse certificate	Brought to TSPC staff pre-Covid Fall 2022 at the earliest June 2023 – no update October 2023 – no update February 2024 – no update April 2024 – The Director of Licensure received an email from the Oregon Health Authority's State School Nurse Consultant. The Director will schedule a meeting with the consultant this spring June 2024 – staff meeting with ODE and the Board of Nursing is scheduled. The interested parties met on 8/8/2024 and agreed that more work is necessary before any changes to TSPC's rules can be considered October 2024 – no update

Topic	Description	Status
Substitutes	• Who can Sub? (staff to document current rule for Committee review) • OSTA's concern on district selection of subs through third party sub providers • Restricted Subs and 10-day single consecutive assignment limit • Restricted Subs and definition of "sponsor"	April 2023 – some these items may be addressed by the District Sub License. Moving item to the bottom of the list to track additional concerns for future discussion June 2023 – new District Substitute License to be adopted to ease the shortage. OARs and SB283 need review for other possible changes October 2023 - OARs and SB283 need review for other possible changes February 2024 – staff determined that no Commission rule changes resulted from SB 283 [2023]. The District Substitute License is in effect. April 2024- the Legislature has convened a Substitute Teacher Task Force. TSPC Staff is monitoring the work of the Task Force for potential changes required. June 2024 – On hold for any outcomes from the Task Force that could affect Commission rule October 2024 – An initial review of the outcome of the Substitute Task Force does not show any urgent need for rule changes, but staff will monitor the Legislature closely for anything that could require the Commission to initiate change February 2025 – Staff is watching bills in the 2025 legislative session for any potential impacts to licensure policy April 2025 – no update June 2025 – no update

Topic	Description	Status
Military Spouse	Could become a larger discussion about reciprocity dependent on the outcome of work with NASDTEC and the Council of State Governments on an interstate compact. The impacts could be significant, affecting volume of applications, revenue, professional practices procedures and others still unknown.	October 2023 – Oregon has signed the Interstate Compact and will have a seat on the Commission February 2024 – Director Keller attended the first meeting of the Compact Commission in January April 2024 – The Interstate Teacher Mobility (ITM) Compact will take some time to implement by the ITM Commission. No update for this meeting. June 2024 – no update October 2024 – no update February 2025 – no update April 2025 – no update June 2025 – no update

Topic	Description	Status
Professional Development for License Renewals	• Native American License renewal • License Renewal/PDU requirements in general – pre-Covid, an Interested Parties group was appointed • Reinstating expired licenses (penalty PDUs apply to teaching licenses only)	March 2022 - Temporary Rule has been filed, suspending the requirement for licensees to submit evidence to TSPC to renew April 2023 – waiting on legislative outcomes to determine next steps June 2023 – no update October 2023 – proposal coming to Commission – Item may need revisiting annually by the Committee February 2024 – permanent rule to suspend this requirement to be considered and adopted April 2024 – Staff will convene a work group. It may need to wait until the Early Literacy Educator Preparation Council's licensing requirements recommendations are reviewed and resolved June 2024 – PDU work group will convene on July 9. October 2024 – The PDU work group met and an update will be presented at this meeting by the Director of Licensure. February 2025 – The Committee met and agreed to recommend to continue the suspension through June 30, 2026 with an intent to return to requiring the full amount of PDUs with licenses expiring on or after 7/1/2029, subject to annual review and Commission feedback. **Next Committee review: January 2026**

Completed Items and Items To Be Removed

Topic	Description	Status
Emergency Licenses – allowable terms	Follow up to the Restricted Teaching License conversations of March 2025 – would the Commission consider setting a limited number of terms on any category of Emergency license?	April 2025: going to the April Licensure Committee meeting June 2025– carried over from the April meeting – resolved
Endorsements on Teaching Licenses	• Adding to Preliminary with Test/Practicum (February 2025) • License for Conditional Assignment review (March 2025) • Test options for adding Theater Arts - (EP&P) staff needs to take NES assessment thru the approval process	Some of these topics have been lingering for many years or are leftover from the Teaching License Redesign in 2016 February 2024 – no update April 2024 – no update June 2024 – no update October 2024 – no update February 2025 – no update February 2025 Licensure Committee Meeting: Discussed Adding to Preliminary with Test/Practicum. Will take the question of methods course availability to OACTE. April 2025 – Committee to review availability of methods courses June 2025 – continued review of pedagogy requirement and LCA rule revisions [move to a future meeting]. Introduce Endorsements requiring a program where other states allow testing alone
Meeting the needs of students (Personnel Services)	• Do we need Atypical Assignments language for Personnel Services Licenses? (Tom) • School Psychologist shortages – can we find a way for School Psych interns to be hired under a Limited Student Services License, requiring supervision of a School Psych and clearly defining which tasks the intern could be	Schools are struggling to find School Psychs and other mental health professionals February 2024 – no update April 2024 – no update June 2024 – Staff meeting to discuss on July 9 to discuss options then may become an elevated topic on the Licensure Committee agenda.

Topic	Description	Status
	allowed to complete (write a specific scope of license)	October 2024 – Staff met with the Oregon Association of School Psychologists. They have multiple concerns about the idea of any kind of licensure prior to program and field experience/internship completion. Their concerns may be reported to the Committee at a future meeting. February 2025 – no update April 2025 – no update June 2025 – moving to "Items to Remove". No additional correspondence received

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Licensure

ITEM:	ELICENSING AND COMMUNICATIONS UPDATE
ACTION:	**INFORMATION ITEM**
INFORMATION	This agenda item is to provide the Commission with an overview of events and accomplishments in our work with Tyler-Oregon on the eLicensing system, the Educator Data System project and agency communications to school districts receiving the TSPC newsletter.

eLicensing System Update

TSPC staff continues to engage with Tyler Technologies on issues that affect applicants and educators. Educators have occasionally reported issues with how their license record or endorsements are displayed. Tyler Technologies has addressed these issues and addressed a root cause for the errors. This work results in continued improvement to the data that will soon be migrated to the new vendor.

With the passing of Senate Bill 802, the necessity for districts to view an accurate Background Clearance Date became more urgent. Staff had reported issues with the sending of a new Background Cleared email and failure of eLicensing to update the Background Clearance Date field in the District Portal view. As of this writing (6/2/2025), staff is performing User Acceptance Testing to review changes in the eLicensing Staging environment to demonstrate that the error has been fixed. If the testing is successful, districts should be able to confidently rely on the date they view in eLicensing and calculate two dates: when the applicant can begin the work assignment and the 90 days they are permitted to work without the license.

Educator Data System Update

As the Request for Proposal (RFP) is under review by the state's procurement staff and the Department of Justice, TSPC staff is reviewing Request for Quotes (RFQs) from vendors offering to provide independent qualify review of the EDS project as we move into the vendor selection and implementation phases of the project. The Directors of Educator Preparation and Pathways and Licensure, along with the Project Manager participated in the review of the five submitted RFQs. The proposals include a description of the vendors' methodologies, qualifications of staff to be assigned to the project, references and ratings from prior clients and samples of work performed. After three independent reviews by staff, consensus was quickly achieved as the overall scores for each vendor were relatively close. The state's procurement staff will review the scoring and assist in the final vendor selection. This is the third vendor selection for work on the EDS project:

- Change management, business requirements and RFP development: North Highland
- Data review and migration planning: Data Resources
- Quality management: TBD

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Published: 6/12/2025
Amended:

As the EDS project continues to move towards solution vendor selection and implementation, the availability of staff will become critical. This comes at a time of an unprecedented backlog in Professional Practices and during the Licensure Staff's busiest of times during the year. The loss of the two Limited Duration Public Service Representatives will add to the issues of balancing our daily work and providing appropriate resources to the EDS project.

Communications/Newsletter

One newsletter was produced since the June 2025 Commission meeting. This newsletter announced Rachel Alpert as the new Executive Director and addressed Senate Bill 802 and the change to calculating the 90 days an applicant can work without a license.

Attachments:

Teacher Standards and Practices Commission News and Updates

June 12, 2025

New Executive Director Named

The Commission is pleased to announce that Rachel Alpert has accepted the position of Executive Director of TSPC and will begin her position on June 30, 2025. Current Interim Executive Director, Melissa Goff will stay in office until July 9th to help Rachel successfully transition to this role.

Rachel comes to TSPC from the Dallas (OR) School District, where she has served as an Assistant Superintendent and Human Resources Director.

Calculating the 90 Days to Work Without a License

Senate Bill 804 has passed and been signed by Governor Kotek. Effective July 1, 2025, an applicant for licensure can begin their assignment without the license as soon as the TSPC Background Clearance is complete. Districts can now start the 90 days to work without the license to begin on the Background Clearance Date rather than the Application Date.

Please direct any questions to Elizabeth Keller at elizabeth.keller@tspc.oregon.gov.

Civil Penalties - Coming July 2026

Senate Bill 805 Signed by Governor; Streamlines Complaint Process and Imposes Civil Penalties

Gov. Tina Kotek recently signed Senate Bill 805, a measure aimed to improve

Currently, TSPC does not have authority to assign civil penalties.

“Senate Bill 805 A places greater burden on those engaging in misconduct for the costs associated with their investigations rather than passing costs on to every licensed educator,” said Interim Executive Director Melissa Goff. “Detering repeat offenses will help to lower the overall number of investigations and reduce the agency’s backlog.”

The bill also reduces the time the TSPC must wait to close a public complaint from 12 to six months, when there has been no verification submitted to TSPC of attempts to resolve a complaint at the local level as required by statute. TSPC will adopt rules to implement civil penalties that will become effective July 1, 2026.

TSPC received 473 complaints in 2024 compared to an annual average of 250. The agency employs 5 investigators that are currently investigating over 600 cases.

Fingerprinting Reminder

Reminder to districts: Prior to contacting TSPC for a status check on fingerprints, please be sure the educator in question has scheduled a fingerprint appointment, using the codes provided to them by TSPC.

Important Note: TSPC is not able to access fingerprint results if the applicant uses Fieldprint codes other than the ones provided by TSPC. This includes codes from employing school districts or other agencies. The use of TSPC issued codes is required for TSPC to access the results.

Contact finger.printing@tspc.oregon.gov for more information

Reporting Professional Development Units for Renewals

In 2022, to reduce barriers for those wishing to return to the profession as well as to give relief to practicing educators, the requirement to report Professional Development Units (PDUs) to renew a license was suspended.

return *to requiring PDUs to renew licenses expiring on or after 7/1/2029*. There are several reasons for setting that date:

- This gives educators time to earn PDUs before the deadline to submit them
- It should fit nicely with any possible Early Literacy renewal requirements should we be forced to incorporate it into Licensing
- It should fit nicely with any data systems with the capability to collect and maintain PD information, whether that's our own EDS or the system under development by the EAC
- It will only require the repeal of one OAR 584-255-0007. That can happen at the June 2029 Commission meeting
- Setting the requirement based on the expire date of the license should prevent the "I want to renew early so I don't have to submit PDUs" questions. They will have known all along that they need to earn them in order to submit them

License for Conditional Assignment

Please keep in mind that requests for the License for Conditional Assignment (LCA) are not due until October 31. When those requests are submitted over the summer, it can cause delays for those who are not yet licensed. Please consider delaying your requests for LCAs to sometime after school starts.

TSPC Commission Meeting
The next full Commission meeting is June 23-25, 2025

Contact Us

Email help:
eLicensing Login or technical problems: online.tspc@tspc.oregon.gov
Licensure questions: contact.tspc@tspc.oregon.gov
Background check status: finger.printing@tspc.oregon.gov

Please note: Your TSPC representative's email address and phone number are exclusively for district use and should not be distributed to educators. Educators must contact TSPC by email.

This newsletter is intended to provide general information only.

Please refer to Chapter 584 of the Oregon Administrative Rules for specific rules and regulations governing educator licensure in Oregon.

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Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Licensure

ITEM: LICENSURE PRODUCTION UPDATE

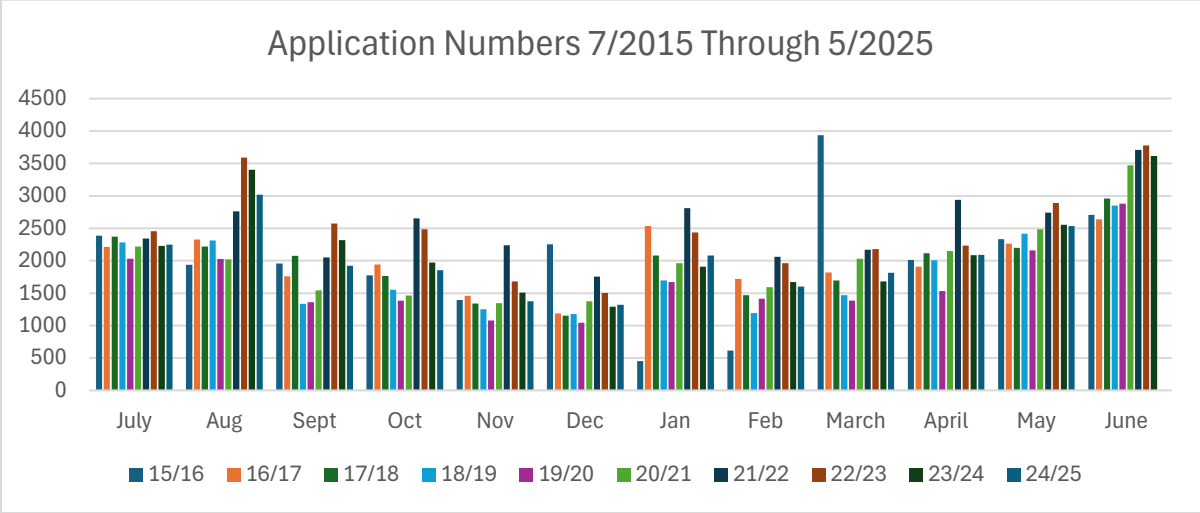
ACTION: **INFORMATION ITEM**

INFORMATION: This report is provided to give the Commission an idea of the progress of the Licensure Staff on answering email and messages, completing other daily operational tasks, and issuing licenses.

Current Staffing

Position	Job Duties	Number Assigned
Background Check Evaluator	Process background checks, respond to background check questions and refer background check issues to the Professional Practices Director	1.0 FTE (job share between 2 employees)
Public Service Representative (PSR)	Email and eLicensing Messages responses, customer care and navigating TSPC processes	2 full time permanent and 2 full time Limited Duration (through 6/30/2025) positions
Evaluator	Evaluate applications and issue licenses.	4.5 full time, (one assigned .5 FTE to Commission meeting planning and executive assistant duties).

Application numbers have a direct effect on all three areas of the Licensure staff:



In December of 2015, TSPC had a spike in application numbers for two reasons: A fee increase from $100 to $140 effective January 1, 2016, and the threat of a new, online application system. The new online application system wasn't full operational until March of 2016, causing the spike in applications. The next time application numbers spiked was June of 2021, when schools reopened to

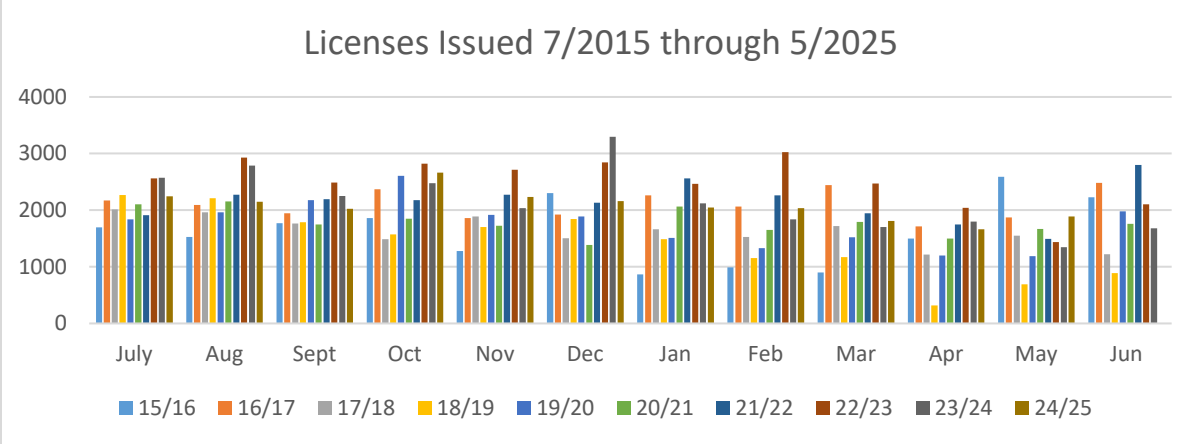
in-person instruction. Those extreme summer spikes continued in the summers of 2022 and 2023, but begin to subside in 2024. While staff is seeing the typical upward trend of applications in April and May, the expectation is a continued slight decline or leveling off from the summer spike of the last three years.

And because of the outstanding commitment of our background check team, expedited service really isn't a thing – we can't rush OSP and almost all districts track the 90 days.

Background Evaluators: With the rise in application numbers in late May and early June, their one- or two-day turnaround time has slowed a bit to five or six days. Management staff still believes this to be a reasonable expectation for those wishing to begin their assignment as soon as possible after applying. With the change caused by Senate Bill 802 [2025], initiating the 90-day time period to work without the license to begin on the Background Clearance Date rather than the Application Date, applicants will have a longer time to work while the supply the supporting documentation.

Public Service Representatives: As of June 30, this team of four will be reduced to a team of two. TSPC Management expresses many thanks to Julie Baustian and Jay Jolley for stepping into Limited Duration positions to help tackle a persistent backlog of email correspondence. It is very difficult to lose them. Essential work will be shifted to allow the remaining PSRs to focus almost solely on responding to emails.

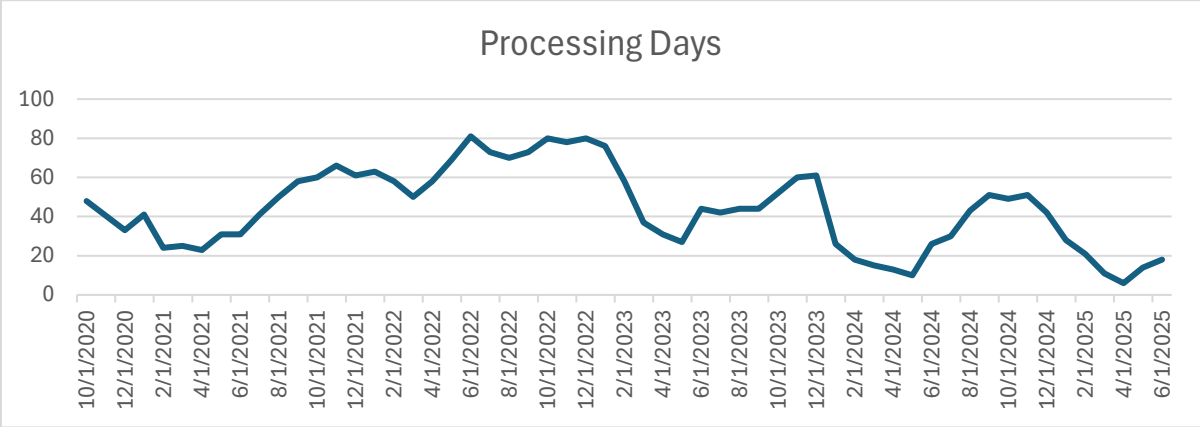
Evaluators: Regardless of the numbers of applications received, the Evaluation Staff generally issues approximately 2000 licenses each month. These numbers do not reflect how many applications were incomplete at the first review, requiring evaluator communication with the applicant.



Of note as we move towards implementation of a new system:

- January through March of 2016: the implementation of the first phase of eLicensing
- April through June of 2019: the implementation of the second phase of eLicensing

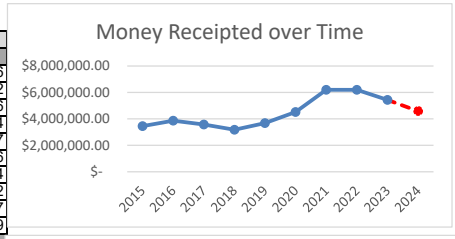
Application numbers do matter in the evaluators' Key Performance Measure – processing applications within 30 days of receipt. As the application numbers rose post-Covid, so did the application processing time. But thanks to the hard work and extraordinary teamwork of the evaluators, application processing time is no longer reported in weeks as it was in 2014.



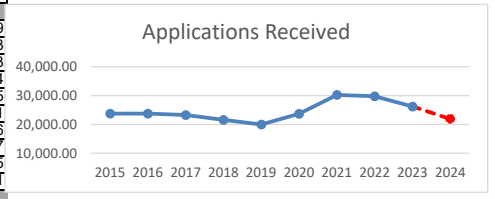
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Teacher Standards and Practices Commission Statistics
FY 2023 - 2025

	Fiscal Year	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Money Receipted	24/25	$442,448	$616,089	$406,756	$410,661	$307,978	$287,521	$434,047	$361,236	$386,233	$425,842	$506,535		$4,585,346
	23/24	$457,420	$721,823	$490,213	$429,079	$324,951	$296,659	$401,098	$354,376	$357,342	$416,374	$487,794	$695,813	$5,432,942
	22/23	$523,425	$763,927	$545,262	$533,766	$366,753	$324,446	$511,237	$414,793	$462,172	$457,497	$561,037	$735,451	$6,199,766
	21/22	$449,749	$556,477	$425,011	$566,061	$477,938	$377,868	$596,489	$441,916	$459,195	$577,430	$527,389	$742,861	$6,198,384
	20/21	$408,865	$387,893	$296,024	$284,262	$254,073	$262,821	$379,094	$310,623	$400,904	$413,743	$463,818	$656,227	$4,518,347
	19/20	$349,431	$361,730	$240,309	$264,275	$200,476	$196,215	$317,914	$280,079	$268,061	$284,801	$392,411	$529,304	$3,685,006
	18/19	$346,037	$362,809	$230,500	$218,825	$177,132	$168,845	$260,106	$187,065	$226,933	$284,463	$329,490	$388,549	$3,180,754
	17/18	$358,654	$349,877	$315,336	$264,335	$200,765	$187,804	$290,867	$238,927	$262,249	$333,837	$347,541	$426,520	$3,576,712
	16/17	$352,502	$425,062	$328,323	$298,262	$240,863	$191,672	$391,425	$270,178	$294,103	$318,785	$344,880	$409,372	$3,865,427
	15/16	$320,899	$316,950	$233,259	$210,626	$186,792	$285,243	$151,108	$286,563	$348,708	$312,064	$373,347	$424,319	$3,449,879
Applications Received	24/25	2247	3020	1924	1855	1373	1320	2078	1602	1814	2092	2534		21859
	23/24	2226	3403	2319	1970	1507	1289	1907	1672	1681	2083	2552	3614	26223
	22/23	2455	3592	2575	2486	1678	1501	2435	1963	2176	2231	2891	3780	29763
	21/22	2344	2763	2050	2651	2238	1753	2810	2058	2169	2940	2740	3708	30224
	20/21	2219	2020	1541	1465	1343	1372	1960	1594	2033	2150	2484	3474	23655
	19/20	2031	2027	1360	1382	1076	1046	1670	1413	1385	1533	2160	2878	19961
	18/19	2283	2314	1336	1550	1249	1179	1704	1191	1468	2006	2418	2848	21546
	17/18	2372	2216	2074	1766	1341	1154	2081	1470	1694	2116	2199	2754	23237
	16/17	2213	2329	1759	1942	1457	1187	2534	1722	1819	1905	2261	2637	23765
	15/16	2387	1939	1958	1776	1392	2255	450	614	3934	2013	2334	2709	23761
Incomplete Applications	24/25	1252	1265	1310	1573	1080	886	791	941	915	791	1013		11817
	23/24	1353	1559	1144	1258	886	1323	876	743	914	1055	790	847	12748
	22/23	1559	1725	1119	1674	1899	1460	1252	2003	1074	949	591	1214	16519
	21/22	873	972	930	1180	970	1017	973	1066	1187	537	785	2088	12578
	20/21	835	1046	760	808	710	540	831	693	749	784	765	844	9365
	19/20	2666	737	851	1190	832	1021	972	713	898	824	714	861	12279
Licenses Issued	24/25	2243	2149	2027	2665	2233	2158	2046	2038	1812	1662	1890		22923
	23/24	2573	2789	2253	2476	2037	3299	2120	1840	1704	1797	1347	1679	25914
	22/23	2560	2928	2486	2820	2717	2844	2468	3027	2473	2042	1438	2104	29907
	21/22	1914	2275	2194	2177	2274	2132	2561	2264	1945	1747	1494	2801	25778
	20/21	2106	2156	1750	1850	1724	1386	2067	1651	1791	1498	1666	1762	21407
	19/20	1840	1964	2177	2607	1918	1888	1508	1329	1522	1199	1187	1980	21119
	18/19	2267	2210	1788	1570	1704	1846	1490	1153	1171	319	693	887	17098
	17/18	2016	1963	1767	1486	1887	1504	1665	1530	1721	1217	1548	1225	19529
	16/17	2173	2090	1947	2370	1861	1922	2262	2063	2442	1712	1874	2482	25198
	15/16	1696	1526	1771	1862	1281	2300	867	992	898	1499	2589	2226	19507
Applications Average Days Pending	24/25	36	47	49	51	48	34	24	15	9	10	13		
	23/24	43	46	48	56	62	42	22	16	15	13	15	26	34
	22/23	74	72	79	77	81	77	70	46	33	29	35	41	60
	21/22	36	55	60	61	61	58	64	50	54	65	74	73	59
	20/21				48	36	34	33	22	24	27	30	46	33
Documents Received	24/25	3702	3586	2994	2821	2100	1786	2639	2171	2174				23973
	23/24	3166	3949	3078	2987	1994	1871	2285	2032	1655	2076	2812	3857	31762
	22/23	3857	4137	3178	3959	2598	2260	2780	2304	2359	2133	3096	3808	36469
	21/22	3978	3740	3153	2592	2256	1925	3777	3302	2973	2543	2711	4207	37157
	20/21	3814	2892	2517	2359	1975	2126	2607	2246	2567	2595	3317	4956	33971
	19/20	7674	5203	4937	3976	2623	2533	2858	2418	2323	1970	3082	3950	43547
	18/19	5258	4938	2846	3242	2391	2291	3484	2386	2332	2521	4217	4855	40761
	17/18	5088	4883	3740	3408	2626	2573	3283	2750	3469	3394	4190	4990	44394
	16/17	5074	6334	4275	3740	2746	2522	3958	3646	3573	3580	4570	5139	49157
	15/16	7013	6010	5266	4204	3288	4131	2977	3466	3963	4085	4354	5275	54032
Email/Message Average Daily Pending	24/25	464	316	308	202	75	34	52	47	98	113	77		
	23/24	505	185	275	261	372	140	218	277	315	264	333	353	292
	22/23	726	835	1268	2519	2380	2458	911	616	647	161	133	366	1085
	21/22	359	550	870	933	844	892	948	1097	1910	1592	1864	916	1065
	20/21	244	205	141	81	81	74	123	121	167	156	246	342	137
	19/20	NA	NA	NA	NA	NA	NA	NA	447	207	118	209	271	250



*Red line indicates incomplete data



*Red line indicates incomplete data

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25 2025
Licensure & Educator Preparation and Pathways

ITEM: **MULTIPLE MEASURES GUIDANCE**

ACTION: **ACTION ITEM**

INFORMATION: Commission staff seek input and approval of recent revisions to the Multiple Measures (MMs) guidance documents. These materials support licensure flexibility by outlining alternatives to standardized testing for demonstrating content knowledge. Since the Commission's last review, staff have incorporated feedback from partners and constituents and made key structural and content updates to improve clarity, alignment, and usability.

Background:
Each year, the Commission receives an update on the Multiple Measures (MMs) program and is provided the opportunity to offer input prior to the approval of any updates to the supporting guidance. Over the past year, several workgroups were convened to review endorsement-specific guidance, culminating in broader sessions in recent weeks focused on the general MMs guidance and the ESOL-specific Option 4 materials. Recommendations from these discussions have informed a series of revisions incorporated into the current drafts.

One notable change involves the removal of footnotes, with relevant information now integrated into the main text to improve clarity and cohesion—though this has resulted in a slightly longer document.

Key Revisions Include:

- **New Definitions:** Added definitions for *pre-service* and *in-service* candidates to clarify eligibility across pathways.
- **Content Knowledge (CK) Option 3:** Expanded to include new pathways for foundational endorsements, Career and Technical Education (CTE), and Family and Consumer Sciences, along with refinements to criteria for other endorsement areas (e.g., World Languages), including clearer identification of where pedagogical coursework may be accepted. Additions were aligned with relevant standards and testing domains, and in some cases—such as the foundational math endorsement—informed by input from testing providers and our partners at the Oregon Department of Education (ODE).
- **CK Option 4:** Now includes two sub-options:
    - **Option 4A:** A refined version of the original Option 4, now renamed to improve clarity about which endorsements qualify under this pathway.
    - **Option 4B:** Formerly the ESOL-specific pathway, this option has been expanded to include additional endorsement areas, offering greater flexibility for qualified candidates enrolled in Oregon-approved programs. The original criteria for ESOL remain unchanged, preserving access for non-Oregon-prepared candidates. Scoring ranges have also been adjusted based on feedback to support ease of implementation.
- **CK Option 5:** Revised forms to improve clarity, ensure consistency, and streamline

documentation requirements.

Authority for Guidance Revisions:

The Executive Director of TSPC is authorized to approve updates to the MMs guidance and associated processes. All changes must uphold the goal of reducing licensure barriers while maintaining program rigor and alignment with Commission-approved policy. The Commission will be notified of any substantial changes, as appropriate.

Commission Input and Action Requested:

- Review the updated guidance documents (attached)
- Provide comments, questions, or suggested edits
- Approve the revised MMs guidance documents as presented or with noted revisions

Attachment:

28a Multiple Measures Guidance June 2025
28b Multiple Measures Guidance June 2024 Tracked Changes

Teacher Standards and Practices Commission (TSPC)

MULTIPLE MEASURES ASSESSMENT OPTIONS

CONTENT KNOWLEDGE GUIDANCE

JUNE 2025

Agency Information
250 Division Street NE, Salem, OR 97301
www.oregon.gov/tspc

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INTRODUCTION

In June 2019, the Oregon Teacher Standards and Practices Commission (TSPC) approved the Multiple Measures approach to assessing content knowledge for educator licensure. This approach reflects best practice in educational assessment by allowing candidates to demonstrate readiness through a variety of high-quality evidence—not just standardized tests.

Multiple Measures offer a more comprehensive, equitable, and strengths-based method for evaluating a candidate's content knowledge preparation. This includes recognition of coursework, academic achievement, clinical experience, professional background, and lived or cultural expertise. By expanding what counts as valid evidence of content knowledge, the Multiple Measures approach creates more inclusive and accessible pathways into the teaching profession.

Utilizing multiple measures also supports efforts to diversify the educator workforce, helping ensure that all students have access to teachers who reflect and understand their communities. Finally, this approach reinforces inclusive assessment practices that align with the varied methods educators are increasingly expected to use in their own classrooms—supporting both professional growth and student success.

To explore additional resources for Educator Preparation Programs (EPPs), please visit the **TSPC Preparation and Advancement** page. You'll find helpful materials under the **Resources for EPPs** section.

AGENCY STAFF

The following Teacher Standards and Practices Commission (TSPC) staff members have been designated to support implementation of Multiple Measures (MMs)

Dr. Bill Rhoades

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COMMON TERMS

The table below includes a list of commonly used acronyms and terms found throughout this document. This quick reference is provided to support your understanding, and familiarity with these terms will be helpful as you navigate the guidance.

AAQEP	Association for Advancing Quality in Educator Preparation
CAEP	Council for the Accreditation of Educator Preparation
CK	Content Knowledge
EPP	Educator Preparation Provider
GPA	Grade Point Average
MMs	Multiple Measures
OAR	Oregon Administrative Rule
TSPC	Teacher Standards and Practices Commission

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CANDIDATES SERVED

This guidance applies to two primary groups of candidates pursuing Oregon teaching licensure through approved Multiple Measures (MMs) pathways. The definitions below clarify how these candidate types are referenced throughout the document.

➢ PRE-SERVICE CANDIDATES

Individuals who are:

- Currently enrolled in an Oregon-approved EPP;
- Completing an endorsement program that leads to initial licensure or an added endorsement

➢ IN-SERVICE CANDIDATES

Individuals who are:

- NOT currently enrolled in an Oregon-approved EPP for the endorsement they are seeking evaluation for.

RESPONSIBLE PARTIES: CANDIDATE EVALUATION

➢ PRE-SERVICE CANDIDATES: EPP-LED EVALUATION

Oregon-approved Educator Preparation Providers (EPPs) are the primary parties responsible for evaluating pre-service candidates using the guidance outlined in this document. EPPs have the discretion to determine when and how to apply the Multiple Measures (MMs) options—whether at the point of program admission, during the candidate's progression through the program, or at the time of licensure recommendation.

For support in interpreting or applying this guidance, EPPs are encouraged to contact the TSPC Director of Educator Preparation and Pathways or the agency's designated MMs contact. Additional requirements related to documentation and review procedures for EPP-led evaluations are described in later sections of this guidance document.

➢ IN-SERVICE CANDIDATES: TSPC-LED WAIVERS VS. EPP-LED PROGRAM-REQUIRED ENDORSEMENTS

For **non-program-required added endorsements**, TSPC staff are primarily responsible for evaluating in-service candidates who pursue the **Multiple Measures option** through the waiver process[1]. These candidates may

[1] **Important Note:** The in-service waiver process is authorized by the Teacher Standards and Practices Commission (TSPC); however, its continued availability is dependent on agency staffing capacity. If TSPC is unable to maintain timely, consistent review of waiver requests, the Commission may temporarily pause or limit new submissions.

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demonstrate content knowledge in accordance with the criteria and documentation requirements outlined in this guidance and the applicable Oregon Administrative Rules (OARs).

To clarify TSPC's areas of responsibility, the agency is responsible for evaluating:

- In-service candidates seeking to add a **non-program-required endorsement**, and
- Candidates transferring into Oregon on a **reciprocal license** who must meet Oregon-specific requirements.

For **program-required endorsement areas**—such as ESOL, Reading Intervention, Special Education, Elementary–Multiple Subjects, or other endorsements designated by the TSPC as part of its program pathway—Educator Preparation Programs (EPPs) are responsible for evaluating in-service candidates who return to complete these requirements.

Important EPP Processing Note: For candidates who already hold an Oregon license and are seeking an added endorsement through a program-required route using Multiple Measures (MMs), the Program Completion Report (PCR) cannot be used to document MMs. An additional form is required in these cases. This form is available on the TSPC website under *Resources for EPPs* > *Assessment Resources* > *Other MMs Resources*.

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CONTENT KNOWLEDGE OPTIONS OVERVIEW

To meet Oregon's content knowledge requirement for teaching licensure, candidates must successfully complete **one of the five** approved options outlined below. These options are grouped into two categories based on their design and review process:

➢ TEST PROGRAM OPTIONS

These options are established in Oregon Administrative Rule (OAR) and follow traditional test- or program-based pathways.

CK Option 1: Subject Matter Test

- Pass the TSPC-approved content test aligned to the endorsement area.

CK Option 2: Program Completion

- Complete a TSPC-approved educator preparation program in the endorsement area. This coursework-based option is available only for a limited number of endorsements without an approved content exam, or in combination with testing.

➢ MULTIPLE MEASURES OPTIONS

CK Options 3, 4, and 5 rely heavily on the evaluation of content-area coursework and/or experiential learning. These options provide flexible, evidence-based pathways for candidates to demonstrate subject-matter expertise, particularly when standardized tests may not fully capture candidate readiness.

CK Option 3: Major & Coursework

- Hold a degree in a TSPC-approved major that aligns with the endorsement area and meet specific coursework and credit requirements.

CK Option 4: Test/Program Plus Supplemental Data

- Candidates may qualify based on a score earned through an evaluation matrix that considers a combination of factors—including content test scores (near-passing), GPA in relevant coursework, and observational data from clinical practice—depending on the endorsement area.

CK Option 5: Holistic Evaluation

- Present a portfolio of evidence demonstrating content knowledge through a combination of coursework, work experience, lived or cultural expertise, and/or other documented learning.

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REQUIREMENTS AND DOCUMENTATION FOR CK OPTIONS 3, 4, & 5

Content Knowledge Options 3, 4, and 5 rely heavily on the evaluation of coursework and/or experiential learning aligned with standards. These options provide flexible, evidence-based pathways for candidates to demonstrate subject-matter expertise, particularly when standardized tests may not fully capture their readiness.

Regardless of whether Multiple Measures (MMs) is used to demonstrate content knowledge, Educator Preparation Providers (EPPs) must retain evidence of program completion in each candidate's record. This includes copies of the program completion reports submitted to the Commission. (Refer to OAR 584-400-0160(4) for more information.)

When MMs is utilized, EPPs are additionally required to maintain all supporting documentation that informed their decision to recommend the candidate for program completion under MMs guidance.

In-service educators may be evaluated under any of the three options; however, TSPC may require additional or alternative evidence and documentation to align with established waiver processes and support informed decision-making.

➢ COURSEWORK USED TO MEET MULTIPLE MEASURES REQUIREMENTS

To ensure consistency and rigor, all coursework submitted for consideration under these pathways must meet the following criteria:

Accreditation & Verification

All content coursework used to meet content knowledge requirements must be completed at a college, university, or institution accredited by a recognized regional, national, or international accrediting body.

Verification must be provided through official transcripts, ensuring that the coursework reflects appropriate academic rigor and institutional quality consistent with licensure standards.

Relevance to the Endorsement Area

Only coursework that is directly aligned to the endorsement area sought will be accepted. Refer to **Appendix One** for subject-specific course domains and acceptable prefixes. When alignment is unclear, EPPs should consult:

- The Oregon Student Learning Standards, and
- Relevant endorsement rules in OAR Division 220 and/or 420.

Course Level and Format

Only non-remedial coursework is eligible. Acceptable coursework may include undergraduate, post-baccalaureate, or graduate-level classes, including those completed in hybrid or online formats, so long as they are offered by an accredited institution.

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Timing of Coursework

Eligible coursework may be completed at any time prior to the recommendation for licensure. This includes coursework completed before program enrollment, during enrollment, or through previous academic or professional experiences.

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➢ CK OPTION 3 REQUIREMENTS

The candidate must complete a bachelor's degree or higher from an approved institution in the United States, or the foreign equivalent of such degree approved by the Commission (OAR 584-210-0030). The degree must include a major that aligns with the endorsement area, as defined and approved by TSPC. If the major title does not directly match a TSPC-approved endorsement area, the candidate may still be eligible if their transcript demonstrates significant coursework equivalent in both content and credit hours to a typical major in the endorsement area.

Approved majors are those that meet at least one of the following criteria:

- The title of the major matches the Oregon endorsement area name; or
- The content of the degree aligns with Oregon's endorsement standards as outlined in OAR Division 220 and/or 420, or is specifically listed in Appendix One of this guidance document, or
- The TSPC Director of Educator Preparation & Pathways or the agency designee have reviewed and determined that the major meets equivalency.

Content Coursework and Grade Requirements for CK Option 3

In addition to holding a degree with a major in the endorsement area, CK Option 3 candidates must complete at least 30 semester hours (or 45 quarter hours) of content-specific coursework aligned to the endorsement standards. Please see **Appendix One** for detailed information on major and coursework requirements.

Under Option 3, only courses with a letter grade of C or higher will be considered unless the candidate has an overall GPA of 2.75 or higher across the required coursework.

Methods and education foundations courses may be included in the GPA calculation. However, **remedial coursework must not be included.**

Courses graded as **Pass/No Pass (or equivalent)** may be accepted **only if**:

- The candidate received a passing grade ("P" or equivalent), **and**
- The Educator Preparation Provider (EPP) can verify that the "P" is equivalent to a letter grade of **C or higher**.

Documentation

The candidate must submit official transcript(s) to TSPC showing they meet the degree requirements for licensure. The EPP is responsible for:

- Verifying that the major, coursework, and content alignment meet the Multiple Measures requirements using official transcripts,
- Confirming that the candidate has met the total credit hour, grade or GPA threshold, and\Recording successful completion of this option on the Program Completion Report (PCR)

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➢ CK Option 4 Requirements

Content Knowledge (CK) Option 4 provides candidates with an alternative pathway to demonstrate subject-matter expertise through a combination of supplemental evidence. Depending on the endorsement area, this may include:

- A near-passing content test score
- GPA in relevant coursework
- Evidence of content-area knowledge demonstrated during clinical practice

To accommodate variations in assessment structures across endorsement areas, CK Option 4 is divided into two distinct sub-pathways: Content Option 4A and Content Option 4B.

Candidates and Educator Preparation Providers (EPPs) should refer to the appropriate matrix to guide evaluation and documentation.

TSPC-approved Clinical Assessment Instrument

For both CK Option 4A and 4B, **Educator Preparation Providers (EPPs)** must obtain **prior approval** from the Teacher Standards and Practices Commission (TSPC) for the clinical assessment instrument they intend to use. EPPs must also submit documentation outlining their planned evaluation process before points can be awarded in the Clinical Experience section.

Content Knowledge Option 4 Sub-Pathways	
4A	**4B**
Approved only for the endorsements listed in Appendix One.	**Oregon-Prepared Candidates** pursuing the ESOL, Reading Intervention, Speech, or Special Education endorsements & **Non-Oregon-Prepared Candidates** pursuing the ESOL endorsement only

Approval Process

Requests for approval of clinical assessment instruments should be submitted via email to the **TSPC Director of Educator Preparation and Pathways** or their designated representative.

TSPC will evaluate each submitted instrument for:

- **Content validity** and **construct validity** to ensure alignment with subject-matter knowledge in the relevant endorsement area
- **Reliability**, including evidence of how **inter-rater consistency** is maintained across evaluators

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To support this review, EPPs must submit a training and calibration plan outlining how evaluators are prepared to use the tool consistently and how inter-rater reliability is monitored over time. These efforts, once conducted, will generally not be required more than every few years.

TSPC may use an established industry framework—such as the CAEP Evaluation Framework for EPP-Created Assessments, the AAQEP Standards and Guidance for Assessment, or an equivalent tool—to evaluate the quality and alignment of EPP-developed assessments. This review applies equally to proprietary and EPP-developed instruments.

Note: The decision of TSPC regarding approval of the clinical assessment instrument is final.

4A: Candidate Scoring Based on Clinical Assessment

Candidates are evaluated on their demonstration of content knowledge using the EPP's approved key assessment(s). Documentation must include **a minimum of five iterations** of the assessment:

- **Two iterations** completed by the cooperating teacher
- **Two iterations** completed by an EPP supervisor and/or EPP faculty member
- **One additional iteration** completed by either a cooperating teacher, an EPP supervisor, a faculty member, or a collaborative combination

Only two scores are used to calculate points for this section:

1. The highest-rated iteration completed by a **cooperating teacher**
2. The highest-rated iteration completed by an **EPP supervisor and/or faculty member**

Points are awarded based on the proficiency demonstrated in these two iterations.

4B: Candidate Scoring Based on Clinical Assessment

Candidates are evaluated on their demonstration of content knowledge using the EPP's approved key assessment(s). Documentation must include **a minimum of least three classroom observations**.

- Average the results from the final evaluations to determine proficiency.
- Award points based on the percentage of rubric elements rated at or above the acceptable level

Refer to Appendix Two for more details.

➢ CK Option 4A – Distinct Content Pathway (Appendix One Aligned)

CK Option 4A is available to candidates seeking endorsements that require a stand-alone, subject-specific content test, as listed in **Appendix One**. These assessments are designed to measure discrete content knowledge within the endorsement area, with minimal to no emphasis on instructional methods or pedagogical content.

To be eligible for this option, the candidate must first attempt the TSPC-approved content test. If the candidate does not meet the passing score, they may still qualify by earning 70 points or more on the TSPC-approved content preparation matrix (refer to Appendix Two).

The CK Option 4a Matrix incorporates the following components:

- The candidate's content test score

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●GPA in endorsement-aligned, non-remedial coursework (20 S/30 Q credit minimum requirement) and/or

●Clinical assessment data collected using a TSPC-approved evaluation tool

This pathway is designed for candidates whose readiness is best demonstrated through a combination of academic achievement and performance-based evidence, supplementing—but not replacing—the content test requirement.

Documentation for CK Option 4A

The candidate must submit official transcript(s) to TSPC confirming that they meet the degree requirements for licensure. Educator Preparation Providers (EPPs) must verify and retain the following documentation for each candidate evaluated under CK Option 4A:

●Official score report for the TSPC-approved content test

●GPA calculation based on non-remedial, endorsement-aligned coursework (see Appendix One for course domains) and/or

●Clinical assessment data from at least five applications of a TSPC-approved instrument

EPPs must document the candidate's eligibility and completion by:

● Recording completion via MMs on the Program Completion Report (PCR)

Retaining all supporting documentation, including the completed matrix and scoring documentation demonstrating that the candidate achieved the minimum 70-point threshold, in the candidate's file for audit and verification purposes.

➢ CK OPTION 4B – PROGRAM-ALIGNED PATHWAY

CK Option 4B is intended for endorsement areas where the approved content assessment is not a discrete subject-area exam, but instead is integrated into a program-based, pedagogy- or methods-focused evaluation. This option supports candidates whose content knowledge is best demonstrated holistically through a combination of coursework, clinical performance, and/or TSPC-approved assessments. A test score may not required for CK Option 4B, further details provided below.

NOTE: Candidates pursuing an endorsement listed in Appendix One are not eligible for CK Option 4B.

Endorsements Currently Eligible for Content Knowledge Option 4B

For Oregon-Prepared Candidates:

- English to Speakers of Other Languages (ESOL)
- Reading Intervention
- Speech
- Special Education (any area)

For Non-Oregon-Prepared Candidates:

- ESOL only

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In these cases, candidates are not required to submit a test score. Instead, eligibility is determined by:

- GPA calculated from relevant program coursework (20 S/30 Q credit minimum requirement).

  Note: A TSPC-approved program may be accepted in lieu of the 20 S/30 Q credit requirement. In such cases, the GPA will be calculated based on coursework completed within the approved program. This option does not override the Educator Preparation Provider's (EPP's) published grading policies. Candidates must still meet all program-level academic requirements as determined by the EPP.

- Clinical assessment of content knowledge gathered through a TSPC-approved EPP evaluation tool and/or
- The candidate's content test score

This pathway allows programs to demonstrate candidate competency through cohesive program-based evaluation. Refer to Appendix Two for a sample form for CK Option 4B.

Additionally, TSPC requires *Non-Oregon-Prepared Candidates* to attempt the approved content test in order to be considered for eligibility under this pathway.

Documentation for CK Option 4B:

The candidate must submit official transcript(s) to TSPC showing they meet the degree requirements for licensure. EPPs must verify and retain the following documentation for each candidate:

- GPA calculation based on coursework completed within the approved program
- Clinical assessment data using a TSPC-approved instrument

  and/or

- Official score report for the TSPC-approved content test
- Recording completion via MMs on the Program Completion Report (PCR)

Retaining all supporting documentation, including the completed matrix and scoring documentation demonstrating that the candidate achieved the minimum 70-point threshold, in the candidate's file for audit and verification purposes

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➢ CK Option 5 – Holistic Evaluation Requirements

Content Knowledge Option 5 provides candidates with an opportunity to demonstrate content expertise through a **holistic evaluation** of their academic, professional, and lived experiences. This option is grounded in a strengths-based, culturally responsive approach that honors the diverse ways candidates acquire and apply knowledge relevant to their endorsement area.

> Here's a tip—EPPs and TSPC should complete a CK Option 3 evaluation before proceeding with CK Option 5.
>
> Option 5 builds on Option 3, using its coursework analysis as key evidence of content knowledge. Starting with Option 3 ensures a stronger, more streamlined review.

While candidates are **not required** to attempt the Commission-adopted content exam before pursuing this option, Educator Preparation Programs (EPPs) may choose to require the exam for purposes such as admission, advising, or program completion.

Holistic Evaluation Definitions

Alternative Academic Learning

Alternative academic learning refers to structured, non-credit learning experiences that contribute to a candidate's content knowledge and professional growth outside of a traditional college or university setting. This may include professional development opportunities provided by employers, school districts, the Oregon Education Association (OEA), nonprofit organizations, or other recognized professional bodies.

To be considered for licensure evaluation, these learning experiences must be:

- Aligned with the content standards of the endorsement area;
- Substantive in scope and depth; and
- Documented with evidence of participation, outcomes, and relevance to the endorsement field.

Coursework

Coursework refers to credit-bearing college or university courses that are content-specific and aligned with the endorsement standards. To be eligible for Multiple Measures evaluations, coursework must:

- Be relevant to the endorsement area;
- Demonstrate academic preparation across required domains listed in **Appendix One**; and
- Meet accreditation requirements as specified in this guidance.

Remedial courses, and any coursework where the candidate earned a grade of **D or F**, may not be used.

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Cultural Practice

Cultural practice refers to lived experiences within a community that—through tradition, heritage, social norms, or community engagement—provide a candidate with applied knowledge relevant to the endorsement area. These experiences must reflect a working understanding of the specific content standard(s) being assessed.

P–20 Teaching Experience

P–20 teaching experience includes instructional roles in educational settings from preschool (P) through postsecondary education (20). This may include classroom teaching, instructional support, or other direct educational responsibilities in early learning programs, K–12 schools, or institutions of higher education.

To be considered for licensure purposes, the experience must be relevant to the endorsement sought and verified through a **PEER form** or equivalent documentation that confirms the role, duration, instructional duties, and alignment to the content area.

Subject Matter Experts

Subject matter experts are individuals with recognized expertise or leadership within the relevant content or endorsement area. This may include direct work experience, community-based roles, or cultural authority.

- If a candidate is presenting **work experience**, an appropriate subject matter expert may be a direct supervisor from that role.
- For **cultural practice**, an appropriate expert might include, for example, a tribal elder recognized within the community for their historical, vocational, or cultural knowledge.

Verified Work Experience (non-teaching)

Verified work experience refers to documented professional experience in a job or role that closely aligns with the subject matter or skills required for the endorsement.

CK Option 5: Documentation and Process

To meet content knowledge requirements under CK Option 5, candidates must demonstrate a breadth of knowledge across the content standards within each theme and domain of the endorsement area. (See **Appendix Three** for the Holistic Evaluation Option Framework.)

Sufficiency of Knowledge within Each Standard

1) Candidates may demonstrate content knowledge through a combination of:
   - Credit-bearing coursework
   - Verified work experience relevant to the endorsement
   - P–20 teaching experience
   - Alternative academic learning
   - Cultural practice
2) All evidence presented must align directly with the endorsement standards. When evidence is unclear or indirect, subject matter experts should assist in verifying alignment with the domain(s) assessed.
   - **Coursework should be evaluated first** using the domains outlined in CK Option 3. This ensures candidates receive the maximum applicable credit toward each domain and helps identify areas requiring additional evidence.

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- Candidates must also demonstrate **coursework credit equivalency** as described in the relevant endorsement area in **Appendix One** of the MMs Content Knowledge Guidance Document.

Refer to the Holistic Evaluation Option Framework table in **Appendix Three** for guidance on applying this option. While all endorsement areas are eligible for evaluation under CK Option 5, not all are currently included in the appendix. Programs should use the framework as a reference and contact TSPC for additional direction when criteria for a specific endorsement are not listed.

Before using this option for the first time, EPPs should consult with the Director of Educator Preparation and Pathways (or their designee) to receive guidance on applying the framework to the intended endorsement area.

Documentation

Candidates may submit a range of documentation to support a holistic evaluation of their content knowledge. Acceptable evidence includes, but is not limited to:

- Transcripts
- PEER form
- Letter from a supervisor or community elder, as appropriate, for work, teaching, internship, camp, or cultural experience
- Certificate of completion from a community-based or online course, or other professional development units (PDUs)
- Portfolio artifacts demonstrating content knowledge
- Reflective essay describing relevant experience
- TSPC created worksheets
- Oral presentation to the review or assessment team

Documentation Process

The candidate, with support from the EPP and/or TSPC, assembles a portfolio of documentation aligned to the standards within each domain of the endorsement area. This portfolio must demonstrate a **breadth of knowledge** across the endorsement's content standards.

As part of this process:

- A completed **Holistic Evaluation Framework** must clearly indicate which portfolio item(s) align with each domain in the matrix.
  Note: A separate framework form must be submitted for each major subject-area domain.
- The **EPP or agency designee** reviews the submitted materials, verifies alignment with the endorsement standards, and may request additional documentation if needed.
- Upon verification of content knowledge for the assigned standards—and confirmation that credit hour equivalency thresholds are met—the designee signs the Holistic Evaluation Framework forms along with the summary document, attesting that the requirements have been fulfilled.

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- The **EPP retains** all documentation, including the candidate's supporting portfolio/artifacts. These materials may be reviewed by TSPC upon request and may be subject to unit or program audits.
- The **EPP records successful completion** of this option on the **Program Completion Report (PCR)** and submits it to TSPC.

DISCLAIMER & ADDITIONAL PROVISIONS

This guidance document is intended to support Educator Preparation Programs (EPPs), candidates, and other relevant partners in understanding and applying Multiple Measures for demonstrating content knowledge. **However, nothing in this document shall be construed to override or supersede Oregon Administrative Rules (OARs)** adopted by the Teacher Standards and Practices Commission (TSPC). In any case of conflict or discrepancy, the official OARs shall govern.

TSPC reserves the right to revise or rescind this guidance in accordance with its rulemaking authority. All determinations and procedures described herein are subject to change based on statutory updates, Commission decisions, or policy revisions.

➢ MULTIPLE MEASURES SYSTEMS – ADDITIONAL PROVISIONS

Holistic Assessment Disclaimer

The Holistic Assessment of content knowledge recognizes that the unique academic, professional, and lived experiences of educators may meaningfully contribute to K–12 student learning. To evaluate the long-term effectiveness of this assessment pathway, the Commission will collect data on educator performance.

Accordingly, **any candidate utilizing the Holistic Assessment for licensure purposes must authorize TSPC and the EPP through which they completed preparation to request and receive data on their effectiveness related to K–12 student learning outcomes**. This data collection may occur for a period of up to **five years** following the candidate's initial licensure. Candidates are expected to assist TSPC and the EPP in securing relevant documentation from their employers when requested.

Reporting

EPPs must include in their **annual reports** an analysis of how program completers demonstrate content knowledge competency through Multiple Measures.

Per **TSPC rule**, EPPs must maintain all relevant documentation and make it available to TSPC for review or audit at any time.

Multiple Measures Guidance Authority

The **Executive Director of TSPC** is authorized to approve changes to this guidance document and its associated processes, including (but not limited to):

- Adjustments to required documentation,
- Revisions to assessment or portfolio expectations,

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- Expansion or clarification of eligible options.

Such revisions must uphold the intent of **reducing barriers to licensure while maintaining program rigor**. The Executive Director will notify the Commission of any substantial updates, as appropriate, any significant changes as appropriate.

Waiver Authority

This guidance does not limit or replace the Executive Director's existing **waiver authority** as outlined in **OAR 584-200-0100**. Specifically:

1. The Executive Director may waive, in part or in full, the requirements for teaching, administrative, or personnel service licenses if the applicant presents sufficient evidence of academic skills, professional experience, and knowledge demonstrating mastery of Commission-adopted licensure standards.
2. All waivers granted under this authority must be reported to the Commission, which shall monitor the use of this discretion as outlined in **OAR 584-200-0100(1).**

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APPENDIX ONE: CONTENT KNOWLEDGE OPTION 3

Approved majors are those for which the title of the major matches the title of the endorsement or license name and the content of the degree aligns with the Oregon state standards, as provided in OAR Division 220 and/or 420, or as specified in the table below.

If the major title does not directly match a TSPC-approved endorsement area, the candidate may still be eligible if their transcript demonstrates significant coursework equivalent in both content and credit hours to a typical major in the endorsement area.

➢ APPROVED MAJORS ARE THOSE THAT MEET AT LEAST ONE OF THE FOLLOWING CRITERIA:

- The title of the major matches the Oregon endorsement area name; or
- The content of the degree aligns with Oregon's endorsement standards as outlined in OAR Division 220 and/or 420, or is specifically listed in **Appendix One** of this guidance document, or
- The TSPC Director of Educator Preparation & Pathways or the agency designee have reviewed and determined that the major meets equivalency.

Coursework: In addition to holding a degree with a major in the endorsement area, CK Option 3 candidates must complete at least 30 semester hours (or 45 quarter hours) of content-specific, non-remedial coursework aligned to the endorsement standards. Exceptions to this requirement are rare; please refer to endorsement areas in the table below for specific requirements.

The number in parentheses refers to courses, not credits. A course is generally defined as at least 3 semester or 4 quarter hours; however, when a candidate does not meet the course number requirements as specified, they can satisfy this requirement by meeting the semester hour or quarter hour minimums as defined in the table below.

Number of courses required	Semester Hour Minimums	Quarter Hour Minimums
1	3	4
2	5	8
3	8	12
4	10	16

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➢ CK OPTION 3 COURSEWORK REQUIREMENTS BY ENDORSEMENT AREA

<table>
<tr><th>Endorsement Area</th><th>Acceptable Majors</th><th colspan="2">Required Transcript Coursework[2]</th></tr>
<tr><td>Art</td><td>Studio Art (e.g. painting, drawing, sculpture)</td><td colspan="2">Studio Art (3)
Foundations of Art (1)
Historical/Cultural Context (1)
Aesthetics/Art Criticism (1)</td></tr>
<tr><td>Agriculture</td><td>Agriculture, Environmental Economics/Policy, Science-based degrees</td><td colspan="2">Leadership Development or aligned pedagogy (1)
Agricultural Trades & Mechanics (1)
Animal Sciences (2)
Soils (1)
Crops & Horticulture (2)
Applied Economics (1)</td></tr>
<tr><td>Biology</td><td>Biology, Environmental Science/Studies, Biochemistry, Bioengineering, Genetics, Molecular or Marine Biology</td><td colspan="2">Ecology & Environment (2)
Genetics & Evolution (2)
Nature of Science (1)
Biochemistry & Cell Biology (1)
Biological Unity & Diversity (1)</td></tr>
<tr><td>Business (Generalist)</td><td rowspan="2">Business Administration, Management, Leadership</td><td colspan="2" rowspan="2">Student Supervision/Career Dev or aligned pedagogy (1)
Workforce Diversity/Cultural Practices or aligned pedagogy (1)</td></tr>
<tr><td>Business (Marketing)</td></tr>
<tr><td>Business Generalist or Marketing (Other Majors)</td><td>Accounting, Advertising, Finance, HR, MIS, etc.</td><td colspan="2">Communications/Org Behavior (1)
Accounting (1)
Business Law/Ethics (1)
Finance/Economics (1)
Student Supervision or aligned pedagogy (1)
Workforce Diversity or aligned pedagogy (1)</td></tr>
<tr><td></td><td></td><td>Business Generalist Only:

Business technology/data analytics/information systems (1)</td><td>Marketing Only:

Marketing Strategy (1)</td></tr>
</table>

[2]If a course title includes terms such as “aligned pedagogy,” “practices,” or similar language, it may be considered an allowable methods area.

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Career Trades Generalist	**Computer Science, Technology, Engineering, Architecture, Manufacturing, Construction Management**	**Fundamentals of technology/engineering (2)** **Design and application of products/systems (1)** **Energy, materials/build environment (1)** **Computation/technology/computer science (1)** **Classroom/Lab Safety (1)** **Methods in STEM, CTE, curriculum design/assessment or aligned pedagogy (1)**
Chemistry	**Chemistry, Chemical Engineering, Biochemistry**	**Chemical Reactions/Energy (3)** **Atomic Structure (1)** **Stoichiometry (1)** **Nature of Science (1)**
Elementary—Multiple Subjects	**Any**	**Humanities/Language Arts (4)** **Social Sciences (1)** **Ethnic Studies or Aligned Pedagogy (1)** **Mathematics (3) -**Math 211, 212, 213 or equivalent methods is acceptable **Science (3)** **Art, Health, or Fitness (2)**
English Language Arts, including Foundational ELA	**English, Comparative Literature, Linguistics, Creative Writing, Journalism**	**Literary Analysis (3)** **Composition/Writing (2)** **Literacy/Language Conventions (1)** **Note: High school-level ELA candidates should complete coursework that reflects deeper engagement with literary theory and critical analysis. In contrast, middle school-level (Foundational ELA) candidates may meet requirements through introductory literature and foundational English coursework.**
Family and Consumer Science	**Human Development, Child and Family Studies or Counseling, Psychology, Sociology, Nutrition/Dietetics, Consumer Science, Interior Design, Apparel or Textiles, Hospitality Management, Health Education, Finance**	**Human development and relationships/communication (2)** **Resource Management/Consumer Skills (1)** **Foods and Nutrition (1)** **Student Supervision/Career Dev or aligned pedagogy (1)**
Health	**Public Health, Kinesiology**	**Health Promotion (2)** **Health Advocacy (2)** **Health Across Lifespan (1)**

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Integrated Science, including Foundational Science	**Biology, Chemistry, Physics, Earth Sciences**	**Physical Science (2)** **Life Science (2)** **Earth/Space Science (2)** **Nature of Science (1)** **Integrated Science candidates should demonstrate coursework that reflects intermediate to advanced understanding in most core science domains, extending beyond introductory-level content.**
Advanced Mathematics, including Foundational	**Math, Statistics, Math & Computer Science**	**Patterns/Algebra (2)** **Number Sense (1)** **Geometry (1)** **Trig/Calculus (1)** **Stats/Discrete Math (1)** **Foundational Mathematics candidates may qualify under the same coursework guidance, with the exception of the Trigonometry/Calculus requirement.**
Music	**Music (Studio, Theory, Ed)**	**Methodology & Performance (3)** **Aural Skills (1)** **Theory & Composition (1)** **Music History/Culture (1)**
Physical Education	**Kinesiology, PE**	**Motor Development (2)** **PE Program (2)** **Movement Activities (1)**
Physics	**Physics, Astronomy, Engineering**	**Modern Physics (3)** **Mechanics (1)** **Electricity & Magnetism (1)** **Nature of Science (1)**
Social Studies, including Foundational	**History, Political Science, Geography, Anthropology, Sociology, or social science major aligned with Oregon student learning standards**	**No coursework review required**
	Other general Social Studies majors, including Anthropology, Psychology, Sociology, or Economics/Finance	**History/Shared History (3)** **Ethnic Studies (1) -** Ethnic Studies coursework, including coursework from more broadly related fields as defined by Oregon House Bill (HB) 2845 **Geography/Cultures (2)** **Government, Econ, or Political Science (2)** **Foundational Social Studies candidates may qualify under Multiple Measures using the same coursework guidance but may satisfy the History/Shared History requirement with two courses instead of three.**

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World Languages	**Degree in target language or from a university where instruction was in the partner language**	**No coursework review required**
	Comparative literature/Literature, Linguistics, Area Studies/Cultural Studies/Modern Languages	Coursework aligned to the language and culture associated with the world language endorsement sought (except where noted): **Advanced Language-typically 300L or above (3)** **Linguistics (1)** **Comparative literature/cultural studies or aligned pedagogy (2)** **Language and literature (3)**

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APPENDIX TWO: CONTENT KNOWLEDGE OPTION 4

➢ CK OPTION 4A EVALUATION RUBRIC AND DOCUMENTATION FORM

This form documents a candidate's content knowledge evaluation under CK Option 4A: Commission-Approved Subject Matter Test with Supplemental Data. Refer to **Appendix One** to identify eligible endorsement areas.

Minimum score to qualify: 70 out of 100 points. Minimum score may be met by achieving full points on Section 1 plus either Section 2 or 3.

Candidate Name: _____ Endorsement Area: _____

1. Commission-Approved Subject Matter Test (Max 40 pts)

Points are based on the highest test score. For endorsements with multiple subtests (e.g., Elementary), use the subtest not passed. If all subtests fall below the threshold, scores may be averaged.

Test Score Range	Points
80–99% of passing threshold	☐ 40
70–79% of passing threshold	☐ 30
60–69% of passing threshold	☐ 20

Score Earned: _____

2. Content Area GPA (Max 30 pts)

Based on 20+ semester or 30+ quarter hours of content-specific coursework (non-remedial, use GPA from entire post-secondary record, except methods/program coursework).

GPA Range	Points
3.3 – 4.0	☐ 30
2.75 – 3.29	☐ 20
2.50 – 2.74	☐ 10

GPA Earned: _____

3. Clinical Experience Observation (Max 30 pts)

Based on EPP-approved assessment tool. Score based on the highest-rated of five iterations of assessment: one from a cooperating teacher and one from an EPP supervisor or faculty member.

Rubric Alignment	Points
≥90% of elements at/above proficiency	☐ 30
≥80% of elements at proficiency	☐ 20
≥70% of elements at proficiency	☐ 10

Final Scoring Summary

Total Points Earned: _____ / 100 (Minimum 70 points required)

Institution Name: _____

Instructor/EPP Designee Name: _____

Signature: _____ Date: _____

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CK Option 4B Evaluation Rubric and Documentation Form

Oregon-Prepared Candidates: Applies only to candidates who completed an Oregon preparation program and are seeking the **ESOL, Reading Intervention, Speech, or Special Education (SPED)** endorsements.

Non–Oregon-Prepared Candidates: At this time, the option is available **only for those seeking the ESOL endorsement**.

Minimum score to qualify: 70 out of 100 points. Minimum score may be met by achieving full points on Section 1 plus either Section 2 or 3.

Candidate Name: _____ Endorsement Area: _____

1. GPA in Program-Aligned Coursework (Max 40 points)

Based on a minimum of 20 semester or 30 quarter hours aligned to endorsement or program standards (OAR 584-220-/420-). Completion of a TSPC-approved ESOL, RI, Speech or SPED program may substitute this requirement. Use overall program GPA or aligned coursework GPA as appropriate.

GPA Range	Points
3.5 – 4.0	☐ 40
3.0 – 3.49	☐ 30
2.65 – 2.99	☐ 20

GPA Earned: _____

2. Clinical Experience Observation (Max 30 points)

Based on EPP-approved assessment tool. A plan must be submitted and approved by the Director of Educator Preparation and Pathways. At least three documented classroom observations required. Use average of final evaluations to determine score.

Rubric Proficiency	Points
≥81–90% of elements at/above acceptable level	☐ 30
≥71–80% of elements at acceptable level	☐ 20
≥60–70% of elements at acceptable level	☐ 10

3. Subject Matter Test Score (Max 30 points)

Test Score Range	Points
95–99% of passing score	☐ 30
90–94% of passing score	☐ 20
85–89% of passing score	☐ 10

Score Earned: _____

Final Scoring Summary

Grand Total: _____ / 10 (Minimum 70 points required)

Institution Name: _____

Instructor/EPP Designee Name: _____

Signature: _____ Date: _____

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APPENDIX THREE: CONTENT KNOWLEDGE OPTION 5

➢ INSTRUCTIONS FOR COMPLETING THE CK OPTION 5 HOLISTIC EVALUATION RUBRIC AND FINAL CREDIT SUMMARY

Overview:
The CK Option 5 Holistic Evaluation pathway is available only to candidates with a degree in an approved major as listed in *Appendix One* of the Multiple Measures Content Knowledge Guidance. This pathway allows candidates to demonstrate subject-area competency through a combination of coursework, verified experience, and alternative evidence. Note: In cases where the Commission determines that a domain has been sufficiently met based on an approved test score, a separate evaluation of that domain may not be required.

Step 1: Coursework Review and Domain Assignment

Before completing any holistic evaluation forms:

- Begin by reviewing the candidate's transcript.
- Identify completed coursework that aligns with the **content domains** for the endorsement area sought.
- Use this transcript review to assign **initial credit hour values** to each domain, as applicable.
- Only coursework that meets the minimum grade criteria (C or higher, with additional documentation for C-) and is not remedial may be applied.
- Refer to the *endorsement standards* and *Appendix One* to ensure coursework is distributed appropriately across all domains.

Step 2: Complete a Domain Rubric for Each Required Domain

For each domain in the endorsement area:

1. **Use the Holistic Evaluation Rubric table** to document additional evidence beyond coursework (e.g., teaching experience, cultural practice, work-based learning).
2. **Check all applicable types of equivalencies** being used (Coursework, Teaching Experience, Alternative Academic Learning, etc.).
3. **Describe the experience**, identify the setting (school, organization, etc.), and list aligned content standards.
4. **Attach and reference supporting artifacts** using assigned artifact numbers (e.g., Resume – Artifact #1, Observation Notes – Artifact #2).
5. Use the provided **credit equivalency formulas** (e.g., PDUs × 0.05 or [AWH × 0.0278] × Weeks) to calculate and document the total credit hour equivalency for the domain (see page 32 of this appendix for more information).

Note: Each domain must be completed individually. The form must be filled out in full with sufficient documentation for the experience to be evaluated. A portfolio may be submitted when traditional documentation is not available. Prior to finalizing credit equivalency under this option, first-time users are encouraged to consult with TSPC for guidance.

Step 3: Transfer Scores to Final Credit Summary Sheet

Once the domain rubrics have been completed:

- Record the **total credit hours awarded for each domain** on the **Final Credit Summary Rubric**.
- Ensure the total across all domains meets or exceeds the credit hour requirements for the endorsement, as outlined in the relevant Oregon Administrative Rule (OAR).
- The total credit must reflect both a **breadth and depth of knowledge** across the endorsement content standards.

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Step 4: Review and Sign

- The Final Credit Summary Sheet must be completed and signed by the authorized designee.
- All documentation, including individual domain rubrics and supporting artifacts, must be retained by the EPP and made available upon request by TSPC.

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CK OPTION 5: HOLISTIC EVALUATION FRAMEWORK

Use one framework per endorsement domain to document credit equivalency. Attach all supporting artifacts.

Candidate Name: _____ Endorsement Area: _____

Domain Area: _____

Does the candidate meet the minimum required credits as demonstrated through a coursework evaluation? ☐Yes ☐No

If yes, enter the coursework details only—**no additional evidence is required**.
If no, enter the coursework credit information, then complete the evaluation by providing the **equivalency details in the space below**.

Equivalency Type	Title/Duties	Aligned Standards	Organization/Employer	Documentation (Artifact #)	Hours/Weeks (AWH × W)	Formula for Credit Equivalency	Credit or Equivalency
Coursework				Official Transcript Required		# PDUs × 0.05 Q or (AWH × 0.0278) × W	
Alternative Academic Learning						# PDUs × 0.05 Q or (AWH × 0.0278) × W	
Teaching Experience						# PDUs × 0.05 Q or (AWH × 0.0278) × W	
Work Experience (Non-Teaching)						# PDUs × 0.05 Q or (AWH × 0.0278) × W	
Cultural Practice						# PDUs × 0.05 Q or (AWH × 0.0278) × W	

Total Credit Equivalency for This Domain: _____ awarded of _____ required.

Domain # _____ of _____

Institution Name: _____

Instructor/EPP Designee Name: _____

Signature: _____ Date: _____

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➢ CK Option 5: Holistic Evaluation Final Domain Summary Rubric for Total Credit Equivalency

Use this form to summarize credit equivalency across all required domains for the endorsement area sought.

Candidate Name: _____ Endorsement Area: _____

Domain #	Standards Domain	Credits Awarded	Credits Required	✓Meets Credit Minimum/✗DNM
1	_____	_____	_____	☐✓ ☐✗
2	_____	_____	_____	☐✓ ☐✗
3	_____	_____	_____	☐✓ ☐✗
4	_____	_____	_____	☐✓ ☐✗
5	_____	_____	_____	☐✓ ☐✗
6	_____	_____	_____	☐✓ ☐✗
7	_____	_____	_____	☐✓ ☐✗
8	_____	_____	_____	☐✓ ☐✗

Total Credit Hours (All Domains): _____ (Minimum Required: 30 Semester / 45 Quarter Hours)

Institution Name: _____

Instructor/EPP Designee Name: _____

Signature: _____ Date: _____

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➢ HOLISTIC ASSESSMENT OPTION: WORK EXPERIENCE CREDIT FORMULA

Credit for relevant professional, alternative, or culturally grounded experience will be calculated using the formula provided below. This approach allows for the conversion of real-world work experience into estimated college-level credit equivalency to support a holistic review of a candidate's preparation.

Work Experience Credit Conversion Basis

- **36 clock hours = 1 quarter credit**
- **1 hour of experience = 0.0278 quarter credits**

Formula for Estimating Quarter Credit Equivalency:

Quarter Credit Units (QU)

$$QU = (\text{Average Weekly Hours} \times 0.0278) \times \text{Weeks Worked}$$

Semester Equivalency Calculation Example

Formula:

$$\text{Semester Units (SU)} = \text{Quarter Units (QU)} \div 1.5$$

or

$$SU = (\text{Average Weekly Hours} \times 0.0185) \times \text{Weeks Worked}$$

Scenario: An educator has relevant work experience aligned with their sought endorsement. They worked part-time (10 hours/week) for 6 months, which we estimate as 26 weeks.

Inputs:

- Average Weekly Hours (AWH): 10
- Weeks Worked: 26

Step 1 – Quarter Credit Calculation:

$QU = (10 \times 0.0278) \times 26 = 7.23$ quarter credits

Step 2 – Semester Credit Conversion:

$SU = 7.23 \div 1.5 = 4.82$ semester credits

Result:

- Quarter Credit Equivalency: 7.23
- Semester Credit Equivalency: 4.82

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Teacher Standards and Practices Commission (TSPC)

MULTIPLE MEASURES ASSESSMENT OPTIONS

CONTENT KNOWLEDGE GUIDANCE

JUNE 2025

Agency Information
250 Division Street NE, Salem, OR 97301
www.oregon.gov/tspc

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INTRODUCTION

In June 2019, the Oregon Teacher Standards and Practices Commission (TSPC) approved the Multiple Measures approach to assessing content knowledge for educator licensure. This approach reflects best practice in educational assessment by allowing candidates to demonstrate readiness through a variety of high-quality evidence—not just standardized tests.

Multiple Measures offer a more comprehensive, equitable, and strengths-based method for evaluating a candidate's content knowledge preparation. This includes recognition of coursework, academic achievement, clinical experience, professional background, and lived or cultural expertise. By expanding what counts as valid evidence of content knowledge, the Multiple Measures approach creates more inclusive and accessible pathways into the teaching profession.

Utilizing multiple measures also supports efforts to diversify the educator workforce, helping ensure that all students have access to teachers who reflect and understand their communities. Finally, this approach reinforces inclusive assessment practices that align with the varied methods educators are increasingly expected to use in their own classrooms—supporting both professional growth and student success.

To explore additional resources for Educator Preparation Programs (EPPs), please visit the **TSPC Preparation and Advancement** page. You'll find helpful materials under the **Resources for EPPs** section.

AGENCY STAFF

The following Teacher Standards and Practices Commission (TSPC) staff members have been designated to support implementation of Multiple Measures (MMs)

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COMMON TERMS

The table below includes a list of commonly used acronyms and terms found throughout this document. This quick reference is provided to support your understanding, and familiarity with these terms will be helpful as you navigate the guidance.

AAQEP	Association for Advancing Quality in Educator Preparation
CAEP	Council for the Accreditation of Educator Preparation
CK	Content Knowledge
EPP	Educator Preparation Provider
GPA	Grade Point Average
MMs	Multiple Measures
OAR	Oregon Administrative Rule
TSPC	Teacher Standards and Practices Commission

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CANDIDATES SERVED

This guidance applies to two primary groups of candidates pursuing Oregon teaching licensure through approved Multiple Measures (MMs) pathways. The definitions below clarify how these candidate types are referenced throughout the document.

➢ PRE-SERVICE CANDIDATES

Individuals who are:

- Currently enrolled in an Oregon-approved EPP;
- Completing an endorsement program that leads to initial licensure or an added endorsement

➢ IN-SERVICE CANDIDATES

Individuals who are:

- NOT currently enrolled in an Oregon-approved EPP for the endorsement they are seeking evaluation for.

RESPONSIBLE PARTIES: CANDIDATE EVALUATION

➢ PRE-SERVICE CANDIDATES: EPP-LED EVALUATION

Oregon-approved Educator Preparation Providers (EPPs) are the primary parties responsible for evaluating pre-service candidates using the guidance outlined in this document. EPPs have the discretion to determine when and how to apply the Multiple Measures (MMs) options—whether at the point of program admission, during the candidate's progression through the program, or at the time of licensure recommendation.

For support in interpreting or applying this guidance, EPPs are encouraged to contact the TSPC Director of Educator Preparation and Pathways or the agency's designated MMs contact. Additional requirements related to documentation and review procedures for EPP-led evaluations are described in later sections of this guidance document.

➢ IN-SERVICE CANDIDATES: TSPC-LED WAIVERS VS. EPP-LED PROGRAM-REQUIRED ENDORSEMENTS

For **non-program-required added endorsements**, TSPC staff are primarily responsible for evaluating in-service candidates who pursue the **Multiple Measures option** through the waiver process[1]. These candidates may

[1] **Important Note:** The in-service waiver process is authorized by the Teacher Standards and Practices Commission (TSPC); however, its continued availability is dependent on agency staffing capacity. If TSPC is unable to maintain timely, consistent review of waiver requests, the Commission may temporarily pause or limit new submissions.

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demonstrate content knowledge in accordance with the criteria and documentation requirements outlined in this guidance and the applicable Oregon Administrative Rules (OARs).

To clarify TSPC's areas of responsibility, the agency is responsible for evaluating:

- In-service candidates seeking to add a **non-program-required endorsement**, and
- Candidates transferring into Oregon on a **reciprocal license** who must meet Oregon-specific requirements.

For **program-required endorsement areas**—such as ESOL, Reading Intervention, Special Education, Elementary–Multiple Subjects, or other endorsements designated by the TSPC as part of its program pathway—Educator Preparation Programs (EPPs) are responsible for evaluating in-service candidates who return to complete these requirements.

Important EPP Processing Note: For candidates who already hold an Oregon license and are seeking an added endorsement through a program-required route using Multiple Measures (MMs), the Program Completion Report (PCR) cannot be used to document MMs. An additional form is required in these cases. This form is available on the TSPC website under *Resources for EPPs* > *Assessment Resources* > *Other MMs Resources*.

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CONTENT KNOWLEDGE OPTIONS OVERVIEW

To meet Oregon's content knowledge requirement for teaching licensure, candidates must successfully complete **one of the five** approved options outlined below. These options are grouped into two categories based on their design and review process:

➢ TEST PROGRAM OPTIONS

These options are established in Oregon Administrative Rule (OAR) and follow traditional test- or program-based pathways.

CK Option 1: Subject Matter Test

- Pass the TSPC-approved content test aligned to the endorsement area.

CK Option 2: Program Completion

- Complete a TSPC-approved educator preparation program in the endorsement area. This coursework-based option is available only for a limited number of endorsements without an approved content exam, or in combination with testing.

➢ MULTIPLE MEASURES OPTIONS

CK Options 3, 4, and 5 rely heavily on the evaluation of content-area coursework and/or experiential learning. These options provide flexible, evidence-based pathways for candidates to demonstrate subject-matter expertise, particularly when standardized tests may not fully capture candidate readiness.

CK Option 3: Major & Coursework

- Hold a degree in a TSPC-approved major that aligns with the endorsement area and meet specific coursework and credit requirements.

CK Option 4: Test/Program Plus Supplemental Data

- Candidates may qualify based on a score earned through an evaluation matrix that considers a combination of factors—including content test scores (near-passing), GPA in relevant coursework, and observational data from clinical practice—depending on the endorsement area.

CK Option 5: Holistic Evaluation

- Present a portfolio of evidence demonstrating content knowledge through a combination of coursework, work experience, lived or cultural expertise, and/or other documented learning.

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REQUIREMENTS AND DOCUMENTATION FOR CK OPTIONS 3, 4, & 5

Content Knowledge Options 3, 4, and 5 rely heavily on the evaluation of coursework and/or experiential learning aligned with standards. These options provide flexible, evidence-based pathways for candidates to demonstrate subject-matter expertise, particularly when standardized tests may not fully capture their readiness.

Regardless of whether Multiple Measures (MMs) is used to demonstrate content knowledge, Educator Preparation Providers (EPPs) must retain evidence of program completion in each candidate's record. This includes copies of the program completion reports submitted to the Commission. (Refer to OAR 584-400-0160(4) for more information.)

When MMs is utilized, EPPs are additionally required to maintain all supporting documentation that informed their decision to recommend the candidate for program completion under MMs guidance.

In-service educators may be evaluated under any of the three options; however, TSPC may require additional or alternative evidence and documentation to align with established waiver processes and support informed decision-making.

➢ COURSEWORK USED TO MEET MULTIPLE MEASURES REQUIREMENTS

To ensure consistency and rigor, all coursework submitted for consideration under these pathways must meet the following criteria:

Accreditation & Verification

All content coursework used to meet content knowledge requirements must be completed at a college, university, or institution accredited by a recognized regional, national, or international accrediting body.

Verification must be provided through official transcripts, ensuring that the coursework reflects appropriate academic rigor and institutional quality consistent with licensure standards.

Relevance to the Endorsement Area

Only coursework that is directly aligned to the endorsement area sought will be accepted. Refer to **Appendix One** for subject-specific course domains and acceptable prefixes. When alignment is unclear, EPPs should consult:

- The Oregon Student Learning Standards, and
- Relevant endorsement rules in OAR Division 220 and/or 420.

Course Level and Format

Only non-remedial coursework is eligible. Acceptable coursework may include undergraduate, post-baccalaureate, or graduate-level classes, including those completed in hybrid or online formats, so long as they are offered by an accredited institution.

Timing of Coursework

Eligible coursework may be completed at any time prior to the recommendation for licensure. This includes coursework completed before program enrollment, during enrollment, or through previous academic or professional experiences.

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➢ CK Option 3 Requirements

Oregon Teacher Standards and Practices Commission

The candidate must complete a bachelor's degree or higher from an approved institution in the United States, or the foreign equivalent of such degree approved by the Commission (OAR 584-210-0030). The degree must include a major that aligns with the endorsement area, as defined and approved by TSPC. If the major title does not directly match a TSPC-approved endorsement area, the candidate may still be eligible if their transcript demonstrates significant coursework equivalent in both content and credit hours to a typical major in the endorsement area.

Approved majors are those that meet at least one of the following criteria:

- The title of the major matches the Oregon endorsement area name; or
- The content of the degree aligns with Oregon's endorsement standards as outlined in OAR Division 220 and/or 420, or is specifically listed in Appendix One of this guidance document, or
- The TSPC Director of Educator Preparation & Pathways or the agency designee have reviewed and determined that the major meets equivalency.

Content Coursework and Grade Requirements for CK Option 3

In addition to holding a degree with a major in the endorsement area, CK Option 3 candidates must complete at least 30 semester hours (or 45 quarter hours) of content-specific coursework aligned to the endorsement standards. Please see **Appendix One** for detailed information on major and coursework requirements.

Under Option 3, only courses with a letter grade of C or higher will be considered unless the candidate has an overall GPA of 2.75 or higher across the required coursework.

Methods and education foundations courses may be included in the GPA calculation. However, **remedial coursework must not be included.**

Courses graded as **Pass/No Pass (or equivalent)** may be accepted **only if**:

- The candidate received a passing grade ("P" or equivalent), **and**
- The Educator Preparation Provider (EPP) can verify that the "P" is equivalent to a letter grade of **C or higher**.

Documentation

The candidate must submit official transcript(s) to TSPC showing they meet the degree requirements for licensure. The EPP is responsible for:

- Verifying that the major, coursework, and content alignment meet the Multiple Measures requirements using official transcripts,
- Confirming that the candidate has met the total credit hour, grade or GPA threshold, and\Recording successful completion of this option on the Program Completion Report (PCR)

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➢ CK Option 4 Requirements

Oregon Teacher Standards and Practices Commission

Content Knowledge (CK) Option 4 provides candidates with an alternative pathway to demonstrate subject-matter expertise through a combination of supplemental evidence. Depending on the endorsement area, this may include:

- A near-passing content test score
- GPA in relevant coursework
- Evidence of content-area knowledge demonstrated during clinical practice

To accommodate variations in assessment structures across endorsement areas, CK Option 4 is divided into two distinct sub-pathways: Content Option 4A and Content Option 4B.

Candidates and Educator Preparation Providers (EPPs) should refer to the appropriate matrix to guide evaluation and documentation.

TSPC-approved Clinical Assessment Instrument

For both CK Option 4A and 4B, **Educator Preparation Providers (EPPs)** must obtain **prior approval** from the Teacher Standards and Practices Commission (TSPC) for the clinical assessment instrument they intend to use. EPPs must also submit documentation outlining their planned evaluation process before points can be awarded in the Clinical Experience section.

Content Knowledge Option 4 Sub-Pathways	
4A	**4B**
Approved only for the endorsements listed in Appendix One.	**Oregon-Prepared Candidates** pursuing the ESOL, Reading Intervention, Speech, or Special Education endorsements & **Non-Oregon-Prepared Candidates** pursuing the ESOL endorsement only

Approval Process

Requests for approval of clinical assessment instruments should be submitted via email to the **TSPC Director of Educator Preparation and Pathways** or their designated representative.

TSPC will evaluate each submitted instrument for:

- **Content validity** and **construct validity** to ensure alignment with subject-matter knowledge in the relevant endorsement area
- **Reliability**, including evidence of how **inter-rater consistency** is maintained across evaluators

To support this review, EPPs must submit a training and calibration plan outlining how evaluators are prepared to use the tool consistently and how inter-rater reliability is monitored over time. These efforts, once conducted, will generally not be required more than every few years.

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TSPC may use an established industry framework—such as the CAEP Standards Framework for EPP-Created Assessments, the AAQEP Standards and Guidance for Assessment, or an equivalent tool—to evaluate the quality and alignment of EPP-developed assessments. This review applies equally to proprietary and EPP-developed instruments.

Note: The decision of TSPC regarding approval of the clinical assessment instrument is final.

4A: Candidate Scoring Based on Clinical Assessment

Candidates are evaluated on their demonstration of content knowledge using the EPP's approved key assessment(s). Documentation must include **a minimum of five iterations** of the assessment:

- **Two iterations** completed by the cooperating teacher
- **Two iterations** completed by an EPP supervisor and/or EPP faculty member
- **One additional iteration** completed by either a cooperating teacher, an EPP supervisor, a faculty member, or a collaborative combination

Only two scores are used to calculate points for this section:

1. The highest-rated iteration completed by a **cooperating teacher**
2. The highest-rated iteration completed by an **EPP supervisor and/or faculty member**

Points are awarded based on the proficiency demonstrated in these two iterations.

4B: Candidate Scoring Based on Clinical Assessment

Candidates are evaluated on their demonstration of content knowledge using the EPP's approved key assessment(s). Documentation must include **a minimum of least three classroom observations**.

- Average the results from the final evaluations to determine proficiency.
- Award points based on the percentage of rubric elements rated at or above the acceptable level

Refer to Appendix Two for more details.

➢ CK Option 4A – Distinct Content Pathway (Appendix One Aligned)

CK Option 4A is available to candidates seeking endorsements that require a stand-alone, subject-specific content test, as listed in **Appendix One**. These assessments are designed to measure discrete content knowledge within the endorsement area, with minimal to no emphasis on instructional methods or pedagogical content.

To be eligible for this option, the candidate must first attempt the TSPC-approved content test. If the candidate does not meet the passing score, they may still qualify by earning 70 points or more on the TSPC-approved content preparation matrix (refer to Appendix Two).

The CK Option 4a Matrix incorporates the following components:

- The candidate's content test score
- GPA in endorsement-aligned, non-remedial coursework (20 S/30 Q credit minimum requirement) and/or
- Clinical assessment data collected using a TSPC-approved evaluation tool

This pathway is designed for candidates whose readiness is best demonstrated through a combination of academic achievement and performance-based evidence, supplementing—but not replacing—the content test requirement.

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The candidate must submit official transcript(s) to TSPC confirming that they meet the degree requirements for licensure. Educator Preparation Providers (EPPs) must verify and retain the following documentation for each candidate evaluated under CK Option 4A:

- ●Official score report for the TSPC-approved content test
- ●GPA calculation based on non-remedial, endorsement-aligned coursework (see Appendix One for course domains) and/or
- ●Clinical assessment data from at least five applications of a TSPC-approved instrument

EPPs must document the candidate's eligibility and completion by:

- ● Recording completion via MMs on the Program Completion Report (PCR)

Retaining all supporting documentation, including the completed matrix and scoring documentation demonstrating that the candidate achieved the minimum 70-point threshold, in the candidate's file for audit and verification purposes.

➢ CK OPTION 4B – PROGRAM-ALIGNED PATHWAY

CK Option 4B is intended for endorsement areas where the approved content assessment is not a discrete subject-area exam, but instead is integrated into a program-based, pedagogy- or methods-focused evaluation. This option supports candidates whose content knowledge is best demonstrated holistically through a combination of coursework, clinical performance, and/or TSPC-approved assessments. A test score may not required for CK Option 4B, further details provided below.

NOTE: Candidates pursuing an endorsement listed in Appendix One are not eligible for CK Option 4B.

Endorsements Currently Eligible for Content Knowledge Option 4B

For Oregon-Prepared Candidates:

- English to Speakers of Other Languages (ESOL)
- Reading Intervention
- Speech
- Special Education (any area)

For Non-Oregon-Prepared Candidates:

- ESOL only

In these cases, candidates are not required to submit a test score. Instead, eligibility is determined by:

- GPA calculated from relevant program coursework (20 S/30 Q credit minimum requirement).

  Note: A TSPC-approved program may be accepted in lieu of the 20 S/30 Q credit requirement. In such cases, the GPA will be calculated based on coursework completed within the approved program. This option does not override the Educator Preparation Provider's (EPP's) published grading policies. Candidates must still meet all program-level academic requirements as determined by the EPP.

- Clinical assessment of content knowledge gathered through a TSPC-approved EPP evaluation tool and/or

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- The candidate's content test score

This pathway allows programs to demonstrate candidate competency through cohesive program-based evaluation. Refer to Appendix Two for a sample form for CK Option 4B.

Additionally, TSPC requires *Non-Oregon-Prepared Candidates* to attempt the approved content test in order to be considered for eligibility under this pathway.

Documentation for CK Option 4B:

The candidate must submit official transcript(s) to TSPC showing they meet the degree requirements for licensure. EPPs must verify and retain the following documentation for each candidate:

- GPA calculation based on coursework completed within the approved program
- Clinical assessment data using a TSPC-approved instrument

and/or

- Official score report for the TSPC-approved content test
- Recording completion via MMs on the Program Completion Report (PCR)

Retaining all supporting documentation, including the completed matrix and scoring documentation demonstrating that the candidate achieved the minimum 70-point threshold, in the candidate's file for audit and verification purposes

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➢ CK Option 5 – Holistic Evaluation Requirements

Content Knowledge Option 5 provides candidates with an opportunity to demonstrate content expertise through a **holistic evaluation** of their academic, professional, and lived experiences. This option is grounded in a strengths-based, culturally responsive approach that honors the diverse ways candidates acquire and apply knowledge relevant to their endorsement area.

> Here's a tip—EPPs and TSPC should complete a CK Option 3 evaluation before proceeding with CK Option 5.
>
> Option 5 builds on Option 3, using its coursework analysis as key evidence of content knowledge. Starting with Option 3 ensures a stronger, more streamlined review.

While candidates are **not required** to attempt the Commission-adopted content exam before pursuing this option, Educator Preparation Programs (EPPs) may choose to require the exam for purposes such as admission, advising, or program completion.

Holistic Evaluation Definitions

Alternative Academic Learning

Alternative academic learning refers to structured, non-credit learning experiences that contribute to a candidate's content knowledge and professional growth outside of a traditional college or university setting. This may include professional development opportunities provided by employers, school districts, the Oregon Education Association (OEA), nonprofit organizations, or other recognized professional bodies.

To be considered for licensure evaluation, these learning experiences must be:

- Aligned with the content standards of the endorsement area;
- Substantive in scope and depth; and
- Documented with evidence of participation, outcomes, and relevance to the endorsement field.

Coursework

Coursework refers to credit-bearing college or university courses that are content-specific and aligned with the endorsement standards. To be eligible for Multiple Measures evaluations, coursework must:

- Be relevant to the endorsement area;
- Demonstrate academic preparation across required domains listed in **Appendix One**; and
- Meet accreditation requirements as specified in this guidance.

Remedial courses, and any coursework where the candidate earned a grade of **D or F**, may not be used.

Cultural Practice

Cultural practice refers to lived experiences within a community that—through tradition, heritage, social norms, or community engagement—provide a candidate with applied knowledge relevant to the endorsement area. These experiences must reflect a working understanding of the specific content standard(s) being assessed.

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P–20 Teaching Experience

P–20 teaching experience includes instructional roles in educational settings from preschool (P) through postsecondary education (20). This may include classroom teaching, instructional support, or other direct educational responsibilities in early learning programs, K–12 schools, or institutions of higher education.

To be considered for licensure purposes, the experience must be relevant to the endorsement sought and verified through a **PEER form** or equivalent documentation that confirms the role, duration, instructional duties, and alignment to the content area.

Subject Matter Experts

Subject matter experts are individuals with recognized expertise or leadership within the relevant content or endorsement area. This may include direct work experience, community-based roles, or cultural authority.

- If a candidate is presenting **work experience**, an appropriate subject matter expert may be a direct supervisor from that role.
- For **cultural practice**, an appropriate expert might include, for example, a tribal elder recognized within the community for their historical, vocational, or cultural knowledge.

Verified Work Experience (non-teaching)

Verified work experience refers to documented professional experience in a job or role that closely aligns with the subject matter or skills required for the endorsement.

CK Option 5: Documentation and Process

To meet content knowledge requirements under CK Option 5, candidates must demonstrate a breadth of knowledge across the content standards within each theme and domain of the endorsement area. (See **Appendix Three** for the Holistic Evaluation Option Framework.)

Sufficiency of Knowledge within Each Standard

1) Candidates may demonstrate content knowledge through a combination of:
   - Credit-bearing coursework
   - Verified work experience relevant to the endorsement
   - P–20 teaching experience
   - Alternative academic learning
   - Cultural practice
2) All evidence presented must align directly with the endorsement standards. When evidence is unclear or indirect, subject matter experts should assist in verifying alignment with the domain(s) assessed.
   - **Coursework should be evaluated first** using the domains outlined in CK Option 3. This ensures candidates receive the maximum applicable credit toward each domain and helps identify areas requiring additional evidence.
   - Candidates must also demonstrate **coursework credit equivalency** as described in the relevant endorsement area in **Appendix One** of the MMs Content Knowledge Guidance Document.

Refer to the Holistic Evaluation Option Framework table in **Appendix Three** for guidance on applying this option. While all endorsement areas are eligible for evaluation under CK Option 5, not all are currently included in the appendix. Programs should use the framework as a reference and contact TSPC for additional direction when criteria for a specific endorsement are not listed.

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Before using this option for the first time, EPPs should consult with Standards and Practices Commission Pathways (or their designee) to receive guidance on applying the framework to the intended endorsement area.

Documentation

Candidates may submit a range of documentation to support a holistic evaluation of their content knowledge. Acceptable evidence includes, but is not limited to:

- Transcripts
- PEER form
- Letter from a supervisor or community elder, as appropriate, for work, teaching, internship, camp, or cultural experience
- Certificate of completion from a community-based or online course, or other professional development units (PDUs)
- Portfolio artifacts demonstrating content knowledge
- Reflective essay describing relevant experience
- TSPC created worksheets
- Oral presentation to the review or assessment team

Documentation Process

The candidate, with support from the EPP and/or TSPC, assembles a portfolio of documentation aligned to the standards within each domain of the endorsement area. This portfolio must demonstrate a **breadth of knowledge** across the endorsement's content standards.

As part of this process:

- A completed **Holistic Evaluation Framework** must clearly indicate which portfolio item(s) align with each domain in the matrix.
  Note: A separate framework form must be submitted for each major subject-area domain.
- The **EPP or agency designee** reviews the submitted materials, verifies alignment with the endorsement standards, and may request additional documentation if needed.
- Upon verification of content knowledge for the assigned standards—and confirmation that credit hour equivalency thresholds are met—the designee signs the Holistic Evaluation Framework forms along with the summary document, attesting that the requirements have been fulfilled.
- The **EPP retains** all documentation, including the candidate's supporting portfolio/artifacts. These materials may be reviewed by TSPC upon request and may be subject to unit or program audits.
- The **EPP records successful completion** of this option on the **Program Completion Report (PCR)** and submits it to TSPC.

Disclaimer & Additional Provisions

This guidance document is intended to support Educator Preparation Programs (EPPs), candidates, and other relevant partners in understanding and applying Multiple Measures for demonstrating content knowledge. **However, nothing in**

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this document shall be construed to override or supersede Oregon Administrative Rules (OARs). Compliance with the Teacher Standards and Practices Commission (TSPC). In any case of conflict or discrepancy, the official OARs shall govern.

TSPC reserves the right to revise or rescind this guidance in accordance with its rulemaking authority. All determinations and procedures described herein are subject to change based on statutory updates, Commission decisions, or policy revisions.

➢ MULTIPLE MEASURES SYSTEMS – ADDITIONAL PROVISIONS

Holistic Assessment Disclaimer

The Holistic Assessment of content knowledge recognizes that the unique academic, professional, and lived experiences of educators may meaningfully contribute to K–12 student learning. To evaluate the long-term effectiveness of this assessment pathway, the Commission will collect data on educator performance.

Accordingly, **any candidate utilizing the Holistic Assessment for licensure purposes must authorize TSPC and the EPP through which they completed preparation to request and receive data on their effectiveness related to K–12 student learning outcomes**. This data collection may occur for a period of up to **five years** following the candidate's initial licensure. Candidates are expected to assist TSPC and the EPP in securing relevant documentation from their employers when requested.

Reporting

EPPs must include in their **annual reports** an analysis of how program completers demonstrate content knowledge competency through Multiple Measures.

Per **TSPC rule**, EPPs must maintain all relevant documentation and make it available to TSPC for review or audit at any time.

Multiple Measures Guidance Authority

The **Executive Director of TSPC** is authorized to approve changes to this guidance document and its associated processes, including (but not limited to):

- Adjustments to required documentation,
- Revisions to assessment or portfolio expectations,
- Expansion or clarification of eligible options.

Such revisions must uphold the intent of **reducing barriers to licensure while maintaining program rigor**. The Executive Director will notify the Commission of any substantial updates, as appropriate, any significant changes as appropriate.

Waiver Authority

This guidance does not limit or replace the Executive Director's existing **waiver authority** as outlined in **OAR 584-200-0100**. Specifically:

1. The Executive Director may waive, in part or in full, the requirements for teaching, administrative, or personnel service licenses if the applicant presents sufficient evidence of academic skills, professional experience, and knowledge demonstrating mastery of Commission-adopted licensure standards.

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2. All waivers granted under this authority must be reported to the Commission at the next regularly scheduled meeting of the Commission. Use of this discretion as outlined in **OAR 584-200-0100(1).**

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APPENDIX ONE: CONTENT KNOWLEDGE OPTION 3

Approved majors are those for which the title of the major matches the title of the endorsement or license name and the content of the degree aligns with the Oregon state standards, as provided in OAR Division 220 and/or 420, or as specified in the table below.

If the major title does not directly match a TSPC-approved endorsement area, the candidate may still be eligible if their transcript demonstrates significant coursework equivalent in both content and credit hours to a typical major in the endorsement area.

➢ APPROVED MAJORS ARE THOSE THAT MEET AT LEAST ONE OF THE FOLLOWING CRITERIA:

- The title of the major matches the Oregon endorsement area name; or
- The content of the degree aligns with Oregon's endorsement standards as outlined in OAR Division 220 and/or 420, or is specifically listed in **Appendix One** of this guidance document, or
- The TSPC Director of Educator Preparation & Pathways or the agency designee have reviewed and determined that the major meets equivalency.

Coursework: In addition to holding a degree with a major in the endorsement area, CK Option 3 candidates must complete at least 30 semester hours (or 45 quarter hours) of content-specific, non-remedial coursework aligned to the endorsement standards. Exceptions to this requirement are rare; please refer to endorsement areas in the table below for specific requirements.

The number in parentheses refers to courses, not credits. A course is generally defined as at least 3 semester or 4 quarter hours; however, when a candidate does not meet the course number requirements as specified, they can satisfy this requirement by meeting the semester hour or quarter hour minimums as defined in the table below.

Number of courses required	Semester Hour Minimums	Quarter Hour Minimums
1	3	4
2	5	8
3	8	12
4	10	16

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➢ CK Option 3 Coursework Requirements by Endorsement Area

Endorsement Area	Acceptable Majors	Required Transcript Coursework[2]	
Art	Studio Art (e.g. painting, drawing, sculpture)	Studio Art (3) Foundations of Art (1) Historical/Cultural Context (1) Aesthetics/Art Criticism (1)	
Agriculture	Agriculture, Environmental Economics/Policy, Science-based degrees	Leadership Development or aligned pedagogy (1) Agricultural Trades & Mechanics (1) Animal Sciences (2) Soils (1) Crops & Horticulture (2) Applied Economics (1)	
Biology	Biology, Environmental Science/Studies, Biochemistry, Bioengineering, Genetics, Molecular or Marine Biology	Ecology & Environment (2) Genetics & Evolution (2) Nature of Science (1) Biochemistry & Cell Biology (1) Biological Unity & Diversity (1)	
Business (Generalist)	Business Administration, Management, Leadership	Student Supervision/Career Dev or aligned pedagogy (1) Workforce Diversity/Cultural Practices or aligned pedagogy (1)	
Business (Marketing)	Marketing		
Business Generalist or Marketing (Other Majors)	Accounting, Advertising, Finance, HR, MIS, etc.	Communications/Org Behavior (1) Accounting (1) Business Law/Ethics (1) Finance/Economics (1) Student Supervision or aligned pedagogy (1) Workforce Diversity or aligned pedagogy (1)	
		Business Generalist Only: Business technology/data analytics/information systems (1)	Marketing Only: Marketing Strategy (1)

[2]If a course title includes terms such as "aligned pedagogy," "practices," or similar language, it may be considered an allowable methods area.

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Career Trades Generalist	**Computer Science, Technology, Engineering, Architecture, Manufacturing, Construction Management**	**Fundamentals of Technology/Engineering (2)** **Design and application of products/systems (1)** **Energy, materials/build environment (1)** **Computation/technology/computer science (1)** **Classroom/Lab Safety (1)** **Methods in STEM, CTE, curriculum design/assessment or aligned pedagogy (1)**
Chemistry	**Chemistry, Chemical Engineering, Biochemistry**	**Chemical Reactions/Energy (3)** **Atomic Structure (1)** **Stoichiometry (1)** **Nature of Science (1)**
Elementary—Multiple Subjects	**Any**	**Humanities/Language Arts (4)** **Social Sciences (1)** **Ethnic Studies or Aligned Pedagogy (1)** **Mathematics (3) -**Math 211, 212, 213 or equivalent methods is acceptable **Science (3)** **Art, Health, or Fitness (2)**
English Language Arts, including Foundational ELA	**English, Comparative Literature, Linguistics, Creative Writing, Journalism**	**Literary Analysis (3)** **Composition/Writing (2)** **Literacy/Language Conventions (1)** **Note: High school-level ELA candidates should complete coursework that reflects deeper engagement with literary theory and critical analysis. In contrast, middle school-level (Foundational ELA) candidates may meet requirements through introductory literature and foundational English coursework.**
Family and Consumer Science	**Human Development, Child and Family Studies or Counseling, Psychology, Sociology, Nutrition/Dietetics, Consumer Science, Interior Design, Apparel or Textiles, Hospitality Management, Health Education, Finance**	**Human development and relationships/communication (2)** **Resource Management/Consumer Skills (1)** **Foods and Nutrition (1)** **Student Supervision/Career Dev or aligned pedagogy (1)**
Health	**Public Health, Kinesiology**	**Health Promotion (2)** **Health Advocacy (2)** **Health Across Lifespan (1)**

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Integrated Science, including Foundational Science	**Biology, Chemistry, Physics, Earth Sciences**	**Physical Science (2)** **Life Science (2)** **Earth/Space Science (2)** **Nature of Science (1)** **Integrated Science candidates should demonstrate coursework that reflects intermediate to advanced understanding in most core science domains, extending beyond introductory-level content.**
Advanced Mathematics, including Foundational	**Math, Statistics, Math & Computer Science**	**Patterns/Algebra (2)** **Number Sense (1)** **Geometry (1)** **Trig/Calculus (1)** **Stats/Discrete Math (1)** **Foundational Mathematics candidates may qualify under the same coursework guidance, with the exception of the Trigonometry/Calculus requirement.**
Music	**Music (Studio, Theory, Ed)**	**Methodology & Performance (3)** **Aural Skills (1)** **Theory & Composition (1)** **Music History/Culture (1)**
Physical Education	**Kinesiology, PE**	**Motor Development (2)** **PE Program (2)** **Movement Activities (1)**
Physics	**Physics, Astronomy, Engineering**	**Modern Physics (3)** **Mechanics (1)** **Electricity & Magnetism (1)** **Nature of Science (1)**
Social Studies, including Foundational	**History, Political Science, Geography, Anthropology, Sociology, or social science major aligned with Oregon student learning standards**	**No coursework review required**
	Other general Social Studies majors, including Anthropology, Psychology, Sociology, or Economics/Finance	**History/Shared History (3)** **Ethnic Studies (1) -** Ethnic Studies coursework, including coursework from more broadly related fields as defined by Oregon House Bill (HB) 2845 **Geography/Cultures (2)** **Government, Econ, or Political Science (2)** **Foundational Social Studies candidates may qualify under Multiple Measures using the same coursework guidance but may satisfy the History/Shared History requirement with two courses instead of three.**

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World Languages	**Degree in target language from a university where instruction was in the partner language**	**No coursework required**
	Comparative literature/Literature, Linguistics, Area Studies/Cultural Studies/Modern Languages	Coursework aligned to the language and culture associated with the world language endorsement sought (except where noted): **Advanced Language-typically 300L or above (3)** **Linguistics (1)** **Comparative literature/cultural studies or aligned pedagogy (2)** **Language and literature (3)**

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APPENDIX TWO: CONTENT KNOWLEDGE OPTION 4

➢ CK OPTION 4A EVALUATION RUBRIC AND DOCUMENTATION FORM

This form documents a candidate's content knowledge evaluation under CK Option 4A: Commission-Approved Subject Matter Test with Supplemental Data. Refer to **Appendix One** to identify eligible endorsement areas.

Minimum score to qualify: 70 out of 100 points. Minimum score may be met by achieving full points on Section 1 plus either Section 2 or 3.

Candidate Name: _____ Endorsement Area: _____

1. Commission-Approved Subject Matter Test (Max 40 pts)

Points are based on the highest test score. For endorsements with multiple subtests (e.g., Elementary), use the subtest not passed. If all subtests fall below the threshold, scores may be averaged.

Test Score Range	Points
80–99% of passing threshold	☐ 40
70–79% of passing threshold	☐ 30
60–69% of passing threshold	☐ 20

Score Earned: _____

2. Content Area GPA (Max 30 pts)

Based on 20+ semester or 30+ quarter hours of content-specific coursework (non-remedial, use GPA from entire post-secondary record, except methods/program coursework).

GPA Range	Points
3.3 – 4.0	☐ 30
2.75 – 3.29	☐ 20
2.50 – 2.74	☐ 10

GPA Earned: _____

3. Clinical Experience Observation (Max 30 pts)

Based on EPP-approved assessment tool. Score based on the highest-rated of five iterations of assessment: one from a cooperating teacher and one from an EPP supervisor or faculty member.

Rubric Alignment	Points
≥90% of elements at/above proficiency	☐ 30
≥80% of elements at proficiency	☐ 20
≥70% of elements at proficiency	☐ 10

Final Scoring Summary

Total Points Earned: _____ / 100 (Minimum 70 points required)

Institution Name: _____

Instructor/EPP Designee Name: _____

Signature: _____ Date: _____

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CK Option 4B Evaluation Rubric and Documentation Form

Oregon-Prepared Candidates: Applies only to candidates who completed an Oregon preparation program and are seeking the **ESOL, Reading Intervention, Speech, or Special Education (SPED)** endorsements.

Non–Oregon-Prepared Candidates: At this time, the option is available **only for those seeking the ESOL endorsement**.

Minimum score to qualify: 70 out of 100 points. Minimum score may be met by achieving full points on Section 1 plus either Section 2 or 3.

Candidate Name: _____ Endorsement Area: _____

1. GPA in Program-Aligned Coursework (Max 40 points)

Based on a minimum of 20 semester or 30 quarter hours aligned to endorsement or program standards (OAR 584-220-/420-). Completion of a TSPC-approved ESOL, RI, Speech or SPED program may substitute this requirement. Use overall program GPA or aligned coursework GPA as appropriate.

GPA Range	Points
3.5 – 4.0	☐ 40
3.0 – 3.49	☐ 30
2.65 – 2.99	☐ 20

GPA Earned: _____

2. Clinical Experience Observation (Max 30 points)

Based on EPP-approved assessment tool. A plan must be submitted and approved by the Director of Educator Preparation and Pathways. At least three documented classroom observations required. Use average of final evaluations to determine score.

Rubric Proficiency	Points
≥81–90% of elements at/above acceptable level	☐ 30
≥71–80% of elements at acceptable level	☐ 20
≥60–70% of elements at acceptable level	☐ 10

3. Subject Matter Test Score (Max 30 points)

Test Score Range	Points
95–99% of passing score	☐ 30
90–94% of passing score	☐ 20
85–89% of passing score	☐ 10

Score Earned: _____

Final Scoring Summary

Grand Total: _____ / 10 (Minimum 70 points required)

Institution Name: _____

Instructor/EPP Designee Name: _____

Signature: _____ Date: _____

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APPENDIX THREE: CONTENT KNOWLEDGE OPTION 5

➢ INSTRUCTIONS FOR COMPLETING THE CK OPTION 5 HOLISTIC EVALUATION RUBRIC AND FINAL CREDIT SUMMARY

Overview:
The CK Option 5 Holistic Evaluation pathway is available only to candidates with a degree in an approved major as listed in *Appendix One* of the Multiple Measures Content Knowledge Guidance. This pathway allows candidates to demonstrate subject-area competency through a combination of coursework, verified experience, and alternative evidence. Note: In cases where the Commission determines that a domain has been sufficiently met based on an approved test score, a separate evaluation of that domain may not be required.

Step 1: Coursework Review and Domain Assignment

Before completing any holistic evaluation forms:

- Begin by reviewing the candidate's transcript.
- Identify completed coursework that aligns with the **content domains** for the endorsement area sought.
- Use this transcript review to assign **initial credit hour values** to each domain, as applicable.
- Only coursework that meets the minimum grade criteria (C or higher, with additional documentation for C-) and is not remedial may be applied.
- Refer to the *endorsement standards* and *Appendix One* to ensure coursework is distributed appropriately across all domains.

Step 2: Complete a Domain Rubric for Each Required Domain

For each domain in the endorsement area:

1. **Use the Holistic Evaluation Rubric table** to document additional evidence beyond coursework (e.g., teaching experience, cultural practice, work-based learning).
2. **Check all applicable types of equivalencies** being used (Coursework, Teaching Experience, Alternative Academic Learning, etc.).
3. **Describe the experience**, identify the setting (school, organization, etc.), and list aligned content standards.
4. **Attach and reference supporting artifacts** using assigned artifact numbers (e.g., Resume – Artifact #1, Observation Notes – Artifact #2).
5. Use the provided **credit equivalency formulas** (e.g., PDUs × 0.05 or [AWH × 0.0278] × Weeks) to calculate and document the total credit hour equivalency for the domain (see page 32 of this appendix for more information).

Note: Each domain must be completed individually. The form must be filled out in full with sufficient documentation for the experience to be evaluated. A portfolio may be submitted when traditional documentation is not available. Prior to finalizing credit equivalency under this option, first-time users are encouraged to consult with TSPC for guidance.

Step 3: Transfer Scores to Final Credit Summary Sheet

Once the domain rubrics have been completed:

- Record the **total credit hours awarded for each domain** on the **Final Credit Summary Rubric**.
- Ensure the total across all domains meets or exceeds the credit hour requirements for the endorsement, as outlined in the relevant Oregon Administrative Rule (OAR).
- The total credit must reflect both a **breadth and depth of knowledge** across the endorsement content standards.

Step 4: Review and Sign

- The Final Credit Summary Sheet must be completed and signed by the authorized designee.

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- All documentation, including individual documentation of candidates, must be retained by the EPP and made available upon request by TSPC.

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CK Option 5: Holistic Evaluation Framework

Use one framework per endorsement domain to document credit equivalency. Attach all supporting artifacts.

Candidate Name: _____ Endorsement Area: _____

Domain Area: _____

Does the candidate meet the minimum required credits as demonstrated through a coursework evaluation? ☐Yes ☐No

If yes, enter the coursework details only—**no additional evidence is required**.
If no, enter the coursework credit information, then complete the evaluation by providing the **equivalency details in the space below**.

Equivalency Type	Title/Duties	Aligned Standards	Organization/Employer	Documentation (Artifact #)	Hours/Weeks (AWH × W)	Formula for Credit Equivalency	Credit or Equivalency
Coursework				Official Transcript Required		# PDUs × 0.05 Q or (AWH × 0.0278) × W	
Alternative Academic Learning						# PDUs × 0.05 Q or (AWH × 0.0278) × W	
Teaching Experience						# PDUs × 0.05 Q or (AWH × 0.0278) × W	
Work Experience (Non-Teaching)						# PDUs × 0.05 Q or (AWH × 0.0278) × W	
Cultural Practice						# PDUs × 0.05 Q or (AWH × 0.0278) × W	

Total Credit Equivalency for This Domain: _____ awarded of _____ required.

Domain # _____ of _____

Institution Name: _____

Instructor/EPP Designee Name: _____

Signature: _____ Date: _____

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➢ CK Option 5: Holistic Evaluation Final Domain Summary Rubric for Total Credit Equivalency

Use this form to summarize credit equivalency across all required domains for the endorsement area sought.

Candidate Name: _____ Endorsement Area: _____

Domain #	Standards Domain	Credits Awarded	Credits Required	✓Meets Credit Minimum/✗DNM
1	_____	_____	_____	☐✓ ☐✗
2	_____	_____	_____	☐✓ ☐✗
3	_____	_____	_____	☐✓ ☐✗
4	_____	_____	_____	☐✓ ☐✗
5	_____	_____	_____	☐✓ ☐✗
6	_____	_____	_____	☐✓ ☐✗
7	_____	_____	_____	☐✓ ☐✗
8	_____	_____	_____	☐✓ ☐✗

Total Credit Hours (All Domains): _____ (Minimum Required: 30 Semester / 45 Quarter Hours)

Institution Name: _____

Instructor/EPP Designee Name: _____

Signature: _____ Date: _____

Approved June 2024

➢ HOLISTIC ASSESSMENT OPTION: WORK EXPERIENCE CREDIT FORMULA

Credit for relevant professional, alternative, or culturally grounded experience will be calculated using the formula provided below. This approach allows for the conversion of real-world work experience into estimated college-level credit equivalency to support a holistic review of a candidate's preparation.

Work Experience Credit Conversion Basis

- **36 clock hours = 1 quarter credit**
- **1 hour of experience = 0.0278 quarter credits**

Formula for Estimating Quarter Credit Equivalency:

Quarter Credit Units (QU)

$$QU = (\text{Average Weekly Hours} \times 0.0278) \times \text{Weeks Worked}$$

Semester Equivalency Calculation Example

Formula:

$$\text{Semester Units (SU)} = \text{Quarter Units (QU)} \div 1.5$$

or

$$SU = (\text{Average Weekly Hours} \times 0.0185) \times \text{Weeks Worked}$$

Scenario: An educator has relevant work experience aligned with their sought endorsement. They worked part-time (10 hours/week) for 6 months, which we estimate as 26 weeks.

Inputs:

- Average Weekly Hours (AWH): 10
- Weeks Worked: 26

Step 1 – Quarter Credit Calculation:

$QU = (10 \times 0.0278) \times 26 = 7.23$ quarter credits

Step 2 – Semester Credit Conversion:

$SU = 7.23 \div 1.5 = 4.82$ semester credits

Result:

- Quarter Credit Equivalency: 7.23
- Semester Credit Equivalency: 4.82

Approved June 2024

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Licensure

ITEM:	EARLY LITERACY LICENSURE REQUEST UPDATE
ACTION:	**INFORMATION ITEM**
INFORMATION:	This item provides the Commission with an update on the collaboration led by the Teacher Standards and Practices Commission (TSPC), in partnership with the Oregon Department of Education (ODE) and the Educator Advancement Council (EAC), to explore system-level strategies for supporting early literacy professional learning for educators holding impacted licenses and endorsements. This work is in response to a request to consider an early literacy licensure requirement and took place from March through May of this year.

Background

Since March 2025, a cross-agency team has met regularly to clarify objectives, identify implementation options, and define the systems and supports needed for effective early literacy professional development.

This work includes analyzing licensure and workforce data, studying models from other states, and considering mechanisms for educator participation, tracking, and accountability.

Emerging considerations include:

- Potential accountability structures (licensure-based, employment-based, or blended)
- Rulemaking implications depending on the chosen approach
- Estimated implementation timelines and sequencing
- Prioritization of educators currently employed in Oregon schools

This item presents the process to date and the most current conceptual models that have been under consideration.

Attachment:
29a_Early_Literacy_PD_Concepts_Presentation June 2025

CROSS-AGENCY CONCEPTS TO ADVANCE EARLY LITERACY PROFESSIONAL DEVELOPMENT

Teacher Standards and Practices Commission (TSPC) Presentation

Dr. Shara Mondragon

QUOTE

"Strong professional development goes beyond single-session workshops by implementing repeated exposures to learning and applied-learning opportunities in which new instructional behaviors are learned and practiced in the classroom, over time."

— *Oregon K–12 Literacy Framework – Writing* (ODE, 2009, p. 50)
(Aligned with ODE's 2023 Early Literacy Framework)

- ODE guidance consistently emphasizes that effective literacy professional development is multi-faceted—research-based, data-driven, sustained over time, differentiated by role, and explicitly tied to practice through coaching and feedback.

  — *Adapted from multiple ODE sources including the Oregon K–12 Literacy Framework and the 2023 Early Literacy Framework*

PRESENTATION GOALS

1. **Objective:** Clarify Our Purpose
2. **Agency Roles:** TSPC, BOE/ODE, & EAC/RENs
3. **Supporting Data**
4. **Explore Conceptual Models**
5. **Identify Key Considerations**
6. **Share Current Status**

Acronym Key:

- **TSPC** – Teacher Standards and Practices Commission
- **BOE** – State Board of Education
- **ODE** – Oregon Department of Education
- **EAC** – Educator Advancement Council
- **RENs** – Regional Education Networks

OREGON EARLY LITERACY MILESTONES

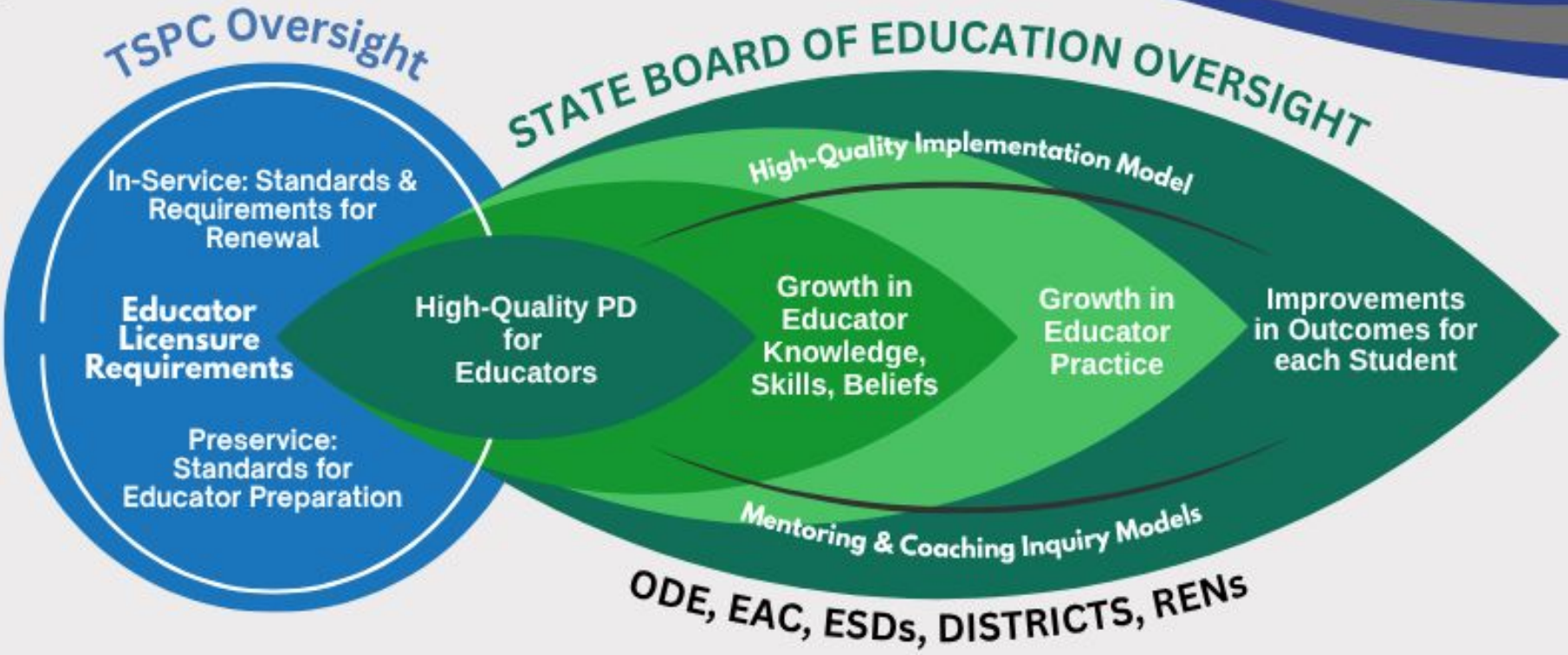
- **2019**
  ELA standards updated to align with the science of reading
- **April 2021**
  ODE identifies need to update 2009 Early Literacy Framework
- **May 2023**
  ODE Final Early Literacy Framework officially published
  Gov. Kotek issues EO 23-12 (Ed Prep Council formed)
- **June 2023**
  HB 3198 signed; Early Literacy Success Initiative begins
- **Late 2023 – Early 2024**
  Districts plan & apply for literacy grants
- **June 2024**
  Ed Prep Council publishes final educator prep recommendations
- **July 2024**
  TSPC adopts updated educator preparation standards for early literacy

OBJECTIVE*

- Ensure [all/some] educators complete [impactful, high-quality] Early Literacy PD & monitor [completion/impact] through structured accountability system [licensing/other]
  - Focus: K–5 educators in early literacy
  - Aligned with Oregon Early Literacy Framework (OELF)

*Informed by the Governor's Executive Order, page 3 #2; ELEPC recommendations

Collaborative Framework for Professional Learning

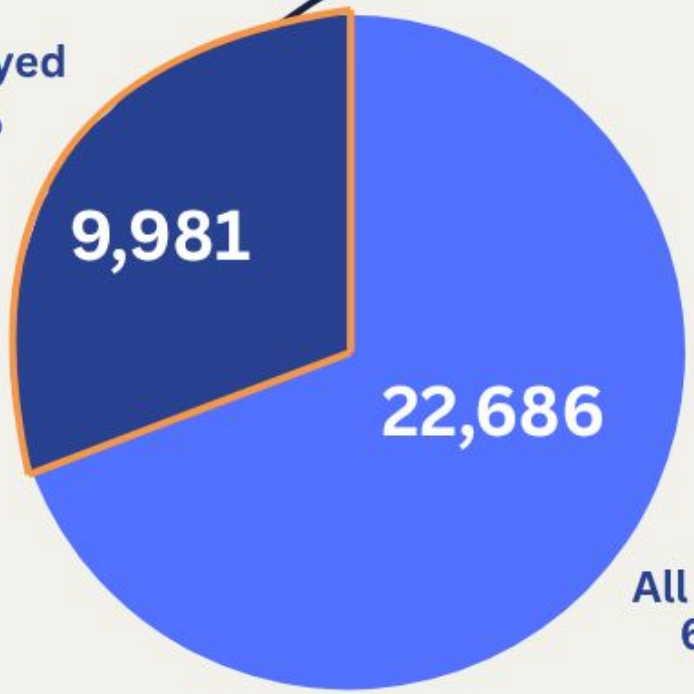


TEACHER STANDARDS and PRACTICES COMMISSION of Oregon

EDUCATOR ADVANCEMENT COUNCIL

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

EMPLOYMENT STATUS OF EDUCATORS* — WITH SELECT LICENSES / ENDORSEMENTS (SY 24-25)



Highest Priority for PD

Directly serving students now

Employed in OR Public Schools

All Other Employment Statuses (e.g., not working in public schools, retired, etc.)

***Note:** Employment data includes ESOL endorsement holders, who have since been removed from the select group. Their removal is expected to have only a minor effect on the overall totals, as these educators represent a small portion of the dataset and many hold endorsements in other select areas.

Select Areas:

- Elementary – Multiple Subjects
- Reading Intervention
- Special Education Generalist
- Administrators

Data source: TSPC licensure data and Licensure Transfers from TSPC as of SY2024–25, and the SY2024–25 USID collection. Data includes "Distinct Early Literacy Staff" for those identified as employed, as well as distinct counts from TSPC data for selected license/endorsement holders.

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EDUCATOR ADVANCEMENT COUNCIL

OREGON DEPARTMENT OF EDUCATION

CONCEPTUAL MODELS*

Concept A
TSPC Licensure Focus

Develop & Adopt New Rules

Year One

Outline licensure rule concepts and conduct formal rulemaking changes as appropriate. New PD requirements are adopted by spring of Year One

Prepare Training & PD Support

Year Two

Cross-agency partners coordinate PD options/supports so they are equitable, standards-aligned, and accessible.

Communicate New Requirements

End of Year Two

Announce the new PD requirements and clearly outline the available pathways for completion to all select licensees and endorsement holders.

PHASE IN VIA RENEWAL

Year Three

If ready by July 1, 2027, license holders in select areas could be notified of new PD requirements at renewal, with enforcement starting in their next cycle.

First Renewal Cycle Milestone

Year Six

July 1, 2030

By 2030, the first cohort of educators could reach their next renewal and may be required to show completion of the professional development requirement.

Completion of Final Renewal Cycle

End of Year 12

June 30, 2037*

By 2037, the final cohort could reach renewal and may need to demonstrate completion—marking potential full implementation.

*Note: The dates included in this model (e.g., 2027, 2030, 2037) are illustrative only. No specific launch or implementation dates have been identified. This model—and all others identified in this slide presentation—are contingent on multiple factors.

CONCEPTUAL MODELS*

Concept B
EAC-Led Model

Develop EAC Platform

Year One

Development and implementation of EAC platform systems to support select licensees and endorsement holders in completing Early Literacy-related professional development.

Prepare Training & PD Support

Year Two

Cross-agency partners coordinate PD options/supports so they are equitable, standards-aligned, and accessible.

Communicate New Requirements

End of Year Two

Announce the new PD requirements and clearly outline the available pathways for completion to all select licensees and endorsement holders.

PHASE IN VIA EAC PLATFORM

Year Three

PHASE I: K-5 educators working in Oregon Public Schools may complete Early Literacy (EL) training as a job requirement or through grant-funded models. The EAC platform and RENs support access, certification, and high-quality coaching.

EAC cannot mandate training. Any requirements would need be established by the State Board of Education under the authority of a grant program (i.e., Early Literacy).

Note: Without rulemaking, participation remains voluntary or incentivized.

Other Employment Statuses

TBD ?

PHASE II: Voluntary or incentivized completion of Early Literacy training is encouraged for all impacted license and endorsement holders, including **those not currently employed in public schools.**

***Note:** The timeline references (e.g., Year One, Year Two) included in this model are for illustrative purposes only.

CONCEPTUAL MODELS

Concept C
Blended Model

Develop & Adopt New Rules
Year One

Outline licensure rule concepts and conduct formal rulemaking changes as appropriate. New PD requirements are adopted by spring of Year One

Prepare Training & PD Support
Year Two

Cross-agency partners coordinate PD options/supports so they are equitable, standards-aligned, and accessible.

Communicate New Requirements
End of Year Two

Announce the new PD requirements and clearly outline the available pathways for completion to all select licensees and endorsement holders.

PHASE I VIA EAC PLATFORM

Year Three

PHASE I: K-5 educators working in Oregon Public Schools may complete Early Literacy (EL) training as a job requirement or through grant-funded models. The EAC platform and RENs support access, certification, and high-quality coaching.
EAC cannot mandate training. Any requirements would need be established by the State Board of Education under the authority of a grant program (i.e., Early Literacy).

Note: Without rulemaking, participation remains voluntary or incentivized.

PHASE II VIA LICENSE RENEWAL

Years 6-12, 2030-2037*

PHASE II: All License Holders in Select Areas (Regardless of Employment)
July 1, 2030: Could mark the first renewal cycle in which license holders in select areas may be expected to meet the training requirement.
June 30, 2037: Could represent the final cohort completing the requirement at renewal, signaling potential full implementation.



*Note: The dates (e.g., 2027, 2030, 2037) and timeline references (e.g., Year One, Year Two) included in this model are for illustrative purposes only.

KEY CONCEPT TENSIONS

- Licensure operates on multi-year renewal cycles, which can delay implementation and reduce momentum.
- Licensure-based models (Concepts A & C) apply broadly, including to educators not currently serving in Oregon classrooms—diluting focus and stretching resources.
- Employment-based models (Concept B) offer a more focused approach, enabling faster rollout and prioritizing educators actively working with students.
- **Budgets and Capacity Uncertain.** SB 5515 and other pending decisions may limit EAC and REN support for PD access and tracking. TSPC's 2025–27 budget includes no new literacy positions.District capacity will vary based on local resources.

ADDITIONAL CONSIDERATIONS

Unknown reach: Number of educators already trained in Oregon Early Literacy Framework (OELF) aligned PD is unclear, making need hard to gauge.

Access & equity risks: High-cost PD (~$1,000) could deter renewal/reentry—especially for those facing instability.

Strategic investment: Vetted low/no-cost PD options can reduce barriers but need coordination and a clear onramp. ~9,000 currently employed educators; some may support *train-the-trainer* models. Investments should prioritize those working directly with students.

Systems & support:

- ODE grants (via BOE rulemaking) + EAC / RENs may support applied learning—continued funding is critical.
- Licensure can confirm completion but not impact; adds operational burden to TSPC.
- EAC platform could support access/tracking but needs time to fully launch.
- Rulemaking by TSPC or BOE require time.

OTHER STATES–

- **Most required PD is tied to statutory mandates or licensure renewal.**
  - Few used special licensure designations
  - Some embed coaching models
- **All offered multiple PD options to meet requirements**
  - LETRS, Keys to Literacy were used by many as well as PD equivalent
  - Many required 60+ hours of training (or about two semester credits)
  - Few seemed to extend beyond typical SoR training (e.g., SEL, exceptional learners, family and community)
- **Many have comprehensive PD platforms** for training and tracking
- **Some provided stipends**
- **Some required passing of a test in addition to PD** while others made testing an approved option to demonstrate

Takeaway:

While no groundbreaking innovations emerged, the scan reaffirmed the importance of coaching and curriculum-aligned PD. It also highlighted often-overlooked areas, like inclusive family engagement, and revealed that Oregon lags behind other states in building the infrastructure needed to deliver and track professional development.

*time-bound review of eight states

CURRENT STATUS:

FRAMING A PATH FORWARD

Any new requirements must be balanced with the system's capacity to support and oversee implementation. Oregon-specific considerations will be essential to shaping meaningful and feasible recommendations.

1. Clarify Scope

Who should the PD requirement apply to?

Educators employed in Oregon schools with select licenses or endorsements

2. Determine Accountability Mechanism

How can we ensure PD translates into improved instructional practice?

3. Define System Supports

What supports are needed for successful implementation?

ADDITIONAL QUESTIONS

?

Thank you

Resources

CONCEPTUAL TAKEAWAYS

Category	Concept A – Licensure-Based	Concept B – EAC Platform	Concept C – Blended Approach
Main Accountability Mechanism/Monitor	Licensure renewals via eLicensing	EAC platform and ODE grants	Combined: eLicensing + EAC platform/ODE
Rulemaking Authority	Teacher Standards and Practices Commission (TSPC)	State Board of Education (BOE)	Shared (TSPC and BOE)
Estimated Checkpoint Timeline	As early as 2030	As early as 2027	Begins as early as 2027; followed by licensure renewal checks between 2030–2037
Who's Included	All licensed educators on selected endorsements	9,000+ K–5 educators currently working in classrooms on selected licenses	Starts with 9,000+ employed educators; expands to additional groups over time
Non-Employed / Not in Public Schools	Required at time of license renewal	Participation is voluntary; incentives may be offered	Required at time of license renewal
Considerations for agencies	TSPC capacity to implement plans, no literacy positions	ODE & EAC/REN capacity to implement plans, SB 5515 impacts	TSPC/ODE capacity to implement plans, no literacy positions
Barriers for educators	Participation may be limited by cost and access for non-public educators		

AGENCY AND PARTNER CONTRIBUTIONS

- **TSPC –** Oversees licensure and preparation programs; rulemaking related to license renewal
- **EAC –** Manages the emerging professional learning platform, including vetting high-quality resources, ensuring accessible PD content, connecting PD learning opportunities to RENs, and tracking educator completion
- **ODE –** Oversees statewide programs; develops and distributes PD resources (e.g., district grants & content); manages data on employment, educator effectiveness, and student outcomes
- **Districts / ESDs / RENs –** Delivers high-quality professional learning and coaching; data on reach and frequency remain limited

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Licensure

ITEM:	OREGON LICENSURE EXPENSE REIMBURSEMENT OAR
ACTION:	**INFORMATION & DISCUSSION ITEM**
INFORMATION:	This agenda item provides an overview of the process used to develop proposed OAR related to the reimbursement rule, which will be presented for Commission action later in today's agenda. Staff invite Commissioner questions and input at this time to ensure clarity and transparency ahead of the vote.

Background

The Reimbursement Rule Workgroup was convened to evaluate and refine the temporary rule in effect from December 2024 through April 2025. The workgroup was charged with reviewing rule language, identifying areas for improvement, and recommending updates for permanent rule adoption.

Workgroup members proposed revisions aimed at improving clarity, ensuring consistency, and aligning with related agency programs and policies.

Key Revisions from Temporary Rule to Current Draft:

- Clarified Rule Intent: Paragraph (1) now explicitly supports reimbursement for individuals who are linguistically diverse or who promote linguistic inclusion through specialized training.
- Updated Language Proficiency Criteria: Replaces "fluency" with "speaker" status to reduce barriers and better align with other TSPC-administered programs.
- Clarified Timing for Eligible Expenses: Specifies when expenses may be incurred relative to key milestones or licensure application dates.
- Expanded Travel Reimbursement: Includes eligibility for field placement-related travel costs.

Discussion Questions for the Commission:

- Do Commissioners have any questions or concerns about the proposed rule?

Data Classification Level: I – Published
DO: Mondragon
Published: 6/20/2025
Amended:

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Licensure

ITEM:	LICENSURE WAIVER AND MULTIPLE MEASURES PROCESS UPDATE
ACTION:	**INFORMATION AND DISCUSSION ITEM**
INFORMATION:	To present draft resources developed to support transparency in the waiver and Multiple Measures process (OAR 584-200-0100, 584-220-0015), including worksheets and a mock-up of a new informational webpage related to content knowledge requirements, and to offer the Commission an opportunity to provide input prior to public release.

Background

Last year, the Commission received an update on staff efforts to improve access to information about waiver processes, including options for demonstrating content knowledge through Multiple Measures.

Since that time, staff have developed draft versions of applicant-facing worksheets and a mock-up of a new informational webpage. These resources are intended to clarify waiver pathways, outline documentation expectations, and promote greater applicant responsibility in preparing complete requests. They are also designed to reduce the administrative burden on agency staff by streamlining communication and review procedures.

Staff will present the draft materials and provide an overview of the intended user experience. The Commission will have the opportunity to ask questions and provide feedback prior to the materials being finalized and published for public access.

Attachment:
31a Licensure Waiver and Multiple Measures Webpage Mock-up
31b Licensure Evaluation Worksheet Example: Elementary—Multiple Subjects
31c Illustrative Workflow Flowchart

Data Classification Level: I – Published
DO: Keller/Mondragon
Published: 6/20/2025
Amended:

Oregon Teacher Standards and Practices Commission (TSPC)

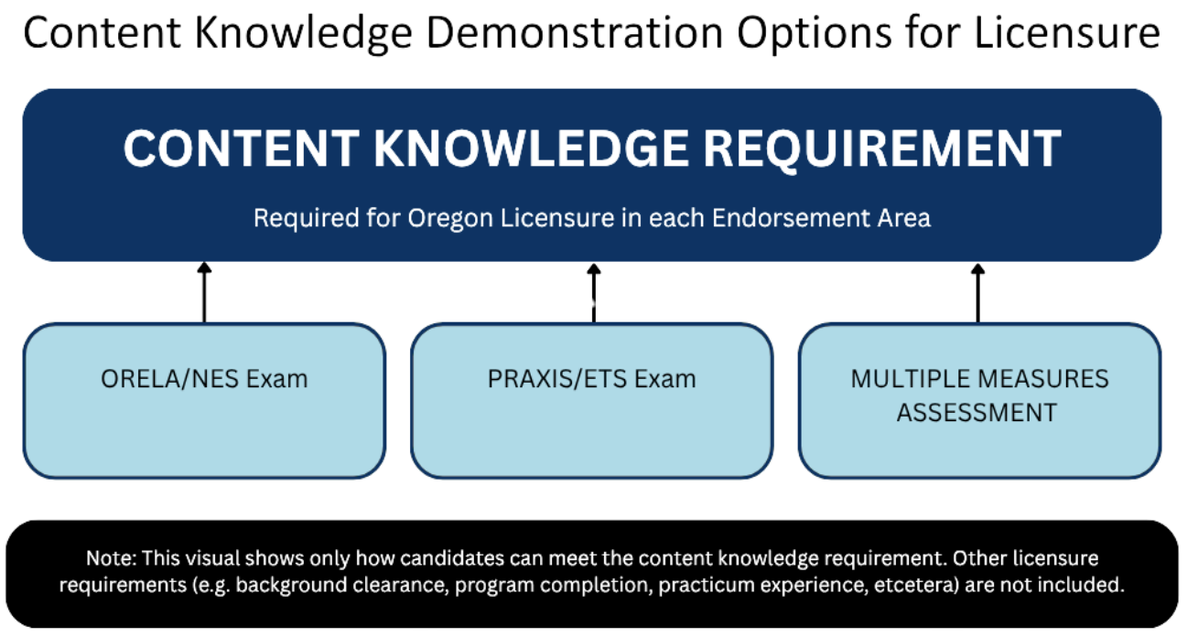
Content Knowledge Demonstration Options

To meet Oregon licensing requirements, teaching candidates must **meet the state's content knowledge benchmark** in the subject area of the endorsement or specialization. In accordance with **OAR 584-220-0015**, this requirement may be satisfied through **one** of the following approved options:

- Passing a TSPC-approved ORELA/NES exam
- Passing a TSPC-approved Praxis/ETS exam
- Meeting the criteria for a TSPC-approved Multiple Measures Assessment Option

Disclaimer: This page outlines options for meeting the **content knowledge requirement** only. It does **not address other licensure requirements**, such as pedagogy assessments, background checks, program completion, or additional documentation that may be required for full licensure. Please refer to the TSPC website or contact TSPC directly for comprehensive licensure requirements.

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Exam Option

ORELA and Praxis Exams

TSPC does not directly administer the ORELA/NES or Praxis/ETS exams. However, it partners with two testing vendors to offer approved content knowledge assessments (CKAs) for endorsement areas.

Before registering for a test, please review the **endorsement table below** to confirm which exam is approved for your endorsement area.

For test registration, preparation materials, and additional information, visit:

- **ORELA**
- **Praxis**

Note: Be sure to have your **official score report sent directly from the testing provider** to the Oregon Teacher Standards and Practices Commission (TSPC). A passing score must be documented on an official report to meet licensure requirements.

Multiple Measures (MMs) Assessment Option

If you are currently enrolled in a TSPC-approved program **to add an endorsement**, please consult with your program advisor before completing a Multiple Measures Worksheet. Your program may have additional requirements or processes.

If you are not enrolled in a program **and wish to add an endorsement** by demonstrating content knowledge through Multiple Measures or another approved method, you must:

1. **Confirm eligibility.** Check the endorsement table below to see if the Multiple Measures (MMs) option is available for the endorsement you are pursuing. If eligible, a corresponding worksheet will be provided for that endorsement area.
2. **Complete the worksheet.** Select and complete the correct worksheet for your endorsement area (see endorsement table). For help getting started, watch our [tips and tutorial video](Insert YouTube link).
3. **Submit your materials.** Upload the completed worksheet to your eLicensing account as part of your application. If your official transcripts are not already on file, be sure to submit them directly to TSPC.

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Note: In some cases, a test score is not required to use the MMs option. The License Evaluation Worksheet helps start the review process but does not guarantee approval. You may be asked to submit additional documentation, including test scores. If the worksheet and supporting documentation does not demonstrate that you meet the established criteria, you may need to take/retake and pass the subject matter test or complete more coursework.

Endorsement Table. The table below outlines approved options for demonstrating content knowledge by endorsement, followed by a summary of testing requirements for specializations.

Endorsement	ORELA/NES Exam	Praxis Exam	Multiple Measures Assessment Option **Tip: Hover over a row and click to open the corresponding worksheet.**
Advanced Mathematics	✓Mathematics (304)	—	✓Advanced Math Endorsement Worksheet
Agricultural Science	—	✓Agriculture (5701)	✓Agricultural Science Endorsement Worksheet
Art	✓Art (503)	—	✓Art Endorsement Worksheet
Biology	✓Biology (305)	—	✓Biology Endorsement Worksheet
Business: Generalist	✓Business Education (309)	✓Business Education: Content Knowledge (5101)	✓Business Generalist Endorsement Worksheet
Business: Marketing	—	✓Marketing Education (5561)	✓Business Marketing Endorsement Worksheet
Career Trades Generalist	—	✓Technology and Engineering Education (5053) ✓Technology Education (5051)*	—
Chemistry	✓Chemistry (321) ✓Chemistry (306)*	—	✓Chemistry Endorsement Worksheet
Drama	—	—	—
Elementary – Multiple Subjects *Note: Subtests from different providers cannot be combined to meet the passing requirement.*	✓Elementary Education I and II (102 and 103) *Both subtests required for passing*	✓Elementary Education: Multiple Subjects (5001) *Consists of four subtests as follows:* • *5002 Reading & Language Arts, 5003 Mathematics, 5004 Social Studies, AND*	✓Elementary–Multiple Subjects Endorsement Worksheet

		5005 Science *All four subtests required for passing*	
English Language Arts	✓English Language Arts (319) ✓English Language Arts (301)*	✓English Language Arts: Content Knowledge (5038)	✓English Language Arts Endorsement Worksheet
English to Speakers of Other Languages	✓English Language Learners II (512) ✓English to Speakers of Other Languages (507)*	✓English to Speakers of Other Languages (5362)	—
Family and Consumer Science	✓Family and Consumer Sciences (310)	—	—
Foundational English Language Arts	✓Middle Grades English Language Arts (201)	✓Middle School English Language Arts (5047)	*Underdevelopment*
Foundational Mathematics	✓Middle Grades Mathematics (203)	✓Middle School Mathematics (5164)	✓Foundational Mathematics Endorsement Worksheet
Foundational Science	✓Middle Grades General Science (204)	✓Middle School Science (5442)	*Underdevelopment*
Foundational Social Studies	✓Middle Grades Social Science (202)	✓Middle School Social Studies (5089)	*Underdevelopment*
Health	✓Health (505)	✓Health Education (5551)	✓ Health Endorsement Worksheet
Integrated Science	✓General Science (318) ✓General Science (311)*	✓General Science (5436)	✓Integrated Science Endorsement Worksheet
Library Media	✓School Library Media Specialist (508) ✓School Library Media Specialist (502)*	✓School Librarian (5312)	—
Music	✓Music (504)		✓Music Endorsement Worksheet
Physical Education	✓Physical Education (506)	✓Physical Education: ✓Content Knowledge (5091)	✓Physical Education Endorsement Worksheet
Physics	✓Physics (308)	—	✓Physics Endorsement Worksheet
Reading Intervention	—	✓Reading Specialist (5302)	—
Social Studies	✓Social Science (303)	✓Social Studies (5581)	✓Social Studies Endorsement Worksheet
Special Education: Deaf and Hard of Hearing	—	✓Special Education: Education of Deaf and Hard of Hearing Students (5272)	—
Special Education: Early Intervention/Early Childhood	—	✓Special Education: Early Childhood/Early Intervention (5692)	—
Special Education: Generalist	✓Special Education (601)	✓Special Education: Foundational Knowledge (5355)	—
Special Education: Visually Impaired	—	✓Special Education: Teaching Students with Visual Impairments (5282)	—

Speech (Forensics)	—	✓Speech Communication: Content Knowledge (5221)	—
World Language: Chinese	✓Chinese (Mandarin) (404)	✓Chinese (Mandarin): World Language (5665)	*Underdevelopment*
World Language: French	✓French (402)	✓French: World Language (5174)	*Underdevelopment*
World Language: German	✓German (403)	✓German: World Language (5183)	*Underdevelopment*
World Language: Japanese	—	✓Japanese: World Language (5661)	*Underdevelopment*
World Language: Latin	—	✓Latin (5601)	*Underdevelopment*
World Language: Russian	—	✓Russian: World Language (5671)	*Underdevelopment*
World Language: Spanish	✓Spanish (401)	—	*Underdevelopment*

Language Testing for Specializations

Some specializations require both completion of an approved program and a language proficiency exam. While TSPC does not have agreements with these testing providers, the following exams are approved for the **Bilingual** and **Dual Language** specializations:

Bilingual Specialization (may be added to a license with successful completion of the exam)

- American Sign Language Proficiency Interview (ASLPI)
- ACTFL Oral Proficiency Assessment (OPI or OPIC)

Dual Language Specialization (requires completion of a Commission-approved program and the exam)

- ACTFL Oral Proficiency Assessment (OPI or OPIC)
- Commission-approved World Language test
- Avant STAMP 4S
- MMs options available

For more information, visit the following websites:

ASLPI | ACTFL OPI | Avant STAMP

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TEACHER STANDARDS and PRACTICES COMMISSION of Oregon

License Evaluation Worksheet:
Multiple Measures and Content Knowledge Review

ENDORSEMENT: ELEMENTARY MULTIPLE SUBJECTS

Please Read First

This worksheet is for candidates who are requesting a **waiver from the content knowledge testing requirement** through Oregon's **Multiple Measures Assessment Program or other approved options**.

- **Submitting this worksheet does not guarantee approval.**
  All decisions are based on the **Oregon Administrative Rules**, which **take precedence over** any information provided or implied in this worksheet.

Instructions

Please complete this worksheet only if you are applying for the endorsement listed above.

- It's best to **type your responses**. You can use Adobe Acrobat or another PDF reader—many offer free versions that allow you to fill out forms electronically.
- If you choose to complete the form by hand, please **print clearly and neatly**.
- Be sure to **sign the form** before submitting it to **TSPC for review**.

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ENDORSEMENT: ELEMENTARY MULTIPLE SUBJECTS

SECTION 1: Applicant Information

Full Legal Name:	
TSPC ID (if known):	

SECTION 2: COLLEGE DEGREES AND PROGRAM RECORD

Please list each degree or teacher preparation program separately, entering only one program per row.

Degree or Program	**College or University**	**Dates attended MM/YYYY-MM/YYYY**	**Major and Minor (if applicable) or program title for non-degree-based programs**
Bachelor's			
Post-Baccalaureate Teacher Preparation Program			
Master's			
Other:			

To help keep pages together, please write your full name and TSPC ID number at the top of each page.

Full Legal Name:	
TSPC ID (if known):	

SECTION 3: LICENSE HISTORY

Start with your most recent license and list the rest in order from newest to oldest. If you run out of space, you can attach another paper, your resume, or another document that shows your full license history.

State/Country	**License Title/Type**	**Dates /Validity Period MM/DD/YYYY - MM/DD/YYYY**	**Endorsements/ Specializations**

SECTION 4: PROFESSIONAL TEACHING EXPERIENCE

1. Do you have any *licensed teaching experience* in Oregon, another U.S. state or territory, or in another country, where you worked at least half-time (about 20 hours per week or more)?
   ☐ Yes ☐ No ☐ Not applicable

   If you answered "Yes," please complete the ***Licensed Teaching Experience*** table below. If not, you may skip to the next section.

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Licensed Teaching Experience

List only your *licensed* teaching experience. Begin with your most recent position and work backward. Include only positions where you taught at least half-time (approximately 20 hours per week or more).

Complete **one row for each school year** of licensed teaching. If you held the same position for multiple years, enter each school year on a separate row.

If you need more space, feel free to attach a resume or another document.

Job Title(s) *(For example: elementary teacher, science teacher, etc.)*	**Grade Level(s) Taught** *(For example: 1st grade, middle school, high school)*	**District/School** *(Where you worked)*	**School Year(s)** *(For example: 2021–2022)*

Full Legal Name:	
TSPC ID (if known):	

SECTION 5: COURSEWORK REQUIREMENTS

To meet this requirement, you must hold a **bachelor's degree or higher** in a major related to the endorsement area, or possess comparable college-level education approved by the Commission. In most cases, this means you have completed a major in the subject[1] **and** *at least **30 semester hours (or 45 quarter hours)** of college coursework specifically related to the endorsement area*.

Before You Begin:

- Look over your transcripts and use the tables provided to match your courses to the subject areas listed below.
- Only include **college-level courses** with a **grade of C or better**.
- Enter **course titles exactly as they appear on your transcript.**
- **Unofficial transcripts** may be submitted with this worksheet, but **official transcripts** will be required for final review.

Do Not Include:

- Courses with a **final grade lower than a C (or equivalent)**
- **Remedial or basic-level courses** (usually below the 100 level, such as "Math 95")
- **Preparation program courses**, like teaching methods or pedagogy classes (e.g., "Social Science Methods" does **not** count, but "U.S. History" does)

⚠ *In some cases, exceptions to the "no program coursework" rule may apply. These will be noted in the subject area sections below.*

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Additional Information:

Courses may be reviewed using college catalog descriptions or sample syllabi if needed. Final decisions about what counts will be made by the Commission.

Required Coursework Areas[2]:

1) **English Language Arts / Humanities** (A minimum of 10+ semester/16+ quarter credits)

Course Prefix & Number	Course Title	Grade	Credits	Institution/University Acronym	Term	Year
Total Credits:						

[1] Candidates who do not hold a degree in a TSPC-approved area must meet additional coursework requirements as outlined in the approved guidance.

[2] Because all endorsement areas are closely aligned with Oregon's student learning standards, candidates may find that certain core content areas—such as U.S. history, American government, or English grammar and composition—are not fully addressed in their prior coursework. In such cases, candidates may be required to complete supplemental coursework or may be referred to take the approved content test to ensure their preparation meets the academic expectations for the endorsement area.

Full Legal Name:	
TSPC ID (if known):	

2) Math[3] (A minimum of 8+ semester /12 + quarter credits)

Course Prefix & Number	Course Title	Grade	Credits	Institution/University Acronym	Term	Year
Total Credits:						

3) Social Sciences (A minimum of 5+ semester/8+ quarter credits)

Note: Ethnic studies or civil rights focused course (refer to ES FAQs HB 2845)[4].

Course Prefix & Number	Course Title	Grade	Credits	Institution/University Acronym	Term	Year
Total Credits:						

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4) Science (A minimum of 8+ semester /12 + quarter credits)

Course Prefix & Number	Course Title	Grade	Credits	Institution/University Acronym	Term	Year
Total Credits:						

[3] **For candidates seeking an Elementary endorsement:**
Math content pedagogy courses—specifically those focused on how mathematics is taught to elementary students—may be used to meet this requirement if the course qualifies for general mathematics credit or involves substantial computational work. Alternatively, successful completion of Oregon Math 211, 212, and 213 will fully satisfy the credit requirement in this area.

[4] Each candidate should have at least one content course or one content pedagogy course aligned with supporting candidates with teaching the Oregon 2021 Social Science standards and history topics from multiple and critical perspectives. Beginning in 2023, at least one course is required in this area to meet MMs requirements.

Full Legal Name:	
TSPC ID (if known):	

5) **Art, health, or fitness/physical education** (A minimum of 5+ semester/ 8+ quarter credits)

Course Prefix & Number	Course Title	Grade	Credits	Institution/University Acronym	Term	Year
Total Credits:						

CREDIT SUMMARY

After completing the coursework tables, add up the total number of semester or quarter credits you have listed for each required content area. This summary helps reviewers understand the scope of your submitted coursework. Final determination of whether courses meet the requirements will be made during the review process.

Grand Total Semester Credits: _____

AND/OR

Grand Total Quarter Credits: _____

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SECTION 6: CERTIFICATION

I certify that the information provided on this worksheet is true and correct to the best of my knowledge. I understand that submission of this worksheet does not guarantee that I meet all requirements for licensure. This form serves as a starting point in the evaluation process, and I may be asked to submit additional documentation or information to complete the review.

Signature: _____ Date: _____

▼ FOR TSPC USE ONLY — DO NOT WRITE BELOW THIS LINE ▼

Decision Review Table: OAR and MMs Evidence

Review Area	Criteria	Check One	Evaluator/Notes
OAR Review	Satisfactory academic preparation	☐ Met ☐ Not Met	
	5+ years licensed teaching at half-time or more	☐ Met ☐ Not Met	
	Experience aligns with requested endorsement	☐ Met ☐ Not Met	
Multiple Measures (MMs)	Referral needed for further review	☐ Yes ☐ No	
	Meets criteria for MMs test equivalency	☐ Yes ☐ No	

Content Knowledge Options Flowchart

Oregon Teacher Standards and Practices Commission

- Start* ✓

? Currently **enrolled in an Oregon TSPC-approved preparation** program (or **no PCR** on file)?

- **Yes** → Not eligible for waiver process; candidate should contact EPP for support
- **No** → ? Proof of **passing scores** on a TSPC-approved test?
  - **Yes** → No worksheet or waiver required, meets OAR testing requirement
  - **No** → Collect evidence of other approved equivalencies **(Educator completes worksheet and uploads to Licensing Account)**

Evaluator review: does the candidate appear to meet either of the following?:

? **Five years of half-time aligned teaching experience, as documented by PEER forms.**

OR

? **Content coursework requirements as outlined on the worksheet and verified through official transcripts.**

- **No** → Not eligible → Check for MMs Referral Eligibility
- **Yes** →

Director or designee review of the documentation:

? **Have you reviewed the submitted evidence and confirmed that the candidate meets the requirements outlined in rule or guidance?**

- **No** → Check for MMs Referral Eligibility
- **Yes** → Eligible for equivalency or a waiver

***Note: All experience and evidence must align with requested endorsement; an active application must be completed before a waiver review can start**

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Presentation

ITEM:	Oregon Association of Colleges for Teacher Education (OACTE) update
ACTION:	**INFORMATION ITEM**
INFORMATION:	The purpose for this item is for OACTE leadership to provide an update on educator preparation provider (EPP) activities.

Attachments:

Data Classification Level: 1 – Published
DO: Reinhardt
Published: 6/4/2025
Amended:

OACTE
OREGON ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

TSPC Commission Meeting

Oregon Association of Colleges of Teacher Education Update

June 25, 2025

OACTE Membership

Public Institutions	Independent Institutions
Southern Oregon University	Bushnell University
University of Oregon	Corban University
Oregon State University	Linfield University
Western Oregon University	George Fox University
Eastern Oregon University	Warner Pacific University
Portland State University	Pacific University
	Lewis and Clark College
	University of Portland

Affiliate Members
Chemeketa Community College
Linn-Benton Community College

National Advocacy: AACTE Washington Week & Day on the Hill, June 2-4, 2025



- Networked with AACTE leadership and state representatives
- Prepared for meetings with legislators
  - Reductions in Department of ED, NSF, & NIH impacting PK-123 teachers
  - Impact of Big Beautiful Bill (BBB) on student financial aid: lower Pell, higher credit limits for Pell, no grad Plus loans
- Met with Sen. Wyden's & Sen. Merkley's staff, and personally with Rep. Bonamici (along with AACTE Leadership)

- Update: Some of the most harmful items in the BBB have been removed in the Senate version.

OACTE *Tales from the Field* Sampler

Pacific University Partnering with Communities and Supporting Students

- Recognized by Oregon Department of Education as an approved provider for professional development and coaching for early literacy success.
- Established a partnership with the HOLLA School, a public charter school sponsored by Reynolds School District whose mission is to "change the academic narratives of Black, Brown, and Indigenous youth." The current cohort has 5 MAT students and we are anticipating 1-2 BEd students in AY25/26.
- Awarded students $320,000 in National Science Foundation tuition support for STEM teachers who earned licensure in spring 2025. Awardees must teach for 2 years in a high needs school.

Lewis and Clark Providing Administrators

In fall 2021, the Lewis & Clark Graduate School of Education and Counseling was named a partner recipient of an $8.2 million, five-year grant from the Wallace Foundation to address educational disparities through the creation of an equity-centered principal pipeline. Students in the initial cohort will soon be entering their second and final year, now equipped with a robust set of practical skills to bring to their school communities. After completing the program, members of the cohort will be prepared to serve in administrative positions in Portland schools. In recognition of the program's initial success, the Wallace Foundation has extended funding for a sixth year.

Linfield Creating New Programs

Linfield's first year of offering our online licensure-only/post-bacc track and online degree options was a great success. We have about doubled our enrollment and congratulated 20 program completers from these non-traditional pathways this spring. That's huge for our small program!

Student Stories

Paulina Monroy Cordova, MS, Special Education: Paulina dropped out of high school at 17 when she became pregnant, but 26 years later she graduated with her Master's degree in Special Education from Portland State University. As a single mother, she navigated the challenges of returning to school while raising her son – even living together in student dorms when they moved to Portland. Her journey as a bilingual immigrant adult learner exemplifies how our teacher preparation programs support non-traditional students to become educators who will bring invaluable life experience and cultural perspective to serve all students.

Alejandra Quintero, Secondary Science MAT '25, relocated to the Pacific Northwest from LA in 2023, leaving behind her career as a chemist in the tech industry to pursue a new career as an educator. "I chose Lewis & Clark because of its location in the Portland metro area, its in-person instruction, and its social justice curriculum," says Quintero. "How much I was welcomed as a parent was really key to my success because I felt like I belonged and I didn't feel like being a parent was a hindrance to my success in the program." Quintero has already accepted a full time position for fall 2025 and will be teaching chemistry and math at Adrienne C. Nelson high school in North Clackamas School District.

OACTE Members Pioneer Teacher Apprentice Program
Oregon State University, Eastern Oregon University, & Pacific University are related training providers for the The Oregon Registered Apprenticeship in Teaching, led by TSPC and BOLI.

OACTE Members Partner with Statewide GYOs to Improve Effectiveness and Retention of New Teachers

OACTE Members (Warner Pacific) and Affiliate Members (CCC & LBCC) received $6M to support aspiring teachers

OACTE Challenges for 2025-26

Declining Enrollment in Licensure Programs: OACTE's goal is to prepare and support Oregon's teachers and administrators. Our ability to meet this goal is currently impacted by several factors, including loss of funding for aspiring teachers (GYO and external sources), and the financial pressure on Oregon's families and school districts. Declining enrollment is eroding our capacity to prepare educators in Oregon, as institutions make hard decisions about educator preparation in light of broader challenges to higher education.

Out-of-State Commercial Educator Providers: These impacts on enrollment are multiplied by the influence in Oregon of out-of-state, commercial educator preparation providers (OCEPPs). OCEPPs such as Grand Canyon University (GCU) and Western Governors University operate nationwide, serve tens of thousands of students, and have annual revenue of over $500M.

OCEPPs are not accredited to recommend students for Oregon licensure. Yet, we estimate that approximately 50% of new teacher licensees in 2024-25 in Oregon are prepared by OCEPPs. OCEPP students earn teacher licensure in another state (e.g., Arizona or Utah), and gain Oregon licensure through interstate reciprocity agreements, agreements designed to support relatively small numbers of teachers who are physically relocating to Oregon. The result is that Oregon's schools are flooded with new teachers who are prepared without the oversight and accountability of TSPC.

Over the past decade, OACTE members have worked diligently and effectively to re-configure traditional licensure programs (and create new ones), and obtain external funding, to ensure that every person in Oregon has access to an affordable, high-quality pathway to become a PK-12 teacher.

It remains, however, extremely difficult to compete with OCEEPs in cost. OCEPPs operate at a scale orders of magnitude higher than any Oregon university, and tolerate a completion rate of lower than 50%. This business model enables OCEPPs to reduce tuition prices to out-complete local universities in the states in which they operate (e.g., GCU's sticker price for their version of an MAT is only $2-3K lower than Oregon programs, but they are currently offering a coupon for an additional $4K off).

OACTE members continue to look for better and bolder ways to lower costs for students, by moving within our institutions, partnering with districts with GYO funding, and by obtaining external funding. We are also interested in working with TSPC to explore other options for reducing the number of teachers entering Oregon classrooms without the oversight and accountability of TSPC.

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Presentation

ITEM:	Oregon Education Association (OEA) update
ACTION:	**INFORMATION ITEM**
INFORMATION:	The purpose for this item is to allow the Oregon Education Association to provide updates on its activities that are pertinent to the charge of the Commission.

Attachments:

Data Classification Level: 1 – Published
DO: Reinhardt
Published: 6/4/2025
Amended:

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Presentation

ITEM:	Coalition of Oregon School Administrators (COSA) update
ACTION:	**INFORMATION ITEM**
INFORMATION:	The purpose for this item is to allow the Coalition of Oregon School Administrators to provide updates on its activities that are pertinent to the charge of the Commission.

Attachments:

Data Classification Level: 1 – Published
DO: Reinhardt
Published: 6/4/2025
Amended:

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Educator Preparation and Pathways

ITEM: EDUCATOR PREPARATION AND PATHWAYS CONSENT AGENDA

ACTION: **AGENDA ITEMS**

RECOMMENDATION: The Interim Executive Director recommends adoption of the following resolution:

RESOLVED, that the Commission adopt the attached program area consent agenda items.

INFORMATION: The Interim Executive Director recommends adoption by single consent motion the following listed items, which are identified on the agenda by a double asterisk, as follows:

1. Site Visit Schedule;

New program proposals:

2. Pacific University: New program proposal to provide a School Social Work program;
3. Warner Pacific University: New program proposal to provide a graduate ESOL endorsement program;

Major modification requests:

4. Warner Pacific University: Major modification request to the BSED program for pre-service candidates to provide dual-endorsements in Elementary – Multiple Subjects and Special Education: Generalist;
5. Portland State University: Major modification request to align the curriculum of the graduate Added Elementary – Multiple Subjects Endorsement program for in-service candidates;
6. Portland State University: Major modification request to the curriculum of the graduate Bilingual Teacher pathway – Secondary program with ESOL endorsement for pre-service candidates.

Any of these items may be removed from the Consent Agenda upon the request of any Commissioner. Items removed from the Consent Agenda will be considered in the order they are listed on the agenda.

Attachments:

1. Site Visit Schedule
2. Pacific University: New program proposal to provide a School Social Work program
3. Warner Pacific University: New program proposal to provide a graduate ESOL endorsement program
4. Warner Pacific University: Major modification request to the BSED program for pre-service candidates to provide dual-endorsements in Elementary – Multiple Subjects and Special Education: Generalist
5. Portland State University: Major modification request to align the curriculum of the graduate Added Elementary – Multiple Subjects Endorsement program for in-service candidates
6. Portland State University: Major modification request to the curriculum of the graduate Bilingual Teacher pathway – Secondary program with ESOL endorsement for pre-service candidates

Educator Preparation and Pathways Unit

Presented to the Teacher Standards and Practices Commission

June 25, 2025

39: Educator Preparation & Pathways Consent Agenda

Site Visit Schedule

New Program Proposals

Pacific University: School Social Work

Warner Pacific University: Graduate ESOL Endorsement

Major Modification Requests

Warner Pacific University: Provide dual endorsements in Elementary Multiple Subjects and Special Education Generalist

Portland State University: Align curriculum of graduate Added Elementary-Multiple Subjects Endorsement Program (in-service)

Portland State University: Refresh Secondary Bilingual Teacher Pathway program with ESOL endorsement for pre-service candidates

40: Educator Preparation & Pathways Committee Chair Report

Dr. Michelle York



41: Recommend Reception and Adoption of Annual Reports

To determine the extent to which EPPs have met standards, have resolved areas for improvement, to note highlights, and to provide feedback.

- Unresolved Areas for Improvement
- Cooperating Teachers for Clinical Practice
- Alternative Cooperating Teachers
- International/Out of State Field Placements
- Unavailable Cooperating Teacher Observations and Evaluations
- Minor Program Modifications
- Experimental Programs
- Assessments (Multiple Measures/Local Assessment Options
- Waivers: Partial for clinical practice
- Waivers of Program Requirements
- Restricted Teaching Licenses
- Internship Agreements
- Historical Enrollment
- Program Recruitment and Retention
- Administrator Program Enrollment Info
- Civil Rights and Professional Ethics Curriculum
- Optional Additional Information

41: Annual Reports: Shift to Improvement Orientation

- Lots of information but tends to have a compliance orientation and some of the data is not in a form useful for analysis.

- We also would like to eliminate redundancies that exist among various reports (such as annual reports for national accreditors)

- We would like to consider determining areas of focus for improvement based on trends, data, and feedback from the field. Frame the questions and organize data collection to support. Examples:
  - Student teacher placement and opportunities for training.
  - Assessment:
    - Multiple Measures
    - Local Assessment Option
  - Waivers

42: University of Oregon Music: Focused Program Review

- Major Modifications to the UO Undergraduate and Graduate Music Education Programs were approved with conditions in October 2022.
- A Focused Program Review was completed this spring (2025)
- Interim Executive Director recommends approval of the UO Undergraduate and Graduate Music Education Programs with a designation of “State Recognition.”

43: Recommendation: ETS Content Knowledge Assessment Adoption & Correction

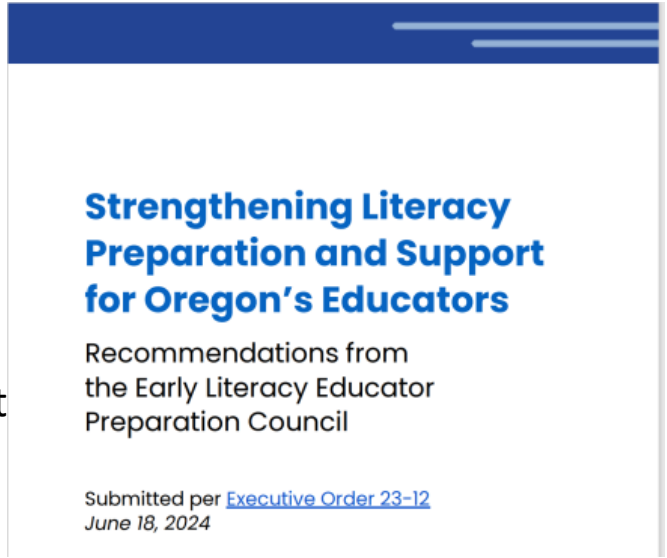
Recommends a correction of the passing scaled cut score for the ETS Praxis Technology and Engineering Education assessment (Retroactive to Sept. 1, 2024)

Recommend approval of the adoption of updated content knowledge assessments and recommended passing scaled cut scores for:

Mathematics, Art, Biology, Chemistry, Theatre, Family and Consumer Sciences, Music, Physics, and Spanish: World Language

44: Early Literacy Standards Implementation: A Collaborative Effort

- Completed 4 Community of Practice Sessions with Education Northwest and EPP partners;
- Completed individual sessions with each EPP to try and support and personalize guidance;
- Standards alignment and refinement groups for ESOL, Administrator, Clinical Practice, and language alignment
- Updates at monthly Cross EPP meetings
- Updates for OACTE and OAICU
- Updates for ORPEA and COSA
- Updates at EAC and Cross Agency Alignment Sessions
- Updates and Review at EP&P Committee meetings



44: Early Literacy Standards Revisions

Rules Advisory Committee: April 30 Hearing: June 18

1. Presented revised **Clinical Practice Literacy Standards** (move to Div **400** (9) and Standards for practice (originally Standard 8(a) are moving forward in Teaching Literacy standards updates in Standard 1(b) Instruction)
2. Presented revised **Teaching Literacy Standards (420)** including
    - Revisions to Field Experiences/Clinical Practice (above)
    - Grammatical revisions and language consistency
    - Remove ESOL as endorsement area included in these standards
    - Removed references to Administrator roles and responsibilities (they move to 430)
1. Reviewed by EP&PC Commissioners and moved to full Commission with a recommendation for adoption.

Administrator Standards (430):

Have been drafted by the work group and will go to the Rules Advisory Committee in July.

44: EPP and TSPC Literacy Implementation Check-Ins

During April, The Educator Preparation and Pathways Unit at TSPC held Literacy Implementation Planning check-in sessions with each of our EPPs. The purpose of these sessions was to clarify the timelines and to explain more deeply the elements of the process for submitting drafts of plans to TSPC for ultimate approval by the TSPC Commission. Importantly the sessions provided opportunities for our EPPs to ask further clarifying questions and questions relative to their individual institutions.

Links to Key Literacy Documents and Resources

1. EPP Reflection and Planning Tool
2. Sample Planning Tool
3. Self-Reflection and Planning Tool "Look Fors"
4. Next Steps for Early Literacy in Educator Preparation
5. Draft Resource Library

Due Dates and Deadlines

- Submit your draft Reflection and Planning Tool to the EP&P Unit any time this spring (no later than June 30th 2025).
- EP&P written feedback on your tool (late Summer/early Fall 2025)
- EP&P final check-in conversation (Fall, 2025).
- Submit your final Reflection and Planning Tool to the EP&P Unit (no later than December 2025).
- Commission approval no later than June 2026.

Email Dr. Bill Rhoades: bill.rhoades@tspc.oregon.gov

ITEM:	SITE VISIT SCHEDULE
ACTION:	**ACTION ITEM**
RECOMMENDATIONS:	The Interim Executive Director recommends adoption of the following resolutions: **RESOLVED,** that the Commission adopt the revised Site Visit Schedule, as provided in Attachment 1.
INFORMATION:	The purpose of this item is to address revisions to the Site Visit Schedule since the schedule was last adopted at the April 2025 Commission meeting.

Site visit schedule:

The revised Site Visit Schedule is provided as Attachment 1. Tracked changes are used for items with proposed revisions to the Site Visit Schedule adopted April 2025.

Attachment:

1. Site Visit Schedule

Teacher Standards and Practices Commission
250 Division Street NE | Salem OR 97301

June 23-25, 2025
Educator Preparation and Pathways

ITEM: **SITE VISIT SCHEDULE** (Sorted by Site Visit Date)
ACTION: **INFORMATION ITEM** (Consent Agenda)

Site Visits: 9/1/2025 – 8/31/2031

University/ College (Unit) *National Accreditor* i, ii	*Approximately 2 yrs. before site visit:* Program Reports due *(EPP)*	*5 mo.'s later:* Recognition Report (TSPC response to Program Reports) *(TSPC: Agency)*	*3 (+) mo.'s later:* Program Recognition *(Commission meeting)*	Self-Study or Quality Assurance Report *(EPP)*	Site Visit	Site Visit Report *(CAEP or AAQEP & TSPC)*	CAEP or AAQEP AC mtg. *(Accred. Decision)*	C. Mtg. (Ex. Dir., On-Site & Optional EPP Rejoinder) *(Unit Approval)*	State Approval Status and Comments
9/1/2025 – 8/31/2026									
University of Portland *CAEP accredited* *Transitioning to AAQEP*	5/30/2024 (Received)	Winter 2025	***Previous:*** 4//2019 2/2022 (Art and Drama) 6 months prior to site visit		***Previous:*** 9/10-12/2005 9/9-11/2012 10/4-6/2020 **September 9-11, 2025**	October 2025		February 2026	6/2021: State Approval of Unit | ***Approved-through 6/30/2027.*** 2/2022: State Recognition of Programs addendum (Art and Drama). 3-4/2022: Added Program Reports due Fall 2024 6/2022: Changed: PR, Fall 2024 to Spring 2024 | Pr. Rec.: 6 mo. prior to SV | SV, Fall 2026 to Fall 2025. 10/2023: Changed: PR, Spring 2024 to 5/30/2024 (confirmed) 10/2024: Site visit dates est: September 9-11, 2025 | set SVR date 30 days after SV | added C Mtg (2/2026) 4/2025: Received State Recognition of Programs (program approval).
Lewis & Clark College *CAEP accredited*	4/30/2024 (Received)	Fall 2024	2/2025	July 13, 2025	***Previous:*** 4/2-6/2005 4/1-3/2012 12/8-10/2019 **April 13-15, 2026**	May 2026	October 2026	February 2027	6/2020: State approval of Unit | ***Approved with conditions until 12/31/2026.*** 10/2023: Changed: PR, Spring 2024 to 4/30/2024 (confirmed) 2/2025: Received State Recognition of Programs (program approval). 4/2025: Site visit dates est: April 13-15, 2026 | set SVR date 30 days after SV | added C Mtg (2/2027)

Field Code Changed

CAEP semesters:
Spring = February to May
Fall = September to December

AAQEP semesters:
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Fall = July 1 to December 31

TSPC's definition of seasons:
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University/ College (Unit) NATIONAL ACCREDITOR iii, iv,	Approximately 2 yrs. before site visit: Program Reports due (EPP)	5 mo.'s later: Recognition Report (TSPC RESPONSE TO PROGRAM REPORTS) (TSPC: Agency)	3 (+) mo.'s later: Program Recognition (Commission meeting)	Self-Study or Quality Assurance Report (EPP)	Site Visit	Site Visit Report (CAEP or AAQEP & TSPC)	CAEP or AAQEP AC mtg. (Accred. Decision)	C. Mtg. (EX. DIR., ON-SITE & OPTIONAL EPP REJOINDER) (Unit Approval)	State Approval Status and Comments
9/1/2026 – 8/31/2027									
Eastern Oregon University *AAQEP accredited*	5/31/2025		***Previous:*** June 2020		***Previous:*** 4/3-5/2006 10/11-14/2014 5/24-25/2021 **Spring 2027**				11/2021: State Approval of Unit | ***Approved through June 30, 2028 (AAQEP & TSPC).***
9/1/2027 – 8/31/2028									
Linfield University *CAEP accredited* *Applying to AAQEP for accreditation*	Fall 2025		***Previous:*** 4//2019		***Previous:*** 4/10-12/2006 3/3-6/2013 10/25-27/2020 **Fall 2027**				6/2021: State Approval of Unit | ***Approved-through 12/31/2028 (AAQEP & TSPC).*** 3-4/2022: Added Program Reports due Fall 2025
Corban University *AAQEP accredited*	Fall 2025		***Previous:*** June 2020		***Previous:*** 11/13-15/2006 10/27-29/2013 12/6-7/2021 **Fall 2027**				3-4/2022: State Approval of Unit | ***Approved-through 12/31/2028.***
George Fox University *AAQEP accredited*	Spring 2026		***Previous:*** 11/2019		***Previous:*** 10/13-17/2007 10/13-15/2013 4/13-14/2021 **Spring 2028**				11/2021: State Approval of Unit | ***Approved through June 30, 2028 (AAQEP)*** 2/2022: ***Approved through 12/31/2028 (TSPC)***
University of Oregon *AAQEP accredited*	Spring 2026		***Previous:*** Nov. 2018		***Previous:*** 5/17-18/2009 5/17-18/2021 **Spring 2028**				11/2021: State Approval of Unit | ***Approved through 6/30/28 (AAQEP)*** 2/2022: ***Approved through 12/31/2028 (TSPC)***
9/1/2028 – 8/31/2029									

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University/ College (Unit) *National Accreditor* iii, iv	*Approximately 2 yrs. before site visit:* Program Reports due *(EPP)*	*5 mo.'s later:* Recognition Report (TSPC response to Program Reports) *(TSPC: Agency)*	*3 (+) mo.'s later:* Program Recognition *(Commission meeting)*	Self-Study or Quality Assurance Report *(EPP)*	Site Visit	Site Visit Report *(CAEP or AAQEP & TSPC)*	CAEP or AAQEP AC mtg. *(Accred. Decision)*	C. Mtg. (Ex. Dir., On-Site & Optional EPP Rejoinder) *(Unit Approval)*	State Approval Status and Comments
Warner Pacific University *AAQEP accredited*	Fall 2026	TBD	***Previous:*** 11/2018 2/2020: *(PE/Music)* **TBD**		***Previous:*** 2/22-24/2010 8/25-27/2013: (full follow-up site visit) 9/27-28/2021 **Fall 2028**				2/2022: State Approval of Unit | ***Approved through 12/31/2028*** 3-4/2022: Changed: PR due: Fall 2026 | SV: Change f/Spring 2028 to Fall 2028
Pacific University *AAQEP accredited*	Spring 2027		***Previous:*** February 2020		***Previous:*** 3/1-5/2008 3/9-11/2014 4/7-8/2022 **Spring 2029**				10/2022: State Approval of Unit | ***Approved through 6/30/2029***
9/1/2029 – 8/31/2030									
Western Oregon University *CAEP accredited*	Fall 2027		***Previous:*** 4/2021		***Previous:*** 10/13-17/2007 11/15-17/2015 11/6-8/2022 **Fall 2029**				6/2023: State Approval of Unit | ***Approved through 6/30/2030***
Oregon State University *CAEP accredited*	Fall 2027		***Previous:*** 2/2021		***Previous:*** 4/4-8/2009 3/4/2010 (focused) 4/19-21/2015 10/16-18/2022 **Fall 2029**				6/2023: State Approval of Unit | ***Approved through 6/30/2030***
Portland State University AAQEP accredited	Spring 2028		***Previous:*** ***11/2021***		***Previous:*** ***11/1-4/2009 10/11-13/2015 1/23-24/2023*** **Spring 2030**				6/2023: State Approval of Unit | ***Approved through 12/31/2030*** 4/2024: Corrected: PR due: Spring 2028 | SV: Corrected from Fall 2029 to Spring 2030

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University/ College (Unit) NATIONAL ACCREDITOR iii, iv	*Approximately 2 yrs. before site visit:* Program Reports due *(EPP)*	*5 mo.'s later:* Recognition Report (TSPC RESPONSE TO PROGRAM REPORTS) *(TSPC: Agency)*	*3 (+) mo.'s later:* Program Recognition *(Commission meeting)*	Self-Study or Quality Assurance Report *(EPP)*	Site Visit	Site Visit Report *(CAEP or AAQEP & TSPC)*	CAEP or AAQEP AC mtg. *(Accred. Decision)*	C. Mtg. (EX. DIR., ON-SITE & OPTIONAL EPP REJOINDER) *(Unit Approval)*	State Approval Status and Comments
Southern Oregon University *AAQEP accredited*	Spring 2028		***Previous:*** 2/2022		***Previous:*** 4/20-22/2009 4/24-26/2016 & 4/9-11/2017: (focused) 4/25-26/2023 **Spring 2030**				10/2023: State Approval of Unit | ***Approved through 6/30/2030***
9/1/2030 – 8/31/2031									
Bushnell University *AAQEP accredited*	Spring 2029		***Previous:*** 2/2023		***Previous:*** 3/18-20/2002 3/16-18/2009 4/2013: *M.Ed.* 10/14-16/19 4/9-11/2024 **Spring 2031**				10/2024: State Approval of Unit | *Approved through 6/30/2031*

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Focused Program Reviews (Sorted by Educator Preparation Provider [EPP])

University/ College *(Responsible party)*	Implementation / program start date (Expected) (Confirmed)	Focused Program Review process start date *(EPP - when two data cycles are or will be available)*	*3 mo.'s later:* Focused Program Review Report due to TSPC *(EPP)*	*2 mo.'s later:* Team response to Focused Program Report to EPP *(Team: TSPC)*	*2 (+/-) mo.'s later:* Focused Review Program Recognition *(Commission)*	State Approval Status and Comments
~~Bushnell University~~	~~June 2022 (Expected)~~	~~Spring 2025 (Expected)~~				~~3-4/2022: New program: Reading program for G & PG in-service candidates, cond. approved eff. June 2022. Focused program review required when two cycles of data are available, tentatively scheduled for Spring 2025, to consider removal of conditions. 4/2025: FPR waived due to Literacy Standards reporting due December 2025.~~
Bushnell University	7/3/2022 (Expected)	Spring 2026 (Expected)				3-4/2022: New program: Health program for UG & G pre-service candidates, cond. approved eff. 7/3/2022. Focused program review required when two cycles of data are available, tentatively scheduled for Spring 2026, to consider removal of conditions.
Bushnell University	7/1/2023 (Expected)	Fall 2026 (Expected)				2/2023: Major modification: G School Counseling program major mod approved, effective 7/1/2023. Focused program review to commence after two cycles of data are available, estimated to be Fall 2026.
~~Corban University~~	~~8/2023 (Expected)~~	~~Fall 2026 (Expected)~~				~~6/2022: Major modification: UG & G Secondary program to add Agricultural Science (pre-service and in-service) major mod approved, effective 8/2023. Focused program review to commence after two cycles of data are available, estimated to be Fall 2026. 4/2025: FPR waived; to be reported in full program review Fall 2025.~~
Corban University	Fall 2025 (Expected)	Spring 2028 (Expected)				4/2025: New program: Principal License, cond. Approved eff. Fall 2025. Focused program review to commence after two cycles of data are available, estimated to be Spring 2028.
~~Eastern Oregon University~~	~~10/13/2022 (Confirmed)~~	~~July 2025 (Expected)~~	~~October 1, 2025~~	~~December 1, 2025~~	~~February 2026~~	~~10/2022: Major modification: UG pre-service SPED: Generalist (SEITL) program core curriculum, major mod approved, eff. 10/13/22. Focused program review to commence after two cycles of data are available, estimated to be July 2025. 2/2025: FPR waived; to be reported on in full program review Spring 2025~~
~~Eastern Oregon University~~	~~7/31/2023 (Expected)~~	~~Fall 2024 (Expected)~~				~~6/2023: Major modification: G MAT Elementary – MS program pre-service major mod approved, effective July 31, 2023. Focused program review to commence after two cycles of data are available, estimated to be Fall 2024. 2/2025: FPR waived; to be reported on in full program review Spring 2025~~
~~Eastern Oregon University~~	~~2/2/2024 (Expected)~~	~~May 2029 (Expected)~~				~~2/2024: Major modification: G Special Education: Generalist endorsement program for in-service candidates approved, eff. 2/2/2024. Focused program review to commence after two cycles of data are available, estimated to be May 2029. 2/2025: FPR waived; to be reported on in full program review Spring 2025~~
~~George Fox University~~	~~8/1/22 (Expected)~~	~~Spring 2025 (Expected)~~				~~2/2022: Major modification: Principal program approved, effective 8/1/2022. Focused program review required to commence after two cycles of data are available, estimated to be Spring 2025. 4/2025: FPR waived; to be reported in full program review Spring 2026.~~
~~George Fox University~~	~~8/1/22 (Expected)~~	~~Spring 2025 (Expected)~~				~~2/2022: Major modification: Professional Administrator program approved, effective 8/1/2022. Focused program review required to commence after two cycles of data are available, estimated to be Spring 2025. 4/2025: FPR waived; to be reported in full program review Spring 2026.~~

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University/ College *(Responsible party)*	Implementation / program start date (Expected) (Confirmed)	Focused Program Review process start date *(EPP - when two data cycles are or will be available)*	*3 mo.'s later:* Focused Program Review Report due to TSPC *(EPP)*	*2 mo.'s later:* Team response to Focused Program Report to EPP *(Team: TSPC)*	*2 (+/-) mo.'s later:* Focused Review Program Recognition *(Commission)*	State Approval Status and Comments
~~George Fox University~~	~~8/1/23 (Expected)~~	~~April 2026 (Expected)~~				~~4/2023: Major modification: Add English Language Arts, Integrated Science, and Mathematics (Advanced and Foundational) single subjects endorsements to undergraduate program for pre-service candidates, effective 8/1/2023. Focused program review required to commence after two cycles of data are available, estimated to be April 2026.~~ ~~4/2025: FPR waived; to be reported in full program review Spring 2026.~~
~~George Fox University~~	~~8/1/24 (Expected)~~	~~September 2027 (Expected)~~				~~2/2024: New program: MA in Special Education: Generalist program for pre-service candidates, cond. approved eff. 8/1/2024. Focused program review required when two cycles of data are available, tentatively scheduled for September 2027, to consider removal of conditions.~~ ~~4/2025: FPR waived; to be reported in full program review Spring 2026.~~
~~George Fox University~~	~~August 2024 (Expected)~~	~~Fall 2026 (Expected)~~				~~4/2024: New program: School Social Work program, cond. approved eff. 8/2024. Focused program review required when two cycles of data are available, tentatively scheduled for Fall 2026, to consider removal of conditions.~~ ~~4/2025 FPR waived; to be reported in full program review Spring 2026.~~
~~Linfield University~~	~~Spring 2023 (Expected)~~	~~Spring 2026 (Expected)~~				~~6/2021: New program: UG Drama program for pre-service candidates, conditionally approved eff. Fall 2021. Focused program review required when two cycles of data are available, tentatively scheduled for May 2025, to consider removal of conditions.~~ ~~6/2022: Changed imp. f/fall 2021 to spring 2023 | start date f/May 2025 to spring 2026.~~ ~~4/2025: FPR waived; to be reported in full program review Fall 2025.~~
~~Linfield University~~	~~8/1/2023 (Expected)~~	~~Fall 2025 (Expected)~~				~~4/2023: Major modification: add licensure only pathways to programs for pre-service candidates who have previously completed bachelor's degrees, including Preliminary Teaching License: Elementary – Multiple Subjects, Preliminary Teaching License: Elementary – Multiple Subjects and Special Education: Generalist Dual-Enrolled, and Preliminary Teaching License: Single Subject Endorsements, effective 8/1/2023. Focused program review required to commence after two cycles of data are available, estimated to be Fall 2025.~~ ~~4/2025: FPR waived; to be reported in full program review Spring 2026.~~
Oregon State University	6/1/2021 (Expected) 9/22/2021 (Confirmed)	9/15/2023 (Tentative) 6/30/2025 (Confirmed)	9/30/2025	11/29/2025	Feb. 2026	2/2021: Elementary Education (CBEE) U-grad program (pre-svc.) approved, eff. 6/1/21. Focused PR to commence after two cycles of data available following implementation of modifications, estimated to be 9/15/21. 4/2021: Changed est. two cycles date for item approved 2/2021, from 9/15/21 to 9/15/23. 6/2022: Changed: Imp., 9/22/21 (confirmed) | start, 6/30/24 (confirmed) | FPR due, 9/30/24 | TR2FPR, 11/29/24 | C mtg., 2/2025. 10/2024: Changed: start, 6/30/25 (confirmed; program suspended one year, add'l year needed for data) | FPR due, 9/30/25 | TR2FPR, 11/29/25 | C mtg., 2/2026
Oregon State University	June 2025 (Expected)	Spring 2028	Fall 2028			2/2025: New program: Special Education: Generalist program for G pre-service candidates, cond. approved eff. 2/7/2025. Focused program review required when two cycles of data are available, tentatively scheduled for Fall 2028, to consider removal of conditions.

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University/ College *(Responsible party)*	Implementation / program start date (Expected) (Confirmed)	Focused Program Review process start date *(EPP - when two data cycles are or will be available)*	*3 mo.'s later:* Focused Program Review Report due to TSPC *(EPP)*	*2 mo.'s later:* Team response to Focused Program Report to EPP *(Team: TSPC)*	*2 (+/-) mo.'s later:* Focused Review Program Recognition *(Commission)*	State Approval Status and Comments
Pacific University	5/15/2020 (Expected) 9/2020 (Confirmed)	TBD: Low Ns – revisit 6/2023				2/2020: New program: Undergraduate Single-Subject (B.Ed.) with ESOL variant program for pre-service candidates conditionally approved, effective 5/15/20. Focused program review required prior to 5/15/22 to consider removal of conditions. 6/2022: Changed: Imp., 9/2020 (confirmed) | start, TBD: Low Ns, revisit 6/2023
Pacific University	7/20/2022 (Expected)	September 2024 (Expected)	Spring 2025			3-4/2022: New program: G Residency alternative program (E-MS and secondary program variations) for pre-service candidates, conditionally approved eff. 7/20/2022. Focused program review required when two cycles of data are available, tentatively scheduled for September 2024, to consider removal of conditions. 10/2022: Major modification: Residency Teacher License program (pre-service) to add World Language: Spanish and World Language: French endorsements, major mod approved, effective 10/13/22. Focused program review to commence after two cycles of data are available, estimated to be July 2025. 6/2023: Major modification: Residency Teacher License program (pre-service) to add World Language: German, World Language: Chinese, World Language: Japanese and World Language: Russian endorsements, major mod approved, effective 8/1/23. Focused program review to commence after two cycles of data are available, estimated to be August 2026 4/2025: FPR date revised to include all modifications to the Residency Teacher License program.
~~Pacific University~~	~~7/1/2024 (Expected)~~	~~Fall 2026 (Expected)~~				~~4/2024: Major modification: Reading Intervention Endorsement program (in-service) to modify core curriculum, major mod approved, effective 7/1/24. Focused program review to commence after two cycles of data are available, estimated to be Fall 2026.~~ ~~4/2025: FPR waived due to Literacy Standards reporting due December 2025; reporting continued with full program review in Spring 2027.~~
~~Portland State University~~	~~11/2/2018 (Expected) 11/2/2018 (Confirmed)~~	~~6/1/2027 (Confirmed)~~	~~9/1/2027~~	~~11/1/2027~~	~~Feb. 2028~~	~~11/2018: New program: Math Instructional Leader (6-12) Specialization approved with conditions. Focused program review required prior to Fall 2021 to consider removal of conditions.~~ ~~2/2022: TBD (Specializations are not included in program review.)~~ ~~6/2022: Changed: Imp., 11/2/2018 (confirmed) | start, TBD: Low Ns, revisit 6/2023~~ ~~6/2023: Changed: start, 6/1/27 | FPR due, 9/1/27 | TR2FPR, 11/1/27 | C mtg., Feb. 2028.~~ ~~4/2025: FPR removed; not required for specialization programs.~~
~~Portland State University~~	~~4/1/2022 (Expected)~~	~~Spring 2025 (Expected)~~				~~2/2022: New program: UG & G Dual Language Specialization program for pre-service and in-service candidates, conditionally approved eff. 4/1/2022. Focused program review required when two cycles of data are available, tentatively scheduled for Spring 2025, to consider removal of conditions.~~ ~~4/2025: FPR removed; not required for specialization programs.~~
Portland State University	8/1/22 (Expected)	Spring 2025 (Expected)				2/2022: Major modification: Principal program approved, effective 8/1/2022. Focused program review required to commence after two cycles of data are available, estimated to be Spring 2025.

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University/ College *(Responsible party)*	Implementation / program start date (Expected) (Confirmed)	Focused Program Review process start date *(EPP - when two data cycles are or will be available)*	*3 mo.'s later:* Focused Program Review Report due to TSPC *(EPP)*	*2 mo.'s later:* Team response to Focused Program Report to EPP *(Team: TSPC)*	*2 (+/-) mo.'s later:* Focused Review Program Recognition *(Commission)*	State Approval Status and Comments
Portland State University	8/1/22 (Expected)	Spring 2025 (Expected)				2/2022: Major modification: Professional Administrator program approved, effective 8/1/2022. Focused program review required to commence after two cycles of data are available, estimated to be Spring 2025.
Portland State University	Fall 2024 (Expected)	Fall 2026 (Expected)				6/2023: New program: Licensure in Elementary Education Program (LEEP) with ESOL endorsement program for UG pre-service candidates, cond. approved eff. Fall 2024. Focused program review required when two cycles of data are available, tentatively scheduled for Fall 2026, to consider removal of conditions
Portland State University	September 2024 (Expected)	July 2027 (Expected)				6/2023: Major modification: Graduate Teacher Education Program change to Licensure in Elementary Education Program (LEEP) with ESOL endorsement program for G pre-service candidates, cond. approved eff. September 2024. Focused program review required when two cycles of data are available, tentatively scheduled for July 2027, to consider removal of conditions
Southern Oregon University	June 2022 (Expected)	Spring 2025 (Expected)				2/2022: Major modification: Principal program approved, effective June 2022. Focused program review required to commence after two cycles of data are available, estimated to be Spring 2025.
Southern Oregon University	June 2022 (Expected)	Spring 2025 (Expected)				2/2022: Major modification: Professional Administrator program approved, effective June 2022. Focused program review required to commence after two cycles of data are available, estimated to be Spring 2025.
Southern Oregon University	7/20/2022 (Confirmed)	TBD: Low Ns – revisit 6/2025				3-4/2022: New program: G & PG Reading program for in-service candidates, conditionally approved eff. 7/20/2022. Focused program review required when two cycles of data are available, tentatively scheduled for September 2024, to consider removal of conditions. 4/2025: Changed: start, TBD: Low Ns, revisit 6/2025.
~~Southern Oregon University~~	~~August 2025 (Expected)~~	~~Spring 2028 (Expected)~~				~~6/2024: New program: Single subjects and PE program for UG pre-service candidates, cond. approved eff. August 2025. Focused program review required when two cycles of data are available, tentatively scheduled for Spring 2028, to consider removal of conditions.~~ ~~4/2025: FPR waived; to be reported in full program review Spring 2028.~~
~~Southern Oregon University~~	~~August 2025 (Expected)~~	~~Spring 2028 (Expected)~~				~~6/2024: New program: Special Education: Generalist program for UG pre-service and in-service candidates, cond. approved eff. August 2025. Focused program review required when two cycles of data are available, tentatively scheduled for Spring 2028, to consider removal of conditions.~~ ~~4/2025: FPR waived; to be reported in full program review Spring 2028.~~
~~University of Oregon~~	~~Fall 2022 (Expected)~~	~~Spring 2025 (Expected)~~				~~2/2022: Major modification: SPED: Early Intervention program (pre-service) approved, effective Fall 2022. Focused program review will commence after two cycles of data are available following implementation of the modifications, which is estimated to be Spring 2025.~~ ~~4/2025: FPR waived; to be reported in full program review Spring 2026.~~

CAEP semesters:
Spring = February to May
Fall = September to December

AAQEP semesters:
Spring = January 1 to June 30
Fall = July 1 to December 31

TSPC's definition of seasons:
Winter = January, February, March
Spring = April, May, June
Summer = July, August, September
Fall = October, November, December

University/ College *(Responsible party)*	Implementation / program start date (Expected) (Confirmed)	Focused Program Review process start date *(EPP - when two data cycles are or will be available)*	*3 mo.'s later:* Focused Program Review Report due to TSPC *(EPP)*	*2 mo.'s later:* Team response to Focused Program Report to EPP *(Team: TSPC)*	*2 (+/-) mo.'s later:* Focused Review Program Recognition *(Commission)*	State Approval Status and Comments
University of Oregon	Fall 2022	July 2024	December 15, 2024 (received)	May 2025		10/2022: Major modification: UG and G Music Education programs (pre-service) to modify clinical practices and curriculum, major mod approved, effective Fall 2022. Focused program review to commence after two cycles of data are available, estimated to be July 2024. 10/2024: Changed: | FPR due, 12/15/24 | TR2FPR, 2/15/25 | C mtg., 4/2025.
~~University of Oregon~~	~~June 2025 (Expected)~~	~~September 2027 (Expected)~~				~~6/2024: New program: PE program for G pre-service and in-service candidates, cond. approved eff. June 2025. Focused program review required when two cycles of data are available, tentatively scheduled for September 2027, to consider removal of conditions.~~ ~~4/2025: FPR waived; to be reported in full program review Spring 2026.~~
~~University of Oregon: Ballmer – UO~~	~~June 2023 (Expected)~~	~~June 2025 (Expected)~~				~~2/2023: Experimental Child Behavior Health Specialist (Limited Student Services License) program approved for UG candidates, conditionally approved eff. 6/16/2023. EPP must report intent to seek full recognition or eliminate the program by June 15, 2025.~~ ~~4/2025: FPR removed; experimental program will not be implemented.~~
~~University of Oregon: COSA – UO~~	~~June 2023 (Expected)~~	~~Fall 2025 (Expected)~~				~~2/2023: New program: Principal program, cond. approved eff. June 2023. Focused program review required when two cycles of data are available, tentatively scheduled for Fall 2025, to consider removal of conditions.~~ ~~4/2025: FPR waived; to be reported in full program review Spring 2026.~~
~~University of Oregon: COSA – UO~~	~~June 2023 (Expected)~~	~~Fall 2025 (Expected)~~				~~2/2023: New program: Professional Administrator program, cond. approved eff. June 2023. Focused program review required when two cycles of data are available, tentatively scheduled for Fall 2025, to consider removal of conditions.~~ ~~4/2025: FPR waived; to be reported in full program review Spring 2026.~~
~~University of Portland~~	~~November 2023 (Expected)~~	~~May 2029 (Expected)~~				~~10/2023: Major modification: UG Pre-service teacher education program modification to add Drama endorsement, effective November 2023. Focused program review to commence after two cycles of data are available, estimated to be May 2029.~~ ~~4/2025: FPR waived; Included in full PR Spring 2024.~~
~~University of Portland~~	~~November 2023 (Expected)~~	~~May 2026 (Expected)~~				~~10/2023: Major modification: G Pre-Service and In-Service teacher education program modification to add Art and Drama endorsements. Focused program review to commence after two cycles of data are available, estimated to be May 2026.~~ ~~4/2025: FPR waived; Included in full PR Spring 2024.~~
~~Warner Pacific University~~	~~1/22/2018 (Expected)~~ ~~*Not yet implemented (January 2024)*~~	~~TBD~~				~~1/2018: New program: ESOL program (graduate initial and advanced levels) conditionally approved eff. 1/22/18. Focused program review required prior to Winter 2020 to remove conditions.~~ ~~2/2022: TBD (ESOL G program not included in the 11/2018 program review)~~ ~~6/2022: Not yet implemented (May 2022)~~ ~~4/2024: Not yet implemented (January 2024)~~ ~~4/2025: FPR removed; program not implemented.~~
Warner Pacific University	11/2/2018 (Expected) Fall 2022 (Expected)	Fall 2025 (Expected)				11/2018: New program: SPED: Generalist program approved with conditions. Focused program review required prior to Fall 2021 to consider removal of conditions. 6/2022: Will implement fall 2022 if student enrollment is sufficient. 4/2024: Two cycles of data anticipated by Fall 2025.

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University/ College *(Responsible party)*	Implementation / program start date (Expected) (Confirmed)	Focused Program Review process start date *(EPP - when two data cycles are or will be available)*	*3 mo.'s later:* Focused Program Review Report due to TSPC *(EPP)*	*2 mo.'s later:* Team response to Focused Program Report to EPP *(Team: TSPC)*	*2 (+/-) mo.'s later:* Focused Review Program Recognition *(Commission)*	State Approval Status and Comments
Warner Pacific University	5/1/2020 (Expected) 5/1/2020 (Confirmed)	January 2025 (Confirmed)	April 2025	June 2025	October 2025	4/2020: New program: MAT Physical Education endorsement program conditionally approved, effective May 1, 2020. Focused program review required when two cycles of data are available after full implementation, tentatively planned for June 2021, to consider removal of conditions. 6/2022: Changed: FPR start, May 2023 (confirmed), additional year due to expected low N | FPR report, 8/2023 | Review team report, 10/2023 | C meeting, 2/2024 4/2024: Changed: FPR start, January 2025 (confirmed), additional time due to low N | FPR report, 4/2025 | Review team report, 6/2025 | C meeting, 10/2025
Western Oregon University	Fall 2021 (Expected) Fall 2022 (Confirmed)	TBD: Low Ns – revisit 6/2025				11/2021: New program: UG Drama endorsement program conditionally approved, effective Fall 2021. Focused program review required to begin when two cycles of data are available after full implementation, tentatively planned for June 2024, to consider removal of conditions. 2/2022: Implementation date changed, Fall 2021 to Fall 2022. 4/2025: Changed: start, TBD: Low Ns, revisit 6/2025.
Western Oregon University	Fall 2021 (Expected) Fall 2022 (Confirmed)	TBD: Low Ns – revisit 6/2025				11/2021: New program: UG Music endorsement program conditionally approved, effective Fall 2021. Focused program review required to begin when two cycles of data are available after full implementation, tentatively planned for June 2024, to consider removal of conditions. 2/2022: Implementation date changed, Fall 2021 to Fall 2022. 4/2025: Changed: start, TBD: Low Ns, revisit 6/2025.
Western Oregon University	9/2022 (Expected)	June 2025 (Expected)				6/2022: New program: SPED: EI & EC program for UG pre-service candidates, cond. approved eff. 9/2022. Focused program review required when two cycles of data are available, tentatively scheduled for 6/2025, to consider removal of conditions.
Western Oregon University	9/2022 (Expected)	June 2025 (Expected)				6/2022: New program: SPED: Generalist program for UG pre-service candidates, cond. approved eff. 9/2022. Focused program review required when two cycles of data are available, tentatively scheduled for 6/2025, to consider removal of conditions.
Western Oregon University	Summer 2023 (Expected)	Fall 2025 (Expected)				6/2023: New program: Art Teacher Education program for UG pre-service candidates, cond. approved eff. Summer 2023. Focused program review required when two cycles of data are available, tentatively scheduled for Fall 2025, to consider removal of conditions
Western Oregon University	Spring 2024 (Expected)	Fall 2026 (Expected)				4/2024: New program: Principal program, cond. approved eff. Spring 2024. Focused program review required when two cycles of data are available, tentatively scheduled for Fall 2026, to consider removal of conditions

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Program Recognition and Unit Approval/National Accreditation Dates
Sorted by Next Site Visit Date (all EPPs achieved national accreditation by July 2024)

Programs	Site Visit Date (national accreditation achieved)	National Accreditor	State Recognition of Programs	State Approval of Unit	Post-Accred. Site Visit Date	Site Visit History
Lewis & Clark College	December 8-10, 2019	CAEP	February 2025	June 2020	April 13-15, 2026	April 2005, April 2012, Dec. 2019
University of Portland	Oct. 4-6, 2020	CAEP	April 2019	June 2021	September 9-11, 2025	Sept. 2005, Sept. 2012, Oct. 2020
Eastern Oregon Univ.	May 24-25, 2021	AAQEP	April 2020	November 2021	Spring 2027	April 2006, Oct. 2014, May 2021
Linfield University	Oct. 25-27, 2020	CAEP	April 2019	June 2021	Fall 2027	April 2006, March 2013, Oct. 2020
Corban University	Dec. 6-7, 2021	AAQEP	June 2020	March/April 2022	Fall 2027	Nov. 2006, Oct. 2013, Dec. 2021
George Fox University	April 13-14, 2021	AAQEP	November 2019	November 2021	Spring 2028	Oct. 2007, Oct. 2013, April 2021
University of Oregon	May 17-18, 2021	AAQEP	November 2018	November 2021	Spring 2028	May 2009, May 17-18, 2021
Warner Pacific University	Sept. 27-28, 2021	AAQEP	November 2018	February 2022	Fall 2028	Feb. 2010, Aug. 2013 (follow-up), Dec. 2021
Pacific University	April 7-8, 2022	AAQEP	November 2019	October 2022	Spring 2029	March 2008, March 2014, April 2022
Western Oregon Univ.	Nov. 6-8, 2022	CAEP	April 2021	June 2023	Fall 2029	Oct. 2007, Nov. 2015, Nov. 2022
Oregon State Univ.	Oct. 16-18, 2022	CAEP	February 2021	June 2023	Fall 2029	April 2009, April 2015, Oct. 2022
Portland State Univ.	Jan. 23-24, 2023	AAQEP	November 2021	June 2023	Spring 2030	Nov. 2009, Oct. 2015, Jan. 2023
Southern Oregon Univ.	April 25-26, 2023	AAQEP	February 2022	October 2023	Spring 2030	April 2009, April 2016, April 2023
Bushnell Univ.	April 9-11, 2024	AAQEP	February 2023	October 2024	Spring 2031	March 2002, March 2009, Oct. 2019, April 2024

Site Visits by Semester

YEAR	EPP(S)	YEAR	EPP(S)	YEAR	EPP(S)
Fall 2020	Linfield, UP	Fall 2024		Fall 2028	WPU
Sp. 2021	EOU, UO, GFU	Sp. 2025		Sp. 2029	Pacific
Fall 2021	Corban, COSA-CU, WPU	Fall 2025	UP	Fall 2029	OSU, WOU
Sp. 2022	Pacific	Sp. 2026	L & C	Sp. 2030	PSU, SOU
Fall 2022	OSU, WOU	Fall 2026		Fall 2030	
Sp. 2023	PSU, SOU	Sp. 2027	EOU	Sp. 2031	Bushnell
Fall 2023		Fall 2027	Corban, Linfield	Fall 2031	
Sp. 2024	Bushnell	Sp. 2028	GFU, UO	Sp. 2032	

[i] Oregon has two program review options: State review and Specialized Professional Association (SPA) review. EPPs that use the SPA Option for some or all of their programs must provide their most recent SPA review reports to TSPC for program review (with their other program review reports) and for unit review (when Quality Assurance Reports [AAQEP] or Self-Study Reports [CAEP] are due.

[ii] CAEP and AAQEP have additional steps that are not included in this schedule. This tool is designed to align and clarify TSPC and EPP timelines.

[iii] Oregon has two program review options: State review and Specialized Professional Association (SPA) review. EPPs that use the SPA Option for some or all of their programs must provide their most recent SPA review reports to TSPC for program review (with their other program review reports) and for unit review (when Quality Assurance Reports [AAQEP] or Self-Study Reports [CAEP] are due.

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[iv] CAEP and AAQEP have additional steps that are not included in this schedule. This tool is designed to align and clarify TSPC and EPP timelines.

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Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Educator Preparation & Pathways

ITEM:	PACIFIC UNIVERSITY: SCHOOL SOCIAL WORK NEW PROGRAM PROPOSAL
ACTION:	**ACTION ITEM**
RECOMMENDATIONS:	The Educator Preparation & Pathways Committee of the TSPC recommends adoption of the following resolutions: **RESOLVED,** that the Commission grants Pacific University State Recognition with Conditions for a School Social Work License program, based upon a favorable review of the submitted proposal documents; **RESOLVED FURTHER,** that Pacific University be approved to implement the new program beginning Fall 2025; **RESOLVED FURTHER,** that the above-referenced program may undergo a focused program review, which will begin when two cycles of data are available after full implementation of the program, tentatively planned for Summer 2027; **RESOLVED FURTHER,** that Pacific is to be commended for aligning its School Social Work program with field needs through thoughtful integration of clinical practice in both school and community settings, and for expanding access through online coursework that supports rural and working professionals.
INFORMATION:	OAR 584-400-0060, State Recognition: New Programs, requires preparation providers (EPPs) to receive state recognition of new licensure, endorsement, specialization or career and technical education programs prior to recommending program completers for the requested credential.

Pacific University requested Commission approval to offer a School Social Work program.

The proposed program is designed to prepare clinically skilled school social workers through a strong foundation in culturally responsive and inclusive practices. It will serve both full-program MSW candidates and advanced standing candidates who hold BSWs from CSWE-accredited programs. Coursework will be delivered in person for most candidates, with an online option available for advanced standing candidates. All candidates will complete a full-year practicum in a school setting and an additional practicum in an agency that serves children, youth, and families. Program objectives are aligned with CSWE competencies and NASW School Social Work standards.

At their May 29, 2025, meeting, Educator Preparation and Pathways Committee members determined to recommend approval to the full Commission and for the item to be placed on the program consent agenda at the June 2025 Commission meeting.

Information regarding the program request is included as Attachment 1. The attachment includes comprehensive descriptions of the proposed program and supporting documentation.

Attachments:

1. Pacific New School Social Work Program Proposal

Pacific University

NEW PROGRAM PROPOSAL:
School Social Work Licensure Preparation Program

Institution Contacts:

Jaye Cee Whitehead, Acting Dean, College of Arts & Sciences
jayecee@pacificu.edu
503-352-2141

Jamie Haag, Interim Associate Dean, College of Arts & Sciences
jrhaag@pacificu.edu
503-351-2185

Andrea Doerfler, MSW Program Director & Program Contact
adoerfler@pacificu.edu
503-352-3183

Andrea Doerfler, Proposal Author
adoerfler@pacificu.edu
503-352-3183

New Program Proposal:

PACIFIC UNIVERSITY
Forest Grove, Oregon

This proposal was provided to TSPC on: [May, 2025]

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NEW PROGRAM PROPOSAL
Pacific University

New Program Description

Program Name and Description

Proposed Program Name: **School Social Work Licensure Preparation Pathway**

The program proposal submitted is for:
Note: *To click a box, double-click the box and select [Checked]. To remove, double-click and select [Not checked].*

☐ Preliminary Teaching License: Elementary – Multiple Subjects (undergraduate)

☐ Preliminary Teaching License: Elementary – Multiple Subjects (graduate)

☐ Preliminary Teaching License: Single-subject areas (undergraduate)
Please indicate the single-subject endorsement area(s) offered by your preliminary license program:

- ☐ Advanced Mathematics (includes Foundational)
- ☐ Agricultural Science
- ☐ Biology
- ☐ Business: Generalist
- ☐ Business: Marketing
- ☐ Career Trades Generalist
- ☐ Chemistry
- ☐ English Language Arts (includes Foundational ELA)
- ☐ Family and Consumer Sciences
- ☐ Health
- ☐ Integrated Science (includes Foundational Science)
- ☐ Physics
- ☐ Social Studies (includes Foundational Social Studies)
- ☐ Speech (Forensics)
- ☐ World Language:
  - ☐ Chinese
  - ☐ French
  - ☐ Japanese
  - ☐ German
  - ☐ Latin
  - ☐ Russian
  - ☐ Spanish

☐ Preliminary Teaching License: Single-subject areas (graduate)

Please indicate the single-subject endorsement area(s) offered by your preliminary license program:

- ☐ Advanced Mathematics (includes Foundational)
- ☐ Agricultural Science
- ☐ Biology
- ☐ Business: Generalist
- ☐ Business: Marketing
- ☐ Career Trades Generalist
- ☐ Chemistry
- ☐ English Language Arts (includes Foundational ELA)
- ☐ Family and Consumer Sciences
- ☐ Health
- ☐ Integrated Science (includes Foundational Science)
- ☐ Physics
- ☐ Social Studies (includes Foundational Social Studies)
- ☐ Speech (Forensics)
- ☐ World Language:
  - ☐ Chinese
    - ☐ French
    - ☐ Japanese
    - ☐ German

☐ Latin
☐ Russian
☐ Spanish

PROGRAM-REQUIRED AREAS:

☐ Art – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
☐ Drama – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
☐ Elementary – Multiple Subjects – includes: ☐ Graduate ☐ Post-graduate
(Only check if this report is for an advanced program. Initial reports are submitted in the Preliminary Teaching License: Elementary – Multiple Subjects report)
☐ ESOL – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
☐ Library Media – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
☐ Music – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
☐ Physical Education (PE) – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
☐ Reading Intervention – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
☐ SPED: Deaf and Hard-of-Hearing – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
☐ SPED: Early Intervention – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
☐ SPED: Generalist – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
☐ SPED: Visually Impaired – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate

DUAL PROGRAM AREA REQUESTS:

☐ Name: _____ – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate

ADMINISTRATOR AND PERSONNEL SERVICES LICENSE PROGRAMS:

☐ Teacher Leader License Program
☐ Principal License Program
☐ Professional Administrator License Program
☐ Initial School Counselor License Program
☐ Continuing School Counselor License Program
☐ Initial School Psychology License Program
☐ Continuing School Psychology License Program
X Initial School Social Worker License Program
☐ Continuing School Social Worker License Program

SPECIALIZATIONS:

☐ Adaptive Physical Education Specialization
☐ American Sign Language Specialization
☐ Autism Spectrum Disorder Specialization
☐ Dual Language Specialization
☐ Early Childhood Education Specialization
☐ Mathematics Instructional Leader: PreK-8 Specialization
☐ Mathematics Instructional Leader: 6-12 Specialization
☐ Talented and Gifted Specialization

General description of the proposed program:

The Pacific University School Social Work (SSW) Licensure Preparation Program will prepare students to meet the requirements for Teacher Standards and Practices Commission (TSPC) school social work licensure recommendation. Through coursework and field experience, our students will gain the necessary skills to conduct professional social work services for children and youth in P-12 educational settings. These skills include but are not limited to clinical skills and case management.

Our social work program is launching an Advanced Standing online component in the Fall of 2025 for students who have a Bachelor of Social Work (BSW) from a Council on Social Work Education accredited program. These students, along with our in-person two-year, second-year and Advanced Standing students, will be eligible to complete coursework and field work which align with the TSPC requirements for school social work licensure. Concurrently, these students will be working toward the Master of Social Work (MSW) degree and recommendation to TSPC for school social work licensure. Students will be able to meet all requirements for the SSW component as part of the current requirements for graduation with an MSW. They will however, be required to take one designated school social work special topics course, as well as ensure that they have completed a full 1-year practicum in a school setting and an additional practicum with an agency that serves children, youth and families.

Name of the school or college where the program is proposed to be housed (College of Education, School of Music, School of Social Work):

Pacific University College of Arts & Sciences, School of Social Sciences, Clair Argow Social Work Program

Date the new program will be implemented, if approved: Fall, 2025

Proposed degree to be awarded on program completion:

MSW and recommendation for TSPC School Social Work Licensure

Program Delivery and Variants

.

Standard delivery:

Location:

X Campus-based (traditional in person instruction)

X Main campus ☐ Branch campus ☐ Other:

X Online program

☐ Hybrid program

Courses are offered:

X Daytime | **X Evenings** | Weekends

Additional description *(if needed)*: The in-person classes will be offered between the hours of 9:00am - 5:00pm on weekdays. The online courses will be offered in the evening on weekdays.

Delivery variant(s) ***(If applicable, describe variation circumstances. Duplicate this section for additional variances:***

X N/A (Select if the proposed program does not have any delivery variances.)

Location:

☐ Campus-based (traditional in person instruction)

☐ Main campus ☐ Branch campus ☐ Other:

☐ Online program

☐ Hybrid program

Courses are offered:

☐ Daytime | ☐ Evenings | ☐ Weekends

Additional description *(if needed)*:

Number of credit hours proposed to be required to complete the program:

X Semester | ☐ Quarter

edTPA

Indicate here if edTPA is not required for this proposed area: **X**

Justification for the New Program

Need for new educators in the program area:
The State of Oregon currently has two approved School Social Work (SSW) Preparation programs though none are located West of the Portland Metro area. Currently in our MSW Program, 37% of our students are enrolled in our School Social Work special topics course [SocWk 694] for Spring semester 2025. This course offers students the opportunity for advanced analysis and assessment of social work practice in the school setting, including educational issues, conceptual framework, policies, and service delivery systems. Special attention is paid to cultural diversity, special populations, parent-school collaboration, community liaison, referral systems, and change. It addresses evidence-informed and multi-level social work practice relative to national, state and local trends in education. The course also examines school reform, truancy, homelessness, diversity, violence, student support and special education. This is a course we have offered for several years with steady enrollment and many of our graduating students express a specific interest in becoming a licensed school social worker. This fits well with the need for school social workers in Oregon which is well documented. The pandemic led to social workers leaving school-based positions as well as an increase in mental health needs among students. In Oregon, there is one school social worker for every 8,831 students and the recommended ratio is 1:250. There are not enough licensed school social workers to meet the need and the demand. This has led to the use of restricted school social work licenses by TSPC and we hope to fill that need with students who are prepared for school social work licensure.

Pacific's MSW Program is deeply committed to training students to become anti-oppressive practitioners. This commitment is woven throughout our curriculum, with specific focus in courses such as SocWk 571 (Anti-Oppressive & Human Rights Practice), SocWk 643 & 644 (Advanced Field Seminar, including anti-oppressive accountability groups), and SocWk 611 (Latino Families & Culture). The knowledge and skills gained in these courses are then applied in SocWk 694 (School Social Work), ultimately preparing culturally responsive school social workers to serve communities across Oregon and beyond.

Educator Preparation Provider's Capacity

List faculty names and attach vita for each faculty member:

Nazan Cetin, MSW, PhD (see Addendum A.1)
Andrea Doerfler, MSSW, LCSW (see Addendum A.2)
Lorrie Breshears, MSW, LMSW (see Addendum A. 3)
Nancy Murakami, MSW, DSW, LCSW (see Addendum A. 4)

Consultant:
Jennifer Bridgewater, MBA, Executive Assistant, Data, Accreditation, & Licensure Specialist, College of Education

List of Full-time Faculty: (see Addendum A.5)

Faculty structure description:
MSW Program Director: The MSW Program Director will provide internal oversight, in consultation with our TSPC School Social Work Liaison and the Field Director for the SSW licensure preparation pathway. The MSW Program Director will report to the Dean of the School of Graduate and Professional Studies. The MSW Program Care Liaison will provide oversight for student support and collaborate with the Program Director, the TSPC School Social Work Liaison, and the Care Team as needed.

TSPC School Social Work Liaison: The TSPC School Social Work Liaison will serve as the primary liaison to the Pacific TSPC Liaison to ensure compliance and effective collaboration. This person will monitor any changes in school social work licensing requirements and implement those within the MSW School Social Work pathway in consultation with the Program Director. The TSPC School Social Work Liaison will also serve as the primary point of contact for students in the pathway to answer questions, ensure adherence to the requirements and provide faculty advising.

Financial resources (include, at a minimum, an analysis of proposed operational costs, resources, and revenues):
The School Social Work Licensure Preparation Pathway program is not anticipated to increase costs to the MSW Program or the University. The courses needed to implement the program are already included in the MSW curriculum and we do not need to hire additional faculty to service these courses. Our field component is already established with schools and educators in the state of Oregon so there will be no additional costs. We already provide continuing education opportunities for our agency-based Field Instructors and any new instructors will also have access to these opportunities at no cost to agencies and no additional cost to the MSW Program or University.

Our MSW Program was awarded a 3-year $1.5million Oregon Health Authority grant, which we share with our School of Professional Psychology. Funds from the grant are used to support students who are committed to working with underserved populations in the State of Oregon after graduation. Our students are eligible for a $15,000 tuition award as well as a $3,000 stipend.

Candidate resources (include, at a minimum, plans for facilities, technology, library, and student services):
Faculty will have access to classrooms on the Forest Grove campus for in-person classes and online faculty will have access to remote platforms being utilized by all of our online instructors. Additionally, SSW faculty and students will have access to all of the University services already in place and being utilized in these courses. This includes but is not limited to the Writing Center, Library, Technology Services, Student Support Services, Title IX Office, Center for Gender and Sexuality and the Office of Equity, Diversity, Inclusion & Accessibility. These services are available to faculty, in-person students, and online students.

Our online students will have access to a trained student technology support person to ensure remote access to classes as well as University services. All students have access to our Care Liaison to ensure connection to needed support services.

Evidence of institutional approval:
The MSW Program has received full support for the SSW licensure preparation component from the faculty in the MSW Program, the Director of the School of Social Sciences, and the Dean for the College of Arts & Sciences. Adding this component to our program does not represent a curricular change given that we do not need to add or adjust any existing courses. Therefore, this does not need approval from the faculty in the College of Arts & Sciences or the Curriculum Committee. Rather, this is an informational item for these entities. The College of Education has been informed of this proposal and supports the School Social Work Licensure Pathway. Adding the online component to the program has successfully navigated the University Governance process and has received full support from the necessary departments on campus as well as the Provost's Council and the President's Council.

Community Partnerships:
Our Pacific MSW Program has become well established over the last nine years and has strong connections to local schools including Clackamas ESD, Heron Creek Therapeutic Program, Corvallis School District, Forest Grove School District, Gresham - Barlow School District, Lebanon School District, Bethel School District, Portland Public School District, Beaverton School District, ESD 112 in Clark Co WA, Willamette ESD and Salem-Keizer Public Schools.

We will collaborate with our Pacific University College of Education, specifically Jennifer Bridgewater, our COE's Senior Manager of Data, Accreditation, & Licensure knowing they have extensive expertise working with schools throughout the state of Oregon and a strong sense of the need for school social workers.

EPP Program Development Committee and Liaison Officer

Andrea Doerfler, Associate Professor & MSW Program Director
Nancy Murakami, Assistant Professor & Care Liaison, MSW Program
Nazan Cetin, Assistant Professor & MSW TSPC School SW Liaison
Lorrie Breshears, MSW Field Director
Jennifer Bridgewater, Pacific University TSPC Liaison Officer, College of Education

Program Goals and Objectives

Goals	Objectives	Goal relationship to current the Council on Social Work Education approved MSW program
Prepare highly qualified school social workers who meet the TSPC qualifications for SSW licensure in the State of Oregon.	Students will earn a rating of 'competent' with a grade of B- or above in all school social work preparation courses.	The Council on Social Work Education requires that all graduates from accredited programs achieve a rating of 'competent' on their final field practicum evaluation. Additionally, students are required to earn a 'competent' rating on specific program assignments which are used as data points for meeting or exceeding accreditation standards. These evaluation methods are utilized to ensure that our program is meeting the 9 CSWE competencies. The school social work licensure pathway in our program also requires students to complete assignments that measure all practice standards of the National Association of Social Worker and the Oregon Administrative Rules related to school social work.
Prepare highly qualified school social workers who apply an anti-oppressive, culturally responsive lens to their work in school-based settings.	Students will earn a grade of B- or above in SocWk 571 Anti-Oppressive & Human Rights Practice (Full Program students), SocWk 611 Latino Families & Culture, and a grade B or above in SocWk 643 & 644 Advanced Field Seminar.	
Prepare highly qualified school social workers who apply in-depth knowledge of child development in assessment, treatment planning, individual and group intervention, crisis management, resource & referral, advocacy, and training & collaboration with	Students will earn a grade of B- or above in SocWk 694 School Social Work course and a grade of B or above on the School Issue Analysis in the SocWk 694 School Social Work course.	

educationally related stakeholders.		
Prepare highly qualified school social workers who are competent in clinical application and CSWE competencies.	Students will earn a rating of 'competent' on all field evaluation ratings for Advanced Field Practicum along with a B or higher rating on school social work licensure pathway assignments.	

Program Alignment to State Standards

OAR 581-022-2060 **OAR 584-410-0070** **OAR 584-410-0075**	**National Association of Social Workers School Social Work Standards (in blue)** **and** **Council on Social Work Education Competencies (in green)**	**Pacific University School Social Work Preparation Program Courses**	**Pacific University School Social Work Preparation Pathway Assessments**

OAR 584-410-0075 **2. 3. 4. 5. 6.**	NASW Standard 1: Ethics and Values Standard 7. Workload Management CSWE Competency 1: Demonstrate Ethical and Professional Behavior	SocWk 501 Foundations of Social Work & Social Welfare SocWk 533 Generalist Practice I SocWk 542 Foundation FIeld Practicum II SocWk 551 Research Methods SocWk 643 Advanced Field Practicum III Soc Wk 644 Advanced Field Practicum IV	SocWk 501: Annotated bibliography of a school based social issue and Social Issue Final Paper SocWk 533: ETHIC Paper: Client Progress Notes Soc Wk 542: Final Performance Evaluation SocWk 551: Research Proposal Draft III SocWk 551: Final Presentation SocWk 643: Process Recording I and Process Recording II Soc Wk 644: Final Performance Evaluation
	NASW Standard 3. Assessment CSWE Competency 7: Assess Individuals,	SocWk533 Generalist Practice I SocWk 534 Generalist Practice II	SocWk 533: Client Biopsychosocial & Strengths Assessment SocWk 534: Family of Origin Paper SocWk 534: Instructor observed role play

	Families, Groups, Organizations, and Communities	SocWk 535 Generalist Practice III SocWk 619 Program Evaluation SocWK 643 Advanced Field Practicum III SocWk 644 Advanced Field Practicum IV SocWk 661 Mental Health Diagnosis SocWk 675 Management & Leadership	SocWk 535: Community Profile and Needs Assessment SocWk 619 Single Subject Design SocWk 643: Process Recordings I & II Soc Wk 644: Final Performance Evaluation SocWk 661: Diagnostic Formulations I,II,III,IV SocWk 661: Final Case Biopsychosocial & Diagnostic Case Formulation Paper SocWk 675: Capstone Project
OAR 581-022-2060 C. (ii) Counseling methodologies ; C. (iii) Social emotional learning; C. (iv) Mental and behavioral health supports;	NASW Standard 4. Intervention CSWE Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	SocWk 533 Generalist Practice I SocWk 534 Generalist Practice II	SocWk 533: Client Direct Care Plan SocWk 533: Case Staffings I,II,III,IV SocWk 533: Client Progress Notes I, II, III, IV SocWk 534: Group Facilitation, Notes and Reflection

C. (v) Trauma sensitive practices **OAR 584-410-0075** **2. Self awareness** **3. Self Management** **4. Social Awareness** **5. Relationship Skills** **6. Responsible Decision Making**	CSWE Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities NASW Standard 5. Decision Making and Practice Evaluation CSWE Competency 4: Engage in Practice-Informed Research and Research-Informed Practice	SocWk 535 Generalist Practice III SocWk 643 Advanced Field Practicum III Soc Wk 644 Advanced Field Practicum IV SocWk 675 Management & Leadership SocWk 533 Generalist Practice I SocWk 534 Generalist Practice II SocWk 535 Generalist Practice III SocWk 551 Research Methods	SocWk 535: Final Community Project Paper and Presentation SocWk 643: Process Recordings I & II Soc Wk 644: Final Performance Evaluation SocWk 675 Capstone Project SocWk 533: Client Disengagement Summary & Presentation SocWk 534: Group Curriculum SocWk 535: Final Community Project Paper & Presentation SocWk 551: Research Proposal Draft III SocWk 551: Final Presentation SocWk 619:

	CSWE Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	SocWk 619 Program Evaluation SocWk 643 Advanced Field Practicum III SocWk 644 Advanced Field Practicum IV SocWk 675 Management & Leadership	Single Subject Design Presentation SocWk 643: Process Recordings, Student Self Reflection Paper SocWk 644: Final Performance Evaluation SocWk 675: Capstone Project
	NASW Standard 6. Record Keeping	SocWk 533 Generalist Practice I SocWk 534 Generalist Practice II SocWk 541 Foundation Field Practicum I SocWk 542 Foundation Field Practicum II SocWk 643 Advanced Field Practicum III	SocWk 533 Client Progress Notes SocWk 534: Group Facilitation, Notes, and Reflection SocWk 541: Supervision Worksheets (10) SocWk 541: Timesheet (weekly) SocWk 542: Supervision Worksheets (10) SocWk 542: Timesheet (weekly) SocWk 542: Final Performance Evaluation SocWk 643: Supervision Worksheets (10) SocWk 643:

		SocWk 644 Advanced Field Practicum IV	Timesheet (weekly) SocWk 644: Supervision Worksheets (10) SocWk 644: Timesheet (weekly) Soc Wk 644: Final Performance Evaluation Soc Wk 644: FinalSite visit
OAR 581-022-2060 C. (vi) Culturally responsive and sustaining practices **584-410-0070**	NASW Standard 9. Cultural Competence CSWE Competency 3: Engage Anti Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.	SocWk 571 Anti-Oppression and Human Rights Practice SocWk 643 Advanced Field Practicum III SocWk 644 Advanced Field Practicum	SocWk 571 Reading Group Questions (10) SocWk 571 Module Reflexivity Papers (3) SocWk 571 Anti-Oppressive and Abolition Presentation Soc Wk 643: Who am I Worksheet SocWk 643 Initial Site Visit SocWk 644 Final Site Visit

		IV SocWk 697 Immersion in Global Cultures ****As a CSWE accredited social work program, ADEI is the framework from which all course content is developed so this is infused in all areas of our curriculum. The specific assignments listed here target identified areas of AEDI.**	SocWk 697: Travel Course Reflection

Program Curriculum & Course Syllabi

Curriculum: MSW + School Social Work track (Full Program 2-year students without a BSW undergraduate degree 64 credits)

SocWk 501	Foundations of Social Work Practice **https://pacificu.box.com/s/ohzieuszi856el0f5ydr56e7zy0ha5c9**	3 credits
SocWk 521	Human Behavior in the Social Environment https://pacificu.box.com/s/yashvqzhu5zgfgvupaaxc0z1p8k9e75j	3 credits
SocWk 533	Generalist Practice I https://pacificu.box.com/s/49pkd93y61de9zlmehagp9d7g4ta4p9o	3 credits
SocWk 534	Generalist Practice II https://pacificu.box.com/s/4parucdupuqhr4wl67e0jr5i4948ebrk	3 credits
SocWk 535	Generalist Practice III https://pacificu.box.com/s/lfwm92rbjh7ug7meao9cmpmdmwlln4fy	3 credits
SocWk 541	Foundation Field Practicum I https://pacificu.box.com/s/clsnbesl7irl7v6vmerst3hz7v1gpcxr	4 credits

SocWk 542	Foundation Field Practicum II https://pacificu.box.com/s/hmvk6xo59iy8teqywy10beye9ofktmve	4 credits
SocWk 551	Research Methods https://pacificu.box.com/s/ki9xz8tkqpsw6dlnru7m0m7496z4hb5i	3 credits
SocWk 561	Influencing Social Policy https://pacificu.box.com/s/62ntjo6r9sw9kktr0pudq6uj5y0ya7zo	3 credits
SocWk 571	Anti-Oppressive & Human Rights Practice (https://pacificu.box.com/s/4cmx63oxfav0znoltzjecay15t390ium)	3 credits
SocWk 611	Latino Family & Culture https://pacificu.box.com/s/s1rprc2wcnf72jxpgj56x7rs4v2q0qwc	3 credits
SocWk 619	Program Evaluation https://pacificu.box.com/s/4trq0k11ct5vtdi8l1ug22hmgo74zkm0	3 credits
SocWk 643	Advanced Field Practicum III https://pacificu.box.com/s/gprw5ccsv2e9uhb0oaqpb2vdapygnek1 and https://pacificu.box.com/s/dpo2m065gqt3m7ul1pssqh0z4wyx7zcw	3 credits
SocWk 644	Advanced Field Practicum IV https://pacificu.box.com/s/n53vg08w44f46a0q9daddj6hoxinh3za and https://pacificu.box.com/s/33fr9ryi7bey22z5tq207oqqbg6a9ht8	5 credits
SocWk 661	Mental Health Diagnosis https://pacificu.box.com/s/khvar8ltrrq2g89a1dnauarj6xpm6wpf	3 credits
SocWk 671	Advanced Therapeutic Approaches (https://pacificu.box.com/s/gp7yy3qavjlm9nwz8y9jk1shsuqq2cmv)	3 credits
SocWk 675	Management & Leadership in Social Work https://pacificu.box.com/s/pxk7fnmk5liscz41eqvt0l53n0tprl3e	3 credits
SocWk 694	School Social Work https://pacificu.box.com/s/luo3ho5ryn2t898dlijv5z186xmz31of	3 credits
2 additional Special Topics Courses	Options: Play Therapy Counseling & Interventions (https://pacificu.box.com/s/evu6a6m53b2j0asmiy6ng2f4g33zxsr2); Practice with LGBTQ Folx (https://pacificu.box.com/s/nb5hezrx2zdzktj63wl6m60dmkw9eskj); Addictions, Society & Social Work Practice (https://pacificu.box.com/s/bgelw1skf2utd4ivavpzjxrfvt7278xh); Social Work Practice with Trauma (https://pacificu.box.com/s/40ez49jqv78y2vlnfxe1gd7pg5vdftvn); Social Ecology of Wellness	6 credits (3 credits per course)
		Total credits: 66

Curriculum: MSW + School Social Work track (Advanced Standing students with a BSW undergraduate degree from a CSWE accredited program 33 credits)

SocWk 611	Latino Family & Culture https://pacificu.box.com/s/s1rprc2wcnf72jxpgj56x7rs4v2q0qwc	3 credits
SocWk 619	Program Evaluation https://pacificu.box.com/s/4trq0k11ct5vtdi8l1ug22hmgo74zkm0	3 credits
SocWk 643	Advanced Field Practicum III https://pacificu.box.com/s/gprw5ccsv2e9uhb0oaqpb2vdapygnek1 and https://pacificu.box.com/s/dpo2m065gqt3m7ul1pssqh0z4wyx7zcw	4 credits
SocWk 644	Advanced Field Practicum IV https://pacificu.box.com/s/n53vg08w44f46a0q9daddj6hoxinh3za and https://pacificu.box.com/s/33fr9ryi7bey22z5tq207oqqbg6a9ht8	5 credits
SocWk 661	Mental Health Diagnosis https://pacificu.box.com/s/khvar8ltrrq2g89a1dnauarj6xpm6wpf	3 credits
SocWk 671	Advanced Therapeutic Approaches (https://pacificu.box.com/s/gp7yy3qavjlm9nwz8y9jk1shsuqq2cmv)	3 credits
SocWk 675	Management & Leadership in Social Work https://pacificu.box.com/s/pxk7fnmk5liscz41eqvt0l53n0tprl3e and https://pacificu.box.com/s/dlkuex2hystzbmgm3ank7v06x5wznrdz	3 credits
SocWk 694	School Social Work https://pacificu.box.com/s/luo3ho5ryn2t898dlijv5z186xmz31of	3 credits
2 additional Special Topics Courses	Options: Play Therapy Counseling & Interventions (https://pacificu.box.com/s/evu6a6m53b2j0asmiy6ng2f4g33zxsr2); Practice with LGBTQ Folx (https://pacificu.box.com/s/nb5hezrx2zdzktj63wl6m60dmkw9eski); Addictions, Society & Social Work Practice (https://pacificu.box.com/s/bqelw1skf2utd4ivavpzjxrfvt7278xh); Social Work Practice with Trauma (https://pacificu.box.com/s/40ez49jqv78y2vlnfxe1gd7pg5vdftvn);	6 credits (3 credits per course)
		Total Credits: 34

Research-based rationale for the curriculum: The Council on Social Work Education states that master level social work education "shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership" (CSWE, 2022). The curriculum in the MSW Program, including courses in the SSW pathway, meet the

nine Competencies required by CSWE, ensuring that our students are both taught and evaluated using an evidence based lens. Additionally, the School Social Work pathway courses and assessment tools align with the NASW Standards for SSW services and ensure that students are provided with content to demonstrate mastery of those standards. Our students have multiple opportunities to engage with clinical experiences which include assessment, intervention, evaluation, advocacy, leadership, and policy at all three levels of social work practice. Additionally, students in the SSW pathway have specialized focus on applying the CSWE and NASW Standards to their work with children and youth in a school based practicum setting. Students are assessed on the nine CSWE competencies in these field placements at the midpoint and again after completing 500 hours in their advanced year. The use of clinical role-plays and extensive case studies are also utilized in the Advanced Field Seminars and School Social Work courses.

The Program Alignment to State Standards table above indicates how our curriculum aligns with the TSPC, NASW and CSWE standards and competencies with significant overlap in the standards, thus meeting the criteria for each body.

Course syllabi: Syllabi for all of the courses in the MSW Program, including the School Social Work pathway, are linked in the syllabi table.

Clinical Practices

Background clearance prior to student contact:
When students are deposited in our MSW program they receive written directions and consultation to begin the background clearance process. Students who are in the School Social Work Licensure pathway will also complete the TSPC required background check process. Students are only eligible to begin their field practicum after successful completion of the background checks. The TSPC School Social Work Liaison will track background clearance for all SSW program candidates in consultation with the Program Assistant and the Field Director.

Knowledge of Civil Rights prior to formal clinical practice:
School Social Work Pathway Candidates will be advised upon deposit to complete the Civil Rights Modules. They are not eligible to begin their school-based field practicum until documentation is provided ensuring they have passed all of the Module quizzes and have the Module completion certificate. The TSPC School Social Work Liaison will track completion of the Civil Rights Modules for all School Social Work program candidates in consultation with the Program Assistant, the Field Director and the Program Director.

Field Practicum:
All full program students in our MSW Program, including those in the school social work licensing pathway, are required to complete 920 hours of practicum experience. Advanced Standing students, including those in our SSW licensing pathway, are required to complete 500 hours of field practicum experience. For SSW licensing pathway students, they must complete a minimum of 420+ hours in an agency serving children, youth or families as well as 420+ hours in a school based setting. Our practicum experiences are spread over two semesters during the academic year for a total of 32 weeks with the student completing 16+ hours per week. This work is completed under the supervision of a Field Instructor and Field Faculty Liaison who hold a MSW degree and have a minimum of two years

work experience post graduation. During the school based placement, the Field Instructor is based in the school setting and has experience working as a social worker in a school setting. Students participate in a range of learning activities which include assessment, advocacy, case management, clinical intervention and parent outreach. Students also participate in interprofessional team planning meetings and attend at least one School Board meeting.

Evaluation: The Field Instructor provides shadowing, observation, and feedback to the student over the course of each semester during 10 required structured supervision sessions with a total of 20+ supervision sessions over the two semesters. These activities are documented in the student supervision worksheets and those will be stored in the student file. Students submit the supervision worksheets to both their Field Instructor and their Field Faculty Liaison who is a Pacific faculty member teaching the Field Seminar. The supervision worksheets are awarded points and provide specific feedback to ensure review of experiences, Learning Contract competencies, behaviors and skills that were a focus for that week. They also include student self-reflection regarding what has gone well, challenges they experienced, and areas for support. Finally a discussion of anticipated learning activities for the upcoming week and Field Instructor comments and feedback are submitted. In addition to the supervision worksheets, the Field Instructor completes an end of semester student evaluation twice during the academic year which is shared with the student and Faculty Liaison. Finally, two site visits take place over the course of each year and are attended by the student, the Field Instructor and the Faculty Liaison. Learning Contract competencies are reviewed as well as specific student progress, areas of strength, growth areas, and plans for improvement if needed.

The FIeld Director maintains copies of all Field Instructor evaluations in the student file in the University electronic storage system.

Faculty Instructor Evaluation:
The Faculty Instructor will complete at least three evaluations and/or observations of the student's clinical work.

1. Observation of the student presentation of a direct client interaction which may include assessment, planning, intervention and/or termination in SocWk 643 and SocWk 644.
2. The faculty instructor will evaluate two process recordings of direct client contact also in SocWk 643 and SocWk 644.

Agency Field Instructor Evaluation:
The Agency Field Instructor will complete at least three evaluations and/or observations of the student's clinical work.

1. Observation and evaluation of two student-led clinical interactions. These may include a group session and social and/or emotional learning activities.
2. Formal evaluation of the student performance at the mid-year and at completion of their field experience. These take place in SocWk 643 and SocWk 644. The evaluation will be reviewed by the Field Faculty Liaison, the School Social Work TSPC Liaison and the Field Director to ensure the student has met all competencies.

Assignments specific to building school social work knowledge and skills include the following:

1. School Team Contract:
Purpose:
School teams are formed to simulate the collaborative team structure that can be invaluable in a school setting. This contract outlines a) school team members' roles, responsibilities, strengths, struggles, and expectations, and b) the team's workflow, expectations, and processes for their

semester-long work together in the School Social Work Course. This contract helps students turn toward challenges rather than away.

Tasks:
Students meet with their group and draft a group contract together, using the template in Moodle. They will discuss experiences, interests, strengths, and challenges. One member will submit the form via Moodle.

2. School Experience Analysis
Purpose:
Students will uncover and explore their own lived experiences as a student. Through this examination, students will gain a deeper understanding of their biases, strengths, and positionality, and how their own history may impact their social work practice in schools.

Tasks:
Students will individually present their lived experience as a student (pre-kindergarten through Uni) in slides, a paper, or a video. They may focus on one period of their education (e.g., elementary) or may cover multiple periods. Within the assignment, (1) describe experiences, (2) apply relevant social work theories and frameworks to lived experience (e.g., human development, social-ecological, strengths vs. deficits, equity/diversity/inclusion, trauma-informed, culturally-informed), (3) demonstrate critical analysis of the experiences and context of education, and (4) discuss potential impacts of the experiences on social work practice in schools (e.g. strengths and deficits, areas for additional personal and professional work).

3. School Board Meeting Plan:
Purpose: This written plan will prepare each student to attend a school board meeting in the school district where they currently work/intern, in the district where they currently live, in the district where they intend to work, or in another district of interest. Students can attend a meeting individually or with their school team, but the planning for attendance will be done with their school team

Tasks:
1. With their school team, students will discuss and outline their plan for observing/listening to/engaging in the school board meeting.

Students will discuss the following: 1) Which meeting will they attend and why; 2) Preparatory work to do before the meeting (e.g. learning about each board member, reviewing notes from previous meetings, etc.); 3) Whether they will request to speak at the meeting and then plan for that; 4) What they want to pay attention to during the meeting. For example, leadership style, accessibility and inclusiveness of the meeting, presence and engagement of all stakeholders, topics discussed, topics not discussed; and 5) Any topics specific to one board meeting that a member will be attending.

2. One member of each school team will post their team's plans to the School Board Meeting Plan forum in Moodle. In the post, students will note the date and district of the meeting(s) that members plan to attend.

3. Students will read the other teams posts to get additional ideas.

4. School Board Meeting Reflection:

After attending the meeting(s), each student will individually complete a School Board Meeting Reflection and post it to the School Board Meeting Reflection forum in Moodle.

Reflections will cover (a) topics outlined in the School Board Meeting Plan and (b) questions and reactions that arose from listening to or engaging in the meeting.

Students are expected to read/listen to classmates' reflections and are encouraged to respond in the forum.

5. Trauma Informed Schools:
Purpose:
Developing a proposed intervention gives school teams an opportunity to apply the trauma-informed concepts covered in class, to a) a school they are currently engaged with or b) the classroom level or school-wide struggles impacting school students, staff, families, or communities that have been discussed in class.

Task:
1. Read: “Schools must tackle situations in which trauma plays a key role in micro, mezzo, and macro educational disruptions. Students struggle to regulate their emotions, producing obstacles to their learning capacities. Difficulty modulating internalizing and externalizing behaviors fosters additional issues in school on top of preexisting traumatic experiences. Classrooms and learning groups are unable to stay on task. Students who act out disrupt schoolrooms and study groups, interfering with the teaching- learning experience for educators and students. School communities see trauma- driven difficulties translated into home- school-community problems. Graduation rates, expulsion, discipline issues, and poor academic scorestax available resources in the school and community. The correlation between high rates of trauma exposure and poor academic performance is established in the scholarly literature (Perfect et al., 2016), as is the need for trauma- informed schools and communities (Walkley &Cox, 2013).” (Dombo, 2019, p. 1).

2. Think about the factors and challenges noted in the quote above and also about additional trauma-related school challenges not named in Dombo’s quote, such as teacher/staff burnout,challenges of online learning, unsafe communities, etc.

3. Design a micro, mezzo, and/or macro level intervention that aims to prevent, mitigate, or eliminate any of the challenges. Following are a few examples to spark intervention ideas: trauma-informed (1) staff meetings, (2) consultation model for social workers,
(3) school board meetings or school board member trainings, (4) interviewing/hiring/onboarding of personnel, (5) classroom/staff/school district policy.

4. Students will present their intervention as a proposal, using one of the format options for this assignment.

6. School Issue Analysis:
Purpose:
For students to strengthen their practice of monitoring and critically analyzing contemporary issues impacting schools and school social workers.

Tasks:
1. By mid-semester, students will select a contemporary issue impacting schools and school

communities (e.g. book bans, critical race theory bans, mask & vaccine mandates, unaddressed mental health needs). They can opt to select a school issue that is impacting the school where they are currently conducting their practicum or an issue that has always interested them.

2. Students will critically examine the selected school issue applying topics covered in this course and by researching (1) the historical roots of the issue, (2) factors that influence and maintain the
issue, (3) past and current efforts to address the issue, (4) why and how social workers should be involved with the issue, and (5) any micro, mezzo, and/or macro level social work response already used to prevent or mitigate the issue.

3. Students will then propose a new or expanded micro, mezzo, and/or macro level social work response to the issue. Apply theories and frameworks of social work in both the analysis and development stages of the project, such as social-ecological, social justice and human rights, and strengths-based.

4. Students will present their analysis of the issue and their proposed response to the class, as if they are proposing their response/intervention at a school board meeting, staff meeting, and a social work team meeting.

Key Transitions

Admissions	Retention	Completion
● Students apply to the program ● Admissions committee reviews application, transcripts, professional references ● After admission and deposit, the student receives information and orientation to the matriculation process. They will also begin the field advising practicum placement process. Additionally, students receive a list	● The School Social Work TSPC Liaison will review progress in the program by checking course grades to ensure that they meet the B- or higher minimum in classes and a B or higher in Field Practicum ● Instructors of current classes which apply to the school social work pathway will complete a School Social Work rubric for any assessment of assignments in their class.	● TSPC School Social Work Liaison and the Program Assistant will review and verify passing scores in the following assessments: field evaluation, field observation, Civil Rights Modules, and all classroom-based assessment assignments ● Program Director, in consultation with the TSPC School Work Liaison, will recommend candidate for licensure

of requirements necessary for completing the School Social Work pathway. **Admissions Assessment:** ● Prior to beginning classes and practicum placement students entering the school social work pathway will show proof of successfully passing the TSPC required fingerprinting and background clearance check. This will be documented using our record tracking software.	The TSPC School Social Work Liaison will then review the rubrics to ensure they meet the competency levels required by the School Social Work pathway. ● **Retention Assessments:** The Program Assistant, in consultation with the TSPC School Social Work Liaison, will conduct a grade check in each of the completed courses and Instructor completed rubrics for assessment assignments.	● **Completion Assessments:** Final Field Instructor field evaluations, passing grades on all assessment assignments, a grade of B or higher on all SSW classes, and competent or higher rating on field observation.

Assessments & Rubrics/Scoring Guides

Assessment #1: Field Evaluation

The Field Instructor completes a comprehensive student evaluation at the end of the first and second semesters which is reviewed by and shared with the student, the Field Director and Faculty Field Liaison. The evaluation assesses the student on the nine CSWE competencies and students are rated on a 5 point Likert scale. In order to receive a passing score, the student must attain a rating of competent or above by the end of their second semester. The FIeld Director maintains copies of all Field Instructor evaluations in the student file in the University electronic storage system.

Agency Evaluation MSW Midpoint Sample

Assessment #2: Process Recordings (two completed in the first semester of the advanced year).

In the Advanced Field Practicum Seminar, students will choose a 20-25 minute interaction for this assessment which includes a direct client interaction or an advocacy meeting or contact. The process recordings will support students, their Field Instructor and the Faculty FIeld Liaison as they review, evaluate, and process the student's work, examining particular dynamics related to engagement, assessment, intervention, interpersonal interaction, evaluation. Through this assessment, students will refine practice skills by providing a framework where the student can examine their values, ethics, skills, thoughts, client systems, and the interaction between applied theory and practice. The student will engage in introspection, helping them identify strengths and weaknesses. In addition, students' ability to display professional writing and record-keeping skills will be evaluated.

These process recordings will be used to evaluate the following Council on Social Work Education Competencies:
Competency 1: Demonstrate Ethical and Professional Behavior
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Grading Rubric

Criteria	**Exceeds (20 points)**	**Meets (18 points)**	**Approaches (14 points)**	**Does not meet/Unable to evaluate (0 points)**
Thoughtful and substantive recording	Provides a thorough, substantive recording	Provides a solid and substantive recording with minor omissions	Provides a recording with omissions or gaps in the interaction	Thoughtful and substantive content is not provided
Demonstration of EPAS 1 AND/OR	Demonstrates sound ethical and professional behavior	Demonstrates sound ethical and professional behavior with minor unexplored areas	Demonstrates sound ethical and professional behavior with unexplored areas	Does not demonstrate ethical and professional behavior

Demonstration of EPAS 6 AND/OR	Demonstrates excellent engagement with an individual, family, group, organization, or community	Demonstrates effective engagement with with an individual, family, group, organization, or community	Approaches effective engagement with an individual, family, group, organization, or community	Does not approach engagement with an individual, family, group, organization, or community
Demonstration of EPAS 7	Demonstrates excellent assessment of an individual, family, group, organization, or community	Demonstrates effective assessment of an individual, family, group, organization, or community	Approaches effective assessment of an individual, family, group, organization, or community	Does not approach effective assessment of an individual, family, group, organization, or community
Demonstration of EPAS 8 AND/OR	Demonstrates excellent intervention with an individual, family, group, organization, or community	Demonstrates Intervention with an individual, family, group, organization, or community	Approaches intervention with an individual, family, group, organization, or community	Does not approach intervention with with an individual, family, group, organization, or community
Demonstration of EPAS 9 AND/OR	Demonstrates excellent evaluation of practice with an individual, family group, organization, or community	Demonstrates effective evaluation of practice with an individual, family, group, organization, or community	Approaches effective evaluation of practice with an individual, family, group, organization, or community	Does not approach effective evaluation of practice with an individual, family, group, organization, or community

Assessment #3: Civil Rights Modules

The Civil Rights and Professional Ethics knowledge requirement will be a required assessment component for all SSW licensure pathway students. Students will complete the five TSPC Civil

Rights Modules and earn a passing score on each module. These will be completed before students begin their school social work field practicum. The results will be stored in the student file.

The Civil Rights and Professional Ethics modules were developed by representatives from Pacific University, Portland State University, Oregon State University and George Fox University in December of 2021 and revised in 2023. The five modules include content related to federal and state protections for individual civil rights and prohibitions of discrimination, mandatory reporting, privacy rights and confidentiality, as well as professional ethical standards which include educator responsibilities. These align with the content which is taught throughout our curriculum and which is embedded in course assessments. Further, these meet the competency standards of the Council on Social Work Accreditation.

Assessment #4: School Issue Analysis

In the School Social Work special topic course which takes place in the final semester, students will complete a School Issue Analysis. By mid-semester, students will select a contemporary issue impacting schools and school communities. They can opt to select a school issue that is impacting the school where they are currently placed for their school field practicum or an issue with broader impact. Students will critically examine the selected school issue applying topics covered in the course and by researching (1) the historical roots of the issue, (2) factors that influence and maintain the issue, (3) past and current efforts to address the issue, (4) why and how school social workers should be involved with the issue, and (5) any micro, mezzo, and/or macro level social work responses already used to prevent or mitigate the issue.

Students will then propose a new or expanded micro, mezzo, and/or macro level school social work response to the issue. Application of theory and frameworks of social work in both the analysis and development stages of the project are required, such as social-ecological, social justice and human rights, and strengths-based.

Finally, students will present their analysis of the issue and their proposed response to their class, as if they are proposing their response/intervention at a school board meeting, staff meeting, social work team meeting, etc.

Grading Rubric

Criteria	**Exceeds (20 points)**	**Meets (18 points)**	**Approaches (14 points)**	**Does Not Meet/Unable to Evaluate (0 points)**
Presentation of Historical Roots	Provides a thorough and well-supported	Provides a solid discussion of historical origins	Mentions historical roots but lacks depth,	Does not discuss historical roots or lacks relevant

	discussion of the historical origins of the contemporary school issue, using relevant sources and examples	with minor gaps in detail or support.	analysis, or supporting evidence.	information.
Critical Analysis of Influencing Factors	Clearly identifies and critically analyzes multiple factors that influence and sustain the issue, demonstrating strong understanding and insight.	Identifies and analyzes key factors but lacks depth in some areas	Mentions some influencing factors but lacks critical analysis.	Does not identify or analyze factors influencing the issue.
Discussion of Past & Current Efforts & Social Work Responses	Provides a comprehensive analysis of past and current efforts to address the issue, along with a well-developed micro, mezzo, and/or macro social work response.	Discusses past and current efforts and proposes a social work response but lacks depth or detail.	Mentions efforts and responses but lacks sufficient discussion or specificity.	Does not discuss efforts or propose a relevant social work response.
Clarity in Presentation	Well-structured, clearly organized, and easy to follow, with logical flow and appropriate formatting.	Mostly clear and organized, with minor areas needing improvement.	Somewhat disorganized or difficult to follow in places.	Lacks clear structure, making it hard to understand.
Follows All Assignment Requirements	Meets all assignment criteria, including format, length, and integration of required sources.	Meets most assignment criteria with minor omissions.	Partially meets assignment criteria but with significant gaps.	Does not meet assignment requirements.

Assessment #5: SWEAP Exit Survey

The Social Work Education Assessment Project (SWEAP) was initially developed in 2013 to provide a comprehensive evaluation tool for undergraduate and graduate social work programs by providing a multidimensional assessment of the Council on Social Work Education Educational Policy and Accreditation Standards. These instruments are both valid and reliable and are widely used in social work education.

The SWEAP Exit Survey is a 100 item measurement tool that measures program characteristics, student demographics, student employment experience and plans, student educational experience and plans, as well as student evaluation of the social work program's implicit and explicit curriculum.

Specific implicit curriculum categories include:

- Commitment to diversity
- Admission policy and procedure
- Advisement, retention and termination
- Student participation in governance
- Faculty
- Administrative structure
- Resources
- Field Education

The SWEAP exit survey will be administered to all graduating students in the week after courses finish and prior to commencement. Results will be reviewed annually by the Program Director, Director of Field Education and all faculty to inform curricular and program changes.

Link: https://www.sweapinstruments.org/product/msw-exit/

Assessment #6: School Experience Analysis

This assessment tool will be completed in the School Social Work special topic course in the final semester.

Purpose: students will uncover and explore their own lived experiences as a student. Through this examination, students will gain a deeper understanding of your biases, strengths, and positionality, and how their own history may impact their social work practice in schools.

Tasks:
Students will individually present their lived experience as a student (pre-kindergarten through Uni) in slides, a paper, or a video. They may focus on one period of their education (e.g., elementary) or may cover multiple periods. Within the assignment, (1) describe your experiences, (2) apply relevant social work theories and frameworks to your lived experience (e.g., human development, social-ecological, strengths vs. deficits, equity/diversity/inclusion,

trauma-informed, culturally-informed), (3) demonstrate critical analysis of the experiences and context of your education, and (4) discuss potential impacts of the experiences on their social work practice in schools (e.g. strengths and deficits, areas for additional personal and professional work).

Grading Rubric

Selection of period of education and description of experiences	Exceeds ***20 points***	Meets ***18 points***	Approaches ***14 points***	Does not Meet / Unable to evaluate ***0 points***
Critical analysis of experiences, demonstrating application of theories and frameworks of social work practice (e.g. human development, social ecology, strengths-based, equity/diversity/inclusion, trauma-informed, culturally informed)	Exceeds ***30 points***	Meets ***27 points***	Approaches ***21 points***	Does not Meet / Unable to evaluate ***0 points***

Discussion of potential impact on their social work practice in schools	Exceeds ***30 points***	Meets ***27 points***	Approaches ***21 points***	Does not Meet / Unable to evaluate ***0 points***
Clarity in presentation, structure, & grammar	Exceeds ***10 points***	Meets ***9 points***	Approaches ***7 points***	Does not Meet / Unable to evaluate ***0 points***

Follows all assignment requirements	Meets ***10 points***	Approaches ***8 points***	Does not Meet / Unable to evaluate ***0 points***	

Assessment #7: Trauma Informed Schools

This assessment tool will be completed in the School Social Work special topic course in the final semester. This tool provides an opportunity to assess the following Council on Social Work Education Competencies:

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Purpose:
Developing a proposed intervention giving the student's school team an opportunity to apply the trauma-informed concepts covered in class to a) a school that the student is currently engaged with or b) the classroom level or school-wide struggle impacting school students, staff, or families.

Task: 3-4 page concept paper or 3-4 page intervention description or 7-10 minute video presenting the concept or intervention via slides.

1. Read: "Schools must tackle situations in which trauma plays a key role in micro, mezzo, and macro educational disruptions. Students struggle to regulate their emotions, producing obstacles to their learning capacities. Difficulty modulating internalizing and externalizing behaviors fosters additional issues in school on top of preexisting traumatic experiences. Classrooms and learning groups are unable to stay on task. Students who act out disrupt schoolrooms and study groups, interfering with the teaching- learning experience for educators and students. School communities see trauma- driven difficulties translated into home- school-community problems. Graduation rates, expulsion, discipline issues, and poor academic scores tax available resources in the school and community. The correlation between high rates of trauma exposure and poor academic performance is established in the scholarly literature (Perfect et al., 2016), as is the need for trauma- informed schools and communities (Walkley & Cox, 2013)." (Dombo, 2019, p. 1).

2. Students will consider the factors and challenges noted in the quote above and also additional trauma-related school challenges not named in Dombo's quote, such as teacher/staff burnout, challenges of online learning, unsafe communities, etc.

3. Students will design a micro, mezzo, and/or macro level intervention that aims to prevent, mitigate, or eliminate any of the challenges that they have thought about. Following are a few examples to spark intervention ideas: trauma-informed (1) staff meetings, (2) consultation model for social workers, (3) school board meetings or school board member trainings, (4) interviewing/hiring/onboarding of personnel, (5) classroom/staff/school district policy.

4. Students will present their intervention as a proposal, using one of the format options for this assignment.

Grading Rubric

Criteria	**Exceeds (20 points)**	**Meets (18 points)**	**Approaches (14 points)**	**Does Not Meet: Insufficient to evaluate (0 points)**
Understanding of Trauma Informed Concepts	Demonstrates strong understanding of trauma informed principles and how they apply to school settings. Uses appropriate terminology and references class material.	Shows good understanding with minor gaps or missed connections.	Shows some understanding but lacks depth or key concepts	Limited or incorrect application of trauma-informed concepts.
Intervention Design and Feasibility	Intervention is well developed and clearly addresses a trauma related challenge at the micro, mezzo, and/or macro level.	Intervention is mostly developed and feasible but may need some refinement.	Intervention is somewhat underdeveloped or lacks feasibility.	Intervention is vague and lacks clarity.
Use of Evidence and Course Readings	Effectively integrates references, including Dombo (2019) and other relevant literature, to support the proposal.	Includes relevant sources but may lack depth or strong integration.	Minimal use of sources, ,or sources are not well integrated	Lacks references to course readings or scholarly evidence
Discussion of	Clearly discusses	Addresses	Touches on	Little to no

Practical Implications and Impact	the expected impact of the intervention on students, staff, families, and/or communities. Anticipates potential challenges and suggests solutions.	impact well but may need more detail on challenges or solutions.	impact but lacks depth in discussion.	discussion of potential impact.
Clarity and Organization	Well-structured, clearly organized, and easy to follow. Logical progression of ideas with appropriate headings and sections.	Mostly clear and organized, with minor areas needing improvement.	Somewhat disorganized or difficult to follow in places.	Lacks clear structure, making it hard to understand.

Assessment #8: Formal Student Observation

In the final semester, each student will be evaluated by the Field Instructor using the School Social Work Association of America (SSWAA) National Evaluation Framework for School Social Work Practice which was initially developed in 2013. This tool evaluates the student in four Practice Domains. These domains are the major areas of professional practice, including:

1. Planning and Preparation
2. The School Environment
3. Service Delivery and Resources
4. Professional Responsibilities

Each domain has a practice focus and multiple components which represent the major duties of school social workers. These align with the National Association of Social Workers School Social Work standards and the SSWAA National School Social Work Practice Model.

Each student must score at the Basic Level in all areas to meet competency standards as set by the SSWAA.

Link to observation form

Program Data Collection Plan

How will the unit collect data showing evidence of candidate content knowledge? The MSW Program uses three platforms for data collection: Intern Placement Tracking (IPT), Moodle

and Qualtrics. IPT is the primary electronic interface between the MSW Program and placement sites. Timesheets, supervision worksheets and Learning Contracts are housed on this platform. Moodle is the Learning Management System used across the University and is the primary source for assignment submission, grading rubrics and grading outcomes. Qualtrics is the platform used to gather data for our Field Instructor Evaluations at the end of the first and second semesters. The Field Faculty Liaison provides a link to the Field Instructor to collect this data. Summary data is then transferred to Box for storage with a file for each student and is maintained by the Program Assistant and the Field Director.

How will the unit collect data showing the tools for evaluating the clinical practice?
The tools used to collect data for evaluating clinical practice include those used to measure candidate content knowledge. IPT and Qualtrics instruments (outlined above) will be utilized to evaluate clinical practice and the outcomes for each student will be stored in the student file. In addition, Field Instructor practice observations will also be stored in the student file.

How will the unit collect data showing evidence of candidate competency?
The Program Assistant in consultation with the Field Director and the TSPC School Social work Liaison, maintains a file for each school social work pathway student and the file includes a spreadsheet documenting student scores and assessment outcomes. The TSPC School Social Work Liaison, in consultation with the Pacific TSPC Liaison, will review each student file to ensure that all requirements are met.

How will the unit collect data that shows tools for follow-up with candidates after program completion?

Tool	**Measures**
SWEAP Exit Survey Link	Projected employment responses, competencies, Section F evaluation of social work preparation, Section F educational program experiences (implicit curriculum)
SWEAP Alumni Survey Link	Employment rates, Section E evaluation of social work preparation on the 9 CSWE Competencies

Program Implementation

The School Social Work Licensure Pathway development process began in earnest in the summer of 2024 with continued development throughout the remainder of the academic year.

- Proposal Completed: Spring 2025
- TSPC Approval: Spring 2025
- Student Recruitment: Spring & Summer 2025
- First Cohort: Fall 2025

Program Recruitment and Retention

Program recruitment and retention narrative: The MSW Program has a robust recruitment plan that is utilized for all areas of the program and will now be tailored to include the School Social Work Licensure Pathway. We recently launched a new webpage for our program (https://www.pacificu.edu/social-work-msw) and once the school social work pathway is approved, we will add a link on the homepage that takes prospective students directly to the content related to the pathway. Additionally, we host informational sessions for prospective students, invite them to campus to meet other students and faculty, share information through social media and word of mouth and network with our community partners.

Once prospective students apply to the program, their application is reviewed, an admission decision is made and communicated to the individual by our Graduate Admissions Counselor and the prospective student moves forward with depositing. After depositing, the Program Director makes the initial contact, welcoming the student into our program and sharing important information. This is followed by welcoming and onboarding communication from our Field Director and our Program Assistant. The student begins the onboarding process through a series of modules and is assigned an Academic Advisor who is a faculty member in the MSW Program.

We hold a Welcome Back & New Student Orientation to begin the academic year. At this event, students meet with their Academic Advisors and our School Social Work Licensure Pathway students will be advised by Nazan Cetin, who will also serve as the TSPC School Social Work Liaison. Dr. Cetin will maintain communication and contact with our pathway students to provide support, connect them to needed resources, and oversee their academic progress. Also at the Welcome Back and Orientation, students will be introduced to the various support resources available to them within the Program and at the University. This includes but is not limited to:

- MSW Care Liaison
- Student Support Services
- Student Counseling Center
- Office of Academic Accommodations

The MSW Program Handbook provides students with a description of the above services as well as outlining procedures if a student is not meeting academic standards. We have a process for alerting students to academic or professional concerns, inviting them into a process of shared solution building, and if needed, can develop an improvement plan. If a student is still not meeting academic or professional standards, they enter our review process and can take a leave of absence, withdraw from the program or be released from the program.

Partnership Efforts

Collaborative efforts between the EPP and districts or other appropriate partners: Our MSW Program has active partnerships with 12 school districts including administrators, teachers, school social workers, and school counselors as well as Educational Service Districts in Oregon and Washington. This number continues to increase and we also have long standing partnerships with community organizations who serve children, youth and families. Our MSW Program Advisory Board will also strive to have a member who is a current school social worker who can provide feedback and guidance to the program around issues directly related to school social work practice. We place several students annually in school-based practicum placements and maintain ongoing and close communication with those placements, mostly with the school social worker.

Our program is also looking forward to collaborating with our College of Education and our School of Teaching and Learning once our pathway is approved. Historically, our MSW Program was geographically housed with the School of Teaching and Learning and we enjoy a collaborative relationship with that program. Our MSW Program is moving into the Division of Graduate Education which will further enhance our ability to collaborate with the College of Education so that our social work students are learning alongside education students. We plan to work with them to develop our social and emotional learning school social work component and will seek their guidance and expertise throughout our process. We also plan to work with them to continue developing shared affiliation agreements with school districts and Educational Service Districts across the states of Oregon and Washington.

Degree Authorization

The School Social Work Licensure pathway has been approved by the MSW Program, the Director of the School of Social Sciences, and the Dean of the College of Arts and Sciences. This pathway meets all graduation and competency requirements for the University.

Addendum

Educator Preparation Provider's Capacity Addendum Items:

A. 1. Faculty Curriculum Vitae
Nazan Cetin, PhD, LCSW

Nazan Cetin, PhD, LCSW
nazancetin@pacificu.edu

EDUCATION

PhD in Social Work & Social Research 2022
Portland State University, School of Social Work and Social Research
Master of Social Work 2013
New Mexico Highlands University, School of Social Work
Bachelor of Arts Degree in Psychology 2011
University of New Mexico
Bachelor of Arts Degree in Communication & Journalism 2011
University of New Mexico

ACADEMIC APPOINTMENTS Assistant Professor 2023-Present
Pacific University, Forest Grove, Oregon
School of Social Work

Adjunct Faculty
Portland State University, Portland, Oregon 2020-2023
School of Social Work

Dissertation 2022
Examining Demographic and Environmental Factors
in Predicting the Perceived Impact of Cancer
on Childhood and Adolescent Cancer Survivors
Committee Chair: Junghee Lee, PhD; Committee Members: William Donlan, PhD, Susanne Klawetter, PhD, Susan Lindemulder, MD, Erik Szeto, DO

RESEARCH EXPERIENCE

Principal Investigator 2019-2022
Dissertation: Examining Demographic and Environmental Factors in Predicting the Perceived Impact of Cancer on Childhood and Adolescent Cancer Survivors

Portland State University, School of Social Work and Social Research

Research Collaborator	2019-2022
Oregon Health & Science University	
Doernbecher Cancer Survivorship program	
Graduate Research Associate	2019 - 2022
NICU Parent Mental Health Support Needs	
Research Assistant	2017-2018
Regional Research Institute, Portland State University	

PEER-REVIEWED PUBLICATIONS

Cetin, N. (2022). Examining the Role of Post-Treatment Family Support in Pediatric and Adolescent Cancer Survivors: A Systematic Review. Journal of Adolescent and Young Adult Oncology. https://doi.org/10.1089/jayao.2021.0179

Klawetter, S., **Cetin, N.,** Ilea, P., McEvoy, C., Dukhovny, D., Saxton, S. N., Rincon, M., Rodriguez-JenKins, J., & Nicolaidis, C. (2022). "All these people saved her life, but she needs me too": Understanding and responding to parental mental health in the NICU. *Journal of Perinatology*. https://doi.org/10.1038/s41372-022-01426-1

Klawetter, S., Weikel, B., Roybal, K., **Cetin, N.,** Uretsky, M., Bourque, S., Hall, A., Hwang, S., Neu, M., Palau, M., Scott, J., Shah, P., & Greenfield, J. (2021). Social Determinants of Health and Parenting Self-Efficacy Among Mothers of Preterm Infants. *Journal of the Society for Social Work and Research*. https://doi.org/10.1086/716303

Da Rosa, C., Henderson-Posther, M., Yang, E., & **Cetin, N.,** (2022). What Motivates the Vote?: Discrimination as a Moderator on Political Interest on Voting. Journal of Policy Practice and Research.

MANUSCRIPTS UNDER REVIEW

Yang, E., **Cetin, N.,** (under review). The Relationship between Gateway Drug Use and Adolescent Violent Behaviors: Comparison between General Adolescents and Adolescents with a Chronic Disease. *Journal of Youth Studies.*

Yang, E., **Cetin, N.,** Da Rosa, C., & Henderson-Posther, M., (Under Review). The Influence of Adolescent Marijuana Use on School Engagement: Focusing on the Moderating Effect of Parents' Support.

A. 2. <u>Faculty Curriculum Vitae</u>

Andrea Doerfler, MSSW, LCSW

Andrea L. Doerfler, MSSW, LCSW

adoerfler@pacificu.edu

Education

M.S.S.W. Columbia University School of Social Work, New York, NY, (1988)
Master of Science in Social Work: Health/Mental Health
Clinical Track

B.A. Linfield University, McMinnville, OR, (1986)
Major: Psychology; Minor: Sociology
Magna Cum Laude

Current Professional Licensure

Licensed Clinical Social Worker, Oregon Board of Licensed Social Workers #L10660

Clinical Certification

EMDR: A Rapid, Safe, and Proven Treatment for Trauma: Megan Boardman, LCSW
(2022) Trauma Treatment Certification (CCTP): Janina Fisher, PhD (2021)
Advanced Grief Counseling Certification: Joy R. Samuels, D.MIN., LPC-MHSP, NCC (2021) Grief Treatment Certification: Evidence-Based Approaches to Care Across the Lifespan: Alissa Drescher, LPC, FT, GC-C, MA (2021)
Project TEACH Certificate, University of North Carolina, Chapel Hill (1992)
Autism Regional Assistance Certificate, University of Iowa (1992)
Play Therapy Certificate, Association for Play Therapy (1990)

Teaching Experience

Pacific University, Forest Grove, Oregon August 2021 to Current Associate Professor, Master of Social Work Program
Courses taught: Generalist Practice I, Generalist Practice II, Advanced Therapeutic Approaches, Management & Leadership in Social Work, Social Work Practice with Trauma, Principles of Social Work Practice, Field Practicum Seminar III, Field Practicum Seminar IV.

Pacific University, Forest Grove, Oregon July 2022 - May 2023 Program Coordinator-Forest Grove Campus, MSW Program
Primary point of contact for faculty and students on the Forest Grove campus. Work with the Program Director, located in Eugene, to act as the liaison between the MSW program and administration, provide and coordinate student support, locate part-time term faculty members and coordinate their supervision, develop course schedules in coordination with the School of Social Science Director, work with the School of Social Science Director on budgetary and personnel needs, coordinate support for the work of the Admissions Office and coordinate commencement event planning.

Pacific University, Forest Grove, Oregon August 2020 to May 2021 MSW Adjunct Professor & COVID Response Leadership Team

Courses taught: Advanced Therapeutic Approaches and Generalist Practice II. Leadership member of the COVID Response Team, facilitating pandemic related activities on the Forest Grove and Hillsboro campuses.

Concordia University, Portland, Oregon August 2019 to April 2020 Associate Professor & Interim Bachelor of Social Work Program Director
Continue teaching and provide administrative oversight for the BSW program including hiring and supervising adjunct faculty, budget management, approval process for new social work majors, new student recruitment, and program and curriculum development. Participate in College of Health and Human Sciences administrative activities.

Concordia University, Portland, Oregon January 2017 to April 2020 Associate Professor of Social Work, Bachelor of Social Work Program
Courses taught: Social Work Practice with Communities & Organizations, Social Work Interviewing, Practicum Seminar, BSW Skills, Spiritual & Cultural Diversity, and Social Work Practice with Individuals, Families & Groups, Field Seminar I & II.

Concordia University, Portland, Oregon January 2012 to January 2017 Assistant Adjunct Professor, Bachelor of Social Work Program
Courses taught: Social Work Practice with Individuals, Families and Groups, Social Work Interviewing, Social Work Practice with Communities & Organizations, Human Behavior in the Social Environment. Provided supplemental MSW supervision for practicum students.

Pacific University, Forest Grove, Oregon May 2009 to May 2010 Social Work Program Consultant
Provide support and guidance for the Social Work Program during the CSWE accreditation process. Worked with the Dean of the College of Arts and Sciences, the University Provost and President to explore the implementation of a Master of Social Work Program.

Pacific University, Forest Grove, Oregon August 2002 to May 2009 Assistant Professor and Program Director of Social Work
Established field practicum experiences for students including the development of practicum sites, student placement, and supervision. Initiated the first two years of the process for BSW accreditation from the Council on Social Work Education. Courses taught: Introduction to Social Work, Human Behavior in the Social Environment, Micro Social Work Practice, Macro Social Work Practice, Senior Capstone Project and Practicum Seminar.

Pacific University, Forest Grove, Oregon August 1999 to May 2002 Adjunct Social Social Work Faculty Member
Courses taught: Macro Social Work Practice, Micro Social Work Practice, Field Experience, and Senior Internship.

Luther College, Decorah, Iowa January 1992 to December 1993 Adjunct Social Work Faculty Member
Courses taught: Field Seminar I & II and Micro Social Work Practice.

Practice Experience
Private Practice August 2021 to Present

Provide psychotherapeutic services for children, adolescents, adults and families in group and individual modalities. Collaborate with educational systems, medical providers and community resources on behalf of children, adults and families. Areas of specialization include trauma across the lifespan, families in transition, domestic and interpersonal violence, school based intervention and consultation to a variety of community service providers. Group and individual consultation for LCSWs in practice.

Clark County Children, Youth & Family Services, Vancouver, WA January 1995 to May 2000 Consultant
Provide therapeutic and direct staff consultation primarily focused on at risk youth as well as youth on the Autism Spectrum who reside in therapeutic foster care. Services included assessment, intervention planning and implementation. Consulting with case managers, educational service providers, foster families and other community partners.

Service Alternatives for Washington, Vancouver, Washington July 1995 to May 2000 Consultant
Consult on clinical challenges related to at-risk youth in the foster care system. Conduct comprehensive individual and family assessments and provide clinical consultation and training for company staff on advanced intervention techniques.

Private Practice January 1994 to May 2000 Provide psychotherapeutic services for children, adolescents, adults and families in group and individual modalities. Collaborate with educational systems, medical providers and community resources on behalf of children, adults and families. Areas of specialization include trauma across the lifespan, families in transition, domestic and interpersonal violence, school based intervention and consultation to a variety of community service providers.

Area Education Agency 7, Waterloo, Iowa September 1991 to June 1995 School Social Worker
Provide behavioral and adaptive assessment and play therapy intervention services for preschool and elementary age students in special education settings. Member of Autism Resource Team providing consultation for teachers, staff and family members regarding working with children on the Autism Spectrum. Teach parenting skills workshops for parents of at-risk students and provide classroom intervention training for teachers and support specialists.

Portland Adventist Medical Center, Portland, Oregon October 1990 to June 1991 Child & Adolescent Treatment Program Administrative Director
Managed in-patient and out-patient child and adolescent psychiatry units including budget

development and management, program evaluation and development activities, and marketing efforts. Provided staff supervision and training, oversaw patient care and treatment plans in collaboration with a psychiatrist. Supervised educational component, primary individual therapists, family therapists, and psychology interns. Member of Behavioral Health Management Team which provided oversight for all behavioral health activities hospital wide including in-patient eating disorders unit, adult in-patient voluntary and involuntary psychiatry, day treatment programs, out-patient counseling and chemical dependency treatment programs.

Portland Adventist Medical Center, Portland, Oregon September 1988 to October 1990 Child & Adolescent Treatment Program Lead Primary Therapist
Responsibilities included conducting biopsychosocial assessments, developing individual and family treatment plans, and conducting individual and family therapy for children and adolescent patients on the behavioral health unit. Supervised social work therapists and psychology interns. Maintained out patient caseload of children, adolescents, families and couples. Provided assessments for people requesting mental health services.

Conference Presentations
Bradley, J., Ama, S., Doerfler, A., Kibera., Archer, S. (June, 2003). *The links between successful inclusion and family support.* 10th Annual Building on Family Strengths Conference, Research and Training Center on Family Support and Children's Mental Health, Portland State University, Portland, Oregon.

Koroloff, N., Simpson, J., and Doerfler, A. (June 1999). *Promising Practices in Children's Mental Health.* 9th Annual Building on Family Strengths Conference, Research and Training Center on Family Support and Children's Mental Health, Portland State University, Portland, Oregon.

Training & Workshop Presentations - Invited
Doerfler, A. (September, 1997). *Working with Developmentally Disabled and Medically Fragile Children in Care*. Washington Group Care Symposia, Kelso, Washington.

Doerfler, A. (November, 1997). *Understanding Attachment Trauma in Children and Adolescents.* Service Alternatives for Washington Regional Training, Vancouver, Washington.

Doerfler. A. (April 1997). *Clinical Challenges Related to Autism.* Children's Home Society District Meetings, Vancouver, Washington.

Doerfler, A. (December, 1996). *Oppositional Defiant Disorder/Conduct Disorder: What is it and What can I do about it?* Service Alternatives for Washington Regional Training, Vancouver, Washington.

Doerfler, A. (March, 1994). *Mainstreaming Children who are on the Autism Spectrum: Crucial Steps to consider.* Waterloo School District Staff Training, Waterloo, Iowa.

Doerfler, A. (February, 1994). *Decreasing Stress in the Classroom: Strategies for Implementation*. Waterloo School District Staff Training, Waterloo, Iowa.

Doerfler, A. (November, 1993). *Attention Deficit and Hyperactivity Disorder: Techniques for the Classroom.* Area Education Agency 7, Waterloo, Iowa.

Doerfler, A. (October, 1993). *Behavior Challenges and Related Interventions for Students with Autism.* Area Education Agency 7, Waterloo, Iowa.

Doerfler, A. (September, 1992). *Autism: Implementing Structured Teaching Strategies in the Classroom*. Area Education Agency 7, Waterloo, Iowa.

Publications

Simpson, J.S., Jivanjee, P., Koroloff, N., Doerfler, A. & Garcia, M. (2001). *Promising Practices in Children's Mental Health, 2001 Series, Volume III*. Washington, D.C.: Center for Effective Collaboration and Practice, American Institutes for Research.

Awards and Appointments

2024 Provost's Junior Faculty Award for Excellence in Service, Pacific University

2023-Present CSWE: Council on the Role and Status of Women in Social Work Education (appointed position)

Grants

May 2006, Oregon Campus Compact Faculty Development Grant

Developing community partners and field learning opportunities for undergraduate social work students.

Professional Affiliations and Memberships

National Association of Social Workers
Alliance of Social Workers in Sports
Council on Social Work Education
Children's Rights

University & Community Service

University

2024-Present Pacific University, MSW Program OHA Grant Committee member
2024-Present Pacific University, MSW Program Orientation Planning Committee member
2023 2023-Present Pacific University, MSW Program Care Liaison
2023-Present Pacific University, MSW Program, Co-Lead Online AS Program Development
2023 Fall Pacific University, CAS, Curriculum Committee member
2022-Present Pacific University, MSW Program, Student Affairs Committee member

2022 Pacific University, MSW Program, MSW TT Faculty Search Committee member
2022-23 Pacific University, MSW Program, Coordinator, Forest Grove Campus
2022-23 Pacific University, MSW Program, Curriculum Review Committee member
2022 Pacific University, MSW Program, Co-Lead School Social Work Licensure Work Group
2022 Pacific University, MSW Program, MSW TT Faculty Search committee member
2021-Present Pacific University, MSW Program, Admissions Committee member
2021-22 Pacific University, Boxer Food Share Advisory Committee member
2019-20 Concordia University, BSW Program, Curriculum Revision Committee member
2019 Concordia University, Faculty founder and advisor, Phi Alpha Social Work Honor Society
2019 Concordia University, Nursing Faculty Search Committee member
2018 Concordia University, Nursing Faculty Search Committee member
2005-2009 Pacific University, Faculty Advisor, Social Work Club
2007 Pacific University, Psychology Search Committee
2006 Pacific University, BSW Social Work Search Committee
2005-2006 Pacific University, Faculty Representative, Pacific Undergraduate Community Council
2005 Pacific University, Sociology Search Committee
2005 Pacific University, Director of Residence Life Search Committee

Community
2021 - Present Friends of Clark County member and advocate, Clark County, WA
2018 - Present North Clark County Food Bank seasonal produce supplier, Battle Ground, WA
2018 - 2021 LOVE Vancouver team member, Vancouver, WA

A. **3. Faculty Curriculum Vitae**

Lorrie Breshears, MSW, LMSW

Lorrie Breshears, LMSW
lorriebreshears@gmail.com

Education:
Northwest Nazarene University
Master of Social Work, 2003
Boise State University
Bachelor of Social Work, 1993

License:
Oregon LMSW #M12364

Experience:
Pacific University, Social Work Program

2022 - Present Director of Field Education

Highlights Include:
Managing MSW & BSW field program needs on both the Eugene & Forest Grove campuses, teaching MSW1 (foundation) field seminar, mentoring adjunct field staff, & participating with the Field Committee & recruitment of new MSW students.

Skills Include: In person teaching, review of program strengths and needs, strategic planning & priority setting, exploring best practices in field administration, & compliance with accreditation & state standards. **Course Taught:**
Social Work 541: Foundation Field Practicum 1 (2 sections)

Boise State University, School of Social Work
2016 – 2022 Online MSW Field Coordinator, Clinical Assistant Professor 2014-2016 Lecturer & Affiliate Graduate Faculty
2010 – 2011 Lecturer & Adjunct Faculty
2004 – 2010 Foster / Adopt Training Coordinator & Adjunct Faculty

Highlights Include:
Curriculum development for professional social workers & students; Training foster parents, facilitating foster parent support group and planning annual conferences for foster parents; Teaching BSW & MSW level students; Serving on admission committee & student discipline committee; Field advising master level students on field internship process; Development of internships across the nation.

Skills Include: In person classroom & online teaching (Blackboard & Canvas); training in workshop settings, timely grading; following accreditation and Boise State policy for vetting internship sites. **Courses Taught:**
SOCWRK 201: Foundations of Social Work Practice
SOCWRK 333 Generalist Practice 1: Working with Individuals SOCWRK444
Generalist Practice 2: Families & Groups
SOCWRK498/499 Social Work Field Practicum & Seminar SOCWRK512
HBSE 1 Human Development Through Life SOCWRK Elective: School Social
Work
SOCWRK525 Advanced Social Work Interventions: Individuals & Families SOCWRK 513 Advanced Issues in Human Diversity
SOCWRK 570/573 & 572/574 Foundation Field Work & Practicum Seminar 1 & 2.

Northwest Nazarene University
2004-2007 Title 4E Coordinator (quarter time position)

Highlights Include: Recruitment of Title 4E Students in two Idaho Department of Health & Welfare Regions; Provide quarterly reports to the Idaho Department of Health & Welfare on student progress & retention; Teach face to face Advanced Year Seminar.

Skills Include: Face to face teaching, explaining the stipend policies to potential students, grading, following university and Idaho Department of Health & Welfare policies.

Idaho Department of Health & Welfare
2011 – 2014 Social Worker II
1993 – 2004 Social Worker I

Highlights Include: Providing case management services to families & youth involved with juvenile justice & child welfare; Providing voluntary services to at risk families & children; Foster care licensing; Training adoptive & foster parents; Providing adoption case management; Facilitation of family group decision making meetings. From 2012-2014 managed the placement of social work interns in our regional offices.

Skills Include: Engagement, written & in person communication, assessment of strengths & needs, linkage to resources, following state & agency policy or law, and timely completion of documentation.

West Ada School District
2010- 2011 Homeless Grant Social Worker (part time)

Highlights Include: Outreach to 49 school buildings in the district to screen for homeless students under the McKinney-Vento Act; Providing students with free breakfast, lunch, and transportation to their school of origin; Assisting parents with housing options; Provided documentation to the school counselor supervisor for grant compliance.

Skills Include: Engagement with various district personnel to identify homeless students, updating district resources for homeless families,
notifying parents of student rights under the McKinney-Vento act, and timely documentation.

Conferences & Workshops: Facilitation & Development:

Presenter, Death with Dignity: The Law & Resources in Oregon & Idaho (for the Idaho Veterans Administration) 2023
Presenter & Planner, Agency Field Instructor Training on Diversity, 2019 Presenter, 13th Annual Resource Family & Social Worker Conference (Ethics) 2015
Presenter, Boise State University Field Instructor Training (Ethics) 2015 Presenter, School Social Work Conference on Youth (Child Welfare System) 2013
Planner, Lion's Pride Cubs, / NASW Idaho Chapter (GLBTQIA youth, families, professionals) 2011
Presenter, National Foster Parent Association Annual Conference (Constituent Engagement) 2009
Presenter, West Coast Trainers Annual Conference (ID Child Welfare Partnership) 2007, 2009
Presenter, 1st Annual Child Welfare Conference (GLBTQ youth) 2009 PRIDE Trainer, (foster / pre-adopt parent pre-service training) 2004-2012

Planner, NASW Idaho Chapter, (GLBTQ youth panel) 2004

Volunteer Highlights

End of Life Washington, Trainee (volunteer client advocate) 2024- present
End of Life Choices Oregon, Client Volunteer & Outreach January 2022 -August 2024
National Association of Social Workers:
CA Chapter, Board of Directors 2019-2020
ID Chapter, Board of Directors, 2003 - 2012
Heart 'n' Home Hospice, 2014-2015
Northwest Nazarene University, Student Association President 2002-2003

Awards & Recognition

Faculty Emeritus, Boise State University, 2022
MSW Field Instructor of the Year, Boise State University 2014 Counselor Advocate of the Year, West Ada School District 2011 State of Idaho, Advocate for Families & Children 2010 Outstanding Scholar Award, Northwest Nazarene University 2003 Title 4E Scholar Stipend Award 2002-2003

Memberships

National Association of Social Workers (NASW), WA State Chapter International End of Life Doula Association (INELDA)

A. **4. Faculty Curriculum Vitae**

Nancy Murakami, MSW, DSW

Nancy Murakami, DSW, MSW, LCSW
Nancy.Murakami@pacificu.edu

EDUCATION

2019 **New York University School of Social Work,** New York, NY
Doctor of Social Welfare in Clinical Social Work
Phi Alpha National Honor Society
Capstone: Promoting Healing and Community: Group Work with Survivors of Persecution and Forced Migration
Committee: Dr. Carol Tosone (Chair), Dr. Briana Barocas, Dr. Andrew Rasmussen

2005 **Columbia University School of Social Work,** New York, NY Master of Social Work; Advanced Generalist Practice and Programming, International Social Welfare

1999 **Washington University,** St. Louis, MO
B.A.; Major: Mathematics, Psychology; Minor: Social Thought and Analysis Dean's List, College Honors

PROFESSIONAL INSTITUTES AND CERTIFICATIONS

2019 **Columbia University School of Social Work**
Certificate, Institute on Pedagogy & Technology for Online Courses

2016 **Trauma Center at Justice Resource Institute**
Certificate, Traumatic Stress Studies

2014 **Figley Institute**
Certificate, Compassion Fatigue Educator Course

2012 **Sensorimotor Psychotherapy Institute**
Certificate, Sensorimotor Psychotherapy, Level I

2007 **New York University School of Social Work**
Certificate, Seminar in Field Instruction (SIFI)

TEACHING EXPERIENCE

2020-Present **Pacific University**
Hire: 8/17/20 **Assistant Professor & Field Faculty [Tenure Track]**
Courses: Foundations of Social Work and Social Welfare
Human Behavior in the Social Environment
Generalist Practice II
Foundation Field Practicum II
Advanced Field Practicum III
Advanced Field Practicum IV
Social Ecology of Wellness
School Social Work (Designed online course)
Students: Master of Social Work

2019-2022 **Columbia University School of Social Work**
Adjunct Assistant Professor
Courses: Psychosocial Support Approaches for Survivors of Persecution and Forced Displacement (Designed course)
Social Work Practice with Survivors of Persecution and Forced Displacement (Designed course)
Students: Master of Social Work

2007-2020 **New York University School of Social Work**
Adjunct Assistant Professor; Faculty Advisor (2018-2020)
Adjunct Assistant Professor, Field Instruction (2017)
Adjunct Lecturer, Field Instruction (2010-2017, 2007-2008)
Courses: Social Work Practice I & II
Field Learning I & II
Students: Master of Social Work

2020-2024 **Columbia University School of Social Work**
Annual Guest Lecturer: *Clinical Assessments, Culturally Responsive & Loss- and Trauma-Informed Practice*

2020 **Pacific University**, School of Learning and Teaching

Guest Lecturer, *Trauma in the classroom*

2017 **The New School**, News, Narrative, Design Course
Guest Lecturer, *A social work approach to interviewing refugees: Implications for journalists*

2016 **Columbia University School of Law**, Immigration Clinic Guest Lecturer, *Eliciting the trauma narrative*

2013, 2014 **Barnard College**, Translation Studies Course
Guest Lecturer, *Trauma-informed interpretation*

2010, 2014 **Columbia University**, Human Rights Course
Guest Lecturer, *An interdisciplinary approach to caring for survivors of human rights abuses*

2011 **New York University**, Global Master of Public Health Program Guest Lecturer

PUBLICATIONS

Peer-Review Articles

Barocas, B., Yang, S., Park, Y., Shimizu, R., **Murakami, N. J.**, Avieli, H., & Mills, L. G. (2022). A Call for a New Paradigm: Perspectives of Court Personnel and Clinicians on Court-Mandated Treatment Approaches for Domestic Violence Crimes. *Journal of Family Violence*, https://doi.org/10.1007/s10896-022-00480-9

Shimizu, R., Barocas, B., Cipollina, J., Cotner, M., **Murakami, N.**, Park, Y., Yang, S., & Munson, M. R. (2021). The Role of Food and Food Behaviors in Intimate Partner Violence. *Journal of Family Issues*. https://doi.org/10.1177/0192513X211064863

Barocas, B., Shimizu, R., Cipollina, J.E., **Murakami, N.J.,** Cotner, M.A., Park, Y., Yang, S., Gajić, M., Noll, N. (2019). Group work in research: Creating a research family. *Social Work with Groups*. DOI: 10.1080/01609513.2019.1638643

Musiimenta, C., Miles, B., & **Murakami, N.J.** (2019). "We still have tribalism in the camp": Navigating ethnic conflict in a psychosocial support group. *Social Work with Groups.* DOI: 10.1080/01609513.2019.1638644

Murakami, N.J. & Chen, H. (2018). A group intervention for displaced survivors of persecution: A reflective account through a psychosocial lens. *Groupwork,* 28(1), 50-76.

Books

Murakami, N. J. & Akilova, M. (Eds). (2022). *Integrative Social Work Practice with Refugees, Asylum Seekers, and Other Forcibly Displaced Persons*. Springer Nature.

Allden, K. & **Murakami, N.** (Eds). (2015). *Trauma and recovery on war's border: A guide for*

global health workers. University Press of New England.

Book Chapters

Murakami, N. J. & Akilova, M. (2022). An introduction to integrative social work practice with survivors of forced displacement. In N. J. Murakami & M. Akilova (Eds). *Integrative Social Work Practice with Refugees, Asylum Seekers, and Other Forcibly Displaced Persons*. Springer Nature.

Murakami, N. J. (2022). The social work practitioner: Considerations for working with survivors of forced migration. In N. J. Murakami & M. Akilova (Eds). *Integrative Social Work Practice with Refugees, Asylum Seekers, and Other Forcibly Displaced Persons*. Springer Nature.

Bunn, M., **Murakami, N. J.**, & Haidar, A. (2022). Culture, trauma, & loss: Integrative social work practice with refugees and asylum seekers. In N. J. Murakami & M. Akilova (Eds). *Integrative Social Work Practice with Refugees, Asylum Seekers, and Other Forcibly Displaced Persons*. Springer Nature.

Murakami, N. & Thandar Shwe (2015). Assessments and interventions: Strengths-based approaches in contexts of displacement. In K. Allden & N. Murakami (Eds), *Trauma and recovery on war's border: A guide for global health workers* (pp. 49-84). University Press of New England.

Organizations

Murakami, N.J. & Musiimenta, C. (2018). *Psycho-social support group for refugee transit camps: 3-session manual for group facilitators*. Friends of Kisoro.

Smith, H., Sullivan, M., **Murakami, N.,** Porterfield, K. and O'Hara, M. (2017) *Bellevue/NYU Program for Survivors of Torture Orientation Group: 4-Week Group Therapy Manual for Clinicians, November 2017*. PSOT.

In Press, Under Review & In Progress

Murakami, N., J., Musiimenta, C., & Bourke, E. (in progress). *A psychosocial group intervention: Lessons learned in Uganda refugee transit camp*. Target Journal: Intervention - Journal of Mental Health and Psychosocial Support in Conflict Areas

Friends of Kisoro (in progress). *Family and Community Wellness Group Curriculum: 5 Session Manual for Group Facilitators*. Friends of Kisoro.

PIMNA Research Team (in progress). *Understanding the lived experiences of non-Syrian refugees in Turkey: A mixed methodology study.* Target Journal: Journal of Immigrant and Refugee Studies.

CONFERENCE PRESENTATIONS (Blind Peer-Reviewed)

Akilova, M., & **Murakami, N. J.,** (April, 2024) *Integrative Social Work Practice and Response to Displacement*. Social Work and Social Development World Joint Conference. Panama City, Panama.

Akilova, M., Nauth, J., Trinidad, B., & **Murakami, N. J.,** (April, 2024) *Living in the Shadows: Experiences of Non-Syrian Refugees Living in Turkey*. Social Work and Social Development World Joint Conference. Panama City, Panama.

Akilova, M., & **Murakami, N. J.,** (May, 2023) *Integrative social work practice with displaced populations: Methods for training social workers*. International FEderation of Social Workers (IFSW) European Social Work Conference. Prague, Czech Republic.

Murakami, N. J., Akilova, M., Oren, T., & Bunn, M. (November, 2022). Workshop: *Integrative social work practice for displaced populations: Methods for training social workers.* Council on Social Work Education (CSWE) Annual Program Meeting. Anaheim, CA.

Murakami, N. J. (November, 2022). *Use of anti-oppression accountability groups in MSW field seminar courses: Lessons learned.* Council on Social Work Education (CSWE) Annual Program Meeting. Anaheim, CA.

Musiimenta C., Iraguha, M., **Murakami, N. J.**, & Miles, B. (June, 2022). *It takes a global village: Lessons learned from cross-cultural and community-led intervention development for domestic violence survivors in Uganda.* International Association for Social Work with Groups (IASWG) Annual Symposium. From Social Separation to Social Solidarity. Virtual.

Akilova, M., **Murakami, N. J.,** Oren, T., Berthold, M., & Hamila, A. (January, 2022). Workshop: *Teaching Integrative Social Work Practice with Displaced Persons.* Society for Social Work and Research (SSWR) Annual Conference. Washington, D.C.

Ruelle, A., Bunn, M., Sousa, C., & **Murakami, N. J.** (2022 Withdrawn due to COVID). Workshop: *International Research with Trauma-affected populations in fragile contexts.* Society for Social Work and Research (SSWR) Annual Conference. Washington, D.C.

Murakami, N. J. (November, 2021 Withdrawn due to COVID). Integrating anti-oppression accountability groups into an MSW field seminar course: Lessons learned. Council on Social Work Education (CSWE) Annual Program Meeting. Washington, D.C.

Murakami, N.J., Bunn, M., & Haidar, A. (November, 2020). *Intersection of Culture and Trauma: A Framework for Practice with Forced Migrants.* Council on Social Work Education (CSWE) Annual Program Meeting. Online.

Musiimenta, C., **Murakami, N.J.**, & Miles, B. (October, 2019). *Psycho-Social Support Group (PSSG) for Refugee Transit Camps: A Manualized Intervention for Survivors of Persecution and Forced Migration.* International Federation of Social Workers (IFSW) Africa Conference: Social Work in Strengthening Human Relations for Social Economic and Political Transformation. Kampala, Uganda.

Barocas, B., Shimizu, R., & **Murakami, N.J.** (October, 2019). Domestic Violence Offender Treatment: Perspectives of Court Personnel and Clinicians. Council on Social Work Education (CSWE) Annual Program Meeting. Denver, CO.

Murakami, N.J., Musiimenta, C., & Miles, B. (June, 2019). *Strength in Cultural Differences: Lessons Learned from Group Co-Facilitation in a Refugee Camp.* 41st Annual Symposium of the International Association for Social Work with Groups (IASWG). Group Work in Communities: Breaking Down Barriers, Building Global Connections. New York, NY.

Cohen, C., Muskat, B., Smith, Z., Kelly, B., Gurrola, M., **Murakami, N.J**., Nau, E. (June, 2019). *2019 IASWG SPARC Showcase and Forum: Project Application, Acceptance and Implementation*. 41st Annual Symposium of the International Association for Social Work with Groups (IASWG). Group Work in Communities: Breaking Down Barriers, Building Global Connections. New York, NY.

Murakami, N. (November, 2018). *Narratives from the Field: Development and Implementation of a Manualized Psychosocial Support Group for Refugee Transit Camp.* International Society for Traumatic Stress Studies (ISTSS) 34th Annual Meeting. Washington D.C.

Murakami, N. (June, 2018). *Narratives from the Field: The Development and Implementation of a Manualized Psychosocial Support Group for Refugee Transit Camp.* 2018 North American Refugee Health Conference (NARHC). Portland, OR.

Chen, H. & **Murakami, N.** (June, 2017). *A Trauma-Informed Short-Term Group Model: Welcoming and Resourcing Refugees and Asylum Seekers.* 39th Annual Symposium of the International Association for Social Work with Groups (IASWG). Group Work in Challenging Times: Creating Strategies for Facing Change. New York, NY.

Holtzman, M. & **Murakami, N.** (November, 2014). *Trauma-Informed Teaching: Lessons in Engagement from Survivors of Torture.* 44th Annual NYS TESOL Conference. Empowering ELLs: Equity, Engagement, Enrichment. Albany, NY.

Murakami, N. & Johnson, D. (June, 2013). *Psychosocial Services for Displaced Children and Youth of Burma: A Case Example from the Border.* Asian and Pacific Islands Social Work Educators Association International Conference on Children and Youth. Phnom Penh, Cambodia.

Murakami, N., Smith, H., Jones, K. & Keller, A. (June, 2013). *Caring for Torture & Trauma: An Interdisciplinary Approach*. NYU Silver School of Social Work Global Health & Well Being: The Social Work Response Conference. New York, NY.

PROFESSIONAL PRESENTATIONS (Invited)

Murakami, N.J. (May 2024, 2023). *Psychosocial support for Congolese refugees and*

Ugandans: One organization's approach. Montefiore Medical Center Primary Care/Social Internal Medicine Residency Program. Bronx, NY.

Murakami, N. J. (October, 2023). *Trauma-Informed Practice and Survivor Support*. Washington County Bias Crime Symposium. Forest Grove, OR

Dalpe, J., Andia M.F., Magan, I.M., & **Murakami, N.J.,** Suntai, Z. (May 2019). *Panel Discussion.* Symposium on Refugees & Migrants: Trauma-Informed Approaches to a Changing World. New York University Silver School of Social Work. New York, NY.

Murakami, N., & **Murakami, N.J.** (January 2019). *Health and Human Rights from A Global Perspective*. Montefiore Medical Center Primary Care/Social Internal Medicine Residency Program. Bronx, NY.

Pack, C., Khoury, I., Agnew-Barajas, K., **Murakami, N.J.** (May 2018). *Panel Discussion*. Refuge: NYU Screening, Panel Discussion, and Mobilization. New York, NY

Murakami, N. & Sullivan, M. (November 2016). *Trauma Informed Approaches: Asylees, Refugees & Their Service Providers.* Janian Medical Care / Project for Psychiatric Outreach to the Homeless Grand Rounds. New York, NY

Murakami, N. (October 2016). *Trauma-Informed Care for Refugees.* Unspoken Human Rights Film Festival & Conference. Utica, NY

Murakami, N. (June, 2016). *Trauma-Informed Care for Refugees: Awareness, Skills and Knowledge.* North American Refugee Health Conference. Niagara Falls, NY.

Murakami, N. (April, 2015). *Trauma-Informed Care for Refugee Populations: Awareness, Skills and Knowledge*. Keynote speaker. Creating Pathways to Wellness: Fostering Mental Health Among Rochester's Refugee Patient Populations. Rochester, NY.

Greensfelder, A. & **Murakami, N.** (April, 2015). *Working with Interpreters in Refugee Services.* National Partnership for Community Training National Symposium. Miami, FL.

Murakami, N. (June, 2013). *Recognizing and Addressing Trauma in Survivors of International Human Rights Abuses.* NYU Silver School of Social Work Global Health & Well-Being: The Social Work Response Conference. New York, NY.

Murakami, N. (2011). Panel presentation. NYU Silver School of Social Work Voices of Change: Narratives from the Field. New York, NY.

Murakami, N. (2009). *Mae Tao Clinic Counseling Service: Mental health refuge for displaced Burmese receiving health care.* Global Civil Society and Peaceful Change in Burma Conference. Nagoya, Japan.

Murakami, N. (2009). *Burma Border Projects (BBP): An NGO's experience and reflection on 10 years of humanitarian work along the Thai-Burma border.* Global Civil Society and Peaceful

Change in Burma Conference. Nagoya, Japan.

TRAINING & WORKSHOP EXPERIENCE

Murakami, N. J. (October, 2023). *Integrative Social Work with Asylum Seekers and Refugees*. National Consortium of Torture Treatment Programs: National Capacity Building Project.

Murakami, N. J., & Akilova, M. (May, 2023) *Integrating Social Work Practice with Displaced Populations into MSW Courses: Large, Medium, and Small Approaches.* Presentation at the Columbia University School of Social Work AY 2022-23 Online Faculty Development Series Session 5, online via Adobe Connect.

Murakami, N. J. (2022-2023). *Psychosocial Support Series for Refugee Resettlement Coalition Advocates (13 Sessions).* Refugee Resettlement Coalition. Eugene, OR.

Murakami, N. J. (December, 2022). *Working with language interpreters: Client-centered and trauma-informed approaches*. New Mexico Department of Health Refugee Health Program

Murakami, N. J. (April, 2022). *Social Work Practice with Refugees and Asylum Seekers: Clinical Consultation.* Center for Community Counseling. Eugene, OR.

Murakami, N.J. (January, 2022). *Social Work Practice with Refugees and Asylum Seekers.* Center for Community Counseling. Eugene, OR.

Murakami, N.J. (January, 2021). *Trauma-Informed Care for Refugees.* HIAS-Pennsylvania. Philadelphia, PA.

Smith, H. & **Murakami, N.J.** (September, 2018). *Interdisciplinary Service Provision for Forced Migrants and Survivors of Torture.* Catholic Charities. Portland, ME.

Smith, H. & **Murakami, N**. (April, 2017). *Crossing Worlds - Intersecting Services.* Catholic Charities. Cleveland, OH.

Murakami, N. (February, 2017). *Agency-Based Trauma Informed Approaches for Refugees*. International Rescue Committee. New York, NY.

Murakami, N. & Wilkinson, J. (January, 2017). *Promoting Safety with our Clients.* National Capacity Building Project Measure Impact Webinar. Webinar & E-Consultation.

Smith, H. & **Murakami, N**. (December, 2016). *Crossing Worlds. Intersecting Services: Creating Practices for the Unique Needs of Forced Migrants and Survivors of Torture*. Columbia University Social Work Office of Professional Excellence Workshop. New York, NY.

Murakami, N. (2014, 2015, 2016). *Trauma and the Body: Incorporating body-oriented*

approaches into models of psychotherapeutic work. Bellevue/NYU Program for Survivors of Torture Trauma Didactic Series. New York, NY.

Murakami, N. & HangYi Chen (June, 2016). *Fundamental Social Work Skills for Working with Refugee Populations.* NYU Silver School of Social Work, Office of Global and Lifelong Learning Spring 2016 Seminar Series. New York, NY.

Murakami, N. (June, 2016). *Trauma-Informed Care for Refugee Populations: Building Awareness, Skills and Knowledge.* NYU Silver School of Social Work, Office of Global and Lifelong Learning Spring 2016 Seminar Series. New York, NY.

Holtzman, M. & **Murakami, N**. (2015). *Trauma-Informed Classroom: An approach to education with survivors of torture*. English Speaking Union. New York, NY.

Murakami, N. (May, 2015). *Fundamental Provider Skills for Working with Refugee Populations.* Lutheran Social Services Intensive Case Management Training. Baltimore, MD.

Murakami, N. (May, 2015). *Working with Interpreters.* Lutheran Social Services Intensive Case Management Training. Baltimore, MD.

Murakami, N. (2015). *Group Treatment with Survivors of Torture*. E-learning Trainer and Mentor. National Partnership for Community Training. New York, NY.

Murakami, N. (January, 2015). *Working with Interpreters: Awareness, Knowledge and Skills for Service Provision with Torture Survivors*. Webinar Trainer. National Partnership for Community Training. New York, NY.

Murakami, N. (December, 2014). *Interviewing and Working with Traumatized Youth: A Social Work Approach Through a Trauma Lens*. Human Rights First. New York, NY.

Murakami, N. (September, 2014). *Trauma from Surviving to Healing: The Survivors' Experiences and the Service Providers' Roles.* National Partnership for Community Training. Building Awareness, Skills & Knowledge: A Community Response to the Torture Survivor Experience. Sioux Falls, S.D.

Murakami, N. (September, 2014). *The Orientation Group: PSOT Approach to Welcoming and Further Resourcing Clients.* National Partnership for Community Training. Building Awareness, Skills & Knowledge: A Community Response to the Torture Survivor Experience. Sioux Falls, S.D.

Murakami, N. (September, 2014). *Stress Reduction Techniques.* National Partnership for Community Training. Building Awareness, Skills & Knowledge: A Community Response to the Torture Survivor Experience. Sioux Falls, S.D.

Murakami, N. (2013, 2014). *PSOT Social Services: Social Work Approach through a Trauma Lens*. Bellevue/NYU Program for Survivors of Torture Trauma Didactic Series. New York, NY.

Bunn, M., **Murakami, N.,** Sullivan, M. (2012). *Developing a Child/Family Focused Program: Assessment, Design, Implementation, Training, and Evaluation.* National Capacity Building's Child and Family-focused Torture Treatment Services Institute. Chapel Hill, NC.

Murakami, N. (January, 2012). *Maladaptive Traumatic Coping.* Center for Family Life staff training. New York, NY.

Gundle, S., **Murakami, N.** (January, 2011). *Refugee Mental Health.* NASW Central Regional Council's Successful Clinical Interventions for Recent Refugees Training. Worcester, MA.

Sullivan, M., **Murakami, N.,** Smith, H., Aladjem, A. (2011). *Burnout, compassion fatigue and self-care.* Bellevue Hospital - Hospital to Home Project staff training. New York, NY.

Murakami, N. (2010). *Self-Care and Psychosocial Health*. Karen Department of Health and Welfare Staff Training. Mae Sot, Thailand.

Murakami, N. (2010). *Self-Care Medic Training.* Trauma Management Program Annual Training. Burma.

Murakami, N. (July, 2009). *Trauma: Coping and Healing*. Women's League of Burma Peace Builders Training. Chiang Mai, Thailand.

RESEARCH EXPERIENCE

2022-2024 Columbia University Study with Koc University and Pacific University
Pacific University Principal Investigator
Project: Understanding the Lived Experiences of Non-Syrian Refugees in Turkey: A Mixed Methodology Study

2021-ongoing Pacific University
Principal Investigator
Project: Field Practicum Course Enhancement: Anti-Oppression Accountability Groups

2017-2019 New York University Center on Violence and Recovery
Graduate Research Assistant
Project: "Circles of Peace" Batterer's Intervention, Efficacy Study
Principal Investigator: Dr. Linda Mills & Dr. Briana Barocas

2004 Intersystems, Inc. Girls HIV Project, New York, NY
Research Assistant

AWARDS

2019 Steven P. Schinke Teaching Innovation Award, Columbia University School of Social Work
2018 Global Social Work Award, New York University Silver School of Social Work

GRANTS

2023 International Association for Social Work with Groups SPARC Grant [1005 USD] Co-writer for Friends of Kisoro; *Social Worker Network of Kisoro Project* to support the establishment and inaugural year of the professional network for social workers in Kisoro District, Uganda

2022 Pacific University Short-Term Travel Course Development Grant [2,500USD] *Global Social Work Practice: Uganda* to support the development of a Uganda site for the Pacific University SW Global Perspectives Prep Course and Travel course 2021 Pacific University Faculty Development Grant

Support Groups for DV Survivors in Uganda: Curriculum Development, Training, Pilot, and Implementation

2017 International Association for Social Work with Groups SPARC Grant [865USD] Co-writer for Friends of Kisoro; *Refugee Transit Camp Psychosocial Support Group Project* to support the development, training and implementation of a manualized, psychosocial group intervention

2011 Open Society Institute Burma Projects Grant [20,000USD] Co-writer; Grant funded the expansion of Burma Border Projects training, clinical and programming services along the Thailand-Burma border

2009 United Nations Women's Guild Grant [7,000Euros] Lead-writer; Grant funded the development of the Child Psychosocial Rehabilitation Center, a joint initiative of Burma Border Projects and Mae Tao Clinic. Mae Sot, Thailand

ENDORSEMENTS

2023 International Association for Social Work with Groups SPARC Program *Social Worker Network of Kisoro Project* to support the establishment and inaugural year of the professional network for social workers in Kisoro District, Uganda

2019 International Association for Social Work with Groups SPARC Program *Psychosocial Support Group for Refugee Transit Camps: A Pilot Study* of the impact and perceived usefulness of participation in a psychosocial support group for refugees residing in a refugee transit camp in southwestern Uganda

2017 International Association for Social Work with Groups SPARC Program *Refugee Transit Camp Psychosocial Support Group Project* for development, training and implementation of a manualized, psychosocial group intervention

ORGANIZATION EXPERIENCE

2021-Present **Crisis Emotional Care Team of Vibrant Emotional Health**
Mental Health Volunteer

● Ready to respond to calls for volunteers when disasters arise across the United States ● Provide targeted and collaborative disaster emotional and mental health support to individuals and groups when deployed

● Missions to date: U.S. military base to support Afghan arrivals (2021)

Friends of Kisoro, Kisoro, Uganda; based in Portland, OR

2019-Present **Technical Advisor & Clinical Supervisor [pro-bono]**

● Conducts weekly, telephonic clinical supervision to camp-based program manager ● Provides technical guidance on clinical practice, program development, monitoring and evaluation, quarterly reports, and grant-writing
● Conducts multi-sector trainings to camp-based organizations

2017-2019 **Program Manager [pro-bono]**
● Established the Friends of Kisoro Psychosocial Program in Nyakabande Refugee Transit Camp in Nyakabande, Uganda
● Began as program's initial manager and mentored the current manager to take over the role ● Managed the development and operation of administrative and clinical services, which includes psychosocial assessments; individual, family and group counseling; crisis support; and referrals ● Trained and supervised Uganda-based psychosocial staff and volunteers
● Conducted coordination and clinical capacity-building trainings for multi-sector camp staff
● Collaborated with camp-based partner agencies
● Conducted grant-writing and reporting

2020-2023 **Refugee Resettlement Coalition, Lane County, OR**
Refugee Advocate Volunteer
● Participated in weekly meetings to promote the care and wellbeing of Afghan individuals and families in Lane County
● Provided consultation to advocates and agency staff when mental health issues arose ● Supported improved and expanded access to mental health care for refugees and asylum seekers in Eugene
● Developed and conducted a training series on trauma approaches and mental health support for refugees

2021-2022 **Center for Community Counseling**
Volunteer Clinician
● Conducted mental health screening, assessments, and ongoing interventions to refugees and asylum seekers
● Trained and supported mental health interpreters
● Provided training on refugee mental health and social work practice with refugees

2018 **HealthRight International, New York, NY**
Training Consultant, Training in Kiev, Ukraine
● Developed and conducted three two-day trainings-of-trainers for Ukrainian psychologists, social workers, psychiatrists, and lawyers working with torture survivors
●Training: Working with Survivors of Torture: Awareness, Skills and Knowledge for Mental Health Workers [February]
●Training: Working with Survivors of Torture: Awareness, Skills and Knowledge for Interdisciplinary Service Providers [February]
●Training: Working with Survivors of Torture: Individual and Community Approaches [November]

Bellevue/NYU Program for Survivors of Torture (PSOT), New York, NY
2016-2017 **Senior Social Worker**
●Trained and supervised staff, volunteers, and undergraduate and graduate academic trainees

2010-2016 **Director of Social Services**
●Established a social services department at PSOT
●Led development and operation of social services team including: human

resource management, clinical and administrative supervision, individual and family services, clinical and administrative protocols and documentation

●Conducted biopsychosocial intake interviews, crisis support, individual and group psychotherapy, intensive case management, and individual and family assessments ●Trained and supervised staff, undergraduate and graduate academic trainees, and volunteers ●Built and maintained partnerships with NYC agencies and working groups ● National Partnership for Community Training trainer - facilitated presentations, trainings and outreach to organizations across the country working with torture survivors and refugees ●Supported grant applications and reports

●Executive committee member and leader in agency strategic plan development and implementation

2008-2010 **Burma Border Projects, Mae Sot, Thailand**
Director of Counseling Training, based at Mae Tao Clinic

● Developed and facilitated clinic-, community-, and refugee camp-based trainings ● Conducted supervision for individual and group counseling and psychiatric emergencies of survivors of persecution and refugees

● Conducted administrative and clinical capacity building of Burmese treatment teams and agencies ● Evaluated and developed clinical and administrative resources and protocols ● Managed, analyzed, reported and trained on data collection

● Co-developed and managed Thai-Burma border-wide mental health coordination group

● Human resource development and management including: border-based team expansion, orientation and staff handbook development, hiring staff

● Procured funding for first border-based child psychosocial rehabilitation center

Safe Horizon Counseling Center, New York, NY

2007-2008 **Senior Social Worker**

2005-2007 **Social Worker**

● Supervised and provided individual and group evidence-based, trauma-focused therapy to child and adult survivors of interpersonal violence

● Conducted standardized assessment measures

● Specialized in the trauma-focused treatment of survivors of human trafficking ● Evaluated and developed clinic policies and protocols

● Participated in clinical trainings and learning collaboratives

2005-2007 **The Lorge School, New York, NY**
School Social Worker

● Provided individual, group, and crisis counseling to 5- to 21-year-olds with Axis I diagnoses with comorbid learning delays

● Prepared IEPs and advocated for proper educational placement and appropriate services in and out of school

● Collaborated with multiple systems, outside providers and teachers to support the child's functioning and to address educational and mental health needs of the child

1999-2001 **United States Peace Corps, Phalula, Malawi**
Volunteer Teacher

● Trained in community assessments, education development, and culture, language, and life

skills ● Mathematics teacher, co-chairperson of sciences department and girls' dormitory leader ● Taught day, evening, weekend, and holiday classes in rural secondary schools ● Developed and taught at a summer school program for exceptional youth across the country ● Developed and led girls' group, ultimate-Frisbee team and HIV education

COMMITTEE & BOARD MEMBERSHIP

University
2024-Present OHA Student Scholarship Review Committee, member; Pacific MSW Program
2023-Present Study Abroad Committee, Member; Pacific University
2023-Present Student Support Committee Member; Pacific MSW Program
2022-Present Curriculum & Academic Affairs Committee, Member; Pacific MSW Program
2020-Present Field Learning Committee, Member; Pacific MSW Program
2024 Faculty Search Committee, Member; Pacific University Music Therapy Program
2021-2023 Faculty Search Committees, Member; Pacific MSW Program
2021-2023 University Diversity Committee, Member; Pacific University
2021-2023 Admissions Committee, Member; Pacific MSW Program
2021-2022 Academic & Professional Behavior Review Committee, Member; Pacific Eugene Campus
2020-2022 Equity, Diversity, & Inclusion Committee [Eugene], Secretary; Pacific University
2020-2021 Continuing Education Committee, Member; Pacific SW Program

Professional
2010-2016 Executive Committee, Member; Bellevue/NYU Program for Survivors of Torture
2009-2014 Board Member; Burma Border Projects
2010 Thai-Burma Border Mental Health Coordination Group, Co-Founder & Co-Chair

Community
2020-2024 Board of Directors, Member; Aozora Community

Foundation **PROFESSIONAL & COMMUNITY SERVICE**

University
2021-Present Capstone Advisor, Pacific MSW Program
2020-Present Academic & Professional Advisor, Pacific MSW
Program 2023-2024 Adjunct Faculty Mentor, Pacific MSW Program
2024 Lead developer of Program Moodle Site, Pacific MSW Program 2023
MSW Eugene Campus Coordinator, Pacific MSW Program

Professional
2021-Present Proposal Reviewer, Council on Social Work Education Annual Meeting
2018-2022 Peer Reviewer, Clinical Social Work Journal
2019-2020 Pro-Bono Mental Health Evaluations for Asylum and T-Visa Applicants, Catholic Charities, New York, NY
2019 Best Interests Determination Panel, The Young Center, New York, NY
2009-2010 Mental Health English Teacher, Mae Tao Clinic, Mae Sot, Thailand

2006-2008 Mental Health Volunteer, Medical Reserve Corps, New York, NY

Community
2008 Eye Care Volunteer, I Care International Manzanillo, Mexico 2004-2005
Victim Advocate, Crime Victims Treatment Center, New York, NY 2004-2005
Asylum Detention Center Visitor, Sojourners, New York, NY 2001 Project
Leader, Habitat for Humanity, Malawi, Africa

SELECTED ADDITIONAL TRAINING AND CERTIFICATES

2023 Transparency in Learning and Teaching Institute, Pacific University 2022 Institute on Canvas, Pedagogy, & Engaging Learning, Columbia University SW 2021 Mental Health First Aid (Adult), USA National Council for Behavioral Health 2021 Online Faculty Development Series AY 2020-2021, Columbia University SW 2020 Faculty Anti-racism Pedagogy Seminar, New York University 2020 Blended and Online Learning Faculty Community, Pacific University 2020 Fostering Equity and Inclusion in the Online Classroom, NYU Social Work 2020 Best Practices in Telehealth, NYU Social Work
2019 Inclusive Teaching: Supporting all Students in the College Classroom, Columbia University Center for Teaching and Learning, Online
2018 Psychological First Aid, NCTSN, Online
2017 Trauma Focused Cognitive Behavioral Therapy with Traumatic Grief, Online 2017 Cognitive Processing Therapy, Online
2006-2007 Evidence-Based Therapeutic Models, OMH, New York, NY 2005 Childhood Sexual Abuse, Safe Horizon, New York, NY 2005 Victims of Human Trafficking Law Training, CLINIC, CCB, NY 2005 Trauma and Trafficking, Project Reach, Boston, MA
2005 Child Abuse, New York Society for the Prevention of Cruelty to Children 2004 PFLASH Trauma Intervention Training, NY Mental Health Association

MEDIA CITATIONS AND INTERVIEWS

2022 Francis, M. (2022). *Social W\work professor Nancy Murakami and her students bring hope to the traumatized.* https://www.pacificu.edu/about/media/social-work professor-nancy-murakami-and-her-students-bring-hope-traumatized
2022 McCullough, S. (2022). *Between two worlds*. Flux. Interviewed for an article. https://www.fluxoregon.com/between-two-worlds.
2016 North American Refugee Health Conference Video. Interviewed for a conference promotion video. http://nasrhp.org/
2014 HHC Insider. Rebuilding lives: A Bellevue/NYU program provides expert services for survivors of torture. http://www.nyc.gov/html/hhc/bellevue/downloads/pdf/RebuildingLives HHCInsider.pdf
2009 Khin May Zaw (Deputy Director). Radio Free Asia Burmese Service. Interviewed for weekly Mental Health Series broadcast in Burma.

PROFESSIONAL MEMBERSHIPS

2020-Present Council on Social Work Education (CSWE), member
2016-Present International Federations of Social Workers, friend member
2018-Present Society of Refugee Healthcare Providers, member
2021-2023 Society for Social Work and Research (SSWR), member
2018-2020 International Society for Traumatic Stress Studies, member
2017-2020 International Association for Social Work with Groups, member
National Peace Corps Association, member

PROFESSIONAL LICENSES

2021-Present Licensed Clinical Social Worker, Oregon State License # L12506
2009-Present Licensed Clinical Social Worker, New York State License # 077153
2008-Present Permanent New York School Social Worker, Certificate # 1131796
2006-2009 Licensed Master Social Worker, New York State License # 072478

A. 5. Complete List of Full-Time Faculty

a. **Lorrie Breshears, MSW, LMSW**
b. **Nazan Cetin, PhD, MSW, LCSW**
c. **Andrea Doerfler, MSSW, LCSW**
d. **Lalit Khandare, PhD, MSW, MPhil**
e. **M. Killian Kinney, PhD, MSW**
f. **Nancy Murakami, DSW, MSW, LCSW**
g. **Michelle Pliske, DSW, LCSW RPT-S**
h. **Don Schweitzer, PhD, LMSW**
i. **Hannah Studer, MSW, LCSW, CADC-II**

Pacific University Response to Clarification Request

1. Program Curriculum & Syllabi

- The separate curriculum tables for the full versus advanced standing pathways are very helpful. However, the totals in the tables are inconsistent with the totals listed in the narrative (64 for full and 33 for advanced standing listed in the table headers add up in alignment with the individual course credits provided for each course). Please confirm the correct credit totals. RESPONSE: The table total credits was incorrect and should have been 64. It has been corrected.
- The syllabus for one of the Special Topics Options, *Social Ecology of Wellness*, wasn't linked. Please provide the syllabus if it has been developed. RESPONSE: The course has been removed from the table.

2. Clinical Practices

- OAR 584-435-0300(2)(b) requires 800 total hours of field experience (400 in a school setting and 400 in a setting serving children, adolescents, or families). Your proposal specifies 500 hours for advanced standing candidates (with at least 420 in a school setting). How are the 300 hours beyond the 500 required for advanced standing candidates completed and documented? RESPONSE: Advanced Standing students complete 300+ hours of practicum experience as part of their undergraduate Bachelor of Social Work program.

3. Assessments & Rubrics

- When do you estimate that two full cycles of assessment data will be available for this program? RESPONSE: We would anticipate having two full cycles of assessment data available in summer 2027.

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Educator Preparation & Pathways

ITEM:	WARNER PACIFIC UNIVERSITY: ESOL NEW PROGRAM PROPOSAL
ACTION:	**ACTION ITEM**
RECOMMENDATIONS:	The Educator Preparation & Pathways Committee of the TSPC recommends adoption of the following resolutions: **RESOLVED,** that the Commission grants Warner Pacific University State Recognition with Conditions for an English to Speakers of Other Languages (ESOL) program for in-service candidates, based upon a favorable review of the submitted proposal documents; **RESOLVED FURTHER,** that Warner Pacific University be approved to implement the new program beginning July 2025; **RESOLVED FURTHER,** that the above-referenced program may undergo a focused program review, which will begin when two cycles of data are available after full implementation of the program, tentatively planned for Fall 2027; **RESOLVED FURTHER,** that Warner Pacific is to be commended for designing an accessible and flexible ESOL endorsement program that supports adult learners through intentional support structures aimed at helping working professionals succeed.
INFORMATION:	OAR 584-400-0060, State Recognition: New Programs, requires preparation providers (EPPs) to receive state recognition of new licensure, endorsement, specialization or career and technical education programs prior to recommending program completers for the requested credential.

Warner Pacific University requested Commission approval to offer a graduate ESOL endorsement program for in-service educators.

The proposed program is designed to support working professionals through a flexible hybrid model with evening classes and accelerated course formats. Candidates will complete 15 semester credits across six courses and a 100-hour practicum in two grade-level bands. The program may be completed as a stand-alone endorsement or as part of a Master of Education degree. Coursework emphasizes culturally and linguistically responsive practices, including multilingual advocacy, family engagement, and inclusive curriculum design. The program also includes targeted support structures for adult learners, aligning with Warner Pacific's commitment to access and retention for diverse educators.

At their May 29, 2025, meeting, Educator Preparation and Pathways Committee members determined to recommend approval to the full Commission and for the item to be placed on the program consent agenda at the June 2025 Commission meeting.

Information regarding the program request is included as Attachment 1. The attachment includes comprehensive descriptions of the proposed program and supporting documentation.

Attachments:

1. Warner Pacific New ESOL Program Proposal

Warner Pacific University

NEW PROGRAM PROPOSAL:
ESOL Endorsement Program

Institution Contacts:

Jeannie Ray-Timoney Ed.D
Teaching Dean of Education
Division of: Professional Programs
Phone: 503-517-1051
Email: jray-timoney@warnerpacific.edu

Kevin Spooner Ed.D
Associate Dean of Education
Division of: Professional Programs
Phone: 503-517-1101
Email: kspooner@warnerpacific.edu

New Program Proposal:

WARNER PACIFIC UNIVERSITY

Portland, Oregon

This proposal was provided to TSPC on: [DATE]

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NEW PROGRAM PROPOSAL
Warner Pacific University

New Program Description

Program Name and Description

Proposed Program Name: **ESOL Endorsement Program**

The program proposal submitted is for:
Note: *To click a box, double-click the box and select [Checked]. To remove, double-click and select [Not checked].*

- ☐ Preliminary Teaching License: Elementary – Multiple Subjects (undergraduate)
- ☐ Preliminary Teaching License: Elementary – Multiple Subjects (graduate)
- ☐ Preliminary Teaching License: Single-subject areas (undergraduate)
  Please indicate the single-subject endorsement area(s) offered by your preliminary license program:
  - ☐ Advanced Mathematics (includes Foundational)
  - ☐ Agricultural Science
  - ☐ Biology
  - ☐ Business: Generalist
  - ☐ Business: Marketing
  - ☐ Career Trades Generalist
  - ☐ Chemistry
  - ☐ English Language Arts (includes Foundational ELA)
  - ☐ Family and Consumer Sciences
  - ☐ Health
  - ☐ Integrated Science (includes Foundational Science)
  - ☐ Physics
  - ☐ Social Studies (includes Foundational Social Studies)
  - ☐ Speech (Forensics)
  - ☐ World Language:
    - ☐ Chinese
    - ☐ French
    - ☐ Japanese
    - ☐ German
    - ☐ Latin
    - ☐ Russian
    - ☐ Spanish
- ☐ Preliminary Teaching License: Single-subject areas (graduate)

Please indicate the single-subject endorsement area(s) offered by your preliminary license program:

☐ Advanced Mathematics (includes Foundational)
☐ Agricultural Science
☐ Biology
☐ Business: Generalist
☐ Business: Marketing
☐ Career Trades Generalist
☐ Chemistry
☐ English Language Arts (includes Foundational ELA)
☐ Family and Consumer Sciences
☐ Health
☐ Integrated Science (includes Foundational Science)
☐ Physics
☐ Social Studies (includes Foundational Social Studies)
☐ Speech (Forensics)
☐ World Language:
  ☐ Chinese
  ☐ French
  ☐ Japanese
  ☐ German
  ☐ Latin
  ☐ Russian
  ☐ Spanish

PROGRAM-REQUIRED AREAS:

☐ Art – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
☐ Drama – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
☐ Elementary – Multiple Subjects – includes: ☐ Graduate ☐ Post-graduate
(Only check if this report is for an advanced program. Initial reports are submitted in the Preliminary Teaching License: Elementary – Multiple Subjects report)
☒ ESOL – includes: ☐ Undergraduate ☒ Graduate ☒ Post-graduate
☐ Library Media – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
☐ Music – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
☐ Physical Education (PE) – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
☐ Reading Intervention – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
☐ SPED: Deaf and Hard-of-Hearing – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
☐ SPED: Early Intervention – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
☐ SPED: Generalist – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate
☐ SPED: Visually Impaired – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate

DUAL PROGRAM AREA REQUESTS:

☐ Name: _____ – includes: ☐ Undergraduate ☐ Graduate ☐ Post-graduate

ADMINISTRATOR AND PERSONNEL SERVICES LICENSE PROGRAMS:

☐ Teacher Leader License Program

☐ Principal License Program

☐ Professional Administrator License Program

☐ Initial School Counselor License Program

☐ Continuing School Counselor License Program

☐ Initial School Psychology License Program

☐ Continuing School Psychology License Program

☐ Initial School Social Worker License Program

☐ Continuing School Social Worker License Program

SPECIALIZATIONS:

☐ Adaptive Physical Education Specialization

☐ American Sign Language Specialization

☐ Autism Spectrum Disorder Specialization

☐ Dual Language Specialization

☐ Early Childhood Education Specialization

☐ Mathematics Instructional Leader: PreK-8 Specialization

☐ Mathematics Instructional Leader: 6-12 Specialization

☐ Talented and Gifted Specialization

General description of the proposed program:

The program will require a sequence of six courses (totaling 15 credits) addressing the following state-mandated themes: language foundations, cultural foundations, pedagogy, professional leadership and technology innovation. The teacher-students will engage in research of theory, philosophy, and best practices; study current practice and observe in ESOL classrooms; communicate and collaborate with community leaders; and develop strategies, curricula, and programs.

The courses will be offered in an accelerated seven-week (for three credit courses) or five-week (for two-credit courses) format, whenever enrollment is sufficient. The courses will be hybrid; that is, a combination of in-classroom and online instruction, making them more accessible for practicing teachers to complete.

Students may elect to pursue the endorsement as a stand-alone program to satisfy professional development requirements for licensure or other professional goals, or may choose the endorsement as one of the options to fulfill the requirements of the Masters of Education degree.

In order to earn the Oregon ESOL Endorsement, a student must:

- Satisfactorily complete the required 15 credits of coursework with a cumulative GPA of 3.0 or above.
- Satisfactorily complete a 100 hour, 2-credit practicum with a passing grade, in
  - Early Childhood and Elementary OR
  - Elementary and Middle Level OR
  - Middle Level and High School

Completion of the coursework and the practicum will satisfy two of the requirements for a Prek-12 authorization.

- Pass the ORELA/NES English to Speakers of Other Languages (ESOL) exam, Information about the exam can be found at this site: https://www.orela.nesinc.com/TestView.aspx?f=HTML_FRAG/NT507_TestPage.html
- A TSPC multiple measures assessment is an option that can be considered for this endorsement as well.

Name of the school or college where the program is proposed to be housed (College of Education, School of Music, School of Social Work): Warner Pacific Education Department

Date the new program will be implemented, if approved: **July, 2025**

Proposed degree to be awarded on program completion: M.ED and/or Stand Alone Endorsement

Program Delivery and Variants

Standard delivery:

Location: Warner Pacific University Mt. Tabor Campus

☒ Campus-based (traditional in person instruction)

☐ Main campus ☐ Branch campus ☐ Other:

☒ Online program

☒ Hybrid program

Courses are offered:

☐ Daytime | ☒ Evenings | ☐ Weekends

Additional description *(if needed)*: Courses will be offered one evening per week.

Delivery variant(s) ***(If applicable, describe variation circumstances. Duplicate this section for additional variances:***

☒ N/A (Select if the proposed program does not have any delivery variances.)

Location:

☐ Campus-based (traditional in person instruction)

☐ Main campus ☐ Branch campus ☐ Other:

☐ Online program

☐ Hybrid program

Courses are offered:

☐ Daytime | ☐ Evenings | ☐ Weekends

Additional description *(if needed)*:

Number of credit hours proposed to be required to complete the program: 15

☒ Semester | ☐ Quarter

edTPA

The edTPA is not required for this program since teacher candidates will have already completed a TSPC approved local Teacher Candidate Proficiency Assessment as a requirement for their preliminary license. A pre-requisite for entry in the program in the completion of bachelor's or master's degree leading to a preliminary license.

Justification for the New Program

Oregon's classrooms are increasingly diverse. According to the Oregon Department of Education's 2022 Educator Equity Report, 42% of students identify as ethnically and linguistically diverse, while only 13% of teachers share this background . This disparity underscores the need for teachers equipped to support English Language Learners (ELLs).

https://www.opb.org/article/2022/10/09/oregon-teacher-shortage-education-system-bilingual-diverse-teachers-program/

By 2025, 1 out of 4 children in classrooms across the nation will be an English language learner (ELL) student.

https://www.nea.org/resource-library/english-language-learners

ESL teacher job outlook in Oregon

- The job market for ESL teachers in Portland, Oregon is very active.
- The average annual pay for an ESL teacher in Portland is $60,128 as of February 13, 2025.
- The majority of ESL teacher salaries range between $44,000 and $66,800.
- Top earners make $84,840 annually.
- ESL educators are also in high demand throughout rural, suburban, and urban school districts. While the number of ESL educators currently pursuing the degree is increasing in many colleges and universities, there simply are not enough in the workforce right now to meet the growing needs of students. More and more K-12 students are not native language speakers, with educational research pointing to **more than 12 million bilingual children** across the country (a 1.2 million increase over the previous ten years.)

https://www.graduateprogram.org/blog/teacher-shortage-high-demand-jobs-in-education/#:~:text=ESL%20educators%20are%20also%20in,the%20growing%20needs%20of%20students

Educator Preparation Provider's Capacity

List faculty names and attach vita for each faculty member: Dr. Jeanette Morales

Faculty structure description:

Financial resources (include, at a minimum, an analysis of proposed operational costs, resources, and revenues):

Candidate resources (include, at a minimum, plans for facilities, technology, library, and student services):

Evidence of institutional approval:

The institution has designed a unit which has full responsibility for the operation of the program.

1. The organizations authority is clearly outlined. (See next page)

   The Education Department ultimately has the authority for developing and assessing the program. The Associate Dean of Education has full responsibility and authority for the operation of the licensure portion of the program. The Dean and Associate Dean have authority over the other components of the program.

   The MED/ESOL program will be housed at the Professional Graduate School (PGS). The Dean and Associate Dean of the Department will be responsible for the hiring of faculty for the core courses. The Dean of Teacher Education will be consulted about the hiring of faculty that teach endorsement courses.

   The Dean of Education will be responsible for the curriculum assessment and the results of the assessments will be presented to the Consortium and the Education Department. The Dean and the Associate Dean will be able to articulate the MED Program's initiatives in light of the overall Strategic Plan of the College.

   Student appeals involving a course presentation, grade or professional conduct, will be the responsibility of the Dean of PGS. If the appeal involves licensure issues, the Dean of Teacher Education will be involved.

   The Curriculum Committee approved the MED/ESOL program on March 14th, 2025. From the Curriculum Committee it was forwarded to the full faculty for approval

which took place on April 4th, 2025. The Consortium has received information about the program via email, and will be asked to approve the program at the September 2025 meeting

Curriculum Committee

Meeting Minutes
Friday, March 14, 2025
Members Present: Jennifer Cameron, Amber Gribbins, Paige Hairston, Gladys Jadagu, Cecelia Monto, Sergei Polozov, Marlo Waters (chair)
Invitees Present: Kevin Spooner, Lael Easton, Jhonatan Carmona
1. New Program: BSED with SPED Endorsement a. The Education Division is proposing a new program that builds on the current Bachelor of Science in Early Childhood Education and adds an additional endorsement in Special Education, as outlined in the attached document.
b. This new program is being developed as part of the Title V Hawkins/Adelante grant.
c. This program would be available through the PGS format.
d. This program would also include 5 new courses:

SPED 401A Foundations of Special Education 3
SPED 410A Assessment and Evaluation 3
SPED 420A Instructional Best Practices 3
SPED 422A Advanced Classroom Management 3
SPED 430A Case Management and Collaboration 3
Graduate-level versions of these courses are already taught at WPU for students in the M.Ed. program. The existing graduate courses would be revised to cover similar content but to be appropriate for the baccalaureate level student.
VOTED to approve the new program in Bachelor of Science in Early Childhood/Elementary Education with Special Education Endorsement. Unanimous. This proposal will be presented at the next faculty meeting for review and a vote.
2. New Program: ESOL Endorsement program/M.Ed. Emphasis

a. The Education Division is proposing a new program. Students could take this program as a stand-alone post-baccalaureate endorsement, or they could take it as an emphasis within the two-year Master of Education degree program.
b. This new program is being developed as part of the Title V Hawkins/Adelante grant.
c. This program would be available through the PGS format.
d. This program would also include 6 new courses:
ED 621A Assessment Practices for ELL 2
ED 631A Cross Cultural Foundations 3
ED 652A Curriculum & Instruction for ELL 3
ED 672A Linguistics for ESOL Educators 3
ED 688A Leadership in ESOL Programs 2

ED 693A ESOL Practicum 2
VOTED to approve the new ESOL Endorsement program as both a stand-alone endorsement program and as a new emphasis in the Master of Education degree. Unanimous.
This proposal will be presented at the next faculty meeting for review and a vote.

From Faculty Meeting Minutes on April 4th, 2025

From the Curriculum Committee (EDU): Add ESOL Endorsement program to the curriculum. The MSEd ESOL would be an endorsement or a stand-alone certification. Adjunct faculty are building out these particular pieces as part of a grant whereby bilingual students can receive tuition support. Move to approve with second. Call for the question: Should we accept the proposal to add an ESOL endorsement? Approved unanimously.

2. Allocation of resources is adequate for the operation of the unit.

Target market: The target market for an endorsement program is the adult student who who needs to work full-time while completing a master's degree and/or licensure requirements. Therefore, the decision has been made to offer the endorsement programs through the Professional Graduate School (PGS). PGS has systems in place to serve the needs of working adult students. The success of PGS has been demonstrated in the growth of its program offerings, which currently serve 600 students. The expectation is that the endorsement programs will benefit from the success of the other PGS programs.

Budget: Revenue and direct expense projections have been developed for each cohort to be admitted to an endorsement program. Revenue consists of student tuition and direct costs include marketing and instruction. Indirect costs, including support staff, shared space and equipment, overhead, and salary for a half-time director have been incorporated into the departmental budget of the PGS Program, which already has systems and staff in place to serve adult students. Additionally, the college currently has classroom space available for evening courses; therefore, there will be no additional indirect costs related to space. As noted, each cohort yields a projected surplus (contribution margin), which will be used to contribute to the indirect costs of operating the programs. The expectation is that the endorsement programs will have a positive financial impact on the institution as a whole.

Student Services: Currently, the PGS recruitment, enrollment, financial aid, and advising staff serves 600 students. With the addition of this degree, and the expected additional growth, the University is committed to employ the staff needed to continue to provide the appropriate level of service to our students.

Physical Facilities: The university is located adjacent to Mt. Tabor in Portland, Oregon.. The campus has appropriate facilities available to support this program. The campus has classrooms equipped with 'smart technology' and wireless internet access to enhance the

teaching and learning experience. Depending on scheduling, the endorsement courses will use classrooms space as well as offer courses remotely online.

Library: Warner Pacific is a member of Orbis Cascade Alliance which allows our students to access resources from other public and private institutions of higher education. Additionally, we provide access to full-text education journal literature through such online databases as EBSCOhost, Academic Search Premier, Education Complete, Educator's Reference Desk, ERIC, JSTOR, and SAGE.

Faculty: The endorsement programs will be offered in coordination with the Masters of Education program. Courses will be taught by a combination of full-time faculty and qualified adjuncts with experience in the field. The selection process for all adjuncts includes a review of resumes and credentials by Human Resources personnel to ensure they possess the appropriate level of education and experience, an individual interview with the Vice President of Academic Affairs, a presentation to a panel of faculty, and a background check. An orientation and ongoing mentoring will be provided by full-time faculty to ensure quality of teaching.

3. The unit has established written policies and procedures to guide its curriculum for students, faculty and resources.

Warner Pacific University believes that the conduct of the college is a cooperative venture among the constituencies of the college. The faculty has primary responsibility over the curriculum and instructional procedures and special responsibilities over faculty status. The faculty has participatory responsibility, along with other college groups, over areas directly affecting academic operation.

Academic budget planning occurs on a regular cycle of projection, development, review, adjustment, and implementation. Department Chairs and Academic Program Directors are responsible for projecting and developing expenditure budgets for their areas. As the University operates on a fiscal year that begins on June 1st, Chairs and Directors submit their budget proposals to the Chief Academic Officer by January 15th of the year preceding planned implementation. Consultation with the Cabinet may lead to adjustments in the projected budgets prior to submission of the entire institutional budget for Board of Trustee approval in its May meeting. Following the first two weeks of classes in the Fall and Spring semesters, revenue projections will be checked against expenditures to determine whether further adjustments are necessary. Chairs and Directors will be consulted in the event of needed reduction of expenditures. (Faculty Handbook, p. 56)

The University and PGS (Professional Graduate School) have developed a budget for Adjunct Faculty as well as full time faculty. Since students will only be taking one course at a time, a large number of faculty members will not be needed all at once. Faculty members who now teach in the undergraduate program will have opportunity to teach in the MED program. The new faculty will be hired following the guidelines for the hiring of any new faculty member.

All new faculty hired to teach in the MED program must meet the requirements of the University and those teaching endorsement courses must meet TSPC requirements. These

faculty members will have degrees in the areas in which they will be teaching. All supervisors for practicum experiences will be either licensed or can be licensed in the state of Oregon for that content.

The MED program will have a library budget specifically for the program.

Warner Pacific University believes that the conduct of the university is a cooperative venture among the constituencies of the college. The faculty has primary responsibility over the curriculum and instructional procedures. The faculty has special responsibilities over faculty status. The faculty has participatory responsibility, along with other college groups over areas directly affecting academic operation. (Faculty Handbook, p. 14)

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Adjunct Faculty in Teacher Preparation Program

PROFILE SUMMARY

- Responsible for the design, implementation, development, management and monitoring of educational programs at the local, state and federal level
- Accountable for large budgets and reporting of education programs
- Demonstrated ability to monitor and review program improvement
- Human resources experience in screening, selection, training and evaluation of staff
- Experienced in working with culturally and linguistically diverse students and their families
- Highly skilled in equity, diversity, inclusion, and cultural intelligence with a variety of multicultural experiences
- Bilingual in Spanish (Fluent in reading, writing and speaking)

POST-SECONDARY EXPERIENCE AND APPOINTMENTS

Faculty in teacher preparation programs: Taught, supervised, and mentored teacher candidates.

Chemeketa Community College | Salem, Oregon
Adjunct Faculty | 2023 - Present

Warner Pacific University | Portland, Oregon
Adjunct Faculty | 2023 – Present

Pacific University | Forest Grove, Oregon
Adjunct Faculty | 2015 -Present

Washington State University | Vancouver, WA
Faculty | 2006, 2018-2018

Corban University | Salem, Oregon
Adjunct Faculty | 2009-1019

Portland State University | Portland, Oregon
Assistant Professor – Graduate School of Education and College of Liberal Arts | 2005-2012

Portland Community College | Rock Creek Campus, Portland, OR
Adjunct Faculty and Counselor | 2005-2008

CONTINUED, POST-SECONDARY EXPERIENCE AND APPOINTMENTS

Community College of Southern Nevada | Las Vegas, Nevada
Adjunct Faculty and Counselor | 2003-2005

Central Washington University | Ellensburg, Washington
Adjunct Faculty and Interim Director, GEAR UP | 2002-2003

Heritage University | Toppenish, Washington
Adjunct Faculty | 2002-2003

Yakima Valley Community College | Yakima, Washington
Adjunct Faculty | 2002-2003

K-12 EXPERIENCE

Bilingual Education Specialist
Willamette Education Service District | Salem, Oregon | August 2021-July 2024

First Year
- Provide support to graduation specialists through the Oregon Migrant Education Service Center.
- Plan and deliver regularly scheduled professional development opportunities for district graduation specialists focusing on the needs of migrant students and their families.
- Coordinate and facilitate the annual Youth Forum for migrant students and their families. This was a virtual event including the collaboration of three community colleges and over 150 participants learning about career and technical education.
- Report on deliverables.

Second Year
- Transferred to a MTSS position to support school districts.
- Support Director of Equity, Diversity, and Inclusion with workshops and program planning.

Third Year (Position Defunded):
- Transferred to position supporting small and rural school districts with 20 or less MLLs (HB 3499).
- Supported educators in the districts by creating and supporting a community of practice with up to 70 educators.
- Designed and provided professional development with an instructional coaching model emphasis.
- Provided professional development to Lord High School staff at MacLaren Youth Correctional Facility.

Assistant Principal at South Salem High School and McKay High School
Salem-Keizer School District | Salem, Oregon | September 2008 – June 2018

Key Responsibilities:

- Active member of the school restructuring leadership team of a turnaround school.
- Analyze and interpret student data to monitor progress.

- Screen, interview, and recommend staff for hire.

CONTINUED, K-12 EXPERIENCE

- Supervise and evaluate staff.
- Lead and facilitate professional development for small learning communities, AVID and ELD.
- Supervise and monitor professional learning community work with a focus on student achievement.
- Accountable for planning, staffing and coordination of educational programs for second language learners.

Principal at Barge-Lincoln Elementary School
Assistant Principal at Migrant Alternative High School
Yakima School District | Yakima, Washington | 2001-2002, 1989-1990

Key Responsibilities:

- Screen, interview, and recommend staff for hire.
- Supervise and evaluate performance of staff.
- Develop education programs for students and their families, such as Saturday School.
- Responsible for student achievement and management.
- Analyze student achievement data and document progress.
- Prepare reports as required by funding sources.

Principal at Carter and MacRae Elementary School
Lancaster School District | Lancaster, Pennsylvania | 1999-2001

Principal of Nampa Alternative (Evening) High School
Nampa School District | Nampa, Idaho | 1997-1999

EDUCATION

University of Idaho | Moscow, Idaho

Doctor of Philosophy, Education Education Administration Specialist

Central Washington University | Ellensburg, Washington
P-12 Principal and Program Administrator Credentials

State University of New York | Brockport, New York
Master's in Science, Counseling

University of Puerto Rico | Río Piedras, Puerto Rico
Bachelor of Arts, Psychology

EPP Program Development Committee and Liaison Officer

Jeannie Ray-Timoney Ed.D, Dean of Education

Kevin Spooner Ed.D, Associate Dean of Education and Liaison Officer

Jeanette Morales PhD, Faculty Member

Program Goals and Objectives

The proposed program will enhance the ESOL methods course content offered in Warner Pacific's BSED (Bachelor's in Elementary Education) as well as ESOL methods courses offered in the MAT program. In addition to the standard methodology coursework offered in the bachelor's and master's programs, students who complete this additional endorsement program will be proficient at developing research-based strategies for teaching students who are learning English as an additional language, diagnosing and planning interventions to increase literacy and language development, and influencing policy that affects classroom practice, in order to increase student access to the entire curriculum and assist students in becoming successful participants in school and society while honoring their rich cultural and linguistic heritage.

Goals/Outcomes of the Program

- **PO1:** Understands the impact of culture on language learning.
- **PO2:** Recognizes and combats deficit perspectives and views on second language learner students.
- **PO3:** Understands that students' skills, knowledge and experiences should be used as resources for learning.
- **PO4:** Understands how one's own culture impacts one's teaching practice.
- **PO5:** Identify diverse home environments and describe their effect on school performance.
- **PO6:** Explain ways to establish positive relationships with parents and involve them in their children's education.
- **PO7:** Create home-school communication tools.
- **PO8:** Explain various physical, emotional, social, and cultural issues relating to middle and high schools students and how they affect education at this level.
- **PO9:** Understands concepts related to academic versus social language, oracy versus literacy, and grammatical forms and linguistic functions.
- **PO10:** Is familiar with characteristics of students at different stages of second language acquisition and English Language Proficiency (ELP) levels.
- **PO11:** Recognizes the role of first language (L1) in learning the second language (L2); and is aware of personal, affective and social variables influencing second language acquisition.
- **PO12:** Is familiar with different ESOL program models for language acquisition English Language Development (ELD) and content pedagogy (sheltered & bilingual models).
- **PO13:** Incorporates basic sheltered strategies (e.g., visuals, grouping strategies, frontloading, and explicit vocabulary) appropriate to students at different levels of English language proficiency within a gradual release of responsibility model.

- **PO14:** Is familiar with Oregon's ELP standards, and is able to develop lessons that include both content and language objectives; and incorporates primary language support within instruction.
- **PO15:** Understands the role of language in content assessments; and implements multiple and varied assessments that allow learners to demonstrate knowledge of content regardless of language proficiency level.

Program Alignment to State Standards

Please See Appendix C

Program Curriculum & Course Syllabi

Rationale

The ESOL teacher preparation curriculum is designed to prepare pre-service and in-service educators to effectively support English learners (ELs) in K–12 educational settings. As the demographic landscape of U.S. schools becomes increasingly diverse, the need for specialized teacher training aligned with research-based practices and legal mandates is critical. The proposed program addresses this need by equipping future teachers with the theoretical knowledge, practical strategies, and cultural competencies necessary to promote the academic success and language development of ELs.

Research and Policy

1. **Demographic Imperatives and Legal Foundations**
   With ELs constituting over 10% of the U.S. K–12 student population (NCES, 2023), this program ensures alignment with federal policy mandates under the Every Student Succeeds Act (ESSA), which requires appropriately trained teachers for language instruction educational programs.
2. **Grounding in Second Language Acquisition (SLA) Theory**
   Teachers must understand how ELs acquire English as an additional language across developmental stages and content areas. This course provides foundational knowledge in SLA, drawing from established theories (Lightbown & Spada, 2013; Ortega, 2009) to inform differentiated and equitable instruction.
3. **Culturally Responsive and Sustaining Pedagogy**
   To foster inclusivity, the courses includes frameworks from culturally responsive teaching (Gay, 2018) and culturally sustaining pedagogy (Paris & Alim, 2017), both of which are shown to increase engagement and achievement among linguistically and culturally diverse learners.
4. **Content-Based Instruction and Language Integration**
   ELs must develop both language proficiency and academic knowledge. These courses introduce evidence-based instructional models such as the SIOP Model (Echevarría, Vogt, & Short, 2017), emphasizing integrated language and content teaching.
5. **Assessment Literacy for Multilingual Learners**
   Teacher candidates will learn to design and interpret assessments appropriate for ELs, using tools and formative strategies aligned with student language development levels (Gottlieb, 2016).

6. **Field-Based Learning and Clinical Applications**
   The program includes opportunities for applied practice and observation in K–12 classrooms with ELs, bridging theory with classroom realities and aligning with best practices in teacher preparation (Zeichner, 2010).
7. **Collaboration and Advocacy for ELs**
   ESOL educators must work collaboratively with general education teachers, specialists, and families, and advocate for ELs' educational rights. This program develops these competencies through targeted readings, case studies, and field tasks (de Jong & Harper, 2005; Honigsfeld & Dove, 2010).

References

- August, D., & Shanahan, T. (Eds.). (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Lawrence Erlbaum.
- de Jong, E. J., & Harper, C. A. (2005). Preparing mainstream teachers for English-language learners: Is being a good teacher good enough? *Teacher Education Quarterly, 32*(2), 101–124.
- Echevarría, J., Vogt, M., & Short, D. J. (2017). *Making content comprehensible for English learners: The SIOP model* (5th ed.). Pearson.
- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.
- Gottlieb, M. (2016). *Assessing English language learners: Bridges to educational equity* (2nd ed.). Corwin Press.
- Gándara, P., & Hopkins, M. (Eds.). (2010). *Forbidden language: English learners and restrictive language policies*. Teachers College Press.
- Honigsfeld, A., & Dove, M. G. (2010). *Collaboration and co-teaching: Strategies for English learners*. Corwin Press.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon.
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal, 32*(3), 465–491.
- Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press.
- National Center for Education Statistics. (2023). *English language learners in public schools*. https://nces.ed.gov
- Ortega, L. (2009). *Understanding second language acquisition*. Routledge.
- Paris, D., & Alim, H. S. (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. Teachers College Press.
- TESOL International Association. (2018). *TESOL P–12 professional teaching standards*. TESOL Press.
- Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. *Journal of Teacher Education, 61*(1–2), 89–99.

See Appendix A for Course Syllabi

Clinical Practices

Fingerprinting and Background Check Information from Program Handbook

Fingerprinting and Background Check: According to Oregon state law, all teacher candidates must pass a background check, through a fingerprint evaluation, before you can enter a classroom. Warner Pacific University therefore requires verification of fingerprint clearance before you start your coursework.. If you intend to request a practicum in Washington, you must also be fingerprinted and cleared by the State of Washington before being placed.
Fingerprint evaluation is valid for only three years. Note that TSPC will not accept verification of fingerprint clearance submitted for other purposes or other places of employment. See https://www.oregon.gov/tspc/LIC/Pages/Fingerprinting.aspx for the most up to date information related to the fingerprinting process.
If your practicum is assigned in Washington, you are required to do fingerprinting at ESD 112.
You are also required to complete a Pre-residency Application found on the Washington Education website. More information is available by referring to this website:
https://www.esd112.org/hr/fingerprinting/

Civil Rights Test

Teacher candidates complete this assessment during the seminar class that is tied to their student teaching and/or practicum experience.

ESOL Practicum Experience

This two semester credit course provides the opportunity to observe master teachers and practice delivering ESOL instruction, administering assessments and interpreting the results, planning developmentally- and proficiency-appropriate curriculum and materials, delivering differentiated and engaging instruction, and evaluating the results of chosen methods and tools.

Through readings, discussion, and learning activities, each student will:

- identify best practices by observing master teachers
- incorporate theory and observation into practice
- create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students
- deliver language and literacy instruction to entire classes, small groups, and individuals at two authorization levels
- delivery academic content to English Language Learners with the support of proficiency-appropriate materials and instructional methods
- develop, implement, and evaluate instructional programs for ELLs, based on best researched practices

During the practicum experience, each student will:

- Observe, prepare lessons and interventions, teach, assess student language levels and learning, evaluate and reflect on teaching, participate in parent-teacher conferences, attend faculty meetings, and report to supervisors
- Prepare and teach a work sample

  Compile artifacts and other evidence for the program portfolio

Observations and Evaluations during the practicum experience include the following:

- A faculty supervisor will conduct at least three observations/evauations of the in-service candidate during their clinical practice. The three meetings will include:
  - At least two formal observations of the candidate; and
  - At least one formal evaluation of the candidate.
- A mentor identified by the K-12 school or district will conduct at least three evaluations and/or observations of the in-service candidate during the clinical practice. The three meetings will include:
  - At least two formal observations of the candidate; and
  - At least one formal evaluation of the candidate.

Key Transitions

KEY TRANSITIONS

	Admission	Retention	Completion
One-on-one entry into the program support by admissions counselor	X		
Verification of current licensure and background check	X		
Financial aid support	X	X	X
Full access to university-wide tutoring support for all students		X	X
Full access to library resources throughout program sequence		X	X
Direct support from administrative support staff, professors, Dean of Education, mentor teacher, and university supervisor throughout program sequence	X	X	X
Licensure Officer and Dean of Education directly submit recommendation to TSPC for ESOL Endorsement upon completion of all required coursework and state exams			X

Assessments & Rubrics/Scoring Guides

Assessment #1: ESOL Endorsement Portfolio

Warner Pacific University
ESOL Endorsement Programs
Portfolio Scoring Guide

Teacher's Name Authorization Level (s) Endorsements

Area (s)

The portfolio must demonstrate a teacher's advanced level competence in all aspects of the ESOL Endorsement program. The Portfolio will be evaluated by faculty from Warner Pacific University. Before a teacher will be recommended for the Endorsement, the teacher must meet or exceed level 4 ("Meets Standard") in all listed competencies.

Exemplary 6	**Strong 5**	**Meets Standard 4**	**Developing 3**	**Emerging 2**	**Beginning 1**
The portfolio evidence at **Levels 5 and 6** is an exceptional demonstration of the teacher's professional growth expected after completing the coursework, work sample, and practicum. The contents consistently demonstrate the integration of advance knowledge and skills with multiple voices and pieces of evidence. The portfolio contents exemplify the teacher's original thinking and ability to create, extend and enhance previous practice. Evidence exhibits clear reflective thinking, utilizing advanced knowledge and skills. The candidate incorporates a variety of evidence, which is consistently presented in an accessible and professional manner that convinces the reader of exceptional competence in the endorsement program outcomes.		The portfolio evidence at **Level 4** does meet the standard for receiving the relevant endorsement. The candidate demonstrates an ability to create and extend knowledge and skills beyond the initial license level. The candidate's reflection demonstrates understanding of and competency in the advanced knowledge and skills. The portfolio reflects a variety of evidence and voices to convince the reader of competence in each of the advanced outcomes. Evidence exists that the candidate meets **all** of the standards. The collective evidence is presented in an accessible and professional manner that convinces the reader of competence in the endorsement program outcomes.	The portfolio at **Levels 2 and 3** contains some evidence inadequately presented with limited attention to each outcome. Limited evidence is presented in the elements of the portfolio that demonstrated some integration of the advanced level of knowledge and skills. Limited evidence exists of original thinking that demonstrates teaching abilities. Reflections do not demonstrate the deeper understandings required by the proficiencies. The collection lacks variety with few voices of others. It is sometimes not coherent. The collection does not convince the reader of competence in all of the program outcomes.		The portfolio at **Level 1** is incomplete, lacking evidence of teaching knowledge and skills beyond the initial license. There is little evidence of original thinking that demonstrates advanced abilities. Reflections are brief and incomplete and do not indicate knowledge and skills in meeting the program outcomes. The collection lacks variety and the voices of others.

The teacher includes documentation of his/her competence in the following areas:	Exemplary 6	Strong 5	Meets Standard 4	Developing 3	Emerging 2	Beginning 1	Evidence Missing 0
(1) Language: Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Speakers of Other Languages (ESOL) and bilingual students' language and literacy development and content area achievement.							
(a) Describing Language: Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL and bilingual students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.							
(b) Language Acquisition and Development: Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings. Candidates;							
(2) Culture: Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL and bilingual students' cultural identities, language and literacy development, and content area achievement.							
(a) Nature and Role of Culture: Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning. Candidates;							
(b) Cultural Groups and Identity: Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement. Candidates:							
(3) Planning, Implementing, and Managing Instruction: Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.							

(**a) Planning for Standards-Based ESL and Content Instruction:** Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL and bilingual students. Candidates serve as effective English language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum. Candidates:							
(b) Managing and Implementing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL and bilingual students in accessing the core curriculum as they learn language and academic content together. Candidates:							
(c) Using Resources Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching. Candidates;							
(4) Assessment: Candidates understand issues of assessment and use standards-based assessment measures with ESOL and bilingual students.							
(a) Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL and bilingual student learning. Candidates;							
(b) Language Proficiency Assessment. Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL and bilingual students. Candidates;							
(**c) Classroom-Based Assessment for ESL.** Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction. Candidates:							

(5) Professionalism: Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL and bilingual students and their families and work collaboratively to improve the learning environment.							
(a) ESL Research and History: Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning. Candidates:							
(b) Partnerships and Advocacy. Candidates serve as professional resources, advocate for ESOL and bilingual students, and build partnerships with students' families. Candidates:							
(c) Professional Development and Collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL and bilingual students. Candidates:							
(6) Technology: Candidates use information technology to enhance learning and to enhance personal and professional productivity.							
(a) Demonstrate knowledge of current technologies and their application in ESOL;							
(b) Design, develop, and implement student learning activities that integrate information technology; and							
(c) Use technologies to communicate, network, locate resources, and enhance continuing professional development.							

Recommendation:

Comments:

Evaluator(s)

Date:

Assessment #2: Practicum Work Sample

Practicum teachers are responsible for student growth during the practicum experience and the analysis of this growth serves as additional criteria for successful completion of the practicum. This outcomes approach emphasizes teaching and learning rather than teacher behavior alone.

Work Samples include lesson plans, teaching strategies, pre- and post-assessments, analysis data and appropriate adaptations. Work Samples are flexible and adaptable to a wide array of teaching and learning styles.

Analyzing and reflecting are a major component of the work sample. Practicum teachers must analyze their teaching strategies and the results of pupil learning. Analysis and reflection help to create a teacher who will successfully integrate theory and practice.

Warner Pacific University and TSPC believe that work samples will make a difference in the effectiveness of practicum teachers in several important respects. Work samples focus unit planning on the curriculum objectives of the school and district, thereby providing direction for practicum teachers and ensuring that instruction is carefully designed and reviewed before the endorsement candidate attempts to present lessons. Moreover, work samples provide for accurate assessment of pupil achievement prior to instruction so that the difficulty of subject matter content matches students' current achievement levels and needs. The development of the work samples also stimulates shared attention to teaching and pupil learning among the college supervisor, the cooperating teacher or school supervisor, and the practicum teacher.

Timeline for Work Sample Completion

During the first week or before the experience begins, the practicum teacher and cooperating teacher or school supervisor must decide on the topic, timeline and implementation of the work sample. This will allow the practicum teacher time to focus on the development of lessons, the design of pre- and post-assessment and teaching strategies appropriate for the students in the class. Before starting to teach the work sample, the practicum teacher must submit a rough draft of the work sample to the college supervisor. It will be approved and returned to the practicum teacher.

The work sample must be presented in both paper and CD form (must be PC compatible). The work sample is due on the date specified on the practicum teaching calendar. The work sample will be assessed by the college supervisor, who will give it to the Teacher Education Licensure Officer for processing upon successful completion. The paper work sample will be returned as soon as all the necessary paperwork is finished. The CD will become the property of the Teacher Education Program.

Late work samples, if accepted, will delay the grade and license.

Evaluation of the Work Sample

Practicum teachers will not receive a passing grade until the work sample is assessed and approved by the college supervisor and the results turned into the Teacher Education Office.

Work samples will be evaluated using the Work Sample Evaluation form. In order to receive a passing grade, all parts listed must receive a rating of 3 or better. Successful completion of a work sample is only one component of successfully completing the practicum teaching experience.

A grade for ED 692 or ED 693 will not be posted until the work sample is successfully completed with a rating of 3 or better.

Format of Work Samples

In order to meet the TSPC minimum requirements and to create work samples that will facilitate evaluation by WPC faculty, TSPC representatives, and prospective employers during the job search (if the practicum teacher so desires), work samples will consist of the following components in the order listed/described below:

SECTION ONE

A. Title Page

- Student Teacher's Name
- Title of work sample
- Subject(s) and Grade Level(s)
- Name of District and School
- Semester of Student Teaching
- The phrase "Presented to Warner Pacific College in partial fulfillment of Oregon Teacher Standards and Practices Commission Licensure."

B. Table of Contents/Page Number

- Contextual Information and Learning Environment
- Goals/Objectives of Unit
- Assessment
- Design for Instruction
- Instructional Decision-Making
- Analysis of Student Learning
- Reflection and Self Evaluation

C. Introduction/Preface

Write an introductory paragraph for the reader that introduces the purpose, organization and highlights of the work sample. Author may acknowledge and thank contributors. This is also a place to point out unique features and ideas. The preface could briefly contain any or all of the following:

- Purpose
- Organization
- Unique feature/components
- Acknowledgements
- Outcomes
- Humorous or insightful events and findings

SECTION TWO

A. Contextual Information and Learning Environment

- Community, district and school factors. Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.

- Classroom factors. Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.
- Student characteristics. Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students' skill levels. In your narrative, make sure you address student's skills and prior learning that may influence the development of your learning goals, instruction and assessment.
- Instructional implications. Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.
- 2-3 pages in length

B. Goals/Objectives of Unit

- List or graphically display the learning goals and objectives from state, district and national organizations that will guide the planning, delivery, and assessment of the unit. May include affective and cognitive goals.
- The goals should be significant, challenging, varied and appropriate. (Reflect the big ideas or structure of the discipline).
- Show how these goals are aligned with local, state, or national standards
- Objectives should define what the student is expected to know or be able to do at the end of the unit.
- Identify the types and levels of learning objectives
- Discuss why the learning goals and objectives are appropriate in terms of development; pre-requisite knowledge, skills, multi-intelligence, learning styles.
- Identify which lesson the goal is taught
- 2-3 pages in length

C. Assessment

- Provide an overview of the assessment plan. For each learning goal include: assessments used to judge student performance, format of each assessment, and adaptations of the assessments for the individual needs of students or contextual factors. You may use a visual organizer such as a table, outline or other means to make your plan clear.
- Describe the pre- and post-assessments (summative) that are aligned with your learning goals. Clearly explain how you will evaluate or score pre- and post-assessment, including criteria you will use to determine if the students' performance meets the learning goals. Include copies of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklist, rating scales, item weights, test blueprint, answer key).
- Discuss your plan for formative assessment that will help you determine student progress during the unit. Describe the assessments you plan to use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change as you are teaching the unit, your task here is to predict at what points in your teaching it will be important to assess students' progress toward learning goals.
- Using the pre-assessment results, explain the decision to continue with plans as previously constructed, or how these plans will be modified to meet the needs of the students. For instance, if students as a whole did quite well, lessons should be developed that are more intensive. Modifications for special needs students **MUST** be included. These need to be more than just extra handouts, or less work completed. These must be planned modifications that meet the needs of the students.

D. Design for Instruction

- Unit overview
  - Provide an overview of your unit. Use a visual organizer such as a calendar, block plan or outline to make your unit plan clear
  - Include topic or activities you are planning for each day/period
  - Indicate the objective that will be addressed
  - Make sure every objective is addressed by at least one activity and that every activity relates to at least one objective.

- Lesson Plans
  - Must have a minimum of 10 lessons. Pre/post assessment and field trips are NOT part of these 10 lessons
  - Must have differentiation and literacy integrated
  - Describe how you will use technology in your planning and or instruction. If you do not use any form of technology, provide a clear rationale for its omission
  - Include lesson, overheads, worksheets, handouts, manipulatives and unique examples completed by students
  - Bibliography (include websites)
  - Video (See appendices for directions)

- Some ideas to think about
  - How the content relates to the instructional objective(s)
  - How the activities stem from your pre-assessment information and contextual factors
  - What materials/technology will be needed to implement the objectives and activities
  - Assessment of student learning during and/or following the lesson (formative assessment)
  - How do planned activities differentiate instruction for these learners

E. Instructional Decision-Making

- Think of a time during the unit when a student's learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
  - Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment.
  - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.
- Now, think of one more time during the unit when another student's learning or response caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
  - Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).
  - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.
- Discuss changes due to assemblies, time limit changes, holidays, class mood, technical problems.

F. Analysis of Student Learning

- Whole class
  - Chart of Pre-Assessment Results
  - Include a score for each student. (Names must be removed or coded)
  - If the student teacher decides on an alternative method of evaluation, the student teacher must still have an individual score for **all** students in the class.
  - A comparison chart of Pre and Post Assessment Results.

- Discuss the impact/result of changes made during instruction. (1-2 pages)

· Subgroups. Select a group characteristic (e.g., gender, performance level, socio-economic status, language proficiency) to analyze in terms of one learning goal. Provide a rationale for your selection of this characteristic to form subgroups (e.g., girls vs. boys; high-vs. middle- vs. low-performers). Create a graphic representation that compares pre- and post-assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.

· Individuals. Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post-assessment data with examples of the students' work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this subsection.

G. Reflection and Self Evaluation

- Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, activities and assessment along with student characteristics and other contextual factors under your control.
- Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, activities and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.
- Reflection on possibilities for professional development. Describe at least two professional learning goals that emerged from your insights and experiences with the work sample. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

SECTION THREE

- A reflection about the overall student teaching experience. Describe your overall experience as a practicum teacher. Include specifics about lesson plan construction, implementation of plans including various instructional strategies and learning activities. Include your ah-ha's and "oh I don't want to do that again." Talk about your relationship to the students, the cooperating teacher, and other school personnel. You may also include antidotes, or things that happened. If you did anything special outside the school day, comment about that. Two to three pages in length.

SECTION FOUR

A. Appendices

- Video Tape
  - All practicum teachers should tape at least one lesson from the work sample
  - Procedures for videotaping the lesson
    - Locate and follow the school's policy related to videotaping students. Include a copy in the work sample appendix.
    - Teach equipment operation to anyone who is going to assist you.
    - Record the title. Use large, good quality lettering on chalkboard or poster. Give your name, title of lesson, subject or grade, and date.
    - Record learning objectives or outcomes.
    - Record the lesson. Use a variety of shots but no constant panning of the camera. Include students and close-ups of any desk work (back of student's head).
    - Record critique of lesson. With supervising teacher, if possible, discuss strong and weak points of lesson. Discuss how to follow up lessons with students.
    - Review. Play tape through and respond to the following:
      - Voice

- Eye contact
- Body language
- Enthusiasm
- Humor
- Aura (with-it-ness, control, nerves, “approachableness”)
- Feedback
- Opening statements
- Direction giving
- Answering of student questions
- Strategies
- Closing statements
- Use of vocabulary
- Management interactions
- Refocusing class attention
- Use of overhead and other equipment
- Handing out materials
- Revise plans or setup if needed
- Record again if teaching and/or production is not of high quality

- Submit completed videotape (not longer than 60 minutes) and any accompanying material to your college supervisor for review and evaluation (tape will be returned)

- Photos
- Parent Communications
- Other materials

Assessment #3: WPU SIOP Lesson Plan and Observation Rubric

The Warner Pacific University SIOP Lesson Plan and Observation rubric will be used to evaluate in-service teacher candidates during observations conducted by both the Warner Pacific Faculty Supervisor and the mentor teacher identified by the school or school district. This tool is aligned with InTASC standards and is especially appropriate for use when observing classrooms with diverse student populations including students with varying English language acquisition needs.

WPU/SIOP Lesson Plan Evaluation Rubric

Teacher Candidate: **Signature:**		Observer**:** **Signature:**
Date**:**	Content Area	School:

-
- **Observation # _____**

- **Total _____/120 points possible**

Minimum Passing Score for Qualifying Experience 90/120

- **Lesson Preparation** InTASC Standards 1, 2, 3, and 7

4	3	2	1	0
Content objectives are clearly defined, displayed and reviewed with students		**Content objective** for students are implied		No clearly defined **content objectives** for students
Language objectives are clearly defined, displayed and reviewed with students		**Language objectives** for students implied		No clearly defined **language objectives** for students
Content concepts appropriate for age and educational background level of students		**Content concepts** somewhat appropriate for age and educational background level of students		**Content concepts** inappropriate for age and educational background level of students
Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g. computer programs, graphs, models, visuals)		Some use of **supplementary Materials**		No use of **supplementary materials**
Adaptation of content (e.g., text, assignments) to all levels of student proficiency		Some **adaptation of content** to all levels of proficiency		No significant **adaptation of content** to all levels of student proficiency
Meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, models) with language practice opportunities for reading, writing, listening, and/or speaking		**Meaningful activities** that integrate lesson concepts but provide little opportunity for language practice with opportunities for reading, writing, listening, and/or speaking		No **meaningful activities** that integrate lesson concepts with language practice

- **Total Points _____/24**

- **Building Background Knowledge** InTASC Standards 2 and 8

4	3	2	1	0
Concepts explicitly linked to students' background experiences		**Concepts loosely linked** to students' background experiences		**Concepts not explicitly linked** to students' background experiences
Links explicitly made between past learning and new concepts		**Few links made** between past learning and new concepts		**No links made** between past learning and new concepts.
Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)		**Key vocabulary** introduced, but not emphasized		**Key vocabulary** not introduced or emphasized

- **Total Points _____/12**

- **Comprehensible Input** InTASC Standards 2 and 8

4	3	2	1	0
Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)		**Speech** sometime inappropriate for students' proficiency level		**Speech** inappropriate for students' proficiency level
Clear explanation for academic tasks		**Unclear** explanation of academic tasks		**No explanation** of academic tasks
A **variety of techniques** used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)		Some **techniques** used to make content concepts clear		No **techniques** used to make content concepts clear

- **Total Points _____/12**

Strategies InTASC Standard 8

4	3	2	1	0
Ample opportunities provided for students to use **learning strategies**		Inadequate opportunities provided for students to use **learning strategies**		No opportunity provided for students to use **learning strategies**
Scaffolding techniques consistently used, assisting and supporting student understanding (e.g., think alouds)		**Scaffolding techniques** occasionally used		**Scaffolding techniques** not used
A variety of **questions or tasks that promote higher-order thinking skills** (e.g., literal, analytical, and interpretive questions)		Infrequent **questions or tasks that promote higher-order thinking skills**		No **questions or tasks that promote higher-order thinking skills**

- **Total Points _____/12**

Interaction InTASC Standards 3 and 8

4	3	2	1	0
Frequent opportunities for **interaction** and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts		**Interaction** mostly teacher-dominated with some opportunities for students to talk about or question lesson concepts		**Interaction** teacher-dominated with no opportunities for students to discuss lesson concepts
Grouping configuration support language and content objectives of the lesson		**Grouping configurations** unevenly support the language and content objectives		**Grouping configurations** do not support the language and content objectives
Sufficient **wait time for student responses** consistently provided		Sufficient **wait time for student responses** occasionally provided		Sufficient **wait time for student responses** not provided
Ample opportunities for students to **clarify key concepts in L1** as needed with aide, peer, or L1 text		Some opportunities for students to **clarify key concepts in L1**		No opportunities for students to **clarify key concepts in L1**

- **Total Points _____/16**

- **Practice/Application** InTASC Standards 4, 5, 7, and 8

4	3	2	1	0
Hands-on materials and/or manipulatives provided for students to practice using new content knowledge		**Few hands-on materials and/or manipulatives** provided for students to practice using new content knowledge		**No hands-on materials and/or manipulatives** provided for students to practice using new content knowledge
Activities provided for students to **apply content and language knowledge** in the classroom		Activities provided for students to **apply** either **content *or* language knowledge** in the classroom		No activities provided for students to **apply content *or* language knowledge** in the classroom
Activities integrate all **language skills** (i.e., reading, writing, listening, and speaking)		Activities integrate some **language skills**		Activities do not integrate **language skills**

- **Total Points _____/12**

- **Lesson Delivery** InTASC Standards 2, 3, 7 and 8

4	3	2	1	0
Content objectives clearly supported by lesson delivery		**Content objective** supported somewhat by lesson delivery		**Content objectives not supported by lesson delivery**
Language objectives clearly supported by lesson delivery		**Language objectives** somewhat supported by lesson delivery		**Language objectives** not supported by lesson delivery
Students engaged appropriately 90% to 100% of the time		**Students engaged** approximately 70% of the time		**Students engaged** less than 50% of the period
Pacing of the lesson appropriate to students' ability levels		**Pacing** generally appropriate, but at time too fast or too slow		**Pacing** inappropriate to the students' ability levels

- **Total Points _____/16**

-
- **Review/Assessment** InTASC Standard 6

4	3	2	1	0
Comprehensive **review of key vocabulary**		Uneven **review of key vocabulary**		No **review of key vocabulary**
Comprehensive **review of key content concepts**		Uneven **review of key content concepts**		No **review of key content concepts**
Regular **feedback** provided to students on their output (e.g., language, content, work)		Inconsistent **feedback** provided to students on their output		No **feedback** provided to students on their output
Assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson		**Assessment of student comprehension and learning** of some lesson objectives		No **assessment of student comprehension and learning** of lesson objectives

Program Data Collection Plan

How will the unit collect data showing evidence of candidate content knowledge?

- Prepare a professional philosophy related to ELL instruction

- Construct a research paper evaluating and comparing the ELL program in the student's school and others found through individual and class research
- Develop an advocacy plan to improve ELL instruction in the student's school and/or district and deliver a multimedia presentation
- Compile artifacts for the program portfolio
- Research, administer, and interpret language assessments for ELL's and prepare lessons, strategies, and interventions
- Prepare sample reports of language assessments and planned interventions to parents (in English and first language)
- Research, compare, and evaluate methodologies for ELLS, and write an academic paper with evidence of strengths and weaknesses of each from a standards-base position.
- Research, design, and teach a series of lessons related to some aspect of language learning; analyze and reflect on the lessons, and present the lessons to peers.
- Prepare a group presentation on the research of study skills and test taking strategies with appropriate analysis and comparatives
- Compile strategies to target language acquisition, reading, writing, and speaking issues for ELL's for the program portfolio
- Research and write an academic paper describing, comparing, and critiquing philosophies of first and second language acquisition.
- Present the history, philosophies, and current practice related to language acquisition needs of a special population of interest to peers

How will the unit collect data showing the tools for evaluating the clinical practice? **See work sample in Appendix B**

How will the unit collect data showing evidence of candidate competency? Work sample and portfolio

How will the unit collect data that shows tools for follow-up with candidates after program completion? Course evaluation forms

Two cycles of data from the program will be completed at the end of the 2026/2027 School Year.

Program Implementation

The program is tentatively scheduled to start in the Fall Semester of 2025.

The program will require a sequence of six courses (totaling 15 credits) addressing the following state-mandated themes: language foundations, cultural foundations, pedagogy, and professional leadership. The teacher-students will engage in research of theory, philosophy, and best practices; study current practice and observe in ESOL classrooms; communicate and collaborate with community leaders; and develop strategies, curricula, and programs.

The courses will be offered in an accelerated seven-week (for three credit courses) or six-week (for two-credit courses) format, whenever enrollment is sufficient. The courses will be hybrid; that is, a combination of in-classroom and online instruction, making them more accessible for practicing teachers to complete.

Students may elect to pursue the endorsement as a stand-alone program to satisfy professional development requirements for licensure or other professional goals, or may choose the endorsement as one of the options to fulfill the requirements of the Masters of Education degree.

In order to earn the Oregon ESOL Endorsement, a student must:

- Satisfactorily complete the required 15 credits of coursework with a cumulative GPA of 3.0 or above and a portfolio.
- Satisfactorily complete a 100 hour, 2-credit practicum with a passing grade, in
  - Early Childhood and Elementary OR
  - Elementary and Middle Level OR
- Middle Level and High School OR
- ECE or EL AND Mid or HS level (for P-12 authorization) and
- Students must pass the ORELA/NES English to Speakers of Other Languages (ESOL) exam, Information about the exam can be found at this site: https://www.orela.nesinc.com/TestView.aspx?f=HTML_FRAG/NT507_TestPage.html
- A TSPC multiple measures assessment is an option that can be considered for this endorsement as well.

Program Recruitment and Retention

Students seeking admission into an endorsement program will submit an application packet that consists of official transcripts reflecting the completion of a bachelors degree with a minimum GPA of 3.0 , and a current teaching license.

Each candidate will submit evidence of moral character via a current teaching license and a letter indicating good standing in his or her school district (if currently employed).

All students are required to maintain a GPA of 3.0 or higher with no grade below a "C." Students are informed of this requirement before admission to the program, and advisors keep in close contact with students who are at risk of violation.

All students are assigned an academic counselor at the beginning of the program. This person will work with the students through the completion of the program.

Advising files for endorsement students will be housed with the academic counselors on the PGS (Professional Graduate School) . Files relating to admission to the endorsement program and teacher licensure will be housed on the main campus in a secure file room. All data collected will be housed on the main campus in a secure office adjacent to the Teacher Education office.

Partnership Efforts

Collaborative efforts between the EPP and districts or other appropriate partners:

Warner Pacific University recently received a Federal Hawkins Center Grant to implement the following project goals in support of students with diverse backgrounds in the effort to diversify the PreK-12 Teaching Workforce:

- Prepare students for teaching careers in high-need, hard-to-staff fields, including Special Education and bilingual education, through the development of an ESOL Endorsement and a rigorous and supportive teacher preparation pathway;
- Create a new, highly flexible, inclusive, and affordable bachelor's degree program with licensure and special education endorsement;
- Support current students, graduates, and employees in area schools to attain the Oregon State Seal of Biliteracy;
- Strengthen partnerships with community colleges and Portland Public Schools to strengthen the education-to-career teacher pathway, and
- Foster a supportive ecosystem that mitigates barriers to access, retention, completion, and successful in-field employment.

To help with retention, post-graduate support includes mentoring for new teachers after they've completed their student teaching and have been hired into permanent positions.

WPU's partnership with Portland Public Schools, Multnomah ESD, David Douglas SD and Parkrose SD will maximize project services by facilitating targeted outreach to highly qualified applicants for WPU's teacher preparation programs. PPS employs 677 educational assistants and paraeducators who are ideal candidates for WPU's bachelor's degree teacher preparation programs as well as advanced degree programs such as the ESOL endorsement.

WPU's partnership with area community colleges including Portland Community College, Mt. Hood Community College and Clackamas Community College will help to facilitate targeted outreach to students already on-path toward a bachelor's degree in education and continued toward advanced degree programs such as the ESOL endorsement.

Part time and adjunct faculty who are also employed at PPS and David Douglas School Districts will serve as instructors of some courses in the program in order to share their experience as current practitioners in the field.

The district partners (Portland Public Schools, Multnomah ESD, David Douglas SD and Parkrose SD) will also work closely with Warner Pacific through MOU's to provide clinical placements (100 hr. practicums) for teacher candidates who will work with licensed ESOL cooperating teachers.

With funding from the Federal Hawkins Grant, Warner Pacific will provide additional University Supervision and support for teacher candidates once they become employed for up to two school years into their probationary period as they make the transition from pre-service to in-service employment. Warner Pacific and district partners will develop MOU's to establish the structure for this support.

Warner Pacific's consortium that includes district and community college partners meets two times annually to review survey feedback regarding teacher candidate progress for purposes of continuous improvement. Data points to be considered in these reviews will include observational and professional disposition data from clinical practices/practicum experiences. An alumni advisory group will also be initiated to survey feedback from alumni who are employed in the field to share their input regarding the preparation they received before entering the profession as an in-service teacher.

Instructional coaches and faculty from David Douglas School District and Portland Community College provided collaboration and input in terms of developing the course work and setting guidelines for the clinical practice.

Degree Authorization

N/A

Addendum (optional)

Appendix A

ESOL Endorsement Syllabi

ED 672 Linguistics for ESOL Educators (3 credits)

Syllabus

Course Description

This course applies contemporary linguistic theory to issues in language, literacy, and learning for ELL students. The course meets the language foundations requirements for the ESOL endorsement.

Course Objectives

Phonetics, phonology, morphology, semantics, syntax, pragmatics, language variation, and language acquisition will be examined as well as stages of the learning process, environmental influences, verbal and nonverbal modes of communication, and the development of other academic skills.

Through readings, discussion, and learning activities, each student will:

- *articulate the theories of first the second language development in students and their*
- *relationship to thinking, learning, and cultural uniqueness*
- *identify and address cultural differences in language and literacy development*
- *recognize common patterns and stages of literacy development*
- *examine linguistics concepts (language variation and change, dialects, register, etc.) in order to support language development*
- *apply knowledge of phonetics, phonology, morphology, syntactic features, semantics, and pragmatics to language developmental needs of ELL students*
- *distinguish, assess, and apply components of the structure and functions of language as related to the learning needs of ELL students*
- *identify and discuss the professional standards and current issues in the field*

Relationship to State and National Standards

This course supports the development of knowledge, skills, and dispositions expected of an accomplished teacher as described in the National Board for Professional Teaching Standards for English

as a New Language, the Oregon Standards for ESOL Endorsement, and the Warner Pacific ESOL Endorsement Program Outcomes.

This course focuses on the following State Standards: Describing Language and Language Acquisition and Development. National Standards include Knowledge of Students, Knowledge of Language and Language Development, Knowledge of Culture and Diversity, Knowledge of Subject Matter, Meaningful Learning, and Reflective Practice. Other Standards are addressed as they relate to the student's individual areas of research and interests.

Student Expectations

Each student is expected to:

- Attend each class prepared to engage in dialogue with colleagues
- Prepare materials and think critically about resources
- Demonstrate clarity of ideas, application of knowledge, and appropriate and relevant contributions in class activities
- Exhibit insight and reflection through self-evaluation
- Prepare assignments, delivered on time, that meet all the criteria
- Recognize and follow rules of confidentiality when sharing information about students
- Recognize and respect the ideas and skills of colleagues
- Participate actively and positively in class activities
- Identify and engage other professionals, networks, organizations, and other resources related to the issues discussed in the class
- Show continuous improvement in their research, writing, and presentation skills through rigorous, relevant, authentic assignments

Assessments

Each student will:

- Research and write an academic paper describing, comparing, and critiquing philosophies of first and second language acquisition.
- Present the history, philosophies, and current practice related to language acquisition needs of a special population of interest to peers
- Compile evidence and artifacts related to course outcomes in the program portfolio

Technology Integration

This course will be delivered in a synchronous online format as well as occasional face to face meetings when appropriate. Students will meet for two hour evening seminars throughout the length of the course. Asynchronous study, discussion, and presentations will be conducted via a secure online course site. Additionally, synchronous online meetings will be scheduled through the Zoom application.

The course intentionally and authentically integrates technology into teaching and learning, incorporating the ISTE/NETS Standards. Teacher and student tools include the internet, web applications including A.I. tools for educators, software, and hardware, in any or all of the following activities:

- Display of information
- Storage of information
- Exploration of content, materials, and materials
- Collaboration
- Skill development
- Application of skills

- Organization of information
- Problem solving
- Design and construction of projects

Students will learn with and through technology, thus increasing their technology literacy and their ability to design and develop curriculum and teaching strategies in their own classrooms; build connections with their tech-savvy, internet-native students; and conduct future research in areas of interest.

Textbook-

 Freeman, D. E., & Freeman, Y. S. (2014). *Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, and grammar* (2nd ed.). Heinemann.

Other readings and textbooks to be considered:

1. **Herrera, S. G., & Murry, K. G.** (2020). *Mastering ESL and bilingual methods: Differentiated instruction for culturally and linguistically diverse (CLD) students* (3rd ed.). Pearson.

   Focuses on pedagogy and linguistic strategies tailored for diverse PreK–12 learners.

2. **Gottlieb, M., & Honigsfeld, A.** (2024). *Collaborative assessment for multilingual learners and teachers: Pathways to partnerships*. Corwin.

   Offers classroom-based language assessment frameworks aligned with PreK–12 instruction.

3. **Wright, W. E.** (2019). *Foundations for teaching English language learners: Research, theory, policy, and practice* (3rd ed.). Caslon Publishing.

   A foundational text that addresses language development in PreK–12 ELLs.

4. **Genesee, F., Lindholm-Leary, K., Saunders, W. M., & Christian, D.** (2006). *Educating English language learners: A synthesis of research evidence*. Cambridge University Press.

   Summarizes effective instructional strategies for ELLs in PreK–12 settings.

5. **Peregoy, S. F., & Boyle, O. F.** (2016). *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners* (7th ed.). Pearson.

   A practical guide that integrates linguistic theory with literacy development in the K–12 classroom.

6. **August, D., & Shanahan, T.** (Eds.). (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Lawrence Erlbaum Associates.

   Evidence-based insights into literacy development for ELLs in school contexts.

7. **Helmer, K. A., & Eddy, C. M.** (2012). *Look at me when I'm talking to you: ELL students, teachers, and classroom interactions*. Multilingual Matters.

   Addresses pragmatics and discourse analysis relevant to classroom interactions with PreK–12 learners.

8. **Tabors, P. O.** (2008). *One child, two languages: A guide for early childhood educators of children learning English as a second language* (2nd ed.). Paul H. Brookes Publishing.

   Ideal for educators working with PreK–grade 2 ELLs, with a focus on early language acquisition.

9. **Cummins, J.** (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Multilingual Matters.

A critical look at language development, equity, and identity in bilingual education for school-aged learners.

ED 631 Cross Cultural Foundations (3 credits)

Syllabus

Course Description

This course examines the socio-cultural context in schools with a particular focus on diversity of ELL students in learning and communication. Meets the cultural foundations requirement of the ESOL endorsement.

Course Objectives

This course addresses the legal, ethical, and moral issues related to teaching ELL students, including beliefs and values related to diversity on learning and communication, the development of cross-cultural awareness, strategies for teaching and testing cultural knowledge and skills, and methods and means of involving families and communities with limited English proficiency in the education of their children.

Through readings, discussion, and learning activities, each student will:

- *assess programs and practices against current laws related to English Language Learners and their teachers*
- *articulate and defend a personal philosophy about teaching that includes an understanding and value of the diversity of students*
- *create a classroom environment that supports, motivates, and engages all students in learning*
- *discuss the historical foundations of ESOL and bilingual education and the mediation of human development by language, culture, beliefs, and values*
- *recognize the major differences and similarities among the different cultural groups in the United States*
- *identify and examine cultural stereotypes and attitudes related to ELL students in order to reduce cross-cultural barriers*
- *develop connections and resources between school and home cultures to enhance meaning in curriculum and instruction for all students*
- *create partnerships to involve families and communities in the education of English Language Learners*

Relationship to State and National Standards

This course supports the development of knowledge, skills, and dispositions expected of an accomplished teacher as described in the National Board for Professional Teaching Standards for English as a New Language, the Oregon Standards for ESOL Endorsement, and the Warner Pacific ESOL Endorsement Program Outcomes.

This course focuses on the following State Standards: Describing Language and Language Acquisition and Development. National Standards include Knowledge of Students, Knowledge of Language and Language Development, Knowledge of Culture and Diversity, Knowledge of Subject Matter, Meaningful Learning, and Reflective Practice. Other Standards are addressed as they relate to the student's individual areas of research and interests.

Student Expectations

Each student is expected to:

- Attend each class prepared to engage in dialogue with colleagues
- Prepare materials and think critically about resources
- Demonstrate clarity of ideas, application of knowledge, and appropriate and relevant contributions

in class activities
- Exhibit insight and reflection through self-evaluation
- Prepare assignments, delivered on time, that meet all the criteria
- Recognize and follow rules of confidentiality when sharing information about students
- Recognize and respect the ideas and skills of colleagues
- Participate actively and positively in class activities
- Identify and engage other professionals, networks, organizations, and other resources related to the issues discussed in the class
- Show continuous improvement in their research, writing, and presentation skills through rigorous, relevant, authentic assignments

Technology Integration

This course will be delivered in a synchronous online format as well as occasional face to face meetings when appropriate. Students will meet for two hour evening seminars throughout the length of the course. Asynchronous study, discussion, and presentations will be conducted via a secure online course site. Additionally, synchronous online meetings will be scheduled through the Zoom application.

The course intentionally and authentically integrates technology into teaching and learning, incorporating the ISTE/NETS Standards. Teacher and student tools include the internet, web applications including A.I. tools for educators, software, and hardware, in any or all of the following activities:

- Display of information
- Storage of information
- Exploration of content, materials, and materials
- Collaboration
- Skill development
- Application of skills
- Organization of information
- Problem solving
- Design and construction of projects

Students will learn with and through technology, thus increasing their technology literacy and their ability to design and develop curriculum and teaching strategies in their own classrooms; build connections with their tech-savvy, internet-native students; and conduct future research in areas of interest.

Textbooks and Readings

1. **Nieto, S., & Bode, P.** (2018). *Affirming diversity: The sociopolitical context of multicultural education* (7th ed.). Pearson.

   A foundational text that explores culture, identity, and equity in U.S. schools.

2. **Gay, G.** (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.

   Grounded in research and classroom practice for building inclusive environments.

3. **Villegas, A. M., & Lucas, T.** (2007). *The culturally responsive teacher*. Harvard Education Press.

Offers strategies to address cultural and linguistic diversity in K–12 classrooms.

4. **de Jong, E. J.** (2011). *Foundations for multilingualism in education: From principles to practice*. Caslon Publishing.

   Focuses on the principles of equity and access in multilingual and multicultural education.

5. **Cushner, K., McClelland, A., & Safford, P.** (2018). *Human diversity in education: An intercultural approach* (9th ed.). Pearson.

   Explores intercultural competence and communication within diverse classroom settings.

6. **Gollnick, D. M., & Chinn, P. C.** (2017). *Multicultural education in a pluralistic society* (10th ed.). Pearson.

   A practical resource on creating inclusive learning environments across grade levels.

7. **Valdés, G.** (2001). *Learning and not learning English: Latino students in American schools*. Teachers College Press.

   Investigates systemic cultural and linguistic challenges faced by ELL students.

8. **Souto-Manning, M.** (2013). *Multicultural teaching in the early childhood classroom: Approaches, strategies, and tools, preschool–2nd grade*. Teachers College Press.

   A resource specifically for early childhood educators working with diverse learners.

9. **Auerbach, E. R.** (2000). *Community partnerships: Integrating family, school, and community*. TESOL.

   Offers a framework for engaging linguistically diverse families in school success.

10. **Banks, J. A.** (2016). *Cultural diversity and education: Foundations, curriculum, and teaching* (6th ed.). Routledge.

Integrates theory and curriculum practices to support equity and access.

Others TBA.

ED 652 Curriculum and Instruction for English Language Learners
(3 credits)
Syllabus

Course Description

This course focuses on analyzing, selecting, designing, and modifying curriculum materials and instructional strategies for English Language Learners. Meets the pedagogy requirement of the ESOL endorsement.

Course Objectives

The course will focus on locating, designing, and evaluating age- and proficiency-appropriate materials, lessons and activities for each of the skill areas of language learning, individual and group learning strategies, and standards-based delivery models identified in the literature and best practice.

Through readings, discussion, and learning activities, each student will:

- *create a safe and supportive learning environment for all students*
- *locate and acquire relevant resources in ELL methodologies*
- *increase the conversation, composition, and literature skills of English Language Learners through developmentally appropriate learning activities*
- *adapt classroom language to make it comprehensible to English Language Learners*
- *assist students in making connections between languages using cognates, similar vocabulary, and relationships in structure*
- *provide opportunities for both explicit instruction, experiential and interactive activities, and incidental learning in language acquisition, based on linguistic and cognitive processes*
- *provide academic content to English Language Learners with the support of proficiency-appropriate materials and instructional methods*
- *select, design, and modify appropriate curriculum, lessons, and activities for English Language Learners from a repertoire of research-based materials*
- *design instruction in reading skills development, reading proficiency and fluency, reading to learn and reading for pleasure purposes, and literature*
- *teach grammar for meaning, academic success, social function, and discourse*
- *employ writing strategies to increase language acquisition, content knowledge, and communication*
- *implement standards-based instruction in any existing ESOL model to improve practice and increase student achievement*

Relationship to State and National Standards

This course supports the development of knowledge, skills, and dispositions expected of an accomplished teacher as described in the National Board for Professional Teaching Standards for English as a New Language, the Oregon Standards for ESOL Endorsement, and the Warner Pacific ESOL Endorsement Program Outcomes.

This course focuses on the following State Standards: Planning, Implementing and Managing Instruction and Technology. National Standards include Knowledge of Students, Knowledge of Language and Language Development, Knowledge of Culture and Diversity, Knowledge of Subject Matter, Meaningful Learning, Multiple Paths to Learning, Instructional Resources, Assessment, and Reflective Practice. Other Standards are addressed as they relate to the student's individual areas of research and interests.

Student Expectations

Each student is expected to:

- Attend each class prepared to engage in dialogue with colleagues
- Prepare materials and think critically about resources
- Demonstrate clarity of ideas, application of knowledge, and appropriate and relevant contributions in class activities
- Exhibit insight and reflection through self-evaluation
- Prepare assignments, delivered on time, that meet all the criteria
- Recognize and follow rules of confidentiality when sharing information about students
- Recognize and respect the ideas and skills of colleagues
- Participate actively and positively in class activities
- Identify and engage other professionals, networks, organizations, and other resources related to the issues discussed in the class
- Show continuous improvement in their research, writing, and presentation skills through rigorous, relevant, authentic assignments

Assessments

Each student will:

- Research, compare, and evaluate methodologies for ELLS, and write an academic paper with evidence of strengths and weaknesses of each from a standards-base position.
- Research, design, and teach a series of lessons related to some aspect of language learning; analyze and reflect on the lessons, and present the lessons to peers.
- Prepare a group presentation on the research of study skills and test taking strategies with appropriate analysis and comparatives
- Compile strategies to target language acquisition, reading, writing, and speaking issues for ELL's for the program portfolio

Technology Integration

This course will be delivered in a synchronous online format as well as occasional face to face meetings when appropriate. Students will meet for two hour evening seminars throughout the length of the course. Asynchronous study, discussion, and presentations will be conducted via a secure online course site. Additionally, synchronous online meetings will be scheduled through the Zoom application.

The course intentionally and authentically integrates technology into teaching and learning, incorporating the ISTE/NETS Standards. Teacher and student tools include the internet, web applications including A.I. tools for educators, software, and hardware, in any or all of the following activities:

- Display of information
- Storage of information
- Exploration of content, materials, and materials
- Collaboration
- Skill development
- Application of skills
- Organization of information
- Problem solving
- Design and construction of projects

Students will learn with and through technology, thus increasing their technology literacy and their ability to design and develop curriculum and teaching strategies in their own classrooms; build connections with their tech-savvy, internet-native students; and conduct future research in areas of interest.

Textbooks and Readings

1. **Herrell, A. L., & Jordan, M. L.** (2019). *50 strategies for teaching English language learners* (6th ed.). Pearson.

   Practical, research-based strategies for integrating ELLs in content instruction.

2. **Cloud, N., Genesee, F., & Hamayan, E.** (2009). *Literacy instruction for English language learners: A teacher's guide to research-based practices*. Heinemann.

   Addresses language development through reading and writing across grade levels.

3. **Peregoy, S. F., & Boyle, O. F.** (2016). *Reading, writing, and learning in ESL: A resource book for K-12 teachers* (7th ed.). Pearson.

   Comprehensive guidance on curriculum, instruction, and language integration.

4. **Echevarría, J., Vogt, M. E., & Short, D. J.** (2017). *Making content comprehensible for English learners: The SIOP model* (5th ed.). Pearson.

   A widely used model for sheltered instruction in mainstream classrooms.

5. **Zwiers, J.** (2014). *Building academic language: Essential practices for content classrooms* (2nd ed.). Jossey-Bass.

   Supports teachers in developing content-specific language skills.

6. **Gibbons, P.** (2015). *Scaffolding language, scaffolding learning: Teaching English language learners in the mainstream classroom* (2nd ed.). Heinemann.

   Strong theoretical and practical approach to integrated content/language instruction.

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1. **August, D., & Shanahan, T.** (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, NJ: Lawrence Erlbaum.

   Summary of research on literacy development in ELLs and implications for practice.

2. **Lucas, T., Villegas, A. M., & Freedson-Gonzalez, M.** (2008). "Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners." *Journal of Teacher Education, 59*(4), 361–373.

   Advocates for systematic training in ELL strategies in teacher education programs.

3. **Goldenberg, C.** (2008). "Teaching English language learners: What the research does—and does not—say." *American Educator, 32*(2), 8–23.

A user-friendly overview of research-based ELL instructional practices.

4. **Cummins, J.** (2001). "Language, power, and pedagogy: Bilingual children in the crossfire." *Multilingual Matters.*

   Explores the deeper sociocultural and cognitive implications of bilingual education.

5. **Wright, W. E.** (2019). *Foundations for teaching English language learners: Research, theory, policy, and practice* (3rd ed.). Caslon.

   A foundational textbook that supports understanding ELL policy and classroom implications.

Others TBA.

ED 621 Assessment Practices for English Language Learners (2 credits)
Syllabus

Course Description

This course examines issues of assessment and standards-based assessment tools and techniques for ESOL students. Meets the assessment requirement for the ESOL endorsement.

Course Objectives

This course focuses on the legally mandated language proficiency tests and placement procedures for English Language Learners, performance expectations for students at different levels of language proficiency, classroom tools for assessing content knowledge in a student's first language, and strategies for preparing English Language Learners for standardized and criterion-referenced tests.

Through readings, discussion, and learning activities, each student will:

- *analyze student language and determine appropriate interventions using knowledge of phonology, morphology, syntax, semantics, and discourse*
- *use a variety of instruments to assess student proficiency in language and literacy*
- *recognize indicators of learning disabilities in contrast with limited English proficiency*
- *select, design, and modify tools and strategies to assess content knowledge in a student's first language*
- *interpret assessment results and communicate them to families and colleagues*
- *monitor student progress formally and informally in order to make appropriate instructional decisions*
- *plan developmentally appropriate lessons, strategies, and interventions based on assessment data*

Relationship to State and National Standards

This course supports the development of knowledge, skills, and dispositions expected of an accomplished teacher as described in the National Board for Professional Teaching Standards for English as a New Language, the Oregon Standards for ESOL Endorsement, and the Warner Pacific ESOL Endorsement Program Outcomes.

This course focuses on the following Oregon Standards: Issues of Assessment for ESL, Language Proficiency Assessment, and Classroom-Based Assessment for ESL. National Standards include Knowledge of Students, Knowledge of Language and Language Development, Knowledge of Culture and Diversity, Knowledge of Subject Matter, Meaningful Learning, Multiple Paths to Learning, Instructional Resources, Assessment, and Reflective Practice. Other Standards are addressed as they relate to the student's individual areas of research and interests.

Student Expectations

Each student is expected to:

- Attend each class prepared to engage in dialogue with colleagues
- Prepare materials and think critically about resources
- Demonstrate clarity of ideas, application of knowledge, and appropriate and relevant contributions in class activities
- Exhibit insight and reflection through self-evaluation
- Prepare assignments, delivered on time, that meet all the criteria
- Recognize and follow rules of confidentiality when sharing information about students
- Recognize and respect the ideas and skills of colleagues
- Participate actively and positively in class activities

- Identify and engage other professionals, networks, organizations, and other resources related to the issues discussed in the class
- Show continuous improvement in their research, writing, and presentation skills through rigorous, relevant, authentic assignments

Assessments

Each student will:

- Research, administer, and interpret language assessments for ELL's and prepare lessons, strategies, and interventions
- Prepare sample reports of language assessments and planned interventions to parents (in English and first language)
- Compile artifacts and strategies for the program portfolio

Technology Integration

This course will be delivered in a synchronous online format as well as occasional face to face meetings when appropriate. Students will meet for two hour evening seminars throughout the length of the course. Asynchronous study, discussion, and presentations will be conducted via a secure online course site. Additionally, synchronous online meetings will be scheduled through the Zoom application.

The course intentionally and authentically integrates technology into teaching and learning, incorporating the ISTE/NETS Standards. Teacher and student tools include the internet, web applications including A.I. tools for educators, software, and hardware, in any or all of the following activities:

- Display of information
- Storage of information
- Exploration of content, materials, and materials
- Collaboration
- Skill development
- Application of skills
- Organization of information
- Problem solving
- Design and construction of projects

Students will learn with and through technology, thus increasing their technology literacy and their ability to design and develop curriculum and teaching strategies in their own classrooms; build connections with their tech-savvy, internet-native students; and conduct future research in areas of interest.

Textbooks and Readings

Gottlieb, M., & Honigsfeld, A. (2024). *Collaborative assessment for multilingual learners and teachers: Pathways to partnerships*. Corwin.

1. **Gottlieb, M.** (2016). *Assessing English language learners: Bridges to educational equity* (2nd ed.). Corwin Press.

   A comprehensive guide to equitable, standards-based assessment of ELLs in K–12 classrooms. Includes formative, summative, and performance-based strategies.

2. **O'Malley, J. M., & Pierce, L. V.** (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. Addison-Wesley.

Classic text emphasizing classroom-based and performance assessments aligned with instruction.

3. **Bailey, A. L., & Heritage, M.** (2014). *The role of language in academic achievement: Assessing English language learners*. Routledge.

   Explores the role of language in learning and how to design assessments that fairly evaluate ELLs' academic progress.

4. **Coombs, M. W., & Collins, L.** (2020). *Classroom assessment for English language learners*. Pearson.

   Offers practical guidance on how to align assessment with instruction, considering language proficiency levels.

5. **Gottlieb, M., Cranley, M. E., & Cammilleri, A.** (2021). *Assessing multilingual learners: A month-by-month guide for educators* (K–12). Corwin.

   Hands-on, practical tools and checklists for multilingual learners throughout the school year.

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1. **Abedi, J.** (2004). "The No Child Left Behind Act and English language learners: Assessment and accountability issues." *Educational Researcher, 33*(1), 4–14.

   Examines how standardized testing policies impact ELLs and suggests valid approaches.

2. **Solano-Flores, G.** (2008). "Who is given tests in what language by whom, when, and where? The need for probabilistic views of language in the testing of English language learners." *Educational Researcher, 37*(4), 189–199.

   A critical perspective on fairness in large-scale assessments for ELLs.

3. **Bailey, A. L., & Butler, F. A.** (2007). "A conceptual framework of academic English language for broad application to education." In *G. Gottlieb (Ed.), Assessing English language learners*.

   Defines academic English in assessment contexts, with implications for lesson planning.

4. **Valdés, G., & Castellón, M.** (2011). "English language learners in American schools: Characteristics and challenges." *Teachers College Record.*

   Discusses common misconceptions in assessing ELLs and outlines culturally responsive strategies.

5. **Wolf, M. K., Herman, J. L., & Dietel, R.** (2010). *Improving the validity of English language learner assessment systems*. CRESST Report.

   A research-based analysis of large-scale testing systems and their limitations for multilingual learners.

TBA.

ED 688 Leadership in ESOL Programs and Models (2 credits)
Syllabus

Course Description

This course examines advances in ESOL policy and practice and prepares teachers to reflect on instructional practices, provide support and advocacy for ESOL students and families, and work collaboratively to improve the learning of all students. Meets the professional leadership requirement for the ESOL endorsement.

Course Objectives

This course compares various ESOL programs and models, focusing on the foundation of research, the achievement of goals and standards, and the satisfaction of students, educators, and communities. Emerging issues, influences, and reform efforts will be examined, and opportunities for advocacy will be developed.

Through readings, discussion, and learning activities, each student will:

- *describe and compare ESOL programs and models from a research- and data-based perspective*
- *discuss issues and influences in ESOL policy and practice*
- *articulate the factors that comprise effective ESOL programs and models*
- *advocate for the development and implementation of effective ESOL programs*
- *contribute to the professional knowledge base through research, writing, and advocacy*

Relationship to State and National Standards

This course supports the development of knowledge, skills, and dispositions expected of an accomplished teacher as described in the National Board for Professional Teaching Standards for English as a New Language, the Oregon Standards for ESOL Endorsement, and the Warner Pacific ESOL Endorsement Program Outcomes.

This course focuses on the following State Standards: Professional Development and Collaboration. National Standards include Knowledge of Students, Knowledge of Language and Language Development, Knowledge of Culture and Diversity, Knowledge of Subject Matter, Meaningful Learning, Multiple Paths to Learning, Instructional Resources, Assessment, Reflective Practice, Linkages with Families, and Professional Leadership. Other Standards are addressed as they relate to the student's individual areas of research and interests.

Student Expectations

Each student is expected to:

- Attend each class prepared to engage in dialogue with colleagues
- Prepare materials and think critically about resources
- Demonstrate clarity of ideas, application of knowledge, and appropriate and relevant contributions in class activities
- Exhibit insight and reflection through self-evaluation
- Prepare assignments, delivered on time, that meet all the criteria
- Recognize and follow rules of confidentiality when sharing information about students
- Recognize and respect the ideas and skills of colleagues
- Participate actively and positively in class activities
- Identify and engage other professionals, networks, organizations, and other resources related to the issues discussed in the class

- Show continuous improvement in their research, writing, and presentation skills through rigorous, relevant, authentic assignments

Assessments

Each student will:

- Prepare a professional philosophy related to ELL instruction
- Construct a research paper evaluating and comparing the ELL program in the student's school and others found through individual and class research
- Develop an advocacy plan to improve ELL instruction in the student's school and/or district and deliver a multimedia presentation
- Compile artifacts for the program portfolio

Technology Integration

This course will be delivered in a synchronous online format as well as occasional face to face meetings when appropriate. Students will meet for two hour evening seminars throughout the length of the course. Asynchronous study, discussion, and presentations will be conducted via a secure online course site. Additionally, synchronous online meetings will be scheduled through the Zoom application.

The course intentionally and authentically integrates technology into teaching and learning, incorporating the ISTE/NETS Standards. Teacher and student tools include the internet, web applications including A.I. tools for educators, software, and hardware, in any or all of the following activities:

- Display of information
- Storage of information
- Exploration of content, materials, and materials
- Collaboration
- Skill development
- Application of skills
- Organization of information
- Problem solving
- Design and construction of projects

Students will learn with and through technology, thus increasing their technology literacy and their ability to design and develop curriculum and teaching strategies in their own classrooms; build connections with their tech-savvy, internet-native students; and conduct future research in areas of interest.

Textbooks and Readings

1. **Wright, W. E.** (2019). *Foundations for teaching English language learners: Research, theory, policy, and practice* (3rd ed.). Caslon.

   Comprehensive and widely adopted ESOL foundational text. It addresses policy, models, and instructional leadership—critical for educators taking on programmatic roles.

2. **Ovando, C. J., Combs, M. C., & Collier, V. P.** (2020). *Bilingual and ESL classrooms: Teaching in multicultural contexts* (6th ed.). Rowman & Littlefield.

   Offers a comparative overview of ESOL and bilingual models, rooted in research and sociopolitical realities, with a strong focus on instructional equity and reform.

3. **de Jong, E. J.** (2011). *Foundations for multilingualism in education: From principles to practice*. Caslon.

   Ideal for leadership-focused coursework. Explores systemic reform, leadership strategies, and program development for multilingual learners.

4. **Honigsfeld, A., & Dove, M. G.** (2019). *Collaborating for English learners: A foundational guide to integrated practices*. Corwin.

   Focuses on collaboration and leadership in inclusive ESOL models—aligned with course outcomes around professional engagement and teamwork.

5. **Menken, K., & García, O.** (Eds.). (2010). *Negotiating language policies in schools: Educators as policymakers*. Routledge.

   A powerful text on how educators—especially ESOL teachers—act as change agents and policy influencers.

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1. **Gándara, P., & Hopkins, M.** (2010). "The changing linguistic landscape of the United States: A call to action for leadership." In *Forbidden Language: English Learners and Restrictive Language Policies*.

   Essential reading on the policy landscape and the advocacy roles ESOL leaders must take on.

2. **Freeman, Y. S., & Freeman, D. E.** (2006). "Effective programs for English language learners." In *Teaching reading and writing in Spanish and English in bilingual and dual language classrooms*. Heinemann.

   Discusses effective instructional models, ideal for comparative program evaluation.

3. **Nieto, S.** (2013). "Language, literacy, and culture: A framework for teacher leadership in a diverse society." *Journal of Language and Literacy Education, 9*(1), 1–6.

   Promotes reflective leadership grounded in equity and sociocultural understanding.

4. **August, D., & Shanahan, T.** (2006). "Developing literacy in second-language learners: Report of the National Literacy Panel." *Journal of Literacy Research*.

   Evidence-based synthesis that supports building an advocacy plan with strong foundations.

5. **Souto-Manning, M., & Rabadi-Raol, A.** (2018). "Beyond inclusion: (Re)conceptualizing the professional identities of educators working with young multilingual children." *Global Education Review, 5*(1), 87–104.

   Supports identity development as a leader and advocate for ELLs.

Optional Policy & Leadership Resources

- **U.S. Department of Education Office of English Language Acquisition (OELA)** – https://www.ncela.ed.gov

  For current ESOL policy updates and state-level program data.

- **TESOL International Association** – https://www.tesol.org

  Especially their publications on leadership, advocacy, and standards.

ED 693 ESOL Practicum (2 credits)
Syllabus

Course Description

This course is a 100-hour field practicum in an ESOL program, required for the Oregon ESOL endorsement. It includes observations; delivery of instruction, assessments, and interventions; and reflection on practice. Offered as P/NP.

Course Objectives

This course provides the opportunity to observe master teachers and practice delivering ESOL instruction, administering assessments and interpreting the results, planning developmentally- and proficiency-appropriate curriculum and materials, delivering differentiated and engaging instruction, and evaluating the results of chosen methods and tools.

Through readings, discussion, and learning activities, each student will:

- *identify best practices by observing master teachers*
- *incorporate theory and observation into practice*
- *create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students*
- *deliver language and literacy instruction to entire classes, small groups, and individuals at two authorization levels*
- *delivery academic content to English Language Learners with the support of proficiency-appropriate materials and instructional methods*
- *develop, implement, and evaluate instructional programs for ELLs, based on best researched practices*

Relationship to State and National Standards

This course supports the development of knowledge, skills, and dispositions expected of an accomplished teacher as described in the National Board for Professional Teaching Standards for English as a New Language, the Oregon Standards for ESOL Endorsement, and the Warner Pacific ESOL Endorsement Program Outcomes.

This course focuses on the following State Standards: Professional Development and Collaboration. National Standards include Knowledge of Students, Knowledge of Language and Language Development, Knowledge of Culture and Diversity, Knowledge of Subject Matter, Meaningful Learning, Multiple Paths to Learning, Instructional Resources, Assessment, Reflective Practice, Linkages with Families, and Professional Leadership. Other Standards are addressed as they relate to the student's individual areas of research and interests.

Student Expectations

Each student is expected to:

- Attend each class prepared to engage in dialogue with colleagues
- Prepare materials and think critically about resources
- Demonstrate clarity of ideas, application of knowledge, and appropriate and relevant contributions in class activities
- Exhibit insight and reflection through self-evaluation
- Prepare assignments, delivered on time, that meet all the criteria
- Recognize and follow rules of confidentiality when sharing information about students
- Recognize and respect the ideas and skills of colleagues

- Participate actively and positively in class activities
- Identify and engage other professionals, networks, organizations, and other resources related to the issues discussed in the class
- Show continuous improvement in their research, writing, and presentation skills through rigorous, relevant, authentic assignments

Assessments

Each student will:

- Observe, prepare lessons and interventions, teach, assess student language levels and learning, evaluate and reflect on teaching, participate in parent-teacher conferences, attend faculty meetings, and report to supervisors
- Prepare and teach a work sample
- Compile artifacts and other evidence for the program portfolio

Technology Integration

This course will be delivered in a synchronous online format as well as occasional face to face meetings when appropriate. Students will meet for two hour evening seminars throughout the length of the course. Asynchronous study, discussion, and presentations will be conducted via a secure online course site. Additionally, synchronous online meetings will be scheduled through the Zoom application.

The course intentionally and authentically integrates technology into teaching and learning, incorporating the ISTE/NETS Standards. Teacher and student tools include the internet, web applications including A.I. tools for educators, software, and hardware, in any or all of the following activities:

- Display of information
- Storage of information
- Exploration of content, materials, and materials
- Collaboration
- Skill development
- Application of skills
- Organization of information
- Problem solving
- Design and construction of projects

Students will learn with and through technology, thus increasing their technology literacy and their ability to design and develop curriculum and teaching strategies in their own classrooms; build connections with their tech-savvy, internet-native students; and conduct future research in areas of interest.

Textbooks and Readings

1. **Herrell, A. L., & Jordan, M.** (2019). *Fifty strategies for teaching English language learners* (6th ed.). Pearson.

   A highly practical guide offering a wide range of proven strategies that pre-service teachers can apply in practicum classrooms.

2. **Wright, W. E.** (2019). *Foundations for teaching English language learners: Research, theory, policy, and practice* (3rd ed.). Caslon.

A foundational reference supporting reflection, assessment, and instructional planning, bridging theory with classroom practice.

3. **Hill, J. D., & Flynn, K. M.** (2006). *Classroom instruction that works with English language learners*. ASCD.

   Offers a clear framework for planning and evaluating instruction tailored for ELLs, aligned with best practices.

4. **Colorín Colorado** (Professional Resource Website) – https://www.colorincolorado.org

   A top resource for bilingual and ESOL educators offering downloadable classroom strategies, assessment tools, and family engagement materials.

5. **Echevarría, J., Vogt, M., & Short, D. J.** (2017). *Making content comprehensible for English learners: The SIOP model* (5th ed.). Pearson.

   Especially useful for practicum candidates implementing sheltered instruction or SIOP-based lesson models during their field hours.

Key Articles and Practice-Based Scholarship

1. **Goldenberg, C.** (2008). *Teaching English language learners: What the research does—and does not—say. American Educator, 32*(2), 8–23.

   Concise, evidence-based summary of research to guide practicum reflections and method choices.

2. **Harper, C. A., & de Jong, E. J.** (2004). *Misconceptions about teaching English-language learners. Journal of Adolescent & Adult Literacy, 48*(2), 152–162.

   Supports deeper reflection on common instructional misunderstandings and bias in ESOL settings.

3. **Zwiers, J., & Crawford, M.** (2011). *Academic conversations: Classroom talk that fosters critical thinking and content understandings*. *Language Magazine*.

   Useful during lesson planning for scaffolding oral language in content areas.

4. **Daniel, S. M., & Conlin, L.** (2015). *Shifting attention back to students within deficit discourses: Examining ELLs' instructional experiences. Theory Into Practice, 54*(2), 134–140.

   Promotes reflective teaching through a culturally responsive lens—ideal for practicum journals and supervisor conversations.

5. **de Jong, E. J., & Harper, C. A.** (2005). *Preparing mainstream teachers for English-language learners: Is being a good teacher good enough? Teacher Education Quarterly, 32*(2), 101–124.

   Facilitates thoughtful discussion on what distinguishes effective ESOL teaching from general teaching.

- **WIDA Can Do Descriptors** – https://wida.wisc.edu

  Provides language proficiency-based behavior descriptors by grade band and domain—ideal for student assessment and lesson design.

- **English Learner Toolkit (U.S. Department of Education)**
  https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

  Offers legal and instructional guidance for real-world ESOL program contexts.

Appendix B

Work Sample Scoring Guidelines

- Work Sample must be submitted in paper format to the college supervisor and on a CD or disk (Must be PC Compatible)
- For a passing score, each component must be rated with a 3 or better. Any component(s) receiving a score of 2 or below must be revised and resubmitted to the College Supervisor.

Resubmit Date: _____ Student Signature: _____

4 – Exemplary	3 – Proficient
➢ **All components documented in a superior fashion** ➢ **Extremely well-organized** ➢ Evidence of highly reflective work ➢ Data includes creative aspects ➢ Multiple examples of modifications for adapting multi-differentiated instruction ➢ Distinguished presentation ➢ Work Sample is evident of student's passion for teaching ➢ Suitable for publication ➢ Exceeds expectations	➢ **Elements are clear and completely explained or documented** ➢ Analytic reflections and insightful interpretations ➢ Well-designed and clear organizational structure ➢ Components show evidence of thorough understanding of teaching and learning process ➢ Evidence of pride of workmanship ➢ Evidence of being well-thought out ➢ Global presentation ➢ Passion in final product ➢ Modifications for students of varied abilities
2 – Developing (but not passing)	**1 – Emerging**
➢ **Minimally acceptable** ➢ Components completed but lacking depth, breadth and detail ➢ Explanations incomplete and barely adequate ➢ Work appears rushed, thrown together, sloppy and/or not evident of best work ➢ Lacks examples of modifications of different abilities of learners	➢ **Vague or unclear** ➢ Needs improvement ➢ Component evident, but in need of additional information or examples ➢ Development is attempted but minimally explained ➢ Too little supporting detail ➢ Inconsistent data ➢ Contradictory information
0 – Not Acceptable	**Notes**
➢ **Insufficient data** ➢ **Component missing: inadequately explained** ➢ **Irrelevant material** ➢ Lacks knowledge or understanding ➢ Missing elements ➢ **Frequent errors in grammar, usage or spelling**	

Warner Pacific College
Work Sample Evaluation Form

Name:_____
District:_____

Phone:_____
School:_____

Warner ID#:_____
Class/Grade:_____

Email Address_____ **Due Date**_____

Title of Work Sample:_____ **ED 491**_____ **ED 495**_____

4 – Exemplary 3 – Proficient 2 – Satisfactory (but not passing) 1 - Emerging/Developing 0 – Not Acceptable

WORK SAMPLE COMPONENTS	EVAL.	COMMENTS
SECTION ONE		
A. Title Page		
i)Student Teacher's Name	Met___ ___ Not Met___ ___	
i)Title for Work Sample		
i)Subject		
i)Grade		
i)Name of District and School		
i)Semester of Student Teaching		
i)The phrase, "Presented to Warner Pacific College in partial fulfillment of Oregon Teacher Standards and Practices Commission Licensure."		
B. Table Of Contents	Met___ ___ Not Met ___	
C. Introduction/Preface		

SECTION TWO		
A. Contextual Information And Learning Environment		
i)Community district and school factors		
i)Classroom factors		
i)Student characteristics		
i)Instructional Implications		
B. Goals/Objectives		
i)List goals - state, district, building, department		
i)Group goals – cognitive, affective; reading, writing, science etc.		
i)Appropriateness of goals for students		
i)Identify lesson(s) where goals are taught		
C. Assessment Plan		
i)Outline assessment plan		
i)Explain how pre/post assessment align with goals of unit		
i)Copies of pre/post assessment		
i)Explain formative assessment to be used		
i)Explain adaptations as a result of the pre-test		
i)Explain modifications of assessment for special needs students		
D. Design For Instruction		
i)Overview of unit (calendar, outline)		
i)Completed lesson plans (see format)		
i)Explain how differentiation and literacy are presented		

i)Use of technology		
i)Bibliography (include websites)		
i)Video (include your reflection analysis)		
E. Instructional Decision Making (lesson reflection)		
i)Explain modification of instruction to meet students needs on two different occasions		
i)Explain instructional changes resulting from unpredictable events such as fire drills, assemblies, technology problems etc.		
F. Analysis of student learning		
i)Chart pre and post assessment results		
i)Discuss what the comparisons tell about instruction/learning		
i)Analysis of sub groups on one learning goal		
iv)Analyze two students performance (differing levels)		
G. Reflection And Self-Evaluation		
i)Discuss how one learning goal was successful		
i)Discuss how one learning goal was not successful		
i)Discuss two professional learning goals and steps to meet them		
SECTION THREE		
A. Appendices		
i)Photos (optional)		
i)Parent communications (optional)		

i)Other materials (optional)		
SECTION FOUR		
A. A Reflection About The Overall Practicum Teaching Experience		

Final Grade: 4 – Exemplary; 3 – Proficient; 2 - Satisfactory (but not passing); 1 – Emerging/Developing; 0 – Not Acceptable

A passing grade requires a minimum score of three (Proficient) in every component. You will be expected to resubmit components not receiving a grade of proficient or above before _____.

Evaluator:_____Signature of Evaluator:_____

Appendix C

Program Alignment to Standards
ESOL (English Speakers of Other Languages)

Name of program: ESOL			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the **ESOL Program**		
	Courses	**Assessments** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
ESOL: Program Standards/Subject Test The program requires candidates to complete the Commission-approved test for ESOL.	ED 672 Linguistics for ESOL Educators ED 631 Cross Cultural Foundations Courses	‣ Pass the ORELA/NES English to Speakers of Other Languages (ESOL) exam, Information about the exam can be found at this site: https://www.orela.nesinc.com/TestView.aspx?f=HTML_FRAG/NT507_TestPage.html ‣ A TSPC multiple measures assessment is an option that can be considered for this endorsement as well. Assessments	Clinical Practices
Same as above	ED 652 Curriculum and Instruction for English Language Learners ED 621 Assessment Practices for English Language Learners	Same as above	

Name of program: ESOL			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the **ESOL Program**		
	Courses	**Assessments** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
Same as above	ED 688 Leadership in ESOL Programs and Models ED 693 ESOL Practicum	Same as above	
ESOL: Program Standards/Clinical Practices The program requires candidates to complete field experiences that include supervised teaching or internships in ESOL classrooms.	ED 693 ESOL Practicum Courses	• Prepare and teach a work sample Compile artifacts and other evidence for the program portfolio Observations and Evaluations during the practicum experience include the following: • A faculty supervisor will conduct at least three observations/evauations of the in-service candidate during their clinical practice. The three meetings will include: o At least two formal observations of the candidate; and o At least one formal evaluation of the candidate. • A mentor identified by the K-12 school or district will conduct at least three evaluations and/or observations of the in-service candidate during the clinical practice. The three meetings will include: o At least two formal observations of the candidate; and o At least one formal evaluation of the candidate. Assessments	Clin This two semester credit (100 hr.) course provides the opportunity to observe master teachers and practice delivering ESOL instruction, administering assessments and interpreting the results, planning developmentally- and proficiency-appropriate curriculum and materials, delivering differentiated and engaging instruction, and evaluating the results of chosen

Name of program: ESOL			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the **ESOL Program**		
	Courses	**Assessments** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
			methods and tools. ical Practices
ESOL: Program Standards/Cultural Competency and Equitable Practice The program integrates principles of cultural competency and equitable practice in each competency standard through the entire ESOL endorsement program.	Please provide a narrative section for this item. The proposed program will enhance the ESOL methods course content offered in Warner Pacific's BSED (Bachelor's in Elementary Education) as well as ESOL methods courses offered in the MAT program. In addition to the standard methodology coursework offered in the bachelor's and master's programs, students who complete this additional endorsement program will be proficient at developing research-based strategies for teaching students who are learning English as an additional language, diagnosing and planning interventions to increase literacy and language development, and influencing policy that affects classroom practice, in order to increase student access to the entire curriculum and assist students in becoming successful participants in school and society while honoring their rich cultural and linguistic heritage. The program outcomes include the following: • **PO1:** Understands the impact of culture on language learning. • **PO2:** Recognizes and combats deficit perspectives and views on second language learner students. • **PO3:** Understands that students' skills, knowledge and experiences should be used as resources for learning. • **PO4:** Understands how one's own culture impacts one's teaching practice. • **PO5:** Identify diverse home environments and describe their effect on school performance. • **PO6:** Explain ways to establish positive relationships with parents and involve them in their children's education. • **PO7:** Create home-school communication tools. • **PO8:** Explain various physical, emotional, social, and cultural issues relating to middle and high schools students and how they affect education at this level. • **PO9:** Understands concepts related to academic versus social language, oracy versus literacy, and grammatical forms and linguistic functions.		

Name of program: ESOL			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the **ESOL Program**		
	Courses	**Assessments** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
	• **PO10:** Is familiar with characteristics of students at different stages of second language acquisition and English Language Proficiency (ELP) levels. • **PO11:** Recognizes the role of first language (L1) in learning the second language (L2); and is aware of personal, affective and social variables influencing second language acquisition. • **PO12:** Is familiar with different ESOL program models for language acquisition English Language Development (ELD) and content pedagogy (sheltered & bilingual models). • **PO13:** Incorporates basic sheltered strategies (e.g., visuals, grouping strategies, frontloading, and explicit vocabulary) appropriate to students at different levels of English language proficiency within a gradual release of responsibility model. • **PO14:** Is familiar with Oregon's ELP standards, and is able to develop lessons that include both content and language objectives; and incorporates primary language support within instruction. • **PO15:** Understands the role of language in content assessments; and implements multiple and varied assessments that allow learners to demonstrate knowledge of content regardless of language proficiency level.		
ESOL Standard 1: Language: Candidates demonstrate the ability to know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English	ED 672 Linguistics for ESOL Educators Courses	• Research and write an academic paper describing, comparing, and critiquing philosophies of first and second language acquisition. • Present the history, philosophies, and current practice related to language acquisition needs of a special population of interest to peers • Compile evidence and artifacts related to course outcomes in the program portfolio Assessments	**See above** Cnical Practices

Name of program: ESOL			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the **ESOL Program**		
	Courses	**Assessments** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
Speakers of Other Languages (ESOL) and bilingual students' language and literacy development and content area achievement.			
	ED 631 Cross Cultural Foundations	· *discuss the historical foundations of ESOL and bilingual education and the mediation of human development by language, culture, beliefs, and values* · *recognize the major differences and similarities among the different cultural groups in the United States* · *identify and examine cultural stereotypes and attitudes related to ELL students in order to reduce cross-cultural barriers* · *develop connections and resources between school and home cultures to enhance meaning in curriculum and instruction for all students* · *create partnerships to involve families and communities in the education of English Language Learners*	**See above**
	ED 652 Curriculum and Instruction for English Language Learners	· Research, compare, and evaluate methodologies for ELLS, and write an academic paper with evidence of strengths and weaknesses of each from a standards-base position. · Research, design, and teach a series of lessons related to some aspect of language learning; analyze and reflect on the lessons, and present the lessons to peers. · Prepare a group presentation on the research of study skills and test taking strategies with appropriate analysis and comparatives · Compile strategies to target language acquisition, reading, writing, and speaking issues for ELL's for the program portfolio ·	**See above**
	ED 621 Assessment Practices for English	• Research, administer, and interpret language assessments for ELL's and prepare lessons, strategies, and interventions	**See above**

Name of program: ESOL			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the **ESOL Program**		
	Courses	**Assessments** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
	Language Learners	• Prepare sample reports of language assessments and planned interventions to parents (in English and first language) • Compile artifacts and strategies for the program portfolio .	
	ED 688 Leadership in ESOL Programs and Models	• Prepare a professional philosophy related to ELL instruction • Construct a research paper evaluating and comparing the ELL program in the student's school and others found through individual and class research • Develop an advocacy plan to improve ELL instruction in the student's school and/or district and deliver a multimedia presentation • Compile artifacts for the program portfolio .	**See above**
	ED 693 ESOL Practicum	· Observe, prepare lessons and interventions, teach, assess student language levels and learning, evaluate and reflect on teaching, participate in parent-teacher conferences, attend faculty meetings, and report to supervisors · Prepare and teach a work sample · Compile artifacts and other evidence for the program portfolio .	Clin This two semester credit (100 hr.) course provides the opportunity to observe master teachers and practice delivering ESOL instruction, administering assessments and interpreting the results, planning developmentally- and proficiency-appropriate curriculum and materials, delivering

Name of program: ESOL			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the **ESOL Program**		
	Courses	**Assessments** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
			differentiated and engaging instruction, and evaluating the results of chosen methods and tools. ical Practices
ESOL Standard 2: Culture: Candidates demonstrate the ability to know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL and bilingual students' cultural identities, language and literacy development, and content area achievement.	ED 631 Cross Cultural Foundations Courses	· *assess programs and practices against current laws related to English Language Learners and their teachers* · *articulate and defend a personal philosophy about teaching that includes an understanding and value of the diversity of students* · *create a classroom environment that supports, motivates, and engages all students in learning* · *discuss the historical foundations of ESOL and bilingual education and the mediation of human development by language, culture, beliefs, and values* · *recognize the major differences and similarities among the different cultural groups in the United States* · *identify and examine cultural stereotypes and attitudes related to ELL students in order to reduce cross-cultural barriers* · *develop connections and resources between school and home cultures to enhance meaning in curriculum and instruction for all students* · *create partnerships to involve families and communities in the education of English Language Learners* Assessments	C **See above** linical Practices
	ED 652 Curriculum and Instruction for	• Research, compare, and evaluate methodologies for ELLS, and write an academic paper with evidence of strengths and weaknesses of each from a standards-base position.	**See above**

Name of program: ESOL			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the **ESOL Program**		
	Courses	**Assessments** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
	English Language Learners	• Research, design, and teach a series of lessons related to some aspect of language learning; analyze and reflect on the lessons, and present the lessons to peers. • Prepare a group presentation on the research of study skills and test taking strategies with appropriate analysis and comparatives • Compile strategies to target language acquisition, reading, writing, and speaking issues for ELL's for the program portfolio	
	ED 621 Assessment Practices for English Language Learners	• Research, administer, and interpret language assessments for ELL's and prepare lessons, strategies, and interventions • Prepare sample reports of language assessments and planned interventions to parents (in English and first language) Compile artifacts and strategies for the program portfolio	**See above**
	ED 688 Leadership in ESOL Programs and Models	• Prepare a professional philosophy related to ELL instruction • Construct a research paper evaluating and comparing the ELL program in the student's school and others found through individual and class research • Develop an advocacy plan to improve ELL instruction in the student's school and/or district and deliver a multimedia presentation • Compile artifacts for the program portfolio	**See above**
	ED 693 ESOL Practicum	• Observe, prepare lessons and interventions, teach, assess student language levels and learning, evaluate and reflect on teaching, participate in parent-teacher conferences, attend faculty meetings, and report to supervisors • Prepare and teach a work sample • Compile artifacts and other evidence for the program portfolio	**See above**

Name of program: ESOL			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the **ESOL Program**		
	Courses	**Assessments** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
ESOL Standard 3: Planning, Implementing, and Managing Instruction: Candidates demonstrate the ability to know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESOL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.	Co ED 652 Curriculum and Instruction for English Language Learners urses	• Research, compare, and evaluate methodologies for ELLS, and write an academic paper with evidence of strengths and weaknesses of each from a standards-base position. • Research, design, and teach a series of lessons related to some aspect of language learning; analyze and reflect on the lessons, and present the lessons to peers. • Prepare a group presentation on the research of study skills and test taking strategies with appropriate analysis and comparatives • Compile strategies to target language acquisition, reading, writing, and speaking issues for ELL's for the program portfolio Assessments	Clinica **See above** l Practices
	ED 621 Assessment Practices for English Language Learners	• Research, administer, and interpret language assessments for ELL's and prepare lessons, strategies, and interventions • Prepare sample reports of language assessments and planned interventions to parents (in English and first language) Compile artifacts and strategies for the program portfolio	**See above**
	ED 688 Leadership in ESOL Programs and Models	• Prepare a professional philosophy related to ELL instruction • Construct a research paper evaluating and comparing the ELL program in the student's school and others found through individual and class research • Develop an advocacy plan to improve ELL instruction in the student's school and/or district and deliver a multimedia presentation • Compile artifacts for the program portfolio	**See above**

Name of program: ESOL			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the **ESOL Program**		
	Courses	**Assessments** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
	ED 693 ESOL Practicum	• Observe, prepare lessons and interventions, teach, assess student language levels and learning, evaluate and reflect on teaching, participate in parent-teacher conferences, attend faculty meetings, and report to supervisors • Prepare and teach a work sample • Compile artifacts and other evidence for the program portfolio	**See above**
ESOL Standard 4: Assessment: Candidates understand issues of assessment and use standards-based assessment measures with ESOL and bilingual students.	Co ED 621 Assessment Practices for English Language Learners urses	• Research, administer, and interpret language assessments for ELL's and prepare lessons, strategies, and interventions • Prepare sample reports of language assessments and planned interventions to parents (in English and first language) Compile artifacts and strategies for the program portfolio Assessments	Clinical **See above** Practices
	ED 688 Leadership in ESOL Programs and Models	• Prepare a professional philosophy related to ELL instruction • Construct a research paper evaluating and comparing the ELL program in the student's school and others found through individual and class research • Develop an advocacy plan to improve ELL instruction in the student's school and/or district and deliver a multimedia presentation • Compile artifacts for the program portfolio	**See above**
	ED 693 ESOL Practicum	• Observe, prepare lessons and interventions, teach, assess student language levels and learning, evaluate and reflect on teaching, participate in parent-teacher conferences, attend faculty meetings, and report to supervisors • Prepare and teach a work sample • Compile artifacts and other evidence for the program portfolio	**See above**
ESOL Standard 5: Candidates demonstrate knowledge of the history of ESL teaching. Candidates	C ED 672 Linguistics for ESOL Educators ourses	• Present the history, philosophies, and current practice related to language acquisition needs of a special population of interest to peers • Compile evidence and artifacts related to course outcomes in the program portfolio	Clini **See above** cal Practices

Name of program: ESOL			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the **ESOL Program**		
	Courses	**Assessments** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
demonstrate the ability to keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates demonstrate the ability to use such information to reflect upon and improve their instructional practices. Candidates demonstrate the ability to provide support and advocate for ESOL and bilingual students and their families and work collaboratively to improve the learning environment.		Assessments	
	ED 631 Cross Cultural Foundations	· *assess programs and practices against current laws related to English Language Learners and their teachers* · *articulate and defend a personal philosophy about teaching that includes an understanding and value of the diversity of students* · *create a classroom environment that supports, motivates, and engages all students in learning* · *discuss the historical foundations of ESOL and bilingual education and the mediation of human development by language, culture, beliefs, and values* · *recognize the major differences and similarities among the different cultural groups in the United States* · *identify and examine cultural stereotypes and attitudes related to ELL students in order to reduce cross-cultural barriers*	**See above**

Name of program: ESOL			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the **ESOL Program**		
	Courses	**Assessments** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
		· *develop connections and resources between school and home cultures to enhance meaning in curriculum and instruction for all students* · *create partnerships to involve families and communities in the education of English Language Learners*	
	ED 652 Curriculum and Instruction for English Language Learners	• Research, compare, and evaluate methodologies for ELLS, and write an academic paper with evidence of strengths and weaknesses of each from a standards-base position. • Research, design, and teach a series of lessons related to some aspect of language learning; analyze and reflect on the lessons, and present the lessons to peers. • Prepare a group presentation on the research of study skills and test taking strategies with appropriate analysis and comparatives • Compile strategies to target language acquisition, reading, writing, and speaking issues for ELL's for the program portfolio	**See above**
	ED 688 Leadership in ESOL Programs and Models	• Prepare a professional philosophy related to ELL instruction • Construct a research paper evaluating and comparing the ELL program in the student's school and others found through individual and class research • Develop an advocacy plan to improve ELL instruction in the student's school and/or district and deliver a multimedia presentation • Compile artifacts for the program portfolio	**See above**
	ED 693 ESOL Practicum	• Observe, prepare lessons and interventions, teach, assess student language levels and learning, evaluate and reflect on teaching, participate in parent-teacher conferences, attend faculty meetings, and report to supervisors • Prepare and teach a work sample • Compile artifacts and other evidence for the program portfolio	**See above**

Name of program: ESOL			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the **ESOL Program**		
	Courses	**Assessments** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
ESOL Standard 6: Candidates demonstrate the ability to use information technology to enhance learning and to enhance personal and professional productivity.	Cou ED 672 Linguistics for ESOL Educators rses	**Technology Integration** This course will be delivered in a synchronous online format as well as occasional face to face meetings when appropriate. Students will meet for two hour evening seminars throughout the length of the course. Asynchronous study, discussion, and presentations will be conducted via a secure online course site. Additionally, synchronous online meetings will be scheduled through the Zoom application. The course intentionally and authentically integrates technology into teaching and learning, incorporating the ISTE/NETS Standards. Teacher and student tools include the internet, web applications including A.I. tools for educators, software, and hardware, in any or all of the following activities: • Display of information • Storage of information • Exploration of content, materials, and materials • Collaboration • Skill development • Application of skills • Organization of information • Problem solving • Design and construction of projects Students will learn with and through technology, thus increasing their technology literacy and their ability to design and develop curriculum and teaching strategies in their own classrooms; build connections with their tech-savvy, internet-native students; and conduct future research in areas of interest. Assessments	Clinic **See above** al Practices

Name of program: ESOL			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the **ESOL Program**		
	Courses	**Assessments** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
	ED 631 Cross Cultural Foundations ED 652 Curriculum and Instruction for English Language Learners ED 621 Assessment Practices for English Language Learners		

Name of program: ESOL			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the **ESOL Program**		
	Courses	**Assessments** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
	ED 688 Leadership in ESOL Programs and Models ED 693 ESOL Practicum		

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2024
Educator Preparation & Pathways

ITEM:	WARNER PACIFIC UNIVERSITY: MAJOR MODIFICATION OF BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION PROGRAM
ACTION:	**ACTION ITEM**
RECOMMENDATIONS:	The Educator Preparation and Pathways Committee recommends adoption of the following: **RESOLVED,** that the Commission approves Warner Pacific University's Bachelor of Science in Elementary Education (BSED) program major modification request, as included in Attachment 1, to provide dual-endorsements in Elementary – Multiple Subjects and Special Education: Generalist for pre-service candidates based upon a favorable review of the Commission, to become effective July 2025; **RESOLVED FURTHER,** that Warner Pacific is to be commended for the intentional design of its dual endorsement BSED program, including coordinated mentorship across clinical placements, targeted support for paraprofessionals and transfer students, and the use of grant funding to increase accessibility and reduce tuition costs; and **RESOLVED FURTHER,** that the Bachelor of Science in Elementary Education (BSED) Program Elementary – Multiple Subjects and Special Education: Generalist dual-endorsement option may undergo a focused program review, if requested by TSPC, after two cycles of data have been collected, which is estimated to be Fall 2028.
INFORMATION:	OAR 584-400-0080, *Unit or Program Modifications,* requires educator preparation providers (EPPs) to receive approval for major modifications to approved programs. A major modification is defined as a change that substantively alters the program or unit as currently recognized or approved by the Commission. Warner Pacific's major modification request was deemed necessary due to substantial program revisions.

Major Modification Request:
Warner Pacific University requested a major modification to its Bachelor of Science in Elementary Education (BSED) program to create a dual endorsement pathway in Elementary – Multiple Subjects and Special Education: Generalist by embedding its existing stand-alone Special Education coursework. The revised program is scheduled for implementation beginning in July 2025 and is designed to address ongoing teacher shortages in special education while supporting more inclusive teacher preparation. The modification also supports transfer pathways for paraprofessionals entering from community college partners and leverages grant funding to reduce tuition costs and increase access for diverse educator candidates.

At their May 29, 2025, meeting, Educator Preparation and Pathways Committee members determined to recommend approval to the full Commission and for the item to be placed on the program consent agenda.

Information regarding the requested modification is included as Attachment 1. The document includes the formal request form and narrative report describing the needed changes.

Attachment:

1. Warner Pacific Elem & SPED: Gen MM form and narrative

Teacher Standards and Practices Commission
250 Division Street NE, Salem, OR, 97301-1012
Phone: 503-378-3586 | Fax: 503-378-3758
www.oregon.gov/tspc | Submit to: complaints.tspc@oregon.gov

TSPC Major Modification Request Form (OAR 584-400-0080)

CONTACT INFORMATION

Institution: Warner Pacific University | **Program name:** Bachelor's of Elementary Education

PROVIDE FOR BOTH THE CURRENT LEVEL AND REQUESTED LEVEL, EVEN IF THEY ARE THE SAME.

Current level: ☒ Undergraduate *(always initial/pre-service)* ☐ Graduate ☐ Post-Graduate *(always advanced/in-service)*
AND ☒ Initial/Pre-service ☐ Advanced/In-service

Requested level: ☐ Undergraduate *(always initial/pre-service)* ☐ Graduate ☐ Post-Graduate *(always advanced/in-service)*
AND ☐ Initial/Pre-service ☐ Advanced/In-service

Requested Start Date: July 24, 2025 | **Commission meeting requested:** June 23-25th

Reason for the Request – Change in:
This modification request is due to substantial modifications in the following area(s):

Substantive changes to the Unit:

☐ Core mission and goals;
☐ Legal status, form of control, or ownership;
☐ Administration, if the change is a result of the unit head's termination by the institution;
☐ Offerings of academic programs for credit through contractual relationship with external organizations;
☐ Structure or content that results in the EPP no longer meeting Oregon statutes or administrative rules.

Substantive changes to the programs:

☐ Degree level of the program;
☒ Core curriculum *(The sequence of courses and/or key transition points in the program that are utilized to meet state standards.)*;
☒ Core clinical practices *(The sequence, structure, and/or length of the experiences in the clinical practice that are utilized to meet state standards.)*;
☒ Additions of single-subject endorsement areas within a state-recognized Preliminary Teaching License program.
☒ Other *(Please describe)*: We will be embedding Special Education coursework in an existing Bachelor's of Elementary Education to prepare candidates for licensure in Elementary Ed. Multiple Subjects and Special Education for a dual degree.

ADDITIONAL INFORMATION

Along with this form, the EPP is required to submit a narrative report to TSPC that includes all items listed below that are applicable to this modification request. **Select all items** applicable to this request:

☒ A description of the proposed modifications.
☒ Proof that the modification will not affect the program's approval status or reduce the quality of the program in any way.
☒ Proof of official institutional approval of the modified program.
☒ Goals or objectives, learning activities, and competency of the modified program.
☒ Procedures used to develop the modified program.
☒ Procedures to be used to evaluate the modified program, once implemented.
☒ Recommendations from the consortium or other partners.
☒ A description of the clinical practices for the modified program.

Name: Kevin Spooner | **Email Address:** kespooner@warnerpacific.edu

Signature: DocuSigned by: Kevin Spooner 071932B0BBA2445...
Date: 4/15/2025

Bachelor's of Science in Elementary Education (BSED) Major Modification Request

Description of the Proposed Modifications

Warner Pacific University has been authorized by TSPC (Teacher Standards and Practice Commission) to provide a Special Education endorsement program. The courses are currently offered as a stand-alone program or they can be attached to the Master's of Education degree program. This program has been approved by the Warner Pacific University (WPU) curriculum committee and is currently being offered to students. Having received a Title II Hawkins Federal Grant, we now have funding to develop and offer a BSED (Bachelor's of Science in Elementary Education) General Education/Special Education Dual Degree program to students (many who are currently employed as paraprofessionals) who are transferring to WPU through pathways created with our community college partners. (See pathway documents in Appendix A). This will allow the Education Department to modify and embed existing Special Education courses into the BSED degree program to create a dual degree in General Ed. and Special Ed. This will allow teacher candidates to pursue the degree itself as well as a preliminary license with Elementary Multiple Subjects (General Ed.) and Special Education Generalist endorsements.

Warner Pacific will continue to offer the original BSED degree program without the Special Education courses for those students who do not wish to pursue the dual degree.

The process for approval of the major modification occurred in two steps with approval from the Curriculum Committee on Friday, March 14th ,2025 and then Full Faculty approval on Friday, April 4, 2025. (See curriculum committee and faculty meeting notes in Appendix B).

Proof that the modification will not affect the program's approval status or reduce the quality of the program in any way.

Warner Pacific previously received TSPC approval to offer our stand alone Special Education Endorsement program that was started in 2022-23 Academic year. Coursework from this program will be embedded into the BSED degree program creating a dual degree to prepare teachers for general and special education licensure.

Goals or objectives, learning activities, and competency of the modified program.

Program Outcomes for the BSED include the following:

1. Exhibit the knowledge, skills, abilities, and professional dispositions required for the Preliminary Teaching License, as provided in Oregon Administrative Rule 584-420-0030, and the Interstate Teacher Assessment and Support Consortium (InTASC) standards.
2. Model the values, ethics and character of a Christian educator in a diverse and changing world.
3. Meet the high standards of the program in coursework, clinical experiences, and work products, leading to the cognitive, linguistic, social, emotional, and physical development of the students they will teach.

Special Education Program Outcomes are aligned with the Council for Exceptional Children (CEC) Standards and Guidelines. In addition, the outcomes are also aligned with TSPC Preliminary Teaching, Elementary-Multiple Subjects and Special Education: Generalist Standards. (Please see Appendix C for a list of standards and guidelines.)

These are used by most Teacher Preparation Programs in Oregon and throughout the US:

PO1: Engages in Professional Learning and Practice within Ethical Guidelines

PO2: Understands and Addresses Each Individual's Developmental and Learning Needs

PO3: Demonstrates Subject Matter Content and Specialized Curricular Knowledge

PO4: Uses Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making

PO5: Supports Learning Using Effective Instruction

PO6: Supports Social, Emotional, and Behavioral Growth

PO7: Collaborates with Team Members

Basic course outline, including existing courses to use, planned courses to add, and anticipated total credits for the program. Teacher candidates will complete the first two years of the degree program with one of our community college partners. (See community college pathway documents in Appendix A)

First Year

- *Foundations of SPED . 3 credits-*
- *MA 211 3 credits*
- *MAT 212 3 credits*
- *ED 281 Curriculum Planning 3 credits*
- *SPED Advanced Classroom Management 3 credits-*
- *Art/PE/Music Methods 2 credits*
- *ED 378 Math and Science Methods 3 credits*
- *ED 372 Literacy Methods 4 credits*
- *SPED Assessment and Evaluation 3 credits*
- *ED 374 Social Studies Methods 2 credits*
- *HUM 310A Faith, Living and Learning 3 credits*

Total 32 credits

Second Year

- *ILR 300 Advanced Information Literacy 3 credits*

- *SPED Instructional Best Practices 3 credits.*
- *SPED Case Management and Collaboration 3 credits.*
- *REL 320 Spirituality, Character and Service 3 credits*
- *Student Teaching I 7.5. in SPED 6 credits-*
- *Seminar class for Student Teaching I 1 credit*
- *Student Teaching II 7.5 weeks General ED. 6 credits-*
- *Seminar class for Student Teaching II 1 credit*

Total 26 credits

Total for the program- 58 credits

A list of courses and descriptions in the Special Education Endorsement Program can be found in Appendix D. Much of the material from these courses will be modified and embedded into the BSED GEN ED./SPED dual degree program to meet licensure requirements for the Elementary Multiple Subjects and Special Education Generalist endorsements. Course descriptions for the BSED program can be found in Appendix E.

Procedures used to develop the modified program

The WPU Education Department Faculty Lead position created and funded by the grant, was responsible for the development of the program. A review of similar programs provided by teacher preparation programs in Oregon was conducted. School district and community college partners in addition to our consortium group were consulted in order to make sure that key components of the program address the learning needs and priorities for teacher candidates to be fully prepared for positions in today's General Education and Special Education classroom environments.

Consultation with school district partners helped to identify areas to be addressed such as the following:

- Use of high leverage instructional practices developed by the Council for Exceptional Children. (https://highleveragepractices.org/)
- Progress monitoring and data collection
- Awareness of Inclusive policies and a thorough understanding of legal concepts such as the Least Restrictive Environment.
- Social Emotional Learning in Special Education and General Education environments

- Mental Health and Wrap Around services for students and families
- Supervision of paraprofessionals
- Collaboration and communication with between Gen.Ed. and SPED professionals
- Collaboration and communication with families
- Transition planning

The faculty lead recruited part time faculty members and practitioners in the field with subject matter expertise in Special Education and General Education to develop and update coursework to be embedded in the original BSED program. Funds from the grant were used to provide compensation for this work.

The faculty lead was also responsible to develop a program proposal that was submitted to the university curriculum committee and ultimately approved by the faculty with an official vote for approval at a faculty meeting.

Procedures to be used to evaluate the modified program, once implemented

The following procedures will be used to evaluate the program (See examples of assessment documents in Appendix F):

- Course instructor evaluations
- Ongoing accreditation review procedures for continuous improvement
- Data from teacher candidate clinical assessments such as teacher candidate evaluations, observation rubrics, dispositional rubrics and teacher proficiency assessments (EdTPA and/or TCPA local assessments) and Special Education observation rubrics based on CEC (Council for Exceptional Children) standards.
- School District and community college partner feedback including the work program navigators who support teacher candidates throughout their participation in the program.
- Feedback from alumni advisory committee
- Feedback from our consortium

Key assessments for the Elementary Multiple Subjects endorsement for the program will not change. This includes our SIOP clinical observation rubric, Teacher Candidate Evaluation and ORELA Elementary Subtests 1 and II Content and Knowledge tests.

The TSPC Teacher Performance Requirement will be met through the TCPA (Teacher Candidate Performance Assessment) which was piloted at Warner Pacific and approved by TSPC for use starting with 2023/2024 Academic Year. This will be completed in the General Education Clinical Practice Phase.

Key assessments for the Special Education Generalist Endorsement will include a clinical observation rubric and Case Study assessment. Examples can be found in Appendix F.

A description of the clinical practices for the modified program

Teacher candidates will complete a 15 week full time clinical experience. Approximately 7.5 weeks of time will include work with a cooperating/mentor teacher in a Special education setting with additional supervision provided by a University Faculty member. The remaining 7.5 weeks will be completed in a General Education classroom setting where the teacher candidate will have the opportunity to apply high leverage instructional practices to meet the needs of a diverse population including students with disabilities and exceptionalities. In addition to implementing and embedding instruction related to Individualized Education Program (IEP) goals, teacher candidates will use the principles of Universal Design for Learning (UDL) to meet the needs of all learners in their classrooms.

Teacher candidates will complete a minimum of 600 hrs of clinical practice combining the experiences in General Education and Special Education. At least four observations by both the University Faculty and Cooperating Teacher will take place in both Gen ED. and SPED settings for a total of eight observations. The SIOP observation rubric will be used in the Gen. ED setting along with the Teacher Candidate Evaluation and Disposition Rubrics which have been previously approved by TSPC. The CEC observation rubric example (Appendix F) will be used to conduct observations during the Special Education phase of the clinical experience.

Teacher candidates will also be expected to participate in IEP team meetings that include teachers, administrators, specialists, and parents.

In addition teacher candidates will need to participate in professional learning communities including grade level teams and other opportunities to fully implement multi-level systems of response to academic as well as behavioral interventions to support all students in the school setting. This includes programs such as school-wide Positive Behavior Support systems.

Appendix A

Community College Pathway Documents

Plan of Study – PCC Pathway to WPU BS in Early Childhood/Elementary Education

Important: This degree program is for students pursing a Preliminary Teaching License for Multiple Subjects (Early Childhood/Elementary Education). This degree program **does not** prepare students for a Preliminary Teaching License for a Single Subject (Middle Level and High School).

Note: PCC utilizes quarter credits and WPU utilizes semester credits. For conversion, 1. 5 quarter credits = 1 semester credit

Portland Community College Major/Core Pathway			***Warner Pacific University Equivalencies***	
Course	**Title/Description**	**Cr (Qtr)**	***WPU Requirement Fulfilled***	***Cr (Sem)***
WR 121 + 122	College Composition	4 + 4	*EN 121 + 122 English Composition*	*5.36*
Science Course	Science Course: At least 1 course/4 credits from one of the following subject areas: BI, CH, G or PHY. ESR 171-173 may also apply.	4	*Science Core Requirement*	*2.68*
History & Culture Course	At least 1 course/3 credits from one of the following subject areas: ART, D, ENG, HST, MUC, MUP, MUS or TA. WR 239-249 may also apply.	3	*Historical & Cultural Knowledge Core Requirement*	*2*
Critical Thinking Course	At least 1 course/3 credits from one of the following subject areas: COMM, EC, or PHL (*Note: must be separate from Ethics course*).	3	*Critical Thinking Core Requirement*	*2*
Health Course	At least 1 course/3 credits from FT 103, FN 225, HE 212, HE 213, HE 242, HE 250, or HE 254.	3	*Health Core Requirement*	*2*
Ethics Course	At least 1 course from PHL 202, PHL 205, PHL 206, PHL 207, or PHL 209.	4	*Ethics Core Requirement*	*2.68*
Urban Life Course	At least 1 course from PS 201, PS 202, PSY 101, PSY 201A, PSY 202A, PSY 215, PSY 216, PSY 236, SOC 204, SOC 205, or SOC 206	4	*Urban Life Core Requirement*	*2.68*
ED 112	Intro to Children's Literature	3	*ED 341A Literature for Children*	*2*
ED 131	Applied Learning Theory	3	*ED 260A Human Dev & Learning Theory for P-12*	*2*
ED 136	Learning with Technology	3	*ED 240A Educational Technology (Also Meets IT Core)*	*2*
ED 217	Classroom Management	3	*ED 334A Teacher as Manager*	*2*
ED 224	Foundations of Education	3	*ED 250A Introduction to Education*	*2*
ED 258 + 259	Multicultural Education: Principles + Applications	3 + 3	*ED 353A Cultural Diversity (Also Meets Diversity Core)*	*4*
Total Credits Taken at PCC for Major & Core Requirements		**50**	**Total Credits Transferred from PCC for Major & Core**	**33.4**
Additional Elective Credits*		**53.5**	**Additional Elective Credits Transferred to WPU**	**35.6**
Recommended PCC Courses	*ED 251 Overview of Exceptional Learners* *ED 290 Sheltered Instruction* *ED 291 Bilingual & ESL Strategies*		**Warner Pacific University Major/Core Cohort**	
			ILR 300A Advanced Information Literacy (Core Course)	3
			HUM 310A Exploring the Human Condition (Core Course)	3
			REL 320A Spirituality, Character, & Service (Core Course)	3
			MA 211A Fund/ Elementary Math I (Also meets Math Core)	3
			MA 212A Fund/ Elementary Math II	3
			ED 281A Curriculum Planning and the Role of the Teacher	3
			ED 372A Literacy Methods (w/ 50-hour practicum)	4
			ED 375A Social Studies Methods in the Classroom	2
			ED 376A ESOL Methods in the Classroom	2
			ED 377A Art/PE/Music Methods in the Classroom	2
			ED 378A Math & Science Methods in the Classroom	3
			EDPSY 360A Exceptional Learners	3
			EDPSY 395A Observation, Assessment, & Evaluation	3
			ED 481A Professional Development Seminar	2
			ED 495A Student Teaching (15 week, full-time experience)	12
			Total Semester Credits Taken at WPU	**51**
			TOTAL Semester Credits for BS Degree	**120**

* *Additional elective credits are any college credits completed by the student in excess of the 50 quarter credits required at PCC for the Major/ Core Pathway. Options include additional coursework at PCC, transfer coursework from other institutions, and alternative credit. If a student has experience as a paraeducator and needs additional credits, WPU offers the option to submit a portfolio for evaluation of Prior Learning Experience. Please consult with an advisor for portfolio requirements and procedures. Note: Portfolio credit* ***only applies in the additional elective credit category; it does not shorten the length of the program at WPU.*** *Students who have enough elective credit do not need to complete the portfolio.*

Graduation from WPU with the BS in Early Childhood/Elementary Education requires the following:

- Major/Core Pathway at PCC (50 quarter credits), grades of C- or higher
- At least 53.5 quarter credits of additional electives so that the student has a total of at least 103.5 quarter credits (69 semester) for transfer to WPU
- Major/Core Cohort at WPU (51 semester credits), grades of C- or higher
- Successful competition of 15 weeks of student teaching (ED 495A)

Licensure Requirements for Early Childhood/Elementary Education

Candidates will need to meet all Oregon Teacher Standards and Practices Commission (TSPC) requirements for licensure, including successful submission of the TCPA for evaluation and passing the ORELA subject matter exams. For full information regarding TSPC licensure requirements, please visit https://www.oregon.gov/tspc/Pages/index.aspx.

Updated 4/23/2025

Plan of Study – Chemeketa CC Pathway to WPU BS in Early Childhood/Elementary Education

Important: This degree program is for students pursing a Preliminary Teaching License for Multiple Subjects (Early Childhood/Elementary Education). This degree program **does not** prepare students for a Preliminary Teaching License for a Single Subject (Middle Level and High School).

Note: Chemeketa CC utilizes quarter credits and WPU utilizes semester credits. For conversion, 1.5 quarter credits = 1 semester credit

Chemeketa Community College Major/Core Pathway			Warner Pacific University Equivalencies	
Course	**Title/Description**	**Cr (Qtr)**	***WPU Requirement Fulfilled***	***Cr (Sem)***
WR 121 + 122	College Composition	4 + 4	*EN 111 + 112 English Composition*	*5.36*
Science Course	Science Course: At least 1 course/4 credits from one of the following subject areas: BI, CH, GEO, GS, or PH.	4	*Science Core Requirement*	*2.68*
History & Culture Course	At least 1 course/3 credits from one of the following subject areas: ART, ENG, HST, or MUS. WR 240, 241, 242, 243, 244, or 250 may also apply. *(Must be separate from Children's Lit course).*	3	*Historical & Cultural Knowledge Core Requirement*	*2*
Critical Thinking Course	At least 1 course/3 credits from one of the following subject areas: COMM, EC, or PHL. (*Must be separate from Ethics course*).	3	*Critical Thinking Core Requirement*	*2*
Health Course	At least 1 course/3 credits from HE 204, HE 213, HE 232, HE 240, HE 250, HE 341, or HPE 295.	3	*Health Core Requirement*	*2*
Ethics Course	PHL 203 Ethics (or alternate approved Ethics course)	4	*Ethics Core Requirement*	*2.68*
Urban Life Course	At least 1 course from PS 201, PS 203, PSY 101, PSY 201, PSY 202, PSY 237, SOC 204, SOC 205, or SOC 206	4	*Urban Life Core Requirement*	*2.68*
MTH 211 + 212 + 213	Elementary Math Sequence	12	*MA 211A + 212A Fundamentals of Elem. Math Sequence*	*8*
ED 216	Foundations of Teaching & Education	3	*ED 250A Introduction to Education*	*2*
ED 229	Learning & Development	3	*ED 260A Human Dev & Learning Theory for P-12*	*2*
ED 230 or ENG 220	Children's Literature	3	*ED 341A Literature for Children*	*2*
ED 258	Culturally Responsive Pedagogy	3	*ED 353A Cultural Diversity (Also Meets Diversity Core)*	*2*
Total Credits Taken at Chemeketa for Major & Core Requirements		**53**	**Total Credits Transferred from Chemeketa for Major & Core**	**35.4**
Additional Elective Credits*		**52**	**Additional Elective Credits Transferred to WPU**	**34.6**

* *Additional elective credits are any college credits completed by the student in excess of the 60 quarter credits required at Chemeketa for the Major/ Core Pathway. Options include additional coursework at Chemeketa, transfer coursework from other institutions, and alternative credit. If a student has experience as a paraeducator and needs additional credits, WPU offers the option to submit a portfolio for evaluation of Prior Learning Experience. Please consult with an advisor for portfolio requirements and procedures. Note: Portfolio credit* ***only applies in the additional elective credit category; it does not shorten the length of the program at WPU.*** *Students who have enough elective credit do not need to complete the portfolio.*

Graduation from WPU with the BS in Early Childhood/Elementary Education requires the following:

- Major/Core Pathway at Chemeketa (53 quarter credits), grades of C- or higher
- At least 52 quarter credits of additional electives so that the student has a total of at least 105 quarter credits (70 semester) for transfer to WPU
- Major/Core Cohort at WPU (50 semester credits), grades of C- or higher
- Successful competition of 15 weeks of student teaching (ED 495)

Licensure Requirements for Early Childhood/Elementary Education
Candidates will need to meet all Oregon Teacher Standards and Practices Commission (TSPC) requirements for licensure, including successful submission of an edTPA to Pearson for evaluation and passing the ORELA subject matter exams. For full information regarding TSPC licensure requirements, please visit https://www.oregon.gov/tspc/Pages/index.aspx.

Warner Pacific University Major/Core Cohort	
ILR 300A Advanced Information Literacy (Core Course)	3
HUM 310A Exploring the Human Condition (Core Course)	3
REL 320A Spirituality, Character, & Service (Core Course)	3
ED 240A Educational Technology (Also Meets IT Core)	3
ED 334A Teacher as Manager	2
ED 281A Curriculum Planning and the Role of the Teacher	3
ED 372A Literacy Methods (w/ 50-hour practicum)	4
ED 375A Social Studies Methods in the Classroom	2
ED 376A ESOL Methods in the Classroom	2
ED 377A Art/PE/Music Methods in the Classroom	2
ED 378A Math & Science Methods in the Classroom	3
EDPSY 360A Exceptional Learners	3
EDPSY 395A Observation, Assessment, & Evaluation	3
ED 481A Professional Development Seminar	2
ED 495A Student Teaching (15 week, full-time experience)	12
Total Semester Credits Taken at WPU	**50**
TOTAL Semester Credits for BS Degree	**120**

Updated 10/08/2024

Plan of Study – Clackamas CC Pathway to WPU BS in Early Childhood/Elementary Education

Important: This degree program is for students pursing a Preliminary Teaching License for Multiple Subjects (Early Childhood/Elementary Education). This degree program **does not** prepare students for a Preliminary Teaching License for a Single Subject (Middle Level and High School).

Note: Clackamas CC utilizes quarter credits and WPU utilizes semester credits. For conversion, 1.5 quarter credits = 1 semester credit

Clackamas Community College Major/Core Pathway			***Warner Pacific University Equivalencies***	
Course	**Title/Description**	**Cr (Qtr)**	***WPU Requirement Fulfilled***	***Cr (Sem)***
WR 121 + 122	College Composition	4 + 4	*EN 111 + 112 English Composition*	*5.36*
Science Course	Science Course: At least 1 course/4 credits from one of the following subject areas: BI, CH, ESR, G, GS, PH, or Z.	4	*Science Core Requirement*	*2.68*
History & Culture Course	At least 1 course/3 credits from one of the following subject areas: ART, ENG, HST, or MUS. WR 241 or 244 may also apply. *(Note: must be separate from ENG 222).*	3	*Historical & Cultural Knowledge Core Requirement*	*2*
Critical Thinking Course	At least 1 course/3 credits from one of the following subject areas: COMM, EC, or PHL. (*Note: must be separate from Ethics course*).	3	*Critical Thinking Core Requirement*	*2*
Health Course	At least 1 course/3 credits from HE 163, HE 164, HE 204, HE 207, HE 249, HE 250, HE 263, HE 264, or HPE 295.	3	*Health Core Requirement*	*2*
Ethics Course	At least 1 course from PHL 102 or PHL 205 (or alternate approved Ethics course).	4	*Ethics Core Requirement*	*2.68*
Urban Life Course	At least 1 course from PS 200, PS 201, PS 203, PSY 201, PSY 202, PSY 215, SOC 204, SOC 205, or SOC 206.	4	*Urban Life Core Requirement*	*2.68*
ENG 222	Children's & Young Adult Literature	4	*ED 341A Literature for Children*	*2.68*
MTH 211 + 212 + 213	Fundamentals of Elementary Math Sequence	12	*MA 211A + 212A Fundamentals of Elem. Math Sequence*	*8*
ED 216	Foundations of Teaching & Education	4	*ED 250A Introduction to Education*	*2.68*
ED 229	Learning & Development	3	*ED 260A Human Dev & Learning Theory for P-12*	*2*
ED 258	Culturally Responsive Education	3	*ED 353A Cultural Diversity (Also Meets Diversity Core)*	*2*
Total Credits Taken at Clackamas for Major & Core Requirements		**55**	**Total Credits Transferred from Clackamas for Major & Core**	**36.7**
Additional Elective Credits*		**50**	**Additional Elective Credits Transferred to WPU**	**33.3**

* *Additional elective credits are any college credits completed by the student in excess of the 60 quarter credits required at Clackamas for the Major/ Core Pathway. Options include additional coursework at Clackamas, transfer coursework from other institutions, and alternative credit. If a student has experience as a paraeducator and needs additional credits, WPU offers the option to submit a portfolio for evaluation of Prior Learning Experience. Please consult with an advisor for portfolio requirements and procedures. Note: Portfolio credit* ***only applies in the additional elective credit category; it does not shorten the length of the program at WPU.*** *Students who have enough elective credit do not need to complete the portfolio.*

Graduation from WPU with the BS in Early Childhood/Elementary Education requires the following:

- Major/Core Pathway at Clackamas (50 quarter credits), grades of C- or higher
- At least 53.5 quarter credits of additional electives so that the student has a total of at least 105 quarter credits (70 semester) for transfer to WPU
- Major/Core Cohort at WPU (50 semester credits), grades of C- or higher
- Successful competition of 15 weeks of student teaching (ED 495)

Licensure Requirements for Early Childhood/Elementary Education
Candidates will need to meet all Oregon Teacher Standards and Practices Commission (TSPC) requirements for licensure, including successful submission of an edTPA to Pearson for evaluation and passing the ORELA subject matter exams. For full information regarding TSPC licensure requirements, please visit https://www.oregon.gov/tspc/Pages/index.aspx.

Warner Pacific University Major/Core Cohort	
ILR 300A Advanced Information Literacy (Core Course)	3
HUM 310A Exploring the Human Condition (Core Course)	3
REL 320A Spirituality, Character, & Service (Core Course)	3
ED 240A Educational Technology (Also Meets IT Core)	3
ED 334A Teacher as Manager	2
ED 281A Curriculum Planning and the Role of the Teacher	3
ED 372A Literacy Methods (w/ 50-hour practicum)	4
ED 375A Social Studies Methods in the Classroom	2
ED 376A ESOL Methods in the Classroom	2
ED 377A Art/PE/Music Methods in the Classroom	2
ED 378A Math & Science Methods in the Classroom	3
EDPSY 360A Exceptional Learners	3
EDPSY 395A Observation, Assessment, & Evaluation	3
ED 481A Professional Development Seminar	2
ED 495A Student Teaching (15 week, full-time experience)	12
Total Semester Credits Taken at WPU	**50**
TOTAL Semester Credits for BS Degree	**120**

Updated 10/08/2024

Appendix B
Documentation of University Approval

Curriculum Committee

Meeting Minutes
Friday, March 14, 2025

Members Present: Jennifer Cameron, Amber Gribbins, Paige Hairston, Gladys Jadagu, Cecelia Monto, Sergei Polozov, Marlo Waters (chair)
Invitees Present: Kevin Spooner, Lael Easton, Jhonatan Carmona
1. New Program: BSED with SPED Endorsement a. The Education Division is proposing a new program that builds on the current Bachelor of Science in Early Childhood Education and adds an additional endorsement in Special Education, as outlined in the attached document.
b. This new program is being developed as part of the Title V Hawkins/Adelante grant.
c. This program would be available through the PGS format.
d. This program would also include 5 new courses:

SPED 401A Foundations of Special Education 3
SPED 410A Assessment and Evaluation 3
SPED 420A Instructional Best Practices 3
SPED 422A Advanced Classroom Management 3
SPED 430A Case Management and Collaboration 3
Graduate-level versions of these courses are already taught at WPU for students in the M.Ed. program. The existing graduate courses would be revised to cover similar content but to be appropriate for the baccalaureate level student.
VOTED to approve the new program in Bachelor of Science in Early Childhood/Elementary Education with Special Education Endorsement. Unanimous.

This proposal will be presented at the next faculty meeting for review and a vote.

Faculty Meeting

Meeting Minutes
Friday, April 4, 2025

a) From the Curriculum Committee (EDU): Add BSED with SPED program to curriculum. Proposed is a BSED with SPED tuition grant to support bilingual and curriculum development, which adds an endorsement. An adjunct faculty pool is helping with outcomes, along with Dr. Marlo Waters. Motion: To discuss and propose with a move to approve, which includes an option for the PGS format in a 2+2 model from a community college. The program serves a specialized population with PCC and Mt. Hood,

Clackamas, and Chemeketa. Call for the question: Should we accept the proposal to add BSED with SPED as presented? Approved unanimously.

Appendix C

TSPC
Preliminary Teaching, Elementary Multiple Subjects and Special Education: Generalist Standards

584-420-0020
Preliminary Teaching License: Program Standards

(1) **Purpose of the Program:** To prepare candidates for the Preliminary Teaching License. Program completers must demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of pre-kindergarten to grade 12 students within the endorsement areas on the license.

(2) To receive state recognition of a Preliminary Teaching License program, the program must include:

(a) Content that will enable candidates to gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook**;**

(b) Integration of principles of cultural competency and equitable practice in each standard through the entire Preliminary Teaching License program;

(c) A requirement for candidates to complete:

(A) A teacher performance assessment, as provided in 584-400-0120; and

(B) Student teaching, as provided in 584-400-0140, *Clinical Practices;*

(d) A requirement for candidates to demonstrate knowledge of U.S. and Oregon civil rights laws and professional ethics; and

(e) A requirement for candidates to qualify for at least one endorsement, as provided:

(A) To be eligible for a program-required endorsement, as defined in 584-400-0020 *Definitions*, the candidate must complete the state-recognized endorsement program.

(B)To be eligible for a single-subject endorsement, as defined in 584-400-0020 *Definitions*, the candidate must:

(i) Complete the Commission-adopted test or assessment for the endorsement;

(ii) Complete student teaching in the endorsement area, as provided in 584-400-0140, *Clinical Practices*;

(iii) Demonstrate knowledge of the Oregon Department of Education's curriculum standards for the endorsement area, if the Oregon Department of Education has adopted standards in the subject area.

(3) **Standard 1:** The Learner and Learning:

(a) *Learner Development:* The teacher understands how children learns grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. [InTASC Standard #1]

(b) *Learning Differences:* The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. [InTASC Standard #2]

(c) *Learning Environments:* The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. [InTASC Standard #3]

(4) **Standard 2:** Content

(a) Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. [InTASC Standard #4]

(b) Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. [InTASC Standard #5]

(5) **Standard 3:** Instructional Practice

(a) *Assessment:* The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. [InTASC Standard #6]

(b) *Planning for Instruction:* The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as learners and the community context. [InTASC Standard #7]

(c) *Instructional Strategies:* The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. [InTASC Standard #8]

(6) **Standard 4:** Professional Responsibility

(a) *Professional Learning and Ethical Practice:* The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. [InTASC Standard #9]

(b) *Leadership and Collaboration:* The teacher demonstrates leadership by taking responsibility for student learning and by collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth and development, learning, and well-being. [InTASC Standard #10]

Statutory/Other Authority: ORS 342
Statutes/Other Implemented: ORS 342.120 – 342.430; 342.455-342.495; 342.553
History:
TSPC 3-2019, amend filed 04/08/2019, effective 04/08/2019
TSPC 7-2018, minor correction filed 06/13/2018, effective 06/13/2018
TSPC 1-2017, f. & cert. ef. 2-1-17
TSPC 1-2016, f. & cert. ef. 2-10-16
TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-420-0345
Elementary Education — Multiple Subjects: Program Standards

(1) Candidates who are prepared for the Elementary Education — Multiple Subjects endorsement will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in elementary education learning environments.

(2) The Commission may provide approval to an educator preparation program that prepares candidates for an Elementary Education — Multiple Subjects endorsement only if it includes:

(a) Content that will enable candidates to gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook;

(b) Content that will enable candidates to meet reading instruction requirements as provided in OAR 584-420-0015;

(c) Content that will enable candidates to meet dyslexia instruction requirements as provided in OAR 584-420-0016;

(d) A requirement for candidates to complete the Commission-approved test for Elementary-Multiple Subjects or meet the requirements of at least one Multiple Measures content knowledge assessment option for this endorsement area;

(e) A requirement for candidates to complete a teacher performance assessment as provided in OAR 584-400-0120;

(f) Field experiences that include supervised teaching or internships in elementary education classrooms; and integration of principles of cultural competency and equitable practice in each competency standard through the entire Elementary Education — Multiple Subjects Endorsement program.

(3) **DEVELOPMENT, LEARNING, AND MOTIVATION. Standard 1:** *Development, Learning, and Motivation* — Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

(4) **CURRICULUM. Standard 2:** *Reading, Writing, and Oral Language* — Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

(5) **Standard 3**: *Science* — Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.

(6) **Standard 4:** *Mathematics* — Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

(7) **Standard 5:** *Social Studies* — Candidates know, understand, and use the major concepts and modes of inquiry from the social studies — the integrated study of history, geography, the social sciences, and other related areas — to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

(8) **Standard 6:** *The Arts* — Candidates know, understand, and use — as appropriate to their own understanding and skills — the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.

(9) **Standard 7:** *Health education* — Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

(10) **Standard 8:** *Physical education* — Candidates know, understand, and use — as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

(11) **INSTRUCTION. Standard 9:** *Integrating and applying knowledge for instruction* — Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

(12) **Standard 10:** *Adaptation to diverse student*s — Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

(13) **Standard 11:** *Development of critical thinking and problem solving* — Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.

(14) **Standard 12:** *Active engagement in learning* — Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K–6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

(15) **Standard 13:** *Communication to foster collaboration* — Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

(16) **ASSESSMENT. Standard 14:** *Assessment for instruction* — Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

(17) **PROFESSIONALISM. Standard 15:** *Professional growth, reflection, and evaluation* — Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

(18) **Standard 16:** *Collaboration with families, colleagues, and community agencies* — Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Statutory/Other Authority: ORS 342.165
Statutes/Other Implemented: ORS 342.147
History:
TSPC 14-2022, amend filed 10/20/2022, effective 11/01/2022
TSPC 24-2021, minor correction filed 11/30/2021, effective 11/30/2021
TSPC 1-2017, f. & cert. ef. 2-1-17
TSPC 4-2016(Temp), f. 8-31-16, cert. ef. 9-1-16 thru 2-27-17
TSPC 1-2016, f. & cert. ef. 2-10-16
TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

Please use this link to bookmark or link to this rule.

584-420-0460
Special Education: Program Standards

(1) Candidates who are prepared for special education: generalist endorsements will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in the special education population.

(2) The Commission may provide approval to an educator preparation program or course of study that prepares candidates for a special education: generalist endorsement only if it includes:

(a) Content that will enable candidates to gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook;

(b) Content that will enable candidates to meet reading instruction requirements as provided in OAR 584-420-0015;

(c) Content that will enable candidates to meet dyslexia instruction requirements as provided in OAR 584-420-0016, a requirement for candidates to complete the Commission-approved subject- matter test for special education;

(e) A requirement for candidates to complete a teacher performance assessment as provided in OAR 584-017-1100;

(f) Field experiences that include supervised teaching or internships in classroom environments with students who are “individuals with exceptionalities” across the full range of disabilities.

(g) Integration of principles of cultural competency, cultural responsive pedagogy and equitable practices are imbedded in each competency standard through the entire special education: generalist endorsement program.

(3) Standard 1: Candidates demonstrate the ability to understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

(4) Standard 2: Candidates demonstrate the ability to create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

(5) Standard 3: Candidates demonstrate the ability to use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

(6) Standard 4: Candidates demonstrate the ability to use multiple methods of assessment and data sources in making educational decisions.

(7) Standard 5: Candidates demonstrate the ability to select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

(8) Standard 6: Candidates demonstrate the ability to use foundational knowledge of the field and their professional, ethical principles and practice standards to inform their special education practice, to engage in life-long learning, and to advance the profession.

(9) Standard 7: Candidates demonstrate the ability to collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Statutory/Other Authority: ORS 342
Statutes/Other Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553
History:
TSPC 1-2017, f. & cert. ef. 2-1-17
TSPC 4-2016(Temp), f. 8-31-16, cert. ef. 9-1-16 thru 2-27-17
TSPC 1-2016, f. & cert. ef. 2-10-16
TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

Please use this link to bookmark or link to this rule.

Council for Exceptional Children (CEC) Standards

Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines

Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs

Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.

Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge

Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making

Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

Standard 5: Supporting Learning Using Effective Instruction

Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

Standard 6: Supporting Social, Emotional, and Behavioral Growth

Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

Standard 7: Collaborating with Team Members

Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational

settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

Appendix D

Special Education Endorsement Program Courses and Descriptions
Semester Credits

SPED 501A Foundations of Special Education 3 credits

This course explores the historical and legal foundations of the federal program known as Special Education. Students will also evaluate theoretical foundations and ethical considerations that are central to the work of special educators for creating and fostering inclusive environments. Students will also learn the legal responsibilities for collecting and submitting data based on viable assessment practices.

SPED 502A Human Development and Exceptional Learners 3 credits

This course examines typical development from birth to age 21, and reviews the thirteen categories of special education eligibility in contrast with typical development. Topics include the development of: language, gross and fine motor skills, cognition, social-emotional stages, and adaptive skills. Students will engage in case studies to deepen understanding of exceptional learner development and gain inclusive terminology to address students.

SPED 510A Assessment and Evaluation in SPED 3 credits

This course considers various models for determining Special Education eligibility. Students will be introduced to a number of standardized assessments commonly used in the eligibility process, and will be able to determine the appropriate assessments for each concern presented. At the end of this course, students will be prepared to facilitate the collaborative process of determining eligibility, along with sharing assessment data in a meaningful way with parents and other members of the IEP team.

SPED 520A Instructional Best Practices in Special Education 3 credits

This course examines high incidence and low incidence disabilities to deeply understand the functional, academic, social, and emotional difficulties experienced by students with these exceptionalities. Best practices for supporting students are explored, including functional living skills, assistive technologies, how to implement small-group instruction targeted toward IEP goals, facilitate an inclusive program, collaborate with general education teachers, and determine appropriate accommodations and modifications. This course also includes four half-days of observation.

SPED 522A Classroom Management for SPED Educators 3 credits

This course addresses concerning behaviors that may be exhibited by students with disabilities. Teacher candidates will understand the dynamics of problem behaviors, as well as models for interpreting them and methods for addressing them effectively. Emphasis will be given to the positive impact of building strong relationships and communication systems with parents, general education teachers, and other stakeholders.

SPED 530A Case Management and Collaboration 3 credits

This course prepares candidates to manage case files, including writing IEPs and progress notes, scheduling meetings, and providing documents to parents on a timeline. The importance of collaboration will be discussed in-depth, including how to effectively facilitate meetings with team members of diverse backgrounds, manage instructional assistants, and cooperate with general education teachers, parents, and administrators. Finally, the course will explore community resources and transitional programs available to exceptional students and their families.

SPED 690A Student Teaching with Seminar 4 credits

This course supports candidates in refining professional expertise under the mentorship of a licensed specialist while engaging with students and all stakeholders in a school setting. Course content includes the role of the specialist, professional and ethical responsibilities, and commitment to lifelong learning and professional development in special education. According to Oregon Department of Education, student teaching for a Special Education Endorsement must be completed "in classroom environments with students who are 'individuals with exceptionalities' across the full range of disabilities" (OAR 584-420-0460 2(f)). The seminar will meet weekly to debrief the student teaching experience and collaborate. Placements and supervision will be coordinated by the Education Department. Students must have completed all other Special Education Endorsement coursework with a cumulative GPA of at least 3.0 before student teaching. Students must have passed the ORELA Special Education test. Offered on a Pass/No Pass basis.

Appendix E

BSED Program Course Descriptions

Semester Credits

ILR-300 Adv Info Literacy & Research (3 Credits)

Students will learn critical skills related to finding, organizing, analyzing, and making meaning from information from a variety of sources, including social media, news sources, search engines, books/articles, and academic databases. They will learn about the ways information is curated for them as well as how the personal data they create and share is used. They will apply this to a research project in a major discipline.

HUM-310 Exploring the Human Condition (3 Credits)

An interdisciplinary consideration of the relationship of the Christian faith to aspects of the human condition. Students will be challenged to infuse a personal theological perspective into their thinking about self, society, the world, the cosmos, and the like.

REL-320 Spirituality, Character, Serv (3 Credits)

This is a course that invites and facilitates personal discernment about vocation (understood as finding purpose, meaning, and direction in life) within a framework of spirituality, character, care for one's neighbor - and the interconnectedness of each. It offers students opportunities and experiences that invite critical self-reflection in the context of writings, beliefs, and practices of diverse views and contexts and participation in service-learning in the city.

MA-211 Fundamentals of Elem Math I (3 Credits)

A course for prospective elementary and middle school teachers with a focus on problem solving. Topics include the development of number systems, from whole numbers to real numbers. Prerequisite: MA 95 or two years of algebra in high school or three years of integrated math in high school and a grade of A or B in the last math class taken.

MA-212 Fundamentals-Elementary Math II (3 Credits)

A course for prospective elementary and middle school teachers with a focus on problem solving. Topics include geometry, measurement, statistics, and probability. Prerequisite: MA 95 or two years of algebra in high school or three years of integrated math in high school and a grade of A or B in the last math class taken.

ED-281A CurrPlanning & Role of Teacher (3 Credits)

This is a course that assists students in writing and developing lesson plans and designing individualized and group curricula through application of developmentally appropriate practices

for standards based learning in the early childhood and elementary classroom. This course is required for Teacher Education program admission. Prerequisite: Sophomore class standing or consent of the instructor.

ED-372A Lit Methods in Classroom (4 Credits)
This course with practicum prepares students to develop reading and language arts skill, including speaking, listening and writing for age three through grade eight. It includes an emphasis on reading readiness, emergent literacy, assessment, methods, materials, recent research, and theoretical sound practices for improvement and instruction of reading and language arts skills. Students are responsible for fees associated with licensure including ORELLA and any additional licensure assessment fees required by TSPC. Prerequisite: Admission to the Teacher Education program.

ED-375A Social Studies Methods (2 Credits)
This course is an introduction to curriculum development, standards, learning outcomes, materials, resources, instructional strategies, and assessments for PK-8 social studies instruction. An emphasis is placed on concept development through scope and sequence planning and integration with other content areas. Prerequisite: Admission to the Teacher Education program.

ED-376A ESOL Methods in Classrm (2 Credits)
This course examines current curriculum models, materials, teaching approaches, assessment techniques, and cultural factors that maximize the academic achievement of English language learners. It emphasizes strategies related to planning, implementing, and managing instruction that enable students in different proficiency levels to access the core curriculum and develop language skills. Prerequisite: Admission to the Teacher Education program.

ED-377A Art/PE/Music Methods (2 Credits)
This is a survey course that will investigate the curriculum and instruction of art, music, and physical education in the PK-8 Classroom. Particular emphasis will be given to current literature and research. Topics to be covered include: lesson planning, scope and sequence, grade level content appropriate for art, music and physical education, time management, technology, state and national standards. Prerequisite: Admission to the Teacher Education program.

ED-378A Math & Science Methods (3 Credits)
This course will enable students to master developmentally appropriate, differentiated teaching techniques with the PK-8 mathematics and science curriculum and to correlate lessons to the national and the Common Core State Standards. Attention is also focused on the process of developing a Mathematical Mindset. Prerequisite: Admission to the Teacher Education program.

EDPSY-360A Exceptional Learners (3 Credits)
This course provides an overview of issues, characteristics, and definitions of special needs children and those with physical limitations. This course examines the role of the classroom

teacher in meeting legal responsibilities, planning instruction, providing services, developing community relations, and utilizing resources. Prerequisite: Sophomore class standing.

EDPSY-395A Observation, Assessment &Eval (3 Credits)
This course enables students to develop knowledge and skills about the nature of observation, assessment, evaluation, recording, and reporting of student progress. Students will learn to analyze and use data to improve instruction in the classroom

ED-481A Professional Development Seminar (2 Credits)
The course supports the pre-service teacher in learning and refining professional expertise while student teaching. Course content includes the role of the teacher as a member of a learning community, classroom management, professional responsibilities, presentation, accountabilities, and commitment to lifelong learning and professional development. This course is taken in conjunction with ED 495A Student Teaching in the final semester of the student's program.

ED-495A Student Teaching II (14 Credits)
This clinical experience includes full-time student teaching for the entire 15-week semester at the teacher candidate's primary authorization level in a supervised setting. It is taken concurrently with ED 481A. Each candidate will produce an integrated unit and complete the TCPA. Offered on a Pass/No Pass basis. Students are responsible for fees associated with licensure. Prerequisites: Full admission to the Teacher Education Program and completion of all other Education pre-licensure coursework.

Appendix F

Special Education Key Assessments

Case Study

During the clinical experience (student teaching or practicum), the endorsement candidate will document the ability to assess the strengths and needs of students eligible for special education services in public schools. This Case Study includes academic and non-academic domains in order to support your development of robust present levels and appropriate goals for students. You will design an instructional plan with the use of evidenced-based instructional strategies and supports. You will implement the instructional plan with fidelity, progress monitor, include data in the form of graphs, conduct data analysis (quantitative and qualitative) with narrative summary and finally, critically reflect on the effectiveness of the Case Study and self-identify areas for continued professional development. You should write this document professionally and follow the current APA guidelines. The Case Study is a major component of the 6 weeks of student teaching and 80-hour practicum for in-service teachers.

The candidate will demonstrate through their work in the Special Education Clinical Experience the ability to conduct accurate formal and informal assessments, develop appropriate IEP sections in accordance with state and federal requirements, and design and implement specially designed, individualized, instruction. Successful completion of this Case Study will demonstrate an ability to assess student need, develop and implement IEP goals through evidence-based instruction, synthesize data, summarize progress of learning targets and critically self-reflect on effectiveness and professionalism.

SPED 690A Practicum Observation Rubric

(From Council for Exceptional Children (CEC) Initial K-12 Standards Rubric)

Teacher Candidate Name: _____ Date:_____

School/District:_____ Grade Level/Program Description:_____

Standard	Beginning/ Emerging 1	Developing/ Acceptable 2	Proficient/ Goal 3	Exemplary/ Extension 4	N/A	Comments

Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines

1.2 Candidate advocates for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds. (Dispositions and Observation)	Through their actions and/or reflection candidate seldom advocates for improved outcomes for individuals with exceptionalities and their families and has difficulty addressing the unique needs of those with diverse social, cultural, and/or linguistic backgrounds.	Through their actions and/or reflection candidate often advocates for improved outcomes for individuals with exceptionalities and their families. Candidate may have difficulty addressing the unique needs of those with diverse social, cultural, and/or linguistic backgrounds.	Through their actions and/or reflections, candidate advocates for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and/or linguistic backgrounds.	Through their actions and/or reflections, candidate advocates for improved outcomes for individuals with exceptionalities and their families and supports advocacy in others while addressing the unique needs of those with diverse social, cultural, and/or linguistic backgrounds.		

Standard	**Beginning/ Emerging 1**	**Developing/ Acceptable 2**	**Proficient/ Goal 3**	**Exemplary/ Extension 4**	**N/A**	**Comments**

Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs

2.1 Candidate applies understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities. (Observation and Case Study)	Candidate does not apply understanding of human growth and development and is not able to use this knowledge to support the creation of developmentally appropriate and meaningful learning experiences.	Candidate applies understanding of human growth and development but may struggle at times to use this knowledge to support the creation of developmentally appropriate and meaningful learning experiences.	Candidate applies understanding of human growth and development to create developmentally appropriate and meaningful learning experiences for students with exceptionalities.	Candidate applies understanding of human growth and development to create developmentally appropriate and meaningful learning experiences for all students including those with exceptionalities.		
2.2 Candidate uses their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments. (Observation and Case Study)	Candidate does not demonstrate knowledge and understanding of diverse factors that influence development and learning.	Candidate has some knowledge and understanding of diverse factors that influence development and learning, such as differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, but is not always able to use this in planning and implementing learning experiences and environments.	Candidate has some knowledge and understanding of diverse factors that influence development and learning, such as differences related to families, languages, cultures, or communities, and individual differences, including exceptionalities, and often uses this information to plan and implement learning experiences and environments.	Candidate uses knowledge and understanding of diverse factors that influence development and learning, such as differences related to families, languages, cultures, and communities, or individual differences, including exceptionalities, to plan and implement learning experiences and environments.		

Standard	Beginning/ Emerging 1	Developing/ Acceptable 2	Proficient/ Goal 3	Exemplary/ Extension 4	N/A	Comments

Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge

3.1 Candidate applies their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities. (Observation and Case Study)	Candidate may have some understanding of academic subject matter content of the general curriculum but may not use it to inform their programmatic and instructional decisions for individuals with exceptionalities.	Candidate has some understanding of academic subject matter content of the general curriculum and uses it to inform their programmatic and instructional decisions for individuals with exceptionalities.	Candidate applies their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.	Candidate has a deep understanding of academic subject matter content of the general curriculum and uses it to inform their programmatic and instructional decisions for individuals with exceptionalities.		

Standard	Beginning/ Emerging 1	Developing/ Acceptable 2	Proficient/ Goal 3	Exemplary/ Extension 4	N/A	Comments

Standard 3 Continued: Demonstrating Subject Matter Content and Specialized Curricular Knowledge

3.2 Candidate augments the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives. (Observation and Case Study)	Candidate recognizes the general need to augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully but may not be able to implement that augmentation in practice.	Candidate may make some augmentation to the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts but does not recognize some changes that are needed.	Candidate recognizes the augmentation needed to the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts and is able to implement many of these changes successfully.	Candidate is able to augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts and placements.		

Standard	Beginning/ Emerging	Developing/ Acceptable	Proficient/ Goal	Exemplary/ Extension	N/A	Comments

	1	2	3	4		

Standard 5: Supporting Learning Using Effective Instruction

5.2 Candidate uses effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.	Candidate uses at least one effective strategy to promote active student engagement, increase student motivation, increase opportunities to respond, or enhance self-regulation of student learning.	Candidate uses effective strategies to promote at least 2 of the following: active student engagement, increased student motivation, increased opportunities to respond, or enhanced self- regulation of student learning.	Candidate can use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self- regulation of student learning, although they may not always use these practices when needed.	Candidate uses effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.		

Standard	Beginning/ Emerging 1	Developing/ Acceptable 2	Proficient/ Goal 3	Exemplary/ Extension 4	N/A	Comments
5.3 Candidate uses explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.	Candidate does not use explicit, systematic instruction to teach content, strategies, and skills.	Candidate understands how to use explicit, systematic instruction to teach content, strategies, and skills and does so some of the time.	Candidate uses explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.	Candidate uses explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning and connects this to other contexts for applying the content, strategy or skill.		
5.4 Candidate uses flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.	Candidate does not adequately use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.	Candidate can explain how to use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group, but may still struggle to	Candidate can explain how to use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group and uses it	Candidate uses flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group and uses it		

		implement small groups effectively.	effectively when they have planned to do so.	whenever appropriate.		

Standard	Beginning/ Emerging 1	Developing/ Acceptable 2	Proficient/ Goal 3	Exemplary/ Extension 4	N/A	Comments
5.5 Candidate organizes and manages focused, intensive small group instruction to meet the learning needs of each individual.	Candidate is not able to organize and manage focused, intensive small group instruction to meet the learning needs of each individual.	Candidate knows how to organize and manage focused, intensive small group instruction to meet the learning needs of each individual, and plans to do so. Candidate may not always be able to fully execute plans.	Candidate knows how to organize and manage focused, intensive small group instruction to meet the learning needs of each individual, and can do so when they have planned to.	Candidate organizes and manages focused, intensive small group instruction to meet the learning needs of each individual both when planned and as opportunities arise.		
5.6 Candidate plans and delivers specialized, individualized instruction that is used to meet the learning needs of each individual.	Candidate can explain the need for but is not able to plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.	Candidate can explain the need for and is able to plan to deliver specialized, individualized instruction that is used to meet the learning needs of each individual.	Candidate plans specialized, individualized instruction designed to meet the learning needs of an individual student and can	Candidate plans and delivers specialized, individualized instruction that is used to meet the learning needs of an individual student.		

			deliver it most of the time.			

Standard	Beginning/ Emerging 1	Developing/ Acceptable 2	Proficient/ Goal 3	Exemplary/ Extension 4	N/A	Comments

Standard 6: Supporting Social, Emotional, and Behavioral Growth

6.1 Candidate uses effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.	Candidate is able to explain the need for effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities, but are not able to implement them well.	Candidate is able to explain the need for effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities and is able to make plans to implement them.	Candidate is able to explain the need for effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities, and uses them when they have explicitly planned to.	Candidate uses effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities both when planned and as opportunities arise.		

6.2 Candidate uses a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.	Candidate shares knowledge of a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well- being, but is not able to reliably implement them.	Candidate shares knowledge of a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well- being and knows how to plan for their use but may not be able to reliably implement all of them.	Candidate shares knowledge of a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being and is able to plan for implement their use.	Candidate shares knowledge of a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being and is able to plan for implement their use and use them responsively as appropriate.		

Standard	**Beginning/ Emerging 1**	**Developing/ Acceptable 2**	**Proficient/ Goal 3**	**Exemplary/ Extension 4**	**N/A**	**Comments**
6.3 Candidate systematically uses data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement,	Candidate is able to systematically use data from a variety of sources to identify the purpose or function served by	Candidate is able to systematically use data from a variety of sources to identify the purpose or function served by problem	Candidate is able to systematically use data from a variety of sources to identify the purpose or function	Candidate is able to systematically use data from a variety of sources to identify the purpose		

and evaluate behavioral interventions and social skills programs, including generalization to other environments.	problem behavior, and understands that this can be used to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments, but struggles to do so successfully.	behavior and plan to address that behavior.	served by problem behavior and to plan and implement behavioral interventions for the student.	or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.		

Standard	Beginning/ Emerging 1	Developing/ Acceptable 2	Proficient/ Goal 3	Exemplary/ Extension 4	N/A	Comments

Standard 7: Collaborating with Team Members

7.1 Candidate utilizes communication, group facilitation, and problem–solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team	Candidate has knowledge of how to utilize communication, group facilitation, and problem–solving strategies in a culturally responsive manner to lead effective meetings and share	Candidate has knowledge of how to utilize communication, group facilitation, and problem–solving strategies in a culturally responsive manner to lead effective meetings and share expertise and	Candidate has knowledge of how to and fluently utilizes communication, group facilitation, and problem– solving strategies in a culturally responsive	Candidate utilizes communication, group facilitation, and problem–solving strategies in a culturally responsive manner to lead effective		

capacity and jointly address students' instructional and behavioral needs.	expertise and knowledge, but may not be able to do so in practice.	knowledge and does so when explicitly asked to.	manner to lead effective meetings and share expertise and knowledge when appropriate.	meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.		
7.2 Candidate collaborates, communicates, and coordinates with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.	Candidate shares knowledge about how to collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families, Candidate is not able to apply this knowledge in practice.	Candidate shares knowledge about how to collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families. Candidate applies this knowledge, but may not be successful.	Candidate shares knowledge about how to and knows when to collaborate, communicate, and coordinate with families, paraprofessional, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families, Candidate applies this knowledge well most of the time.	Candidate has knowledge about how to and knows when to collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.		

Standard	Beginning/ Emerging 1	Developing/ Acceptable 2	Proficient/ Goal 3	Exemplary/ Extension 4	N/A	Comments
7.3 Candidate collaborates, communicates, and coordinates with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.	Candidate does not know how to collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.	Candidate knows how to but does not collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.	Candidate knows how to and, at least once, is able to collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.	Candidate is able to collaborate, communicate, and coordinate with professionals and agencies within the community as needed to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.		

Standard	Beginning/ Emerging 1	Developing/ Acceptable 2	Proficient/ Goal 3	Exemplary/ Extension 4	N/A	Comments
7.4 Candidate works with and mentors paraprofessionals in the paraprofessionals' role of	Candidate expresses understanding of the importance of working	Candidate can articulate what they should do to work with and mentor	Candidate can articulate what they should do to work	Candidate works with and mentors paraprofessionals in		

supporting the education of individuals with exceptionalities and their families.	with and mentoring paraprofessionals in their role of supporting the education of individuals with exceptionalities and their families but has difficulty articulating how they would do so.	paraprofessionals in their role of supporting the education of individuals with exceptionalities and their families.	with and mentor paraprofessionals in their role of supporting the education of individuals with exceptionalities and their families and can do this if the opportunity is presented.	their role of supporting the education of individuals with exceptionalities and their families and supports their professional and personal growth.		

Overall average score: _____

University Supervisor: (Print Name) _____ **Signature:** _____

Mentor Teacher: (Print Name) _____ **Signature:** _____

Teacher Candidate: (Print Name) _____ **Signature:** _____

(My signature indicates that I have read this. It does not mean that I agree with the assessment.)

Overall Comments:

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2024
Educator Preparation & Pathways

ITEM:	PORTLAND STATE UNIVERSITY: MAJOR MODIFICATION OF ADDED ELEMENTARY – MULTIPLE SUBJECTS ENDORSEMENT PROGRAM
ACTION:	**ACTION ITEM**
RECOMMENDATIONS:	The Educator Preparation and Pathways Committee recommends adoption of the following: **RESOLVED,** that the Commission approves Portland State University's graduate Added Elementary – Multiple Subjects program for in-service candidates major modification request, as included in Attachment 1, to align with its Licensure in Elementary Education Program (LEEP) MEd program based upon a favorable review of the Commission, to become effective September 2025; **RESOLVED FURTHER,** that Warner Pacific is to be commended for the intentional design of its dual endorsement BSED program, including coordinated mentorship across clinical placements, targeted support for paraprofessionals and transfer students, and the use of grant funding to increase accessibility and reduce tuition costs; and **RESOLVED FURTHER,** that the LEEP-aligned Added Elementary – Multiple Subjects program may undergo a focused program review, if requested by TSPC, after two cycles of data have been collected, which is estimated to be Fall 2027.
INFORMATION:	OAR 584-400-0080, *Unit or Program Modifications,* requires educator preparation providers (EPPs) to receive approval for major modifications to approved programs. A major modification is defined as a change that substantively alters the program or unit as currently recognized or approved by the Commission. Portland State's major modification request was deemed necessary due to substantial program revisions.

Major Modification Request:
Portland State University requested a major modification to its graduate-level Added Elementary – Multiple Subjects endorsement program for in-service candidates to align the curriculum with its recently approved Licensure in Elementary Education Program (LEEP) MEd program. The revised program emphasizes culturally responsive and equity-focused instruction, the science of reading, and social-emotional learning, and includes increased curricular focus on mathematics pedagogy, methods for teaching science and health, and educational law and policy. Implementation is planned for September 2025.

At their May 29, 2025, meeting, Educator Preparation and Pathways Committee members determined to recommend approval to the full Commission and for the item to be placed on the program consent agenda.

Information regarding the requested modification is included as Attachment 1. The document includes the formal request form and narrative report describing the needed changes.

Attachment:

1. PSU Added Elementary MM form and narrative

Teacher Standards and Practices Commission

250 Division Street NE, Salem, OR, 97301-1012
Phone: 503-378-3586 | Fax: 503-378-3758
www.oregon.gov/tspc | Submit to: complaints.tspc@oregon.gov

TSPC Major Modification Request Form (OAR 584-400-0080)

CONTACT INFORMATION

Institution:

Program name: Current Name: Graduate Teacher Education Program (GTEP) Added Elementary endorsement program

New name: **Licensure in Elementary Education Program (LEEP) -** Added Elementary endorsement program

PROVIDE FOR BOTH THE CURRENT LEVEL AND REQUESTED LEVEL, EVEN IF THEY ARE THE SAME.

Current level: ☐ Undergraduate *(always initial/pre-service)* X Graduate ☐ Post-Graduate *(always advanced/in-service)*

AND ☐ Initial/Pre-service X Advanced/In-service

Requested level: ☐ Undergraduate *(always initial/pre-service)* X Graduate ☐ Post-Graduate *(always advanced/in-service)*

AND ☐ Initial/Pre-service X Advanced/In-service

Requested Start Date: September 2025

Commission meeting requested:

During or before the June 2025 meeting

Reason for the Request – Change in:
This modification request is due to substantial modifications in the following area(s):

Substantive changes to the Unit:

☐ Core mission and goals;
☐ Legal status, form of control, or ownership;
☐ Administration, if the change is a result of the unit head's termination by the institution;
☐ Offerings of academic programs for credit through contractual relationship with external organizations;
☐ Structure or content that results in the EPP no longer meeting Oregon statutes or administrative rules.

Substantive changes to the programs:

☐ Degree level of the program;
☒ Core curriculum *(The sequence of courses and/or key transition points in the program that are utilized to meet state standards.)*;
☐ Core clinical practices *(The sequence, structure, and/or length of the experiences in the clinical practice that are utilized to meet state standards.)*;
☐ Additions of single-subject endorsement areas within a state-recognized Preliminary Teaching License program.
☐ Other *(Please describe)*:

ADDITIONAL INFORMATION

Along with this form, the EPP is required to submit a narrative report to TSPC that includes all items listed below that are applicable to this modification requ
Select all items applicable to this request:

x A description of the proposed modifications.
x Proof that the modification will not affect the program's approval status or reduce the quality of the program in any way.
x Proof of official institutional approval of the modified program.
x Goals or objectives, learning activities, and competency of the modified program.
x Procedures used to develop the modified program.
x Procedures to be used to evaluate the modified program, once implemented.
x Recommendations from the consortium or other partners.
x A description of the clinical practices for the modified program.

Name: Shante' Stuart McQueen **Email Address:**

Signature: 

Date: May 14th, 2025

Submit via email to: Candace.Robbecke@Oregon.gov
Use of electronic signature is acceptable.

Portland State University
College of Education

Major modification of the Added Elementary Endorsement Program

Portland State University's College of Education seeks to submit a major modification to the already approved Added Elementary Endorsement.

Current Program Being Modified

The current Added Elementary program is a one-year, 33-credit program through which candidates earn an elementary (multiple subjects) endorsement to attach to their existing license.

The Proposed New Variant

We propose a revised program of study for the Added Elementary endorsement program because this program is attached to the approved and now launched Licensure in Elementary Education Program MEd pathway. Last year, TSPC approved a major modification of the program of study for our initial licensure elementary program (GTEP Elementary), which is now called the Licensure in Elementary Education Program - MEd Pathway. The courses have been entirely redeveloped and renamed. Added Elementary students take courses alongside their initial licensure peers, which means we must offer them courses from among those available to our LEEP MEd students. The former courses will no longer be offered as GTEP Elementary goes into moratorium in Summer 2025. The revised program of study continues to address all required standards and does so in an updated, improved way via these new courses.

Description of Proposed Modifications

The new curriculum offers increased attention to anti-bias/anti-racist practice, culturally responsive/sustaining pedagogies, Universal Design for Learning, inclusive practices, teaching multilingual learners, community engagement and outreach, and structured teaching of foundational reading skills based on research in the areas of cognitive and developmental psychology, neuroscience, linguistics, and educational practice (often referred to as "**the science of reading**").

This new variant increases the curricular focus on mathematics pedagogy, methods for teaching science and health (with attention to environmental justice and health inequities), and educational law and policy. The revised Added Elementary program of study includes an all new social studies course that teaches instructional methods alongside history and social studies content related to Indigenous history and current experiences, ethnic studies, the Holocaust and other genocides, and the racial history of Portland (e.g., redlining, Albina, Vanport).

zS

The new variant also offers a course on identity and social emotional learning, developed by a faculty member who contributed to the development of the new Oregon SEL standards. While not yet required by TSPC, we chose to map all of the new SEL standards into our program.

Proof that the modification will not affect the program's approval status or reduce the quality of the program in any way

The new program of study and individual courses are significantly updated, incorporating more diverse perspectives and scholarship. The course objectives are mapped not only to the standards required by the OARs (e.g., INTASC) but also to the standards of important professional associations such as the International Dyslexia Association, the National Council of Teachers of Mathematics, the National Science Teachers Association, and Learning for Justice.

The curriculum addressing the preparation of elementary reading teachers is explicitly organized around the Simple View of Reading, Scarborough's Reading Rope, and Duke's Active View of Reading, in alignment with the 2023 Oregon Early Literacy Framework and current scholarship in reading education. All of the International Dyslexia Association Knowledge and Practice Standards are addressed in the program.

In sum, the revised Added Elementary program of study is a significant step forward from our already strong, nationally accredited elementary program. The modifications only serve to strengthen the program, while maintaining attention to all required standards, student teaching requirements, practicum requirements, and testing requirements. The modifications will not affect the program's approval status or reduce the quality of the program in any way.

Proof of official institutional approval of the modified program

The LEEP-MEd program modification proposal and the proposals for all the courses in the program of study (all new course proposals) were formally approved by the NWCCU on April 25, 2024, after receiving unanimous approval from the HECC, the state provosts' council, the PSU board, the faculty senate, the College of Education, and the Curriculum and Instruction Department. We expect this proposal to revise the program of study for the Added Elementary endorsement to ride the wave of those approvals, as all of the courses have been fully approved, and the overall model for the MEd pathway has been fully approved.

We are submitting our proposal for a major modification to the Added Elementary program to the PSU Online Curriculum Management System at the same time we are submitting this proposal to TSPC in the hopes that we can move forward efficiently and offer students this updated program of study beginning September 2025.

Goals or objectives, learning activities, and competency of the modified program.

The overarching goal of the Licensure in Elementary Education Program (LEEP) (and the Added Elementary Endorsement program within it) is to ensure that every elementary teacher that graduates from PSU is well-prepared to meet the needs of every student, prepared to make and sustain *deep connections with communities* around the school, and prepared to *take action toward disrupting systems of oppression* as they impinge on students and schooling.

The LEEP is designed to address all of the standards listed here: **Complete Professional Standards for the Program**, including those mandated by TSPC and those recommended by professional organizations in education (e.g., the International Dyslexia Association Knowledge and Practice Standards; the Learning for Justice Social Justice Standards). To examine how these standards are addressed across the coursework in LEEP MEd, please see the multiple sheets included in the **Curriculum Map** by accessing the tabs at the bottom of each sheet. These standards are mapped to specific course objectives in each of the program course syllabi. Courses that are part of the Added Elementary Endorsement program of study are indicated in the row below the course numbers in each tab.

The new curriculum and program of study developed for this proposed variant extends the existing aims of the approved elementary GTEP MEd by centering anti-bias anti-racist (ABAR) practice even more explicitly and incorporating the content of the ESOL endorsement across the entire program. The revised program of study is designed to offer Teacher Candidates even more robust preparation to implement culturally responsive/sustaining pedagogies, Universal Design for Learning, inclusive practices, teaching multilingual learners, community engagement and outreach, and teaching foundational reading skills based on research in the areas of cognitive and developmental psychology, neuroscience, linguistics, and educational practice (often referred to as "**the science of reading**"). The proposed variant is also designed to better prepare elementary teachers to teach mathematics, science and health (with attention to environmental justice and health inequities), social studies (with attention to Indigenous history and present, ethnic studies, and the racial history of Portland), and social emotional learning..

Procedures used to develop the modified program.

The process of curriculum development for the Licensure in Elementary Education Program began with collaborative examination of foundational and current scholarship around anti-bias/anti-racist practice. The seven core members of the program design team (5 of whom are faculty of Color) reviewed and synthesized relevant scholarly literature through multiple iterations, and through that process developed the Touchstones for Anti-Bias/Anti-Racist Educators, which serve as the heart of our program and curriculum.

At the beginning of our program design process, we convened alumni and community leaders of Color in racial and role affinity groups for semi-structured focus group interviews about

perceptions of and experiences with elementary GTEP and recommendations for structures and content in the new program. These focus groups also served as fora for feedback on our Touchstones, which led to revisions. The goal of preparing teachers who can *make and sustain deep connections to communities around the school* arose in part from our research with affinity-based focus groups. The stakeholders in our focus groups saw a need for more explicit attention to preparing new teachers with knowledge, dispositions, and skills that will help them connect with community members and community organizations in ways that help them see children as whole people, cultural beings, and valued members of their communities. In response to the findings of this focus group research, we developed a course called Community Engagement and Collaboration. We also incorporated related content and its application into the Student Teaching Seminar Series, for example requiring students to attend community events and familiarize themselves with community agencies and resources.

The goal of preparing teachers to *take action toward disrupting systems of oppression* as they impinge on students and schooling arose from the critical, anti-racist stance of the program, which is embodied in the Touchstones for Anti-Racist/Anti-Bias Educators. These Touchstones were developed collaboratively by the program design team (7 core members, 5 of whom are faculty of Color) through multiple iterations of synthesis of relevant scholarly literature. We solicited feedback and edits on the Touchstones via our focus groups and from a wide range of representatives of various communities. To achieve the goal of preparing teachers to disrupt systems of oppression, we have developed a course sequence that intentionally builds structural and historical knowledge (including about settler colonialism, colonization, environmental injustice, and ableism), engages students in the identity work necessary for anti-racist practice, and cultivates concrete skills around identifying and interrupting microaggressions and communicating about systemic injustices involved in schooling.

We developed the Licensure in Elementary Education Program (LEEP)-MEd program of study alongside the LEEP-BA/BS program of study, and intentionally built in opportunities for MEd students to extend their learning and cultivate their knowledge and skills for teacher leadership.

We collaboratively and iteratively constructed the course sequence and the distribution of standards and topics across courses, then broke into smaller teams to draft each syllabus, often calling on subject area experts to partner in the design of individual courses. Once a syllabus design team had prepared a draft, the entire team reviewed it with specific attention to standards, culturally responsive/sustaining practices, up-to-date content, readings from scholars of Color and representation of a range of identity perspectives, incorporation of Universal Design for Learning principles in course presentation and assignments, emphasis on multilingual learners, and reflections of our Touchstones for Anti-Bias/Anti-Racist Educators. The larger group offered feedback to the syllabus design team, who made revisions and returned the syllabus for another round of review.

Throughout the process, we have collaborated with our colleagues at local community colleges, the Multnomah Education Service District, the Multnomah-Clackamas Regional Educator Network, and in local school districts.

Once we had developed the revised LEEP-MEd program of study, we examined the course list alongside the program of study for our current Added Elementary Endorsement program. We created a crosswalk to ensure that the revised program of study would address all the content from the former program of study, and also decided to enhance the revised version by adding social studies methods and additional attention to mathematics, as well as identity and social emotional learning, given how crucial those issues are in schools today.

Procedures to be used to evaluate the modified program, once implemented

Key assessments, as established in collaboration with stakeholders and used currently in the final year of the Graduate Teacher Education Program Elementary before its moratorium and in the new Licensure in Elementary Education Program (BA/BS and MEd pathways) will be used for ongoing program evaluation. As with the existing, approved Added Elementary endorsement program, the key assessments for our revised Added Elementary program will be a subset of those for GTEP Elementary/LEEP. Added Elementary candidates complete a COE Student Teaching final evaluation, the Exit Survey, and the Alumni Survey.

Assessment #1: College of Education Student Teaching Rubric

The Licensure in Elementary Education Program uses the College of Education's Teacher Competencies Rubric (attached) to assess teacher candidates' progress in their student teaching.

The rubric was developed as a 4-point proficiency-based rubric, and the evaluation criteria were drawn from existing frameworks, e.g., the Danielson group's framework for instruction, the College of Education's conceptual framework, and the program's standards, which are mapped within the rubric document itself. The Cooperating Teacher and the University Supervisor each complete the Field Experience Evaluation rubric.

At the end of the Added Elementary practicum experience, a formal evaluation conference is held. The teacher candidate, university supervisor, and cooperating teacher come to the conference having independently scored the teacher candidate on each of the items in the appropriate sections. When scoring, the university supervisor uses their observations of the teacher candidate teaching across the term, as well input from the cooperating teacher. The teacher candidate reflects on their growth over the term, and the cooperating teacher uses their observations and interactions with the teacher candidate over the duration of the practicum. At the conference, the teacher candidate, university supervisor, and cooperating teacher share

their scores and come to agreement when possible. Additionally, the teacher candidate, university supervisor, and cooperating teacher identify 1-2 specific and measurable goals for the teacher candidate going forward. The scores are then recorded in the university data-management system.

The Lead Site Coordinator then uses these scores, the university supervisor's informal and formal observations of teacher candidates, the cooperating Teacher's assessment of Teacher Candidate progress, and the expertise of the Lead Site Coordinator, university supervisor and cooperating teacher to assign a grade for the Added Elementary practicum. A passing grade is required to advance to the next term's student teaching. Additional supports for both supervisors and cooperating teachers are made available on the COE's Field Placement Office website.

TSPC has acknowledged and approved the Teacher Competencies Rubric (attached), which is being implemented for the first time in AY 2023-2024. In fall 2023 (October 4th, 2023), sections 1 and 2 of the rubric were calibrated at the fall university supervisor professional development using a case study. Interrater reliability was more than 90%. Throughout fall term, the director of assessment and accreditation and associate dean for academic affairs led independent calibration sessions with principals and cooperating teachers across districts in the Portland metropolitan area; interrater reliability across sessions was close to 100%. In winter term, sections 3, 4, and 5 were planned for calibration with university supervisors using GoReact. Due to technical difficulties with GoReact during the session, only section 3 was calibrated The director of assessment and accreditation held independent calibration sessions with university supervisors on sections 4 and 5.

At the end of AY 2023-24, the school partnerships director and director of assessment and accreditation will survey and engage in focus groups with university supervisors and cooperating teachers to refine the validity of the rubric. The rubric will be revised accordingly, but no major changes are expected. The data provided at next year's Data Review Day will provide a fuller picture, but based on available evidence, the teacher competencies rubric is an effective tool. More work will be done in collaboration with the data coordinator to identify metrics (e.g., key assessment data from course work) to establish the validity of the rubric.

For AY2024-25, a Canvas course will be developed to assist with calibration of the teacher competencies rubric for new university supervisors and cooperating teachers to more carefully and reliably collect reliability and validity data.

Assessment #2: Exit Survey

The College of Education's Exit Survey is administered to all program completers the final term in their COE program. The survey asks candidates to rate their preparation on the conceptual framework along a 1-4 Likert scale. The survey also asks questions about program quality. The

results from each year's exit survey are summarized and sent each summer to each program for review. Response rates vary from 30% to 100% depending on the program.

Since its original creation in 2010, COE staff and faculty have continued to develop, align, and revise the Exit Survey. To align with program standards, the Exit Survey has been mapped to the COE Conceptual Framework on the program's curriculum map. The Exit Survey was significantly revised in 2017 (e.g., the size and scope of the survey was reduced, confusing or unclear items were re-worded, and items were added regarding equity and inclusion to align with the mission and vision of the COE). Additionally, the survey was piloted with a small group of candidates who individually met with the Assessment Coordinator to complete the survey in real time and share their thoughts about the clarity and value of each item as they completed it. These results were compiled and presented to the Assessment Committee to make additional further changes and revisions. A full account of the COE-wide efforts to establish and maintain the validity and reliability of the Exit Survey and the actual instrument questions can be found here.

Assessment #3: Alumni Survey

The COE Alumni Survey is administered annually to graduates who completed a program approximately 18 months prior to receiving the survey. The survey asks about preparation in regard to the COE's conceptual framework. It also asks for employment information. These data are collected in the winter/spring each year and summarized and sent to programs each summer for their review. Response rates average 20%.

The alumni survey has been used since 2010 but has changed over time to increase response rates and usability. To align with program standards, the Alumni Survey has been mapped to the COE Conceptual Framework on the program's curriculum map. Each year there is a review of the outcome data and discussion about the question validity and reliability by the Assessment Committee who may decide on changes or revisions to the survey. A full account of the COE-wide efforts to establish and maintain the validity and reliability of the Alumni Survey and the actual instrument questions can be found here.

Recommendations from the consortium or other partners.

We presented our initial plans for the Licensure in Elementary Education Program and our Touchstones for Anti-Bias/Anti-Racist Educators to the Consortium on November 4, 2021, and had an opportunity to elicit their feedback and thoughts regarding four questions:

- In your own work, how do/would you define education for social justice [anti-bias education]?
- What work are you all doing in your schools with each other?
- Given national events, e.g., CRT and School board races, what part should a teacher preparation program prepare future teachers to withstand and stand up for what they believe in the classroom with all those pressures in the other direction?

- What are your thoughts about our draft Touchstones?

We received valuable feedback and ideas through this conversation, including vocal support for our attention to anti-bias/anti-racist practice, our Touchstones, and the emphasis on critical reflection. Our consortium members offered us concrete examples of culturally responsive and anti-bias practices in place in their school contexts, and we drew on these in crafting our curriculum. Consortium members were particularly interested in us preparing new teachers to incorporate student voice, flexibility of choice in learning, circles, discourse, flexibility in ways for students to represent learning, and formative assessment. Consortium members also spoke to the importance of developing not only the vocabulary around equity and social justice work, but also strategies for putting those ideas into practice. These ideas informed our curriculum planning across the program.

Description of the clinical practices for the modified program

The clinical practices for the revised Added Elementary Endorsement are identical to those for the existing approved Added Elementary Endorsement program. Our Added Endorsement candidates are licensed teachers, most of whom are practicing. In that context, we believe the condensed 90-hour practicum experience that we use in the current Added program continues to be appropriate. In this model, candidates teach full time in their assigned elementary placement for 3-4 weeks (depending on prior experience) supported by a cooperating teacher and a university supervisor.

LEEP Added Elementary Variant - Clinical Practices		
	Year 1, Term 1, Fall	**Year 1, Term 3 Spring**
Field Experience Requirements	Prior to beginning the program, TCs must complete: 1. Background clearance 2. Knowledge of Civil Rights Module	CI 509 Added Elementary Practicum 3 to 4 weeks full time. Number of weeks required depends on prior experience working with elementary students and existing license.
Location of field experience	n/a	General Education multiple subjects elementary classroom
Summary Observation schedule	n/a	At least 2 observations by university supervisor and cooperating teacher (beginning, middle, and end of term)
Evaluation schedule	n/a	One formal evaluation by university supervisor and mentor teacher (middle and end of term)

LEEP Added Elementary Variant - Clinical Practices		
	Year 1, Term 1, Fall	**Year 1, Term 3 Spring**
Candidate Expectations/ Experiences in the Field		• Take on the full range of responsibilities for planning, teaching, assessment, communication, and other aspects of teaching.

COE Teacher Competencies Rubric

FOR COOPERATING TEACHERS & UNIVERSITY SUPERVISORS: Assessing and Providing Feedback

- This rubric consists of 17 criteria with three performance indicators per criterion. Evaluate each performance criterion at the teacher candidate's current level of proficiency. It is not required that all three performance indicators be scored at the same proficiency level. In a category a teacher candidate can be scored with two developing check marks and one proficient checkmark.
- The goal should be for a teacher candidate to be evaluated as "Proficient" in their final term of student teaching. Proficient is the benchmark evaluation for a teacher candidate at or near the point of graduation.
- Note about NA: Any category marked as "NA" can only remain "NA" for one term.
- This is a cumulative rubric so consider teacher candidates' performance over the year. Use and build off scores from previous evaluations, unless there has been a drastic change in teacher candidate performance. It can be useful to highlight scores in a different color each evaluation in order to track teacher candidate growth (e.g., blue = fall term; yellow = winter term, etc.).

FOR UNIVERSITY SUPERVISORS: DECISION RULES FOR ENTERING SCORES INTO TK20

- In TK20, you will enter an overall evaluation for each category that is determined by the lowest performance level checked. For example:
    - 2 "Developing" and 1 "Proficient" in a category would be entered into TK20 as "Developing" for the category
    - 1 "Developing", 1 "Proficient", and 1 "Advanced" in a category would be entered into TK20 as "Developing" for the category
    - 3 "Developing" check marks would be entered into TK20 as "Developing" for the category

PLACEMENT INFORMATION

- Teacher Candidate Name:
- Cooperating Teacher Name:
- University Supervisor Name:
- School/District:
- Grade Level:
- Subject:

This form was reviewed by: (select all that apply)

Cooperating Teacher
Teacher Candidate
University Supervisor

The candidate has demonstrated skills required to continue in the program, or complete the program if this final evaluation

Yes
Yes with reservations (see Goals and Action Plan)
No

	NA	UNSATISFACTORY	DEVELOPING	PROFICIENT	ADVANCED
1. Professionalism & Collaboration					
1a. Demonstrates ethical behaviors and professionalism **AAQEP** 1f, 2a **TSPC** 4a **InTASC** 9	• NA	Violates ethical responsibilities for students' learning, behavior, safety, and confidentiality as specified in local, state, and federal statutes.	Adheres to ethical responsibilities for students' learning, behavior, safety, and confidentiality as specified in local, state, and federal statutes.	Adheres to ethical responsibilities for students' learning, behavior, safety, and confidentiality and follows procedures as specified in local, state, and federal statutes.	Adheres to ethical responsibilities for students' learning, behavior, safety, and confidentiality; follows procedures as specified in local, state, and federal statutes; and shares knowledge with colleagues to support a safe school-wide learning community.
	• NA	Violates legal responsibilities for students' learning, behavior, safety, and confidentiality as specified in local, state, and federal statutes.	Adheres to legal responsibilities for students' learning, behavior, safety, and confidentiality as specified in local, state, and federal statutes.	Adheres to legal responsibilities for students' learning, behavior, safety, and confidentiality and follows procedures as specified in local, state, and federal statutes.	Adheres to legal responsibilities for students' learning, behavior, safety, and confidentiality; follows procedures as specified in local, state, and federal statutes; and shares knowledge with colleagues to support safe school-wide learning community.

	NA	UNSATISFACTORY	DEVELOPING	PROFICIENT	ADVANCED
	● NA	Demonstrates lack of professionalism in interactions and/or behavior veers from school, district, and/or university policy.	Demonstrates inconsistencies in professional behavior in accordance with school, district, and/or university policy.	Maintains professional behavior in accordance with school, district, and/or university policy.	Maintains professional behavior in all interactions that facilitates personal connections, and communication.
1b. Analyzes practice for continuous improvement **AAQEP** 1e, 1f, 2e, 2f **TSPC** 1c, 4a, 4b **InTASC** 3, 9, 10 **OR SEL** 3a**,** 3b, 3c	● NA	Uses anecdotal data to improve practice.	Works with mentor to collect and analyze student performance data.	Works collaboratively with program faculty and school mentor/colleagues to analyze student performance data and guide short and long-term planning.	Uses data as a tool for reflective analysis of teacher practice and student learning to individualize and differentiate practice.
	● NA	Displays closed-minded and ego-centric perspectives and dismisses the contributions and strengths of others.	Indicates openness to learning from others, however is inconsistent in acting on feedback.	Consistently displays open-minded perspectives and regularly acts upon feedback from peers, faculty, students, families, and colleagues.	Actively solicits feedback from peers, faculty, students, families, and colleagues to improve teaching and learning.
	● NA	Does not set goals to improve instruction.	Sets goals that are hard to measure or hard to take action on.	Sets clear and measurable goals to improve professionally and personally	Sets clear and measurable goals based on feedback from supervisors, colleagues, and students.

	NA	UNSATISFACTORY	DEVELOPING	PROFICIENT	ADVANCED
1c. Demonstrates collaboration **AAQEP** 1e, 1f, 2a **TSPC** 1c, 4a, 4b **InTASC** 3, 9, 10 **OR SEL** 5a, 5b **HLP** 3, 5	• NA	Avoids interactions and/or relationships with colleagues across the range of professionals in the school community.	Maintains but does not initiate professional relationships with colleagues across the range of professionals in the school community.	Initiates, builds upon, and maintains professional relationships with colleagues across the range of professionals in the school community.	Builds and maintains professional relationships with colleagues in ways that advance own professional learning as well as those of colleagues.
	• NA	Fails to communicate with students and parents/families.	Poses questions to students and parents/ families about their interests and needs.	Communicates with parents/families to gather information on student needs, provide support, and share data about student progress.	Engages students, parents/families in identifying school, home, and community resources that may support student learning.
	• NA	Fails to participate in professional development opportunities and/or community, school, and classroom civic and cultural activities offered in school placement.	Limited opportunities to participate in school-related professional development opportunities and community, school, and classroom civic and cultural activities.	Participates in school-related professional development opportunities, civic and cultural activities that improve the community, school, and classroom, and actively pursues professional development related to teaching assignment.	Actively pursues continuous professional development and civic and cultural activities that are aligned to students' interests and needs, extend knowledge and skills that are culturally responsive, reflect global and international perspectives of educational practices,

	NA	UNSATISFACTORY	DEVELOPING	PROFICIENT	ADVANCED
					and improve the community, school, and classroom.
1d. Participates in processes to support learning across the range of students **AAQEP** 1e, 1f, 2a, 2c, 2f **TSPC** 4a **TSPC/InTASC** 9	• NA	Ignores general education teachers, special education teachers, paraprofessionals, and/or support specialists, or fails to incorporate their recommendations.	Limited evidence of collaborating with general education teachers, special education teachers, paraprofessionals, and support staff to support a range of student learners.	Collaborates with general education teachers, special education teachers, paraprofessionals, and support staff to support students' learning toward measurable outcomes and to facilitate students' social and emotional well-being across all school environments and instructional settings.	Dependent upon role, plans, facilitates and/or co-facilitates aspects of case management.

	NA	UNSATISFACTORY	DEVELOPING	PROFICIENT	ADVANCED
HLP 1, 2, 3	● NA	Fails to provide interventions, accommodations, or modifications to student behavioral and learning plans.	Limited evidence of adjusting, supporting, and/or implementing student behavioral and learning plans.	Develops, adjusts, and/or implements instructional or behavioral plans based on student data.	Dependent upon role, plans, facilitates and/or co-facilitates aspects of instructional or behavioral plans.
	● NA	Fails to participate in a range of meetings to support the range of learners when offered.	Participates by observing in a range of meetings to support the range of learners.	Leads and/or participates in a range of meetings to support the range of learners (e.g., meetings with families, individualized education program [IEP] teams, individualized family services plan [IFSP] teams, instructional planning).	Dependent upon role, plans, facilitates and/or co-facilitates aspects of the meetings to support the range of learners.
Specific evidence for evaluations (particularly if scored as unsatisfactory or developing): **Areas for reinforcement & refinement:**					
2. Learning Environment					

	NA	UNSATISFACTORY	DEVELOPING	PROFICIENT	ADVANCED
2a. Establishes respectful and productive relationships with students and families. **AAQEP** 1e, 1f, 2a, 2c **TSPC** 1b, 1c, 4b **InTASC** 2, 3, 9 **OR SEL** 4a **HLP** 2, 7	● NA	Dismisses students' culture and community through deficit language or lack of acknowledgement.	Demonstrates respect in interactions with students.	Demonstrates interest, value, and respect for students' home culture and community.	Solicits information about student and family assets, interests, and values and provides positive reinforcement about importance of such interests and values in student success.
	● NA	Demonstrates apathetic or negative interactions with students and/or families.	Inconsistently demonstrates positive rapport with students.	Demonstrates positive rapport (e.g. empathy, patience, caring) with students and facilitates positive rapport between students.	Collaborates with students to set classroom norms that facilitate positive rapport between peers and between the teacher and students.
	● NA	Communicates negative beliefs of students' ability to learn.	Communicates neutral or inconsistent belief in the capacity of all students to learn.	Communicates belief in the capacity of all learners to achieve at high levels (e.g. college readiness, high expectations).	Engages students in articulating their own beliefs in their capacity to achieve at high levels.
2b. Engages students in an accessible, collaborative, and inclusive learning	● NA	Implements behavior management that is inconsistent and/or punitive.	Works to implement the behavior management system that is already in place and/or works to create a behavior management system that	Implements a developmentally appropriate, predictable, and proactive behavior management system	Engages students in developing a predictable and proactive behavior management system that promotes self-

	NA	UNSATISFACTORY	DEVELOPING	PROFICIENT	ADVANCED
community **AAQEP** 1b, 1e, 2b, 2c **TSPC** 1a, 4a, 4b **InTASC** 1, 9, 10 **OR SEL** 5a, 5b, 6a **HLP** 7, 8, 9, 10			is developmentally appropriate.	that promotes self-awareness, self-management, responsible decision making, social awareness, and relationship skills.	awareness, self-management, responsible decision making, social awareness, relationship skills, student empowerment, and productive conflict resolution.
	• NA	Uses behavior management strategies that are detrimental to students at their level of development.	Uses behavior management strategies that are developmentally appropriate.	Uses behavior management strategies that are effective and developmentally appropriate.	Uses behavior management strategies that engage students in upholding classroom norms with peers and promptly redirects inappropriate behavior.
	• NA	Ignores inappropriate student behavior.	Acknowledges inappropriate student behavior but does not provide redirection.	Acknowledges inappropriate student behavior and incorporates shared decision-making in correction of inappropriate student behaviors.	Acknowledges inappropriate student behavior and incorporates shared decision-making in correction of inappropriate student behaviors and engages students in analyzing their own behavior.

	NA	UNSATISFACTORY	DEVELOPING	PROFICIENT	ADVANCED
2c. Maximizes instructional time **AAQEP** 1b, 1e, 2b, 2c **TSPC** 1c, 3c, 4a, 4b	● NA	Paces lesson inadequately resulting in low student engagement and/or misbehavior.	Paces the lesson inconsistently.	Adequately paces learning experiences by attending to student learning cues.	Maximizes instructional pacing based on evidence of student learning and demonstrates metacognition in explaining adjustments to students.
InTASC 3, 8, 9, 10 **HLP** 7	● NA	Uses chaotic and inefficient transitions that result in loss of instructional time.	Implements inconsistent transition strategies and/or trying out new strategies that may or may not maximize time on task.	Uses clear and intentional transition strategies effectively to maximize time on task.	Uses creative transition strategies that promote student efficacy, reinforce content learning, and maximize time on task.
	● NA	The physical space in a way that impedes students' interactions and movement, student safety, access to materials, or opportunities for individual and/or collaborative learning.	The physical space inconsistently promotes positive student interactions and movement, student safety, access to materials, and/or opportunities for individual and collaborative learning.	The physical space effectively promotes positive student interactions and movement, student safety, access to materials, and/or opportunities for individual and collaborative learning.	The physical space effectively promotes positive student interactions and movement, student safety, access to materials, and/or opportunities for individual and collaborative learning, and students have agency in setting up the space.

	NA	UNSATISFACTORY	DEVELOPING	PROFICIENT	ADVANCED
Specific evidence for evaluations (particularly if scored as unsatisfactory or developing): **Areas for reinforcement & refinement:**					
3. Planning					
3a. Plans using measurable and aligned learning objectives **AAQEP** 1a, 1b, 1e, 2c **TSPC** 2a, 2b, 3b, 3c **InTASC** 4, 5, 7, 8 **HLP** 11, 12	• NA	Does not identify the applicable content standards for lessons. • NA Lacks clear and measurable content and/or language/communication objectives.	The content standard is misaligned or misidentified. Content and language/communication objectives are unclear, not aligned to unit goals, or not measurable.	Identifies and plans lessons around the applicable content standards. Sets clear, rigorous content and language/communication objectives based on unit goals and measurable learning outcomes.	The lesson plan facilitates the development of students' global and international perspectives, civic and personal responsibility, and are relevant to students' lives. Sets lesson language/communication and content objectives based on unit goals, measurable learning outcomes, and students' interests and needs.

	NA	UNSATISFACTORY	DEVELOPING	PROFICIENT	ADVANCED
	● NA	Designs a lesson plan that lacks alignment to lesson objectives and assessments.	Loosely connects lesson plan sequence to relevant standards, lesson objectives, and assessment methods.	Creates a logical sequence in the lesson plan, with each component aligning to relevant standards, lesson objectives and assessment methods.	Creates a logical sequence in the lesson plan, with each component aligning to the language/communication and content standards and objectives and the previous components throughout the lesson.
3b. Plan to engage and support learners **AAQEP** 1b, 1e, 2c, 2d	● NA	Does not use district-approved curriculum to plan learning goals.	Uses district-approved curriculum as written as lesson plan.	Uses, modifies, supplements, or adjusts district-approved curriculum to plan and adapt to students' needs.	Uses, modifies, supplements, and adjusts district-approved curriculum to plan, adapt to learning needs of students, and build on students' interests and background knowledge.

	NA	UNSATISFACTORY	DEVELOPING	PROFICIENT	ADVANCED
TSPC 1a, 2a, 2b, 3b, 3c **InTASC** 1, 4, 5, 7, 8 **HLP** 13, 14, 15	● NA	Includes materials and resources that do not reflect student diversity and/or reinforce stereotypes of diverse groups.	Includes limited materials and resources that reflect the culture(s) of students.	Includes materials and resources that reflect the culture(s) of students and include a variety of cultures.	Includes materials and resources that reflect the culture(s) of students, expose students to a variety of cultures, and challenge systemic inequities that marginalize diverse groups.
	● NA	Designs lesson experiences that lack rigor and challenge.	Incorporates basic critical thinking skills in lesson experiences.	Designs lesson experiences that require students to use higher-order thinking strategies (e.g., including analyzing data, thinking creatively, developing and testing innovative ideas, synthesizing knowledge, and evaluating conclusions).	Engages students in designing learning experiences that promote creativity and innovation, collaboration, and critical thinking.
3c. Differentiates plans to support students' development	● NA	Lessons are standardized for all students and do not differentiate according to student needs, nor do they allow for differentiation of	Uses assessment data to differentiate instruction for individual student needs.	Uses assessment data to differentiate instruction according to students' levels of language/communication and academic proficiency, assets, needs or interests.	Uses assessment data to differentiate instruction according to individual student needs and subgroup needs to accelerate student learning.

	NA	UNSATISFACTORY	DEVELOPING	PROFICIENT	ADVANCED
AAQEP 1c, 1d, 2b, 2c		content, process, or product.			
TSPC 1b, 1c, 2a, 2b, 3b **InTASC** 2, 3, 4, 5, 7 **HLP** 15, 20	● NA	Bases planning on content goals and does not take students' content and language/communication needs into consideration.	Anticipates students' needs related to content learning.	Anticipates prerequisite content and language/communication knowledge and skills including typical errors, misconceptions, and difficulties.	Anticipates prerequisite knowledge and skills including typical errors, misconceptions, proficiency levels related to content and language/communication development, and strengths and weaknesses related to prior knowledge.
	● NA	Ignores student diversity in designing a homogenous lesson.	Draws on surface level student diversity (e.g., celebrations, customs, holidays, etc.) to design lessons.	Draws on student diversity (e.g., race, ethnicity, gender, abilities, sexual orientation, religion, culture) to design lessons that reflect the culture(s) of students, counteract stereotypes, and incorporate the histories and contributions of diverse populations.	Draws on student diversity (e.g. race, ethnicity, gender, sexual orientation, religion, culture) to design lessons that incorporate student/family voice, counteract stereotypes and promote equity and social justice.

	NA	UNSATISFACTORY	DEVELOPING	PROFICIENT	ADVANCED
3d. Plans for assessing student learning **AAQEP** 1c, 1d, 2b, 2c	● NA	Uses assessments that do not measure the intended student learning.	Uses assessments to gather data on students' knowledge and skills with limited or no focus on the data.	Uses various formative and summative assessment tools to gather comprehensive data on students' knowledge and skills.	Develops challenging and engaging summative and formative assessments that identify students' knowledge and skills.
TSPC 3a **InTASC** 6 **HLP** 6	● NA	Analyzes assessments with little or no focus on validity, reliability, and/or bias.	Analyzes assessments for bias.	Analyzes various assessments for validity, reliability, and bias.	Analyzes assessments to identify areas of strength and weakness in determining validity, reliability, and bias, and makes modifications.
	● NA	Uses standardized assessments (e.g., multiple choice) only and does not include performance tasks or other forms of assessment.	Uses, designs, and/or modifies assessments and performance tasks that are not adapted to students' developmental level and/or language acquisition needs, are disconnected from unit goals or lack rigor.	Uses, designs, and/or modifies rigorous and relevant assessments and performance tasks and adapts assessments to students' developmental level and/or language acquisition needs.	Uses, designs, and/or modifies rigorous and relevant assessments and performance tasks that are adapted to students' developmental level needs and incorporate student choice and voice.
3e. Sets context for learning	● NA	Fails to preview or review content and language/communication objectives and	Objectives and performance expectations are previewed or	Previews and reviews clear, rigorous content and/or language/communicatio	Engages students in previewing and reviewing clear, rigorous, and

	NA	UNSATISFACTORY	DEVELOPING	PROFICIENT	ADVANCED
AAQEP 1a, 1b, 2b, 2c **TSPC** 1c, 2b, 3c **InTASC** 3, 5, 8 **HLP** 15, 21		performance expectations.	reviewed, but not clearly communicated.	n objectives and performance expectations in student-friendly language.	differentiated content and language/communication objectives and performance expectations.
	● NA	Fails to provide rationale for lesson linked to big ideas relevant to students' lives.	Shares rationale for lesson that is focused on content knowledge and skills rather than big ideas relevant to students' lives.	Provides rationale for lesson by connecting content to students' background experiences, prior content knowledge, skills, and interests.	Solicits student background knowledge and experiences to connect rationale for less to big ideas and essential questions.
	● NA	Lesson disconnected from real-world application, focusing on rote skills.	Focuses lesson on content but real-world applications are missing or limited.	Connects lesson with real-world applications.	Engages students in making real-world connections to the content through their own lenses.
Specific evidence for evaluations (particularly if scored as unsatisfactory or developing): **Areas for reinforcement & refinement:**					
4. Instructional Strategies					
4a. Communication	● NA	Presents lesson in a way that is misaligned	Presents lessons that are connected with the	Follows and/or adjusts lesson components in	Acts as facilitator to anchor learning to

	NA	UNSATISFACTORY	DEVELOPING	PROFICIENT	ADVANCED
of content **AAQEP** 1a, 1b, 1e, 1f, 2a, 2b, 2c		with content and/or language objectives.	content and/or language objective	response to students' content understandings to align learning experiences to content and language objectives	lesson components and content and language objectives as students guide the lesson progression.
TSPC 1a, 1b, 1c, 2b, 3c **InTASC** 1, 2, 3, 5, 8 **HLP** 16, 18, 22	● NA	Explains representations of content incorrectly or with a lack of clarity, uses few materials, resources, or tools to support language/communication development	Explains and represents content with some materials, resources, and tools that support language/communication development across levels	Explains and represents content with sufficient materials, resources, and tools that support language/communication development across levels	Provides various explanations and representations of content through the use of interactive and engaging materials, resources, and technology
	● NA	Gears content learning to native speakers with no modifications for students needing scaffolding for language/communication development.	Makes content comprehensible through visual representations and modeling.	Makes content comprehensible by incorporating students' first language (if appropriate), visual representations, explicit vocabulary support, graphic organizers, total physical response, and modeling.	Makes content comprehensible through the strategic use of students' first language (if appropriate) and sheltered instruction strategies.

	NA	UNSATISFACTORY	DEVELOPING	PROFICIENT	ADVANCED
4b. Engages students in content **AAQEP** 1e, 2c **TSPC** 1c, 2b, 3c **InTASC** 3, 5, 8 **HLP** 18, 21	● NA	Gives few opportunities for active engagement	Relies on a limited number of engagement strategies, often resulting in lack of student participation.	Uses a variety of active engagement strategies (e.g., interactive technology, manipulatives, realia, total participation techniques) and monitors student participation.	Varies role in instructional process, assuming role of instructor, facilitator, and learner.
	● NA	Provides learning experiences that are focused on rote learning.	Engages students in experiences that are focused on skill development without real-world application.	Engages students in deep learning that includes discovery, application, and/or collaboration (e.g. maintenance & generalization).	Creates an environment that is filled with deep learning including high-level thinking, high participation, application, creativity, and creation.
	● NA	Presents own perspective but neglects to engage students in discussion, e.g., by posing closed-ended questions	Facilitates academic discussions related to the content by encouraging students to contribute their own perspectives and by posing high-level questions, but does not probe student responses.	Facilitates academic discussions by posing high-level questions, and encourages students to contribute their own perspective, use multiple perspectives, ask open-ended questions, and challenging ideas.	Facilitates academic discussions by encouraging students to take academic risks and using instruction strategies that engage students in high-level thinking through accountable talk, questioning peers, academic conversations, and

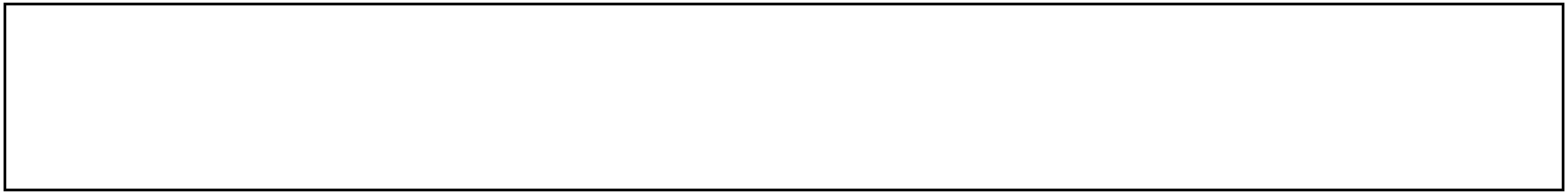
	NA	UNSATISFACTORY	DEVELOPING	PROFICIENT	ADVANCED
					metacognitive strategies
4c. Differentiates instruction to meet diverse student needs **AAQEP** 1e, 2a, 2c **TSPC** 1c, 2c, 3c, 4b **InTASC** 3, 5, 8, 10 **HLP** 17	● NA ● NA ● NA	Groups students according to perceived ability levels rather than student work or assessment data. Presents the same option for all students in relation to content, process, or product. Fails to provide extensions and accommodations to students.	Groups students using assessment data but the groups remain stable over time (e.g., low, middle, high). Provides a limited number of options for differentiated content, process, or products. Makes extensions and accommodations available to students, but may not target specific student needs.	Implements flexible grouping strategies to meet instructional learning objectives and diverse student needs. Presents options for differentiated content, process, or products that allow students to engage in self-directed learning. Collaborates with support specialists to develop and apply specific accommodations for individual students based on language/communication needs, IEPs, and other legal requirements.	Implements flexible grouping using data or evidence of student learning and diverse student needs to meet individual and subgroup needs. Provides students choice of differentiated content, process, or products based on interests and academic readiness. Collaborates with support specialists to design lesson experiences and accommodations that meet individual student learning needs.
Specific evidence for evaluations (particularly if scored as unsatisfactory or developing):					

	NA	UNSATISFACTORY	DEVELOPING	PROFICIENT	ADVANCED
Areas for reinforcement & refinement:					
5. Monitoring Student Learning					
5a. Analyzes and uses formal and informal assessment data to monitor student progress toward lesson objectives and provide feedback **AAQEP** 1d	● NA ● NA	Does not measure or record student progress toward lesson objectives. Does not have a system for continuously assessing students' progress toward lesson objectives.	Collects and records general information about class and student progress toward lesson objectives. Continuously assesses students' progress toward lesson objectives.	Measures individual and collective progress toward lesson objectives through an organized data collection and progress monitoring system. Engages students in continually assessing their own progress toward lesson objectives.	Facilitates student-initiated data collection and progress monitoring system to measure individual progress toward lesson objectives. Engages students in goal-setting and continual assessment of progress toward lesson objectives.

	NA	UNSATISFACTORY	DEVELOPING	PROFICIENT	ADVANCED
TSPC 3a, 4b **InTASC** 6, 10 **HLP** 6	• NA	Provides superficial feedback to students about progress, errors, or misconceptions.	Provides feedback about collective progress, though feedback may be general and/or infrequent.	Provides frequent, timely, specific, and individualized feedback about student progress, including errors and misconceptions.	Provides frequent, timely, specific, and individualized feedback about student progress, including errors and misconceptions and provides opportunities for students to provide one another with formative feedback.
5b. Analyzes student data to monitor learner progress and adjust future instruction **AAQEP** 1d, 2c **TSPC** 1c, 2a, 3a **InTASC** 3, 4, 6 **HLP** 6	• NA	Uses informal anecdotes to set expectations for student learning.	Uses data points to identify students' progress toward learning goals.	Uses data to analyze trends in student progress, identify strengths and needs, and set individual learning goals.	Uses aggregated and disaggregated data points to analyze trends in student progress, identify strengths and needs, and set individual learning goals that build on students' interests.
	• NA	Uses informal anecdotes to guide planning.	Sets unit goals based on identified standards.	Uses assessment data to set unit goals for the class.	Uses assessment data to set individual students goals that challenge each student to reach the next level of growth.

	NA	UNSATISFACTORY	DEVELOPING	PROFICIENT	ADVANCED
	● NA	Uses few-to-no checks for student understanding and is therefore unable to adjust instruction accordingly.	Checks for understanding, but may not adjust instruction accordingly.	Consistently checks for understanding and adjusts instruction according to evidence of student learning.	Uses a predictable system to collect qualitative/narrative and/or quantitative/numeric evidence of student understanding and adjusts instruction to meet individual student needs.
Specific evidence for evaluations (particularly if scored as unsatisfactory or developing): **Areas for reinforcement & refinement:**					

Overall Goal Setting:



Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2024
Educator Preparation & Pathways

ITEM:	PORTLAND STATE UNIVERSITY: MAJOR MODIFICATION OF BILINGUAL TEACHER PATHWAY – SECONDARY PROGRAM
ACTION:	**ACTION ITEM**
RECOMMENDATIONS:	The Educator Preparation and Pathways Committee recommends adoption of the following: **RESOLVED,** that the Commission approves Portland State University's graduate Bilingual Teacher Pathway (BTP) – Secondary program major modification request for pre-service candidates, as included in Attachment 1, to revise and relaunch the program with integrated ESOL preparation and updated clinical experiences, based upon a favorable review of the Commission, to become effective September 2025; **RESOLVED FURTHER,** that Portland State is to be commended for relaunching its BTP – Secondary program with an intentional design that supports candidates on restricted licenses and responds to district needs through integrated ESOL preparation and dual language pedagogy; and **RESOLVED FURTHER,** that the BTP – Secondary program may undergo a focused program review, if requested by TSPC, after two cycles of data have been collected, which is estimated to be Fall 2029.
INFORMATION:	OAR 584-400-0080, *Unit or Program Modifications,* requires educator preparation providers (EPPs) to receive approval for major modifications to approved programs. A major modification is defined as a change that substantively alters the program or unit as currently recognized or approved by the Commission. Portland State's major modification request was deemed necessary due to substantial program revisions.

Major Modification Request:
Portland State University requested a major modification to the curriculum of its graduate-level Bilingual Teacher Pathway – Secondary program for pre-service candidates. The revised program includes embedded ESOL endorsement preparation, integration of Dual Language Immersion-focused content and pedagogy, and updated clinical experiences designed to support candidates working under restricted or provisional licenses. This modification is intended to meet growing demand for bilingual secondary teachers amid the expansion of dual language programs and broader state efforts to diversify Oregon's educator workforce.

At their May 29, 2025, meeting, Educator Preparation and Pathways Committee members determined to recommend approval to the full Commission and for the item to be placed on the program consent agenda.

Information regarding the requested modification is included as Attachment 1. The document includes the formal request form and narrative report describing the needed changes.

Attachment:

1. PSU BTP - Secondary MM form and narrative

Teacher Standards and Practices Commission
250 Division Street NE, Salem, OR, 97301-1012
Phone: 503-378-3586 | Fax: 503-378-3758
www.oregon.gov/tspc | Submit to: complaints.tspc@oregon.gov

TSPC Major Modification Request Form (OAR 584-400-0080)

CONTACT INFORMATION

Institution: Portland State University

Program name: BTP Secondary

PROVIDE FOR BOTH THE CURRENT LEVEL AND REQUESTED LEVEL, EVEN IF THEY ARE THE SAME.

Current level: ☐ Undergraduate *(always initial/pre-service)* ☒ Graduate ☐ Post-Graduate *(always advanced/in-service)*

AND ☐ Initial/Pre-service ☐ Advanced/In-service

Requested level: ☐ Undergraduate *(always initial/pre-service)* ☒ Graduate ☐ Post-Graduate *(always advanced/in-service)*

AND ☒ Initial/Pre-service ☐ Advanced/In-service

Requested Start Date: September 2025

Commission meeting requested: June 2025

Reason for the Request – Change in:

This modification request is due to substantial modifications in the following area(s):

Substantive changes to the Unit:

☐ Core mission and goals;
☐ Legal status, form of control, or ownership;
☐ Administration, if the change is a result of the unit head's termination by the institution;
☐ Offerings of academic programs for credit through contractual relationship with external organizations;
☐ Structure or content that results in the EPP no longer meeting Oregon statutes or administrative rules.

Substantive changes to the programs:

☐ Degree level of the program;
☒ Core curriculum *(The sequence of courses and/or key transition points in the program that are utilized to meet state standards.)*;
☒ Core clinical practices *(The sequence, structure, and/or length of the experiences in the clinical practice that are utilized to meet state standards.)*;
☒ Additions of single-subject endorsement areas within a state-recognized Preliminary Teaching License program.
☐ Other *(Please describe)*:

ADDITIONAL INFORMATION

Along with this form, the EPP is required to submit a narrative report to TSPC that includes all items listed below that are applicable to this modification request. **Select all items** applicable to this request:

☒ A description of the proposed modifications.
☒ Proof that the modification will not affect the program's approval status or reduce the quality of the program in any way.
☒ Proof of official institutional approval of the modified program.
☒ Goals or objectives, learning activities, and competency of the modified program.
☒ Procedures used to develop the modified program.
☒ Procedures to be used to evaluate the modified program, once implemented.
☒ Recommendations from the consortium or other partners.
☒ A description of the clinical practices for the modified program.

Name: Lisa R. Todd

Email Address: lrtodd@pdx.edu

Signature: Lisa R. Todd

Date: May 8, 2025

Submit via email to: Candace.Robbecke@Oregon.gov
Use of electronic signature is acceptable.

BTP Secondary Major Modification Proposal Narrative

I. A description of the proposed modifications.

Portland State University's College of Education is proposing a major modification to its Bilingual Teacher Pathway (BTP) Secondary Program of study. The BTP Program began with innovative grant funding 25 years ago and has since become an established part of the Portland State University College of Education's teacher preparation program. At the time of inception, the BTP Program prepared both Elementary and Secondary teacher candidates. In 2015, the Secondary BTP Program paused admitting students due to the complications of preparing multiple subject area candidates with edTPA requirements. In 2022, the BTP Elementary program submitted and was approved for a major modification with a new prefix (Bilingual Bicultural Education BBE), revised curriculum, and options for the completion of candidates' field experience. At the same time, a separate proposal was submitted to include a dual language specialization in the BTP elementary program.

This proposal is to update the Secondary BTP Program plan to align more closely with the 2022 BTP elementary revisions; review, and update the curriculum for secondary teacher candidates; ensure that the program is in alignment with current OARs. With this proposal, *we will not change the current BTP Elementary program*. Having graduated over 475 bilingual teachers in the past 24 years, the BTP program's strength lies in the long-term partnership with neighboring school districts in a grow-your-own model that prepares instructional assistants and other district employees to become licensed elementary teachers. **At this time, the proposal for program major modifications will focus on providing a revised curriculum and field experience for graduate-level teacher candidates.**

With these proposed modifications, our aims are to 1) adjust the core curriculum to include courses with a variety of prefixes (BBE, ITP, CI, etc), 2) to integrate subject area endorsements, particularly World Language, and ESOL courses geared to DLI teacher in secondary schools, and 3) to provide targeted support for teacher interns (candidates hired on restricted or emergency licenses). Thus, the modifications are additive in nature, with the curriculum and field experience designed to prepare teacher candidates for Dual Language/Bilingual secondary classrooms with subject area endorsements, and English to Speakers of Other Languages (ESOL).

The Bilingual Teacher Pathway (elementary and secondary) program was established in 1998 as a two-year path in teacher preparation. For 17 years, the program ran successfully as a combined-level program. In 2015, admission to the **Bilingual Teacher Pathway Secondary Program** was paused because of changes in licensure requirements (edTPA) and diminishing instructional capacity to address the needs of both the elementary and secondary programs, and our students. From 2015 until 2022, the BTP program adopted a prefix of Bilingual Bicultural Education (BBE) and revised the curriculum to include a stronger focus on elementary

bilingualism, biliteracy, and biculturality. In 2022, TSPC approved the changes to the BTP Elementary Program that would grant candidates a teaching credential at the elementary level and an ESOL Endorsement or a Dual Language Specialization. Concurrently, the PSU Faculty Senate voted to approve the new courses and revised program, many of which overlap with those in the previously approved Secondary BTP Program. Therefore, this major modification aims to update the Secondary BTP Program plan to align with the 2022 revisions and to review and update portions of the curriculum for secondary teacher candidates.

The need for bilingual educators at the secondary school level increased with the extension of dual immersion programs into secondary schools in Oregon. This growing demand for bilingual, secondary dual language teachers also reflects the promotion of bilingualism and biliteracy at the State level, with the Department of Education's adoption of the Oregon Seal of Biliteracy for graduating high school students in 2016. More recently, the state of Oregon has supported efforts to diversify the teaching workforce through EAC Grow Your Own Grants (2021 - 2023 and 2023 - 2025).

A needs assessment and market analysis showed the high demand for bilingual teachers in middle and high schools. The revised secondary BTP program will graduate teachers who are able to teach in secondary subject area classrooms in both dual language and conventional education settings. This also meets the needs of partnering school districts by providing the necessary teachers to serve multilingual communities. The program also provides opportunities and support for student teaching internships or residencies, as the trajectory of teacher candidates being hired before they finish their teacher preparation program has increased exponentially. For example, 25% of the College of Education's secondary candidates are completing their student teaching in their own classrooms. The Special Education department supports over 75% of their teacher candidates who are hired as the teacher of record. For the bilingual elementary teacher candidates, 40% complete their student teaching in their own classrooms, while the International Teacher Education Program supports 55% of international teacher candidates working in elementary & secondary schools. Thus, the need to support internships and residency programs is a critical component of the BTP Secondary (as well as Elementary) programs.

Specific Actions for Proposal Change to an Existing Program & Rationale

a) **The Bilingual Teacher Pathway Secondary Program is proposing to recruit aspiring bilingual teachers who desire to teach at the secondary level (middle and high school) and to start with a cohort of students in the fall of 2026.**
   At this time, individuals who desire to teach at the secondary level AND are bilingual do not have access to a comprehensive teacher preparation program that will allow them to specialize in working with emerging bilingual students in Dual-Language Secondary Classrooms. Beginning the recruitment and admissions process in 2025 will provide an opportunity for aspiring secondary bilingual teachers to find a pathway into a teaching career.

b) **The curriculum and schedule of courses for the Bilingual Teacher Pathway Secondary Program are outdated and will be updated with this Major Modification Proposal. The**

plan of study is outdated and the proposal will update both curriculum and the program of study for implementation in 2026-2027.

The aim of the updated BTP Secondary Program of Study is to align with the new requirements in teacher education set by the Oregon Teacher Standards and Practice Commission to meet current state and national educational standards. The Secondary BTP Program of Study will follow and build upon the transition of the Bilingual Teacher Pathway Elementary's approved curriculum and program changes. After ten years, this proposal will reunite the Bilingual Teacher Pathway program to once again offer two levels of licensure: Elementary and Secondary.

c) **The proposed program of study for the BTP Secondary Program includes new and established courses from BTP Elementary (BBE), GTEP Secondary (ITP), ESOL, and newly developed courses for the program. See table. There are several categories of proposed changes:**

- The new program proposes to substitute outdated and discontinued courses (ITP 554, ITP 555 from the 2015 Program Plan) with BTP courses approved by PSU in 2022. This is noted in Table 1 as "OLD/ Substitute" (BBE 522, BBE 572, BBE 554, BBE 580).
- Other BTP Secondary courses from 2015 will be substituted with existing and approved ESOL and GTEP Secondary courses indicated by the CI, ED, ELP, and ITP prefixes. This will allow for the revised BTP Secondary program to provide consistency in course offerings and eliminate curriculum overlap. These are noted in Table 1 as "OLD/ Substitute w/ ESOL or Secondary course" (ITP 514, ITP 515, ITP 518, ELP 565, ED 519).
- The proposal includes several BTP Secondary courses that will be updated and revised based on new research and content in the field of Bilingual Education, leading to the creation of new courses. This is noted in Table 1 as either "**New course" or** "OLD/ Substitute w/ **New course"** (BBE 526 DLI PD, BBE 546 DLI Methods, BBE 537 Materials, BBE 536 BE History)
- Courses related to the Clinical Experience will be adjusted to serve the needs of secondary bilingual teachers. BBE 553 and 583 will replace outdated and discontinued ITP student teaching courses- ITP 554, ITP 556, ITP 555, and ITP 557.
- The new program will continue to use established courses which are currently used in GTEP Secondary because they are essential to the secondary teacher education at PSU. These courses are noted in Table 1 as "**Keep" or used in GTEP:** ITP 511 Classroom Management, ITP 514 Education for Equity and Social Justice, ITP 518 Assessment for Learning, ITP 515 Foundation of Culturally and Linguistically Responsive Practice, and ITP 521-528 Secondary Methods in subject areas.
- The revised BTP program will keep the Secondary Methods Courses of the 2015 BTP Secondary program which are also part of the Secondary Graduate Teacher Education Program (GTEP). These courses are current and meet all required standards. The Secondary Methods Courses provide students with the necessary

pedagogical content knowledge that is required during the clinical experience and the teacher performance assessment.

- ITP 521 Secondary Art Methods
- ITP 522 Secondary English Language Arts Methods)
- ITP 523 Health PE Methods
- ITP 524 Secondary Math Methods
- ITP 525 Music Methods
- ITP 526 Secondary Science Methods
- ITP 527 Secondary Social Studies Methods
- ITP 528 Secondary World Languages Methods

The syllabi of the methods course can be found in this folder. This document provides a brief description of each method course. In addition, the newly created classes below add to the preparation of secondary subject area teachers:

- BBE 546 Dual Language Immersion Methods, and
- BBE 537 Material Adaptations -Material Adaptation and Curriculum Development for DL Classrooms

The proposed changes to the Secondary BTP program are summarized below (no changes to BTP Elementary)

- Replacing discontinued courses with existing courses
- Supplementing courses with newly developed secondary Dual Language Teaching-focused courses.
- Integrate ESOL endorsement courses so that candidates will be eligible for an ESOL endorsement with their subject area endorsements.
- Adjust clinical experience to better serve teacher candidates and interns in their pursuit of content area endorsements and an ESOL Endorsement.
- Create opportunities for students to potentially pursue a Dual Language Specialization.
- Provide seminar courses to support teacher interns or teacher candidates who are also teaching full-time with a provisional license.
- Maintaining program elements essential to subject area endorsement teacher education

Table 1 outlines the 2015 BTP Secondary program plan as well as the Modified BTP Secondary Program plan. Candidates will pursue a content area in one of the content areas listed below, and an ESOL Endorsement. The courses are presented in clusters around Core Classes, Overlapping ESOL Foundation Courses, and Field Experience credits, with highlighted sections noting the changes in the revised program. Course Syllabi are linked in the revised BTP secondary program.

BTP Secondary Content Area Endorsements:

- Art
- Biology
- Chemistry
- English Language Arts
- Foundational English Language Arts
- Foundational Math
- Foundational Science

- Foundation Social Science
- Health
- Integrated Science
- Mathematics
- Physical Education
- Physics
- Music
- Social Science
- World Languages: Chinese, French, German, Japanese, Russian, Spanish

Table 1: Proposed Modified BTP Secondary Program Plan

OLD BTP Secondary Program (2015)	**Proposed BTP Secondary Program (2025 - onward)**
ITP 412/512 Learning and the Learner (3 cr)	BBE 522 Human Development and Learning in Multicultural and Multilingual Communities (4 cr) **Adopted from BTP elem 2022 revision**
ITP 454/554 Professional Development & Reflection (2 cr)	BBE 526 DLI Professional Development Seminar (2 - *Variable Credit 1 cr. fall, 1 cr. winter)* **NEW COURSE Replacement**
ITP 455/555 Language & Literacy Dev. of Diverse Learners (3 cr)	BBE 572 Literacy in the Content Area (3 cr) **Replacement with course from BTP elem 2022 revision** *Modified for K-12*
ITP 453/553 Planning Assessment & Curriculum (3 cr)	BBE 537 Material Adaptation and Curriculum Development for DLI Classrooms (3 cr) **NEW COURSE Replacement**
ITP 4/521-4/528 Secondary Methods (6 cr)	ITP 521-528 Secondary Methods (6 cr) **KEEP used in GTEP**
ITP 4/587 or 4/586 Engaging Adolescent Learners or Engaging Young Adolescent Learners (3 cr)	BBE 546 Dual Language Immersion Methods in the Content Area (3 cr) **NEW COURSE Replacement**
ITP 411/511 Classroom Management for Student Success (3 cr)	ITP 511 Classroom Management for Student Success (3 cr) **KEEP used in GTEP**
ITP 413/513 Technology as a Tool for Learning (3 cr)	BBE 554 Technology and Education (3 cr) **Adopted from 2022 revision**
ITP 451/551 Teacher as Researcher (4 cr) ITP 452/552 Reflective Practitioner (4 cr)	BBE 580 Inquiry and Reflective Practitioner (8 – variable cr) **Adopted from 2022 revision**
BTP Core Classes **TOTAL CREDITS = 36**	**BTP Core Classes** **TOTAL CREDITS = 35**
ESOL Endorsement Courses within BTP Secondary Program **TOTAL CREDITS = 21** *with the ESOL practicum*	**Proposed BTP Secondary Program with ESOL Courses integrated.**

	TOTAL CREDITS = 20
ELP 465/565 School Community Relations (3 cr)	ELP 565 ELL School Community Relations (3 cr) **KEEP used in ESOL**
ELP 466/566 Impact of Language and Culture (3 cr)	ITP 514 Education for Equity and Social Justice (3 cr) **used in GTEP**
ELP 467/567 ESL/Bilingual Program Design and Models (3 cr)	BBE 536 Bilingual Education History, Laws & Policies (3 cr) **NEW COURSE Replacement**
CI 496/596 Second Language Acquisition and Development for K-12 Educators (3 cr)	CI 596 Second Language Acquisition and Development for K-12 Educators (3 cr) **KEEP used in ESOL**
CI 443/543 Effective Strategies for Language Minority Students (3 cr)	ITP 515 Foundation of culturally and linguistically responsive practice (3 cr) **used in GTEP**
CI 497/597 Assessment of Language and Content Learning for K-12 English Learners (2 cr)	ITP 518 Assessment for Learning (2 cr) **used in GTEP**
SPED 455/555 Working with LEP with Special Needs (2 cr)	ED 519 Inclusive Secondary Classrooms (3 cr) **used in GTEP**
Total 55	**Total 55**
Field Experience **TOTAL CREDITS = 16** ***with the ESOL Practicum*** **	**Field Experience** **TOTAL CREDITS = 13 to 16***
ITP 554 HS Student Teaching I (4 cr) **OR** ITP 556 MS Student Teaching I (4 cr)	BBE 583 Student Teaching I Field Experience with Multilingual Learners and/or DL Secondary classrooms (4 cr)
ITP 555 HS Student Teaching II (9 cr) ITP 557 MS Student Teaching II (9 cr)	BBE 585 Student Teaching II Field Experience with Emerging Bilingual students and/or DL Secondary classrooms (9 cr)
**C&I 509 ESOL Practicum (3 cr)	Embedded in Student Teaching I and II.
PROGRAM TOTAL CREDITS: 67	**PROGRAM TOTAL CREDITS: 68-71**

* - BTP Teacher secondary Candidates who have work experience in school settings are able to begin their field experience with a fall practicum of their first program year, and complete

student teaching I & II in the same placement during the winter and spring term of the 2nd year of the program.

II. Proof that the modification will not affect the program's approval status or reduce the quality of the program in any way.

The modifications will not reduce the quality of the program because the scope of the core program offerings are similar to the current BTP Elementary program and maintains or enhances the key elements of the currently approved BTP secondary program, and the Graduate Teacher Education Program (Secondary). Offering Dual Language Immersion Methods and Classroom Material Development courses in combination with content area methods and classroom management courses provides a balanced approach to subject area content teaching in dual language immersion and conventional settings. Furthermore, the integrated ESOL endorsement will provide a deeper understanding of the cultural and linguistic assets needed to develop bilingualism and biliteracy in our emerging language student population. The ESOL endorsement courses will remain available and are already approved by TSPC as part of the BTP program.

The modified program meets TSPC standards, and our goal is to further improve and develop the quality of the program according to the TSPC Preliminary Teaching License Program Standards (584-420-0020). Underneath this overarching standard, the BTP Program will ensure quality, depth, and scope of the program by meeting the following TSPC standards as noted in the curriculum map:

- English for Speakers of Other Languages (ESOL) Program Standards (584-420-0360 & 584-410-0080) (as reflected in the National TESOL Standards)
- Dual Language Specialization Program Standards (584-420-0630)
- TSPC OAR Dyslexia Standards (ESOL courses only)

Table 2 shows how the modified BTP program shares four overlapping courses that contribute to the ESOL Endorsement as well as the foundation to a Dual Language Specialization. Note: At this time, the BTP Secondary Program will not offer a Dual Language Specialization. The content of these classes only prepares candidates to later add a Dual Language specialization.

Table 2: Four Overlapping Foundation Courses

ESOL Endorsement (19 credits)	**Dual Language Specialization (not a BTP Secondary Program Option)**
ESOL Practicum integrated in BBE BBE 585 Student Teaching II Field Experience with Emerging Bilingual students and/or DL Secondary classrooms (9 cr)585 or as CI 509 ESOL practicum	
BBE 536 Bilingual Education History, Laws & Policies (3 cr)	
FOCUS ON FAMILY ENGAGEMENT: ELP 465/565 ELL School Community Relations (3)	

ITP 518 Assessment for Learning	BBE 474/574 Biliteracy Assessment for Dual Language Learners (3)
FOCUS ON INSTRUCTION: CI 443/543 Effective Teaching Strategies and Materials for working with Linguistically and Culturally Diverse Students (3)	
ITP 515 Foundation of culturally and linguistically responsive practice	CI 443/543 Effective Teaching Strategies and Materials for working with Linguistically and Culturally Diverse Students (3)
ED 519 Inclusive Secondary Classrooms	BBE 448/548 Biliteracy Development for Dual Language Learners (3)
FOCUS ON LANGUAGE: CI 496/596 Second Language Acquisition and Development for K-12 Educators (3)	
FOCUS ON CULTURE: ITP 514 Educating for Equity and Social Justice (3)	

III. Proof of official institutional approval of the modified program.

The modified program has been approved by the following units at Portland State University: the Department of Curriculum and Instruction, COE Program and Policy Committee (which has oversight of all curricular changes), the COE faculty, and the Graduate Curriculum Committee. The proposal is included in the Faculty Senate's consent agenda for their June 2025 meeting. Once approved, the new courses will be included in the 2025-26 Bulletin.

IV. Goals or objectives, learning activities, and competency of the modified program.

Goals

PSU's Bilingual Teacher Pathway Secondary Program is a rigorous teacher preparation program that is built upon Oregon's TSPC State Standards for a Preliminary Teaching License (OAR 584-420-0020) and an English for Speakers of Other Languages endorsement (OAR 584-420-0360). Proposed modifications to the BTP Secondary Program will lead to a subject area endorsement and an ESOL endorsement. The program adds Oregon's TSPC State Standards for Dual Language Specialization (OAR 584-420-0630). The two-year cohort model program prepares bilingual teacher candidates to teach in subject area classrooms and ESOL in dual language and conventional settings. The candidates implement culturally responsive teaching practices while demonstrating the knowledge, skills, professional dispositions, and cultural and linguistic understanding necessary to promote the academic and sociocultural development of students in secondary bilingual/dual language learning environments as well as in conventional secondary classrooms.

A foundational belief of the BTP faculty is that bilingualism and biliteracy are assets in today's educational system, in a culturally diverse society, and in secondary schools. Building upon the long-term partnership relationship with school districts throughout the Portland Metro Area and

Willamette Valley, the BTP Secondary program's goal is to prepare bilingual/bicultural secondary subject area (see pp 4-5 for a list of COE endorsement areas) and ESOL teachers, who are competent to meet the needs of linguistically and culturally diverse students, families, and school communities. In collaboration with school districts, the Field Placement Office arranges clinical experiences for Secondary BTP teacher candidates to meet the requirements of the candidates' endorsements. Partner school districts can make recommendations based on the candidates' prior and current work history within their districts. The program also helps to connect teacher candidates without prior district affiliation and school districts who are interested in hiring bilingual secondary subject area teachers. Upon completion of the BTP secondary program, graduating teacher candidates will have successfully completed field experiences in dual-language content and/or conventional subject area classrooms supported by site-based mentors and a university faculty supervisor. The BTP Secondary program modifications include core classes that focus on foundational knowledge and skill outcomes necessary for the teaching profession today. These include subject area-specific planning, implementing, instructing, and creating a positive classroom climate conducive to all learners. In addition, the skill set of assessment coupled with professionalism and reflective practice are outcomes that will ensure continuous improvement in the teaching and learning school environment. Like all teacher education programs, the BTP Secondary program includes diversity and inclusion perspectives in its curriculum. However, the addition of the integration of the ESOL endorsement and preparation for a dual-language specialization brings a stronger emphasis on the role of language, literacy, and culture in the educational process to the forefront of the new BTP Secondary program. There are highlighted threads of bilingualism and biliteracy development in subject area classrooms, sociocultural and historical context, equitable practices, identity development, and social justice advocacy throughout the BTP Secondary Program.

Goals and Objectives

The Bilingual Teacher Pathway Secondary Program at PSU aims to prepare dedicated and culturally and linguistically responsive educators. The BTP Program faculty are primarily bilingual and utilize culturally responsive pedagogy and practices throughout the two-year program. We aim to address the evolving needs of the State of Oregon by producing highly qualified secondary subject area teachers who excel in secondary dual language immersion and conventional settings. Grounded in a social justice and equity-based curriculum, our program aims to:

- foster an understanding and appreciation of diverse cultures and languages, helping teachers navigate cultural and linguistic nuances in the classroom and build positive relationships with students and their families.
- provide in-depth training in bilingual/bicultural pedagogies, equipping teachers with the latest research, best practices, and policies in secondary bilingual/dual language immersion education.
- provide intensive clinical experiences for teachers to apply theoretical knowledge in bilingual/DLI and/or conventional single-subject area classrooms.
- prepare teachers to advocate for the needs of bilingual and multilingual students within and beyond educational systems, promoting policies that support bilingual education and diverse language learners.

Graduates of the Bilingual Teacher Pathway (Secondary) Program will:

- Receive a Master's Degree in Education (M.Ed)
- Be eligible for a preliminary teacher license with endorsements in a general education subject area, and ESOL

All course syllabi can be found using the links in this folder. The ESOL Endorsement Program Courses at PSU have already been reviewed and approved by TSPC and are not included in the syllabi folder.

The New BTP Secondary Program Curriculum Map is attached to this narrative.

Learning Activities
All assignments and projects in the Bilingual Teacher Pathway Secondary Program with ESOL Endorsement and the secondary subject area endorsement courses are evaluated on an ongoing and systematic basis to ensure teacher candidates complete all program, field experience, and testing requirements in order to obtain their preliminary teaching license.

Selected learning activities:
1. Ongoing paired, small-group, and whole-class discussions about course content, readings, and applications in classrooms with Emerging Bilingual students, whether in conventional, Dual-Language, Bilingual, or ESOL Instructional settings. These discussions are ongoing throughout all courses, including Secondary Methods courses, and instructor-scaffolded application discussions and rigorous uses of course texts and teaching experiences. In addition, all program courses include an equity lens that examines the sociocultural context of educational systems, as well as how to teach for social justice, which builds upon the community wealth and cultural/linguistic assets of students and families.
2. Candidates will engage in theory-to-practice application projects in a range of the candidates' content area(s) and ESOL. These include collaborative and individual activities that result in learning units, lesson plans, research projects, and presentations.
3. Candidates will explore different models of biliteracy development and biliteracy assessment instruments in order to develop an understanding of the foundational aspects of teaching for biliteracy growth and development of emerging bilingual and dual language learners in their subject area classrooms.
4. Candidates will grapple with critical texts and engage in class with various collaborative ways of unpacking the readings. All students will experience a host of learning experiences, including stations, simulations, lectures, role-plays, small group and whole class discussions, videos, and peer presentations.
5. Candidates will be engaged in clinical experience and developing an understanding and skills to assess their students, plan for instruction, and implement instruction that will engage their students with the content. Candidates will participate in critical incident sessions as well as complete a Key Assessment of a technology assignment. The major culminating activity will be a systematic scaffolding of an Educational Teacher Performance Assessment required for a teaching license.

V. Procedures used to develop the modified program.

Historical Context.
Over the past ten years, the BTP program has diverged from GTEP (Graduate Teacher Education Program) in curriculum courses, structural elements, and focus. The ongoing shifts and changes made in GTEP for program improvement became the impetus for developing a modified BTP secondary program curriculum. The following section presents the changes made in the past ten years that have compelled us to culminate in the submission of this Major Modification Proposal to the BTP secondary program.

In 2011, the GTEP revised its C&I (Curriculum & Instruction Department) curriculum to improve and differentiate the content delivery between the elementary level and secondary level. BTP at that time was a variant of the GTEP program and offered instruction for both levels within one program. Once the new GTEP curriculum was approved, BTP continued to use the C&I prefix and courses for both secondary and elementary-level teacher candidates.

In 2015, the GTEP program adopted a new prefix of Initial Teacher Preparation (ITP) to reference the courses within both the Secondary GTEP and the Elementary GTEP programs. The two GTEP programs are separated into distinct programs with specific courses and credits while using the new ITP prefix. During this year, Oregon TSPC began to roll out edTPA, which would eventually become a state-wide teacher preparation requirement. That fall of 2015, the BTP program admitted the last secondary teacher candidates in response to internal changes in the C&I GTEP programs and the external upcoming edTPA requirements.

In 2017, the BTP program began to use experimental numbers (410/510) with the prefix of ITP in order to accommodate the needs of the Elementary BTP teacher candidates and to move away from some GTEP courses that did not align with the BTP program structure. This marked the beginning of the BTP program's modification. A new prefix was requested and approved by the university that aligned with the BTP's vision of bilingualism and biliteracy as assets. The prefix of Bilingual Bicultural Education (BBE) was adopted and began to be used. At the same time, the preparation of secondary dual Language Teachers continued within the Graduate Teacher Education Program, with a focus on World Language, an additional content area endorsement, and basic ESOL. Because of the growing demand for secondary Dual Language Immersion Teachers in Portland Public School, PSU and PPS established the Portland Dual Language Teacher Residency Program in 2015. Through this partnership, we were able to establish a teacher GYO-teacher residency program that became the foundation for the preparation of dual language immersion teachers. At the same time, the BTP program established several courses that serve elementary and secondary Dual Language Teacher Candidates. To increase the preparedness of secondary dual language teachers, and to respond to the licensure requirements and teacher education standards, faculty who are specialized in Bilingual/Dual Language revised the Secondary BTP Program. Dr. Bernd Ferner, Dr. Esperanza De La, and Dr. Yasin Tunc were the lead faculty on this project.

Procedures used to develop the modified program.
The previous section on the history of changes in the Department of C&I, Graduate Teacher Education Preparation programs points to the secondary BTP process of program modification building slowly, over time. It's important to note that the process in developing the modified program included collaborative engagement from various faculty who have expertise in specific content areas such as human development, secondary dual language immersion and world language pedagogy, various secondary content areas, technology, and managing classroom

environments. Thus, the process spanned several years and incorporated multiple voices and perspectives.

The procedures to develop the modified BTP Secondary Program also included buy-in from our school district partners. For the past years, our school district liaisons have attended monthly governance meetings with school district partners as well as bi-annual BTP Consortium meetings and the topic of a new vision for the secondary BTP program was recorded on the agenda and minutes from these meetings. This created an impact for our district partners' agreement in several ways. First, by including non-employed teacher candidates, the partner districts would need to assist with field placement sites for individuals who were not their employees. In addition, there was acceptance of the possible outcome for candidates who wished to pursue a dual-language specialization route instead of an ESOL endorsement upon graduation. Finally, with the urgent need in schools to hire bilingual teachers, many of our partner school districts offered teaching positions to our candidates prior to the completion of their preparation program. This growing trend necessitated offering multiple pathways to completing student teaching field experience requirements (see clinical practices description in section VII below).

VI. Procedures to be used to evaluate the modified program, once implemented.

The procedures to be used for evaluating the Modified BTP Secondary program will better align with other Teacher Education programs at Portland State's College Of Education. The evaluation plans include key transitions for students where the benchmarks are outlined before moving onto the next phase of their program. In addition, seven key assessments used to evaluate the Program Evaluation Plans.

Key Transitions for Students

Admission into Secondary Bilingual Teacher Pathway Program	**Transition to clinical experience**	**Transition to Student Teaching II. (**Must be completed to advance to Student Teaching II or Internship C)	**End of license program** (Must be completed for licensure	**After completion of program** (Not required for licensure)
Personal Statement Content area knowledge self-evaluation Three Recommendations on Forms with Positive Dispositions Data	Fingerprint/ background clearance check completed TSPC Protecting Student and Civil Rights Module completed	Passed four Core ESOL Endorsement Courses Must have successfully completed all prior clinical experience elements	All candidates: Field Experience Evaluation Spring (minimum 75% proficient scores on the rubric) NES Content area test(s) passing test score OR Multiple Measures content or degree options	Exit Survey Alumni Survey

			Curriculum and Instruction Technology Assessment completed with a passing score ● EdTPA: Meet or Exceed cut score set by state OR multiple measures for teacher performance Or Passing an approved teacher performance assessment	

Program Evaluation and Improvement Processes

The College of Education has implemented a yearly cycle for systematic data collection, review, and program improvement. The cycle consists of: (1) collecting data from key assessments and targeted non-key assessments, (2) program faculty analyze the data at the annual Data Review Day in the Fall and makes specific plans for program improvements during the upcoming academic year, (3) program faculty implement improvement plans and check in on progress during the academic year, and (4) programs share their data review and program improvement efforts with other programs during the college-wide Assessment assessment days.

Key Assessments

Assessment #1: ITP 514 Educating for Equity and Social Justice

This assessment is part of the requirements for the course Educating for Equity and Social Justice and is usually taken in the first or second academic term of the program. The same assessment is used in the secondary Graduate Teacher Education Program (GTEP and its variants). With a tight focus on ways to address specific biases each teacher candidate may carry, the assignment requires candidates to reflectively identify a specific area of growth and create a plan for moving forward. This plan for "next steps" should be envisioned as being in solidarity with others who may hold similar opportunities for growth. The assessment has gone through several iterations including a conference proposal, digital presentation, and paper; however, the objectives of the assessment have remained constant. The assessment aligns with program standards in multiple ways and specifically addresses TSPC standards 4a and 4b. This is a key assessment for program improvement, and students upload their final project to their individual database account where it is scored with a rubric. The assessment will undergo a regular validity and reliability study with program faculty, likely using the Lawshe Method. The assessment and rubric can be found here.

The Revised *Teaching for Social Justice—Beliefs* (LTSJBs) survey can be found here.

Assessment #2: College of Education Formative Field Experience Evaluation Fall

BTP Secondary Program uses the College of Education's Teacher Competencies rubric to assess teacher candidates' progress in their student teaching field placements. The rubric was developed as a 4-point proficiency-based rubric, and the evaluation criteria were developed using Danielson and FEEP as framework, the College of Education's conceptual framework, and the program's standards (see standards mapping). The rubrics has alignment with TSPC/InTASC and AAQEP Standards.

The field experience evaluation aligns with the program's standards because this is where the application of theories and strategies can come to life under the mentorship of a cooperating teacher and/or district support TOSA. It signals the beginning of a year-long experience in this classroom with the students and cooperating teacher. The fall evaluation takes place during the fall term of the BTP Secondary Program for all teacher Candidates. In the fall term, field experience evaluation focuses only on Category 1 Professional Dispositions and Category 2 Professional Collaboration. This focus on the first two categories of the larger rubric was an intentional programmatic choice because the program found it was not possible to assess teacher candidates on the whole rubric when they were first entering their field placements and had limited responsibilities in the classroom. Interns can be evaluated on the entire rubric if it is beneficial to the teacher candidate.

The rubric is scored after the final observation of the teacher candidate by the university supervisor. The scoring occurs during a conference between the teacher candidate, the university supervisor, and the cooperating teacher. The teacher candidate, university supervisor, and cooperating teacher come to the conference having independently scored the teacher candidate on each of the items in sections 1 and 2. When scoring, the university supervisor uses their observations of the teacher candidate teaching across the term, as well as input from the cooperating teacher. The teacher candidate reflects on their growth over the term, and the cooperating teacher uses their observations and interactions with the teacher candidate over the term. At the conference, the teacher candidate, university supervisor, and cooperating teacher share their scores and come to agreement when possible. Additionally, the teacher candidate, university supervisor, and cooperating teacher identify 1-2 specific and measurable goals for the teacher candidate that will be discussed during the next conference. These scores are then recorded in the university data-management system. If there is disagreement on a score, e.g., a cooperating teacher scored a teacher candidate lower than the university supervisor on an item, the university supervisor records both scores and explains the rationale for both scores. The cohort leader then uses these scores and notes to determine the final grade (pass or no pass) for student teaching for the term. A passing score is required to advance to the next term's student teaching.

University supervisors receive training in the field evaluation rubric during the onboarding process. This training is provided at the college level to ensure that the instrument is used consistently across programs. Within the GTEP programs, supervisors receive additional training and support as needed during ongoing professional meetings. University supervisors are responsible for supporting cooperating teachers in using the instrument to collect teacher candidate data. Additional supports for both supervisors and cooperating teachers are made available on a College-wide website. Supervisors participate in monthly continued professional learning with the College's Field Placement Office. A full account of the COE's efforts to establish the validity and reliability of the Field Evaluation rubric can be found here.

Assessment #3: College of Education Summative Field Experience Evaluation Winter and Spring

BTP Secondary Program uses the College of Education's Field Experience Evaluation rubric to assess teacher candidates' progress in their student teaching field placements. Note, that the rubric is described in the Assessment #1 above. The winter and spring evaluation takes place during the winter and spring term. All BTP students participate in this evaluation in Student Teaching I and II. This is the application of the teacher candidates' knowledge, skills, and dispositions under the mentorship of a student teacher and/or school district TOSA.

The rubric is scored during the final conference of the Winter term and the rubric is scored during the midterm and the final conference of the Spring term by the teacher candidate, university supervisor, and cooperating teacher. The teacher candidate, university supervisor, and cooperating teacher come to the conference having independently scored the teacher candidate on each of the items. When scoring, the university supervisor uses their observations of the teacher candidate teaching across the term, as well as input from the cooperating teacher. The teacher candidate reflects on their growth over the term, and the cooperating teacher uses their observations and interactions with the teacher candidate over the term. At the conference, the teacher candidate, university supervisor, and cooperating teacher share their scores and come to agreement, when possible. Additionally, the teacher candidate, university supervisor, and cooperating teacher identify 1-2 specific and measurable goals for the teacher candidate that will be discussed during the next conference. These scores are then recorded in the university's data-management system. If there is disagreement on a score, e.g., a cooperating teacher scored a teacher candidate lower than the university supervisor on an item, the university supervisor records both scores and explains the rationale for both scores. The cohort leader then uses these scores and notes to determine the final grade (pass or no pass) for student teaching for the term. At the end of Winter Term, Mid-Spring term and at the end of Spring term. These three formal documentation routines are expected to show growth over the span of the two terms while in the field. The alignment with the program's standards is where the application of theories and strategies can come to life under the mentorship of a cooperating teacher and/or district support TOSA. It signals the final development and conclusion of a year-long experience in this classroom with the students and cooperating teacher. A passing score is required to advance to the next term's student teaching and to complete the field experience requirements for obtaining a teaching license.

Assessment #4: Curriculum and Instruction Technology Assignment

The assignment requires candidates to plan, write and teach a lesson that uses technology to enhance student learning. After teaching the lesson during their STUDENT TEACHING I OR INTERNSHIP B, candidates will write and submit an analytical reflection paper along with their lesson plan. They will be asked to use assessment data collected from the lesson and to reflect on how technology enhanced student learning. For the BTP students, the content will be taught in the BBE 454/554 Technology and Education course taught in the summer between the candidates' first and second year of their program. This key assignment will be implemented, evaluated, and documented during the winter term of their second year when they will be immersed in the field, and have opportunities to teach students in their classroom. This will allow the program to document candidates' ability to use technology to enhance student learning. Along with TSPC standards, this key assignment is also aligned with TSPC ELL Standard (f) Technology: Candidates use information technology to enhance learning and to enhance personal and professional productivity.

Performance expectations are aligned to the standards, and there are descriptions for each component at each level (1-4) of the scoring rubric. The criteria for each level are specific and clear, and the descriptors for each level include observable, or behavior-based descriptors. The Committee reviewed the instrument and discussed hardships for candidates who may teach in a school with limited access to technology. The assessment tool was piloted in fall 2019 and both the assignment and the rubric were subsequently revised. A panel of technology education experts reviewed the assignment and rubric and provided feedback on construct validity. The key assessment was written for flexibility and accommodation of different P-12 settings with different access to technology resources. Three scorers (Dr. Esperanza De La Vega, Bilingual Teacher Pathway Coordinator, Dr. Gayle Thieman, Secondary GTEP coordinator (now Department Chair), and Dr. Heidi Meister, technology instructor) reviewed sample student papers in a collaborative training session, then scored three elementary and three secondary candidates' assessments independently and discussed interrater reliability. For all categories, the three scorers either agreed on the specific score on the rubric (range 1-4) or within 1 point (e.g. 2,3,3).

Assessment #5: edTPA

The edTPA is a nationally supported and evaluated electronic portfolio in which candidates demonstrate their readiness to teach. The edTPA was developed by the Stanford Center for Assessment, Learning, and Equity (SCALE) and is administered by Pearson. In Oregon, all teacher candidates submit a Teacher Performance Assessment portfolio for third-party, independent scoring. The edTPA requires the candidate to plan, teach, and assess a 3-5 lesson learning segment with a central focus in their chosen content area, using relevant academic language, instructional strategies, and aligned assessments. The edTPA includes a school/class profile, lesson plans, instructional materials, video clips of teaching, student assessments and analytical reflections (commentary). Field assignments and the Secondary BTP coursework, including the subject area methods classes, prepare TCs in these areas. However, the final edTPA is created and submitted without coaching from university faculty.

The edTPA assessment is introduced to all BTP secondary teacher candidates in fall term when they are enrolled in the initial field experience (509 practicum) or their Secondary Methods courses. Teacher candidates receive explicit instruction in edTPA requirements in the fall and winter methods courses, and most TCs plan, teach, and assess their edTPA during the winter term and complete submission in the spring term. Successful completion of the edTPA is required for state licensure but not for the M.Ed.

The edTPA aligns with the following TSPC standards: 1a (Learner Development) 1b (Learning Differences), 1c (Learning Environments) 2a (Content Knowledge), 2b (Application of Content), 3a (Assessment) 3b (Planning for Instruction) and 3c (Instructional Strategies).

Assessment #6: Exit Survey

The College of Education's Exit Survey is administered to all program completers in the final term of their COE program. The survey asks candidates to rate their preparation on the conceptual framework along a 1-4 Likert scale. The survey also asks questions about program quality. The results from each year's exit survey are summarized and sent each summer to each program for review. Response rates vary from 30% to 100% depending on the program.

Since its original creation in 2010, CoE staff and faculty have continued to develop, align, and revise the Exit Survey. To align with program standards, the Exit Survey has been mapped to the COE Conceptual Framework on the program's curriculum map. The Exit Survey was significantly revised in 2017 (e.g., the size and scope of the survey was reduced, confusing or unclear items were re-worded, and items were added regarding equity and inclusion to align with the mission and vision of the COE. Additionally, the survey was piloted with a small group of candidates who individually met with the Assessment Coordinator to complete the survey in real-time and share their thoughts about the clarity and value of each item as they completed it. These results were compiled and presented to the Assessment Committee to make additional further changes and revisions. A full account of the COE-wide efforts to establish and maintain the validity and reliability of the Exit Survey and the actual instrument questions can be found here.

Assessment #7: Alumni Survey

The COE Alumni Survey is administered annually to graduates who completed a program approximately 18 months prior to receiving the survey. The survey asks about preparation in regard to the COE's conceptual framework. It also asks for employment information. These data are collected in the winter/spring each year, and summarized and sent to programs each summer for their review. Response rates average 20%.

The alumni survey has been used since 2010, but has changed over time to increase response rates and usability. To align with program standards, the Alumni Survey has been mapped to the COE Conceptual Framework on the program's curriculum map. Each year there is a review of the outcome data and discussion about the question validity and reliability by the Assessment Committee who may decide on changes or revisions to the survey. A full account of the COE-wide efforts to establish and maintain the validity and reliability of the Alumni Survey and the actual instrument questions can be found here.

VII. Recommendations from the consortium or other partners.

As noted in section V, the BTP Program has a long history of collaborating with local school district partners. This collaboration happens with the identified person or team of district liaisons who commit to engage in communication with the BTP Coordinator throughout the year. Throughout the BTP Consortium meetings, we have documentation from the agenda and minutes that demonstrate the collaboration and inclusion of multiple voices in decisions related to the Secondary BTP Program. The vision of the new Secondary BTP Program and the reports about the changes in the admissions criteria, additions of student teaching internships, and the BTP curriculum revisions were mentioned periodically in Consortium meetings. The BTP Consortium District Liaisons were engaged in conversations, raising questions, and ultimately approving the changes to the Secondary BTP Program which became the essence of the modifications proposed in this proposal.

VIII. A description of the clinical practices for the modified program.

During the second year of the program, Candidates in the BTP secondary program engage in clinical exercise for a total of at least 600 hours in the main content area, including 60 hours in ESOL settings. The Placement office communicates the details of the clinical practice to the candidates. In Table 3, the clinical experience requirements, location, observations, evaluations, and expectations are detailed for the program.

Table 3: Clinical Practice Overview

	Year 2 Term 4/5 summer/fall	Year 2, Term 6 winter	Year 2, Term 7 spring
Field Experience Requirements	120 hrs 11-15 weeks	220 hrs 11 weeks	320hrs (incl 60 hrs ESOL) 11 weeks
Location of field experience	Single subject secondary classroom	Single subject secondary classroom	Single subject secondary classroom
Observation schedule	2 observations each by the university supervisor and cooperating teacher	2 observations each by the university supervisor and cooperating teacher	2 observations each by the university supervisor and cooperating teacher (+ 2 ESOL observations)
Evaluation Schedule	1 formal evaluation with the teacher candidate, university supervisor, and cooperating teacher	1 or 2 formal evaluation(s) with the teacher candidate, university supervisor, and cooperating teacher	2 formal evaluations with the teacher candidate, university supervisor, and cooperating teacher (+1 ESOL evaluation)
Candidate Expectations/ Experiences in the Field	Became familiar with placement, students, and colleagues. Take up a gradually increasing role in the life of the classroom, including getting to know students, working with individuals or small groups, and co-plan, co-teach with the CT and teach independently as appropriate	Continue activities from the fall term. In the context of co-teaching, take the lead in the full range of responsibilities (planning, teaching, assessment, etc.) for at least one class for a sustained period of time, except to accommodate PSU class meetings. Co-teaching strategies are planned and utilized with the CT. Generally, this is the term when TCs plan, teach, and assess their edTPA unit.	Continue activities from the winter term. In the context of co-teaching, take the lead in the full range of responsibilities (planning, teaching, assessment, etc.) for 2 or more classes for a sustained period of time (at least 3 weeks). Co-teaching strategies are planned and utilized by the TC

Good afternoon, Lisa,

Thank you for submitting the major modification request for Portland State University's Bilingual Teacher Pathway (BTP) Secondary Program. We appreciate the level of detail and thoughtful planning behind the proposal to relaunch this important pathway for bilingual teacher candidates.

As noted in the proposal, **Assessment #4: Curriculum and Instruction Technology Assignment and the associated rubric/scoring guide** were referenced as a key assessment. Please provide those materials by **Monday, May 19** so we can include them with the documents for the Educator Preparation and Pathways Committee meeting on May 29.

- The documents for Assessment #4 are attached.

We also have a few additional questions about the program. These are just for our own understanding and do not require revision of the formal submission (though you are welcome to provide updates if you wish):

- What is required beyond completion of this program to qualify for the Dual Language Specialization?
    - Completion of:
        - BBE 448/548 Biliteracy Development for Dual Language Learners (syllabi) (3 credits),
        - BBE 474/574 Biliteracy Assessment for Dual Language Learners (syllabi) (3 credits)
        - Take and pass either the ACTFL or STAMP test.
- How close in content are the ESOL and Dual Language courses that don't overlap?
    - There are four foundational courses that apply both to the ESOL endorsement and the Dual Language Specialization. There is a differentiation that occurs between elementary and secondary (see table)

Elementary	*Secondary*
ELP 4/566 Impact of Language and Culture	ITP 514 Education for Equity and Social Justice *(cross listed with ELP 566)* (secondary focused course)
CI 4/596 Second Language Acquisition and Development for k-12 Educators	CI 596 Second Language Acquisition and Development for k-12 Educators
CI 4/543 Effective Strategies for Language Minority Students	ITP 515 Foundation of culturally and linguistically responsive practice (secondary focused course)
ELP 4/565 School Community Relations	ELP 4/565 School Community Relations

The two Dual Language courses that have been approved for BTP Elementary were created with a K-6 lens. They are:

BBE 4/545 Biliteracy Development (3 credits)
BBE 4/574 Biliteracy Assessment (3 credits)

Additional ESOL courses have been revised for the Elementary BTP Program, however the Secondary BTP Program also tapped into existing courses that cover the same content areas AND are focused on secondary students' needs.

ESOL COURSES ON MORATORIUM ***REPLACED BY BTP-ELEM***	**SECONDARY ESOL PROGRAM**
ELP 4/567 ESL/Bilingual Program Design and Models *BBE 4/536 Bilingual Education History, Laws, & Policies*	BBE 4/536 Bilingual Education History, Laws, & Policies
SPED 4/555 Working with LEP with Special Needs (2 credits)	ED 519 Inclusive Secondary Classroom (added 1 credit)
CI 4/597 Assessment of Language and Content Learning for K12 students (3 credits)	ITP 518 Assessment for Learning (minus 1 credit)

- Is one ever waived in lieu of the other? Are the DL courses more advanced or more in-depth?
  - Regarding the DL courses, there are currently no other COE courses that could substitute for BBE 4/548 & BBE 4/574. The courses are more advanced & in depth for elementary dual language teachers. However, for BTP Secondary, other courses were created to meet the needs of the dual language teachers. In our original thinking, they replaced OLD secondary BTP courses, but they are specifically for Secondary DL teachers. We did not consider adding a Secondary DL Specialization to this proposal.

Old BTP Secondary Program courses	**NEW courses with a shift toward Dual Language**
ITP 554 Professional Development and Reflection (2 credits)	**BBE 526**: DLI Professional Development Seminar variable credit (teacher of record, Intern, & Residents) 1 credit in Fall term (+1 cr in Winter Term)
ITP 553 Planning, Assessment, and Curriculum (3 credits)	**BBE 537** -Material Adaptation and Curriculum Development for DL Classrooms (cross listed with CI Masters)

	3 credits
ITP 521 - 528 Secondary Methods (9 credits)	**BBE 546** DLI Methods (cross listed with CI Masters) 3 credits As part of the 9 credits of method courses required of secondary teacher candidates

- How has the clinical practice plan changed to support hired candidates? Specifically, is it primarily the elimination of 509 as a separate course, now integrated into Student Teaching I and II, or the addition of BBE 526 DLI Professional Development, or have there been other adjustments?
    - Only the stand-alone ESOL 509 will be integrated in the student teaching experience. There will be a 509 practicum course in Fall of year two. All candidates will participate in the student teaching sequence during the second year of the program, beginning with a 509 practicum class in the fall, followed by Student Teaching I (winter) and Student Teaching II (spring). Therefore, the formal clinical plan for interns will not differ from that of others. We plan to continue offering a 509 practicum course specifically for interns so that they can receive the support they need. In addition, we will have a selected team of supervisors working with our interns throughout the entire year. The professional seminar courses can be taken in either the first or second year, depending on a candidate's employment status. We are also allowing already licensed teachers who are new to DLI to enroll in these seminar courses for professional development. This enhances the learning experience of our teacher candidates. The new material design and DLI methods courses also provide support for our interns. These courses will also be intentionally offered to already licensed, early-career DLI teachers.

- For candidates who are not currently employed, how are placements handled? Is it expected they will be placed in both dual language and conventional classrooms over the year to meet the goal of preparation for both settings?
    - Placements for teacher candidates who are both currently employed and not currently employed will be coordinated by our field placement office in collaboration with our school and district partners. The preference is to place them in Dual Language Immersion (DLI) classrooms. When possible, we also plan to place them in a conventional classroom, although this is not required. The DLI setting includes all components of a conventional setting. In particular, the knowledge and skills related to language development in content-area instruction gained in a DLI classroom are relevant to conventional classrooms. However, we encourage all candidates to complete their EdTPA in a conventional classroom to avoid time-consuming translation and transcription tasks when possible. We place teacher candidates who are not hired in conventional settings only, when no other option is available.

Technology Lesson Plan (Key Assessment)

Candidates will be required to use this Lesson Plan Template. You may work with a partner for this activity, or individually.

Your lesson plan must include the following:

- A central focus (what is the *Big Idea* of the lesson?)
- 2-3 clear objectives (SWBAT + Verb + "by" statement) that are aligned to the standards
- Appropriate alignment to ISTE and Content standards
- Detailed instructional procedures with a clear beginning, middle, and conclusion
- An assessment of student learning
- Complete the reflection components (*if you work with a partner, these answers must be individually reflected upon/written):
    - *Explain how the technology you selected was a logical fit for the planned lesson/activity.*
    - *What challenges did you face in planning (or teaching) this lesson? What can you do to overcome/avoid these challenges in the future?*
    - *How can educators evaluate the effectiveness of integrating technology into lesson planning and design?*
    - *How might digital tools be leveraged to provide inclusive learning opportunities for your students?*

Evaluation Criteria

	Needs Improvement (2.5) (50%)	Emerging (4) (80%)	Proficient (5) (100%)
R1: Write 2 learning objectives, one tied to a specific content standard and one tied to an ISTE Standard for Students [SOURCE: LESSON PLAN]	Learning objectives do not directly address content standard(s) or the ISTE standard.	Identifies at least one content standard and one ISTE standard. However, the connection between the learning objectives and the standards is unclear.	Includes a learning objective that is clearly connected to an ISTE standard and another learning objective that is clearly connected to the content standards.
R2: Plan experiences with technology to move students toward meeting the content and technology objectives. In the reflection, explain how the technology was a logical fit for the planned lesson activity. [SOURCE: LESSON PLAN, Reflection Q1]	Planned experiences are unlikely to help students move toward the selected objectives. Selected technology is not a logical fit for the planned lesson.	Planned experiences are likely to help students move toward/meet the selected content OR technology objectives. The selected technology contributes somewhat to the student learning experience.	Planned experiences are likely to help students meet/move toward the selected content AND technology objectives. The selected technology is clearly aligned with the lesson objectives and contributes positively to the student learning experience.
R3: Develop and use an assessment strategy that provides data on students' progress toward meeting the learning objectives. [SOURCE: LESSON PLAN]	The assessment strategy is not clearly related to the learning objectives and does not provide data on student progress.	The assessment strategy is somewhat related to the learning objectives and provides limited data on student progress.	The assessment strategy is clearly related to the learning objectives and provides data on student progress toward meeting the learning objectives
R4: Reflect on how digital tools might be leveraged to provide inclusive learning opportunities for your students [SOURCE: REFLECTION Q4]	Reflection on how digital tools might be leveraged to provide inclusive learning opportunities for students is missing.	There is some attempt to reflect on how digital tools might be leveraged to provide inclusive learning opportunities for students	Reflects on connections between readings/practice and draws conclusions about how digital tools might be leveraged to provide inclusive learning opportunities for students

R5: Reflect on how educators can evaluate the effectiveness of integrating technology into lesson planning and design [SOURCE: REFLECTION Q3]	Reflection on how educators can evaluate the effectiveness of integrating technology into lesson planning and design is missing.	There is some attempt to reflect on how educators can evaluate the effectiveness of integrating technology into lesson planning and design	Reflects on connections between readings/practice and draws conclusions about how educators can evaluate the effectiveness of integrating technology into lesson planning and design
R6: Identify an ISTE Standard for Educators that relates to one of the challenges you faced in planning/teaching the lesson. Explain how you could overcome such challenges in the future. [SOURCE: REFLECTION Q2]	Does not identify an ISTE Standard for Educators. Does not reflect on challenges or how to integrate technology more effectively in the future.	Identifies an ISTE Standard for Educators and one challenge faced in integrating technology. Provides some information about how the lesson might be improved. Emphasis may be on logistics, rather than on student learning.	Identifies an ISTE Standard for Educators and one challenge faced in planning or teaching the lesson while integrating technology. Reflects on how to improve the lesson and overcome challenges in using technology to enhance student learning.

Mini- Lesson Demonstration

*Graduate (510) Students Only:

Graduate-level teacher candidates will be able to synthesize course concepts and use leadership skills to communicate them and support colleagues' professional learning.

The purpose of this project is to offer you an opportunity to step into a leadership role by modeling your EdTech teaching for the class. During class on June 28, you'll microteach a portion of the lesson you planned for the key assessment. During the week you will meet with the instructor, to go over the plan and discuss the short segment that you will be doing with the class. A key component of the microteaching will be to analyze data from video evidence of their lesson via GoReact (video coaching tool) to assess their own teaching effectiveness and identify areas of refinement

Mini-Lesson Demo Evaluation Criteria

Points	Modeled lesson…
Full Credit (100%)	● is well-organized and demonstrates careful preparation including clear learning objectives, learning activities and maximizing instructional time ● is highly engaging for the class ● accurately reflects and applies course content ● is knowledgeable about the technology that they are using ● completes self-assessment in video coaching tool (using formative assessment data) and makes adjustments to LP
Partial Credit (85%)	● demonstrates some preparation in regards to learning objectives, learning activities and utilizing instructional time efficiently ● is somewhat engaging for the class ● applies course content in mostly accurate ways ● technology may not be adequate or appropriate for the lesson ● completes self-assessment in video coaching tool
Limited Evidence (70%)	● demonstrates a lack of preparation with little to no evidence of learning objectives, learning activities and poor use of instructional time ● demonstrates misunderstandings of key course content ● technology has no impact on the lesson and its use is misaligned with the needs of learners ● does not complete self-assessment in video coaching tool, or self-assessment is incomplete (uses only markers)

Lead Teacher for this lesson: **Grade level/ Course**: **Topic**:

Lesson Alignment and Preparation
Central Focus: one sentence that tells what the entire plan is about
Learning Objective(s) 2-3 take-aways that you want your students to know by the end of this lesson. At least 1 must be related to the ISTE student standard(s)
Content Standards: Which standards best aligns with my learning objective?
ISTE Student Standard(s) Identify the standard)s) that best align with the technology-based learning objective
ISTE Educator Standard(s) Identify ISTE Standards for Educators that relate to one of the areas of growth that you are targeting for your own professional development.

Lesson Sequence		
	The teacher will…	**The students will do/say...**
Introduction/ Launch Introduce topic, make connections with students' prior knowledge and experiences. [# mins.]		

Learning Activity/ Explore Describe the activities that will support students' learning and progress toward the learning objective(s). [# mins.]		
Closure/ Summarize Describe moves you will make to tie the activity back to the learning objective(s). [# mins.]		

Assessment Plan
Assessment Strategy and Tools (please provide hyperlinks to all media):

Reflection Questions

Explain how the technology you selected was a logical fit for the planned lesson/activity. (Why did you select the technological tool you used to enhance student learning and progress toward learning objectives?)
please provide a brief reflection (approx. 150-250 words)

What challenges did you face in planning (or teaching) this lesson? Identify an ISTE Standard for Educators that relates to one of the challenges you faced. What can you do to overcome/avoid these challenges in the future (i.e., what do you need to learn or do)?
please provide a brief reflection (approx. 150-250 words)

How can educators evaluate the effectiveness of integrating technology into lesson planning and design?
please provide a brief reflection (approx. 150-250 words)

How might digital tools be leveraged to provide inclusive learning opportunities for your students?
please provide a brief reflection (approx. 150-250 words)

ITEM:	EDUCATOR PREPARATION AND PATHWAYS COMMITTEE CHAIR REPORT
ACTION:	**INFORMATION ITEM**
INFORMATION:	The purpose of this item is to provide updates on program items addressed at the May 29, 2025, Educator Preparation and Pathways Committee (EP&PC) meeting.

May 29, 2025, EP&PC meeting:

Welcome:

Chair York welcomed EP&PC members, guests, and TSPC staff. She noted that Commissioner Kondor was unable to attend, and that quorum was maintained with Commissioners Ying and Roberts present. She reminded attendees that the meeting was being recorded and outlined the process for committee members to indicate their responses to agenda questions.

EP&PC review of program requests:

EP&PC members review Educator Preparation Provider (EPP) requests at meetings approximately three weeks prior to each Commission meeting. This meeting included two new program proposals and three major modification requests.

All items were reviewed by agency staff in advance to identify potential questions or concerns and were then emailed to EP&PC members ahead of the meeting for consideration and discussion. After reviewing and discussing the proposals at the May 29th meeting, EP&PC members determined to recommend Commission approval of the following proposals and to place the items on the program consent agenda:

- *Pacific University*: New program proposal to provide a School Social Work program

  Pacific proposed a new School Social Work program to be implemented in Fall 2025. The program will serve both full-program MSW candidates and advanced standing candidates who already hold BSWs from CSWE-accredited programs. Coursework will be offered in person for most candidates, with online access available to advanced standing candidates. Candidates will complete a full-year internship in a school setting and an additional practicum with an agency that serves children, youth, and families. The program is designed to prepare clinically skilled school social workers equipped to serve diverse school communities through a strong foundation in culturally responsive and inclusive practices, aligned with CSWE competencies and NASW school social work standards.

  Commissioners commended the program's strong alignment with field needs and the thoughtful integration of clinical practice experiences across school and community settings. The option for online coursework was noted as a strength in supporting access for advanced standing candidates, particularly those already working in schools or living in rural areas.

  Approved unanimously.

- *Warner Pacific University:* New program proposal to provide a graduate ESOL endorsement program for in-service candidates

  Warner Pacific proposed a new graduate ESOL endorsement program designed for in-service educators, to be implemented in July 2025. The program consists of six courses (15 semester credits) and a 100-hour practicum, delivered through a hybrid model with evening classes and accelerated formats. It may be completed as a stand-alone endorsement or integrated into a Master of Education degree. The program aims to support bilingual and dual language instruction initiatives and is supported by Title II grant funding that reduces tuition costs for multilingual educators.

  Committee members discussed the program's accelerated structure and flexibility for adult learners. The EPP shared that the program is part of a larger GYO and Title II grant initiative focused on the retention of multilingual educators. Commissioners also noted the program's emphasis on accessibility and the intentional support structures designed to help working professionals succeed.

  Approved unanimously.

- *Warner Pacific University*: Major modification request to the Bachelor of Science in Elementary Education (BSED) program for pre-service candidates to provide dual endorsements in Elementary – Multiple Subjects and Special Education: Generalist

  Warner Pacific proposed a modification to embed its existing stand-alone Special Education coursework into its BSED program to create a dual-endorsement pathway. The revised program, planned for implementation in July 2025, responds to teacher shortages and aims to provide more inclusive preparation for pre-service candidates. The program also leverages Title II and Grow Your Own (GYO) grant funds to support transfer pathways and reduce tuition costs for paraprofessionals entering through community college partnerships.

  Commissioners discussed how student teaching would be structured to support candidates in completing clinical experiences for both endorsements. The EPP shared that placements would be paired with coordinated mentorship across both settings. Commissioners also commended the program's intentional design to support paraprofessionals and transfer students and noted its responsiveness to educator workforce needs. The use of grant funding to increase accessibility and reduce tuition costs was highlighted as a strength.

  Approved unanimously.

- *Portland State University*: Major modification request to align the curriculum of the graduate Added Elementary – Multiple Subjects Endorsement program for in-service candidates

  PSU proposed to revise the graduate-level Added Elementary endorsement program to align with its recently approved Licensure in Elementary Education Program (LEEP) MEd pathway. The revised program emphasizes culturally responsive and equity-focused instruction, the science of reading, social-emotional learning, and includes increased curricular focus on math, science, and health education. Implementation is planned for September 2025.

  Commissioners noted that the revision supports stronger alignment across PSU's educator preparation programs and advances key state priorities.

  Approved unanimously.

- *Portland State University*: Major modification request to the curriculum of the graduate Bilingual Teacher Pathway – Secondary program with ESOL endorsement for pre-service candidates

  PSU proposed to relaunch and substantially revise its BTP Secondary program to include embedded ESOL preparation, integration of Dual Language Immersion-focused content and pedagogy, and updated clinical experiences that provide flexibility for candidates working under restricted licenses. Through this modification, PSU seeks to respond to the demand for bilingual secondary teachers that has increased due to the expansion of dual language programs at the secondary level, state efforts to diversify the educator workforce, and to provide targeted support for teacher interns hired on provisional licenses.

  Commissioners acknowledged the program's long-standing contributions to Oregon's bilingual educator workforce and expressed appreciation for its intentional design and responsiveness to district needs.

  Approved unanimously.

Committee Business

Committee business includes items that require discussion and formal committee approval to move forward to the full commission but are not EPP requests or proposed rules concepts or drafts.

ETS Content Knowledge Assessments Adoption:

This item is addressed as an agenda item for full Commission consideration.

Rule Revisions

Chair York discussed the program rule revision process:

- Initial consideration by EP&PC;
- Review by the Rules Advisory Committee (RAC);
- Second review by EP&PC;
- Consideration of approval by the full Commission;
- Implementation of the rule revision.

Second Review:

EP&PC members conducted an initial review of the following proposed rules at the March 2025 meeting. A second review and determination of next steps was conducted at this meeting. EP&PC members recommended forwarding these rules to the full Commission for approval in June 2025.

- *Teaching Literacy Program Standards (OAR 584-420-0015)*
  The proposed amendments refine literacy standards for teacher preparation programs to provide clearer expectations for implementation and evaluation. Revisions include improved clarity and consistency in language, removal of administrator-specific content, and relocation of field experience expectations to the clinical practice standards.

- *Clinical Practices for Teacher Candidates (OAR 584-400-0140)*
  Revisions to this rule align with the updated literacy standards by incorporating expectations for clinical practice that were previously embedded in the literacy standards. The revised language emphasizes opportunities for candidates to practice early literacy instruction in culturally responsive settings, with clearer alignment to instructional expectations across programs.

Initial Consideration:

EP&PC members reviewed a proposed new rule establishing literacy leadership expectations for administrator preparation programs.

- *Administrator Literacy Program Standards (OAR 584-430-XXXX)*
  The proposed rule would establish expectations related to literacy leadership within administrator preparation programs. The standard addresses foundational knowledge of evidence-based literacy instruction, leadership in curriculum and assessment related to early literacy, and development of systems to support staff professional learning. The proposed language was developed collaboratively with EPP representatives and is intended to complement existing administrator preparation standards.

Information Items

Information items are non-discussion updates and information for EP&PC members, which can be called out for discussion at the meeting on request.

School Counseling Program Standards Plans:

TSPC is initiating a revision of Oregon's school counseling program standards in response to updates to the American School Counseling Association (ASCA) framework, Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, and ODE's Comprehensive School Counseling Program Framework. The revision process will also examine how to better align EPP-based preparation with K–12 implementation to support coherence across the educator continuum. Staff proposes that draft standards be brought to the March 2026 EP&PC meeting for initial consideration, in anticipation of full Commission consideration for adoption at the June 2026 Commission meeting.

Future EP&PC meetings (all 3:30-5:30 p.m.):

September 18, 2025
January 15, 2026
March 19, 2026

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Educator Preparation & Pathways

ITEM: ANNUAL REPORTS

ACTION: **ACTION ITEM**

RECOMMENDATION: The Interim Executive Director recommends adoption of the following resolutions for the 2025 EPP Annual Reports:

RESOLVED, that the Commission receive and adopt the submitted 2025 EPP Annual Reports, as included in Attachment 1, Annual Reports folder, into the official Commission record;

RESOLVED FURTHER, that every educator preparation provider (EPP) required by OAR 584-400-0100 Annual Reports to submit an annual report for academic year 2023-24 has submitted; agency staff have completed formal reviews of the submitted 2025 annual reports; and feedback will be provided to the EPPs;

RESOLVED FURTHER, that the Commission grants authority to the TSPC Interim Executive Director or designee to determine which EPP AFIs (Areas for Improvement) can now be considered complete, based on information provided by EPPs in their 2025 annual reports and/or previous annual reports, with no further action required on the part of the EPPs for those completed items; and

RESOLVED FURTHER, that the Executive Director shall report the results of the AFI elimination inventory to the Commission at the October 2025 Commission meeting.

INFORMATION: The purpose of Oregon EPP annual reports is to both monitor and collect information related to the operations of approved EPPs. Information includes status or updates on Areas for Improvements (AFIs) imposed by the Commission, EPP compliance with standards, requirements of Oregon Administrative Rules (OARs), and the collection of specified areas of program data.

EPPs are required to report on the following areas in their annual reports:

1. Oregon Unresolved Areas for Improvements (AFIs) and Conditions;
2. Cooperating Teachers for Clinical Practices;
3. Alternative Cooperating Teachers;
4. International and/or Out-of-State Field Placements;
5. Unavailable Cooperating Teacher Observations and Evaluations;
6. Minor Program Modifications;
7. Experimental Programs;

8. Assessments:
   8.1 Multiple Measures
   8.2 Local Assessment Option
9. Waivers:
   9.1 Partial Waivers for Clinical Practices Requirements in the Event of School or District Closures;
   9.2 Waivers of Program Requirements;
10. Restricted Teaching Licenses;
11. Internship Agreements;
12. Historical Enrollment and Program Length: Licensure, Endorsement, and Specialization Programs;
13. Program Recruitment and Retention;
14. Administrator Programs Enrollment Information;
15. Civil Rights and Professional Ethics Curriculum; and
16. Additional Information (Optional).

All required annual reports were received, as provided in Attachment 1, Annual Reports folder. The annual reports are provided in an Annual Reports folder on the Commission's secure server due to the proprietary nature of the report contents. Under OAR 584-400-0100 (4), an EPP is not required to submit an annual report for the reporting year if the EPP underwent a site visit during that academic year (September 1 to August 31).

Agency staff reviewed the submitted 2025 reports in order to:

- Provide information necessary for Commissioners to make informed decisions as to whether the EPPs continue to meet standards and requirements established in existing OARs;
- Highlight areas worthy of commendation;
- Identify recommendations for AFIs and concerns that can be eliminated for Commission consideration; and
- Provide feedback on any areas found to be of concern.

Next steps include staff meetings with EPPs, as needed, to follow up on any identified questions or concerns. Upon completion, this item will return to the Commission to request approval to remove any EPP follow-up requirements that are now found to be met or otherwise complete.

Attachment:

1. Annual Reports folder – 2025 (secure server)

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25
Educator Preparation and Pathways

ITEM: UNIVERSITY OF OREGON: STATE RECOGNITION OF MUSIC EDUCATION PROGRAM

ACTION: **ACTION ITEM**

RECOMMENDATION: The Interim Executive Director recommends adoption of the following resolutions for University of Oregon (UO):

RESOLVED, that, upon a favorable review of the focused program review team report and Interim Executive Director's Summary Report, the Commission grant "State Recognition" for the following University of Oregon program:
Music Education Program.

INFORMATION: OAR 584-400-0070, *State Recognition: Continuing Programs (Program Review Process),* provides guidelines for the state's program review process, otherwise known as State Recognition of Programs. A program is a planned sequence of courses and experiences for the purpose of preparing educators to work in a P-12 setting.

Educator Preparation Providers (EPPs) are required to submit program reports for review as part of the accreditation process. Focused program reviews are required for new programs and some major modifications when two full cycles of data become available. The Commission approved University of Oregon's major modification for the undergraduate/graduate Music Education program for pre-service teachers in October 2022.

This item is to request the Commission recognize this program as an approved offering at University of Oregon.

Attachments:
1. UO Music Education Interim Executive Director Summary Report
2. UO Music Education Focused Program Review Report (secure server)
3. UO Music Education Focused Program Review Team Report (secure server)

OREGON TEACHER STANDARDS AND PRACTICES COMMISSION

INTERIM EXECUTIVE DIRECTOR
STATE RECOGNITION OF FOCUSED REVIEW
MUSIC EDUCATION PROGRAM

RECOMMENDATIONS TO COMMISSIONERS

UNIVERSITY OF OREGON

Eugene, Oregon

Interim Executive Director's Summary of Findings

Systemic Areas for Improvements (AFI):

A major modification to the clinical practices and curricula of University of Oregon's Undergraduate and Graduate Music Education programs for preservice candidates was approved with conditions by the Commission in accordance with OAR 584-400-0080 in October 2022.

The music education programs at the University of Oregon provide instruction in band, choral, elementary general, and string music education. The majority of students complete the Bachelor of Music in Music Education (BMME). The Bachelor of Music in Music Education is a comprehensive program that offers students clinical opportunities in area public schools. Successful completion of the program enables students to receive their Preliminary Teaching license.

The Master of Music in Music Education program is designed for students interested in advancing their skills or preparing for careers in higher education and provides diverse and rigorous course work that emphasizes research. On occasion, a student in the master's degree program will also complete the necessary coursework for licensure.

The EPP provided thorough narratives and responses throughout the report and no areas for improvement were identified.

AREAS FOR IMPROVEMENT (AFIs)
Area for Improvement (AFI): None
Rationale:
Condition(s):

Interim Executive Director's Recommendations

Interim Executive Director Recommendations to the Commission

The Interim Executive Director has authority to recommend the following designations to the Commission:

- Approval with a designation of "State Recognition,"
- Approval with conditions with a designation of "Recognition with Conditions," or
- Non-approval.

The Commission may accept or reject the Interim Executive Director's recommendations.

Interim Executive Director's Recommendations to the Commission:

The Interim Executive Director recommends the following University of Oregon program:

UNIVERSITY OF OREGON: STATE RECOGNITION OF PROGRAM

- University of Oregon Undergraduate and Graduate Music Education Program

RESOLVED FURTHER that, upon a favorable review of the Program Review Report by TSPC Review Team and Interim Executive Director, the Commission grants State Recognition to the University of Oregon Undergraduate and Graduate Music Education program. It is recommended that University of Oregon be approved with a designation of "State Recognition."

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Educator Preparation and Pathways

ITEM: EDUCATIONAL TESTING SERVICE CONTENT KNOWLEDGE ASSESSMENT ADOPTION

ACTION: **ACTION ITEM**

RECOMMENDATIONS: The Interim Executive Director recommends adoption of the following:

RESOLVED, that the Commission approves a correction of the passing scaled cut score for the ETS Praxis Technology and Engineering Education (5053) assessment to 157, effective retroactively September 1, 2024; and

RESOLVED FURTHER, that the Commission approves the adoption of the following ETS Praxis content knowledge assessments and recommended passing scaled cut scores, to be effective September 1, 2025:

- Mathematics (5165) with a scaled cut score of 159;
- Art: Content Knowledge (5134) with a scaled cut score of 158;
- Biology (5236) with a scaled cut score of 154;
- Chemistry (5246) with a scaled cut score of 146;
- Theatre (5641) with a scaled cut score of 153;
- Family and Consumer Sciences (5123) with a scaled cut score of 151;
- Music: Content Knowledge (5113) with a scaled cut score of 161;
- Physics (5266) with a scaled cut score of 145;
- Spanish: World Language (5195) with a scaled cut score of 168.

INFORMATION: Educational Testing Service (ETS) is one of two TSPC approved testing vendors serving Oregon educators. Specifically, ETS maintains the Praxis exams for Oregon candidates.

Background

In October 2023, the Commission resolved to adopt both Educational Testing Service (ETS/Praxis) and Evaluation Systems of Pearson (ORELA/NES) as providers of the full range of services to demonstrate content knowledge competency. Commission action is required to approve new and revised content knowledge assessments and cut scores.

The Commission approved adoption of the Technology and Engineering Education, #5053, assessment with a passing score of 159 at its October 2024 meeting. The proposed passing score should have been 157 in alignment with the Multistate Standard-Setting Technical Report provided by ETS.

The following table represents the set of Praxis CKAs for adoption as aligned to Commission-approved endorsements and provides the assessment name, test code and recommended passing scaled cut scores for each. Included in this set of assessments is an exam aligned with the Drama endorsement; there previously has not been a Commission-approved assessment for this endorsement area.

Endorsement	ETS Praxis Assessment Name	Test Code	Recommended Scaled Cut Score
Advanced Mathematics	Mathematics	5165	159
Art	Art: Content Knowledge	5134	158
Biology	Biology	5236	154
Chemistry	Chemistry	5246	146
Drama	Theatre	5641	153
Family and Consumer Science	Family and Consumer Sciences	5123	151
Music	Music: Content Knowledge	5113	161
Physics	Physics	5266	145
World Language: Spanish	Spanish: World Language	5195	168

Detailed information about these Praxis assessments is provided as attachments 1, 2, 3 and 4.

Attachments:

1. OR TSPC Praxis & ORELA Crosswalk
2. Praxis Study Companions
3. Multi-State Standard Setting Technical Reports
4. OR TSPC-EP&PC Praxis Adoption Consideration May 2025 (Slides)

Oregon Certification/Endorsement Area	Praxis Test Code	Praxis Test Name (Study Companion Linked)	Praxis Test Fee	National Standards Used	MSSS Technical Report	Recommended Cut Score	ORELA Assessment (Test Framework Linked)	Oregon Standards
Advanced Mathematics	5165	Mathematics	$130.00	CCSS; NCTM; CAEP	Yes	159	Mathematics	Aligned to National Standards
Art	5134	Art: Content Knowledge	$130.00	NAEA	Yes	158	Art	Aligned to National Standards
Biology	5236	Biology	$130.00	NSTA; NGSS	Yes	154	Biology	Aligned to National Standards
Chemistry	5246	Chemistry	$130.00	NSTA; NGSS	Yes	146	Chemistry	Aligned to National Standards
Drama	5641	Theatre	$130.00	NCAS	No	Mean 153	-	Aligned to National Standards
Family and Consumer Science	5123	Family and Consumer Sciences	$130.00	NATEFACS; NASAFACS	Yes	151	Family and Consumer Sciences	Aligned to National Standards
Music	5113	Music: Content Knowledge	$130.00	NASM	Yes	161	Music	Aligned to National Standards
Physics	5266	Physics	$130.00	NGSS; NSTA	Yes	145	Physics	Aligned to National Standards
World Language: Spanish	5195	Spanish: World Language	$170.00	ACTFL	Yes	168	Spanish	Aligned to National Standards

ETS PRAXIS®

The *PRAXIS*® Study Companion

Mathematics (5165)



ETS® Professional Educator PROGRAMS

www.ets.org/praxis

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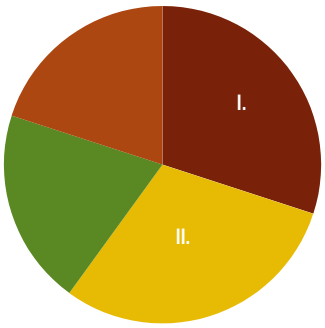
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Mathematics (5165)

Test at a Glance

The *Praxis*® Mathematics test is designed to measure knowledge and competencies important for safe and effective beginning practice as a secondary school mathematics teacher. Test-takers have typically completed a bachelor's degree program with appropriate coursework in mathematics and education.

Test Name	Mathematics
Test Code	5165
Time	180 minutes
Number of Questions	66 selected-response questions
Format	The test consists of a variety of selected-response questions, where you select one or more answer choices; questions where you enter a numeric answer in a box; and other types of questions. You can review the possible question types in Understanding Question Types.
Test Delivery	Computer Delivered



Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Number & Quantity and Algebra	20	30%
IA. Number & Quantity	7	10%
IB. Algebra	13	20%
II. Functions and Calculus	20	30%
IIA. Functions	13	20%
IIB. Calculus	7	10%
III. Geometry	13	20%
IV. Statistics & Probability	13	20%

All questions assess content from the Mathematics domains above. Approximately 25% of questions assess content applied to a Task of Teaching Mathematics.

About the Test

The Mathematics test content topics span the secondary mathematics curriculum including content related to (I) Number & Quantity and Algebra, (II) Functions and Calculus, (III) Geometry, and (IV) Statistics & Probability. A full list of the mathematics topics covered is provided in Content Topics.

Test takers will find that approximately 25 percent of the questions call for application of mathematics within a teaching scenario or an instructional task. Such questions—designed to measure applications of mathematics knowledge and skills to the kinds of decisions and evaluations a teacher must make during work with students, curriculum, and instruction—situate mathematics content questions in tasks that are critical for teaching. A full list of the teaching tasks covered, which have been identified based on research on mathematics instructions and are a routine part of mathematics instruction, is provided in Tasks of Teaching Mathematics.

Test takers have access to an on-screen graphing calculator. A list of notations, definitions, and formulas is available on the test's Help screen and is also provided in the Practice with Sample Test Questions section.

The assessment is designed and developed through work with practicing teachers and teacher educators to reflect the mathematics curriculum as well as state and national standards for mathematics, including the National Governors Association Center for Best Practices and the Council of Chief State School Officers *Common Core State Standards for Mathematics* (2010), the National Council of Teachers of Mathematics (NCTM) and the Council of the Accreditation of Educator Preparation (CAE) *NCTM CAEP Standards* (2012), and the NCTM *Principles and Standards for School Mathematics* (2000).

This test may contain some questions that will not count toward your score.

On-Screen Graphing Calculator

An on-screen graphing calculator is provided for the computer-delivered test. Please consult the Praxis Calculator Use web page (http://www.ets.org/praxis/test_day/policies/calculators/) for further information and for a link to download the calculator and view tutorials on using the calculator.

You are expected to know how and when to use the calculator since it will be helpful for some questions. The calculator is available as a free download for a 30-day trial period. You are expected to become familiar with its functionality before taking the test. The calculator may be used to perform calculations (e.g., division, exponents, roots, trigonometric values, logarithms, finding the mean of a data set), to graph and analyze functions, to find numerical solutions to equations, and to generate a table of values for a function.

Using Your Calculator

Take time to download the trial version of the calculator. View the tutorials on the website. Practice with the calculator so that you are comfortable using it on the test.

There are only some questions on the test for which a calculator is helpful or necessary. First, decide how you will solve a problem, then determine if you need a calculator. For many questions, there is more than one way to solve the problem. Don't use the calculator if you don't need to; you may waste time. Sometimes answer choices are rounded, so the answer that you get might not match the answer choices in the question. Since the answer choices are rounded, substituting the choices into the question might not produce an exact answer.

Don't round any intermediate calculations. For example, if the calculator produces a result for the first step of a solution, keep the result in the calculator and use it for the second step. If you round the result from the first step and the answer choices are close to each other, you might choose the incorrect answer.

Read the question carefully so that you know what you are being asked to do. Sometimes a result from the calculator is NOT the final answer. If an answer you get is not one of the choices in the question, it may be that you didn't answer the question being asked. Read the question again. It might also be that you rounded at an intermediate step in solving the problem.

Think about how you are going to solve the question before using the calculator. You may only need the calculator in the final step or two. Don't use it more than necessary.

Check the calculator modes (degree versus radian, floating decimal versus scientific notation) to see that these are correct for the question being asked. Make sure that you know how to perform the basic arithmetic operations and calculations (e.g., division, exponents, roots, trigonometric values, logarithms, finding the mean of a data set). Your test may involve questions that require you to do some of the following: graph functions and analyze the graphs, find zeros of functions, find points of intersection of graphs of functions, find minima/maxima of functions, find numerical solutions to equations, and generate a table of values for a function.

Content Topics

This list details the topics that may be included on the test. All test questions will cover one or more of these topics.

Discussion Questions

In this section, discussion questions are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. **We do not provide answers for the discussion questions** but thinking about the answers will help improve your understanding of fundamental concepts and may help you answer a broad range of questions on the test. Most of the questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. They are written to help you gain increased understanding and facility with the test's subject matter. You may want to discuss these questions and possible areas with a teacher or mentor.

I. Number & Quantity and Algebra

A. Number and Quantity

1. Understands the structure of the real number system and how the basic operations on numbers in this system are performed
   a. Represents and solves word problems involving addition, subtraction, multiplication, and division of real numbers
   b. Given operations on a number system, determines whether commutative, associative, and distributive properties hold
   c. Identifies whether the sum or product of rational and/or irrational numbers must be rational, must be irrational, or can be rational or irrational (e.g., the sum of two rational numbers must be rational, the product of two irrational numbers can be rational or irrational)
   d. Solves problems involving number theory properties (e.g., prime, composite, prime factorization, even, odd, factors, multiples)
   e. Uses proportional relationships to solve ratio, constant rate, and percent problems
2. Understands the properties of radicals and rational exponents
   a. Performs operations involving rational exponents
   b. Uses the properties of exponents to rewrite expressions that have radicals or expressions that have rational exponents
   c. Uses scientific notation to represent and compare numbers and to perform calculations
3. Understands how to reason quantitatively and use units to solve problems
   a. Chooses and interprets units consistently in formulas

   b. Chooses and interprets the scale and the origin in graphs and data displays
   c. Solves measurement, estimation, and conversion problems involving time, length, temperature, volume, and mass in standard measurement systems
   d. Solves problems involving dimensional analysis (e.g., feet per second to miles per hour, feet per second to kilometers per hour)
4. Knows the structure of the complex number system and how basic operations with complex numbers are performed
   a. Performs operations with complex numbers, including conjugates
   b. Applies the commutative, associative, and distributive properties to complex numbers

B. Algebra

1. Understands how to write algebraic expressions in equivalent forms
   a. Uses the structure of a polynomial or exponential expression to identify ways to rewrite it in an equivalent form (e.g., differences of squares, factoring, changing bases)
   b. Understands how to rewrite algebraic expressions for specific purposes (e.g., factored form to find zeros, vertex form to find maxima or minima)
   c. Rearranges formulas to solve for a specified variable
   d. Adds, subtracts, multiplies, and divides polynomials
   e. Factors special polynomials over the complex numbers (e.g., $x^2 + y^2 = (x + yi)(x - yi)$)
2. Understands how to create equations and inequalities that describe relationships
   a. Creates equations and inequalities in one variable, uses them to solve problems, and graphs solutions on the number line
   b. Creates equations and inequalities in two or more variables, uses them to solve problems, and graphs the equations in two variables on the coordinate plane with appropriate labels and scales
   c. In a modeling context, represents constraints by systems of equations and/or inequalities and interprets solutions as viable or nonviable options
3. Understands how varied techniques (e.g., graphical, algebraic, tabular) are used to solve equations and inequalities

a. Solves linear equations and inequalities in one variable, including equations with variable coefficients
b. Solves quadratic equations with real coefficients that have complex solutions
c. Uses the method of completing the square to transform any quadratic equation in x into the equivalent form $(x-p)^2=q$
d. Solves equations using a variety of methods (e.g., graphing, factoring, using the quadratic formula)
e. Uses different methods (e.g., discriminant analysis, graphical analysis) to determine the nature of the solutions of a quadratic equation
f. Graphs the solutions to a linear equation or inequality in two variables
g. Justifies each step in solving an equation or inequality

4. Understands how varied techniques (e.g., graphical, algebraic, tabular) are used to solve systems of equations and inequalities
   a. Solves a system consisting of two linear equations in two variables algebraically and graphically
   b. Solves a system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically
   c. Finds the solutions of $f(x)=g(x)$ approximately (e.g., uses technology to graph the functions, makes tables of values); includes cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, radical, or logarithmic functions
   d. Graphs the solution set to a system of linear inequalities in two variables
5. Understands the concept of rate of change of nonlinear functions
   a. Calculates and interprets the average rate of change of a function presented as a table of values, algebraically, or graphically over a given interval
6. Recognizes and is able to extract and interpret information about a linear equation when it is presented in various forms (e.g., slope-intercept, point-slope, standard)
   a. Calculates the intercepts of a line and interprets them in a modeling context
   b. Calculates the slope of a line presented as a table of values, algebraically, or graphically, and interprets it in a modeling context

7. Understands the relationship between zeros of polynomial functions (including their graphical representation) and factors of the related polynomial expressions
   a. Applies the remainder theorem to find factors of polynomials
   b. Uses factorization to identify zeros of polynomials
   c. Uses zeros and factorization of a polynomial to sketch a graph of the polynomial and uses the graph to determine the zeros and the factorization of the polynomial
   d. Uses a variety of techniques to find and analyze the zero or zeros (real and complex) of polynomial functions
8. Understands how to rewrite rational expressions
   a. Rewrites simple rational expressions in an equivalent form
   b. Adds, subtracts, multiplies, and divides rational expressions
9. Understands how to justify the reasoning process used to solve equations, accounting for potential extraneous solutions
   a. Solves simple rational and radical equations in one variable, accounting for potential extraneous solutions

Discussion areas: Number and Quantity

- Can you perform arithmetic operations on real numbers?
- Can you apply the order of operations in arithmetic computations?
- Can you solve word problems involving operations on real numbers?
- Can you identify the result of arithmetic operations on rational and irrational numbers as either rational or irrational?
- Can you compute or identify a ratio or rate?
- Can you solve problems involving primes, composites, factors, and multiples?
- Can you use proportional relationships to compute percent's?
- Can you use the properties of exponents to simplify and rearrange expressions?
- Can you simplify expressions that contain radicals or rational exponents?
- Can you define and use negative exponents?
- Can you verify that radical expressions are equivalent numerically and analytically?
- Can you identify and represent very small and very large numbers in scientific notation?
- Can you do calculations involving scientific notation?
- Can you convert between units—for example, converting inches to meters?
- Can you solve problems using units to guide the solution?
- Can you solve measurement problems involving time, length, temperature, volume, and mass?

- Can you solve problems involving dimensional analysis—for example, converting feet per second to miles per hour, feet per second to kilometers per hour?
- Can you perform arithmetic operations on complex numbers?
- Can you recognize and use $a - bi$ as the conjugate of $a + bi$?
- Can you identify the associative, commutative, inverse, identity, and distributive properties from a given algebraic statement?

Discussion areas: Algebra

- Can you rewrite quadratic expressions to find zeros, complete the square, and find the relative extrema?
- Can you solve for the variable of interest in a formula?
- Can you add, subtract, divide, and multiply polynomials?
- Can you use linear equations or linear inequalities to model real-life problems?
- Can you solve linear equations and linear inequalities in one variable algebraically?
- Can you graph the solution of a linear inequality in one variable on the number line and the solution of a linear inequality in two variables on the coordinate plane?
- Can you extract and interpret information about a linear equation presented in slope-intercept form, point-slope form, or standard form?
- Can you solve quadratic equations with real solutions and complex solutions?
- Can you solve quadratic equations by completing the square, factoring, and using the quadratic formula?
- Can you use the discriminant to identify the types and multiplicities of roots of a quadratic equation?
- Can you solve a system consisting of two linear equations in two variables algebraically?
- Can you solve a system consisting of two linear equations in two variables by graphing?
- Can you solve a system consisting of two linear inequalities in two variables algebraically?
- Can you represent constraints by systems of equations or inequalities in a modeling context, and interpret the solutions as viable or nonviable?
- Can you solve a system consisting of a linear equation and a quadratic equation in two variables algebraically?
- Can you solve a system consisting of a linear equation and a quadratic equation in two variables by graphing?
- Can you find the intersection(s) of two curves algebraically or using technology?
- Can you calculate the average rate of change for functions?
- Can you calculate and interpret the intercepts and slope of a line?
- Can you use the remainder theorem and factor theorem for polynomials?
- Can you use the graph of a quadratic function to identify the types and multiplicities of the zeros of the function?
- Can you find and use zeros to sketch a graph of the function?
- Can you add, subtract, multiply, and divide rational expressions?
- Can you identify when extraneous solutions may occur in solving rational and radical equations?

II. Functions and Calculus

A. Functions

1. Understands functions and function notation
   a. Determines whether a relation is a function
   b. Evaluates functions and interprets statements that use function notation in terms of a context
   c. Determines the domain and range of a function from a function rule (e.g., $f(x) = 2x + 1$) graph, set of ordered pairs, or table
2. Understands how function behavior is analyzed using different representations (e.g., graphs, mappings, tables)
   a. For a function that models a relationship between two quantities, interprets key features of graphs and tables (e.g., increasing/decreasing, maximum/minimum, discontinuities, end-behavior) in terms of the quantities
   b. Given a verbal description of a function, sketches graphs that show key features of that function
   c. Graphs functions (e.g., linear, quadratic, exponential, piecewise, absolute value, step, radical, polynomial, rational, logarithmic, trigonometric) defined by an expression and identifies key features of the graph
   d. Writes a function that is defined by an expression in different but equivalent forms to reveal different properties of the function (e.g., zeros, extreme values, symmetry of the graph)
   e. Interprets the behavior of exponential functions (e.g., growth, decay)
   f. Determines whether a function is odd, even, or neither and whether the graph of the function has any symmetries
   g. Compares properties of two functions each represented in a different way (e.g., as a table of values, algebraically, graphically, or by verbal descriptions)
   h. Recognizes and is able to extract information about a quadratic function when it is presented in various forms (i.e., standard, vertex, factored)
   i. Converts among various forms of quadratic equations (i.e., standard, vertex, factored) using methods such as factoring and completing the square
3. Understands how functions and relations are used to model relationships between quantities

a. Writes a function that relates two quantities
b. Determines an explicit expression or a recursive process that builds a function from a context
c. Writes arithmetic and geometric sequences both recursively and with an explicit formula and uses them to model situations
d. Translates between recursive and explicit forms of arithmetic and geometric sequences

4. Understands how new functions are obtained from existing functions (e.g., compositions, transformations, inverses)
   a. Describes how the graph of $g(x)$ is related to the graph of $f(x)$, where $g(x)=f(x)+k$, $g(x)=f(x+k)$, $g(x)=k\,f(x)$, or $g(x)=f(kx)$ for specific values of k (both positive and negative) and finds the value of k given the graphs
   b. Given that a function f has an inverse, finds values of the inverse function from a graph or a table of f
   c. Interprets the meaning of an inverse function in a modeling context
   d. Given a noninvertible function, determines the largest possible domain of the function that produces an invertible function
   e. Given a relation, finds its inverse and determines if its inverse is a function and writes an expression for the inverse function
   f. Uses the inverse relationship between exponential and logarithmic functions to solve problems
   g. Combines standard function types
   h. Analyzes the domain of functions created by combining functions using arithmetic operations
   i. Composes functions presented as tables of values, algebraically, or graphically
   j. Analyzes the domain of functions resulting from composition
   k. Uses composition to express the relationship between a function and its inverse
5. Understands differences between linear, quadratic, and exponential models, including how their equations are created and used to solve problems

a. Understands that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals
b. Identifies situations in which one quantity changes at a constant rate per unit interval relative to another
c. Identifies situations in which a quantity using arithmetic operations grows or decays by a constant percent rate per unit interval relative to another
d. Constructs linear and exponential functions, including arithmetic and geometric sequences, given a graph, table of values, a set of ordered pairs, or a description of a relationship
e. Observes that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratic ally, or (more generally) as a polynomial function
f. Interprets the parameters in a linear or exponential function in terms of a context (e.g., $A(t) = Pe^{rt}$)

6. Understands how to use logarithms to solve problems
   a. Applies the properties of logarithms to solve problems
   b. Expresses the solution to an exponential equation with base b as a logarithm (e.g., $3\,(2^{5t}) = 20$, $3\,(e^{5t}) = 20$)
   c. Uses technology to evaluate logarithms that have any base
7. Understands the relationship between points on the unit circle and the values of trigonometric functions for any given angle measure
   a. Converts between degree measure and radian measure
   b. Identifies the reference angle for a given angle and the relationship between the trigonometric values of an angle and its reference angle
   c. Finds the values of trigonometric functions of any angle
   d. Uses the unit circle to explain symmetry and periodicity of trigonometric functions
8. Understands how periodic phenomena are modeled using trigonometric functions
   a. Chooses trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline

   b. Uses inverse functions to solve trigonometric equations that arise in modeling contexts and interprets them in terms of the context

9. Understands how to solve trigonometric, logarithmic, and exponential equations
   a. Solves trigonometric, logarithmic, and exponential equations

B. Calculus

1. Understands the meaning of a limit of a function and how to calculate limits of functions and conditions when the limit does not exist
   a. Solves limit problems using properties of limits, where all limits of the individual functions exist at the value that x is approaching
   b. Determines limits to a fixed value and interprets the 'limit graphically
   c. Determines one-sided limits to a fixed value, from both left and right, interprets the limit graphically, and uses it to determine if the limit to the value exists
   d. Computes limits to infinity or negative infinity and interprets the result graphically
   e. Identifies limits that do not exist for functions presented algebraically or graphically

2. Understands the derivative of a function as a limit, as the slope of a line tangent to a curve, and as a rate of change
   a. Given the graph of a function and a point on that graph, knows the relationship between the derivative of the function at that point, the slope of the tangent to the graph at that point, and the succession of slopes of secant lines connecting $(a, f(a))$ to $(x, f(x))$ as x approaches a

3. Understands what it means for a function to be continuous at a given point and knows the relationship between continuity and differentiability
   a. Applies the three steps (i.e., $f(a)$ exists, $\lim_{x \to a} f(x)$ exists, and $f(a) = \lim_{x \to a} f(x)$) that are part of the definition of what it means for a function to be continuous at $x = a$ to verify whether a given function is continuous at a given point
   b. Gives examples of functions that are continuous at $x = a$ but not differentiable at $x = a$ and explains why

4. Understands how and when to use standard differentiation and integration techniques
   a. Uses standard differentiation techniques

   b. Uses standard integration techniques, including both definite and indefinite integrals
   c. Uses the relationship between the position, velocity, and acceleration functions to solve problems

5. Understands how to analyze the behavior of a function (e.g., extrema, concavity, symmetry) and understands how to use integration to compute area
   a. Uses the first and second derivatives to analyze the graph of a function
   b. Matches graphs of functions with graphs of their derivatives or accumulations based on the second part of the fundamental theorem of calculus
   c. Uses integration techniques to compute area

Discussion areas: Functions

- Can you recognize function notation and understand that for each input, the function produces one and only one output?
- Can you determine whether a relation is a function numerically, algebraically, as a set of ordered pairs, and graphically?
- Can you recognize the domain as the set of valid inputs for a function and the range as the set of resulting outputs, and can you find these for a given function?
- Can you evaluate a function that is given algebraically or graphically?
- Can you find the zeros, extreme values, intervals of increasing or decreasing, and symmetry of a function given a graph, algebraic representation, or verbal description?
- Can you graph radical, piecewise, absolute value, polynomial, rational, logarithmic, exponential, and trigonometric functions?
- Can you determine whether an exponential function will grow or decay and at what rate?
- Can you determine whether a function is odd, even, or neither and whether the graph of the function has any symmetries?
- Can you create a function that models a relationship between two described quantities?
- Can you recognize and define sequences as recursive or explicit functions?
- Can you take one or more functions and create another function using functional operations, function composition, and transformations?
- Can you identify the domain and range of the sum, product, difference, quotient, or composition of two functions?
- Can you find the inverse of a given function?
- Can you determine whether two functions are inverses graphically and analytically?
- Can you determine if two functions, given as sets of ordered pairs, are inverse functions of each other?
- Can you interpret the meaning of an inverse function in a modeling context?
- Can you determine the type of function (linear, quadratic, exponential) that best fits a given scenario or situation?

- Can you use logarithms to solve problems with and without technology?
- Can you express exponential equations as logarithms and evaluate logarithms with any base using technology?
- Can you use the unit circle and special right triangles to determine the values of given trigonometric functions?
- Can you find the values of trigonometric functions for an angle given the value of one trigonometric function and the quadrant of the angle?
- Can you model situations that occur periodically using trigonometric functions?
- Can you recognize and use trigonometric identities?
- Can you solve exponential, logarithmic and trigonometric equations?

Discussion areas: Calculus

- Can you compute and analyze the limit of a function at a given point?
- Can you recognize the difference between the limit of a function at a point and the value of the function at the point?
- Can you compute limits to infinity or negative infinity and interpret the result graphically?
- Can you identify limits that do not exist for functions presented algebraically or graphically?
- Can you use the limit definition of the derivative to differentiate a function?
- Can you approximate derivatives given a table by using the slope of a secant line?
- Can you determine the continuity and differentiability of a function at a given point?
- Can you find the derivative of a function using the differentiation rules?
- Can you compute a definite integral using the fundamental theorem of calculus?
- Can you use differentiation and integration techniques to identify the relationship between position, velocity, and acceleration functions?
- Can you calculate the extrema of a function and determine when the function is increasing or decreasing using the first derivative?
- Can you find the concavity of a curve at a particular point and find any point(s) of inflection?
- Can you find the area between curves?

III. Geometry

A. Geometry

1. Knows the properties of lines (e.g., parallel, perpendicular, intersecting) and angles
   a. Solves problems involving parallel, perpendicular, and intersecting lines
   b. Applies angle relationships (e.g., supplementary, vertical, alternate interior) to solve problems
2. Knows the properties of triangles, quadrilaterals (e.g., parallelogram, rectangle, rhombus), and other polygons

   a. Determines whether given side lengths or angle measures would produce a triangle (e.g., triangle inequality theorem) and classifies triangles by their sides or angles
   b. Solves problems involving special triangles (e.g., isosceles, equilateral, right, $30° - 60° - 90°$)
   c. Uses the definitions of median, midpoint, and altitude to solve problems involving triangles
   d. Identifies geometric properties of various quadrilaterals and the relationships among them (e.g., parallelogram, rectangle, rhombus)
   e. Solves problems involving sides, angles, or diagonals of polygons

3. Understands transformations in the plane
   a. Uses rigid motions (e.g., translations, rotations, reflections) to transform figures
   b. Uses dilations to transform figures
   c. Applies properties of rigid motions (e.g., rigid motions preserve distance and angle measure)
   d. Applies properties of dilation transformations (e.g., dilation transformations preserve angle measure but not distance)
   e. Identifies a sequence of transformations that maps a preimage onto an image
   f. Given a figure, describes the transformations that map the figure onto itself, including reflection over a line of symmetry
   g. Represents translations using vector notation

4. Understands congruence and similarity
   a. Determines whether two figures are congruent using triangle congruence theorems (e.g., ASA, SAS, SSS)
   b. Determines whether two figures are similar using triangle similarity theorems (e.g., AA criterion)
   c. Determines whether two figures are congruent by directly mapping one figure onto another using a sequence of one or more rigid motions
   d. Determines whether two figures are similar by directly mapping one figure onto another using a sequence of one or more transformations (dilations and/or rigid motions)

e. Uses congruence and similarity to solve problems involving unknown side lengths or angle measurements in two-dimensional and three-dimensional figures

5. Knows how to prove geometric theorems such as those about lines, angles, triangles, and parallelograms
   a. Solves problems involving proofs of theorems about lines and angles (e.g., vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are equidistant from the segment's endpoints)
   b. Solves problems involving proofs of theorems about triangles (e.g., measures of interior angles of a triangle sum to $180°$; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point; a line parallel to one side of a triangle divides the other two sides proportionally; the Pythagorean theorem proved using triangle similarity)
   c. Solves problems involving proofs of theorems about parallelograms (e.g., opposite sides are congruent; opposite angles are congruent; the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals)
   d. Identifies whether geometric proofs are valid (e.g., direct proofs, counterexamples)
6. Understands how trigonometry is applied to triangles
   a. Uses the relationship between the sine and cosine of complementary angles to solve problems
   b. Uses trigonometric ratios and the Pythagorean theorem to solve for side lengths and angle measures of right triangles in geometric or applied problems
   c. Uses the values of trigonometric functions of special angles (e.g., $30°, 45°, 60°, 90°$) to solve problems
   d. Applies the Law of Sines and the Law of Cosines to find unknown measurements in triangles

7. Understands how to apply theorems about circles
    a. Solves problems involving circumference and area of a circle
    b. Solves problems involving lengths of arcs and areas of sectors
    c. Solves problems involving measures of inscribed angles, central angles, circumscribed angles, and arcs
    d. Uses properties of lines in a circle to solve problems (e.g., chords, secants, tangents, radii, diameters)
    e. Identifies and uses the geometric description of a circle as the set of points for which the distance from a point to a fixed point (the center) is constant
    f. Determines the equation of a circle given the center and radius of the circle
    g. Finds the center and radius of a circle given by an equation of the circle in any form
8. Understands how to use coordinate geometry to describe properties of geometric objects
    a. Uses coordinate geometry to represent and identify the properties of geometric shapes and to solve problems (e.g., Pythagorean theorem, perimeter of a polygon, area of a rectangle)
    b. Determines the distance between two points
    c. Finds the point on a directed line segment between two given points that partitions the segment in a given ratio
    d. Uses the slope criteria for parallel and perpendicular lines to solve geometric problems
9. Knows how to solve problems involving perimeter and area of polygons
    a. Calculates and interprets perimeter and area of polygons that can be composed of triangles and quadrilaterals
    b. Calculates changes in perimeter and area as the dimensions of a polygon change
10. Knows how to solve problems involving solids
    a. Calculates and interprets surface area and volume of solids (e.g., prisms, pyramids, cones, cylinders, spheres), including in real-world situations
    b. Calculates changes in surface area and volume as the dimensions of a solid change

c. Identifies the shapes of two-dimensional cross sections of three-dimensional objects and identifies three-dimensional objects generated by rotations of two-dimensional objects

d. Uses two-dimensional representations (e.g., nets) of three-dimensional objects to visualize and solve problems

Discussion areas: Geometry

- Can you use the definitions of angles, circles, line segments, perpendicular lines, and parallel lines?
- Can you use the relationships of the angles formed when parallel lines are cut by a transversal?
- Can you use the definitions and properties of special triangles (e.g., isosceles, equilateral, right, $30° – 60° – 90°$) and special polygons (e.g., regular polygon, parallelogram, trapezoid, rhombus, rectangle, square, and kite)?
- Can you prove and apply the theorems of supplementary angles, complementary angles, vertical angles, exterior angles, triangle sum, and base angles?
- Can you prove and apply theorems about angles, triangles, and parallelograms?
- Can you describe and use the properties of the median, altitude, and angle bisector of a triangle?
- Can you translate, reflect, rotate, and dilate figures in the plane and describe these transformations geometrically?
- Can you identify or describe a sequence of transformations that map a preimage onto an image?
- Can you identify the lines of symmetry of a polygon?
- Can you describe or prove congruence and similarity in terms of transformations?
- Can you apply triangle congruence and similarity criteria to solve problems or prove theorems?
- Can you recognize logical fallacies such as assuming the equivalence of a proposition and its converse?
- Can you describe some real-life applications that involve the Pythagorean Theorem and trigonometric ratios?
- Can you use the law of sines and the law of cosines to solve problems?
- Can you use trigonometric ratios to solve problems involving right triangles?
- Can you use the relationship between sine and cosine of complementary angles to solve problems?
- Can you use the definitions, properties, and theorems about circles, such as inscribed and central angles, radii, diameters, chords, arcs, tangents, secants, circumference, and area?
- Can you derive and use the formula for the arc length and the sector area of a circle?
- Can you use definitions and properties of the coordinate plane (e.g., quadrants)?
- Can you derive the equation of a circle given its graph in the coordinate plane?
- Can you find the center and radius of a circle from a given equation?
- Can you compute the perimeter of a polygon and the area of a triangle and a quadrilateral using coordinates?

- Can you solve perimeter and area problems involving plane figures either directly or by decomposing into familiar shapes?
- Can you calculate the changes in perimeter and area when the dimensions of a polygon are changed?
- Can you use coordinates to compute the length or the midpoint of a line segment?
- Can you use coordinates to find the point on a line segment that partitions the segment in a given ratio?
- Can you use coordinates to compute the slope of a line, given the end points?
- Can you use the slope criteria for parallel and perpendicular lines graphed in the coordinate plane?
- Can you apply the correct formula to compute the surface area and volume of prisms, cylinders, pyramids, cones, and spheres?
- Can you identify 2-dimensional cross sections of 3-dimensional shapes?
- Can you use 2-dimensional (nets) to represent 3-dimensional objects?
- Can you calculate the changes in surface area and volume when the dimensions of a solid are changed?

IV. Statistics & Probability

A. Statistics & Probability

1. Understands how to make inferences and justify conclusions from samples, experiments, and observational studies
   a. Uses statistics to make inferences about population parameters based on a sample from that population
   b. Identifies the purposes of and differences among sample surveys, experiments, and observational studies and explains how randomization relates to each
   c. Uses data from a sample survey to estimate a population mean or proportion
   d. Uses data from a randomized experiment to compare two treatments
2. Understands how to summarize, represent, and interpret data collected from measurements on a single variable (e.g., boxplots, dot plots, normal distributions)
   a. Represents and interprets data with plots on the real number line (e.g., dot plots, histograms, boxplots)
   b. Computes the center (e.g., median, mean) and spread (e.g., interquartile range, standard deviation) for a data set
   c. Uses statistics appropriate to the shape of the data distribution to compare center (e.g., median, mean) and spread (e.g., interquartile range, standard deviation) of two or more different data sets

   d. Interprets differences in shape, center, and spread in the context of the data sets, accounting for possible effects of outliers

3. Understands how to summarize, represent, and interpret data collected from measurements on two variables, either categorical or quantitative (e.g., scatterplots, time series)
   a. Summarizes and interprets categorical data for two categories in two-way frequency tables (e.g., joint, marginal, conditional relative frequencies)
   b. Identifies possible associations and trends in the data
   c. Represents and interprets data for two quantitative variables on a scatterplot and describes how the variables are related
4. Understands how to create and interpret linear regression models (e.g., rate of change, intercepts, correlation coefficient)
   a. Uses technology to fit a function to data (i.e., linear regression) and determines a linear correlation coefficient
   b. Uses functions fitted to data to solve problems in the context of the data
   c. Assesses the fit of a function by plotting and analyzing residuals
   d. Interprets the slope and the intercept of a regression line in the context of the data
   e. Interprets a linear correlation coefficient
   f. Distinguishes between correlation and causation
5. Understands the concept of independence and understands how to compute probabilities of simple events, probabilities of compound events, and conditional probabilities
   a. Describes events as subsets of a sample space using characteristics of the outcomes or as unions, intersections, or complements of other events
   b. Determines and interprets when two events are independent
   c. Identifies and applies the concepts of conditional probability and independence
   d. Calculates probabilities of simple and compound events
   e. Constructs and interprets two-way frequency tables of data when two categories are associated with each object being classified; uses the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities

f. Applies the addition rule, $P(A \cup B) = P(A) + P(B) - P(A \cap B)$ and interprets it in terms of a given model

g. Applies the general multiplication rule in a uniform probability model, $P(A \cap B) = P(A)P(B \mid A) = P(B)P(A \mid B)$ and interprets it in terms of a given model

6. Understands how to find probabilities involving finite sample spaces and independent trials
   a. Uses the fundamental counting principle to find probabilities involving finite sample spaces and independent trials
   b. Uses counting techniques (e.g., permutations, combinations) to solve problems
7. Knows how to make informed decisions using probabilities and expected values
   a. Interprets a probability distribution for a random variable, defined for a sample space in which theoretical probabilities can be calculated, and finds the expected value
   b. Interprets a probability distribution for a random variable, defined for a sample space in which probabilities are assigned empirically, and finds the expected value
   c. Weighs the possible outcomes of a decision by assigning probabilities to outcomes and finding expected values
8. Understands normal distributions
   a. Identifies whether data sets are normally distributed based on their shape
   b. Uses the mean and standard deviation of a normal distribution to interpret population percentages
   c. Estimates and interprets areas under the normal curve

Discussion areas: Probability and Statistics

- Can you recognize the purposes of and difference among samples, experiments, and observational studies?
- Can you create graphs such as histograms, line graphs, bar graphs, dot plots, circle graphs, scatterplots, stem-and-leaf plots, and boxplots from a given set of data?
- Can you understand and interpret simple diagrams of data sets presented in various forms, including tables, charts, histograms, line graphs, bar graphs, dot plots, circle graphs, scatterplots, stem-and-leaf plots, timelines, number lines, and boxplots?
- Can you determine measures of center (mean, median) and spread (interquartile range, standard deviation) for single-variable data presented in a variety of formats?
- Can you determine the differences between mean, median, and mode, including advantages and disadvantages of each?

- Can you identify possible effects of outliers on the shape, center, and spread of data sets?
- Can you calculate the interquartile range and standard deviation of a data set and use these values to compare the spread of two or more data sets?
- Can you analyze data presented in scatterplots and use this to predict associations or trends between two variables?
- Can you construct and interpret two-way frequency tables?
- Can you calculate the correlation coefficient between two variables and discuss the possibility of causation, causation by a third event, and coincidence?
- Can you use the correlation coefficient and explain what various values of that number mean?
- Can you use functions fitted to data to solve problems?
- Can you analyze and interpret unions, intersections, complements, and differences of sets given descriptions and/or Venn diagrams?
- Can you compute the probability of a single outcome occurring, one of multiple outcomes occurring, or an outcome occurring given certain conditions?
- Can you calculate conditional probabilities and understand the idea of independent events?
- Can you determine the expected gain or loss in a game of chance?
- Can you use counting techniques such as permutations and combinations to determine the number of outcomes in a given scenario or situation?
- Can you use appropriate counting principles to determine probabilities?
- Can you calculate a probability distribution and graph this distribution?
- Can you estimate areas under normal curves?

Tasks of Teaching Mathematics

This list includes instructional tasks that teachers engage in that are essential for effective teaching of secondary school mathematics. Approximately 25% of test questions will measure content knowledge by assessing how that content knowledge is applied in the context of one or more of these tasks.

Mathematical explanations, justifications, and definitions

1. Identifies valid explanations of mathematical concepts (e.g., explaining why a mathematical idea is considered to be true), procedures, representations, or models
2. Evaluates or compares explanations and justifications for their validity, generalizability, coherence, or precision, including identifying flaws in explanations and justifications
3. Determines the changes that would improve the validity, generalizability, coherence, and/or precision of an explanation or justification
4. Evaluates whether counterarguments address a critique of a given justification
5. Evaluates definitions or other mathematical language for validity, generalizability, precision, usefulness in a particular context, or support of key ideas

Mathematical problems, tasks, examples, and procedures

6. Identifies problems or tasks that fit a particular structure, address the same concept, demonstrate desired characteristics, or elicit particular student thinking
7. Identifies two or more problems that systematically vary in difficulty or complexity
8. Evaluates the usefulness of examples for introducing a concept, illustrating an idea, or demonstrating a strategy, procedure, or practice
9. Identifies examples that support particular strategies or address particular student questions, misconceptions, or challenges with content
10. Identifies no examples or counterexamples that highlight a mathematical distinction or demonstrate why a student conjecture is incorrect or partially incorrect
11. Evaluates procedures for working with mathematics content to identify special cases in which the procedure might be problematic or for validity, appropriateness, or robustness

Mathematical representations, models, manipulatives, and technology

12. Evaluates representations and models (e.g., concrete, pictorial) in terms of validity, generalizability, usefulness for supporting students' understanding, or fit to the concept, calculation, etc. to be represented
13. Evaluates how representations and models (e.g., concrete, pictorial) have been used to show particular ideas, relationships between ideas, processes, or strategies
14. Evaluates the use of technology (e.g., graphing tools, software) for its appropriateness or its support of key ideas

Students' mathematical reasoning

15. Identifies likely misconceptions about or partial understanding of particular mathematics content and practices
16. Identifies how new mathematics content and practices can build on or connect to students' prior knowledge, including misconceptions and errors
17. Evaluates or compares student work (e.g., solutions, explanations, justifications, representations) in terms of validity, generalizability, coherence, and/or precision
18. Evaluates student work to identify the use of a particular concept, idea, or strategy
19. Identifies how a student's reasoning would replicate across similar problems
20. Identifies different pieces of student work that demonstrate the same reasoning
21. Identifies situations in which student work that seems valid might mask incorrect thinking

Mathematics (5165) Sample Test Questions

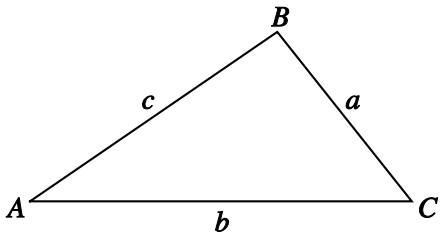
NOTATIONS

(a, b)	$\{x : a < x < b\}$
$[a, b)$	$\{x : a \le x < b\}$
$(a, b]$	$\{x : a < x \le b\}$
$[a, b]$	$\{x : a \le x \le b\}$
$\gcd(m, n)$	greatest common divisor of two integers m and n
$\text{lcm}\,(m, n)$	least common multiple of two integers m and n
$[x]$	greatest integer m such that $m \le x$
$m \equiv k \pmod{n}$	m and k are congruent modulo n (m and k have the same remainder when divided by n, or equivalently, $m - k$ is a multiple of n)
f^{-1}	Inverse of an invertible function f; (not to be read as $\frac{1}{f}$)
$\lim_{x \to a^+} f(x)$	right-hand limit of $f(x)$; limit of $f(x)$ as x approaches a from the right
$\lim_{x \to a^-} f(x)$	left-hand limit of $f(x)$; limit of $f(x)$ as x approaches a from the left
$\varnothing$	the empty set
$x \in S$	x is an element of set S
$S \subset T$	set S is a proper subset of set T
$S \subseteq T$	either set S is a proper subset of set T or $S = T$
$\overline{S}$	complement of set S; the set of all elements not in S that are in some specified universal set
$T \setminus S$	relative complement of set S in set T, i.e., the set of all elements of T that are not elements of S
$S \cup T$	union of sets S and T
$S \cap T$	intersection of sets S and T

FORMULAS

Range of Inverse Trigonometric Functions

$\sin^{-1} x$	$\left[-\frac{\pi}{2}, \frac{\pi}{2}\right]$
$\cos^{-1} x$	$\left[0, \pi\right]$
$\tan^{-1} x$	$\left(-\frac{\pi}{2}, \frac{\pi}{2}\right)$



Law of Sines

$$\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$$

Law of Cosines

$$c^2 = a^2 + b^2 - 2ab\left(\cos C\right)$$

Volume

Sphere with radius *r*: $V = \frac{4}{3}\pi r^3$

Right circular cone with height *h* and base of radius *r*: $V = \frac{1}{3}\pi r^2 h$

Right circular cylinder with height *h* and base of radius *r*: $V = \pi r^2 h$

Pyramid with height *h* and base of area *B*: $V = \frac{1}{3}Bh$

Right prism with height *h* and base of area *B*: $V = Bh$

Surface Area

Sphere with radius r: $A = 4\pi r^2$

Right circular cone with radius r and slant height s: $A = \pi rs + \pi r^2$

Differentiation

$$\left(f(x)g(x)\right)' = f'(x)g(x) + f(x)g'(x)$$

$$\left(f\left(g(x)\right)\right)' = f'\left(g(x)\right)g'(x)$$

$$\left(\frac{f(x)}{g(x)}\right)' = \frac{f'(x)g(x) - f(x)g'(x)}{\left(g(x)\right)^2} \text{ if } g(x) \neq 0$$

Sample Test Questions

The sample questions that follow are examples of the kinds of questions that are on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Select the best answer or answers for each question below.

1. If x and y are even numbers and $z = 2x^2 + 4y^2$, then the greatest even number that must be a divisor of z is

   (A) 2
   (B) 4
   (C) 8
   (D) 16

2. What is the units digit of 33^{408} ?

   (A) 1
   (B) 3
   (C) 7
   (D) 9

3. Jerry is 50 inches tall and is growing at the rate of $\frac{1}{24}$ inch per month. Adam is 47 inches tall and is growing at the rate of $\frac{1}{8}$ inch per month. If they each continue to grow at these rates for the next four years, after how many months will they be the same height?

   (A) 24
   (B) 30
   (C) 36
   (D) 42

4. **For the following question, select <u>all</u> the answer choices that apply.**

Three students found the correct solution to the equation $4(5x-11)=16$, but they used different methods to solve the equation.

Which of the following student methods are valid strategies for solving the equation?

Select **<u>ALL</u>** that apply.

(A)
$$4(5x-11)=16$$
$$\frac{1}{\cancel{4}}\times\cancel{4}\times(5x-11)=16\times\frac{1}{4}$$
$$5x-11=4$$
$$5x=15$$
$$x=3$$

(B)
$$4(5x-11)=16$$
$$\frac{20x}{20}-\frac{44}{20}=\frac{16}{20}$$
$$\frac{20x}{20}-\frac{44}{20}+\frac{44}{20}=\frac{16}{20}+\frac{44}{20}$$
$$x=\frac{60}{20}$$
$$x=3$$

(C)
$$4(5x-11)=16$$
$$\frac{\cancel{4}}{\cancel{4}}\left(\frac{5x}{4}-\frac{11}{4}\right)=\frac{16}{4}$$
$$\frac{5x}{4}-\frac{11}{4}+\frac{11}{4}=\frac{16}{4}+\frac{11}{4}$$
$$\frac{5x}{4}=4+\frac{11}{4}$$
$$\frac{5x}{4}=\frac{15}{4}$$
$$\frac{4}{5}\times\frac{5x}{4}=\frac{4}{5}\times\frac{15}{4}$$
$$x=3$$

5. Ms. Quinn asked her students to solve the following quadratic equation.

$$3x^2 - 6x - 24 = 0$$

The following is Maurice's solution.

$$3x^2 - 6x = 24$$
$$x^2 - 2x = 8$$
$$x(x - 2) = 8$$
$$x = 4 \text{ or } x = -2$$

When Ms. Quinn asked Maurice to explain his method, Maurice said, "The only pairs of numbers that are 2 apart and their product is 8 are 2 and 4, and -2 and -4. When you substitute these numbers in the last equation, you find out that only $x = 4$ and $x = -2$ work."

Which of the following statements best characterizes Maurice's approach to this problem?

(A) Maurice's method is wrong because you cannot solve an equation by factoring unless one side of the equation is equal to zero.
(B) Maurice's method is wrong because he should have first divided by 3 and then factored the left side of the equation.
(C) Maurice's method is correct, but his method often results in an equation that cannot be solved by inspection (that is, by reasoning about the factors of the constant term in the resulting equation).
(D) Maurice's method is correct, and his method always results in an equation that can be solved by inspection (that is, by reasoning about the factors of the constant term in the resulting equation).

6. **For the following question, select <u>all</u> the answer choices that apply.**

   Three students found the correct equation when asked to write an equation of the linear function represented in the following table, but they gave different explanations when describing their strategies to the class.

x	y
1	6
2	11
3	16
4	21

   Which of the following student explanations provide evidence of a mathematically valid strategy for finding an equation of the linear function?

   Select **<u>ALL</u>** that apply.

   (A) Each time the value of x goes up by 1, the value of y goes up by 5, so the slope is 5. And if x goes down by 1 from 1 to 0, then y will go down by 5 from 6 to 1, so the y-intercept is 1. That means the equation is $y = 5x + 1$.

   (B) The equation is $y = mx + b$. I just looked at the value of x and saw that it kept increasing by 1, and I looked at the value of y and saw that it kept increasing by 5, so $m = 5$. In the equation $y = 5x + b$, I substituted 1 for x and 6 for y and got that $b = 1$. The equation is $y = 5x + 1$.

   (C) For this function, I saw that you can always multiply the value of x by 5 and then add 1 to get the value of y, so the equation is $y = 5x + 1$.

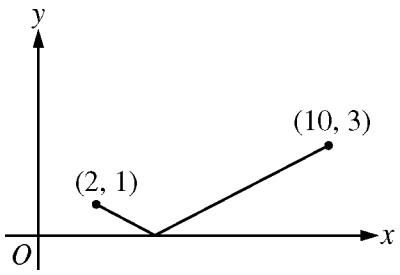
7. If $y = 5\sin x - 6$, what is the maximum value of y?

   (A) −6
   (B) −1
   (C) 1
   (D) 5

8. If $f(x) = 3x^2$, what are all real values of a and b for which the graph of $g(x) = ax^2 + b$ is below the graph of $f(x)$ for all values of x?

   (A) $a \geq 3$ and b is positive.
   (B) $a \leq 3$ and b is negative.
   (C) a is negative and b is positive.
   (D) a is any real number and b is negative.

9. **For the following question, enter your answer in the answer boxes.**



The graph of the function $f(x) = a|x - b|$ on the closed interval $[2, 10]$ is shown in the preceding *xy*-plane. What is the value of *a* ?

Give your answer as a fraction.

$$\frac{\square}{\square}$$

10. $$P(t) = 250 \cdot (3.04)^{\frac{t}{1.98}}$$

On January 1, 2010, the population of rabbits in a wooded area was 250. The preceding function was used to model the approximate population, *P*, of rabbits in the area *t* years after January 1, 2010. According to this model, which of the following best describes how the rabbit population changed in the area?

(A) The rabbit population doubled approximately every 4 months.
(B) The rabbit population tripled approximately every 6 months.
(C) The rabbit population doubled approximately every 36 months.
(D) The rabbit population tripled approximately every 24 months.

11. **For the following question, enter your answer in the answer box.**

If $3^{\log_3 2} + 5^{\log_5 9} = 8^{\log_8 x}$, what is the value of *x* ?

$x = \square$

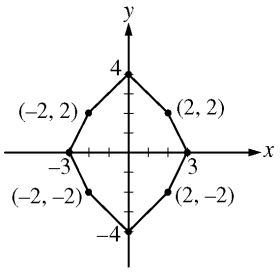
12. If $\lim_{x \to c} f(x) = 0$ and $\lim_{x \to c} g(x) = 0$, what can be concluded about the value of $\lim_{x \to c} \frac{f(x)}{g(x)}$?

(A) The value is not finite.
(B) The value is 0.
(C) The value is 1.
(D) The value cannot be determined from the information given.

13. In a certain chemical reaction, the number of grams, *N*, of a substance produced *t* hours after the reaction begins is given by $N(t) = 16t - 4t^2$, where $0 < t < 2$. At what instantaneous rate, in grams per hour, is the substance being produced 30 minutes after the reaction begins?

(A) 7
(B) 12
(C) 16
(D) 20

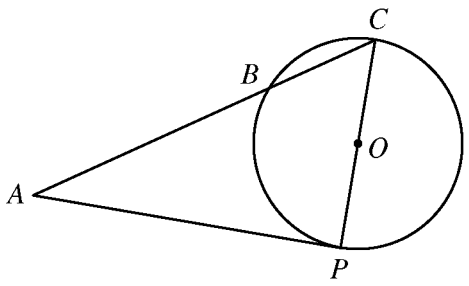
14.



For how many angles θ, where $0 < \theta \leq 2\pi$, will a rotation counterclockwise about the origin by angle θ map the octagon in the preceding figure onto itself?

(A) One
(B) Two
(C) Four
(D) Eight

15.



In the preceding circle with center O and radius 2, tangent $\overline{AP}$ has length 3 and is tangent to the circle at P. If $\overline{CP}$ is a diameter of the circle, what is the length of $\overline{BC}$?

(A) 1.25
(B) 2
(C) 3.2
(D) 5

16. The measures of the hand spans of ninth-grade students at Tyler High School are approximately normally distributed, with a mean of 7 inches and a standard deviation of 1 inch. Of the following, which group is expected to have the greatest percent of measures?

(A) The group of handspun measures that are less than 6 inches
(B) The group of handspun measures that are greater than 7 inches
(C) The group of handspun measures that are between 6 and 8 inches
(D) The group of handspun measures that are between 5 and 7 inches

17. A two-sided coin is unfairly weighted so that when it is tossed, the probability that heads will result is twice the probability that tails will result. If the coin is to be tossed 3 separate times, what is the probability that tails will result on exactly 2 of the tosses?

(A) $\frac{2}{9}$
(B) $\frac{3}{8}$
(C) $\frac{4}{9}$
(D) $\frac{2}{3}$

Sample Test Answers

1. The correct answer is (C). Since 2 is a divisor of both $2x^2$ and $4y^2$, it follows that 2 is a divisor of z. To find out if there is a greater even number that must be a divisor of z, consider the additional information given, which is that x and y are both even numbers. Since x and y are even numbers, they can be expressed as $x = 2m$ and $y = 2n$, respectively, where m and n can be either odd or even integers. Substituting these values for x and y into the expression for z yields $z = 2(2m)^2 + 4(2n)^2$. It follows then that $z = 8m^2 + 16n^2$ and that 8 is a divisor of z. The number 16 would also be a divisor of z if m is even but not if m is odd. Since m and n can be either even or odd and the question asks for the largest even number that must be a divisor of z, the correct answer is (C), 8.

Topic	I. Number & Quantity and Algebra
Subtopic	A. Number & Quantity

2. The correct answer is (A). To find the units digit of 33^{408}, it is helpful to find the first few integer powers of 33 and look for a pattern. For example,

$33^1 = 33$

$33^2 = 1{,}089$

$33^3 = 35{,}937$

$33^4 = 1{,}185{,}921$

$33^5 = 39{,}135{,}393$

$33^6 = 1{,}291{,}467{,}969$

The pattern in the units digit is 3, 9, 7, 1, 3, 9, ... The pattern will continue to repeat with every four integers of the exponent. Dividing 408 by 4 yields 102 with no remainder. Therefore, the units digit of 33^{408} will be the same as the units digit of 33^4, which is 1. So, the correct answer is (A).

Topic	I. Number & Quantity and Algebra
Subtopic	A. Number & Quantity

3. The correct answer is (C). The heights in this question can be expressed as two linear equations. Jerry's height in inches, J, can be expressed as $J = 50 + \frac{1}{24}m$, where m is the number of months from now. Adam's height in inches, A, can be expressed as $A = 47 + \frac{1}{8}m$. The question asks, "after how many months will they be the same height?" This is the same as asking, "for what value of m will $J = A$?" The solution can be found by solving $50 + \frac{1}{24}m = 47 + \frac{1}{8}m$ for m, as shown below.

$$50 + \frac{1}{24}m = 47 + \frac{1}{8}m$$
$$50 - 47 = \left(\frac{1}{8} - \frac{1}{24}\right)m$$
$$3 = \left(\frac{3}{24} - \frac{1}{24}\right)m$$
$$3 = \frac{1}{12}m$$
$$m = 36$$

So the correct answer is (C), 36 months.

Topic	I. Number & Quantity and Algebra
Subtopic	B. Algebra

4. The correct answers are (A) and (B).
Choice (A): The student method is valid. The student first multiplies both sides of the equation by $\frac{1}{4}$ then adds 11 to both sides of the equation and then divides both sides of the equation by 5.
Choice (B): The student method is valid. The student correctly uses the distributive property on the left-hand side of the equation, then divides both sides of the equation by 20, and lastly adds $\frac{44}{20}$ to both sides of the equation.
Choice (C): The student method is not valid. There are two errors. The first error is in the transition from the first line to the second line, where the student incorrectly indicates that $\frac{4(5x-11)}{4}$ is equivalent to $\frac{4}{4}\left(\frac{5x}{4}-\frac{11}{4}\right)$. The second error is in the transition from the third line to the fourth line, where the student incorrectly indicates that $4+\frac{11}{4}$ is equivalent to $\frac{4+11}{4}$.

Task of Teaching	17. Evaluates or compares student work (e.g., solutions, explanations, justifications, representations) in terms of validity, generalizability, coherence, and/or precision
Topic	I. Number & Quantity and Algebra
Subtopic	B. Algebra

5. The correct answer is (C). All the steps in Maurice's strategy are correct, so Maurice's method is correct. However, his method often results in an equation that cannot be solved by reasoning about the factors of the constant term in the resulting equation. For example, if Ms. Quinn started with another equation, such as $3x^2-6x-21=0$, Maurice's method would arrive at the equivalent equation $x(x-2)=7$, which cannot be solved by reasoning about the factors of 7.

Task of Teaching	17. Evaluates or compares student work (e.g., solutions, explanations, justifications, representations) in terms of validity, generalizability, coherence, and/or precision
Topic	I. Number & Quantity and Algebra
Subtopic	B. Algebra

6. The correct answers are (A), (B), and (C). The question presented to the students involves a table of *x*- and *y*-values, where the ratio of the change in *y*-values to the change in *x*-values is constant, which means there is a linear equation represented by the table of values that can be written in standard form, $y = mx + b$, where *m* is the slope and $(0, b)$ is the *y*-intercept. It remains to calculate the slope and the *y*-intercept, since neither is given directly.

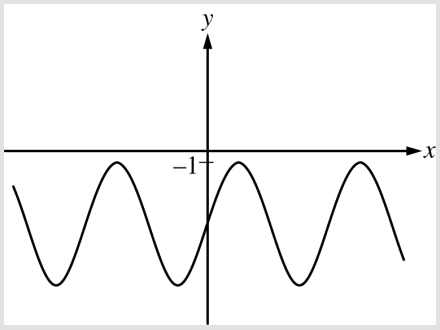
   Choice (A): This student correctly looks at the change in *x* and the change in *y* to find the slope of the line that passes through the points in the table. Since the ratio is a constant value of 5, the student concludes that this is the value for *m* in the standard form $y = mx + b$. Then the student determines the *y*-intercept by finding the value of *y* when *x* is equal to zero by subtracting 1 from the first *x*-value in the table and 5 from the corresponding *y*-value. The student concludes that the *y*-intercept is $(0, 1)$ and replaces *b* with 1. The explanation provides evidence of a mathematically valid strategy for finding an equation of the linear function.

   Choice (B): This student correctly looks at the change in *x* and the change in *y* to find the slope of the line that passes through the points in the table. Since the ratio is a constant value of 5, the student concludes that this is the value for *m* in the standard form $y = mx + b$ Then the student uses $(1, 6)$, the first pair of *x*- and *y*-values in the table; substitutes *x* with 1 and *y* with 6 in the equation $y = 5x + b$; and concludes that the value of *b* is 1. The explanation provides evidence of a mathematically valid strategy for finding an equation of the linear function.

   Choice (C): This student notices a consistent relationship between the values of *x* and *y* throughout the table and is able to find by inspection an equation that shows this relationship. Presumably, given another table for a different linear function, this student would also look for the pattern and would be able to come up with the appropriate equation. The explanation provides evidence of a mathematically valid strategy for finding an equation of the linear function.

Task of Teaching	17. Evaluates or compares student work (e.g., solutions, explanations, justifications, representations) in terms of validity, generalizability, coherence, and/or precision
Topic	I. Number & Quantity and Algebra
Subtopic	B. Algebra

7. The correct answer is (B). There are two ways to answer this question. The first solution is based on reasoning about the function $f(x) = \sin x$. First recall that the maximum value of $\sin x$ is 1, and, therefore, the maximum value of $5\sin x$ is 5. The maximum value of $y = 5\sin x - 6$ is then $5 - 6 = -1$. Alternatively, graph the function $y = 5\sin x - 6$ and find the maximum value of *y* from the graph.

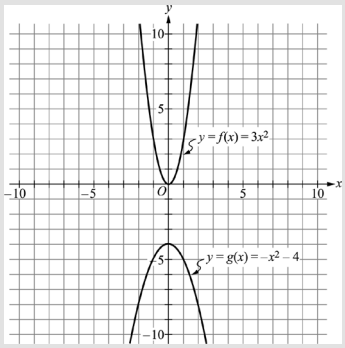


The maximum value is -1, and the correct answer is (B).

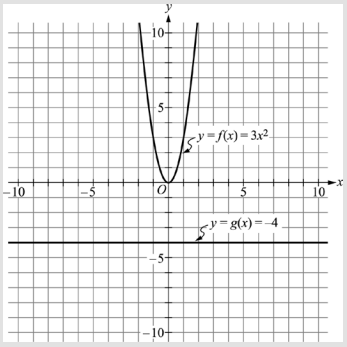
Topic	II. Functions and Calculus
Subtopic	A. Functions

8. The correct answer is (B). Since the graph of function *g* is below the graph of function *f* for all values of *x*, then $ax^2 + b < 3x^2$ for all values of *x*; that is, $(a-3)x^2 + b < 0$ for all values of *x*. In particular, substituting 0 for *x* in the last inequality gives $(a-3)(0) + b < 0$, or $b < 0$, so *b* is negative. If *a* were greater than 3, then the graph of $y = (a-3)x^2 + b$ would be a parabola that opens upward and there would be values of *x* that would make $(a-3)x^2 + b$ positive, which contradicts the information that $(a-3)x^2 + b < 0$ for all values of *x*; this contradiction means that $a \le 3$ must be true. Therefore, the correct answer is (B). An alternate solution is as follows. Note that the graphs of *f* and *g* are parabolas in the *xy*-plane, with the *y*-axis as the common line of symmetry. (The graph of *g* degenerates to a horizontal line when $a = 0$.)

When *b* is negative, the vertex of the parabola $y = g(x)$ is lower than the vertex of the parabola $y = f(x)$. When *b* is negative and *a* is negative, the graph of *g* is a parabola in the third and fourth quadrants that opens downwards, so it's always under the graph of *f*, which is a parabola in the first and second quadrants that opens upwards. See the following graph of $f(x) = 3x^2$ and $g(x) = -x^2 - 4$.

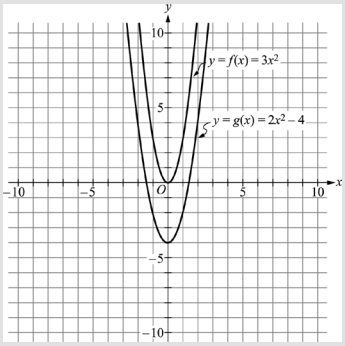


When *b* is negative and $a = 0$, the graph of *g* is a horizontal line in the third and fourth quadrants, so it's always under the graph of *f*, which is a parabola in the first and second quadrants that opens upwards. See the following graph of $f(x) = 3x^2$ and $g(x) = -4$.

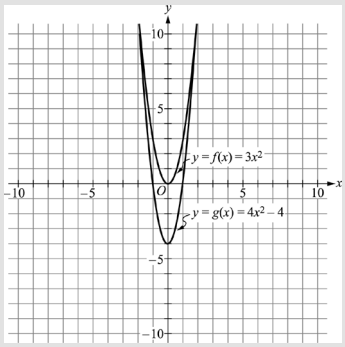


When *b* is negative and $0 < a \le 3$, the graph of *g* is a parabola that opens upwards and that grows wider

horizontally more than or at the same rate as the parabola representing the graph of *f*; since the vertex for *g* is lower than the vertex for *f*, the two parabolas do not intersect and the graph of *g* is always below the graph of *f*. See the following graph of $f(x) = 3x^2$ and $g(x) = 2x^2 - 4$.



When *b* is negative and $a > 3$, the vertex for *g* is lower than the vertex for *f* and the parabola $y = f(x)$ grows wider horizontally than the parabola $y = g(x)$, so the two parabolas intersect at two points; therefore, the graph of *g* is not always below the graph of *f*. See the following graph of $f(x) = 3x^2$ and $g(x) = 4x^2 - 4$.



So, the correct answer is (B).

Topic	II. Functions and Calculus
Subtopic	A. Functions

9. The correct answer is $\frac{1}{2}$. The graph of the function *f* consists of two line segments that have a common endpoint at the point $(b, 0)$ on the *x*- axis. Since the graph of $y = f(x)$ lies on or above the *x*-axis, *a* is positive. The slope of the left line segment [with endpoints at $(2, 1)$ and $(b, 0)$] is $-a$, and the slope of the right line segment [with endpoints at $(b, 0)$ and $(10, 3)$] is *a*. Therefore,

$$a = -\frac{0-1}{b-2} = \frac{3-0}{10-b}$$

Solving for *b* gives $b = 4$, which implies that $a = \frac{1}{2}$

Topic	II. Functions and Calculus
Subtopic	A. Functions

10. The correct answer is (D). The question asks for a verbal description of the change in the rabbit population, based on the function given. Recall the meaning of the base (growth factor) and the exponent in an exponential growth model. Note that $P(t) = 250 \cdot (3.04)^{\frac{t}{1.98}} \approx 250 \cdot 3^{\frac{t}{2}}$. Observe from this approximation, with base 3 and exponent $\frac{t}{2}$, that the population tripled approximately every two years. In fact, $(3.04)^{\frac{2}{1.98}} \approx 3.07$, so the population tripled in a time period of a little less than 2 years. Thus, the correct answer is (D), "The rabbit population tripled approximately every 24 months."

Topic	II. Functions and Calculus
Subtopic	A. Functions

11. The correct answer is 11. Recall that logarithmic functions are the inverse functions of exponential functions and that, more specifically, we have the identity $a^{\log_a b} = b$ for any positive numbers a and b, where $a \neq 1$. Since $3^{\log_3 2} = 2$, $5^{\log_5 9} = 9$, and $8^{\log_8 x} = x$, the equation in the problem is equivalent to $2 + 9 = x$. Therefore, the value of x is 11.

Topic	II. Functions and Calculus
Subtopic	A. Functions

12. The correct answer is (D). Although both f and g have the limit 0 as $x \to 0$, one function might be approaching 0 more quickly than the other, which would affect the value of the limit of the quotient. For example, if one of the functions is x and the other is x^2, then the quotient is either x or $\frac{1}{x}$, and so the limit of the quotient is either 0 or nonexistent, respectively. In fact, the value of the limit can be any nonzero real number b, as shown by $\lim_{x \to 0} \frac{bx}{x} = b$. Thus, answer choices (A), (B), and (C) are incorrect and the correct answer is (D).

Topic	II. Functions and Calculus
Subtopic	B. Calculus

13. The correct answer is (B). The instantaneous rate of change in the number of grams of substance produced 30 minutes after the reaction begins is the value of the first derivative of N evaluated at 30 minutes. First convert 30 minutes into hours, then evaluate the first derivative of N at that value of t. Since 30 minutes equals $\frac{1}{2}$ hour, you will need to evaluate $N'\left(\frac{1}{2}\right)$. Then find $N'(t)$.

$$N'(t) = 16 - 8t$$

Therefore, $N'\left(\frac{1}{2}\right) = 16 - 8\left(\frac{1}{2}\right) = 12$. The answer is 12 grams per hour, so the correct answer is (B).

Topic	II. Functions and Calculus
Subtopic	B. Calculus

14. The correct answer is (B). To begin, consider a single point on the octagon, such as the point $(0,4)$ at the top of the octagon in the figure. This point is 4 units from the origin, so any counterclockwise rotation about the origin that maps the octagon onto itself would need to map this point onto a point that is also 4 units from the origin. The only other point on the octagon that is 4 units from the origin is the point $(0, -4)$. A counterclockwise rotation about the origin of angle $\theta = \pi$ would map the point $(0,4)$ onto the point $(0, -4)$. The octagon is symmetric about the x- and y-axes, so a rotation of angle $\theta = \pi$ would map all of the points of the octagon onto corresponding points of the octagon.

Likewise, a counterclockwise rotation about the origin of angle $\theta = 2\pi$ would map the point $(0,4)$ onto itself (and map all other points of the octagon onto themselves). No other values of θ such that $0 < \theta \leq 2\pi$ would map the octagon onto itself. Therefore, the correct answer is two, choice (B).

Topic	III. Geometry
Subtopic	A. Geometry

15. The correct answer is (C). To determine the length of $\overline{BC}$, it would be helpful to first label the figure with the information given. Since the circle has radius 2, then both $\overline{OC}$ and $\overline{OP}$ have length 2 and $\overline{CP}$ has length 4. $\overline{AP}$ is tangent to the circle at *P*, so angle *APC* is a right angle. The length of $\overline{AP}$ is given as 3. This means that triangle *ACP* is a 3-4-5 right triangle and $\overline{AC}$ has length 5. Notice that since $\overline{CP}$ is a diameter of the circle, angle *CBP* is also a right angle. Angle *BCP* is in both triangle *ACP* and triangle *PCB*, and, therefore, the two triangles are similar. Then find the length of $\overline{BC}$ by setting up a proportion between the corresponding parts of the similar triangles as follows:

$$\frac{CP}{AC} = \frac{BC}{PC}$$

$$\frac{4}{5} = \frac{BC}{4}$$

$$BC = \frac{16}{5} = 3.2$$

An alternate solution is to apply the tangent-secant theorem, which states that the square of the length of tangent $\overline{AP}$ equals the product of the lengths of the secants $\overline{AB}$ and $\overline{AC}$. That is, $AP^2 = AB \times AC$. It was already established that $AC = 5$. If *x* represents the length of $\overline{BC}$, then $AB = AC - BC = 5 - x$. Substituting $AP = 3$, $AB = 5 - x$, and $AC = 5$ in $AP^2 = AB \times AC$ results in the equation $3^2 = (5 - x)5$ with solution $x = 3.2$. The correct answer is (C), 3.2.

Topic	III. Geometry
Subtopic	A. Geometry

16. The correct answer is (C). Recall that approximately 68% of a normally distributed set of data lie within ± 1 standard deviation of the mean and approximately 95% of the data lie within ± 2 standard deviations of the mean. Evaluate each answer choice in order to determine which of the groups has the greatest percent. Choice (A): Since the mean handspun is 7 inches and the standard deviation is 1 inch, the group of handspun measures that are less than 6 inches is the group that is more than 1 standard deviation less than the mean. The group of handspun measures that are less than 7 inches includes 50% of the measures. Approximately 34 percent ($\frac{1}{2}$ of 68 percent) of the measures are between 6 inches and 7 inches (within 1 standard deviation less than the mean). So, the group with handspun measures less than 6 inches would be approximately equal to $50\% - 34\%$, or 16% of the measures.

Choice (B): Since 7 inches is the mean, approximately 50% of the measures are greater than the mean.
Choice (C): This is the group that is within ± 1 standard deviation of the mean. This group contains approximately 68% of the measures.

Choice (D): This group is between the mean and 2 standard deviations less than the mean. Approximately 47.5% ($\frac{1}{2}$ of 95%) of the measures are between 5 inches and 7 inches.

Of the answer choices given, the group described in (C) is expected to contain the greatest percent of the measures, approximately 68%, so (C) is the correct answer.

Topic	IV. Statistics & Probability
Subtopic	A. Statistics & Probability

17. The correct answer is (A). Because each toss of the coin is an independent event, the probability of tossing heads and then 2 tails, $P(HTT)$, is equal to $P(H)\cdot P(T)\cdot P(T)$, where $P(H)$ is the probability of tossing heads and $P(T)$ is the probability of tossing tails. The probability of tossing heads is twice the probability of tossing tails, so $P(H)=\frac{2}{3}$ and $P(T)=\frac{1}{3}$ Therefore, $P(HTT)=\left(\frac{2}{3}\right)\left(\frac{1}{3}\right)\left(\frac{1}{3}\right)=\frac{2}{27}$ There are 3 ways in which exactly 2 of 3 tosses would be tails, and each of them has an equal probability of occurring:

$P(THT)=P(TTH)=P(HTT)=\frac{2}{27}$

Therefore, the total probability that tails will result exactly 2 times in 3 tosses is $3\left(\frac{2}{27}\right)=\frac{2}{9}$

An alternate solution is to use the binomial probability formula $P(k \text{ out of } n)=\binom{n}{k}p^k(1-p)^{n-k}$, which computes the probability of getting exactly k successes in n independent trials of a binomial experiment in which each trial has two possible outcomes (success and failure), the probability of success in each trial is p, and the probability of failure in each trial is $1-p$. In this problem, $n=3$, $k=2$, and $p=\frac{1}{3}$, so the probability that tails will result on exactly 2 of the 3 tosses is $P(2 \text{ out of } 3)=\binom{3}{2}\left(\frac{1}{3}\right)^2\left(\frac{2}{3}\right)^1$, which is equivalent to $3\times\frac{1}{9}\times\frac{2}{3}$ or $\frac{2}{9}$
Therefore, the correct answer is (A).

Topic	IV. Statistics & Probability
Subtopic	A. Statistics & Probability

Understanding Question Types

The *Praxis*® assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by selecting a sentence in a text or by selecting part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

Understanding Selected-Response and Numeric-Entry Questions

For most questions, you respond by selecting an oval to select a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by:

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.
- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text or graphic.
- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

Understanding Constructed-Response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by writing your own response to topics. Essays and short-answer questions are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Review a few sample essay topics:

- *Brown v. Board of Education of Topeka*

  "We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does."

  A. What legal doctrine or principle, established in *Plessy v. Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
  B. What was the rationale given by the justices for their 1954 ruling?

- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*

  - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
  - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.

- *"Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job."*

  - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

Keep these things in mind when you respond to a constructed-response question:

1. **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
2. **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
3. **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
4. **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
5. **Take notes on scratch paper** so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.
6. **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

To search for the *Praxis* test prep resources that meet your specific needs, visit:

www.ets.org/praxis/testprep

To purchase official test prep made by the creators of the *Praxis* tests, visit the ETS Store:

www.ets.org/praxis/store



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ETS PRAXIS

Measuring the Power of Learning.®

The *Praxis*® Study Companion

Art: Content Knowledge

5134



www.ets.org/praxis

Welcome to *The Praxis® Study Companion*

Prepare to Show What You Know

You have been working to acquire the knowledge and skills you need for your teaching career. Now you are ready to demonstrate your abilities by taking a *Praxis®* test.

Using the *Praxis® Study Companion* is a smart way to prepare for the test so you can do your best on test day. This guide can help keep you on track and make the most efficient use of your study time.

The Study Companion contains practical information and helpful tools, including:

- An overview of the *Praxis* tests
- Specific information on the *Praxis* test you are taking
- A template study plan
- Study topics
- Practice questions and explanations of correct answers
- Test-taking tips and strategies
- Frequently asked questions
- Links to more detailed information

So where should you start? Begin by reviewing this guide in its entirety and note those sections that you need to revisit. Then you can create your own personalized study plan and schedule based on your individual needs and how much time you have before test day.

Keep in mind that study habits are individual. There are many different ways to successfully prepare for your test. Some people study better on their own, while others prefer a group dynamic. You may have more energy early in the day, but another test taker may concentrate better in the evening. So use this guide to develop the approach that works best for you.

Your teaching career begins with preparation. Good luck!

Know What to Expect

Which tests should I take?

Each state or agency that uses the *Praxis* tests sets its own requirements for which test or tests you must take for the teaching area you wish to pursue.

Before you register for a test, confirm your state or agency's testing requirements at www.ets.org/praxis/states.

How are the *Praxis* tests given?

Praxis tests are given on computer. Other formats are available for test takers approved for accommodations (see page 36).

What should I expect when taking the test on computer?

When taking the test on computer, you can expect to be asked to provide proper identification at the test center. Once admitted, you will be given the opportunity to learn how the computer interface works (how to answer questions, how to skip questions, how to go back to questions you skipped, etc.) before the testing time begins. Watch the What to Expect on Test Day video to see what the experience is like.

Where and when are the *Praxis* tests offered?

You can select the test center that is most convenient for you. The *Praxis* tests are administered through an international network of test centers, which includes Prometric® Testing Centers, some universities, and other locations throughout the world.

Testing schedules may differ, so see the *Praxis* web site for more detailed test registration information at www.ets.org/praxis/register.

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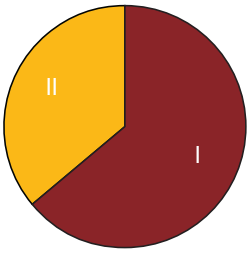
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1. Learn About Your Test

Learn about the specific test you will be taking

Art: Content Knowledge (5134)

Test at a Glance	
Test Name	Art: Content Knowledge
Test Code	5134
Time	2 hours
Number of Questions	120
Format	Selected-response questions
Test Delivery	Computer delivered



Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Art Making	**76**	**64%**
A. General	15	13%
B. Media and Processes	61	51%
II. Historical and Theoretical Foundations of Art	**44**	**36%**
A. Materials and Processes in an Art Historical Context	6–7	5%
B. The Western Tradition in Art History	17–18	15%
C. Art Beyond the Western Tradition	9	7%
D. Responding to Art	11	9%

About This Test

Art: Content Knowledge measures whether entry-level art teachers have the standards-relevant knowledge, skills, and abilities deemed necessary for beginning professional practice. The test is intended primarily for individuals completing teacher training programs who plan to become art teachers. Candidates typically have completed a bachelor's degree program in art or art education. The test questions focus on concepts that are considered central to the study of art, measuring knowledge of art making and the historical and theoretical foundations of art. Images are included on the screen with some of the questions.

The test may contain some questions that will not count toward your score.

Test Specifications

Test specifications in this chapter describe the knowledge and skills measured by the test. Study topics to help you prepare to answer test questions can be found on page 27.

I. Art Making

A. General

The candidate:

1. Knows and understands the elements of art and principles of visual organization (i.e., principles of design) as applied to two-dimensional and three-dimensional media
   a. identifies elements and principles of design in visual stimuli
   b. explains relationships of elements to principles
   c. distinguishes uses of elements and principles in two-dimensional and three-dimensional art
2. Knows and understands various historical methods (e.g., golden mean, hierarchical organization, perspective) and contemporary approaches (juxtaposition, appropriation, transformation, etc.) to creating art
   a. defines/identifies both historical and contemporary methods

B. Media and Processes

The candidate:

1. Knows and understands safety, environmental, and storage issues related to the use of art materials (e.g., clay dust, lead pigments, safety-label information) and art processes (e.g., cutting, etching, spraying)
   a. identifies dangerous materials and their effects
   b. categorizes dangerous materials and their effects
   c. describes proper ventilation, storage, and disposal procedures based on the medium
   d. demonstrates knowledge of MSDS sheets
   e. demonstrates understanding of safety procedures and precautions for using artists' materials and tools
   f. demonstrates knowledge of health issues related to the use of artists' materials and tools (e.g., toxicity)
2. Knows and understands how to use a variety of drawing, painting, and printmaking materials and processes
   a. identifies characteristics of materials
   b. identifies similarities and differences among materials
   c. knows vocabulary related to drawing, painting, and printmaking materials and processes
   d. describes drawing, painting, and printmaking processes
   e. solves problems and evaluates possible solutions
   f. compares materials and techniques, and analyzes the compatibility of materials and techniques
   g. recognizes or identifies processes through reproductions
3. Knows and understands how to use digital photography and image processes
   a. demonstrates basic camera knowledge (camera parts, vocabulary)
   b. demonstrates knowledge of common editing and imaging software (e.g., cropping, basic manipulation, resizing)
   c. demonstrates knowledge of uploading, downloading, storing common file types such as .jpg and .tif, transferring, and printing images
   d. knows and understands the process of creating digital images
4. Knows and understands materials, tools, and processes for videography, filmmaking, and installations
   a. identifies/describes materials, tools, and processes for videography, filmmaking, and installations
5. Knows and understands how to use sculptural materials and processes
   a. identifies characteristics of materials
   b. identifies similarities and differences among materials
   c. knows vocabulary related to sculptural materials and processes

d. describes sculptural processes

e. solves problems and evaluates possible solutions

f. compares materials and techniques, and analyzes the compatibility of materials and techniques

g. recognizes or identifies processes through reproductions

6. Knows and understands how to use a variety of fiber art materials and processes (e.g., weaving, basketry, paper making, jewelry making, processes based on sewing)

   a. identifies characteristics of materials

   b. identifies similarities and differences among materials

   c. knows vocabulary related to fiber materials and processes

   d. describes fiber processes

   e. solves problems and evaluates possible solutions

   f. compares materials and techniques, and analyzes the compatibility of materials and techniques

   g. recognizes or identifies processes through reproductions

7. Knows and understands the physical aspects and effective ways of presenting artwork for display purposes (e.g., cutting mats, display boards)

   a. identifies and describes methods of mounting and matting work in ways appropriate to the medium

   b. identifies and describes methods of displaying three-dimensional work

   c. describes appropriate ways of using exhibition spaces

II. Historical and Theoretical Foundation of Art

A. Materials and Processes in an Art Historical Context

The candidate:

1. Knows and understands the following materials within an art historical context: painting, drawing, printmaking, sculpture, architecture, photography, fiber arts, and crafts

   a. identifies characteristics of materials, processes, and techniques within an art historical context

   b. identifies similarities and differences among materials, processes, and techniques (e.g., evolution over time)

   c. knows vocabulary related to two-dimensional and three-dimensional media and processes within an art historical context

   d. recognizes or identifies processes within an art historical context through reproductions

B. The Western Tradition in Art History

The candidate:

1. Recognizes stylistic traits of art and architecture from each of the following time periods: Prehistory; Egypt and the Ancient Near East; Ancient Greece and Rome; Early Christian, Byzantine, and Medieval periods; the Renaissance; the Baroque; 18th through 20th centuries in Europe and North America; and contemporary art

   a. identifies the styles of works of art and architecture

   b. categorizes art and architecture according to style and/or period

   c. identifies major works of art and architecture by title, style, and/or artist, as appropriate

   d. analyzes/explains the influence of art historical periods or schools on later work

   e. analyzes compositional elements and principles of design in works of art and architecture

   f. recognizes the impact of major artistic and technological innovations (e.g., linear perspective, the invention of the camera, the invention of oil and acrylic paints) on the stylistic traits of art

2. Knows and understands the content, context, and/or purpose of art and architecture from each of the following time periods: Prehistory; Egypt and the Ancient Near East; Ancient Greece and Rome; Early Christian, Byzantine, and Medieval periods; the Renaissance; the Baroque; 18th through 20th centuries in Europe and North America; and contemporary art
   a. explains the purposes of works of art from various time periods
   b. decodes/analyzes the narrative or intended content of a work of art
   c. analyzes/explains the interrelationships between art and social factors, cultural context, and events
   d. explains the impact of major artistic and technological innovations on the content, context, and purposes of art (e.g., linear perspective, the invention of the camera, the invention of oil and acrylic paints)
   e. evaluates information about art and artists from various sources

C. Art Beyond the Western Tradition

The candidate:

1. Knows and understands the general visual characteristics of art and architecture from Asia, Africa, the Americas, and the South Pacific region
   a. classifies works of art and architecture by regions/cultures
   b. describes/analyzes works of art and architecture using compositional elements and principles of design
   c. describes/analyzes the interrelationships between art from beyond the Western tradition and art from the Western tradition
   d. identifies major works of art and architecture by title, style, and/or artist, as appropriate
2. Knows and understands the general content, context, and purposes of art from Asia, Africa, the Americas, and the South Pacific region
   a. explains the content and/or purpose (as appropriate) of frequently referenced works of art from various locations and cultures
   b. identifies the general role of a work of art in its culture (e.g., celebration, ritual or ceremony, historical documentation)
   c. explains how the context in which a work of art is created conveys information about various lifestyles and belief systems (e.g., how Mesoamerican pyramids illuminate life and culture)
   d. evaluates information about art and artists from various sources

D. Responding to Art

The candidate:

1. Knows and understands the major theories of art and aesthetics (e.g., formalism, expressionism, deconstructivism, and representationalism)
   a. recognizes the major characteristics of various theories of art and aesthetics
   b. distinguishes among the major theories of art and aesthetics
   c. compares and contrasts the differences/similarities among theories of art and aesthetics
   d. interprets and evaluates works of art based on theories of art and aesthetics (as opposed to personal opinion)
2. Knows and understands the relationship between art and critical response
   a. demonstrates knowledge of critical reactions to well-known works and/or art movements
   b. recognizes/uses multiple viewpoints in examining a work of art (e.g., multiple viewpoints can be applied to the same work of art; visual or written analysis; looking at various analyses of works in history; "lenses")
   c. recognizes the way personal experience affects interpretation of art (understanding that each person's experiences will affect how that person sees art)
   d. recognizes how meaning is created in art (e.g., through symbols, iconography, formal elements and principles)

2. Familiarize Yourself with Test Questions

Become comfortable with the types of questions you'll find on the Praxis *tests*

The *Praxis* assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by clicking on a sentence in a text or by clicking on part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

Understanding Computer-Delivered Questions

Questions on computer-delivered tests are interactive in the sense that you answer by selecting an option or entering text on the screen. If you see a format you are not familiar with, read the directions carefully. The directions always give clear instructions on how you are expected to respond.

For most questions, you respond by clicking an oval to select a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by:

- **Clicking more than one oval** to select answers from a list of choices.
- **Typing in an entry box.** When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one place to enter a response.
- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will select your answers by clicking on a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answers by clicking on a sentence (or sentences) within the reading passage.
- **Dragging and dropping answer choices into targets on the screen.** You may be asked to select answers from a list of choices and drag your answers to the appropriate location in a table, paragraph of text or graphic.
- **Selecting answer choices from a drop-down menu.** You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

Perhaps the best way to understand computer-delivered questions is to view the Computer-delivered Testing Demonstration on the Praxis web site to learn how a computer-delivered test works and see examples of some types of questions you may encounter.

Understanding Selected-Response Questions

Many selected-response questions begin with the phrase "which of the following." Take a look at this example:

Which of the following is a flavor made from beans?

(A) Strawberry

(B) Cherry

(C) Vanilla

(D) Mint

How would you answer this question?

All of the answer choices are flavors. Your job is to decide which of the flavors is the one made from beans.

Try following these steps to select the correct answer.

1) **Limit your answer to the choices given.** You may know that chocolate and coffee are also flavors made from beans, but they are not listed. Rather than thinking of other possible answers, focus only on the choices given ("which of the following").

2) **Eliminate incorrect answers.** You may know that strawberry and cherry flavors are made from fruit and that mint flavor is made from a plant. That leaves vanilla as the only possible answer.

3) **Verify your answer.** You can substitute "vanilla" for the phrase "which of the following" and turn the question into this statement: "Vanilla is a flavor made from beans." This will help you be sure that your answer is correct. If you're still uncertain, try substituting the other choices to see if they make sense. You may want to use this technique as you answer selected-response questions on the practice tests.

Try a more challenging example

The vanilla bean question is pretty straightforward, but you'll find that more challenging questions have a similar structure. For example:

Entries in outlines are generally arranged according to which of the following relationships of ideas?

(A) Literal and inferential

(B) Concrete and abstract

(C) Linear and recursive

(D) Main and subordinate

You'll notice that this example also contains the phrase "which of the following." This phrase helps you determine that your answer will be a "relationship of ideas" from the choices provided. You are supposed to find the choice that describes how entries, or ideas, in outlines are related.

Sometimes it helps to put the question in your own words. Here, you could paraphrase the question in this way: "How are outlines usually organized?" Since the ideas in outlines usually appear as main ideas and subordinate ideas, the answer is (D).

QUICK TIP: Don't be intimidated by words you may not understand. It might be easy to be thrown by words like "recursive" or "inferential." Read carefully to understand the question and look for an answer that fits. An outline is something you are probably familiar with and expect to teach to your students. So slow down, and use what you know.

Watch out for selected-response questions containing "NOT," "LEAST," and "EXCEPT"

This type of question asks you to select the choice that does not fit. You must be very careful because it is easy to forget that you are selecting the negative. This question type is used in situations in which there are several good solutions or ways to approach something, but also a clearly wrong way.

How to approach questions about graphs, tables, or reading passages

When answering questions about graphs, tables, or reading passages, provide only the information that the questions ask for. In the case of a map or graph, you might want to read the questions first, and then look at the map or graph. In the case of a long reading passage, you might want to go ahead and read the passage first, noting places you think are important, and then answer the questions. Again, the important thing is to be sure you answer the questions as they refer to the material presented. So read the questions carefully.

How to approach unfamiliar formats

New question formats are developed from time to time to find new ways of assessing knowledge. Tests may include audio and video components, such as a movie clip or animation, instead of a map or reading passage. Other tests may allow you to zoom in on details in a graphic or picture.

Tests may also include interactive questions. These questions take advantage of technology to assess knowledge and skills in ways that standard selected-response questions cannot. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

QUICK TIP: Don't make the questions more difficult than they are. Don't read for hidden meanings or tricks. There are no trick questions on *Praxis* tests. They are intended to be serious, straightforward tests of your knowledge.

Understanding Constructed-Response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by creating your own response to particular topics. Essays and short-answer questions are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Take a look at a few sample essay topics:

- "Celebrities have a tremendous influence on the young, and for that reason, they have a responsibility to act as role models."
- "We are constantly bombarded by advertisements—on television and radio, in newspapers and magazines, on highway signs, and the sides of buses. They have become too pervasive. It's time to put limits on advertising."
- "Advances in computer technology have made the classroom unnecessary, since students and teachers are able to communicate with one another from computer terminals at home or at work."

Keep these things in mind when you respond to a constructed-response question

1) **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.

2) **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.

3) **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.

4) **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.

5) **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

QUICK TIP: You may find that it helps to take notes on scratch paper so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.

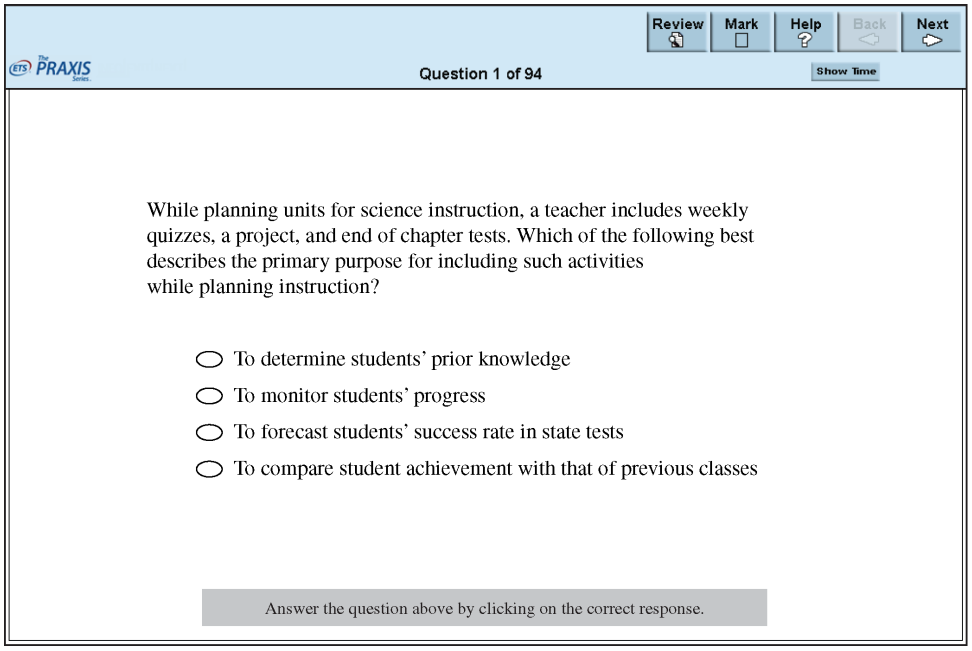
For tests that have constructed-response questions, more detailed information can be found on page 11.

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Computer Delivery

This test is available on computer. To illustrate what the computer-delivered test looks like, the following sample question shows an actual screen used in a computer-delivered test. For the purposes of this guide, sample questions are provided as they would appear in a paper-delivered test.



Sample Test Questions

The sample questions that follow illustrate the kinds of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

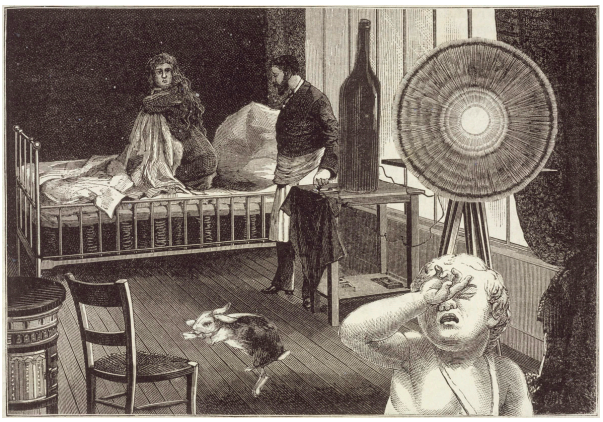
For the test, images appear as small thumbnail versions above or to the left of the question(s) they refer to. To expand an image thumbnail, click on the plus sign in the lower right corner. While the image is expanded, you will see a plus sign and a minus sign that allow you to zoom in and out. To close the image, click on the "x "in the upper right corner. You can open and close each image as many times as you like.

Directions: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one that is best in each case.

Art Making

1. Which of the following terms refers to the use of distortion to create the illusion of an object extending into space?
   (A) Cantilevering
   (B) Contrapposto
   (C) Sfumato
   (D) Foreshortening

2. A triad on a color wheel can be described as
   (A) three analogous colors
   (B) three colors equally spaced apart
   (C) three colors of equal value
   (D) a complementary set



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3. In the work shown above, Ernst anticipated and manipulated which of the following postmodern design principles as a means of conveying a sense of the irrational and the illogical?
   (A) Gazing
   (B) Hybridity
   (C) Appropriation
   (D) Juxtaposition

4. Which of the following is the most reasonable action to take for an artist whose work requires the use of a specific hazardous product?
   (A) Finding a nontoxic product to use and adapting the art-making process as necessary
   (B) Reading the product's label and proceeding according to the label directions
   (C) Making sure no children are present when using the product
   (D) Checking with a qualified toxicologist before using the material

5. In storing printmaking supplies, it is important to store which of the following materials separately from the others?
   (A) Acetic acid
   (B) Rosin powder
   (C) Nitric acid
   (D) Solvents

6. Which of the following is most characteristic of gesture drawing?
   (A) An outline
   (B) Action and movement
   (C) Gradual shading
   (D) Carefully observed details

7. A hard-edge painting is most likely to be characterized by
   (A) an even, solid paint application
   (B) blurry color mixed on the painting's surface
   (C) scratchy brush marks clearly separated
   (D) translucent multiple layers of paint

8. Which of the following terms refers to the process of using thick applications of paint?
   (A) Scumbling
   (B) Alla prima
   (C) Impasto
   (D) Frottage

9. Which of the following statements accurately describes a JPEG compressed digital photograph?
   (A) The JPEG format is used only for color photos.
   (B) A JPEG compression alters the proportions of the original image by rearranging data.
   (C) A JPEG compression sharpens the details in an image.
   (D) The JPEG format compresses file size by selectively discarding data.

10. Which of the following digital camera settings can be used to keep colors accurate under a variety of light conditions?
    (A) White balance
    (B) Aperture
    (C) ISO speed
    (D) Shutter speed

11. The term that best describes an artwork that incorporates theatrical elements such as body movement, audience participation, music, and projected images is
    (A) mimesis
    (B) installation art
    (C) performance art
    (D) digital collage

12. Which of the following terms refers to pottery that has not been bisque fired?
    (A) Raku
    (B) Greenware
    (C) Terracotta
    (D) Stoneware

13. Which of the following tools is LEAST likely to be used in the process of creating a wood sculpture?
    (A) A rasp
    (B) A gouge
    (C) A lathe
    (D) An extruder

14. In weaving, the vertical and horizontal threads in a loom are called the
    (A) bobbin and quill
    (B) shuttle and paddle
    (C) ply and twist
    (D) warp and weft

15. Fragile works of sculpture can be displayed most securely by placing the works
    (A) in glass-paneled cases
    (B) on a series of pedestals
    (C) on wall-mounted shelves with sturdier works around them
    (D) in shadow boxes with signs that read "Do Not Touch"

Historical and Theoretical Foundations of Art

16. Which of the following terms refers to Archaic Greek statues whose poses—rigidly frontal with clenched fists—recall the stance of ancient Egyptian statues?

    (A) Caryatids
    (B) Telamones
    (C) Discoboloi
    (D) Kouroi



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17. The layout and design of the Temple of Heaven in Beijing, China, are intended mainly as a symbolic expression of the

    (A) philosophical principles of feng shui
    (B) metaphysical teachings of the Buddha
    (C) connection between imperial and cosmic orders
    (D) emperor's absolute power over earthly matters



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18. The imagery in the work shown above is a typical decorative motif of Islamic architectural mosaics known as

    (A) calligraphy
    (B) an arabesque
    (C) a rosette
    (D) a paisley



© Scala / Art Resource, NY

19. In Michelangelo's sculpture, David's expression is best characterized as
    (A) calm and brave
    (B) youthful and idealized
    (C) tense and watchful
    (D) angry and intense

20. Which of the following artists is an English landscape painter who created a poetic sense of changing atmospheric effects by using tiny applications of local color?
    (A) John Constable
    (B) William Morris
    (C) William Hogarth
    (D) Joshua Reynolds

21. The nineteenth-century photographic process used to create a daguerreotype was notable for its
    (A) quick exposure time
    (B) ability to capture sharp detail
    (C) capacity to be reproduced multiple times
    (D) use of paper negatives

22. The Pointillist paintings of Georges Seurat are most notable for containing which of the following characteristics?
    (A) An expressionistic use of broad brushstrokes and tactile surface texture
    (B) Lively figures created through the use of forceful lines
    (C) Static figures and a sense of optical surface movement
    (D) An emotional use of strident colors with a high degree of simplification

23. The intention of making traditional, saleable art objects was abandoned by
    (A) Impressionists
    (B) Pop artists
    (C) Abstract Expressionists
    (D) Conceptual artists

24. Which of the following figures is a contemporary installation artist who uses image projection and videos?
    (A) Bill Viola
    (B) Betye Saar
    (C) Damien Hirst
    (D) Rachel Whiteread

25. The aesthetic philosophy that claims that the value of a work of art is determined by museums and galleries is known as
    (A) capitalism
    (B) conceptualism
    (C) structuralism
    (D) institutionalism

Answers to Sample Questions

1. The correct answer is (D). Foreshortening is the representation of any object on a two-dimensional surface in such a way that the object appears to advance or recede. This is accomplished by representing the perspectival "distortion" of the form.

2. The correct answer is (B). A triad on a color wheel refers to any three equally spaced colors. The most common triads are the primary colors (red, blue, yellow) and the secondary colors (purple, green, orange). However, any three hues that are equidistant from each other constitute a triad.

3. The correct answer is (D). Juxtaposition refers to the use of unrelated images, materials, etc., to create a new image. Although the term has become standard in recent years, Surrealists such as Max Ernst sometimes used much the same process. In *L'Immaculée Conception manquée*, Ernst included images that have no apparent connection to each other, such as the rabbit, the weeping statue, and the figures, to create a sense of connection outside the scope of reason.

4. The correct answer is (B). Although it is preferable for artists of all ages to avoid toxic materials, there are times when a working artist may have to use a toxic material for a specific purpose. In such cases, the most reasonable course of action is for the artist to read all directions and cautions carefully and take the necessary precautions.

5. The correct answer is (C). Nitric acid is an oxidizing agent that can react with any of the other supplies to cause an explosion or fire.

6. The correct answer is (B). Gesture drawing refers to quick, expressive representation, usually of figures, which is intended to convey the essential movement of the figure. Action and movement are the essence of gesture drawing.

7. The correct answer is (A). "Hard-edge" is a term used to refer to paintings such as those of Frank Stella and Ellsworth Kelly in which each area of paint is sharply defined and applied in a smooth way, without visible brushstrokes or other signs of gesture.

8. The correct answer is (C). Although the other choices refer to various ways of working with two-dimensional images, only impasto refers to thick applications of paint to a surface.

9. The correct answer is (D). JPEG (widely known as .jpg) compression of a digital file is a process through which a file can be made smaller and, therefore, easier to store and transfer. The compression is executed by selectively removing data from the image file. It can be used for black-and-white as well as color files. JPEG compression does not sharpen details or alter proportions.

10. The correct answer is (A). Different lighting conditions—for example, daylight, incandescent light, fluorescent light—tend to push the colors in a photograph toward a particular hue, so it is important to be able to adjust the camera to keep unwanted tints out of the photo. White balance refers to the way the camera compensates for variations in light to keep colors constant.

11. The correct answer is (C). Performance art differs from painting, sculpture, or even some other forms of experimental media in that it emphasizes art as a participatory event that happens at a particular place and a particular time. It is usually avant-garde or conceptual in scope. Although not all works of performance art include every element listed here, the only kind of art that could incorporate all of them is performance art.

12. The correct answer is (B). Bisque firing refers to preliminary firing that is done to harden the piece prior to glazing and glaze firing. Greenware is a term referring to any pottery that has not been bisque fired.

13. The correct answer is (D). This question asks for the tool that a wood sculptor would **not** use. Rasps, gouges, and lathes are all used in working with wood. An extruder is used with malleable materials, such as clay.

14. The correct answer is (D). Weaving on a loom involves stringing a series of threads along the loom lengthwise (warp) and weaving other threads crosswise (weft), in and out of the lengthwise threads.

15. The correct answer is (A). Although some of the other choices might provide a bit of protection for fragile sculptures, a glass-paneled case that allows viewers to see fragile items but not touch them is the best solution for secure display.

16. The correct answer is (D). "Kouroi" is the term used for Archaic Greek statues of standing male youths. Made primarily from marble, but sometimes from limestone, wood, bronze, or terracotta, these life-size Greek statues imitate Egyptian prototypes in that each is posed stiffly, facing directly forward, with clenched fists and an advancing left foot.

17. The correct answer is (C). A Daoist temple complex constructed between 1406 and 1420, the Temple of Heaven is laid out in a grid of interlocking circles and squares intended to symbolize the connection between Heaven and Earth. Traditionally, this relationship was mediated by the emperor, called the Son of Heaven, who prayed at the Hall of Prayer for Good Harvests, located in the center of the complex, during important biannual ceremonies.

18. The correct answer is (B). An arabesque is an intricate design of repeated lines, often in the form of plants whose leafy vines interlace. In Islam, these designs constitute an infinite pattern that extends beyond the material world, symbolizing the limitless nature of creation and conveying a sense of spirituality.

19. The correct answer is (C). For his monumental statue of David, Michelangelo chose not to portray the biblical hero holding the head of the slain Goliath—as both Donatello and Verrocchio had done—but rather to depict him awaiting the fatal encounter. David stands with furrowed brow, veins bulging from his neck, his gaze one of studied concentration as he prepares for Goliath's challenge.

20. The correct answer is (A). Perhaps the best known English landscape painter of his era, John Constable used delicate brushstrokes to convey a sense of changing weather in works such as *The Haywain*. Constable's use of natural color, stippled with white, is one of the most innovative aspects of his paintings; it was central to his ability to demonstrate shifting atmosphere and changing seasons.

21. The correct answer is (B). The first commercially successful photographic process, the daguerreotype was developed in France in the early nineteenth century by Louis-Jacques-Mandé Daguerre. Each image was a direct positive made in the camera on a silver-plated copper plate. Since the image was made directly on the silvered surface, it was very fragile and could not be reproduced; it also required a somewhat lengthy exposure period. Despite such drawbacks, the daguerreotype quickly became a popular medium, especially for portraiture, largely because of its ability to capture crisp, accurate detail.

22. The correct answer is (C). Georges Seurat's *Sunday Afternoon on the Island of La Grande Jatte* typifies the dominant aesthetic of his major canvases. The flat, sharply defined figures are so stiff as to appear almost timeless, while the very surface of the painting seems to shimmer because of the Pointillist technique of using thousands of precisely placed, tiny colored dots.

23. The correct answer is (D). The Conceptual Art movement expanded the fundamental definition of what qualifies as art. Conceptual artists, as a rule, reject traditional notions of what constitutes a work of art. Concepts and ideas are valued over standard visual art conventions. A major component of this artistic viewpoint is the lack of concern with the creation of physical objects that can be sold in the art marketplace. Conceptual art need not be limited by its marketability since, as artist Sol LeWitt said, "Ideas alone can be works of art."

24. The correct answer is (A). Bill Viola is an internationally recognized contemporary video artist, whose installations frequently incorporate the projection of images and videos.

25. The correct answer is (D). Institutionalism, also known as the institutional theory of art, is an aesthetic philosophy that stipulates that an object can only be considered art within the framework of the art world, defined primarily—but not exclusively—by museums and galleries. Theorists often cite the example of Marcel Duchamp's *Fountain*, the urinal submitted to the Society for Independent Artists exhibit in New York City in 1917. By being placed in a gallery, the work's meaning changed: it ceased to be a functional object and became an art object instead. *Fountain* is now studied as an exemplar of the readymade.

4. Determine Your Strategy for Success

Set clear goals and deadlines so your test preparation is focused and efficient

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day.

1) Learn what the test covers.

You may have heard that there are several different versions of the same test. It's true. You may take one version of the test and your friend may take a different version a few months later. Each test has different questions covering the same subject area, but both versions of the test measure the same skills and content knowledge.

You'll find specific information on the test you're taking on page 5, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit www.ets.org/praxis/testprep for information on other *Praxis* tests.

2) Assess how well you know the content.

Research shows that test takers tend to overestimate their preparedness—this is why some test takers assume they did well and then find out they did not pass.

The *Praxis* tests are demanding enough to require serious review of likely content, and the longer you've been away from the content, the more preparation you will most likely need. If it has been longer than a few months since you've studied your content area, make a concerted effort to prepare.

3) Collect study materials.

Gathering and organizing your materials for review are critical steps in preparing for the *Praxis* tests. Consider the following reference sources as you plan your study:

- Did you take a course in which the content area was covered? If yes, do you still have your books or your notes?
- Does your local library have a high school-level textbook in this area? Does your college library have a good introductory college-level textbook in this area?

Practice materials are available for purchase for many *Praxis* tests at www.ets.org/praxis/testprep. Test preparation materials include sample questions and answers with explanations.

4) Plan and organize your time.

You can begin to plan and organize your time while you are still collecting materials. Allow yourself plenty of review time to avoid cramming new material at the end. Here are a few tips:

- Choose a test date far enough in the future to leave you plenty of preparation time. Test dates can be found at www.ets.org/praxis/register/centers_dates.
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.

5) Practice explaining the key concepts.

Praxis tests with constructed-response questions assess your ability to explain material effectively. As a teacher, you'll need to be able to explain concepts and processes to students in a clear, understandable way. What are the major concepts you will be required to teach? Can you explain them in your own words accurately, completely, and clearly? Practice explaining these concepts to test your ability to effectively explain what you know.

6) Understand how questions will be scored.

Scoring information can be found on page 39.

7) Develop a study plan.

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 25 to organize your efforts.

And most important—get started!

Would a Study Group Work for You?

Using this guide as part of a study group

People who have a lot of studying to do sometimes find it helpful to form a study group with others who are working toward the same goal. Study groups give members opportunities to ask questions and get detailed answers. In a group, some members usually have a better understanding of certain topics, while others in the group may be better at other topics. As members take turns explaining concepts to one another, everyone builds self-confidence.

If the group encounters a question that none of the members can answer well, the group can go to a teacher or other expert and get answers efficiently. Because study groups schedule regular meetings, members study in a more disciplined fashion. They also gain emotional support. The group should be large enough so that multiple people can contribute different kinds of knowledge, but small enough so that it stays focused. Often, three to six members is a good size.

Here are some ways to use this guide as part of a study group:

- **Plan the group's study program.** Parts of the study plan template, beginning on page 25, can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 13.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

- **Take a practice test together.** The idea of a practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone's confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.
- **Learn from the results of the practice test.** Review the results of the practice test, including the number of questions answered correctly in each content category. For tests that contain constructed-response questions, look at the Sample Test Questions section, which also contain sample responses to those questions and shows how they were scored. Then try to follow the same guidelines that the test scorers use.
- **Be as critical as you can.** You're not doing your study partner(s) any favors by letting them get away with an answer that does not cover all parts of the question adequately.
- **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner(s) are doing an inadequate job of answering the question. Writing notes in the margins of the answer sheet may also help.
- **Be supportive.** Include comments that point out what your study partner(s) got right.

Then plan one or more study sessions based on aspects of the questions on which group members performed poorly. For example, each group member might be responsible for rewriting one paragraph of a response in which someone else did an inadequate job.

Whether you decide to study alone or with a group, remember that the best way to prepare is to have an organized plan. The plan should set goals based on specific topics and skills that you need to learn, and it should commit you to a realistic set of deadlines for meeting those goals. Then you need to discipline yourself to stick with your plan and accomplish your goals on schedule.

5. Develop Your Study Plan

Develop a personalized study plan and schedule

Planning your study time is important because it will help ensure that you review all content areas covered on the test. Use the sample study plan below as a guide. It shows a plan for the *Core Academic Skills for Educators: Reading* test. Following that is a study plan template that you can fill out to create your own plan. Use the "Learn about Your Test" and "Test Specifications" information beginning on page 5 to help complete it.

Use this worksheet to:
1. **Define Content Areas:** List the most important content areas for your test as defined in chapter 1.
2. **Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
3. **Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
4. **Study:** Create and commit to a schedule that provides for regular study periods.

Praxis Test Name (Test Code): Core Academic Skills for Educators: Reading (5712)
Test Date: 9/15/15

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Key Ideas and Details						
Close reading	Draw inferences and implications from the directly stated content of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/15/15	7/15/15
Determining Ideas	Identify summaries or paraphrases of the main idea or primary purpose of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/17/15	7/17/15
Determining Ideas	Identify summaries or paraphrases of the supporting ideas and specific details in a reading selection	3	Middle and high school English textbook	College library, middle and high school teachers	7/20/15	7/21/15
Craft, Structure, and Language Skills						
Interpreting tone	Determine the author's attitude toward material discussed in a reading selection	4	Middle and high school English textbook	College library, middle and high school teachers	7/25/15	7/26/15
Analysis of structure	Identify key transition words and phrases in a reading selection and how they are used	3	Middle and high school English textbook, dictionary	College library, middle and high school teachers	7/25/15	7/27/15
Analysis of structure	Identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Author's purpose	Determine the role that an idea, reference, or piece of information plays in an author's discussion or argument	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Language in different contexts	Determine whether information presented in a reading selection is presented as fact or opinion	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Contextual meaning	Identify the meanings of words as they are used in the context of a reading selection	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/15	8/1/15
Figurative Language	Understand figurative language and nuances in word meanings	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/8/15	8/8/15
Vocabulary range	Understand a range of words and phrases sufficient for reading at the college and career readiness level	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/15/15	8/17/15
Integration of Knowledge and Ideas						
Diverse media and formats	Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/15	8/24/15
Evaluation of arguments	Identify the relationship among ideas presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/24/15	8/24/15
Evaluation of arguments	Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection	3	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/27/15	8/27/15
Evaluation of arguments	Determine the logical assumptions upon which an argument or conclusion is based	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/28/15	8/30/15
Evaluation of arguments	Draw conclusions from material presented in a reading selection	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/30/15	8/31/15
Comparison of texts	Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/3/15	9/4/15
Comparison of texts	Apply ideas presented in a reading selection to other situations	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/5/15	9/6/15

My Study Plan

Use this worksheet to:

1. **Define Content Areas:** List the most important content areas for your test as defined in chapter 1.
2. **Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
3. **Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
4. **Study:** Create and commit to a schedule that provides for regular study periods.

Praxis Test Name (Test Code): _____

Test Date: _____

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed

6. Review Study Topics

Detailed study topics with questions for discussion

Using the Study Topics That Follow

The Art: Content Knowledge test is designed to measure the knowledge and skills necessary for a beginning teacher.

This chapter is intended to help you organize your preparation for the test and to give you a clear indication of the depth and breadth of the knowledge required for success on the test.

Virtually all accredited programs address the topics covered by the test; however, you are not expected to be an expert on all aspects of the topics that follow.

You are likely to find that the topics below are covered by most introductory textbooks. Consult materials and resources, including lecture and laboratory notes, from all your coursework. You should be able to match up specific topics and subtopics with what you have covered in your courses.

Try not to be overwhelmed by the volume and scope of content knowledge in this guide. Although a specific term may not seem familiar as you see it here, you might find you can understand it when applied to a real-life situation. Many of the items on the actual test will provide you with a context to apply to these topics or terms.

Discussion Areas

Interspersed throughout the study topics are discussion areas, presented as open-ended questions or statements. These discussion areas are intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to situations in the classroom or the real world. Most of the areas require you to combine several pieces of knowledge to formulate an integrated understanding and response. If you spend time on these areas, you will gain increased understanding and facility with the subject matter covered on the test. You may want to discuss these areas and your answers with a teacher or mentor.

Note that this study companion *does **not** provide answers for the discussion area questions*, but thinking about the answers to them will help improve your understanding of fundamental concepts and will probably help you answer a broad range of questions on the test.

Study Topics

An overview of the areas covered on the test, along with their subareas, follows.

I. Art Making

A. General

The candidate:

1. Knows and understands the elements of art and principles of visual organization (i.e., principles of design) as applied to two-dimensional and three-dimensional media
   a. identifies elements and principles of design in visual stimuli
   b. explains relationships of elements to principles
   c. distinguishes uses of elements and principles in two-dimensional and three-dimensional art
2. Knows and understands various historical methods (e.g., golden mean, hierarchical organization, perspective) and contemporary approaches (juxtaposition, appropriation, transformation, etc.) to creating art
   a. defines/identifies both historical and contemporary methods

Discussion areas: General

- Consider why you chose particular media or processes for several of your works. In what ways were the media or processes successful?
- What difficulties did they present?
- Think about the ideas on which some of your art works are based. How is each idea communicated? How would you describe the ideas and your artistic process to others?
- How did you structure the composition of one of your works? Why did you structure it that way?
- How do the elements and principles interact in the work? How do they support the meaning of work?
- Name the principles and elements used to organize 2-D and 3-D art.
- Identify how rhythm is achieved in a particular work of art. What impact is created by the use of rhythm in the work?
- How can the elements in a work of art be used to support the principles in a representational work and in an abstract work?
- How do artistic concerns regarding the element of space differ in works that are two-dimensional and works that are three-dimensional?
- How have new technologies and time-based artworks changed the understanding of visual organization
- Name three historical ways of organizing space on a 2-D picture plane. What are some of the ways in which many contemporary artists organize space differently?

B. Media and Processes

The candidate:

1. Knows and understands safety, environmental, and storage issues related to the use of art materials (e.g., clay dust, lead pigments, safety-label information) and art processes (e.g., cutting, etching, spraying)
   a. identifies dangerous materials and their effects
   b. categorizes dangerous materials and their effects
   c. describes proper ventilation, storage, and disposal procedures based on the medium
   d. demonstrates knowledge of MSDS sheets
   e. demonstrates understanding of safety procedures and precautions for using artists' materials and tools
   f. demonstrates knowledge of health issues related to the use of artists' materials and tools (e.g., toxicity)
2. Knows and understands how to use a variety of drawing, painting, and printmaking materials and processes
   a. identifies characteristics of materials
   b. identifies similarities and differences among materials
   c. knows vocabulary related to drawing, painting, and printmaking materials and processes

   d. describes drawing, painting, and printmaking processes
   e. solves problems and evaluates possible solutions
   f. compares materials and techniques, and analyzes the compatibility of materials and techniques
   g. recognizes or identifies processes through reproductions
3. Knows and understands how to use digital photography and image processes
   a. demonstrates basic camera knowledge (camera parts, vocabulary)
   b. demonstrates knowledge of common editing and imaging software (e.g., cropping, basic manipulation, resizing)
   c. demonstrates knowledge of uploading, downloading, storing common file types such as .jpg and .tif, transferring, and printing images
   d. knows and understands the process of creating digital images
4. Knows and understands materials, tools, and processes for videography, filmmaking, and installations
   a. identifies/describes materials, tools, and processes for videography, filmmaking, and installations
5. Knows and understands how to use sculptural materials and processes
   a. identifies characteristics of materials
   b. identifies similarities and differences among materials
   c. knows vocabulary related to sculptural materials and processes
   d. describes sculptural processes
   e. solves problems and evaluates possible solutions
   f. compares materials and techniques, and analyzes the compatibility of materials and techniques
   g. recognizes or identifies processes through reproductions
6. Knows and understands how to use a variety of fiber art materials and processes (e.g., weaving, basketry, paper making, jewelry making, processes based on sewing)
   a. identifies characteristics of materials
   b. identifies similarities and differences among materials
   c. knows vocabulary related to fiber materials and processes
   d. describes fiber processes
   e. solves problems and evaluates possible solutions
   f. compares materials and techniques, and analyzes the compatibility of materials and techniques
   g. recognizes or identifies processes through reproductions
7. Knows and understands the physical aspects and effective ways of presenting artwork for display purposes (e.g., cutting mats, display boards)
   a. identifies and describes methods of mounting and matting work in ways appropriate to the medium
   b. identifies and describes methods of displaying three-dimensional work
   c. describes appropriate ways of using exhibition spaces

Discussion areas: Media and Processes

- Name three art materials that are toxic.
- Which pigments used in paint, ink, or glaze have a greater level of toxicity and which have less?
- What is a safe way to dispose of oily rags?
- What type of precautions should be taken when using workable fixative on a regular basis?
- In what type of setting is it safest to perform a raku firing?
- What are the hazards of prolonged exposure to clay dust or plaster dust?
- How does vine charcoal differ from compressed charcoal?
- What are the advantages and disadvantages of using gouache?

- How does hot-press illustration board differ from cold-press illustration board? What kind of media work best on each?
- How is a burin used in printmaking? How is a brayer used?
- What are some general differences between the effects created by a particular drawing medium and those created by a particular painting medium?
- What are the major printmaking processes?
- If a drawing is too light in value, what other media might the artist experiment with?
- Why is canvas generally primed before an artist paints on it? In what cases might an artist choose not to prime canvas?
- In what ways do the effects achieved by using watercolor as a painting medium generally differ from those achieved by using oil paint?
- How do changes in the aperture setting affect photographs?
- What functions do filters have in Adobe Photoshop™?
- What is the difference between raster and vector formats in computer graphics?
- How many kilobytes are in a megabyte?
- How many megabytes are in a gigabyte?
- What is meant by ppi and dpi, and what information do they provide for projecting or printing a digital image?
- Why are installations classified with time-based media?
- How can wood be used to create an additive, subtractive, or assembled work?
- What are the differences among earthenware, stoneware, and porcelain? Why might an artist choose one of them over another?
- What is a maquette and, why is it useful to make one?
- What types of hand-building techniques can be used to create a ceramic vessel, and what are the advantages of each?
- What are the steps in creating a hollow cast bronze sculpture? What are the advantages of casting?
- How can a viewer distinguish by looking at a sculpture whether the process used was additive or subtractive?
- How do available workspace and tools affect decisions about what sculptural materials to use?
- What different kinds of materials can be used to make paper?
- In weaving, what is the difference between the warp and the weft?
- How is the shuttle used in weaving?
- How can the use of a mat or frame influence perception of a work of art?
- What are the advantages and disadvantages of dry mounting?
- What are the best ways of displaying 3D sculptures of various sizes and media?
- How can lighting be of benefit to the exhibition of artwork?

II. Historical and Theoretical Foundation of Art

A. Materials and Processes in an Art Historical Context

The candidate:

1. Knows and understands the following materials within an art historical context: painting, drawing, printmaking, sculpture, architecture, photography, fiber arts, and crafts
   a. identifies characteristics of materials, processes, and techniques within an art historical context
   b. identifies similarities and differences among materials, processes, and techniques (e.g., evolution over time)
   c. knows vocabulary related to two-dimensional and three-dimensional media and processes within an art historical context
   d. recognizes or identifies processes within an art historical context through reproductions

Discussion areas: Materials and Processes in an Art Historical Context

- In what ancient culture did the use of the arch in architecture become commonplace?
- Identify advantages the arch had over post-and-lintel construction.
- What are some reasons why artists during the Renaissance abandoned the traditional egg tempera technique for painting in oils?

B. The Western Tradition in Art History

The candidate:

1. Recognizes stylistic traits of art and architecture from each of the following time periods: Prehistory; Egypt and the Ancient Near East; Ancient Greece and Rome; Early Christian, Byzantine, and Medieval periods; the Renaissance; the Baroque; 18th through 20th centuries in Europe and North America; and contemporary art
   a. identifies the styles of works of art and architecture
   b. categorizes art and architecture according to style and/or period
   c. identifies major works of art and architecture by title, style, and/or artist, as appropriate
   d. analyzes/explains the influence of art historical periods or schools on later work
   e. analyzes compositional elements and principles of design in works of art and architecture
   f. recognizes the impact of major artistic and technological innovations (e.g., linear perspective, the invention of the camera, the invention of oil and acrylic paints) on the stylistic traits of art
2. Knows and understands the content, context, and/or purpose of art and architecture from each of the following time periods: Prehistory; Egypt and the Ancient Near East; Ancient Greece and Rome; Early Christian, Byzantine, and Medieval periods; the Renaissance; the Baroque; 18th through 20th centuries in Europe and North America; and contemporary art
   a. explains the purposes of works of art from various time periods
   b. decodes/analyzes the narrative or intended content of a work of art
   c. analyzes/explains the interrelationships between art and social factors, cultural context, and events
   d. explains the impact of major artistic and technological innovations on the content, context, and purposes of art (e.g., linear perspective, the invention of the camera, the invention of oil and acrylic paints)
   e. evaluates information about art and artists from various sources

Discussion areas: The Western Tradition in Art History

- When in the history of Western culture did European artists begin to create self-portraits and why?
- What does it mean to say that art is conceptual?
- Why were the Surrealists attracted to the idea of automatic drawing?
- How did the shift of patronage from the church to secular merchants in the Renaissance affect the creation of art?
- How did the First World War affect art in Europe?
- What are some of the reasons that artists in the early twentieth century began to create works without representational imagery?

- How did technological innovations that enabled the building of taller buildings (skyscrapers) in the late nineteenth century impact cities and urban life?

C. Art Beyond the Western Tradition

The candidate:

1. Knows and understands the general visual characteristics of art and architecture from Asia, Africa, the Americas, and the South Pacific region
   a. classifies works of art and architecture by regions/cultures
   b. describes/analyzes works of art and architecture using compositional elements and principles of design
   c. describes/analyzes the interrelationships between art from beyond the Western tradition and art from the Western tradition
   d. identifies major works of art and architecture by title, style, and/or artist, as appropriate
2. Knows and understands the general content, context, and purposes of art from Asia, Africa, the Americas, and the South Pacific region
   a. explains the content and/or purpose (as appropriate) of frequently referenced works of art from various locations and cultures
   b. identifies the general role of a work of art in its culture (e.g., celebration, ritual or ceremony, historical documentation)
   c. explains how the context in which a work of art is created conveys information about various lifestyles and belief systems (e.g., how Mesoamerican pyramids illuminate life and culture)
   d. evaluates information about art and artists from various sources

Discussion areas: Art Beyond the Western Tradition

- Choose one African culture. What are the salient visual characteristics of that culture's art?
- What are some features of a Maya pyramid that distinguish it from an Egyptian pyramid?
- What visual characteristics distinguish a landscape painted in China or Japan from those painted in the European tradition?
- Identify at least one mosque and one Buddhist temple that you can recognize visually.
- What was the function of a pyramid in Maya life and culture?
- How can the design and use of art forms in at least one culture function as signifiers of social rank or family importance?
- In what ways is a statue of Buddha designed to suggest spiritual enlightenment?

D. Responding to Art

The candidate:

1. Knows and understands the major theories of art and aesthetics (e.g., formalism, expressionism, deconstructivism, and representationalism)
   a. recognizes the major characteristics of various theories of art and aesthetics
   b. distinguishes among the major theories of art and aesthetics
   c. compares and contrasts the differences/similarities among theories of art and aesthetics
   d. interprets and evaluates works of art based on theories of art and aesthetics (as opposed to personal opinion)
2. Knows and understands the relationship between art and critical response
   a. demonstrates knowledge of critical reactions to well-known works and/or art movements
   b. recognizes/uses multiple viewpoints in examining a work of art (e.g., multiple viewpoints can be applied to the same work of art; visual or written analysis; looking at various analyses of works in history; "lenses")

c. recognizes the way personal experience affects interpretation of art (understanding that each person's experiences will affect how that person sees art)

d. recognizes how meaning is created in art (e.g., through symbols, iconography, formal elements and principles)

Discussion areas: Responding to Art

- Identify two or three works or movements that caused controversy. In each case, how did art critics respond?
- How do culture, experiences, and individual perception affect a critical response? For example, how might a critical response to a Christian religious work differ if the work is viewed by a Muslim or an atheist?
- How might gender or age affect a person's critical responses to a specific work of art or a general type of art?
- Choose three works of art from three different time periods. In each work, how is the meaning of the work communicated?

7. Review Smart Tips for Success

Follow test-taking tips developed by experts

Learn from the experts. Take advantage of the following answers to questions you may have and practical tips to help you navigate the *Praxis* test and make the best use of your time.

Should I guess?

Yes. Your score is based on the number of questions you answer correctly, with no penalty or subtraction for an incorrect answer. When you don't know the answer to a question, try to eliminate any obviously wrong answers and then guess at the correct one. Try to pace yourself so that you have enough time to carefully consider every question.

Can I answer the questions in any order?

You can answer the questions in order or skip questions and come back to them later. If you skip a question, you can also mark it so that you can remember to return and answer it later. Remember that questions left unanswered are treated the same as questions answered incorrectly, so it is to your advantage to answer every question.

Are there trick questions on the test?

No. There are no hidden meanings or trick questions. All of the questions on the test ask about subject matter knowledge in a straightforward manner.

Are there answer patterns on the test?

No. You might have heard this myth: the answers on tests follow patterns. Another myth is that there will never be more than two questions in a row with the correct answer in the same position among the choices. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

Can I write on the scratch paper I am given?

Yes. You can work out problems on the scratch paper, make notes to yourself, or write anything at all. Your scratch paper will be destroyed after you are finished with it, so use it in any way that is helpful to you. But make sure to select or enter your answers on the computer.

Smart Tips for Taking the Test

1. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, you may want to leave them blank and mark them so that you can return to them later. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you can go back over the questions you left blank. Even if you don't know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess. Your score is based on the number of right answers, so it is to your advantage to answer every question.

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.

3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer the question. Remember, a question that contains a phrase such as "Which of the following does NOT …" is asking for the one answer that is NOT a correct statement or conclusion.

4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.

5. **Don't worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the *GRE*® or other tests. It doesn't matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state's other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use the *Praxis* tests at http://www.ets.org/s/praxis/pdf/passing_scores.pdf or on the web site of the state for which you are seeking certification/licensure.

6. **Use your energy to take the test, not to get frustrated by it.** Getting frustrated only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching, worked diligently to make the test a fair and valid measure of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure requirement. The best thing to do is concentrate on answering the questions.

8. Check on Testing Accommodations

See if you qualify for accommodations to take the Praxis *test*

What if English is not my primary language?

Praxis tests are given only in English. If your primary language is not English (PLNE), you may be eligible for extended testing time. For more details, visit www.ets.org/praxis/register/plne_accommodations/.

What if I have a disability or other health-related need?

The following accommodations are available for *Praxis* test takers who meet the Americans with Disabilities Act (ADA) Amendments Act disability requirements:

- Extended testing time
- Additional rest breaks
- Separate testing room
- Writer/recorder of answers
- Test reader
- Sign language interpreter for spoken directions only
- Perkins Brailler
- Braille slate and stylus
- Printed copy of spoken directions
- Oral interpreter
- Audio test
- Braille test
- Large print test book
- Large print answer sheet
- Listening section omitted

For more information on these accommodations, visit www.ets.org/praxis/register/disabilities.

Note: Test takers who have health-related needs requiring them to bring equipment, beverages, or snacks into the testing room or to take extra or extended breaks must request these accommodations by following the procedures described in the *Bulletin Supplement for Test Takers with Disabilities or Health-Related Needs* (PDF), which can be found at http://www.ets.org/s/disabilities/pdf/bulletin_supplement_test_takers_with_disabilities_health_needs.pdf.

You can find additional information on available resources for test takers with disabilities or health-related needs at www.ets.org/disabilities.

9. Do Your Best on Test Day

Get ready for test day so you will be calm and confident

You followed your study plan. You prepared for the test. Now it's time to prepare for test day.

Plan to end your review a day or two before the actual test date so you avoid cramming. Take a dry run to the test center so you're sure of the route, traffic conditions, and parking. Most of all, you want to eliminate any unexpected factors that could distract you from your ultimate goal—passing the *Praxis* test!

On the day of the test, you should:

- be well rested
- wear comfortable clothes and dress in layers
- eat before you take the test
- bring an acceptable and valid photo identification with you
- bring an approved calculator only if one is specifically permitted for the test you are taking (see Calculator Use, at http://www.ets.org/praxis/test_day/policies/calculators)
- be prepared to stand in line to check in or to wait while other test takers check in

You can't control the testing situation, but you can control yourself. Stay calm. The supervisors are well trained and make every effort to provide uniform testing conditions, but don't let it bother you if the test doesn't start exactly on time. You will have the allotted amount of time once it does start.

You can think of preparing for this test as training for an athletic event. Once you've trained, prepared, and rested, give it everything you've got.

What items am I restricted from bringing into the test center?

You cannot bring into the test center personal items such as:

- handbags, knapsacks, or briefcases
- water bottles or canned or bottled beverages
- study materials, books, or notes
- pens, pencils, scrap paper, or calculators, unless specifically permitted for the test you are taking (see Calculator Use, at http://www.ets.org/praxis/test_day/policies/calculators)
- any electronic, photographic, recording, or listening devices

Personal items are not allowed in the testing room and will not be available to you during the test or during breaks. You may also be asked to empty your pockets. At some centers, you will be assigned a space to store your belongings, such as handbags and study materials. Some centers do not have secure storage space available, so please plan accordingly.

Test centers assume no responsibility for your personal items.

If you have health-related needs requiring you to bring equipment, beverages or snacks into the testing room or to take extra or extended breaks, you need to request accommodations in advance. Procedures for requesting accommodations are described in the Bulletin Supplement for Test Takers with Disabilities or Health-related Needs (PDF).

Note: All cell phones, smart phones (e.g., Android® devices, iPhones®, etc.), and other electronic, photographic, recording, or listening devices are strictly prohibited from the test center. If you are seen with such a device, you will be dismissed from the test, your test scores will be canceled, and you will forfeit your test fees. If you are seen *using* such a device, the device will be confiscated and inspected. For more information on what you can bring to the test center, visit www.ets.org/praxis/test_day/bring.

Are You Ready?

Complete this checklist to determine whether you are ready to take your test.

- ❒ Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?
- ❒ Have you followed all of the test registration procedures?
- ❒ Do you know the topics that will be covered in each test you plan to take?
- ❒ Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
- ❒ Do you know how long the test will take and the number of questions it contains?
- ❒ Have you considered how you will pace your work?
- ❒ Are you familiar with the types of questions for your test?
- ❒ Are you familiar with the recommended test-taking strategies?
- ❒ Have you practiced by working through the practice questions in this study companion or in a study guide or practice test?
- ❒ If constructed-response questions are part of your test, do you understand the scoring criteria for these questions?
- ❒ If you are repeating a *Praxis* test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

If you answered "yes" to the questions above, your preparation has paid off. Now take the *Praxis* test, do your best, pass it—and begin your teaching career!

10. Understand Your Scores

Understand how tests are scored and how to interpret your test scores

Of course, passing the *Praxis* test is important to you so you need to understand what your scores mean and what your state requirements are.

What are the score requirements for my state?

States, institutions, and associations that require the tests set their own passing scores. Visit www.ets.org/praxis/states for the most up-to-date information.

If I move to another state, will my new state accept my scores?

The *Praxis* tests are part of a national testing program, meaning that they are required in many states for licensure. The advantage of a national program is that if you move to another state that also requires *Praxis* tests, you can transfer your scores. Each state has specific test requirements and passing scores, which you can find at www.ets.org/praxis/states.

How do I know whether I passed the test?

Your score report will include information on passing scores for the states you identified as recipients of your test results. If you test in a state with automatic score reporting, you will also receive passing score information for that state.

A list of states and their passing scores for each test are available online at www.ets.org/praxis/states.

What your *Praxis* scores mean

You received your score report. Now what does it mean? It's important to interpret your score report correctly and to know what to do if you have questions about your scores.

Visit http://www.ets.org/s/praxis/pdf/sample_score_report.pdf to see a sample score report.
To access *Understanding Your Praxis Scores*, a document that provides additional information on how to read your score report, visit www.ets.org/praxis/scores/understand.

Put your scores in perspective

Your score report indicates:

- Your score and whether you passed
- The range of possible scores
- The raw points available in each content category
- The range of the middle 50 percent of scores on the test

If you have taken the same *Praxis* test or other *Praxis* tests in the last 10 years, your score report also lists the highest score you earned on each test taken.

Content category scores and score interpretation

Questions on the *Praxis* tests are categorized by content. To help you in future study or in preparing to retake the test, your score report shows how many raw points you earned in each content category. Compare your "raw points earned" with the maximum points you could have earned ("raw points available"). The greater the difference, the greater the opportunity to improve your score by further study.

Score scale changes

ETS updates *Praxis* tests on a regular basis to ensure they accurately measure the knowledge and skills that are required for licensure. When tests are updated, the meaning of the score scale may change, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years, provided that your state or licensing agency still accepts them.

These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at www.ets.org/praxis/scores/understand
- *The Praxis Passing Scores* (PDF), found at www.ets.org/praxis/scores/understand
- State requirements, found at www.ets.org/praxis/states

Appendix: Other Questions You May Have

Here is some supplemental information that can give you a better understanding of the *Praxis* tests.

What do the *Praxis* tests measure?

The *Praxis* tests measure the specific knowledge and skills that beginning teachers need. The tests do not measure an individual's disposition toward teaching or potential for success, nor do they measure your actual teaching ability. The assessments are designed to be comprehensive and inclusive but are limited to what can be covered in a finite number of questions and question types. Teaching requires many complex skills that are typically measured in other ways, including classroom observation, video recordings, and portfolios.

Ranging from Agriculture to World Languages, there are more than 80 *Praxis* tests, which contain selected-response questions or constructed-response questions, or a combination of both.

Who takes the tests and why?

Some colleges and universities use the *Praxis* Core Academic Skills for Educators tests (Reading, Writing, and Mathematics) to evaluate individuals for entry into teacher education programs. The assessments are generally taken early in your college career. Many states also require Core Academic Skills test scores as part of their teacher licensing process.

Individuals entering the teaching profession take the *Praxis* content and pedagogy tests as part of the teacher licensing and certification process required by many states. In addition, some professional associations and organizations require the *Praxis* Subject Assessments for professional licensing.

Do all states require these tests?

The *Praxis* tests are currently required for teacher licensure in approximately 40 states and United States territories. These tests are also used by several professional licensing agencies and by several hundred colleges and universities. Teacher candidates can test in one state and submit their scores in any other state that requires *Praxis* testing for licensure. You can find details at www.ets.org/praxis/states.

What is licensure/certification?

Licensure in any area—medicine, law, architecture, accounting, cosmetology—is an assurance to the public that the person holding the license possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of teacher licensing, a license tells the public that the individual has met predefined competency standards for beginning teaching practice.

Because a license makes such a serious claim about its holder, licensure tests are usually quite demanding. In some fields, licensure tests have more than one part and last for more than one day. Candidates for licensure in all fields plan intensive study as part of their professional preparation. Some join study groups, others study alone. But preparing to take a licensure test is, in all cases, a professional activity. Because a licensure exam surveys a broad body of knowledge, preparing for a licensure exam takes planning, discipline, and sustained effort.

Why does my state require the *Praxis* tests?

Your state chose the *Praxis* tests because they assess the breadth and depth of content—called the "domain"—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in

each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of teachers.

How were the tests developed?

ETS consulted with practicing teachers and teacher educators around the country during every step of the *Praxis* test development process. First, ETS asked them what knowledge and skills a beginning teacher needs to be effective. Their responses were then ranked in order of importance and reviewed by hundreds of teachers.

After the results were analyzed and consensus was reached, guidelines, or specifications, for the selected-response and constructed-response tests were developed by teachers and teacher educators. Following these guidelines, teachers and professional test developers created test questions that met content requirements and *ETS Standards for Quality and Fairness*.*

When your state adopted the research-based *Praxis* tests, local panels of teachers and teacher educators evaluated each question for its relevance to beginning teachers in your state. During this "validity study," the panel also provided a passing-score recommendation based on how many of the test questions a beginning teacher in your state would be able to answer correctly. Your state's licensing agency determined the final passing-score requirement.

ETS follows well-established industry procedures and standards designed to ensure that the tests measure what they are intended to measure. When you pass the *Praxis* tests your state requires, you are proving that you have the knowledge and skills you need to begin your teaching career.

How are the tests updated to ensure the content remains current?

Praxis tests are reviewed regularly. During the first phase of review, ETS conducts an analysis of relevant state and association standards and of the current test content. State licensure titles and the results of relevant job analyses are also considered. Revised test questions are then produced following the standard test development methodology. National advisory committees may also be convened to review and revise existing test specifications and to evaluate test forms for alignment with the specifications.

How long will it take to receive my scores?

Scores for tests that do not include constructed-response questions are available on screen immediately after the test. Scores for tests that contain constructed-response questions or essays aren't available immediately after the test because of the scoring process involved. Official score reports are available to you and your designated score recipients approximately two to three weeks after the test date for tests delivered continuously, or two to three weeks after the testing window closes for other tests. See the test dates and deadlines calendar at www.ets.org/praxis/register/centers_dates for exact score reporting dates.

Can I access my scores on the web?

All test takers can access their test scores via My *Praxis* Account free of charge for one year from the posting date. This online access replaces the mailing of a paper score report.

The process is easy—simply log into My *Praxis* Account at www.ets.org/praxis and click on your score report. If you do not already have a *Praxis* account, you must create one to view your scores.

Note: You must create a *Praxis* account to access your scores, even if you registered by mail or phone.

**ETS Standards for Quality and Fairness* (2014, Princeton, N.J.) are consistent with the *Standards for Educational and Psychological Testing*, industry standards issued jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (2014, Washington, D.C.).

Your teaching career is worth preparing for, so start today!

Let the *Praxis*® *Study Companion* guide you.

To search for the *Praxis* test prep resources that meet your specific needs, visit:

www.ets.org/praxis/testprep

To purchase official test prep made by the creators of the *Praxis* tests, visit the ETS Store:

www.ets.org/praxis/store

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ETS PRAXIS

The *PRAXIS*® Study Companion

Biology (5236)



ETS Professional Educator PROGRAMS

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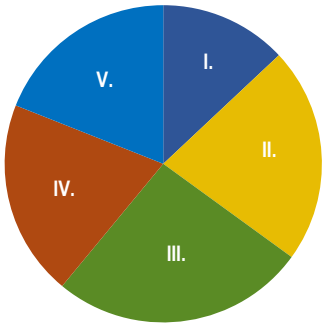
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Biology (5236)

Test at a Glance

The *Praxis*® Biology test is designed to measure knowledge and competencies important for safe and effective beginning practice as a teacher of biology. Test takers have typically completed a bachelor's degree program with appropriate coursework in biology and education.

Test Name	Biology
Test Code	5236
Time	2.5 hours
Number of Questions	150 selected-response questions
Format	The test consists of a variety of selected-response questions, where you select one or more answer choices, and other types of questions. You can review the possible question types in "Understanding Question Types."
Test Delivery	Computer Delivered



Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Nature and Impact of Science and Engineering	19	13%
II. Cell Biology: Cell Structure and Function	33	22%
III. Genetics and Evolution	39	26%
IV. Diversity of Life and Organismal Biology	30	20%
V. Ecology: Organisms and Environments	29	19%

All questions assess content from the above Biology domains. More than 40 percent of questions integrate a Science and Engineering Practice, and approximately 25 percent of questions assess content applied to a Task of Teaching Science.

About The Test

On the Biology test, content topics span the biology curriculum, including content related to (I) Nature and Impact of Science and Engineering, (II) Cell Biology: Cell Structure and Function, (III) Genetics and Evolution, (IV) Diversity of Life and Organismal Biology, (V) Ecology: Organisms and Environments.

The assessment is designed and developed through work with practicing biology teachers, teacher educators, and higher education biology specialists to reflect the science knowledge teachers need to teach the biology curriculum and to reflect state and national standards, including the National Science Teaching Association Preparation Standards for biology. Content and practices measured reflect the Disciplinary Core Ideas (DCIs) and Science and Engineering Practices (SEPs) established by the National Research Council in A Framework for K-12 Science Education and included in the Next Generation Science Standards.

The 150 selected-response questions measure concepts, terms, phenomena, methods, applications, data analysis, and problem solving in science. A full list of the topics covered is provided in **Content Topics**.

Test takers can expect 40 percent or more of the questions on the test to integrate biology content knowledge with one or more of the SEPs, listed under **Science and Engineering Practices**.

Test takers will also find that approximately 25 percent of questions call for application of biology content and processes within a teaching scenario or an instructional task. Such questions—designed to measure applications of biology knowledge to the kinds of decisions and evaluations a teacher must make during work with students, curriculum, and instruction—situate biology content questions in tasks critical for teaching. Below, in **Tasks of Teaching Science**, is a list of tasks that are a routine part of biology instruction. These tasks, identified based on research on science instruction, have been confirmed by a national committee of teachers and teacher educators as important for effective teaching of secondary science.

This test may contain some questions that will not count toward your score.

Content Topics

This list details the topics that may be included on the test. All test questions cover one or more of these topics.

Discussion Questions

In this section, discussion questions are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. We do **not** provide answers for the discussion questions but thinking about the answers will help improve your understanding of fundamental concepts and may help you answer a broad range of questions on the test. Most of the questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. They are written to help you gain increased understanding and facility with the test's subject matter. You may want to discuss these questions with a teacher or mentor.

I. Nature and Impact of Science and Engineering

A. Nature of Science

1. Nature of scientific knowledge
   a. Observations and experiments provide evidence
   b. Understanding develops and changes over time in light of new evidence
   c. Science is interdisciplinary in nature (e.g., principles of chemistry and physics and earth science in biology)
   d. Scientific methodologies
   e. Scientific skills include observing, categorizing, comparing, generalizing, inferring, and concluding
   f. Distinguish between scientific laws, and scientific theories, and hypotheses
   g. Models are developed, revised, and applied to explain natural phenomena
2. Experimental design, data collection, and analysis
   a. Standard units of measurement, dimensional analysis, and unit conversion
   b. Scientific notation and use of significant figures
   c. Experimental design, including hypothesis development, identifying variables, and planning data collection
   d. Processing, organizing, and reporting of quantitative and qualitative data
   e. Error analysis, including identifying the sources and effects of error
   f. Interpreting, extrapolating, and drawing valid conclusions from data
3. Laboratory procedures
   a. Preparation of materials for classroom or field use
   b. Appropriate and safe use, storage, and disposal of chemicals and biological materials
   c. Appropriate and safe use and care of laboratory equipment
   d. Safety and emergency procedures for science laboratories

B. Science, Engineering, Technology, Society, and the Environment

1. Engineering design and the interdependence of science, engineering, and technology
   a. Defining problems, including identifying the success criteria and the constraints
   b. Designing solutions, including proposing and evaluating in terms of criteria, constraints, and limitations
   c. Optimizing the design, including systematic modification and refinement
   d. Engineering advances lead to important discoveries in science
   e. Science and technology drive each other forward
2. Impacts of science, technology, human activity, and natural phenomena on society and the environment
   a. Sources of air and water pollution
   b. Sources of greenhouse gases and impacts of global climate change
   c. Production, use, disposal, and recycling of consumer products
   d. Consequences of natural disasters, resource extraction, and industrial accidents
   e. Forestry, agriculture, wildlife, and fisheries practices
   f. Ocean, estuary, freshwater, and wetland degradation
   g. Conservation, including species protection and habitat preservation and restoration
   h. Renewable or sustainable use of energy and resource management
3. Applications of science in public health, medicine, and agriculture
   a. Epidemiology, disease, and medicine (e.g., epidemics/pandemics, HIV/AIDS, pathogens, vaccines)
   b. Biotechnology (e.g., genetic engineering, GMOs)
   c. Medical technologies for disease diagnosis and treatment (e.g., medical imaging, X-rays, radiation therapy)
   d. Ethical research concerns (e.g., use of stem cells and toxic chemicals)
   e. Ethical use of technology, genetic information, organisms, and cloning

Discussion Questions: Nature and Impact of Science and Engineering

- What is the most effective way to compare information obtained from television, a newspaper article, a Web site, and a scientific journal for accuracy? For understandability? For use in the classroom setting?
- A scientist studying nutrient requirements for a particular type of bacteria inoculates three flasks of culture medium with an equal number of bacteria. Extra glucose is added to one of the flasks, and extra lactose is added to another. The number of bacteria per milliliter is determined every two hours for a period of 12 hours. What type of graph is best used to represent the data?
- Describe how to prepare 1 liter of an 0.85% sodium chloride solution.

- If a solution is to be used to culture living cells, is it important to include a buffer in the solution? Explain.
- Name some of the most likely reasons for the increased number of emerging infectious diseases affecting humans in recent years.
- Why do many infectious diseases spread rapidly through temporary settlements established after an area is devastated by war or a natural disaster?
- Name a disease transmitted by aerosol spray of a sneeze, a disease transmitted through drinking water, and a disease transmitted by an insect or arthropod vector.
- What is the relationship between the materials of which many plastics are produced and nonrenewable resources?
- A significant threat to marine turtles is incidental capture, injury, or death as a result of commercial fishing practices. What procedure has been implemented to protect marine turtles that are caught in nets, and what government agencies have been involved in implementing the turtle protection?
- What are some potentially beneficial uses of embryonic stem cells? Why do some people object to the use of these cells in research and development?

II. Cell Biology: Cell Structure and Function

A. Basic biochemistry and metabolism of living organisms

1. Chemical structures and properties of biologically important molecules
   a. Atomic and molecular structures
   b. Chemical bonding
   c. Organic versus inorganic molecules
   d. Properties of water based on structure and bonding characteristics
   e. Major macromolecules, including nucleic acids, proteins, lipids, and carbohydrates
2. Dependency of biological processes on chemical principles developmental and content domains
   a. Chemical and physical gradients, and factors that influence the gradients
   b. Laws of thermodynamics
   c. Anabolic and catabolic reactions in metabolism
   d. Reduction-oxidation reactions in metabolism
3. Structure and function of enzymes and the factors that influence their activity
   a. Active site structure and substrate binding
   b. Energy profile of a reaction in the presence or absence of an enzyme
   c. Reaction kinetics, including the effects of temperature, pH, concentrations, and other molecules, including inhibitors

   d. Regulation, including cooperative binding and feedback inhibition
4. Major biochemical pathways and energy flow within an organism
   a. Cellular locations of biochemical pathways
   b. Structure and function of ATP
   c. Photosynthesis, including photosystems, electron transport, Calvin-Benson cycle
   d. Processes associated with aerobic and anaerobic cellular respiration and fermentation, including glycolysis, citric acid cycle, and oxidative phosphorylation
   e. Chemosynthesis as an alternative to photosynthesis

B. Structure and function of cells and the mechanisms of basic cellular processes

1. Characteristics of living versus nonliving things
   a. Cell theory
   b. Obtaining and transforming energy
   c. Growth and development
   d. Homeostasis: regulation and responses to the environment
   e. Reproduction
2. Structure and function of cells and organelles
   a. Prokaryotic versus eukaryotic cells, including organelles, cell walls, and chromosomes
   b. Plant cells versus animal cells
   c. Plasma/cell membranes
   d. Membrane-bound organelles and ribosomes
   e. Cytoskeleton and extracellular matrix
3. How cells maintain their internal environment and respond to external signals
   a. Selective permeability, including structure and function of phospholipid bilayer
   b. Active and passive transport
   c. Water movement, including osmolarity and water potential
   d. Cell surface proteins, cell communication, signal molecules, and signal transduction
   e. Exocytosis and endocytosis
   f. Negative-feedback and positive-feedback mechanisms
4. Eukaryotic cell division, the cell cycle, and regulation of the processes
   a. Cell cycle stages and checkpoints
   b. Mitosis, including functions, stages, and results
   c. Cytokinesis, including differences between animals and plants
   d. Cancer (e.g., unregulated checkpoints and cell proliferation)

Discussion Questions: Cell Biology: Cell Structure and Function

- What are the four most abundant elements in the human body?
- What are functional groups of organic molecules? How do the differing charges of functional groups influence the behavior of the functional groups, the structure of molecules bearing the functional groups, and the interactions of the molecules with water?
- Why are fats insoluble in water?

- Describe the structural and functional differences between starch and cellulose.
- What factors influence the rate at which an ion diffuses across a cell membrane?
- How is ATP involved in the transfer of usable energy between molecules?
- How do temperature, pH, and competitive or noncompetitive inhibitors influence enzyme activity?
- State some similarities and differences between aerobic and anaerobic respiration.
- Explain the benefit, at the cellular level, of producing ATP aerobically. After strenuous activity, one may feel a burning sensation in some muscles. What is responsible for the sensation?
- How does the consumption of too many carbohydrates lead to an increase in body fat?
- A rock is found with patches of an unfamiliar orange-colored flakey material on the surface. What possible features of the orange-colored material would indicate that the material is alive?
- What structures are likely to be found in a plant cell but not in an animal cell?
- What structures are likely to be found in an animal cell but not in a bacterium?
- What organelles are likely to be present in greater abundance in a cell that is secreting a large amount of protein than in a cell secreting very little protein?
- Describe the difference between active and passive transport. Compare simple diffusion, osmosis, and facilitated diffusion.
- If an individual is stranded in a lifeboat on an ocean, why is drinking seawater more harmful to the individual than drinking no water at all?
- Compare mitosis and meiosis: the stages, genetic makeup of daughter cells, unique features. Name the three cell cycle checkpoints. What criteria must be met at each of the checkpoints for a cell to progress through the cell cycle?
- In addition to killing many types of cancer cells, why does chemotherapy treatment cause side effects such as anemia, gastrointestinal distress, and hair loss?

III. Genetics and Evolution

A. Mechanisms of molecular biology and genetic transmission

1. Structure of nucleic acids and chromosomes
   a. Sugar-phosphate backbone and complementary base pairing
   b. DNA versus RNA
   c. Chromosome structure, including nucleosomes and telomeres
2. Transfer of genetic information
   a. Central dogma of molecular biology
   b. Process of DNA replication
   c. The process of RNA transcription
   d. Pre-mRNA processing in eukaryotes

e. The process of translation, including the role of mRNA, tRNA, rRNA and ribosomes
f. Gene regulation (e.g., promoters, enhancers, transcription factors, and posttranslational regulation)
g. Utilization of a genetic code chart
h. Protein synthesis in eukaryotes versus prokaryotes

3. Nature of mutations
   a. Causes of mutations, including recombination and mutagens
   b. Types of mutations, including substitution, deletion, insertion, inversion, and translocation
   c. Disorders resulting from point mutations, frameshift mutations, changes in chromosome structure, and changes in chromosome numbers
   d. Significance of somatic versus germ-line mutations
4. Laboratory techniques
   a. Microscopy
   b. Gel electrophoresis
   c. Spectrophotometry
   d. Polymerase chain reaction (PCR)
   e. Genome sequencing
   f. Gene therapy
   g. Protein sequence analysis
   h. Genetically engineered cells and transgenic organisms
   i. Chromosome analysis
5. Mendelian genetics
   a. Dominant and recessive alleles
   b. The law of independent assortment and the role of meiosis
   c. The law of segregation and the role of meiosis
   d. Monohybrid and dihybrid crosses
   e. Pedigree analysis
6. Non-Mendelian inheritance
   a. Gene linkage and mapping by recombination analysis
   b. Sex-linked inheritance
   c. Multiple alleles, codominance, and incomplete dominance
   d. Polygenic inheritance, epistasis, and pleiotropy
   e. Extranuclear inheritance, including mitochondrial and chloroplast inheritance
   f. Environmental influences, including epigenetics
   g. Pedigree analysis

B. Mechanisms of evolution as a consequence of genetic variation and factors affecting evolution

1. Sources of genetic variation
   a. Mutation
   b. Sexual reproduction, including crossing-over, random fertilization, segregation and independent assortment
   c. Horizontal genetic exchange, including conjugation, transformation, and transduction
2. Mechanisms of evolution
   a. Darwin-Wallace theories of reproductive fitness and natural selection
   b. Hardy-Weinberg equilibrium: calculations and factors that may alter the equilibrium

c. Effects of mutations, gene flow, genetic drift (including bottleneck and founder effects), and nonrandom mating (including sexual selection)
d. Artificial selection
e. Macroevolution versus microevolution
f. Patterns of evolution: convergent, divergent, coevolution, parallel evolution, adaptive radiation
g. Gradualism versus punctuated equilibrium
h. Mechanisms of speciation, including reproductive isolation and allopatric and sympatric speciation

3. Evidence supporting evolution
   a. Fossil record
   b. Biogeographical similarities
   c. Biodiversity over geological time
   d. Endosymbiosis
   e. Structural and developmental evidence, including homology, embryology and vestigial structures
   f. Molecular evidence, including universal genetic code, DNA, RNA, and amino acid sequence comparisons
   g. Direct observation of evolution (e.g., antibiotic resistance)
4. Models of evolution
   a. Molecular clock (mitochondrial DNA)
   b. Phylogenetic relationships, including cladograms and phylogenetic trees
5. Scientific explanations for the origin and early evolution of life on Earth
   a. Abiotic synthesis of organic compounds (e.g., the Miller-Urey experiment)
   b. Development of self-replicating molecules, including the RNA-first hypothesis
   c. Biological influences on atmospheric composition, including the role of photosynthesis
6. Factors that lead to the extinction of species
   a. Lack of genetic diversity
   b. Interspecific competition
   c. Meteorite impacts and the effects of geological processes, including tectonic plate movement and volcanism
   d. Human-caused environmental pressures, including climate and habitat change

Discussion Questions: Genetics and Evolution

- Compare the structure of DNA and RNA: number of strands, flexibility, molecular composition.
- During DNA synthesis at a replication fork, why is one new strand of DNA synthesized in a continuous fashion and the other new strand synthesized in a discontinuous fashion?
- What is the signal for the start site of transcription? What is the signal for the start site of translation?
- What causes human liver cells to be structurally and functionally different from human muscle cells?

- In what types of cells must a mutation be found for the mutation to be passed on to offspring? Mutations in what types of cells are not inherited by offspring?
- What types of molecules are typically separated by gel electrophoresis? Where are the largest molecules in a sample typically found with respect to the wells in which the samples are loaded onto the gel?
- What type of microscope is typically used to examine live, anaesthetized fruit flies? What type of microscope is typically used to examine thin sections of cells?
- What are the roles of plasmids and restriction endonucleases in DNA cloning?
- How are viruses used in gene therapy?
- To determine whether a plant with purple flowers is homozygous or heterozygous with respect to flower color, the plant should be crossed with another pea plant with what genotype and phenotype?
- Name a genetic disorder that is most commonly caused by fusion of a gamete with a normal chromosome number with another gamete that contains two copies of a particular chromosome. What is the most likely cause of the abnormal chromosome number in the gamete?
- Describe the relationship between DNA mutation, skin cancer, and prolonged exposure to the sun.
- A particular genetic trait is inherited in an autosomal recessive fashion. If one out of every 400 individuals has the trait, what percent of the population are expected to be carriers of the trait?
- A particular population exhibits variation in certain traits. For natural selection to act on the variations, what two requirements must be met by the variations?
- As a result of habitat fragmentation, a small population of leopards becomes isolated from the larger original population. As time progresses, are allele frequencies and genetic variation expected to differ between the original population and the isolated population? If so, describe how and why they will differ.
- What structural and functional characteristics of mitochondria and chloroplasts provide evidence to support the theory of endosymbiosis?
- Horses and donkeys can mate and produce viable offspring, but horses and donkeys are considered to be separate species. Explain why this is so.
- What organic compounds were produced in the Miller-Urey experiment? How did the design of the experiment support the hypothesis that organic compounds are likely to have arisen from abiotic materials present in the atmosphere of early Earth?

IV. Diversity of Life and Organismal Biology

A. Diversity of Life

1. Biological classification of organisms
   a. Taxonomic hierarchy, including domains and kingdoms
   b. Binomial nomenclature
2. Defining characteristics of viruses, eubacteria, archaea, protists, fungi, plants, and animals
   a. Structural characteristics of viruses, eubacteria, archaea, protists, fungi, plants, and animals
   b. Cellular organization, including unicellular versus multicellular
   c. Modes of nutrition, including autotrophic versus heterotrophic
   d. Modes of reproduction/replication
3. Organizational hierarchy
   a. Cells
   b. Tissues
   c. Organs
   d. Organ systems
4. Cell differentiation and specialization
   a. Differential gene expression
   b. Stem cells, including characteristics and sources

B. Animal Biology

1. Characteristics of animals
   a. Major evolutionary trends, including body plans, body cavities, cephalization and multicellularity
   b. Modes of reproduction (sexual versus asexual)
   c. Modes of temperature regulation (endotherm versus ectotherm)
2. Structure and function of major human organ systems
   a. Cardiovascular and respiratory
   b. Digestive and excretory
   c. Immune
   d. Musculoskeletal
   e. Nervous and endocrine
   f. Reproductive
3. How homeostasis is maintained in organisms
   a. Role of organs or tissues, such as the kidney, adrenals, and hypothalamus, and pituitary
   b. Role of hormones, such as insulin, antidiuretic hormone, and sex hormones
   c. Feedback mechanisms, including negative and positive
   d. Role of behaviors, including diurnal, nocturnal, hibernation, and basking
4. Reproduction, development, and growth in organisms
   a. Gamete formation, including the stages of meiosis and changes in chromosome number
   b. Fertilization, including internal versus external
   c. Embryonic development
   d. Patterns of growth and development, including metamorphosis
5. Behavior
   a. Innate versus learned behaviors
   b. Territoriality
   c. Group versus individual
   d. Social behavior (e.g., hunting, flocking, migration, altruism)

C. Plant Biology

1. Characteristics of plants
   a. Vascular versus nonvascular plants
   b. Angiosperms versus gymnosperms
   c. Tissues, including dermal, ground, and vascular (xylem and phloem)
   d. Structure of organs, including flowers, stems, leaves, and roots
2. How plants obtain, transport, and store materials
   a. Roles of roots, stems, and leaves
   b. Water and nutrient transport, including xylem and transpiration through stomata
   c. Production, transport, and storage of products of photosynthesis, including simple and complex carbohydrates, phloem transport, and storage structures
3. Reproduction, growth and development
   a. Gametogenesis
   b. Alternation of generations, including gametophyte and sporophyte
   c. Pollination/fertilization strategies and seed/spore propagation
   d. Germination and growth
4. How plants respond to the environment
   a. Plant tropisms
   b. Plant defenses, including physical and chemical
   c. Major plant hormones, including auxin, gibberellins, ethylene, and cytokinins

Discussion Questions: Diversity of Life and Organismal Biology

- Compare the structure of chromosomes in eukaryotes, bacteria, and archaea.
- Carl Woese based his phylogenetic classification on analyses of what macromolecule? As a result of Woese's analyses, how was the tree of life revised from that based on morphological similarities?
- What are the sources of carbon dioxide, oxygen, and water used by a plant in photosynthesis or cellular respiration? Through what structures and by what processes do these molecules enter and exit a plant?
- Describe the characteristics of mushrooms that distinguish them as fungi rather than viruses, bacteria, protists, plants, or animals.
- Give an example of an animal with radial symmetry and one with bilateral symmetry. Is cephalization likely to be a feature of either one of these forms of symmetry? If so, of which?
- Describe the features of body cavities by which triploblastic animals can be distinguished as coelomates, pseudocoelomates, or acoelomates. Give an example of an animal that is a coelomate, one that is a pseudocoelomate, and one that is an acoelomate.
- Trace the flow of a drop of blood from the right atrium of the heart as the blood passes through the heart, the lungs, and one complete circuit of the human circulatory system.

- Describe the two ways in which ventilation in birds is particularly efficient in comparison to ventilation in most mammals.
- Describe the digestion of proteins in the human digestive system, specifically the enzymes involved, the location of the cells that produce the enzymes, and the organs in which the digestion occurs.
- Name two ways by which the skin plays a role in thermoregulation in humans.
- Name four features of monocots that can frequently (although not always) be used to distinguish monocots from eudicots.
- What materials are transported in the xylem? What materials are transported in the phloem? In which direction does material flow in each type of vessel?
- In what root tissue are new root cells produced? Name four important functions of plant roots. Under what circumstance are stomata typically closed? Describe the mechanism by which ion flow and osmosis regulate the opening and closing of guard cells.
- Prairie dogs typically live in large colonies and dig extensive underground systems of burrows. If a predator approaches a colony, a prairie dog who spots the predator will sound a loud alarm that alerts the other members of the colony, most of whom will dive into the burrows and hide. The prairie dog that sounds the alarm is, however, drawing attention to itself and may be attacked by the predator. Explain why this behavior is often considered to be an example of altruism in animals.

V. Ecology: Organisms and Environment

A. Biosphere organization and factors affecting organism interactions and population size

1. Hierarchical structure of the biosphere
   a. Biomes
   b. Ecosystems
   c. Communities
   d. Populations
   e. Organisms
2. Relationships within and between species
   a. Symbiotic relationships including mutualism, parasitism, commensalism
   b. Predator – prey relationship, including evolutionary adaptations
   c. Competition
   d. Keystone species
3. Relationships among reproductive strategies, demographics, and population growth
   a. Sexual versus asexual reproduction
   b. r-strategists versus K-strategists
   c. Exponential growth
   d. Logistic growth and carrying capacity
   e. Population demographics
4. Influence of biotic and abiotic components on community structure
   a. Limiting factors

b. Habitat and niche
c. Competition and predation
d. Density-dependent versus density-independent factors

5. Human impacts on ecosystems
   a. Habitat destruction (e.g., deforestation, fragmentation, urbanization and agriculture)
   b. Pollution (e.g., plastics, acid precipitation, ozone layer destruction (CFCs))
   c. Climate change, including greenhouse gases and ocean acidification
   d. Introduced and reintroduced species and invasive species
   e. Overconsumption of resources
   f. Remediation (e.g., reforestation, movement corridors, captive breeding programs, and biotechnology)

B. Characteristics of biomes, energy flow in ecosystems, and major biogeochemical cycles

1. Ecological succession
   a. Primary versus secondary succession
   b. Biomass, diversity, productivity, and habitat changes during succession
   c. Temporal and spatial disturbances (e.g., climate, fire, and disease)
2. Types of biomes and energy flow in the biomes
   a. Characteristics of aquatic and terrestrial biomes
   b. Trophic levels, including pyramids of numbers, biomass, and energy
   c. Food chains and food webs and trophic cascades
   d. Flow of energy versus cycling of matter, including biomagnification
3. Biogeochemical cycles, including biotic and abiotic components
   a. Water cycle
   b. Carbon cycle
   c. Nitrogen cycle
   d. Phosphorus cycle

Discussion Questions: Ecology: Organisms and Environment

- Vegetable crops growing on a commercial farm are damaged by an unknown disease or pest with a 70 to 90 percent mortality rate. The farmer claims that he has not changed his procedures for watering and fertilizer application. Formulate a hypothesis about the causative agent, given the observations above. What type of experiments should be used to help support or falsify the hypothesis?
- Distinguish between a population of organisms and a community of organisms.
- Name the two most common limiting factors to primary production in aquatic ecosystems.
- Draw the predicted growth curve for a population introduced into a new environment in which resources are initially unlimited. How will the shape of the curve change as the population reaches carrying capacity? What factors might determine the carrying capacity?
- Compare primary and secondary succession. Is soil initially present in

the environments where each type of succession occurs? What are the first organisms that typically colonize the environment where each type of succession occurs?
- What types of natural disturbances are most likely to lead to primary ecological succession?
- What kind of natural disturbances are most likely to lead to secondary succession? In the immediate aftermath of a disturbance, what will be the most likely effect on biodiversity of the region?
- Why is the density of water important to freshwater pond ecosystems in temperate regions?
- Why is the air temperature along the coast generally higher than the air temperature of inland areas in the same regions? How does this influence the types of organisms present in each region?
- A large percent of the mice in a particular population are infected by a virus that is usually fatal. What is the relationship between the virus and the mice? How will the viral infection most likely ultimately affect other members of the ecosystem such as grasses and owls?
- What is meant by acid precipitation, and how is it harmful? How do human activities contribute to acid precipitation?
- How do lawn and agricultural fertilizers get into the natural water system? Why are the fertilizers harmful to many aquatic and semi-aquatic organisms or to any organisms that depend on the water supply?
- What are the major reservoirs of carbon in the biosphere?
- What is the major natural route by which nitrogen enters an ecosystem?
- What are the major biotic and abiotic processes that drive the water cycle?

Science and Engineering Practices

The SEPs represent eight practices that scientists and engineers—and students and teachers—use to investigate the world and to design and build systems. Many test questions will integrate one or more of these practices.

1. Asking questions (for science) and defining problems (for engineering)
   - Ask questions that arise from careful observation of phenomena, models, or unexpected results, to clarify and/or seek additional information.
   - Ask questions that arise from examining models or a theory, to clarify and/or seek additional information and relationships.
   - Ask questions to determine relationships, including quantitative relationships, between independent and dependent variables.
   - Ask questions to clarify and refine a model, an explanation, or an engineering problem.
   - Ask questions that can be investigated within the scope of the school laboratory, research facilities, or field (e.g., outdoor environment) with available resources and, when appropriate, frame a hypothesis based on a model or theory.

- Ask and/or evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set, or the suitability of a design.
- Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.

2. Developing and using models
   - Evaluate merits and limitations of two different models of the same proposed tool, process, mechanism, or system in order to select or revise a model that best fits the evidence or design criteria.
   - Design a test of a model to ascertain its reliability.
   - Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or between components of a system.
   - Develop and/or use multiple types of models to provide mechanistic accounts and/or predict phenomena, and move flexibly between model types based on merits and limitations.
   - Develop a complex model that allows for manipulation and testing of a proposed process or system.
   - Develop and/or use a model (including mathematical and computational) to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems.
3. Planning and carrying out investigations
   - Plan an investigation or test a design individually and collaboratively to produce data to serve as the basis for evidence as part of building and revising models, supporting explanations for phenomena, or testing solutions to problems. Consider possible confounding variables or effects and evaluate the investigation's design to ensure variables are controlled.
   - Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
   - Plan and conduct an investigation or test a design solution in a safe and ethical manner including considerations of environmental, social, and personal impacts.
   - Select appropriate tools to collect, record, analyze, and evaluate data.
   - Make directional hypotheses that specify what happens to a dependent variable when an independent variable is manipulated.
   - Manipulate variables and collect data about a complex model of a proposed process or system to identify failure points or improve performance relative to criteria for success or other variables.

4. Analyzing and interpreting data
   - Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.
   - Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible.
   - Consider limitations of data analysis (e.g., measurement error, sample selection) when analyzing and interpreting data.
   - Compare and contrast various types of data sets (e.g., self-generated, archival) to examine consistency of measurements and observations.
   - Evaluate the impact of new data on a working explanation and/or model of a proposed process or system.
   - Analyze data to identify design features or characteristics of the components of a proposed process or system to optimize it relative to criteria for success.
5. Using mathematics and computational thinking
   - Create and/or revise a computational model or simulation of a phenomenon, designed device, process, or system.
   - Use mathematical, computational, and/or algorithmic representations of phenomena or design solutions to describe and/or support claims and/or explanations.
   - Apply techniques of algebra and functions to represent and solve scientific and engineering problems.
   - Use simple limit cases to test mathematical expressions, computer programs, algorithms, or simulations of a process or system to see if a model "makes sense" by comparing the outcomes with what is known about the real world.
   - Apply ratios, rates, percentages, and unit conversions in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m^3, acre-feet, etc.).
6. Constructing explanations (for science) and designing solutions (for engineering)
   - Make a quantitative and/or qualitative claim regarding the relationship between dependent and independent variables.
   - Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
   - Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects.

- Apply scientific reasoning, theory, and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.
- Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.

7. Engaging in argument from evidence
   - Compare and evaluate competing arguments or design solutions in light of currently accepted explanations, new evidence, limitations (e.g., trade-offs), constraints, and ethical issues.
   - Evaluate the claims, evidence, and/or reasoning behind currently accepted explanations or solutions to determine the merits of arguments.
   - Respectfully provide and/or receive critiques on scientific arguments by probing reasoning and evidence and challenging ideas and conclusions, responding thoughtfully to diverse perspectives, and determining what additional information is required to resolve contradictions.
   - Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
   - Make and defend a claim based on evidence about the natural world or the effectiveness of a design solution that reflects scientific knowledge, and student-generated evidence.
   - Evaluate competing design solutions to a real-world problem based on scientific ideas and principles, empirical evidence, and/or logical arguments regarding relevant factors (e.g., economic, societal, environmental, ethical considerations).
8. Obtaining, evaluating, and communicating information
   - Critically read scientific literature adapted for classroom use to determine the central ideas or conclusions and/or to obtain scientific and/or technical information to summarize complex evidence, concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
   - Compare, integrate and evaluate sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a scientific question or solve a problem.
   - Gather, read, and evaluate scientific and/or technical information from multiple authoritative sources, assessing the evidence and usefulness of each source.
   - Evaluate the validity and reliability of and/or synthesize multiple claims, methods, and/or designs that appear in scientific and technical texts or media reports, verifying the data when possible.

- Communicate scientific and/or technical information or ideas (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).

Tasks of Teaching Science

This list includes instructional tasks that teachers engage in that are essential for effective General Science teaching. Many test questions will measure content through application to one or more of these tasks.

Scientific Instructional Goals, Big Ideas, and Topics

1. Selecting or sequencing appropriate instructional goals or big ideas for a topic
2. Identifying the big idea or instructional goal of an instructional activity
3. Choosing which science ideas or instructional activities are most closely related to a particular instructional goal
4. Linking science ideas to one another and to particular activities, models, and representations within and across units

Scientific Investigations and Demonstrations

5. Selecting investigations or demonstrations, including virtual, that facilitate understanding of disciplinary core ideas, scientific practices, or crosscutting concepts
6. Evaluating investigation questions for quality (e.g., testable, empirical)
7. Determining the variables, techniques, or tools that are appropriate for use by students to address a specific investigation question
8. Critiquing scientific procedures, data, observations, or results for their quality, accuracy, or appropriateness
9. Supporting students in generating questions for investigation or identifying patterns in data and observations

Scientific Resources (texts, curriculum materials, journals, and other print and media-based resources)

10. Evaluating instructional materials and other resources for their ability to address scientific concepts; engage students with relevant phenomena; develop and use scientific ideas; promote students' thinking about phenomena, experiences, and knowledge; take account of students' ideas and background; and assess student progress
11. Choosing resources that support the selection of accurate, valid, and appropriate goals for science learning

Student Ideas (including common misconceptions, alternate conceptions, and partial conceptions)

12. Analyzing student ideas for common misconceptions regarding intended scientific learning
13. Selecting diagnostic items and eliciting student thinking about scientific ideas and practices to identify common student

misconceptions and the basis for those misconceptions

14. Developing or selecting instructional moves, approaches, or representations that provide evidence about common student misconceptions and help students move toward a better understanding of the idea, concept, or practice

Scientific Language, Discourse, Vocabulary, and Definitions

15. Selecting scientific language that is precise, accurate, grade-appropriate, and illustrates key scientific concepts
16. Anticipating scientific language and vocabulary that may be difficult for students
17. Modeling the use of appropriate verbal and written scientific language in critiquing arguments or explanations, in describing observations, or in using evidence to support a claim, etc.
18. Supporting and critiquing students' participation in and use of verbal and written scientific discourse and argumentation

Scientific Explanations (includes claim, evidence, and reasoning)

19. Critiquing student-generated explanations or descriptions for their generalizability, accuracy, precision, or consistency with scientific evidence
20. Selecting explanations of natural phenomena that are accurate and accessible to students

Scientific Models and Representations (analogies, metaphors, simulations, illustrations, diagrams, data tables, performances, videos, animations, graphs, and examples)

21. Evaluating or selecting scientific models and representations that predict or explain scientific phenomena or address instructional goals
22. Engaging students in using, modifying, creating, and critiquing scientific models and representations that are matched to an instructional goal
23. Evaluating student models or representations for evidence of scientific understanding
24. Generating or selecting diagnostic questions to evaluate student understanding of specific models or representations
25. Evaluating student ideas about what makes for good scientific models and representations

Biology (5236) Sample Test Questions

The sample questions that follow represent a number of the types of questions and topics that appear on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or incomplete statements below is followed by suggested answers or completions. Select the one that is best in each case.

1. The transfer of pollen from one flower to another while a bee is collecting nectar is an example of which of the following relationships?

   (A) Commensalism
   (B) Mutualism
   (C) Competition
   (D) Parasitism

2. Taxonomic classification of two different organisms as members of the same order indicates that they are also members of the same

   (A) family
   (B) genus
   (C) phylum
   (D) species

3. Which of the following changes typically occurs in a eukaryotic cell as it progresses through the S phase of the cell cycle?

   (A) The nuclear membrane breaks down.
   (B) The quantity of DNA in the cell doubles.
   (C) The cell membrane pinches inward to form a cleavage furrow.
   (D) The duplicated chromosomes line up along the equatorial plate.

4. Which **TWO** of the following characteristics are shared by members of the kingdom Fungi?

   (A) Can perform photosynthesis
   (B) Have cell walls that contain chitin
   (C) Secrete digestive enzymes into the surrounding environment
   (D) Have circular chromosomes that are unprotected by a nuclear membrane

5. The population of a particular mammalian species has dwindled to less than 1,000 individuals. Which of the following is most likely to cause the population to become extinct?

   (A) Absence of interspecific competition
   (B) Increased gene flow
   (C) Presence of disruptive selection
   (D) Decreased genetic diversity

6. Which of the following visual aids will best support an investigation of energy flow through the organisms in a particular ecosystem?

   (A) A cladogram
   (B) A Punnett square
   (C) A diagram of a food web
   (D) A topographic map

7. Which of the following is a technique used to determine the three-dimensional structure of a protein at high resolution?

   (A) Flow cytometry
   (B) Immunoprecipitation
   (C) Polyacrylamide gel electrophoresis
   (D) X-ray crystallography

8. Which of the following terms refers to the collective evidence that links the origin of some eukaryotic organelles to prokaryotes?

   (A) Hybrid inviability
   (B) Heterozygote advantage
   (C) The endosymbiotic theory
   (D) The germ theory of disease

9. A segmented body is a key characteristic of the members of which of the following animal phyla?

   (A) Annelida
   (B) Cnidaria
   (C) Nematoda
   (D) Porifera

10. A teacher asks students to identify a type of organism that reproduces primarily through asexual reproduction. Which of the following is the most accurate response?

    (A) A whale
    (B) A shark
    (C) A maple tree
    (D) A bacterium

11. Students spread bacteria on several slabs of solid culture medium. Some of the slabs were prepared from a culture medium that contained glucose, whereas the remaining slabs were prepared from a culture medium that lacked glucose or any other simple sugar. The students placed the inoculated slabs in an incubator overnight and recorded observations the following day. The students found that colonies of bacteria were visible only on the glucose-containing slabs. Which of the following ideas is most closely linked to the results of the experiment?

    (A) Living things adapt to their environment.
    (B) Living things require a source of energy.
    (C) Living things are sensitive and respond to stimuli.
    (D) Living things can move from one location to another.

12. A teacher is preparing a lesson on how biotechnology is used in research. Which of the following is an example of how biotechnology is used to produce transgenic organisms?

    (A) Selectively breeding dogs to maximize specific behaviors
    (B) Editing the DNA of rice plants to introduce specific base-pair substitutions
    (C) Inserting a jellyfish gene into the genome of different strains of mice
    (D) Translocating deer from a large population to a small, isolated population

13. A segment of a messenger RNA molecule has the following nucleotide sequence.

    5′-AUGGCUCUCGAGAGAUAA-3′

    If the first codon is a start codon and the last codon is a stop codon, how many amino acids are encoded in the nucleotide sequence?

    (A) Three
    (B) Five
    (C) Six
    (D) Nine

14. To link a discussion about the mechanisms of evolution to a previous lesson on molecular biology, a teacher asks students to identify the principal mechanism by which new alleles of a gene are produced. Which of the following is the most accurate response?

    (A) Fertilization
    (B) Mutation
    (C) Transcription
    (D) Translation

15. A teacher asks students to describe what will likely happen to a body cell when the concentration of solutes in the extracellular fluid decreases as a result of excessive water consumption. Which of the following student responses provides the most accurate reasoning?

    (A) "The extracellular fluid will become hypotonic to the cytosol, resulting in a net movement of water into the cell by osmosis."
    (B) "The extracellular fluid will become hypotonic to the cytosol, resulting in a net movement of water out of the cell by osmosis."
    (C) "The extracellular fluid will become hypertonic to the cytosol, resulting in a net movement of water into the cell by osmosis."
    (D) "The extracellular fluid will become hypertonic to the cytosol, resulting in a net movement of water out of the cell by osmosis."

16. Students will isolate DNA from yeast cells that result from a genetic cross. The students will then determine which of two different alleles of a certain gene are present in each sample of DNA. Which **THREE** of the following techniques are most appropriate for the students to use for analyzing the results of the genetic cross?

    (A) Agarose gel electrophoresis
    (B) Restriction digestion
    (C) NMR spectroscopy
    (D) PCR

17. Students and their teacher are discussing different models that explain how concentration gradients are established and maintained across cell membranes. The teacher tells the students that a certain uncharged molecule has a higher concentration outside a cell than inside the cell. The teacher then asks the students to propose a way in which the cell can maintain the molecule's concentration gradient. Which of the following student responses demonstrates the most accurate reasoning?

    (A) "The cell can use cytosolic enzymes to convert the molecule to a different molecule."
    (B) "The cell can activate biochemical pathways that will produce more of the molecule inside the cell."
    (C) "The cell can turn on membrane proteins that pump the molecule from the surrounding environment to the inside of the cell."
    (D) "The cell can open channel proteins that will allow some of the molecules to diffuse across the plasma membrane into the cell."

18. Students conducted a survey of the invertebrates that were present at several different ponds. For each pond, the students recorded the different types of invertebrates that were observed and the relative abundance of each type. Which of the following characteristics can the students compare most directly using the data collected in the survey?

    (A) Dissolved oxygen levels in the different ponds
    (B) Diversity of the different communities
    (C) Primary productivity of the different ecosystems
    (D) Climate change at the different locations

19. A student wonders whether molecule X affects a particular enzyme-catalyzed reaction through competitive inhibition. To investigate, the student proposes an experiment in which the initial reaction velocity is the dependent variable. If the concentrations of molecule X and the enzyme are held constant, then the independent variable in the student's experiment should be which of the following?

    (A) The reaction temperature
    (B) The concentration of the buffer
    (C) The initial substrate concentration
    (D) The pH of the reaction solution

20. Students use a computer simulation to investigate the outcome of a genetic cross between a true-breeding line of fruit flies with sepia eyes and a true-breeding line of fruit flies with wild-type eyes. The teacher recommends that the students allow the flies in the F_1 generation to interbreed and produce an F_2 generation. The teacher then asks the students whether the results of the simulation support a claim that the sepia-eyes trait exhibits an autosomal recessive mode of inheritance.

    If the results support the claim, flies that have sepia eyes will make up approximately what percent of the F_2 generation?

    (A) 25%
    (B) 50%
    (C) 75%
    (D) 100%

21. A student is preparing a poster to show the proposed evolutionary relationships among several different species. Which of the following types of representations should the student use for the poster?

    (A) A histogram
    (B) A flow chart
    (C) A scatterplot
    (D) A phylogenetic tree

22. Recently, seasonal dead zones in low-oxygen waters have been occurring annually in the Gulf of Mexico near the mouth of the Mississippi River. The dead zones result from the rapid growth of photosynthetic phytoplankton and their subsequent decay by oxygen-depleting microbes in the water column. Which of the following changes most likely triggers the rapid growth of the photosynthetic phytoplankton?

    (A) A decrease in competition from other marine phytoplankton during the summer months
    (B) A decrease in the light level in surface waters as day length starts to shorten after the summer solstice
    (C) An increase in predation by marine larvae and other zooplankton during the summer months
    (D) An increase in the influx of nutrients derived from chemical fertilizers that are high in nitrogen and phosphorus

23. Damage to the sinoatrial node in the human heart is most likely to result in which of the following?

    (A) Disruption of the rate and timing of cardiac muscle contractions
    (B) Blockage of valve closure between the atria and the ventricles
    (C) Mixing of blood in the right and left atria
    (D) Decrease in blood pressure in the pulmonary artery

24. A teacher tells students that the hydrolysis of one molecule of lactose produces one molecule of glucose and one molecule of galactose. The teacher then asks the students to use the information to identify a term that describes a molecule of lactose. Which of the following responses is the most accurate?

    (A) Amino acid
    (B) Disaccharide
    (C) Fatty acid
    (D) Nucleotide

25. Which of the following scientific disciplines resulted primarily from the development of high-speed, low-cost methods for determining and analyzing DNA sequences?

    (A) Conservation ecology
    (B) Genomics
    (C) Histology
    (D) Plant breeding

26. A teacher asks students to explain how the presence of lignin is an adaptation that helps plants survive in terrestrial habitats. The teacher encourages the students to provide reasoning to support their explanations. Which of the following written responses provides the most accurate reasoning?

    (A) Lignin catalyzes the synthesis of amino acids inside cells, allowing plants to make proteins.
    (B) Lignin attracts pollinators like birds and insects, allowing plants to reproduce on land.
    (C) Lignin absorbs light energy, allowing plants to make sugars by the process of photosynthesis.
    (D) Lignin provides structural support, allowing plants to grow tall and compete better for sunlight.

27. If 35 percent of a sample of double-stranded DNA is adenine, what percent of the DNA is cytosine?

    (A) 10 percent
    (B) 15 percent
    (C) 30 percent
    (D) 70 percent

28. A teacher asks students to describe the most likely mechanism by which the seeds of a blueberry plant will be dispersed. Which of the following written responses demonstrates the most accurate understanding?

    (A) The blueberry plant will release the seeds into the air, and the blueberry seeds will be blown by the wind to a new location far away.
    (B) The plant's blueberries will disintegrate, and the seeds inside will fall to the ground and later stick to the fur of an animal that walks by.
    (C) The blueberries produced by the plant will be eaten by an animal, and the blueberry seeds will be excreted in the animal's droppings at a new location.
    (D) The blueberries on the plant will ripen and build up lots of gas, and eventually the seeds will be shot out of ripe blueberries to a location far away from the plant.

29. A teacher presents students with images of a cell. Which **TWO** of the following questions will best help the students determine whether the images are of a eukaryotic cell or a prokaryotic cell?

    (A) Does the cell contain ribosomes?
    (B) Does the cell contain mitochondria?
    (C) Does the cell contain chromosomal DNA?
    (D) Does the cell contain a membrane-enclosed nucleus?

30. Stomatal opening in plants requires an increase in the rate at which guard cells take up which of the following?

    (A) Iodine atoms
    (B) Nitrogen gas
    (C) Potassium ions
    (D) Sucrose molecules

31. Which of the following is the most likely benefit of periodic natural wildfires in some forest ecosystems?

    (A) The fires remove dead and decaying plant matter, reducing the risk of more intense and destructive fires.
    (B) The fires leach nutrients from the soil, preventing the germination of plants that might compete with native species.
    (C) The fires drive off herbivores whose plant-based diets reduce the amount of vegetation.
    (D) The fires dry out the soil and decrease the chance of flooding after heavy rains.

32. Students are creating a poster of a eukaryotic cell that shows the subcellular locations of metabolic processes associated with cellular respiration. The students should indicate on their poster that enzymes located in the mitochondrial matrix most directly facilitate which of the following processes?

    (A) Citric acid cycle
    (B) Fermentation
    (C) Glycolysis
    (D) Oxidative phosphorylation

33. A gas phase is generally absent from which of the following biogeochemical cycles?

    (A) Water
    (B) Carbon
    (C) Sulfur
    (D) Phosphorus

34. Hemophilia is a rare X-linked recessive disorder in which the body has a reduced ability to form blood clots. If a woman with hemophilia has a child with a man who does not have hemophilia, what is the chance that the child will be a carrier of the disorder?

    (A) 0%
    (B) 25%
    (C) 50%
    (D) 100%

35. Students designed an experiment for investigating how environmental conditions affect the rate of carbon dioxide release by corn seedlings. In the experiment, the students will put nearly identical corn seedlings into separate test tubes containing a carbon dioxide indicator solution. The students will then seal the test tubes and place them in different locations, as indicated in the following table. The students will determine the rates of carbon dioxide release by monitoring changes in the indicator solutions.

Test Tube	Location of the Test Tube	Light Source
1	In a refrigerator	Absent
2	On a table in a classroom	Present
3	In boiling water	Present

Which **THREE** of the following suggestions will best help the students improve their experimental design?

(A) Place a light source inside the refrigerator.
(B) Use seedlings of three different plant species.
(C) Use water maintained at 35°C instead of boiling water.
(D) Increase the number of seedlings in each treatment group.

36. A teacher asks students whether genetic drift is more likely to occur in a large population or a small population. The teacher specifies that the students should provide reasoning to support their answer. Which of the following written responses demonstrates the most accurate understanding of genetic drift?

(A) It is more likely to happen in a large population, because the population has more alleles to be lost.
(B) It is more likely to happen in a large population, because more offspring are produced than in a small population.
(C) It is more likely to happen in a small population, because the members of the small population are not as healthy as are the members of the large population.
(D) It is more likely to happen in a small population, because random events can have a greater effect on allele frequencies in a small population than in a large population.

37. A teacher asks students to describe a type of electric power generation that relies on a nonrenewable resource. Which of the following responses demonstrates the most accurate understanding of the term "nonrenewable resource"?

    (A) Generating electric power by burning natural gas
    (B) Producing electric power by allowing water to flow through a dam
    (C) Converting wind energy to electric energy by using wind turbines
    (D) Producing electric energy by harnessing light energy with solar panels

38. In vertebrate embryos, which of the following developmental processes most directly results in the formation of the three primary germ layers?

    (A) Neurulation
    (B) Blastula formation
    (C) Cleavage
    (D) Gastrulation

Biology (5236) Answers

1. Option (B) is correct. Because both the bee and the flowering plant benefit from the interaction, the ecological relationship is best described as mutualism.

Topic	V. Ecology: Organisms and Environment
Subtopic	A. Biosphere organization and factors affecting organism interactions and population size

2. Option (C) is correct. A phylum is a more inclusive level of classification than an order. As such, members of the same order are also members of the same phylum.

Task of Teaching Science	15. Selecting scientific language that is precise, accurate, grade-appropriate, and illustrates key scientific concepts
Topic	IV. Diversity of Life and Organismal Biology
Subtopic	A. Diversity of Life

3. Option (B) is correct. During the S phase of the cell cycle, the quantity of DNA in a eukaryotic cell doubles as a result of DNA replication. After the S phase, each of the cell's chromosomes is composed of two identical chromatids that will separate during cell division.

Topic	II. Cell Biology: Cell Structure and Function
Subtopic	B. Structure and function of cells and the mechanisms of basic cellular processes

4. Options (B) and (C) are correct. Fungi are heterotrophic eukaryotes that share the characteristics of having chitin-containing cell walls and carrying out external digestion by secreting digestive enzymes into the surrounding environment.

Topic	IV. Diversity of Life and Organismal Biology
Subtopic	A. Diversity of Life

5. Option (D) is correct. As a population of organisms gets smaller, the population's gene pool also gets smaller, resulting in a decrease in genetic diversity. With less genetic diversity, the population will be more vulnerable to disease, natural disasters, and extreme changes in the environment.

Topic	III. Genetics and Evolution
Subtopic	B. Mechanisms of evolution as a consequence of genetic variation and factors affecting evolution

6. Option (C) is correct. A diagram of a food web is typically used to represent the interconnected feeding relationships in a community. Students can use diagrams of food webs to investigate the flow of energy through the organisms of different ecosystems.

Science and Engineering Practice	8. Obtaining, evaluating, and communicating information
Task of Teaching Science	10. Evaluating instructional materials and other resources for their ability to address scientific concepts; engage students with relevant phenomena; develop and use scientific ideas; promote students' thinking about phenomena, experiences, and knowledge; take account of students' ideas and background; and assess student progress
Topic	V. Ecology: Organisms and Environment
Subtopic	B. Characteristics of biomes, energy flow in ecosystems, and major biogeochemical cycles

7. Option (D) is correct. X-ray crystallography is a technique that relies on an analysis of x-ray diffraction patterns to obtain a three-dimensional molecular structure from a crystal. If a protein can be isolated from a biological source and crystallized, a high-resolution structure of the protein can often be determined using x-ray crystallography.

Science and Engineering Practice	3. Planning and carrying out investigations
Topic	I. Nature and Impact of Science and Engineering
Subtopic	A. Nature of Science

8. Option (C) is correct. The endosymbiotic theory proposes that some eukaryotic organelles have a prokaryotic origin. Evidence in support of the theory includes the observation that organelles such as mitochondria, chloroplasts, and the nucleus have a double membrane. Also, mitochondria and chloroplasts have DNA genomes that are separate from the nuclear DNA genome, and the organelles reproduce by a process of binary fission.

Topic	III. Genetics and Evolution
Subtopic	B. Mechanisms of evolution as a consequence of genetic variation and factors affecting evolution

9. Option (A) is correct. Organisms in the phylum Annelida share the characteristic of body segmentation. The phylum Annelida includes earthworms, as well as leeches, bristle worms, and many other marine and freshwater species.

Topic	IV. Diversity of Life and Organismal Biology
Subtopic	B. Animal Biology

10. Option (D) is correct. Bacteria typically reproduce by a process of binary fission, which is a type of asexual reproduction.

Task of Teaching Science	18. Supporting and critiquing students' participation in and use of verbal and written scientific discourse and argumentation
Topic	V. Ecology: Organisms and Environment
Subtopic	A. Biosphere organization and factors affecting organism interactions and population size

11. Option (B) is correct. Glucose is a source of stored chemical energy that is accessible to many types of bacteria. The observation that colonies of bacteria were visible only on the glucose-containing slabs demonstrates that the bacteria are living things that require a source of energy.

Science and Engineering Practice	7. Engaging in argument from evidence
Task of Teaching Science	4. Linking science ideas to one another and to particular activities, models, and representations within and across units
Topic	II. Cell Biology: Cell Structure and Function
Subtopic	B. Structure and function of cells and the mechanisms of basic cellular processes

12. Option (C) is correct. A transgenic organism is an organism that contains genetic material from an unrelated organism. The foreign genetic material is often a gene that was isolated from the genome of one species and inserted into the genome of another species through the use of genetic engineering techniques. Inserting a jellyfish gene into the mouse genome is an example of using biological engineering to produce transgenic organisms.

Science and Engineering Practice	8. Obtaining, evaluating, and communicating information
Task of Teaching Science	3. Choosing which science ideas or instructional activities are most closely related to a particular instructional goal
Topic	I. Nature and Impact of Science and Engineering
Subtopic	B. Science, Engineering, Technology, Society, and the Environment

13. Option (B) is correct. A codon consists of three adjacent nucleotides. The nucleotide sequence has 18 nucleotides and begins with a start codon, so there are six codons in total. Although the start codon also codes for methionine, the stop codon does not code for an amino acid. As a result, the nucleotide sequence encodes five amino acids.

Science and Engineering Practice	5. Using mathematics and computational thinking
Topic	III. Genetics and Evolution
Subtopic	A. Mechanisms of molecular biology and genetic transmission

14. Option (B) is correct. A mutation is a change in the nucleotide sequence of an organism's genetic material, which is typically DNA. A change in the nucleotide sequence of the RNA genome of some viruses is also considered to be a mutation. Mutations can result in changes to the structure of individual genes, producing new alleles of that gene.

Task of Teaching Science	4. Linking science ideas to one another and to particular activities, models, and representations within and across units
Topic	III. Genetics and Evolution
Subtopic	B. Mechanisms of evolution as a consequence of genetic variation and factors affecting evolution

15. Option (A) is correct. A decrease in the concentration of solutes in the fluid outside the cell will result in the extracellular fluid becoming hypotonic with respect to the cell's cytosol. There will likely be a net movement of water across the cell's plasma membrane from the hypotonic extracellular fluid to the cytosol by the process of osmosis, which will result in an increase in the amount of water inside the cell.

Science and Engineering Practice	2. Developing and using models
Task of Teaching Science	12. Analyzing student ideas for common misconceptions regarding intended scientific learning
Topic	II. Cell Biology: Cell Structure and Function
Subtopic	B. Structure and function of cells and the mechanisms of basic cellular processes

16. Options (A), (B), and (D) are correct. The students can analyze the results of the genetic cross using a combination of PCR, restriction digestion, and agarose gel electrophoresis. For each DNA sample, the students can use PCR and a specific primer set to amplify the region of the yeast genome that contains the gene of interest. If the two alleles of the gene differ by the presence or absence of a specific restriction site, the students can treat each sample of PCR-amplified DNA with a restriction enzyme that recognizes the specific restriction site. The students can then use agarose gel electrophoresis to separate the DNA fragments in each sample on the basis of size. Finally, the students can analyze the resulting patterns of different restriction fragments to determine which of the two different alleles of the gene are present in each DNA sample.

Science and Engineering Practice	3. Planning and carrying out investigations
Task of Teaching Science	7. Determining the variables, techniques, or tools that are appropriate for use by students to address a specific investigation question
Topic	III. Genetics and Evolution
Subtopic	A. Mechanisms of molecular biology and genetic transmission

17. Option (A) is correct. Converting the molecule to a different molecule inside the cell will decrease the molecule's intracellular concentration, which will increase the difference between the molecule's extracellular concentration and its intracellular concentration.

Science and Engineering Practice	2. Developing and using models
Task of Teaching Science	24. Generating or selecting diagnostic questions to evaluate student understanding of specific models or representations
Topic	II. Cell Biology: Cell Structure and Function
Subtopic	A. Basic biochemistry and metabolism of living organisms

18. Option (B) is correct. Diversity refers to the number of different species in a community and the relative abundance of each species. The data collected by the students are best used to analyze the diversity of the community associated with each pond. The students can then compare the diversity of the different communities.

Science and Engineering Practice	4. Analyzing and interpreting data
Task of Teaching Science	9. Supporting students in generating questions for investigation or identifying patterns in data and observations
Topic	V. Ecology: Organisms and Environment
Subtopic	A. Biosphere organization and factors affecting organism interactions and population size

19. Option (C) is correct. Competitive inhibition can be overcome by increasing the initial substrate concentration while keeping the concentrations of the inhibitor and the enzyme constant. If molecule X affects the enzyme-catalyzed reaction through a mechanism of competitive inhibition, the initial reaction velocity will approach the maximum reaction velocity as the initial substrate concentration is increased.

Science and Engineering Practice	1. Asking questions and defining problems
Task of Teaching Science	7. Determining the variables, techniques, or tools that are appropriate for use by students to address a specific investigation question
Topic	II. Cell Biology: Cell Structure and Function
Subtopic	A. Basic biochemistry and metabolism of living organisms

20. Option (A) is correct. All the flies in the F_1 generation will be heterozygous at the genetic locus associated with the sepia-eyes phenotype. If the sepia-eyes trait has an autosomal recessive mode of inheritance, 75% of the F_2 generation will have wild-type eyes and 25% will have sepia eyes.

Science and Engineering Practice	5. Using mathematics and computational thinking
Task of Teaching Science	18. Supporting and critiquing students' participation in and use of verbal and written scientific discourse and argumentation
Topic	III. Genetics and Evolution
Subtopic	A. Mechanisms of molecular biology and genetic transmission

21. Option (D) is correct. A phylogenetic tree is typically used to represent the proposed evolutionary relationships among several different species.

Science and Engineering Practice	2. Developing and using models
Task of Teaching Science	21. Evaluating or selecting scientific models and representations that predict or explain scientific phenomena or address instructional goals
Topic	III. Genetics and Evolution
Subtopic	B. Mechanisms of evolution as a consequence of genetic variation and factors affecting evolution

22. Option (D) is correct. An increase in the influx of chemical fertilizers most likely triggers the rapid growth of the photosynthetic phytoplankton. Many chemical fertilizers used to stimulate crop growth contain high levels of nitrogen and phosphorus. Rainfall can wash the fertilizers off the fields into local waterways that drain into the Mississippi River, which connects with the Gulf of Mexico. The fertilizer accumulation at the mouth of the river promotes the rapid growth of photosynthetic phytoplankton. Subsequent degradation of dead phytoplankton by bacteria depletes the water of oxygen. Organisms cannot survive in the hypoxic waters, and terrestrial organisms that depend on the river-dwelling organisms are also negatively affected.

Topic	V. Ecology: Organisms and Environment
Subtopic	A. Biosphere organization and factors affecting organism interactions and population size

23. Option (A) is correct. The sinoatrial node is made up of a group of cells that are located in the wall of the heart's right atrium. The cells control cardiac muscle contractions through the production of action potentials that propagate throughout the heart. Damage to the sinoatrial node would likely disrupt the rate and timing of cardiac muscle contractions.

Topic	IV. Diversity of Life and Organismal Biology
Subtopic	B. Animal Biology

24. Option (B) is correct. Based on the information presented, lactose can be described as a disaccharide because it is made up of two monosaccharides, glucose and galactose.

Task of Teaching Science	18. Supporting and critiquing students' participation in and use of verbal and written scientific discourse and argumentation
Topic	II. Cell Biology: Cell Structure and Function
Subtopic	A. Basic biochemistry and metabolism of living organisms

25. Option (B) is correct. Genomics focuses on the study and manipulation of entire genomes. A genome is the complete set of DNA that contains all the genes and other genetic information needed for the development, growth, and reproduction of an organism. Advances in DNA sequencing technologies have allowed researchers to determine and analyze the genomic DNA sequences of a wide variety of organisms, including many different types of bacteria, plants, and animals.

Science and Engineering Practice	4. Analyzing and interpreting data
Topic	I. Nature and Impact of Science and Engineering
Subtopic	B. Science, Engineering, Technology, Society, and the Environment

26. Option (D) is correct. Lignin is a rigid component of some plant cell walls that provides structural support to certain tissues in vascular plants. The structural support provided by lignin allows vascular plants to grow taller than nonvascular plants, which provides an advantage when competing for limited resources such as sunlight.

Science and Engineering Practice	6. Constructing explanations and designing solutions
Task of Teaching Science	19. Critiquing student-generated explanations or descriptions for their generalizability, accuracy, precision, or consistency with scientific evidence
Topic	IV. Diversity of Life and Organismal Biology
Subtopic	C. Plant Biology

27. Option (B) is correct. Because adenine pairs with thymine, double-stranded DNA that is 35 percent adenine is also 35 percent thymine. The remaining 30 percent of the DNA is composed of guanine-cytosine base pairs, such that 15 percent of the DNA is guanine and 15 percent is cytosine.

Science and Engineering Practice	5. Using mathematics and computational thinking
Topic	III. Genetics and Evolution
Subtopic	A. Mechanisms of molecular biology and genetic transmission

28. Option (C) is correct. Blueberries are typically ingested by birds and other animals, and the seeds inside the fruit are dispersed through the feces of those animals.

Task of Teaching Science	19. Critiquing student-generated explanations or descriptions for their generalizability, accuracy, precision, or consistency with scientific evidence
Topic	IV. Diversity of Life and Organismal Biology
Subtopic	C. Plant Biology

29. Options (B) and (D) are correct. The presence of membrane-bound organelles, such as mitochondria, and the presence of a membrane-enclosed nucleus are typical features of a eukaryotic cell but not a prokaryotic cell. Ribosomes and chromosomal DNA are present in both eukaryotic and prokaryotic cells.

Science and Engineering Practice	1. Asking questions and defining problems
Task of Teaching Science	22. Engaging students in using, modifying, creating, and critiquing scientific models and representations that are matched to an instructional goal
Topic	II. Cell Biology: Cell Structure and Function
Subtopic	B. Structure and function of cells and the mechanisms of basic cellular processes

30. Option (C) is correct. The mechanism of stomatal opening in plants typically involves an increase in the volume and turgor pressure of guard cells. Changes in environmental conditions can trigger the opening of potassium ion channels in the plasma membrane of guard cells. The accumulation of potassium ions inside the guard cells results in a net movement of water into the cells by osmosis. The influx of water increases the volume and turgor pressure of the guard cells, resulting in an increase in the size of the stomatal opening.

Topic	IV. Diversity of Life and Organismal Biology
Subtopic	C. Plant Biology

31. Option (A) is correct. Typically, periodic natural wildfires are of relatively low intensity. They remove dead and decaying plant matter, including dead trees, leaf litter and pine needles, and shrubs. Without periodic wildfires, the material accumulates so that when a fire eventually does occur, it is much greater in intensity and size and potentially very destructive to living organisms.

Topic	V. Ecology: Organisms and Environment
Subtopic	B. Characteristics of biomes, energy flow in ecosystems, and major biogeochemical cycles

32. Option (A) is correct. The enzymes that facilitate the citric acid cycle are located in the mitochondrial matrix.

Science and Engineering Practice	8. Obtaining, evaluating, and communicating information
Task of Teaching Science	22. Engaging students in using, modifying, creating, and critiquing scientific models and representations that are matched to an instructional goal
Topic	II. Cell Biology: Cell Structure and Function
Subtopic	A. Basic biochemistry and metabolism of living organisms

33. Option (D) is correct. A gas phase is generally absent from the phosphorus cycle. The largest reservoir of phosphorus is in sedimentary rocks of marine origin. Most phosphorus cycles among rocks, soil, water, and living organisms.

Topic	V. Ecology: Organisms and Environment
Subtopic	B. Characteristics of biomes, energy flow in ecosystems, and major biogeochemical cycles

34. Option (C) is correct. Based on the information presented, the woman who has hemophilia is homozygous recessive. In contrast, the man has a single X chromosome that has the dominant allele. As a result, only a female child will be a carrier of the disorder, and all female children of the woman and the man will be carriers. There is a 50% chance that the child will be female.

Science and Engineering Practice	5. Using mathematics and computational thinking
Topic	III. Genetics and Evolution
Subtopic	A. Mechanisms of molecular biology and genetic transmission

35. Options (A), (C), and (D) are correct. Placing a light source inside the refrigerator will help make sure that environmental temperature is the only independent variable in the experiment. Using warm water instead of boiling water is more likely to provide useful data, because the environmental temperature will be more tolerable. Increasing the number of seedlings in each treatment group will help the students to determine the reproducibility of the experiment's results and to analyze variation both within and between treatment groups. Using seedlings of three different species is not recommended, because having more than one independent variable in the experiment will make the results more difficult to interpret.

Science and Engineering Practice	3. Planning and carrying out investigations
Task of Teaching Science	8. Critiquing scientific procedures, data, observations, or results for their quality, accuracy, or appropriateness
Topic	I. Nature and Impact of Science and Engineering
Subtopic	A. Nature of Science

36. Option (D) is correct. Genetic drift refers to changes in allele frequencies in a population that occur as a result of chance and not as a result of natural selection. Changes in allele frequencies are likely to be more significant in a small population than in a large population, because the small population has a comparatively smaller gene pool.

Science and Engineering Practice	6. Constructing explanations and designing solutions
Task of Teaching Science	19. Critiquing student-generated explanations or descriptions for their generalizability, accuracy, precision, or consistency with scientific evidence
Topic	III. Genetics and Evolution
Subtopic	B. Mechanisms of evolution as a consequence of genetic variation and factors affecting evolution

37. Option (A) is correct. Natural gas is considered to be a nonrenewable resource because it cannot be regenerated on a human timescale. The response that describes a type of electric power generation that relies on the burning of natural gas demonstrates the most accurate understanding of the term "nonrenewable resource."

Task of Teaching Science	18. Supporting and critiquing students' participation in and use of verbal and written scientific discourse and argumentation
Topic	I. Nature and Impact of Science and Engineering
Subtopic	B. Science, Engineering, Technology, Society, and the Environment

38. Option (D) is correct. During embryogenesis, after formation of the hollow ball of cells called the blastula, one end of the embryo folds in and expands to gradually fill the space in the blastula. This process is referred to as gastrulation and results in the formation of the three primary germ layers: the endoderm, the mesoderm, and the ectoderm.

Topic	IV. Diversity of Life and Organismal Biology
Subtopic	B. Animal Biology

Understanding Question Types

The *Praxis*® assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by selecting a sentence in a text or by selecting part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

Understanding Selected-Response and Numeric-Entry Questions

For most questions, you respond by selecting an oval to select a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by:

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response. Numeric-entry questions typically appear on mathematics-related tests.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.
- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text or graphic.
- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

Understanding Constructed-Response Questions

Some tests include constructed-response questions, which require you to demonstrate your knowledge in a subject area by writing your own response to topics. Essays and short-answer questions are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Review a few sample essay topics:

- *Brown v. Board of Education of Topeka*

  "We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does."

  A. What legal doctrine or principle, established in *Plessy v. Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
  B. What was the rationale given by the justices for their 1954 ruling?

- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*

  - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
  - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.

- *"Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job."*

  - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

Keep these things in mind when you respond to a constructed-response question:

1. **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
2. **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
3. **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
4. **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
5. **Take notes on scratch paper** so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.
6. **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

General Assistance For The Test

Praxis® Interactive Practice Test

This full-length *Praxis*® practice test lets you practice answering one set of authentic test questions in an environment that simulates the computer-delivered test.

- Timed just like the real test
- Correct answers with detailed explanations
- Practice test results for each content category

ETS provides a free interactive practice test with each test registration. You can learn more here.

Doing Your Best

Strategy and Success Tips

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Learn from the experts. Get practical tips to help you navigate your *Praxis* test and make the best use of your time. Learn more at Strategy and Tips for Taking a *Praxis* Test.

Develop Your Study Plan

Planning your study time is important to help ensure that you review all content areas covered on the test. View a sample plan and learn how to create your own. Learn more at Develop a Study Plan.

Helpful Links

Ready to Register – How to register and the information you need to know to do so.

Disability Accommodations – Testing accommodations are available for test takers who meet ETS requirements.

PLNE Accommodations (ESL) – If English is not your primary language, you may be eligible for extended testing time.

What To Expect on Test Day – Knowing what to expect on test day can make you feel more at ease.

Getting Your Scores – Find out where and when you will receive your test scores.

State Requirements – Learn which tests your state requires you to take.

Other Praxis Tests – Learn about other *Praxis* tests and how to prepare for them.

To search for the *Praxis* test prep resources that meet your specific needs, visit:

www.ets.org/praxis/testprep

To purchase official test prep made by the creators of the *Praxis* tests, visit the ETS Store:

www.ets.org/praxis/store

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ETS PRAXIS

The *PRAXIS*® Study Companion

Chemistry (5246)



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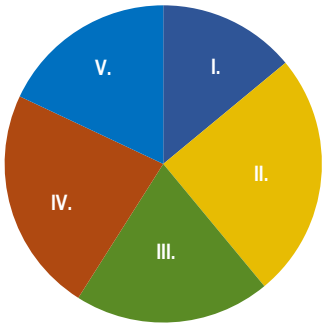
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Chemistry (5246)

Test at a Glance

The *Praxis*® Chemistry test is designed to measure knowledge and competencies important for safe and effective beginning practice as a teacher of chemistry. Test takers have typically completed a bachelor's degree program with appropriate coursework in chemistry and education.

Test Name	Chemistry
Test Code	5246
Time	2 hours 30 minutes
Number of Questions	125 selected-response questions
Format	The test consists of a variety of selected-response questions, where you select one or more answer choices, and other types of questions. You can review the possible question types in Understanding Question Types.
Test Delivery	Computer Delivered



Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Nature and Impact of Science and Engineering	17	14%
II. Principles and Models of Matter and Energy	31	25%
III. Chemical Composition, Bonding, and Structure	25	20%
IV. Chemical Reactions and Periodicity	29	23%
V. Solutions and Acid-Base Chemistry	23	18%
Half or more of the questions integrate a Science and Engineering Practice, and approximately one-quarter to one-third of the questions assess content applied to a Task of Teaching of Science.		

About The Test

Content topics for the Chemistry test span the chemistry curriculum, including content related to (I) Nature and Impact of Science and Engineering, (II) Principles and Models of Matter and Energy, (III) Chemical Composition, Bonding, and Structure, (IV) Chemical Reactions and Periodicity, and (V) Solutions and Acid Base Chemistry.

The assessment is designed and developed through work with practicing chemistry teachers, teacher educators, and higher education chemistry specialists to reflect the science knowledge teachers need to teach the chemistry curriculum and to reflect state and national standards, including the National Science Teaching Association Preparation Standards for chemistry. Content and practices measured reflect the Disciplinary Core Ideas (DCIs) and Science and Engineering Practices (SEPs) established by the National Research Council in A Framework for K-12 Science Education and included in the Next Generation Science Standards.

The 125 selected-response questions measure concepts, terms, phenomena, methods, applications, data analysis, and problem solving in science. A full list of the topics covered is provided in Content Topics.

Test takers will not need to use calculators in taking this test. The periodic table of the elements is available as a Help screen, along with a table of information that presents various physical constants and a few conversion factors among SI units. Whenever necessary, additional values of physical constants are included with the text of a question.

Test takers can expect half or more of the questions on the test to integrate chemistry content knowledge with one or more of the SEPs, listed under Science and Engineering Practices.

Test takers will also find that approximately one-quarter to one-third of the questions call for application of chemistry content and processes within a teaching scenario or an instructional task. Such questions—designed to measure applications of chemistry knowledge to the kinds of decisions and evaluations a teacher must make during work with students, curriculum, and instruction—situate chemistry content questions in tasks critical for teaching. The Tasks of Teaching Science section has a list of tasks that are a routine part of chemistry instruction. These tasks, identified based on research on science instruction, have been confirmed by a national committee of teachers and teacher educators as important for effective teaching of secondary science.

This test may contain some questions that will not count toward your score.

Content Topics

This list details the topics that may be included on the test. All test questions cover one or more of these topics.

Discussion Questions

In this section, discussion questions are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. We do **not** provide answers for the discussion questions but thinking about the answers will help improve your understanding of fundamental concepts and may help you answer a broad range of questions on the test. Most of the questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. They are written to help you gain increased understanding and facility with the test's subject matter. You may want to discuss these questions with a teacher or mentor.

I. Nature and Impact of Science and Engineering

A. Nature of Science

1. Nature of scientific knowledge
   a. Variety of investigation methods
   b. Based on experimental evidence that is reproducible
   c. How major concepts develop and change over time in light of new evidence
   d. Forming and testing hypotheses
   e. Use of models, laws, and theories to explain natural phenomena
   f. Development and application of models to explain natural phenomena
   g. Process skills, including observing, categorizing, comparing, generalizing, inferring, and concluding
2. Experimental design, data collection, and analysis
   a. Standard units of measurement, dimensional analysis, and unit conversion
   b. Scientific notation and use of significant figures
   c. Experimental design, including identifying variables, planning data collection, and how it supports testing of the hypothesis
   d. Processing, organizing, and reporting of data
   e. Error analysis, including accuracy and precision, mean, and percent error
   f. Identifying the sources and effects of error
   g. Interpreting, extrapolating, and drawing conclusions from data
3. Laboratory procedures
   a. Appropriate preparation, use, storage, and disposal of materials
   b. Appropriate use of laboratory equipment (including selection, calibration, and maintenance)
   c. Safety procedures and precautions for the laboratory

B. Science, Engineering, Technology, Society, and the Environment

1. Interdependence of science, engineering, and technology
   a. Engineering advances that lead to important discoveries in science
   b. Science and technology that drive each other forward
2. Engineering Design
   a. Defining problems, including identifying the success criteria and the constraints
   b. Designing solutions, including proposing and evaluating in terms of criteria, constraints, and limitations
   c. Optimizing the design, including systematic modification and refinement
3. Using science and engineering to identify and address negative impacts on the environment and society
   a. Acid rain
   b. Air and water pollution
   c. Greenhouse gases
   d. Ozone layer depletion
   e. Polymers and plastics
   f. Waste disposal and recycling
4. Advantages and disadvantages associated with various types of energy production
   a. Conservation and recycling of energy
   b. Renewable and nonrenewable energy resources
   c. Pros and cons of power generation based on various sources such as fossil and nuclear fuel, hydropower, wind power, solar power, and geothermal power
5. Applications of chemistry and technology in daily life
   a. Water purification
   b. Plastics, soap, batteries, and other commercial products
   c. Mining and industrial processes
   d. Biological systems
   e. Radiation in medicine and technology

Discussion Questions: Nature and Impact of Science and Engineering

- What are the similarities and differences between laws, hypotheses, and theories?
- What is the difference between independent and dependent variables? Describe an experiment and identify the independent and the dependent variables.
- Describe something in chemistry that illustrates the relationship between form and function.
- What is Boyle's law and what is Charles's law?
- What was the role of Bohr's model of the atom in the development of modern atomic theory?
- What is the uncertainty in volume measurements made when using a buret and how many significant figures should be included in the recorded volume?
- How many significant figures are in 0.1360 grams?

- Determine the endpoint in an acid-base titration using a plot of pH versus the volume of base added to an acid.
- What is the mass in grams of a sample that has a mass of 20 milligrams?
- Express the number 0.000450 in scientific notation.
- What is the difference between the accuracy and the precision of a data set?
- How do you prepare 200 mL of 0.5 *M* $CaSO_4$ from a stock solution of 2.0 *M* $CaSO_4$?
- Can a very dilute solution of HCl acid be disposed of in a sink with running water?
- What are each of the following pieces of equipment used for in the laboratory: buret, pipet, Erlenmeyer flask, and volumetric flask?
- When and why is a fume hood needed in a chemistry laboratory?
- In what settings is solar power most effective?
- What are the major contributors of acid rain?
- What are some of the reactions in the stratosphere that lead to ozone depletion?
- What are the acid-base properties of commonly used consumer products such as ammonia cleaner, vinegar, and orange juice?
- Describe the reverse osmosis process that is sometimes used for water purification.
- What are some examples of nonrenewable energy resources?

II. Principles and Models of Matter and Energy

A. Atomic and Nuclear Structure and Processes

1. Current model of atomic structure
   a. Description of basic model, including number and location of protons, neutrons, and electrons
   b. Quantum mechanical model of atom, including orbitals and subatomic particles
   c. Experimental basis of model, including gold foil experiment and atomic spectra
2. Electron configuration of the elements
   a. Aufbau principle, Hund's rule, Pauli exclusion principle
   b. Correlation between electron configuration and the periodic table
   c. Relationship between electron configuration and chemical and physical properties of elements
3. Relationship between electronic absorption and emission spectra and electron energy levels in atoms
   a. Electronic energy transitions in atoms
   b. Relationship between energy, frequency, and wavelength of electromagnetic radiation
   c. Identification of atoms based on analysis of spectra
   d. Correlation of electronic transitions to spectral lines in electromagnetic spectrum

4. Radioactivity
    a. Characteristics of alpha particles, beta particles, and gamma radiation
    b. Radioactive decay: include the process, half-life, and applications
    c. Identifying fission and fusion reactions
    d. Balancing nuclear reactions and identifying products of nuclear reactions

B. Relationships Between Energy and Matter in Chemistry

1. Organization of matter
    a. Pure substances (elements and compounds)
    b. Mixtures (homogeneous, heterogeneous, solutions, suspensions)
    c. States of matter (solid, liquid, gas, and plasma)
    d. Atoms, ions, molecules
2. Difference between chemical and physical properties and changes
    a. Chemical versus physical properties
    b. Chemical versus physical changes
    c. Intensive versus extensive properties
    d. Conservation of matter in chemical processes
3. Conservation of energy
    a. Conservation of energy in chemical and physical processes
    b. Kinetic and potential energy concepts and particulate models
    c. Forms of energy including chemical, electrical, thermal, electromagnetic, and nuclear
    d. Conversion between different forms of energy
4. Temperature, thermal energy, and heat capacity, including calculations
    a. Temperature scales
    b. Heat transfer
    c. Heat capacity and specific heat
    d. Calorimetry
5. Energy concepts and calculations involving phase transitions, including particulate and mathematical models
    a. Phase transition diagrams
    b. Heats of vaporization, fusion, and sublimation
    c. Heating curves
6. Kinetic molecular theory, including particulate and mathematical models
    a. Assumptions and applications of the kinetic molecular theory
    b. Ideal gas behavior and the ideal gas laws
7. How thermodynamics relates to chemical and physical processes
    a. Laws of thermodynamics
    b. Spontaneous (favorable) and reversible processes
    c. Changes in enthalpy, entropy, and Gibbs energy
    d. Exothermic and endothermic processes

e. Reaction progress diagrams based on potential energy of reactants and products.
f. Energy involved in breaking and forming bonds

Discussion Questions: Principles and Models of Matter and Energy

- How are isotopes of the same element alike? How are they different?
- An element has three isotopes, each with a different mass. Explain why the mass number for the element that is listed on the periodic table is not equal to the mass of any of the isotopes.
- What are the electron configurations for atoms of sodium and sulfur?
- Based on their electron configurations, what is the formula of the compound that forms in the reaction of sodium and sulfur?
- Give an example of Hund's rule.
- Given that the half-life of carbon-14 is 5,730 years, estimate the age of a piece of charcoal that has a carbon-14 content equal to 12.5% of that in living matter.
- How is fission different than fusion or radioactive decay?
- What is the wavelength of the energy emitted for an electronic transition in a hydrogen atom from $n = 3$ to $n = 2$ electronic energy level?
- In what part of the electromagnetic spectrum are electron emission spectral lines located?
- Test tubes contain three colorless liquids: alcohol, water, and a weak solution of ammonia. What properties could be used to identify the liquids?
- What are some examples of the different types of mixtures?
- What is a cation?
- In their standard state, which of the following elements are diatomic: bromine, chlorine, argon, and helium?
- What are some examples of chemical properties?
- Describe a process that involves both a chemical change and a physical change.
- Is balancing a chemical equation an application of the law of conservation of energy or the law of conservation of matter?
- List in order of increasing energy (or decreasing wavelength) the following forms of electromagnetic radiation: gamma rays, microwaves, x-rays, visible light, ultraviolet, and infrared.
- What is an example of the conversion of chemical energy to electrical energy?
- Convert 350 kelvin to degrees Celsius.
- Consider the following list: erg, joule, electron volt, and ohm. Which of them are units of energy?
- If a substance has high heat capacity, will its temperature increase faster as heat is absorbed than will the temperature of a substance with lower heat capacity absorbing the same amount of heat?

- How much heat is absorbed as 10 grams of ice melts at the freezing point?
- What is the boiling point of water at high altitudes compared to that at sea level, and why is it different?
- When a gas expands from 5 liters to 10 liters as its temperature increases from 300 kelvin to 500 kelvin, what is the change in the pressure of the gas?
- What are the major differences between an ideal gas and a real gas?
- Given the heats of formation of H_2O, CO_2, and CH_4, calculate the heat of combustion of CH_4.
- Is the combustion of CH_4 an exothermic or an endothermic process?
- Based on the first and second laws of thermodynamics, predict whether a reaction is spontaneous.
- Describe some processes in which the entropy of the system is increasing.

III. Chemical Composition, Bonding, and Structure

A. Chemical Composition

1. Mole concept and application to chemical systems
   a. Avogadro's number, molar mass, and mole conversions
   b. Calculation of empirical and molecular formulas
   c. Percent composition
2. Systematic names and chemical formulas for simple inorganic compounds
   a. Binary compounds
   b. Acids, bases, and salts
   c. Hydrates
3. Identification of common organic functional groups and compounds
   a. Alkanes, alkenes, and alkynes
   b. Alcohols, ethers, ketones, aldehydes, carboxylic acids, and amines

B. Bonding and Structure

1. Properties and models of bonding
   a. Ionic bonding
   b. Covalent bonding (polar, nonpolar, and hybridization)
   c. Metallic bonding
   d. Relative bond strengths and bond lengths
2. Molecular structure models
   a. Lewis structures, including formal charges
   b. Resonance structures
   c. Molecular geometry (shape and bond angles)
3. Identification of polar and nonpolar molecules
   a. Analysis of polarity of the bonds within a molecule
   b. Symmetry of molecular structure
4. Types of interparticle interactions
   a. London forces (instantaneous induced dipole-dipole attractions)
   b. Dipole-dipole attractive forces
   c. Dipole-induced dipole attractive forces
   d. Hydrogen bonding

5. How bonding, structure, and interparticle interactions are related to physical properties of pure substances
   a. Boiling points and melting points
   b. Solubility
   c. Equilibrium vapor pressure

Discussion Questions: Chemical Composition, Bonding, and Structure

- What are the IUPAC names for the following compounds: $HClO_4$, $CuCl_2$, and $CaSO_4 \cdot 2H_2O$?
- Write the molecular formula for each of the following compounds: acetone, ethanol, ethanal, and formic acid.
- Identify the functional group in each of the following compounds: CH_3OCH_3, CH_3NH_2, CH_3OH, and CH_3COOH.
- What are the structures in the following types of molecules that distinguish them from other biochemical compounds: carbohydrates, amino acids, and DNA?
- What is the number of moles of oxygen atoms in 5 moles of $CaSO_4 \cdot 2H_2O$?
- What is the molecular formula of a compound that has the empirical formula C_2H_4O and a molar mass of 88 grams?
- Which of the following molecules has the shortest bond length: HF, HCl, N_2, or O_2?
- Which type of bonding is found in each of the following solids: KCl, $NaSO_4$, and Cu?
- What is the difference between a pi bond and a sigma bond?
- Why does a NH_3 molecule have trigonal pyramidal geometry?
- What are the Lewis dot and the structural formulas for CH_4?
- What are the resonance structures for the carbonate ion?
- Does CO_2 have any polar bonds? Is it a polar molecule? Why?
- What is the predominate intermolecular force involved between two PCl_3 molecules?
- Correlate the relative boiling points of the following molecules with their molecular structure and intermolecular interactions: H_2O, Cl_2, Br_2, HCl, and H_2.

IV. Chemical Reactions and Periodicity

A. Periodicity

1. The periodic table as a model
   a. Arranged in groups and periods
   b. Symbols of the element, atomic number, and atomic mass
   c. Location of metals, nonmetals, metalloids, and transition elements
2. Predicting and justifying patterns and trends in physical and chemical properties of the elements based on their position on the periodic table
   a. Atomic and ionic radius
   b. Ionization energy
   c. Electron affinity

d. Electronegativity
e. Physical properties
f. Chemical properties and reactivity

B. Basic Principles of Chemical Reactions

1. Balancing equations for chemical reactions
   a. Simple chemical reactions
   b. Oxidation-reduction reactions
2. Stoichiometric calculations for chemical reactions
   a. Based on balanced equations involving moles, mass, or volume
   b. Limiting reagent calculations and percent yield
3. Predicting products of simple reaction types
   a. Combustion, neutralization, synthesis, decomposition, and dehydration reactions
   b. Single and double replacement reactions
4. Oxidation states and oxidation-reduction reactions
   a. Assigning oxidation numbers
   b. Identifying oxidation-reduction reactions and half-reactions
   c. Standard reduction potentials and the electrochemical reactivity series
5. Chemical kinetics: models based on collision theory
   a. Rate laws, rate constants, and reaction order
   b. Activation energy and catalysts
6. Equilibrium in chemical systems
   a. Equilibrium constants
   b. Le Chatelier's principle

Discussion Questions: Chemical Reactions and Periodicity

- In what location of the periodic table are nonmetals generally found?
- List some examples of transition elements
- How do the atomic radii, ionization energies, and melting points change across period and down columns in the periodic table?
- Using the location of the elements on the periodic table, predict the formula of the compound that would exist containing Mg and O.
- What needs to be considered when balancing oxidation-reduction reactions that does not need to be accounted for when balancing a standard formation reaction such as $2\,H_2 + O_2 \rightarrow 2\,H_2O$?
- At standard temperature and pressure, what is the ratio of the volumes of hydrogen gas and oxygen gas that react to form water?
- What is the limiting reagent in the reaction to form water when 10 grams of hydrogen is mixed with 32 grams of oxygen?
- How is a decomposition reaction different from a dehydration reaction?
- What is the effect of temperature and catalysts on reaction rates?
- How are simple rate equations determined based on experimental data?

- What changes will occur to chemical systems that are at equilibrium when pressure or concentration of one of the reactants or products is changed?
- What is the effect of temperature on equilibrium constants?
- Based on a table of standard reduction potentials, predict whether the following reaction will occur spontaneously: $Cu + FeCl_2 \rightarrow CuCl_2 + Fe$.
- What is the oxidation state of Mn in $KMnO_2$?

V. Solutions and Acid-Base Chemistry

A. Solutions and Solubility

1. Analysis of types of solutions
   a. Dilute, concentrated, unsaturated, saturated, and supersaturated
   b. Identification of solute and solvent
   c. Representations of concentration in terms of various units, such as molarity, mole fraction, and percent by mass or volume
   d. Calculations needed to prepare solutions of varying concentrations
2. Factors affecting rate of dissolving and solubility
   a. Rate of dissolving (temperature, pressure, surface area, stirring)
   b. Solubility and solubility curves (temperature and pressure dependence)
3. Phenomena based on colligative properties of solutions
   a. Freezing point depression and boiling point elevation
   b. Vapor pressure effect
4. Equilibrium in ionic solutions
   a. Highly soluble and slightly soluble compounds
   b. Predictions of precipitation based on the solubility product (K_{sp})
   c. Common ion effect when mixing ionic solutions
   d. Electrolytes, nonelectrolytes, and electrical conductivity of solutions

B. Acid-Base Chemistry

1. Models of acids and bases and their properties
   a. Arrhenius acids and bases
   b. Brønsted-Lowry acids and bases
   c. Lewis acids and bases
2. The concept of pH and calculations involving pH and pOH
   a. pH scale
   b. Calculation of pH and pOH
   c. Calculation of $[H^+]$ and $[OH^-]$
3. Concepts, representations, and calculations involving acid-base titrations
   a. Neutralization and equivalence point
   b. Use and selection of indicators
   c. End point determination
   d. Analysis of titrations curves

4. Equilibrium relationships in acid-base systems
    a. Strong and weak acids and bases
    b. Monoprotic and polyprotic acids
    c. K_a, K_b, K_w and dissociation
    d. Buffer solutions

Discussion questions: Solutions and Acid-Base Chemistry

- How many grams of solute are present in 1.5 liters of $0.30\ M\ KNO_3$?
- What is the difference between a 1 molar $NaCl$ solution and a 1 molal $NaCl$ solution?
- Is a very concentrated solution saturated, supersaturated, or unsaturated? What else do you need to know to answer the question?
- Why is ammonia gas very soluble in water while oxygen is only slightly soluble?
- What is the relationship between surface area and dissolution rate?
- Will increasing temperature increase the solubility of any substance?
- How will the vapor pressure, boiling point, and freezing point of water change when a nonvolatile solute is added to water?
- Compare the degree of dissociation of HCl and H_2S in water.
- Write a chemical equation that illustrates the common ion effect.
- Is CCl_4 an electrolyte?
- When an aqueous solution of $NaCl$ is mixed with an aqueous solution of $AgNO_3$ the precipitate $AgCl$ forms. Why?
- Select an acid that is both a Brønsted-Lowry acid and a Lewis acid and explain why it fits both definitions.
- What is $[H^+]$ in an aqueous solution with $pH = 5.5$?
- What is the pOH of a solution with $[H^+] = 1 \times 10^{-8}\ M$?
- Based on a titration curve, determine the pK_a of the acid and the volume of base required to neutralize the acid.
- What indicator would be used in a titration involving a strong acid and a weak base and why?
- Is HF a strong acid? Why or why not?
- If Na_2CO_3 is dissolved in water, will the solution be acidic, basic, or neutral?
- For an acid HA, $K_a = 1 \times 10^{-8}$, what is the pH of $0.001\ M\ HA$?

Science and Engineering Practices

Science and Engineering Practices (SEPs) represent eight practices that scientists and engineers—and students and teachers—use to investigate the world and to design and build systems. Many test questions will integrate one or more of these practices.

1. Asking questions (for science) and defining problems (for engineering)
   - Ask questions that arise from careful observation of phenomena, models, or unexpected results, to clarify and/or seek additional information.
   - Ask questions that arise from examining models or a theory, to clarify and/or seek additional information and relationships.
   - Ask questions to determine relationships, including quantitative relationships, between independent and dependent variables.
   - Ask questions to clarify and refine a model, an explanation, or an engineering problem.
   - Ask questions that can be investigated within the scope of the school laboratory, research facilities, or field (e.g., outdoor environment) with available resources and, when appropriate, frame a hypothesis based on a model or theory.
   - Ask and/or evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set, or the suitability of a design.
   - Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.
2. Developing and using models
   - Evaluate merits and limitations of two different models of the same proposed tool, process, mechanism, or system in order to select or revise a model that best fits the evidence or design criteria.
   - Design a test of a model to ascertain its reliability.
   - Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or between components of a system.
   - Develop and/or use multiple types of models to provide mechanistic accounts and/or predict phenomena, and move flexibly between model types based on merits and limitations.
   - Develop a complex model that allows for manipulation and testing of a proposed process or system.
   - Develop and/or use a model (including mathematical and computational) to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems.
3. Planning and carrying out investigations
   - Plan an investigation or test a design individually and collaboratively to produce data to serve as the basis for evidence as part of building and revising models, supporting explanations for phenomena, or

testing solutions to problems. Consider possible confounding variables or effects and evaluate the investigation's design to ensure variables are controlled.
- Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
- Plan and conduct an investigation or test a design solution in a safe and ethical manner including considerations of environmental, social, and personal impacts.
- Select appropriate tools to collect, record, analyze, and evaluate data.
- Make directional hypotheses that specify what happens to a dependent variable when an independent variable is manipulated.
- Manipulate variables and collect data about a complex model of a proposed process or system to identify failure points or improve performance relative to criteria for success or other variables.

4. Analyzing and interpreting data
- Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.
- Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible.
- Consider limitations of data analysis (e.g., measurement error, sample selection) when analyzing and interpreting data.
- Compare and contrast various types of data sets (e.g., self-generated, archival) to examine consistency of measurements and observations.
- Evaluate the impact of new data on a working explanation and/or model of a proposed process or system.
- Analyze data to identify design features or characteristics of the components of a proposed process or system to optimize it relative to criteria for success.

5. Using mathematics and computational thinking
- Create and/or revise a computational model or simulation of a phenomenon, designed device, process, or system.
- Use mathematical, computational, and/or algorithmic representations of phenomena or design solutions to describe and/or support claims and/or explanations.
- Apply techniques of algebra and functions to represent and solve scientific and engineering problems.
- Use simple limit cases to test mathematical expressions, computer programs, algorithms, or simulations of a process or system

to see if a model "makes sense" by comparing the outcomes with what is known about the real world.
- Apply ratios, rates, percentages, and unit conversions in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m^3, acre-feet, etc.).

6. Constructing explanations (for science) and designing solutions (for engineering)
   - Make a quantitative and/or qualitative claim regarding the relationship between dependent and independent variables.
   - Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
   - Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects.
   - Apply scientific reasoning, theory, and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.
   - Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.
7. Engaging in argument from evidence
   - Compare and evaluate competing arguments or design solutions in light of currently accepted explanations, new evidence, limitations (e.g., trade-offs), constraints, and ethical issues.
   - Evaluate the claims, evidence, and/or reasoning behind currently accepted explanations or solutions to determine the merits of arguments.
   - Respectfully provide and/or receive critiques on scientific arguments by probing reasoning and evidence and challenging ideas and conclusions, responding thoughtfully to diverse perspectives, and determining what additional information is required to resolve contradictions.
   - Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
   - Make and defend a claim based on evidence about the natural world or the effectiveness of a design solution that reflects scientific knowledge, and student-generated evidence.
   - Evaluate competing design solutions to a real-world problem based on scientific ideas and principles, empirical evidence, and/or logical arguments regarding relevant factors (e.g. economic, societal,

environmental, ethical considerations).

8. Obtaining, evaluating, and communicating information
   - Critically read scientific literature adapted for classroom use to determine the central ideas or conclusions and/or to obtain scientific and/or technical information to summarize complex evidence, concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
   - Compare, integrate and evaluate sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a scientific question or solve a problem.
   - Gather, read, and evaluate scientific and/or technical information from multiple authoritative sources, assessing the evidence and usefulness of each source.
   - Evaluate the validity and reliability of and/or synthesize multiple claims, methods, and/or designs that appear in scientific and technical texts or media reports, verifying the data when possible.
   - Communicate scientific and/or technical information or ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).

Tasks of Teaching Science

This list includes instructional tasks that teachers engage in that are essential for effective Chemistry teaching. Many test questions will measure content through application to one or more of these tasks.

Scientific Instructional Goals, Big Ideas, and Topics

1. Selecting or sequencing appropriate instructional goals or big ideas for a topic
2. Identifying the big idea or instructional goal of an instructional activity
3. Choosing which science ideas or instructional activities are most closely related to a particular instructional goal
4. Linking science ideas to one another and to particular activities, models, and representations within and across units

Scientific Investigations and Demonstrations

5. Selecting investigations or demonstrations, including virtual, that facilitate understanding of disciplinary core ideas, scientific practices, or crosscutting concepts
6. Evaluating investigation questions for quality (e.g., testable, empirical)
7. Determining the variables, techniques, or tools that are appropriate for use by students to address a specific investigation question
8. Critiquing scientific procedures, data, observations, or results for their quality, accuracy, or appropriateness

9. Supporting students in generating questions for investigation or identifying patterns in data and observations

Scientific Resources (texts, curriculum materials, journals, and other print and media-based resources)

10. Evaluating instructional materials and other resources for their ability to address scientific concepts; engage students with relevant phenomena; develop and use scientific ideas; promote students' thinking about phenomena, experiences, and knowledge; take account of students' ideas and background; and assess student progress
11. Choosing resources that support the selection of accurate, valid, and appropriate goals for science learning

Student Ideas (including common misconceptions, alternate conceptions, and partial conceptions)

12. Analyzing student ideas for common misconceptions regarding intended scientific learning
13. Selecting diagnostic items and eliciting student thinking about scientific ideas and practices to identify common student misconceptions and the basis for those misconceptions
14. Developing or selecting instructional moves, approaches, or representations that provide evidence about common student misconceptions and help students move toward a better understanding of the idea, concept, or practice

Scientific Language, Discourse, Vocabulary, and Definitions

15. Selecting scientific language that is precise, accurate, grade-appropriate, and illustrates key scientific concepts
16. Anticipating scientific language and vocabulary that may be difficult for students
17. Modeling the use of appropriate verbal and written scientific language in critiquing arguments or explanations, in describing observations, or in using evidence to support a claim, etc.
18. Supporting and critiquing students' participation in and use of verbal and written scientific discourse and argumentation

Scientific Explanations (includes claim, evidence, and reasoning)

19. Critiquing student-generated explanations or descriptions for their generalizability, accuracy, precision, or consistency with scientific evidence
20. Selecting explanations of natural phenomena that are accurate and accessible to students

Scientific Models and Representations (analogies, metaphors, simulations, illustrations, diagrams, data tables, performances, videos, animations, graphs, and examples)

21. Evaluating or selecting scientific models and representations that predict or explain scientific phenomena or address instructional goals

22. Engaging students in using, modifying, creating, and critiquing scientific models and representations that are matched to an instructional goal
23. Evaluating student models or representations for evidence of scientific understanding
24. Generating or selecting diagnostic questions to evaluate student understanding of specific models or representations
25. Evaluating student ideas about what makes for good scientific models and representations

Chemistry (5246) Sample Test Questions

The sample questions that follow represent a number of the types of questions and topics that appear on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or incomplete statements below is followed by suggested answers or completions. Select the one that is best in each case.

1. Completely dry crystals of an unknown inorganic compound were heated in a clean, dry glass test tube. The total mass of the test tube and its solid contents was measured before and after heating. After heating, the total mass was observed to be less. Which **TWO** of the following could explain the observation?

   (A) The crystals were a hydrate, and some of the water vaporized.
   (B) The crystals were a compound that decomposed into two different solid compounds.
   (C) A reaction occurred in which one of the products was a gas.
   (D) The crystals were a compound that reacted with oxygen in the air to form a single compound of lower mass than the original compound.

2. Which **TWO** of the following processes involve a decrease in entropy?

   (A) Water freezing
   (B) Snow subliming
   (C) Dew forming on grass
   (D) Sugar dissolving in water

$$Pt(NH_3)Cl_2(aq) + Br^-(aq) \rightarrow Pt(NH_3)_2ClBr(aq) + Cl^-(aq)$$

3. For an upcoming lab activity, a teacher asks students to identify variables that should be controlled when six different trials are done to determine the rate of disappearance of Br^- in the preceding chemical reaction. Which **THREE** of following student responses are correct?

   (A) Concentration of Cl^-
   (B) Temperature
   (C) Initial amount of $Pt(NH_3)Cl_2(aq)$
   (D) Initial volume of the reaction mixture

4. In which of the following compounds do molecules interact through London dispersion forces only?

   (A) H_2O
   (B) CF_4
   (C) CH_3Cl
   (D) CO

5. Of the following, which best describes a solution with $pOH = 12.0$ at $25°C$?

   (A) An acidic solution that will turn blue litmus paper red because $[H^+] = 1.0 \times 10^{-2} M$
   (B) An acidic solution that will turn red litmus paper blue because $[H^+] = 1.0 \times 10^{-2} M$
   (C) A basic solution that will turn red litmus paper blue because $[H^+] = 1.0 \times 10^{-12} M$
   (D) A basic solution that will turn blue litmus paper red because $[H^+] = 1.0 \times 10^{-12} M$

$$CuSO_4 + Zn \rightarrow ZnSO_4 + Cu$$

6. Which of the following species is reduced in the preceding oxidation-reduction reaction?

   (A) Zn
   (B) Cu^{2+}
   (C) S^{6+}
   (D) O^{2-}

7. Based on its position on the periodic table, which of the following has the largest atomic radius?

   (A) Cs
   (B) Mg
   (C) I
   (D) Se

8. If $50\,\text{mL}$ of $0.02\,M\ \text{Na}_2\text{SO}_4$ is diluted with sufficient water to make a total volume of $200\ \text{mL}$, which of the following is the concentration of Na^+ ions in the diluted solution?

   (A) $0.005\ M$
   (B) $0.01\,M$
   (C) $0.02\ M$
   (D) $0.04\ M$

9. Of the following, which best describes smoke?

   (A) A suspension
   (B) An alloy
   (C) A solution
   (D) A homogeneous mixture

10. Which of the following is the ground-state electron configuration of Mg^{2+}?

    (A) $1s^2 2s^2 2p^6$
    (B) $1s^2 2s^2 2p^6 3s^2$
    (C) $1s^2 2s^2 2p^6 3s^2 3p^6$
    (D) $1s^2 2s^2 2p^6 3s^2 3p^6 4s^2$

11. How many oxygen atoms are in two moles of CuSO_4?

    (A) 4
    (B) 8
    (C) 6.02×10^{23}
    (D) 4.82×10^{24}

12. If a $20\ g$ sample of a substance is compared to a $10\ g$ sample of the same substance, both at $25°C$, the $20\ g$ sample will have a higher

    (A) density
    (B) thermal heat content
    (C) temperature
    (D) boiling point

13. A well-designed experiment always includes which of the following?

    (A) A scientific law
    (B) A well-written conclusion
    (C) Multiple independent variables
    (D) A plan about how to measure the dependent variable

14. If a weak acid is titrated with a strong base, which of the following could be the pH at the equivalence point?

    (A) 2.0
    (B) 6.0
    (C) 7.0
    (D) 8.0

15. Of the following molecules, which has the most polar covalent bonds?

    (A) HBr
    (B) CH_4
    (C) Cl_2
    (D) H_2

16. At standard temperature and pressure, what volume of CO_2 is produced when 1.000 mol of C_8H_{18} undergoes complete combustion?

(A) 8.00 L
(B) 22.4 L
(C) 89.6 L
(D) 179.2 L

17. Ozone in the atmosphere is most closely related to which of the following?

(A) Acid rain production
(B) Water pollution
(C) Absorption of ultraviolet radiation in the stratosphere
(D) Nuclear power plant waste

18. Which of the following is a carboxylic acid?

(A) CH_3CH_2COOH
(B) CH_3OCH_3
(C) CH_3CH_2OH
(D) CH_3NH_2

19. For $Mg(OH)_2$ at room temperature, the solubility product K_{sp} is approximately 7×10^{-12}. The magnitude of the solubility constant indicates which of the following about $Mg(OH)_2$?

(A) If sufficient $Mg(OH)_2$ is mixed with water, it can form $11 M\, Mg(OH)_2(aq)$.
(B) It cannot form a saturated solution.
(C) It is a weak acid.
(D) It is only slightly soluble.

$$MnO_2 + 4\ HCl \rightarrow MnCl_2 + Cl_2 + 2\ H_2O$$

20. Based on the preceding balanced equation, what is the maximum number of moles of Cl_2 that can be produced if $2.0\ mol$ of MnO_2 and $6.0\ mol$ of HCl are initially provided in a reaction vessel?

    (A) 1.0 mol
    (B) 1.5 mol
    (C) 2.0 mol
    (D) 4.0 mol

21. The elements F, Cl, Br and I all form compounds with Na and are in the same column of the periodic table. The elements in this group are known as

    (A) transition elements
    (B) alkaline earth metals
    (C) noble gases
    (D) halogens

22. Which of the following is a balanced equation for a chemical reaction?

    (A) $2\ K + 2\ H_2O \rightarrow 2\ KOH + H_2$
    (B) $Mg + O_2 \rightarrow 2\ MgO$
    (C) $NaOH + H_2SO_4 \rightarrow NaSO_4 + H_2O$
    (D) $Cl_2 + NaI \rightarrow NaCl + I_2$

23. In an experiment to investigate the photoelectric effect, a clean surface of a certain metal was illuminated with light of different but sufficiently high frequencies. This resulted in electrons being emitted from the surface of the metal. The kinetic energy of the emitted electrons varied with the frequency of the incident light. Which of the following is the dependent variable in the experiment?

    (A) Atomic number of the metal
    (B) Atomic mass of the metal
    (C) Frequency of the incident light
    (D) Kinetic energy of the emitted electrons

$$2\ AB(g) \rightleftharpoons A_2(g) + B_2(g)$$

24. The preceding reaction is at equilibrium. Which of the following is true if the volume of the reaction vessel is decreased?

(A) The partial pressure of AB will decrease.
(B) The partial pressure of both A_2 and B_2 will decrease.
(C) The total pressure of the system will remain constant.
(D) The decrease in volume will have no effect on the equilibrium.

25. Of the following $0.05\ M$ aqueous solutions, which is most likely to have the lowest freezing point?

(A) KBr
(B) CsI
(C) $MgCl_2$
(D) CH_3OH

Compound	K_a
HOCN	3.5×10^{-4}
HIO_4	2.2×10^{-2}
$ClCH_2COOH$	1.4×10^{-3}
C_6H_6COOH	6.3×10^{-5}

26. A teacher asks students to use the data in the preceding table to identify the strongest acid among the weak acids listed and explain their choice. A student says that C_6H_6COOH is the strongest acid because it has the smallest K_a. Of the following, which statement, if true, would best help correct the student's misconception?

    (A) In general, an acid that contains a Cl atom in its chemical formulas is a strong acid, regardless of the value of its K_a.

    (B) In general, an acid that contains a large number of atoms is a very weak acid, regardless of the value of its K_a.

    (C) The acid with the largest value for K_a is the strongest acid because the K_a indicates the degree to which the acid dissociates.

    (D) The acid with the smallest value for its K_a will dissociate to the largest degree and therefore be a very weak acid.

27. Which of the following molecules is nonpolar?

    (A) CCl_4

    (B) H_2O

    (C) HF

    (D) CO

28. Which of the following gases is produced when concentrated aqueous HF is added to an aqueous solution of Na_2CO_3 ?

(A) CO_2
(B) O_2
(C) H_2
(D) Cl_2

$$^{232}Th \rightarrow X + \text{alpha particle}$$

29. When a thorium-232 atom emits an alpha particle, as represented in the preceding equation, which of the following is X?

(A) ^{228}Th
(B) ^{230}Ac
(C) ^{228}Ra
(D) ^{230}Rn

30. Which of the following is an exothermic change of state?

(A) Solid to liquid
(B) Liquid to gas
(C) Gas to solid
(D) Solid to gas

31. Based on the valence shell electron pair repulsion (VSEPR) model, which of the following gives the approximate bond angles about the carbon atom in a CCl_4 molecule?

(A) 30°
(B) 45°
(C) 90°
(D) 109.5°

32. Which of the following compounds contained in some beverages is a strong electrolyte?

(A) Sucrose
(B) Citric acid
(C) Starch
(D) Sodium chloride

Chemistry (5246) Answers

1. **Options (A) and (C) are correct.** The correct answers are (A) and (C). Inorganic hydrates are compounds that in their solid state contain some water molecules within their crystal lattice. When heated, the water can vaporize, resulting in a lower mass for the remaining solid. An example of a hydrate is $MgCO_3 \cdot 5H_2O$. When a reaction occurs in an open vessel in which one of the products is a gas, the gas can escape, resulting in a loss of mass. A decomposition reaction that produced two solid compounds would NOT result in a loss of mass. If an oxide had been produced in a reaction with oxygen, the mass of the contents would have increased, NOT decreased.

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2. **Options (A) and (C) are correct.** Entropy decreases as liquid water becomes solid water and as water vapor condenses on grass as dew. Entropy increases as snow changes to gaseous water as it sublimates and as sugar dissolves in water.

Content	II B

3. **Options (B), (C) and (D) are correct.** The rate of a chemical reaction depends on the temperature and can also depend on the concentrations of the reactants. To determine the rate with respect to Br^-, the concentration of $Pt(NH_3)Cl_2(aq)$ must be kept constant. Hence, the initial volume of the reaction mixture must also be kept constant to avoid changes in concentration of $Pt(NH_3)Cl_2(aq)$.

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4. **Option (B) is correct.** CF_4 molecules interact through London dispersion forces only because they are nonpolar molecules. The other three compounds consist of polar molecules that can interact by dipole-dipole interactions and H_2O molecules can also interact through hydrogen bonding.

Content	III B

5. **Option (A) is correct.**
$pOH = -\log[OH^-]$ for an aqueous solution. Hence, $[OH^-] = 1.0 \times 10^{-12} M$ if $pOH = 12.0$. At $25°C$, $[H^+][OH^-] = K_w = 1.0 \times 10^{-14}$. Based on this relationship, $[H^+] = \frac{1.0 \times 10^{-14}}{1.0 \times 10^{-12}} = 1.0 \times 10^{-2}$. Since $pH = -\log[H^+] = -\log(1 \times 10^{-2}) = 2.0$ pH, the solution is acidic and will turn blue litmus paper red.

Content	V B
Science and Engineering	6

6. **Option (B) is correct.** Reduction involves gaining electrons which results in a reduction of the oxidation number of the species. Cu^{2+} in $CuSO_4$ is reduced to Cu, with oxidation number of 0. Zn, with oxidation number of 0, loses electrons and is oxidized to Zn^{2+} in $ZnSO_4$. S^{6+} and O^{2-} do not undergo a change in oxidation number during the reaction.

Content	IV B
Science and Engineering	2

7. **Option (A) is correct.** An atom of Cs has a radius that is larger than the radius of an atom of Mg, I, or Se based on the location of Cs on the periodic table. Going down a column, the atomic radius generally increases, and going from left to right across a row, the atomic radius generally decreases. Cs is located near the lower corner on the left side of the periodic table.

Content	IV A
Science and Engineering	2

8. **Option (B) is correct.** The concentration of Na^+ ions is $0.01 M$, and it is found from $\frac{0.05 \text{ L} \times 0.02 M \ Na_2SO_4}{0.2 \text{ L}} \times \frac{2 \ Na^+}{Na_2SO_4} = 0.10 M$, where $50 \text{ mL} = 0.05 \text{ L}$ and $200 \text{ mL} = 0.2 \text{ L}$.

Content	V A
Science and Engineering	5

9. **Option (A) is correct.** Smoke is a suspension. Tiny particles are temporarily suspended in the air as they are randomly moving as a result of collisions with molecules of nitrogen, oxygen, and other gases. Eventually, the particles may settle and collect on surfaces.

Content	II B
Science and Engineering	15

10. **Option (A) is correct.** The electron configuration for the Mg^{2+} ion based on the Aufbau principle is $1s^2 2s^2 2p^6$. Mg atoms each have 12 electrons, but Mg^{2+} ions each have 10 electrons.

Content	II A
Science and Engineering	2
Task of Teaching	21

11. **Option (D) is correct.** Two moles of $CuSO_4$ contain 8 moles of oxygen atoms. The number of oxygen atoms is equal to $8 \times 6.02 \times 10^{23} = 4.82 \times 10^{24}$ oxygen atoms.

Content	III A
Science and Engineering	5

12. **Option (B) is correct.** The 20 g sample will have a higher thermal heat content because heat content depends on both the temperature and the amount of the substance. Since both samples contain the same substance, they will have the same density, temperature, and boiling point.

Content	II B

13. **Option (D) is correct.** The experimental design should have only one independent variable and should include a procedure.

Content	I A
Science and Engineering	3
Task of Teaching	7

14. **Option (D) is correct.** The pH at the equivalence point for a titration of a weak acid with a strong base will not be at 7.0 but will be greater than 7.0 because the hydrolysis of the salt of the weak acid will produce OH^- ions, resulting in the formation of a basic solution. An example is the titration of the weak acid CH_3COOH with the strong base $NaOH$. At the equivalence point of the titration, Na^+, CH_3COO^-, and H_2O have been produced. But there is a hydrolysis equilibrium that exists: $CH_3COO^- + H_2O \rightleftharpoons CH_3COOH + OH^-$. Hence, the pH will be greater than 7.0.

Content	V B

15. **Option (A) is correct.** Since the difference in electronegativity between H and Br is greater than the difference in electronegativity between C and H, the covalent bond between H and Br in HBr is more polar than the covalent bonds between C and H in CH_4. There is a nonpolar bond in Cl_2 and in H_2.

Content	III B

16. **Option (D) is correct.** The balanced equation for the complete combustion reaction is $2\ C_8H_{18} + 25\ O_2 \rightarrow 16\ CO_2 + 18\ H_2O$. Based on the balanced equation, 8 mol of CO_2 would be produced. The volume of 8 mol of CO_2 at standard temperature and pressure is approximately $8 \times 22.4\ L = 179.2\ L$.

Content	II B
Science and Engineering	5

17. **Option (C) is correct.** Ozone absorbs harmful ultraviolet radiation in the stratosphere.

Content	I B

18. **Option (A) is correct.** Carboxylic acids include the carboxyl functional group, which contains a carbonyl group bonded to a hydroxyl group. Answer choice (B) is an ether, answer choice (C) is carbonic acid, and answer choice (D) is an amine.

Content	III A
Science and Engineering	15

19. **Option (D) is correct.** A very low K_{sp} indicates that $Mg(OH)_2$ is only slightly soluble and can form a saturated solution that will have a very small concentration of Mg^{2+} ions and OH^- ions present in solution. Hence, an $11M$ solution cannot be prepared. It is a base, not an acid.

Content	V A
Science and Engineering	7
Task of Teaching	20

20. **Option (B) is correct.** Based on the balanced equation, the maximum possible number of moles of Cl_2 that can be produced is 1.5 mol. This is found from $6\ mol\ HCl \times \frac{1\ mol\ Cl_2}{4\ mol\ HCl} = 1.5\ mol\ Cl_2$. In this case, MnO_2 is in excess and HCl is the limiting reagent, since to use up all the 2.0 mol of MnO_2 would require 8.0 mol of HCl.

Content	III B
Science and Engineering	5

21. **Option (D) is correct.** F, Cl, Br, and I are nonmetals in a group called the halogens and are found in the next-to-last column of the periodic table. Transition elements are metals located in columns 3 through 12 in rows in the middle of the periodic table, starting in row 4. The alkaline earth metals are in the second column of the periodic table. The noble gases are located in the last column of the periodic table.

Content	IV A
Science and Engineering	2

22. **Option (A) is correct.** $2\ K + 2\ H_2O \rightarrow\ 2\ KOH + H_2$ is a balanced equation for a chemical reaction because it has an equal number of atoms of each element in the reactants and in the products. The other response choices are unbalanced chemical reaction equations.

Content	III B
Science and Engineering	2

23. **Option (D) is correct.** The kinetic energy of the emitted electrons is the dependent variable because the kinetic energy varied as the independent variable changed. The frequency of the incident light is the independent variable. As different frequencies of light are used, the kinetic energy of the emitted electrons will be different. The atomic number and atomic mass were not variables that changed during the experiment, since one particular metal was used.

Content	II A
Science and Engineering	1

24. **Option (D) is correct.** Although the total pressure will increase, the decrease in volume will have no effect on the equilibrium because there is an equal number of moles of gas on the reactant side and the product side of the reaction equation.

Content	IV B
Science and Engineering	6

25. **Option (C) is correct.** Based on colligative properties, $MgCl_2$ will have the lowest freezing point. Assuming complete dissociation, it will form three particles per formula unit, one Mg^{2+} ion and two Cl^- ions. Assuming complete dissociation, KBr and CsI will each form only two particles per formula unit. CH_3OH has an extremely low ability to dissociate in water to form H^+ and CH_3O^- ions, and thus has a total of approximately one particle per formula unit.

Content	V A
Science and Engineering	5

26. **Option (C) is correct.** The student's assertion that C_6H_6COOH is the strongest acid of those listed is incorrect. The teacher can help correct the student's misconception by explaining that the strongest acid is the one with the highest degree of dissociation. Since all of the acids are monoprotic, and can be represented by HA, the K_a will indicate the degree of dissociation since $K_a = \frac{[H^+][A^-]}{[HA]}$.

Content	V B
Science and Engineering	4
Task of Teaching	14

27. **Option (A) is correct.** All of the compounds are composed of molecules with polar bonds. But based on a symmetrical tetrahedral molecular geometry, CCl_4 is a nonpolar molecule with a net dipole moment of zero. H_2O is a polar molecule with bent molecular geometry and a nonzero net dipole moment, and HF and CO are each polar molecules with linear molecular geometry and a nonzero net dipole moment.

Content	III B

28. **Option (A) is correct.** The reaction will produce CO_2. The reaction is $Na_2CO_3(aq) + 2\ HCl(aq) \rightarrow CO_2(aq) + 2\ NaCl(aq) + H_2O(l)$.

Content	IV B

29. **Option (C) is correct.** The nucleus of thorium-232 contains 90 protons and can be represented by $^{232}_{90}Th$, which undergoes a radioactive decay and emits an alpha particle as represented in the balanced nuclear equation $^{232}_{90}Th \rightarrow {}^{228}_{88}Ra + {}^{4}_{2}He$. An alpha particle is a helium nucleus and is represented by $^{4}_{2}He$. To balance the nuclear equation, X must have 88 protons and a mass number of 228. Thus, X is $^{228}_{88}Ra$.

Content	II A
Science and Engineering	2

30. **Option (C) is correct.** When a gas is converted to a solid, the process is exothermic because energy is released. The conversion of a solid to a liquid and the conversion of a liquid to a gas both involve the absorption of energy and are endothermic processes.

Content	II B

31. **Option (D) is correct.** Based on the valence shell electron pair repulsion (VSEPR) model, the bond angles about a central carbon atom in a CCl_4 molecule are $109.5°$ because CCl_4 is predicted to have a tetrahedral molecular geometry.

Content	III B
Science and Engineering	2

32. **Option (D) is correct.** Of the compounds listed, only sodium chloride is a strong electrolyte, which means that it undergoes a high degree of dissociation in aqueous solutions. Sucrose is a nonelectrolyte, some starches are weak electrolytes, and citric acid is a weak electrolyte.

Content	I B

Understanding Question Types

The *Praxis*® assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by selecting a sentence in a text or by selecting part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

Understanding Selected-Response and Numeric-Entry Questions

For most questions, you respond by selecting an oval to select a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by:

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response. Numeric-entry questions typically appear on mathematics-related tests.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.
- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text or graphic.
- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

Understanding Constructed-Response Questions

Some tests include constructed-response questions, which require you to demonstrate your knowledge in a subject area by writing your own response to topics. Essays and short-answer questions are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Review a few sample essay topics:

- *Brown v. Board of Education of Topeka*

  "We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does."

  A. What legal doctrine or principle, established in *Plessy v. Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
  B. What was the rationale given by the justices for their 1954 ruling?

- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*

  - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
  - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.

- *"Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job."*

  - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

Keep these things in mind when you respond to a constructed-response question:

1. **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
2. **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
3. **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
4. **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
5. **Take notes on scratch paper** so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.
6. **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

General Assistance For The Test

Praxis® Interactive Practice Test

This full-length *Praxis*® practice test lets you practice answering one set of authentic test questions in an environment that simulates the computer-delivered test.

- Timed just like the real test
- Correct answers with detailed explanations
- Practice test results for each content category

You can learn more and purchase the practice test here.

Doing Your Best

Strategy and Success Tips

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Learn from the experts. Get practical tips to help you navigate your Praxis test and make the best use of your time. Learn more at Strategy and Tips for Taking a *Praxis* Test.

Develop Your Study Plan

Planning your study time is important to help ensure that you review all content areas covered on the test. View a sample plan and learn how to create your own. Learn more at Develop a Study Plan.

Helpful Links

Ready to Register – How to register and the information you need to know to do so.

Disability Accommodations – Testing accommodations are available for test takers who meet ETS requirements.

PLNE Accommodations (ESL) – If English is not your primary language, you may be eligible for extended testing time.

What To Expect on Test Day – Knowing what to expect on test day can make you feel more at ease.

Getting Your Scores – Find out where and when you will receive your test scores.

Getting Your Scores – Find out where and when you will receive your test scores.

State Requirements – Learn which tests your state requires you to take.

Other Praxis Tests – Learn about other *Praxis* tests and how to prepare for them.

To search for the *Praxis* test prep resources that meet your specific needs, visit:

www.ets.org/praxis/testprep

To purchase official test prep made by the creators of the *Praxis* tests, visit the ETS Store:

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ETS PRAXIS

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Theatre (5641)



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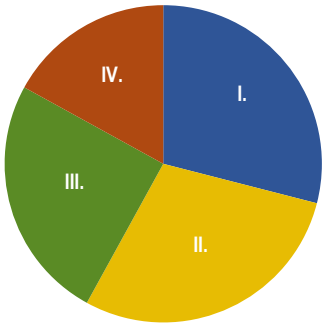
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Theatre (5641)

Test at a Glance

The *Praxis*® Theatre test is designed to assess a beginning theatre teacher's knowledge and understanding of theatre and theatre education. Test takers will typically have completed, or will have nearly completed, an undergraduate or graduate theatre education program.

Test Name	Theatre
Test Code	5641
Time	2 hours
Number of Questions	120 selected-response questions
Format	The test consists of a variety of selected-response questions, where you select one or more answer choices. You can review the possible question types in "Understanding Question Types."
Test Delivery	Computer Delivered



Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Curriculum, Instruction, and Classroom Practices	35	29%
II. Creating and Performing	35	29%
III. Production	30	25%
IV. History, Literature, and Criticism	20	17%

About The Test

The *Praxis*® Theatre test measures whether test takers applying for a teaching license can show evidence that they have the knowledge necessary to begin practice as K through 12 theatre instructors.

The 120 selected-response test questions cover four content domains as described in the table above. Materials appearing on the test reflect the diversity of theatre instruction specialties as well as the cultural and demographic inclusiveness of contemporary theatre education.

This test may contain some questions that will not count toward your score.

Content Topics

This list details the topics that may be included on the test. All test questions cover one or more of these topics.

The nature and distribution of topics included on the test are based on the results of a national survey given to theatre educators. A nationally representative panel of theatre educators was convened to study the survey results and assist ETS's professional assessment staff in determining the distribution of topics on the test. Each ETS assessment specialist working on this test has extensive experience in theatre education. Additionally, ETS assessment specialists consult regularly with theatre teachers and theatre education professors from throughout the country to ensure the appropriateness of individual test questions. The following is an outline of the topics covered on the test. Question content is based specifically on practitioners' judgments of what a new theatre teacher should know to begin a career as a theatre education professional.

Discussion Questions

In this section, discussion questions provide examples of content that may be included in the questions that will be presented to you on the test. These examples are open-ended questions or statements that are intended to help you review your knowledge of fundamental concepts and your ability to apply these concepts to classroom or real-world situations. We do **not** provide responses for the discussion questions, but thinking about them will help you engage with key concepts and may help you answer a broad range of test questions. Most of the discussion questions require you to combine several aspects of knowledge to formulate an integrated understanding and response. They are written to help you gain increased understanding and facility with the test's subject matter. You may wish to discuss these discussion questions with a teacher or mentor.

I. Curriculum, Instruction, and Classroom Practices

A. Understands how to select appropriate materials and activities, as well as plan instruction for various theatre subject areas (e.g., dramatic literature, performance, production, history)

1. Selecting materials that are appropriate (developmentally, contextually, etc.) and that reinforce learning objectives (e.g., dramatic literature, acting exercises, improvisation games, textbooks, videos)
2. Planning instruction that is developmentally appropriate and reinforces learning objectives (e.g., using curriculum maps, unit and lesson plans)
3. Aligning curriculum with current standards (district, state, national)
4. Applying knowledge of human growth and development to theatre instruction
5. Applying knowledge of variables that affect how students learn, engage, and perform (e.g., gender and sexual orientation, socio-economic status, self-confidence and self-esteem, language use and development)

Discussion Questions

- Explain why a person with good interpersonal skills functions well as a stage manager.
- Describe a progression of acting exercises that might span a four-year high school theatre program.
- What are some of the casting concerns that emanate from considerations of race and gender?
- What are some signs young actors display when they are uncomfortable with dramatic material?
- Identify specific dramatic texts for rehearsal at the elementary, middle, and high school levels.
- Identify specific nonliterary texts to teach design principles at the elementary, middle, and high school levels.
- Identify best practices for incorporating various improvisational and experiential lessons to promote a safe and comfortable space for students to learn.
- Explain how the principles of playwriting relate to curriculum and current standards.
- Explain what design principles the standards require students to understand and how such principles would fit into a unit plan.
- What are some of the standard texts in which to find acting exercises?
- How do lecture-based lesson plans vary from experiential lesson plans?

B. Understands how to select, create, and modify appropriate assessments for evaluating instructional effectiveness and student learning and progress, as well as understands scope and sequence of curriculum development in theatre

1. Planning units, lessons, and activities across grade levels in theatre
2. Applying knowledge of a variety of assessments (e.g., formative, summative, formal vs. informal, authentic) to theatre instruction
3. Aligning assessments with appropriate standards (district, state, national) of theatre instruction
4. Knowing appropriate and effective interpretation and use of assessment results
5. Knowing how to evaluate student readiness across grade levels and provide appropriate differentiated instruction to meet student needs

Discussion Questions

- Describe how formative and summative assessments could be used in theatre units such as improvisation, playwriting, acting, set construction, and scenic design.
- Describe how you would use authentic assessment in more focused units, such as on Elizabethan drama or the use of iambic pentameter in Shakespeare.
- Explain when you would use the different assessments in the teaching of your state's acting standards.

- Describe how you would use formative assessment to reflect on your lessons.
- What are some ways in which peer assessments can be incorporated into theatre lessons?
- What are some of the criteria for assessing audition monologues?
- Describe the scope of acting exercises from kindergarten through twelfth grade.
- At what point in the training process should performance of different theatrical styles be introduced?
- At what points in various theatre production classes should safety lessons and activities be introduced?

C. Understands how to provide students with learning experiences that enhance their knowledge and skills in theatre

1. Appropriate use of performance and production opportunities in class, rehearsal, shops, productions, touring, and workshops
2. Appropriate use of media (e.g., filmed version of performances, interviews with artists, audio and video of students' rehearsal and performance)
3. Appropriate use of guest artists and residencies (with e.g., directors, dramaturgs, playwrights, critics)
4. Appropriate opportunities for students to view live performances in various venues (e.g., schools, community theatre, professional theatre)

Discussion Questions

- Identify funding opportunities in your state and community to bring artists to your school.
- Explain how to prepare students for field trips to live performances by professional companies and how to discuss these performances in class.
- What is a comprehensive list of opportunities available to students in producing a play?
- What are some professional sources for finding qualified guest artists?
- What are the main types of theatrical experiences in the United States that students should be exposed to?

D. Understands how to provide students with learning experiences that make theatre personally relevant and meaningful

1. Supporting student input in the learning process as appropriate
2. Working with students to select, create or devise material that is relevant to student interests and needs (e.g., connected to students' real lives, communities, and families)
3. Working with students to select, create or devise material that addresses contemporary social issues (e.g., oral history, ethno-theatre, political theatre, forum theatre, feedback theatre)
4. Appropriate use of discussions, games, presentations, dialogues, etc.

Discussion Questions

- Describe a process of introducing students to critical responses to their work and the work of their peers.
- Explain how to incorporate "I poems" or other student-centered writings into scene work.
- Identify acting techniques that incorporate students' personal histories and cultural background into scene work.
- Describe several socially conscious theatre companies and their role in bringing issues to the forefront of public awareness.
- What are some of the ways to help students gather performable material that is relevant to their lives?
- Who are some of the theatre artists and theorists who are known for creating material collaboratively?

E. Understands how to provide students with learning experiences that demonstrate ways in which theatre can help us explore/understand human nature and the human condition

1. Introducing students to dramatic literature and other performance texts that deal with philosophical, social, cultural, personal, and political issues
2. Exploration of dramatic situations and methods that deal with philosophical, social, cultural, personal, and political issues
3. Exploration of personal experiences through performance
4. Exploration of human nature and the human condition through theatre

Discussion Questions

- Update a classical piece of theatre to address contemporary social issues.
- Explain how several different plays can be seen as reflections of their times.
- Describe how a theatrical production changed the way you viewed your personal history.
- Identify age-appropriate theatre texts to teach cultural issues to elementary students.
- Demonstrate ways to dramatize a text that explores human nature, such as Aesop's *Fables*.
- Identify several playwrights and directors throughout history who have engaged in political theatre. How has theatre been used as subversive or coercive medium of expression?
- How have alternative forms of theatre, such as forum theatre, joker, and invisible theatre, been used for social and political awareness?
- How can journaling be used as a technique in the theatre classroom and in rehearsal and production?

F. Knows how to provide students with learning experiences that foster creativity

1. Knows the steps of the creative process (e.g., preparation, incubation, illumination, implementation and modeling, evaluation)

2. Knows how to use exploration and imaginative play
3. Knows the kinds of learning activities that stimulate imagination in order to foster creativity

Discussion Questions

- Describe ways to utilize costumes in the theatre classroom to encourage creativity.
- Explain how improvisation can be used to deepen characterization.
- Distinguish acting techniques for students in high school from those in earlier grades.
- Describe lesson plans with open-ended objectives that allow for creative flow and spontaneous impulse.
- What are some activities that Augusto Boal used to develop his socially focused theatre?
- How can the establishment of boundaries foster creativity?

G. Knows how to provide students with learning experiences that foster independence, responsibility, and self-direction

1. Supporting students
2. Guiding students in making ethical decisions related to goals and avoiding unethical behavior (e.g., plagiarism, cheating, violations of privacy)
3. Facilitating effective collaboration among students

Discussion Questions

- List the components of an effective rehearsal schedule?
- Demonstrate how directors run a rehearsal efficiently and effectively.
- Explain how to evaluate in-class scenes and exercises.
- Describe how all of the artists of the theatre collaborate to create a theatrical work.
- In what ways could digital tools such as blogs help students to monitor their progress?
- What are the parameters of effective and positive peer feedback?
- What are the typical hierarchies in a theatre production or organization, and how will adopting them help students to collaborate appropriately?

H. Knows how to provide students with learning experiences that foster critical thinking and problem solving

1. Identifying complex cognitive processes as they apply to theatre (e.g., concept learning, problem solving, metacognition, critical thinking, transfer)
2. Instructional activities specific to the development of students' cognitive processes (e.g., distinguishing fact from opinion, comparing and contrasting, detecting bias, predicting, categorizing, analyzing, sequencing, summarizing, inferring, decision making, visualizing, evaluating, synthesizing, creating, generalizing)

Discussion Questions

- Identify the steps needed to write a successful play.
- Describe how a set designer creates an environment for performance, from script analysis to opening night.
- Describe how a dramaturg contributes to a production by researching the history of a play or company.
- Describe how scaffolding can be used in the rehearsal process.
- Identify individual, small-group, and whole-group activities in the production process.
- Describe how a lighting design for a specific scene can be turned into a geometry and physics problem.
- What are some of the methods of evaluation students need to acquire to avoid an analysis of plays that is based solely on personal taste?
- What specific steps can a teacher take to help students identify a thesis statement in critical writing?

I. Understands how to select and differentiate teaching methods and materials to address a variety of student needs (e.g., diverse backgrounds, exceptionalities)

1. Identifying learning accommodations specific to theatre for students with diverse needs (e.g., English language learners, gifted and talented, special needs, local cultures)
2. Identifying areas of exceptionality that may impact a student's learning (e.g., developmental delays, health impairments, deafness, giftedness)
3. Developing appropriate adaptations and accommodations for learning about and working in theatre (e.g., as an Individualized Education Program team member)

Discussion Questions

- Describe specific teaching tools that can be used to teach English-language learners in the theatre classroom.
- Describe the challenges encountered when working with gifted and talented students in a theatre classroom that has students of mixed levels of ability.
- Identify several methods of including deaf students in theatre exercises.
- Explain techniques for keeping students with various types of attention-deficit/hyperactivity disorder (ADHD) involved in the theatre classroom.
- Describe methods used to help students with dyslexia approach a text in the theatre classroom.
- What are some of the aspects of theatre that may encourage student with autism spectrum disorder (ASD) to participate in theatrical activities in the school setting?

J. Understands the importance of both process and product in the theatre, and the appropriate uses of cooperation and competition in the processes and development of theatrical productions

1. Learning activities that explore the process of creating a performance (e.g., creative drama, process drama, role play, improvisation, drafting, rendering, model building)
2. Learning activities that explore products developed in theatre (e.g., readings and performances, scripts, designs, reviews, talk-backs, portfolios)
3. Recognizing theatre as a collaborative art form and the skills required to work with others on theatrical projects (e.g., team building, listening and communication processes, being reliable, sharing, creating a supportive environment)
4. Helping students understand and work with competitive aspects of theatre (e.g., audition and selection processes, theatre competitions, career paths)
5. Helping students understand the ethical issues related to the competitive aspects of theatre (e.g., respect for competitors, honesty and integrity, fairness and transparency)

Discussion Questions

- Describe an effective production management plan, from first concept meeting to opening night.
- What are the most important milestones for rehearsing a successful production?
- Describe how theatre is conceived as a collaborative art form.
- Describe how all the members of a cast and crew collaborate to ensure the success of a production.
- Identify ways students can work together to create scenes in class.
- Describe best practices in the audition process and how they have evolved.
- Identify various audition techniques (e.g., cold readings, prepared monologues, and improvisations) and explain how students might best prepare for each.
- Identify the pitfalls of typecasting and describe its prevalence in professional and commercial theatre.
- List several strategies and exercises that will help students understand the process of creative collaboration.

K. Knows how to use current technologies to support theatre instruction (e.g., video cameras, use of digital audio media, websites, student response systems)

1. Use of technology in the classroom
2. Use of technology in productions
3. Use of technology in assessment

Discussion Questions

- Explain the value of technical elements to the audience's enjoyment of a production.
- Explain how costumes, sets, lighting, and sound can each further storytelling in the theatre.
- Explain how recording of scenes and monologues in class can be used effectively to critique classwork.

- What computer software platforms are widely used to create and implement designs in all aspects of theatre production (e.g., sets, lights, costumes, sound, projections)?
- What are some of the best online tools available for collaboration in the areas of dramaturgy, production management, marketing and publicity, and box office and ticketing operations?

L. Understands theatre as a collaborative art form and its relationship to the other arts

1. Encourages collaboration in the classroom and in productions with peers and other professionals
2. Encourages students to see the connections between theatre and other art forms

Discussion Questions

- Explain how performers, directors, and stage management interact during a rehearsal.
- Explain how movement skills are helpful to the acting student.
- Identify ways in which students could incorporate music into scene work.
- How do theatrical periods and styles relate to periods and styles in fine arts (e.g., visual art, music, dance, film) throughout history?

M. Knows how to create learning activities that place theatre in a social and historical context

1. Discussing and/or having classes create or devise performances that deal with contemporary and historical issues and concerns in an appropriate manner
2. Researching and creating re-enactments to interpret historical events
3. Recognizing and discussing developments in theatre as they relate to history and society (e.g., introduction of female performers, history of theatrical censorship, development of the Federal Theatre Project)
4. Discussing issues contemporary with a play's historical context
5. Exploring theatre as a reflection of society and an instrument of social change

Discussion Questions

- Explain how theatre has been used to address social issues and concerns and why it is a good vehicle to do so.
- Describe how Bertolt Brecht's style is particularly suited for dealing with social problems.
- Explain various methods of researching historical events for use in theatrical production.
- Describe the work of reenactors to bring history alive for student audiences.
- Identify pivotal moments of social change in the history of theatre.
- Evaluate Shakespeare's *Richard III* or *Julius Caesar* in relation to current events.

- Explain Ibsen's *A Doll's House* as a reflection of women's rights movements.
- How can some of the activities of Augusto Boal and Eugenio Barba be used for learning purposes?
- What are some of the steps involved in devising a collaborative creation for group performance?
- What are some of the methods used to gather information about community issues and to generate a performance derived from those issues?

N. Is familiar with the interdisciplinary connections between theatre and other academic subjects (e.g., social studies, science, mathematics)

1. Influence of other academic subjects on theatrical materials and courses (e.g., influence of science in certain play scripts, impact of developments in visual art on scenic design, use of mathematics in set design importance of writing skills and reading in theatre courses)
2. Integration of theatre methods, practices, activities, and processes to support the teaching and learning of other subjects
3. Collaboration with other faculty members (e.g., history teacher helping with production of Steinbeck's *The Grapes of Wrath*, science on stage)
4. Alignment and integration of curriculum across subjects

Discussion Questions

- Identify several plays and theatrical works that have science or mathematics as subject matter.
- Name several principles of the physics of light that play a role in understanding lighting design.
- Identify ways to teach historical events through theatrical activities.
- Compare and contrast works of literature with their representations in theatre and film.
- Explain how a history teacher could use tableaux to deepen students' understanding.
- Identify ways to incorporate current standards of English language arts, mathematics, and social studies into theatre lessons.
- How do the concepts of STEM subjects intersect with a typical theatre production?
- How can studying box office reports, production budgets, and theatre management strategies support the development of financial literacy?
- How can Shakespeare's history plays, such as *Julius Caesar* and *Henry V*, be incorporated into the study of world history?
- Identify ways in which proper instruction in movement for actors can support the physical education requirements of the general curriculum.

O. Understands ethical and legal issues related to theatre education and practice

1. Physical and emotional safety in the classroom, in rehearsals and performances, in shops and work areas, and in student relations
2. Laws related to theatrical productions (e.g., in acquiring rights for performance, safety regulations in theatre facilities, regulated accommodations)
3. Ethical issues with interactions among administrators, teachers, students, and parents

Discussion Questions

- Explain the safe use of various power tools to a high school student.
- Identify ways to make a theatre classroom an emotionally safe place for student actors.
- Explain the prevailing rules for using copyrighted materials and why copyrights are important to the continuation of theatrical art.
- Explain the use of music in a production and the best practices for how to obtain rights for its legal use.
- Identify the ethical lines that should not be crossed with regard to students and their parents.
- What are royalties in the context of play production?
- What is the scope of discussing casting decisions with parents?

P. Knows how to create a safe and supportive learning environment to encourage student participation within the artistic process

1. Fostering an environment of trust and collaboration among all participants
2. Coaching and feedback that encourage participation and improvement
3. Basic techniques for establishing and maintaining standards of conduct for discussions, critiques, and performance activities (e.g., engaging all learners, creating a supportive environment, respecting diverse opinions, supporting risk taking)
4. Ensuring access to learning opportunities for everyone

Discussion Questions

- Explain how to create a safe environment during a rehearsal.
- Describe the process of teaching students to give and receive positive criticism in classroom exercises and performance.
- Identify the principles of appropriate audience conduct in various theatrical contexts.
- Identify the principles of appropriate performer and crew conduct.
- Describe ways to facilitate the participation of all of the students in a theatre classroom.

Q. Knows how to use creative drama and process drama techniques in the classroom

1. Theatre games and other exercises
2. Improvisations

3. Storytelling
4. Adaptation, interpretation, and performance of literature
5. Role-play
6. Interactive theatre
7. Devised theatre
8. Creative dramatics (e.g., acting out stories, narrative pantomime)
9. Puppetry
10. Masks
11. Tableau

Discussion Questions

- Identify three theatre games that are useful for teaching collaboration in elementary, middle, and high school classrooms.
- Describe approaches to devising theatrical experiences to teach social issues.
- Explain the use of masks to explore movement skills.
- Describe the process of adapting a work of literature for the stage.
- Compare and contrast role playing with realistic acting.
- Explain how tableaux can be used to teach playwriting.
- Describe basic trust exercises and their use in the theatre classroom.

R. Is familiar with the theatre profession, including current trends, possible career paths, and other opportunities

1. Current trends in the theatre profession, including trends in professional training (e.g., networking, brand development) and trends in professional productions (e.g., site specific theatre, jukebox musicals, integration of media into live productions)
2. Career opportunities in theatre and non-theatrical contexts, including college and university programs (e.g., BA and BFA programs), resources for young artists (e.g., ETA, USITT), and opportunities for performance in non-theatrical contexts (e.g., medical schools)

Discussion Questions

- Identify a current trend in the theatre profession and explain its significance to the art form.
- Compare and contrast three professional training programs in terms of their strengths and weaknesses.
- Identify how theatre skills and techniques can be used in business careers.
- Describe how the soft skills that are a fundamental part of theatre production are essential in health care and politics.
- Describe a voice actor's work in theatre and nontheatrical contexts.

- Describe current controversies regarding the casting of roles written for women, LGTBQ individuals, and members of racial minority groups.
- List crossover employment opportunities for stage directors.
- How has sound and projection design changed in the past decade?

II. Creating and Performing

A. Knows various methods for creating performance material

1. Researching
2. Writing and revising scripts
3. Literary adaptation
4. Adapting, editing, or modifying a script
5. Storytelling techniques
6. Drama play
7. Creative dramatics
8. Process drama
9. Theatre games
10. Role playing
11. Improvisations
12. Storyboarding

Discussion Questions

- Describe the process for selecting a play that is suitable for a public high school.
- You are directing a children's show that will be performed by your introductory theatre class. What theatre games might you choose in early rehearsals to prepare them for the rehearsal and production process? Explain your reason for choosing each game.
- What preliminary steps would you take to create a devised theatrical production with advanced-level high school students?

B. Knows how to teach students to select, create, or devise appropriate performance material

1. Types of material to be selected or created, including for auditions, scene study, classwork, competition, and performance
2. Knows script development and the writing process and how to introduce it to students
3. Recognizes literary merit in various pieces of performance material
4. Helps students evaluate and address their own strengths and weaknesses when selecting, creating, or devising appropriate performance material

Discussion Questions

- Create a list of 15 plays that every high school theatre student should read before graduating. Explain your choices.
- What advice might you give to a young writer with writer's block?
- Choose a short fairy tale that would be suitable for performance in a middle school theatre class. What direction would you give students to adapt that fairy tale into a play script of two to three pages?

C. Is familiar with major theoretical approaches to acting

1. Basic knowledge of theoretical approaches, including those of Konstantin Stanislavski, Jerzy Grotowski, Uta Hagen, Viola Spolin, Sanford Meisner, Lee Strasberg, Stella Adler, Anne Bogart, and Augusto Boal
2. Basic knowledge of techniques used in these major approaches (e.g., objective, side-coaching, physical action, endowment, substitution, viewpoints, joker)

Discussion Questions

- Compare the improvisational techniques of Viola Spolin and Keith Johnstone.
- Describe Konstantin Stanislavski's approach to acting and actor training.
- Identify and define the significance of Anne Bogart and Tina Landau's nine Viewpoints. How might these be used in the theatre classroom?
- Articulate the differences among fourth-wall realism, improvisation, and forum theatre.
- What is method acting, and how is it adapted to theatre education?

D. Understands the common approaches, techniques, and basic steps involved in creating a performance (e.g., script analysis or devising, character development, improvisation)

1. Script analysis (including understanding of beats or units of actions, superobjectives, objectives, obstacles and actions (tactics or intentions), given circumstances, and subtext)
2. Developing physical characterization
3. Developing voice and speech appropriate for the character
4. Using improvisation approaches and techniques to explore given circumstances, inner-thoughts, objectives, tactics, and motivations
5. Rehearsal approaches and techniques
6. Understanding the importance of imagination and believability in the creation of a character
7. Understanding relationship of character to other characters
8. Memorizing lines and blocking
9. Listening and responding to other performers

Discussion Questions

- Describe your process for creating a character for a theatrical production, from the moment you are cast to the final performance of the production.
- Define "given circumstances," and explain their significance to script analysis.
- What guidance or suggestions would you offer a student who is struggling to memorize lines for an in-class scene or production?

E. Understands the basic principles of vocal production and technique (e.g., projection, articulation, variety)

1. Basic anatomy and maintenance of vocal instrument
2. Breath and support
3. Relaxation
4. Warm-ups
5. Projection
6. Pitch and tone
7. Articulation and enunciation
8. Dialect
9. Variety and contrast
10. Tempo, timing, and rhythm

Discussion Questions

- What vocal exercises might you use when working with student performers who are struggling to project and articulate?
- What exercises might you use when working with a student who lacks vocal and pitch variety?
- What is the International Phonetic Alphabet (IPA), and how does it relate to work on dialects and accents in performances?

F. Understands the basic principles of movement, physicality, and expression

1. Basic anatomy and physiology
2. Basic kinesiology
3. Breath and its relationship to movement
4. Balance
5. Relaxation
6. Warm-ups
7. Movement safety and basic health concerns
8. Spatial awareness
9. Tempo, timing, and rhythm
10. Basic understanding of mime, pantomime, and mask work
11. Basic understanding of stage combat

Discussion Questions

- What theatre exercises are appropriate for a student who has difficulty standing still on stage?
- What exercises are appropriate for a student who appears physically uncomfortable on stage?
- What safety protocols and measures should be taken before choreographing an onstage fight that either is hand-to-hand combat or involves a weapon such as a sword or knife?

G. Understands the basic elements of the audition process

1. Types of auditions (e.g., cattle call, cold readings, call-backs)
2. Audition preparation (e.g., preparing monologues, introductions/slating, etiquette)
3. Running an audition
4. Nontraditional casting
5. Creating an ensemble
6. Understands the need for fairness and providing opportunities for student growth
7. Ways to help students and parents deal appropriately with audition results
8. Understands ethical considerations related to auditions

Discussion Questions

- Plan a one-to-two-day audition process for the following two scenarios. Detail your considerations for each audition, including the type of audition format you will use, whether lines should be memorized, whether or not other individuals need to attend the audition, etc.
  - You are directing a high school production of *West Side Story*. Excitement and enthusiasm are running high among the student population, and you are anticipating an audition turnout of approximately 150 students.
  - You are directing a classroom production of "The Three Little Pigs" in your elementary school class of fourteen students. In order to create more performance opportunities for the students, you will use two different casts, each with one wolf, three pigs, and three houses.
- What guidance would you offer a student preparing for a cattle call-style audition at a local community theatre?

H. Understands the importance of considering the audience when selecting and creating performance material

1. Selecting appropriate material for school theatre programs
2. Knows common issues and concerns regarding censorship and how to address them
3. Selecting appealing material that meets student interests
4. Choosing and/or making material that is relevant to a contemporary audience
5. Selecting challenging material

Discussion Questions

- Choose two plays that would be suitable for high school students to perform for family and peers. Explain your choices.
- Choose two plays suitable for middle school students to perform for family and peers. Explain your choices.
- Choose two plays suitable for elementary school students to perform for mostly parents and older siblings. Explain your choices.

I. Understands the role of the audience in various performance contexts (e.g., traditional play, storytelling, classroom)

1. Audience expectations and reactions in various contexts
2. Recognizes the audience's role as a participant in a variety of theatrical contexts
3. Knows how to engage the audience in a variety of theatrical contexts
4. Recognizes when audience interaction is appropriate and inappropriate in a variety of theatrical contexts

Discussion Questions

- What is the role of an audience during a theatrical event? How do they contribute to the overall meaning of a production?

- What steps might you take to prepare audiences for the differing experiences of traditional realistic plays and plays that involve audience participation?

J. Knows ways to use performance material and theatrical exercises for developing and refining student skills and knowledge

1. Knows how to select, develop, and coach scenes from a variety of theatrical and non-theatrical sources for addressing specific theatre skills and knowledge
2. Selecting improvisation exercises that address specific theatre skills and knowledge
3. Adapting cross-curricular instructional materials
4. Using various technologies (e.g., video and audio recording) for instructional purposes
5. Using performance material for instructional and life-skill purposes

Discussion Questions

- You have been invited by a teacher colleague in the history department to work on a classroom performance project that will dramatize the experience of the Underground Railroad. The students have limited or no performance experience. Plan a series of improvisation games that will prepare the students for the performance project.
- You are the teacher in a high school intermediate-level theatre class. Presumably the students in the class did well enough to advance from introductory level and have a foundation of theatre knowledge and skills. Design a duet scene assignment in which students choose their own content to perform, then memorize and present their work to the class for a grade. Define the parameters of the assignment, including the time limit for the scene, acceptable source material, etc. Additionally, create a rubric that will be utilized to assess each performance.
- What is your grading scale? What performance elements will be assessed? How will you accurately and fairly assess each student?

K. Knows how to observe student performances and provide feedback that enhances those performances

1. Recognizes and communicates appropriate goals and outcomes for performance assignments
2. Knows techniques for providing effective side coaching
3. Knows techniques for facilitating peer feedback sessions
4. Recognizes effective approaches for providing individuals and groups with appropriate feedback
5. Knows how to guide students in self-reflection

Discussion Questions

- Articulate what constructive criticism you might give a student who is struggling to connect with a scene partner and how you might handle resistance to criticism.
- Choose three important performance elements on which to grade beginning middle school students who will prepare five-minute scenes.

III. Production

A. Understands standard theatre terminology used in acting, directing, stage management, and theatre technology

1. Acting terminology
2. Directing terminology
3. Stage management terminology
4. Technical theatre terminology

Discussion Questions

- Select and define 10 theatre terms for areas of focus (such as acting, directing, and design) that you believe are essential for your students to know.
- List the terms currently in use to communicate the concept of a character's objective.
- List basic blocking terms directors use to communicate with actors.
- Describe the standard blocking shorthand used by stage managers.

B. Understands the various roles in theatre production

1. Performance roles
2. Production roles
3. Technical roles

Discussion Questions

- Name and define the different individuals responsible for the execution of a theatrical event, such as a professional production at a regional theatre.
- Name the different roles that make up front-of-house personnel and the responsibilities of each role.
- Articulate the responsibility of the stage manager during a theatrical event.
- Diagram the hierarchy of theatrical production personnel during rehearsals. Explain how that hierarchy might change during performances.
- What is the difference between a production manager and a technical director?
- What kind of staffing can you expect to find for typical Broadway musical? A regional production of a nonmusical play? A college production? A fringe festival show?

C. Understands key elements of production, including their sequencing and interrelationships (e.g., rehearsal, casting, set construction)

1. Production timelines and scheduling
2. Required staff and roles within each element of production
3. Collaboration among all people working on a production

4. Interrelationship of the key elements of a production (e.g., technical elements impacting the rehearsal schedule or how design elements relate to one another)

Discussion Questions

- Articulate the responsibilities of the director up until the casting of a theatrical production.
- Explain the function of load-in and light and sound priority days.
- Create a schedule that maximizes the use of actors during rehearsal. What factors need to be considered when doing so?
- What is the difference between a paper tech, a cue-to-cue, a technical rehearsal, and a dress rehearsal? Are all these types of rehearsals always necessary?
- What is the difference between paper blocking and organic blocking? What are the strengths and weakness of each?

D. Knows the processes of theatre operations/management (e.g., producing, publicity, front of house)

1. Producing responsibilities (e.g., play and/or season selection, fund raising and grant writing, budgets, royalties, marketing and publicity, designing a playbill or program)
2. Front-of-house responsibilities (e.g., box office management and operations, house management and operations)

Discussion Questions

- Research the process of acquiring rights for the production of a musical and how much it would cost to produce the musical three times for an average audience size of 350 patrons.
- Create and fill out a useful box office report.
- What is the basic structure of a marketing plan?
- What is the basic structure of a press release?

E. Is familiar with the production of works in a variety of theatre genres and styles (e.g., musicals, theatre for social change, theatre for young audiences, devised theatre)

1. Production responsibilities common to all genres and styles
2. Production responsibilities specific to particular genres, styles, and theatrical spaces

Discussion Questions

- You are teaching a theatre styles class for your upper-level high school theatre students. Create a reading list for your students that includes ten modern or contemporary plays, each of which has a distinctly different theatrical style.
- Describe the logistical complications of street theatre.
- What differences between preparing to direct musicals and nonmusical plays should a teacher highlight with a high school directing class?

- Under what circumstances of theatrical production should a high school theatre program engage a fight choreographer? An accent coach?
- How do the roles of light and sound operators differ during an improvised performance and a performance of scripted material?

F. Understands key elements of the directing process

1. Basic approaches to directing (e.g., organic versus structured, time management)
2. Directing in various theatre spaces
3. Play selection and analysis
4. Developing a production concept or a unified vision for the production
5. Knowing the stages of the production process, including scheduling and planning
6. Collaboration with designers
7. Collaboration with producers and/or administrators
8. Collaboration with other teachers and colleagues
9. Collaboration with the local community
10. Auditions and casting
11. Rehearsal process

Discussion Questions

- Describe the major elements of effective script analysis.
- You are directing a middle school production of *James and the Giant Peach*. From the first rehearsal to the first performance is exactly six weeks. Your school district places certain restrictions on rehearsal time, including a limit of ten hours of rehearsal per week (with the exception of tech week, when rehearsal time may be extended to fifteen hours for the week). Create a rehearsal schedule and plot out how you will use rehearsal time. What do you want to accomplish in each rehearsal? Be specific.
- Consider a production you have been a part of that utilized a strong, well-envisioned concept. What made the concept work? Why was it effective? How did it aid the overall success of the production?
- What types of material and analysis does a director bring to a preliminary concept meeting?

G. Knows the design and technical skills required for a variety of theatre productions and spaces, as well as understands current safety guidelines for various theatre spaces, classrooms, and productions

1. Age-appropriate safety guidelines and practices within classroom and rehearsal spaces, shops and technical areas, and during production (e.g., builds, rehearsals, load-ins, and strikes)
2. Different skills related to various types of production spaces (e.g., design elements, technical elements, and touring needs in proscenium, thrust, arena, black box, flexible, outdoor, or environmental/site-specific spaces)
3. Different skills related to various types and styles of productions

Discussion Questions

- Describe the fundamental material elements of costume design, including costume renderings, costume plots, etc.
- Describe the fundamental material elements of scenic design, including renderings, ground plan, models, etc.
- Describe the design and technical challenges posed by various theatrical spaces, including proscenium, thrust, arena, environmental, etc.
- Enumerate the limitations that a thrust space poses for scenic design.
- Explain how the depth and length of a space affects placement of projectors.
- How does an arena stage affect light design?
- You are introducing first-year technical theatre students to theatre scene shop tools. Choose ten theatre tools that students will use regularly during the school year and for each tool clearly articulate its purpose, safety guidelines, and important safety ware or accessories to accompany its use.
- Describe the basic procedures in case of injury during a rehearsal or performance.
- Create a basic list of protective equipment for the theatre shop.
- What rules would you implement before beginning an improvisation unit?
- You are training a first-time stage manager. What responsibilities will you articulate to the trainee to ensure the safety of actors during the rehearsal process?
- Do you understand the role and format of fight call?

H. Knows key elements of lighting and sound design/production, and is familiar with the use of a variety of current technologies (e.g., software, projection) to produce theatrical works

1. Familiar with basic lighting instruments and their uses (e.g., LEDs, par cans, ellipsoidals, follow spots, tracking lights)
2. Familiar with lighting tools and technologies (e.g., gels, gobos, software)
3. Familiar with light and color theory
4. Familiar with basic aspects of electrics (e.g., plugging in equipment, dimmer board, load capabilities)
5. Familiar with basic lighting areas and angles (e.g., key light, back light, hot spot)
6. Familiar with lighting cue sheets and instrument schedules
7. Appropriate lighting practices for various performance spaces
8. Familiar with basic sound tools and technologies (e.g., microphones, wireless devices, amplifiers, monitors and speakers)
9. Uses of lighting and sound to further storytelling
10. Use of lighting and sound design to create the style, mood, and world of the play

11. Unifying lighting and sound design with the production's vision
12. How various technologies can be used in pre-production (e.g., computer-assisted design)
13. How various technologies can be used during production (e.g., backstage communication systems)
14. Use of technology for documentation or archiving of performances and portfolio creation

Discussion Questions

- Describe the major kinds of lighting instruments and their specific uses when lighting a theatrical event.
- Describe and draft a basic five-point light plot.
- Define intensity, color, direction, focus, and movement in the context of light design.
- Describe the concept of dimmer load and its importance in theatre safety.
- Why is it important for a lighting designer to discuss color choices with the set designer and costume designer before implementing colors into a design?
- Name and describe the uses of the different items of sound equipment in a theatrical event.
- You are teaching high school technical theatre students the value of sound in a nonmusical production. Choose a play and clearly express how music and sound decisions will enhance its production.
- How do sound effects, underscoring, and music help tell a play's story? Provide an example.
- Define pitch, volume, quality, direction and duration in a sound design context.
- You are instructing students who will be responsible for microphone packs for performers in a high school musical. What information do they need to know before they begin their responsibilities?
- What is the difference between a powered and a nonpowered mixer?

I. Knows script analysis as it applies to the design and technical aspects of theatre

1. Role and process of script analysis in the work of designers
2. Role and process of script analysis in the work of technicians

Discussion Questions

- What information in a script is necessary for theatrical designers to consider before they begin the design process?
- What kinds of research might a costume designer conduct in order to inform a design?
- How do costumes help support the structure of a play?
- What are some techniques used to identify the main theme(s) of a play?
- How can the imagery in the text of a play affect visual design?

J. Knows the key elements of scenic and property design and construction

1. Types of theatre spaces (e.g., proscenium, thrust, arena, black box, environmental)

2. Familiar with basic types of sets and set designs (e.g., box set, wing-and-drop, unit set)
3. Familiar with tools and processes for set design and construction, including safety considerations (e.g., rigging)
4. Familiar with tools and techniques for painting scenery
5. Use of set design to create the style, mood, and world of the play
6. Unifying set design with the production's vision
7. Property design, selection, and construction consistent with the world of the play

Discussion Questions

- Describe the fundamental material elements of scenic design, including renderings, ground plan, models, etc.
- Choose a play for which one might desire a representational scenic design. Explain your choice.
- Choose a play for which one might desire a presentational scenic design. Explain your choice.
- What size and type of material is typically used for flat construction?
- What are sponging, combing, and marbling?
- What is the difference between a box set and a unit set?

K. Knows key elements of costuming a production, and is familiar with stage makeup design and application

1. Basic elements of costume and makeup design
2. Basic techniques of costume and makeup design and production/application
3. Familiar with care, health, and safety considerations related to costumes and makeup
4. Use of costume and makeup design to reveal character, mood, and the world of the play
5. Unifying costume and makeup design with the production's vision

Discussion Questions

- Describe the fundamental material elements of costume design, including costume renderings, costume plots, etc.
- Articulate a basic approach to aging a face utilizing theatrical makeup.
- Create a shopping list of basic makeup tools every beginning actor should have in his or her makeup kit.
- Create a handout for first-time actors explaining proper costume care during a theatrical event.
- Describe the use of costume plates, standard actor measurements, and costume schedules.
- What are the basic safety rules of makeup in the theatre?

IV. History, Literature, and Criticism

A. Understands how to respond to, analyze, and evaluate theatrical works in a variety of genres and styles

1. Responding both affectively and cognitively to theatrical works and performances through written, verbal, and creative responses

2. Analyzing theatrical works and performances (including historical and literary elements) by using approaches appropriate to genre and style
3. Evaluating theatrical works and performances, including valuing and making judgments; recognizing personal viewpoints and philosophical perspectives; and understanding etiquette in various contexts (e.g., public reviews, classroom critiques)
4. Familiar with tools and processes for set design and construction, including safety considerations (e.g., rigging)

Discussion Questions

- Identify the most important components of a review of a theatrical production.
- Explain how to write reviews of student and professional productions.
- Describe how to evaluate acting, directing, and design in a theatrical performance.
- Explain the cultural value of critiquing and criticism to students.
- Compare and contrast acting styles in film, theatre, and radio (voice-over).

B. Understands the importance of theatre and its impact on society and history

1. Role of theatre in various periods and cultures
2. Theatre as it reflects and/or influences society and history, both past and present (e.g., importance of religion, class, or socioeconomic structures in various theatre traditions; role of theatre in questioning social norms; use of political satire in various theatre traditions)
3. History of theatre education

Discussion Questions

- Explain the role and significance of theatre in ancient Greek culture.
- Explain how people's desire for the theatre influenced the attitude of the Roman Catholic Church during the Middle Ages.
- Discuss the influence of Zen Buddhism on the development of Noh theatre in Japan.
- Identify the groups both for and against Elizabethan theatre (e.g., business leaders, church leaders, politicians, the people, royalty) and explain how they influenced theatrical production during the time period.
- Discuss how Restoration comedy in England can be seen as a reaction against the Puritan regime.
- Explain how the incorporation of social issues in Realism changed society in the late nineteenth and early twentieth centuries.
- Discuss how theatre helped influence political change in apartheid-era South Africa.

C. Understands the principles of theatre etiquette as a participant and a spectator

1. Appropriate behavior for participants (e.g., actors, directors, crew, front of house) during rehearsals, performances, and in the classroom
2. Appropriate audience behavior in different performance settings

Discussion Questions

- Describe the importance of audience etiquette during a live performance.
- Explain how an actor can best accept criticism from a director and incorporate it into his or her characterization.
- Explain why crew etiquette is important to the success of a production.
- Describe appropriate actor etiquette during rehearsal and performance.

D. Knows theatre traditions and conventions from a variety of cultures and perspectives

1. Historical and contemporary world theatre traditions (e.g., Africa, the Americas, Asia and the Pacific Rim, Europe)
2. Various performance perspectives, including feminist theatre, theatre from different ethnic groups (e.g., African American, Latinx, Yiddish), political theatre, religious theatre, Indigenous theatre)

Discussion Questions

- Discuss the ways in which contemporary theatre artists like Peter Brook and Tadashi Suzuki make use of historical theatrical traditions.
- Describe the development of feminist theatre in the United States.
- Identify the influence of religion on various theatrical traditions throughout history.
- Discuss the impact of theatre and performance on the emergence of identity politics in the late twentieth century (e.g., the women's rights movement, the civil rights movement, the LGBTQ movement).

E. Knows the development of theatre and theatrical conventions in key historical periods

1. Classical theatre (Greek and Roman)
2. Key periods of European theatre, including the Middle Ages and Renaissance, Elizabethan and Jacobean England, British Restoration, Spanish Golden Age, French Neoclassical theatre, and the development of realism
3. American theatre, including theatre in the United States and other theatre traditions in the Americas
4. Modernist and post-modernist theatre
5. Key periods and styles of non-western theatre (e.g., Noh, Kabuki, Kathakali, Xiqu)

Discussion Questions

- Compare and contrast Aeschylus, Sophocles, and Euripides.
- Discuss Aristotle's *Poetics* and the influence it has on theatre studies.
- Describe the major characteristics of *commedia dell'arte*.
- Describe the theatre and drama of the Spanish Golden Age.
- Explain the evolution and significance of French neoclassical principles.
- Describe the theatrical innovations that originated in the avant-garde movements of the late nineteenth and early twentieth centuries (e.g., surrealism, Dada).
- Identify leading theatrical trends in the twentieth century and discuss how they influence productions in the twenty-first century.
- Explain the development of the musical in the United States.
- Discuss the importance of storytelling in the history of African performance.
- Describe the three major forms of classical Japanese theatre: Noh, Bunraku, and Kabuki.
- Describe the major elements of Sanskrit drama and performance in India.
- Discuss the ways in which Western theatre and drama influenced the development of Asian theatre in the nineteenth and twentieth centuries.

F. Is familiar with current developments in theatre

1. Broadway, Off-Broadway, West End, and regional theatre
2. Theatre for young audiences
3. Theatre for social change
4. Major contemporary playwrights, directors, and production companies
5. Major developments in world theatre

Discussion Questions

- Discuss the influence of Broadway on contemporary theatre in the United States.
- Compare and contrast Broadway theatre in New York City with West End theatre in London.
- Identify three current innovators in theatre and explain their importance.
- Compare and contrast contemporary theatre in two different countries.
- Explain how theatre for social change is different from commercial theatre.
- Identify three local theatre companies in your area and describe their current seasons, discussing the impact of regional theatre on the community.

G. Understands how to respond to, analyze, and evaluate key works of dramatic literature from different historical periods and cultures

1. Major playwrights and key works of dramatic literature (e.g., Sophocles, Shakespeare, Molière, Ibsen, Chekhov, Hansberry, Beckett, Williams, Albee, Nottage)
2. How works relate to periods and cultures from which they come

3. Analyzing performance and literary elements in key works of dramatic literature

Discussion Questions

- Describe individual elements and typical features of plays from the European Middle Ages (e.g., *Everyman*, *Mankind*, *The Second Shepherds' Play*).
- Compare and contrast the writing styles and thematic concerns of the works of realistic playwrights (e.g., Henrik Ibsen, August Strindberg, Anton Chekhov).
- Discuss how one of Samuel Beckett's plays (e.g., *Waiting for Godot*, *Endgame*, or *Krapp's Last Tape*) demonstrates the elements of theatre of the absurd.
- Explain how the Greeks viewed foreigners, women, and mental illness as evidenced by Euripides' *Medea* or Aeschylus' *Agamemnon*.
- Explain how Arthur Miller's description of the setting in *Death of a Salesman* is a reflection of the conflict within Willy Loman.
- Discuss how Shakespeare used poetic techniques (e.g., levels of diction, rhythm, verse vs. prose, varied meters) to develop the characters in his plays.
- Choose two plays from different time periods and cultures and discuss how they were written for different styles of performance.

Theatre (5641) Sample Test Questions

The sample questions that follow represent a number of the types of questions and topics that appear on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: The test consists of a variety of selected-response questions, where you select one or more answer choices.

1. The stage directions of a play call for depicting a large expanse of open sky. A scenic designer can best achieve this effect on a proscenium stage by employing which of the following scenic devices?

   (A) A scrim

   (B) A masking flat

   (C) A tab curtain

   (D) A cyclorama

2. As the play *Pygmalion* opens, a number of Londoners are standing under a canopy waiting for the rain to stop. Without speaking, the characters perform various actions that reveal their responses to the situation. Which of the following best describes what actors playing these characters must do during this opening scene?

   (A) Articulate

   (B) Pantomime

   (C) Soliloquize

   (D) Improvise

3. Which of the following lighting accessories is designed to reduce the excessive spreading of light outside an instrument's beam?

   (A) A gobo

   (B) A top hat

   (C) A barn door

   (D) A gel frame

4. Which of the following aspects of an actor's vocal production is most relevant when the actor is performing in a large auditorium?

   (A) Resonance

   (B) Timbre

   (C) Pitch

   (D) Projection

5. A teacher leads the class through an exercise wherein students must assign a color, a symbol, and an image that represent their understanding of a play's theme. Which of the following best describes the critical-thinking strategy that the teacher is facilitating?

   (A) Questioning

   (B) Generalizing

   (C) Sequencing

   (D) Comparing

6. Which of the following refers to theatrical performances in which the audience is not physically separated from the actors and instead becomes integrated into the performance space?

   (A) Environmental theatre

   (B) Arena theatre

   (C) Collaborative theatre

   (D) Active theatre

7. Which of the following theatre activities will best support learning a fundamental concept of a physics curriculum?

   (A) Measuring the length and width of the stage and then drawing the stage to scale

   (B) Creating a sound effect with a shift in pitch to imitate the movement of something exiting the stage

   (C) Determining the hanging distance of a lighting instrument so that the light will hit a particular spot on stage

   (D) Generating a box office report that includes a breakdown of audience characteristics by ticket price

8. Of the following courses, which provides the most valuable training for a person who plans to teach theatre and drama to elementary students?

   (A) Basic acting

   (B) Play production

   (C) Creative dramatics

   (D) Forensics

9. In script analysis, which of the following terms refers to the environmental and situational conditions that form the world of the play and are not open to interpretation?

   (A) Given circumstances

   (B) Character objectives

   (C) Subtext

   (D) Beats

10. Which of the following curricular units provides appropriate content for helping students prepare monologues for college entrance auditions?

    (A) Building an effective ensemble in rehearsal

    (B) Designing costumes to communicate character

    (C) Writing theatre reviews versus writing dramatic criticism

    (D) Casting by type versus casting against type

11. Which of the following is a design tool that cannot be used until after final designs have been approved by a director?

    (A) Ground plan

    (B) Scenic rendering

    (C) Painter's elevation

    (D) Scenic model

12. Which of the following actions constitutes a safety violation in a scene shop or backstage?

    (A) Wearing earplugs during supervised work on loud machinery such as saws or drills

    (B) Using wooden ladders to hang and focus stage lighting

    (C) Welding on wooden floors that have cracks between the boards or sections

    (D) Prohibiting crew members from eating and drinking in the shop while on scheduled breaks

13. A teacher is beginning an advanced directing unit and wants students to learn how to appropriately alter blocking choices for a thrust stage after performing a scene on a proscenium stage. Which of the following uses of media will best align with the goal of the unit?

    (A) Showing the same scene filmed on both kinds of stage and then comparing the staging in each version

    (B) Videotaping students performing a scene on a thrust stage and then discussing their various configurations

    (C) Recording groups of students rehearsing and performing various scenes on a proscenium stage and then comparing the groups' stagings

    (D) Playing an audio recording of a famous director discussing an approach to blocking each kind of stage and then applying the advice

14. An eighth-grade teacher wants to create an essay prompt to evaluate students' responses to a live performance of the play *Our Town*. Which of the following prompts best enables students to make aesthetic judgments in their essays?

    (A) "Write a character description of the Stage Manager in *Our Town*."

    (B) "Explain what you liked and did not like in the performance of *Our Town*."

    (C) "Discuss the universal themes in the play *Our Town*."

    (D) "Describe how the characters view the death of Emily in Act 3 of the play *Our Town*."

15. Which of the following is the best reason for a theatre teacher to have a student periodically create and listen to audio recordings and then to compare the student's most recent recording with an earlier one as part of a formative assessment in acting?

    (A) To encourage the student to experiment with different approaches to meeting the character's objectives

    (B) To add more sound production material to the student's technical portfolio

    (C) To analyze the student's progress in the area of vocal articulation

    (D) To evaluate how different seasons and times of day affect the quality of the student's voice

16. An actor is using emotional memory to develop a character. Which of the following questions is most directly related to this technique?

    (A) Which significant experiences from my own life are relevant to the character?

    (B) Which important actors have played this role in the past?

    (C) What prevents my character from achieving his or her objective?

    (D) What information does the play provide about my character's experiences before the play begins?

17. Which of the following playwrights explored the dynamics of power and gender through the lens of feminism by creating plays such as *Cloud 9* and *Top Girls* ?

    (A) Caryl Churchill

    (B) María Irene Fornés

    (C) Sarah Ruhl

    (D) Anna Deavere Smith

18. Which of the following pieces of equipment is a sound technician most likely to use?

    (A) Dimmer packs

    (B) Spike tape

    (C) C-clamps

    (D) XLR cables

19. A middle school theatre teacher wants to use improvisational games to build a supportive and cooperative classroom environment. Methods developed by which **TWO** of the following theatre practitioners are most appropriate for helping the teacher achieve the goal?

    (A) Viola Spolin

    (B) Vsevolod Meyerhold

    (C) Sanford Meisner

    (D) Uta Hagen

    (E) Keith Johnstone

20. In choosing a monologue for a theatre audition, an actor should avoid a passive speech and instead choose one that

    (A) emphasizes the character's emotional intensity

    (B) tells a story from the character's past

    (C) uses graphic language that will demand an audience's attention

    (D) demonstrates the pursuit of an immediate, simple objective

21. Which of the following statements about solo performance in United States theatre since the 1980s, such as the practice of Anna Deavere Smith and John Leguizamo, is most accurate?

    (A) Employing flexible grouping and regrouping practices

    (B) It has received specifically targeted government funding.

    (C) It has focused exclusively on humorous subject matter.

    (D) It has been produced less frequently than in the past.

22. The work of which of the following playwrights is best described as being darkly comic, antilogical, and skeptical about the human condition?

    (A) Neil Simon

    (B) Bertolt Brecht

    (C) Beth Henley

    (D) Samuel Beckett

23. In a production with a complete team, the property running crew is responsible for

    (A) tracking, placing, and maintaining all props during rehearsals and performances

    (B) creating and acquiring all props used in production

    (C) adding props to the rehearsal report when the director mentions them

    (D) transporting scenery from the shop to the theatre stage

24. A high school teacher is teaching a unit on Bunraku. Which of the following activities is most appropriate for helping students understand this style of performance?

    (A) Writing a monologue to convey a character's interior emotional state

    (B) Working together to stage an elaborate, scripted puppet show

    (C) Interviewing classmates and using the interviews as the basis for a play

    (D) Making a mask, putting it on, and acting out an exaggerated character for the class

25. A theatre teacher wants to foster autonomy among students who are organizing themselves into groups for a cooperative learning activity. Which of the following classroom procedures will best accomplish the teacher's goal?

    (A) Having students draw labeled wooden sticks for individual roles within the group

    (B) Numbering students randomly before revealing role titles that correlate to the numbers given

    (C) Allowing students to self-assign roles within their group and providing mediation if requested

    (D) Instructing students to rotate roles within the group so each student can experience all of them

26. Moment-to-moment direction given to an actor while a scene is being played is known as

    (A) side-coaching

    (B) soliloquizing

    (C) improvisation

    (D) give-and-take

27. A high school class is learning about costume design requirements specific to different types of theatrical spaces. They will be taking the school's recent production to a statewide competition that takes place in a much larger theatre. Which of the following is the most appropriate suggestion for the class to follow when designing costumes for a large proscenium stage rather than for a more intimate arena stage?

    (A) Making sure to use fabrics with brighter colors
    (B) Being certain to incorporate fabrics with more texture
    (C) Taking care to amplify the scale of the detail elements
    (D) Adhering to a simpler color palette throughout the design

28. Which of the following organizations creates opportunities for high school students to audition for scholarships to college theatre programs?

    (A) Actors' Equity Association
    (B) International Thespian Society
    (C) Theatre for Young Audiences/USA
    (D) American Alliance for Theatre and Education

29. Alienation—the use of techniques designed to remind the audience of the artificiality of a theatrical performance and prevent them from "escaping" into the world of the play—is most closely associated with which of the following types of theatre?

    (A) Theatre of Cruelty
    (B) Theatre of Fact
    (C) Epic theatre
    (D) Poor theatre

30. In addition to performing their designated responsibilities, members of the backstage running crew should obey which of the following general guidelines during performances?

    (A) Wear brightly colored clothing to increase visibility to the cast and other crew members.
    (B) Signal to the stage manager each time a task is finished.
    (C) Help the actors stay focused while they are offstage by asking them questions about their roles.
    (D) Use a low whisper anytime speech is necessary.

Answers

1. **Option (D) is correct.** A cyclorama (or cyc) is a curved curtain or wall used as the background of a stage set to suggest unlimited space and is often used to create the illusion of a sky.

2. **Option (B) is correct.** Pantomime is a dramatic activity in which actors rely on silent motions, gestures, facial expressions, and costumes to convey a story or activity.

3. **Option (B) is correct.** A top hat is used to reduce excessive spreading, or halation, around the primary beam emanating from a lighting instrument.

4. **Option (D) is correct.** Although resonance, timbre, and pitch are characteristics of the voice, projection is the aspect of vocal production that is most critical to performance in a large auditorium because it determines whether or not the actor will be heard by the entire audience.

5. **Option (B) is correct.** The students are generalizing their understanding of the theme by assigning more complex thematic ideas to simpler expressions such as a color, a symbol, and an image.

6. **Option (A) is correct.** Environmental theatre is the term used to designate performances in which the audience and actors share the same space.

7. **Option (B) is correct.** Creating a sound effect that demonstrates or represents the Doppler effect (or shift) would support a physics unit on the behavior of sound waves.

8. **Option (C) is correct.** The typical approach to incorporating theatre and drama into an elementary classroom is to use process techniques learned in the study of creative drama.

9. **Option (A) is correct.** The given circumstances—e.g., the characters involved in the play, the setting, any previous action—found in the script are considered part of the foundation of the play and are not open to interpretation. These circumstances may, however, influence the interpretation of many different aspects in a production. Elements such as character objectives, subtext, and beats are all subject to interpretation by directors, designers, actors, and any other reader of the text.

10. **Option (D) is correct.** A unit that discusses casting and the distinction between casting by type and against type will be helpful for students choosing monologues that best showcase the actor, regardless of the method of casting being used by those conducting the audition.

11. **Option (C) is correct.** A painter's elevation, which provides instruction from the scenic designer to the scene painter, is used after the final approval of the designs by the director. Building and painting scenery can only proceed after such approval.

12. **Option (C) is correct.** According to OSHA and USA Local standards, welding on wooden floors that have cracks presents a hazard that is considered a safety violation. If someone is welding in a location that has cracks in the flooring, combustible materials on the floor below could be exposed to sparks that might drop through the floor during the welding process.

13. **Option (A) is correct.** By using media to demonstrate the differences between blocking choices depending on stage configuration, the teacher will help students to consider how to alter proscenium blocking for a thrust stage.

14. **Option (B) is correct.** Asking students to express their personal feelings about the production requires them to make aesthetic judgments. They must consider the quality of the performance in crafting their essays.

15. **Option (C) is correct.** One way to assess the impact of vocal training on elements such as articulation is to record the student over time and compare these recordings to track progress and skills development.

16. **Option (A) is correct.** Emotional memory is a technique that calls for an actor to recall significant personal experiences to re-create past emotions when portraying a character onstage.

17. **Option (A) is correct.** Beginning in the 1970s, British dramatist Caryl Churchill explored the themes of politics, gender, and colonialism in her many plays, which include *Cloud 9*, *Top Girls*, *Light Shining in Buckinghamshire*, *Far Away*, and *A Number*.

18. **Option (D) is correct.** While sound technicians might occasionally use spike tape and c-clamps, they are most likely to use XLR cables, which connect audio equipment, in their specific duties.

19. **Options (A) and (E) are correct.** Spolin and Johnstone are both well known for creating improvisational theatre games that encourage supportive and cooperative relationships among participants.

20. **Option (D) is correct.** Choosing a monologue in which the character is pursuing a simple objective, and thus ensuring that the character is not passive, best demonstrates the actor's ability to develop a playable action.

21. **Option (A) is correct.** Since the development of solo performance as a distinct and prolific genre in the 1980s, such performances have often been focused on social, cultural, and political issues.

22. **Option (D) is correct.** The plays of Samuel Beckett employ jokes and clownish characters with a dark sensibility, they avoid Aristotelian concepts of cause-to-effect plotting, and they exhibit pessimism about the human condition.

23. **Option (A) is correct.** Property running crews are responsible only for the handling of the props during rehearsals and performances. In a production with a full team, the property construction crew is responsible, under properties head supervision, for building the props, but the running crew is responsible for their handling.

24. **Option (B) is correct.** Bunraku is a Japanese form of puppet theatre. While the puppets in Bunraku are meticulously crafted and manipulated by skilled operators, staging an elaborate puppet show in class would introduce students to the basis of this style of performance.

25. **Option (C) is correct.** This strategy allows students to choose roles themselves, offering students an opportunity to function independently without the teacher assigning or organizing role selection.

26. **Option (A) is correct.** Giving direction to actors while they are improvising or playing a scene is a common strategy called side-coaching.

27. **Option (C) is correct.** Enlarging the scale of the details of the costumes will allow the costumes to be seen, and their meanings to be read, from a greater distance.

28. **Option (B) is correct.** At the annual International Thespian Society (ITS) Festival, selected thespians who are graduating seniors can audition for scholarships. State chapters of ITS often include college scholarship auditions in their annual state festivals, and colleges and universities often use ITS events for recruitment.

29. **Option (C) is correct.** Epic theatre employs the "alienation effect," a variety of metatheatrical techniques meant to prevent the audience from becoming absorbed in the world of the play by reminding them of the artificiality of the theatrical performance, in order to encourage the audience to be active thinkers during a performance rather than passive feelers of emotion. Developed in the early twentieth century, and most famously theorized and championed by Bertolt Brecht, alienation has been employed by many playwrights and producers of theatre ever since.

30. **Option (D) is correct.** Members of the backstage running crew should speak only in a low whisper to avoid creating distraction backstage and prevent themselves from being audible to audiences.

Understanding Question Types

The *Praxis*® assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by selecting a sentence in a text or by selecting part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

Understanding Selected-Response and Numeric-Entry Questions

For most questions, you respond by selecting an oval to select a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by:

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response. Numeric-entry questions typically appear on mathematics-related tests.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.
- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text or graphic.
- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

Understanding Constructed-Response Questions

Some tests include constructed-response questions, which require you to demonstrate your knowledge in a subject area by writing your own response to topics. Essays and short-answer questions are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Review a few sample essay topics:

- *Brown v. Board of Education of Topeka*

  "We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does."

  A. What legal doctrine or principle, established in *Plessy v. Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
  B. What was the rationale given by the justices for their 1954 ruling?

- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*

  - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
  - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.

- *"Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job."*

  - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

Keep these things in mind when you respond to a constructed-response question:

1. **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
2. **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
3. **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
4. **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
5. **Take notes on scratch paper** so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.
6. **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

General Assistance For The Test

Praxis® Interactive Practice Test

This full-length *Praxis*® practice test lets you practice answering one set of authentic test questions in an environment that simulates the computer-delivered test.

- Timed just like the real test
- Correct answers with detailed explanations
- Practice test results for each content category

ETS provides a free interactive practice test with each test registration. You can learn more here.

Doing Your Best

Strategy and Success Tips

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Learn from the experts. Get practical tips to help you navigate your Praxis test and make the best use of your time. Learn more at Strategy and Tips for Taking a *Praxis* Test.

Develop Your Study Plan

Planning your study time is important to help ensure that you review all content areas covered on the test. View a sample plan and learn how to create your own. Learn more at Develop a Study Plan.

Helpful Links

Ready to Register – How to register and the information you need to know to do so.

Disability Accommodations – Testing accommodations are available for test takers who meet ETS requirements.

PLNE Accommodations (ESL) – If English is not your primary language, you may be eligible for extended testing time.

What To Expect on Test Day – Knowing what to expect on test day can make you feel more at ease.

Getting Your Scores – Find out where and when you will receive your test scores.

State Requirements – Learn which tests your state requires you to take.

Other Praxis Tests – Learn about other *Praxis* tests and how to prepare for them.

To search for the *Praxis* test prep resources that meet your specific needs, visit:

www.ets.org/praxis/testprep

To purchase official test prep made by the creators of the *Praxis* tests, visit the ETS Store:

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Family and Consumer Sciences (5123)



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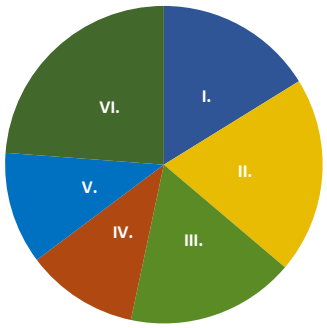
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Family and Consumer Sciences (5123)

Test at a Glance

Test Name	Family and Consumer Sciences
Test Code	5123
Time	130 minutes
Number of Questions	130 selected response questions
Format	The test consists of a variety of selected-response questions, where you select one or more answer choices and other types of questions. You can review the possible question types in Understanding Question Types.
Test Delivery	Computer Delivered



Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Family, Career, and Community Interrelationships	22	17%
II. Wellness, Nutrition, and Food Science	27	21%
III. Human Development and Interpersonal Relationships	23	18%
IV. Housing, Interior Design, Textiles, and Apparel	16	12%
V. Business Skills Across Career Pathways	16	12%
VI. Professional Teaching Practices	26	20%

About The Test

The Family and Consumer Sciences test is designed for prospective teachers of family and consumer sciences teachers from middle school to high school. The 130 selected-response questions assess subject knowledge as well as the methodology applicable to teaching family and consumer sciences. The test specifications are based on the Family and Consumer Sciences Standards 3.0. The test is broad in scope to provide the range in subject areas to which prospective family and consumer sciences teachers are exposed and the variety of programs for which they are prepared. The test is typically taken by examinees who have completed a bachelor's degree program with an emphasis on family and consumer sciences. Six content areas include family, career, and community interrelationships, wellness, nutrition, and food science; human development and interpersonal relationships; housing, interior design, textiles, and apparel business skills across career pathways, and professional teaching practices. This test may contain some questions that will not count toward your score.

Content Topics

This list details the topics that may be included on the test. All test questions cover one or more of these topics.

Note: The use of "e.g." to start a list of examples implies that only a few examples are offered and the list is not exhaustive.

Discussion Questions

In this section, discussion questions provide examples of content that may be included in the questions you receive on testing day. They are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. Answers for the discussion questions are **not** provided; however, thinking about the answers will help improve your understanding of fundamental concepts and may help you answer a broad range of questions on the test. Most of the questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. The questions are intended to help you gain increased understanding and facility with the test's subject matter. You may want to discuss these questions with a teacher or mentor.

I. Family, Career, and Community Interrelationships

A. Career Development through Family and Consumer Sciences

1. Understands how contextual factors within the individual, family, community, and workforce influence career planning
2. Knows employability, job-seeking, and job-keeping skills that are in demand in the labor market
3. Understands how a class/course in family and consumer sciences facilitates career pathway exploration and preparation in aligned occupations, industries, and fields
4. Knows how to integrate FCCLA programs and activities into instructional plans to teach family and consumer sciences standards, facilitate career development, and foster positive youth development
5. Knows how to build community partnerships and stakeholder involvement through civic engagement, public relations, and program marketing that result in a more effective and impactful instructional program

B. Consumer Economics and Family Resources

1. Knows culturally competent financial management principles and practices for managing diverse individual and family resources
2. Understands sustainability trends and issues affecting families and future generations

3. Knows systems of consumer protection that prevent fraudulent, unethical, and deceptive practices affecting families and the national agencies that provide human services
4. Understands how advancements in media and technology influence family and consumer decisions and the effect on quality of life
5. Is familiar with the interrelationships of consumers and economic systems at global, national, and local levels
6. Knows how to assess the influences of values, diverse needs, and goals of individuals, families, and communities in relation to consumer choices

C. Family Science

1. Understands family functioning and its effect on individuals and society
2. Understands the diversity of individuals and families and how to demonstrate cultural competence in supporting individuals, families, and communities
3. Understands individual and contextual factors that impact and influence the well-being of individuals and families
4. Understands teamwork and leadership skills in the family, workplace, and community

Discussion Question: Family, Career, and Community Interrelationships

- How do contextual factors influence career planning and the well-being of individuals and families?
- How do financial management principles affect individual and family resources?
- How do advancements in media influence consumer decisions and affect the quality of family life?
- What are some sustainability trends that are affecting the way people choose to live their lives and to think about future generations?

II. Wellness, Nutrition, and Food Science

A. Individual and Family Health and Wellness

1. Understands the dimensions of wellness and their interconnectedness
2. Understands individual and family wellness practices that promote overall health, well-being, and resiliency across the life span
3. Is familiar with the influence of global perspectives and local systems on the health and well-being of individuals and families
4. Knows how to facilitate students' reflection of their own well-being across the various dimensions of health (e.g., physical, mental, emotional, spiritual, and social) across the life span
5. Knows how to facilitate culturally responsive health promotion practices that promote wellness of the whole person
6. Knows how to share evidence-based health and nutrition information and prevent the spread of misinformation

B. The Role of Food in Individual, Family, and Community Health and Well-Being

1. Knows how to identify the impact of science, technology, engineering, arts, and mathematics (STEAM) on food practices, food availability, and related issues on a global society
2. Knows the role food plays in building family and community identity and relationships
3. Understands challenges and issues in the food system related to food safety, access and equity, and environmental sustainability
4. Understands how nutrients function within the body
5. Understands the nutritional needs of individuals when providing food education, including those with special dietary needs, disordered eating conditions, and cultural and religious practices

C. Food Production, Preparation, and Service Procedures

1. Knows food safety, testing, and sanitation management principles and procedures within the home, food service industry, and manufacturing throughout the food system
2. Knows how to acquire, handle, store, and prepare foods to meet consumer needs
3. Knows professional food preparation methods and techniques to produce a variety of safe food products and menu items that meet consumer needs
4. Knows menu planning and product development techniques that use standardized recipes that meet consumer needs

Discussion Question: Wellness, Nutrition, and Food Science

- What are the dimensions of wellness, and how are they interconnected?
- What are health practices that promote individual and family wellness?
- What are some nutritional needs of individuals?
- How do nutrients function within the body?
- What are some culturally responsive health practices that promote wellness?
- What are some professional food preparation methods that meet consumers' needs?

III. Human Development and Interpersonal Relationships

A. Human Development, Instruction, and Early Childhood Education

1. Understands the principles, practices, and theories of human development across the life span
2. Understands contextual influences that affect human development
3. Understands developmentally appropriate practices, playful learning, and alignment with curriculum for early childhood education

4. Understands how to maintain a safe and healthy learning environment for children to meet their socio-emotional, physical, and cognitive needs
5. Knows professional practices, standards and techniques related to working and/or building positive relationships with children, their families and communities

B. Parenting and Interpersonal Relationships

1. Understands the roles and responsibilities of parenting
2. Understands parenting practices and behaviors that optimize human development to strengthen individuals and families
3. Understands physical, social, emotional, and cognitive factors related to the parenting process including family structures
4. Understands characteristics of various types of interpersonal and intrapersonal relationships
5. Knows how to communicate needs and wants to build positive relationships that support individual and family well-being across the life span
6. Understands effective communication, conflict resolution, and problem-solving strategies within different contexts

Discussion Questions: Human Development and Interpersonal Relationships

- What are the contextual influences that affect human development?
- How does a safe learning environment foster a child's socio-emotional, physical, and cognitive development?
- What are the roles and responsibilities of parenting, and what are some factors related to the parenting process?
- How do individuals communicate their needs in order to build positive relationships that support their well being across their lifespan?

IV. Housing, Interior Design, Textiles, and Apparel

A. Housing and Interior Design

1. Is familiar with the role of housing and interior design in individual, family, and community life and well-being
2. Is familiar with housing and design concepts as they relate to theory, principles, and elements of design and sustainable design
3. Is familiar with how to consider housing, interior design, and furnishings regarding ecological, historical, socioeconomic, cultural, and global contexts

B. Textile and Apparel Skills

1. Is familiar with types of fiber and textile products and materials and their appropriate applications

2. Knows basic design and construction skills related to fashion, apparel, and textiles
3. Knows skills, techniques, and technology needed to produce, alter, or repair fashion, apparel, and textile products

Discussion Questions: Housing, Interior Design, Textiles and Apparel

- What principles of design theory are used in interior design?
- How do ecological, historical, socioeconomic, cultural, and global contexts affect housing and interior design options?
- What design and construction skills are related to fashion, textiles, and apparel?
- What are different types of fiber textiles?

V. Business Skills Across Career Pathways

A. Business Skills Across Career Pathways

1. Knows career pathways and entrepreneurial opportunities in family and consumer sciences
2. Knows how to integrate managerial skills, leadership skills, and ethical practices in order to optimize business objectives, employee well-being, and customer satisfaction
3. Understands components of quality customer service within the context of related career pathways
4. Is familiar with how to manage human resources within the FCS career pathways to achieve goals and objectives (e.g., recruiting, interviewing, selecting, hiring, and terminating employees)
5. Knows procedures that promote safety, security, and sustainability within the context of related career pathways

Discussion Questions: Business Skills Across Career Pathways

- What managerial and leadership skills and ethical practices are needed to optimize business objectives?
- How do leadership skills affect individuals in the workplace?
- What customer service skills can be applied in the workplace in order to ensure consumer satisfaction?

VI. Professional Teaching Practices

A. Curriculum and Instruction

1. Is familiar with how the FCS Body of Knowledge and the American Association of Family & Consumer Sciences Code of Ethics frame professional practice in family and consumer sciences education
2. Is familiar with how to relate philosophical perspectives of family and consumer sciences and career and technical education to current and future professional practice (recruitment, mentoring, and ongoing professional development)
3. Understands how to integrate the FCS Body of Knowledge through curriculum development and/or instructional planning

4. Understands how to develop curricula and instructional planning that address the integrative content, recurring concerns, and evolving family, consumer, career, and community issues
5. Understands how to integrate family and consumer sciences content and grade-level core academic standards
6. Understands and applies the integrative nature of family and consumer sciences content
7. Understands how to employ family and consumer sciences classroom- and lab-management strategies that use resources responsibly and support a safe, culturally responsive, and accessible learning environment
8. Knows how to create an inclusive learning environment where students apply critical literacy to improve individuals, families, and communities (e.g., action research, service learning, problem-based learning)
9. Knows how to use a variety of authentic assessment techniques to gather and evaluate data to improve student learning
10. Knows how to use data (e.g., student achievement data, Perkins performance indicators, research, labor market info) for program improvements (e.g. professional learning communities, professional conferences, district advisory council, FCCLA) reflective of the FCS Body of Knowledge

B. Laboratory Management

1. Knows how to plan, organize, and maintain an efficient and safe environment in the laboratory
2. Understands procedures to acquire, take inventory, replenish, and prevent loss of laboratory supplies, tools, and equipment (e.g., purchasing policies, asset management, the role of bookkeeper, equipment, and material disposal)
3. Understands how to implement, model, and assess appropriate health, safety, sanitation, and sustainability practices based on current, industry-relevant standards
4. Understands how to designs labs that allow students to apply and reflect on what they have learned in the classroom within real-world settings
5. Understands how to assess group dynamics, protocol adherence, and lab production, as aligned to the FCS curriculum

Discussion Questions: Professional Teaching Practices

- How can an FCS teacher create an inclusive learning environment where students can apply critical literacy to improve their learning?
- How does an FCS teacher plan, organize, and maintain a safe environment in a lab?
- What are appropriate sanitation processes?
- How can authentic assessment techniques improve student learning?
- How does the FCS Body of Knowledge frame professional practice in FCS education?
- How should an FCS teacher integrate the FCS Body of Knowledge into instructional planning?

Family and Consumer Sciences (5123) Sample Test Questions

Sample Questions

The sample questions that follow represent a number of the types of questions and topics that appear on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or statements below is followed by suggested answers or completions. Select the one that is best in each case.

1. Which of the following pathways is housed within the Hospitality and Tourism Career Cluster?
   (A) Family and Community Services
   (B) Restaurants and Food/Beverage Services
   (C) Business Information Management
   (D) Food Products and Processing Systems

2. In which of the following ways can developmentally appropriate practices be integrated into early childhood education to support optimal learning and development?
   (A) Focusing primarily on academic skills and rote memorization
   (B) Strictly adhering to a standardized curriculum scope and sequence
   (C) Designing activities that match a child's cultural background, language skills, and cognitive abilities
   (D) Emphasizing structured lessons and limiting play in learning centers

3. Which of the following is the most accurate statement about the dimensions of wellness?
   (A) Attention must be given to all dimensions of wellness, but the attention does not have to be equally balanced.
   (B) Attention must be given to all dimensions of wellness, and the attention should be equally balanced.
   (C) Attention does not need to be given to all dimensions of wellness as long as there is a clear focus on a few dimensions.
   (D) The dimensions of wellness are not interconnected, so the attention given to all dimensions does not have to be equally balanced.

4. Which of the following must be identified at the beginning of a historic-house rehabilitation project?
   (A) Areas of the home that can be modernized and the original architectural details that can be retained
   (B) Areas of the home that are outdated and need a more aesthetically pleasing design and layout
   (C) Areas of the home that are secondary spaces but define the home's importance
   (D) Areas of the home that are essential in communicating its historic and architectural character

5. Which of the following illustrates the most accurate path of the food system life cycle in the United States?
   (A) Origin of resource; agricultural production; food processing, packaging, and distribution; preparation and consumption; end-of-life disposal
   (B) Agricultural production; origin of resource; food processing, packaging, and distribution; preparation and consumption; end-of-life disposal
   (C) Origin of resource; agricultural production; preparation and consumption; food processing, packaging, and distribution; end-of-life disposal
   (D) Agricultural production; food processing, packaging, and distribution; origin of resource; preparation and consumption; end-of-life disposal

6. Which of the following describes the best approach families can take to protect Earth's resources for future generations?
   (A) Finding ways to reduce local industries' stress on Earth's resources
   (B) Practicing ways to prudently use and regenerate Earth's resources
   (C) Reducing consumption of products that must be disposed of in the trash
   (D) Suggesting the incorporation of sustainability into family-training education

7. Which of the following statements is true about the impact of family meals?
   (A) Studies show that eating together has limited impact on weight control or family dynamics.
   (B) Family dinners are an opportunity to build self-esteem in children, and the food should be freshly prepared by an adult head of household.
   (C) When adults eat alone this promotes sensible eating habits; family meals tend to lead to overeating in young children.
   (D) When a family sits down together for a meal, it can help them handle the stresses of daily life.

8. According to Maslow, the physical needs for food, water, safety, security, and belongingness are best met by which of the following?
   (A) The classroom
   (B) The village
   (C) The home
   (D) The church

9. Which of the following best reflects an understanding of the diversity of individuals and families and demonstrates cultural competence in supporting families in the field of family and consumer science?
   (A) Recognizing that families come from different cultural backgrounds and respecting their unique beliefs and values in the family engagement process
   (B) Focusing solely on individual child development without taking into consideration the cultural perspectives of families
   (C) Implementing interventions without considering the cultural beliefs and values of families
   (D) Believing that all families have the same cultural perspectives and practices, and applying a one-size-fits-all approach to family engagement

10. Which of the following is a key professional practice for building positive relationships with young children?
    (A) Setting strict rules and boundaries to maintain discipline
    (B) Providing rewards and incentives for desired behaviors
    (C) Using active listening and showing genuine interest in children's thoughts and feelings
    (D) Maintaining a formal and authoritative demeanor during each interaction

11. Which of the following best describes a type of positive parenting that promotes a child's prosocial development?
    (A) Controlling a child's negative behavior by using immediate consequences
    (B) Influencing a child's temperament by modeling emotional modulation and expression
    (C) Promoting a child's creative growth by encouraging innovative thinking in areas of interest
    (D) Encouraging a child to be a leader when interacting with peers during scheduled activities

12. Which **THREE** of the following are Student Body units within FCCLA's national educational programs?
    (A) The Healthy You
    (B) The Financial You
    (C) The Fit You
    (D) The Resilient You
    (E) The Advocate You

13. Which of the following explains why it is necessary to consider evolving family, consumer, career, and community issues when developing a new curriculum?
    (A) To ensure that teaching approaches are static and consistent
    (B) To ensure that the primary focus is on academic accomplishments
    (C) To ensure that instruction is dynamic and involves technology
    (D) To ensure that education is relevant and practical for all students

14. A well-designed living space best supports a family's overall well-being by doing which of the following?

    (A) Allowing for increased noise, separation, and equality

    (B) Guaranteeing exclusion, efficiency, and safety

    (C) Promoting comfort, safety, security, and flexibility

    (D) Encouraging individuality, adaptability, and reduced interactions

15. Which of the following best identifies the primary collaborative action that members of a vertical professional learning community (PLC) need to take to help students prepare for future career opportunities?

    (A) Meeting with teachers in other content areas to discuss strategies for integrating career topics into their instruction

    (B) Reviewing a school's mission statement to confirm that helping students seek meaningful employment is aligned with competencies in other areas

    (C) Connecting with industry professionals in the community to develop a set of key indicators of success to include in the curriculum

    (D) Planning instruction that fills the gaps in the content taught at different grade levels to ensure that students master the knowledge and skills they need for future success

16. Which of the following is an example of a service learning activity that is appropriate for high school students?

    (A) Preparing food to donate to and serve at a local senior center

    (B) Choosing a research topic for a term paper based on a favorite novel

    (C) Organizing a staff-versus-students basketball game for a pep rally

    (D) Writing an original comedic skit and performing it in a school talent show

17. Which of the following best describes changes in human development in the psychosocial domain?
    (A) Peers become more important to middle school children as they explore new roles and form their individual identities.
    (B) Fine and gross motor skills in preschool children become more refined as the children grow, which increases their coordination and improves their ability to play games.
    (C) Children in elementary school develop the ability to think logically about the abstract world around them and to apply thinking skills that help them become more independent.
    (D) Language development in infants appears to grow at a relatively fast rate, allowing them to begin thinking logically about the concrete world in which they live.

18. Which of the following is an FCS teacher doing by performing frequent spot cleaning and sanitizing of a food lab during the day?
    (A) Assessing class adherence to laboratory protocols
    (B) Preventing loss of laboratory materials and supplies
    (C) Planning and maintaining an efficient laboratory
    (D) Modeling laboratory health and sanitation practices

19. Which of the following is the best title for someone who has recently reported the company they work for to the EPA for illegally dumping waste into a local pond?
    (A) A first-line worker
    (B) A whistleblower
    (C) An unethical manager
    (D) A concerned citizen

20. In a horizontally organized company, which **TWO** of the following management techniques will best foster constructive teamwork?
    (A) Having open discussions with employees before making decisions
    (B) Providing delayed responses to employees' questions and ongoing concerns
    (C) Selecting the most senior employees to lead innovative teams
    (D) Encouraging employees to step outside their area of expertise
    (E) Updating employees with the status of the latest new projects

21. Which of the following is an appropriate entrepreneurial activity for a student who majored in family and consumer science with a concentration in interior design?
    (A) Visiting a client who responded to a social media advertisement to personally present them with a computer-generated design solution
    (B) Working for an established floors and doors company to create unique items for modern churches
    (C) Participating in a team that creates accurate vintage-style furniture for specialized boutiques
    (D) Proofing the window-dressing sketches of interns before they present the sketches to their department managers

22. Which of the following acronyms is commonly used in the food service industry and classroom setting to ensure that foods that were received first are used first?
    (A) LIFO
    (B) FAT TOM
    (C) POS
    (D) FIFO

23. Which **THREE** of the following are primary ways for ordinary citizens to promote sustainable food systems?
    (A) Protecting and restoring the biodiversity of ecosystems
    (B) Modeling the impact of food systems on the environment
    (C) Using fossil fuel-based fertilizers to grow crops
    (D) Reducing dependence on nonrenewable resources
    (E) Making use of resources that produce little or no waste

24. Which of the following are the three main types of carbohydrates found in foods?
    (A) Sugars, starches, and fiber
    (B) Starches, protein, and vitamins
    (C) Sugars, vitamins, and fats
    (D) Fiber, protein, and fats

25. Which of the following is the best example of integrating core academic standards into the family and consumer sciences curriculum?
    (A) Encouraging students to taste, discuss, and judge food laboratory creations
    (B) Providing opportunities for students to respond to food-related questions
    (C) Having students work with fractions to enlarge and reduce recipe ingredients
    (D) Having students research recipes to prepare and serve in the kitchen

26. Which of the following best explains how family structures affect the social and emotional development of children?
    (A) Family structures have no significant impact on social and emotional development.
    (B) Different family structures can influence social and emotional development in unique ways.
    (C) Social and emotional development are solely determined by genetics and individual temperament.
    (D) Family structures primarily affect only the physical and emotional development of children.

27. Which of the following is the recommended location for safely thawing frozen food?
    (A) In the refrigerator
    (B) In cold water in the kitchen sink
    (C) In the microwave
    (D) On the counter at room temperature

28. Which of the following lists best defines an employability skill as defined by the Department of Labor?
    (A) Networking
    (B) Command of language
    (C) Work ethic
    (D) Independence

29. Which of the following best describes the most responsible use of technology?
    (A) When sending personal information, use only a Web site beginning with "https," because it is a secure Web site.
    (B) When researching information online, it is acceptable to use someone else's log-in without their knowledge.
    (C) When in a theater to see a play or movie, it is a good idea to keep a cell phone on and to check it often for calls or texts.
    (D) When using the Internet, cyberbullying of a person or group can be observed, but it is best not to actively participate.

30. Which of the following best describes a way that a business leader can involve employees in optimizing customer satisfaction?
    (A) Accepting the idea that a variety of opinions need to be heard throughout the organization's decision-making process
    (B) Encouraging employees to deliver outstanding customer service as a means of advancing their career
    (C) Consulting with third-party partners for additional strategies to use to improve customer satisfaction
    (D) Listening to and understanding problems that customers identify and responding promptly with solutions

31. Cross contamination is when pathogens spread from one food or surface to another. Which of the following stages in the flow of food is most likely to allow the transfer of pathogens to occur?
    (A) Holding
    (B) Preparing
    (C) Storing
    (D) Receiving

32. Which of the following theorists introduced the concept of scaffolding as a teaching technique to facilitate the development of cognitive skills through guided participation?

    (A) Lev Vygotsky

    (B) Jean Piaget

    (C) B. F. Skinner

    (D) Albert Bandura

33. Which of the following best relates to the second level of Abraham Maslow's hierarchy of human needs?

    (A) A teenager, Jed, decorates his bedroom walls with band posters.

    (B) A young woman who lives alone installs a security system.

    (C) A family displays their travel souvenirs throughout the home.

    (D) An older couple moves into a smaller home after retirement.

Answers

1. Option (B) is correct. Restaurants and Food/Beverage Services is the pathway listed under the Hospitality and Tourism Career Cluster.

2. Option (C) is correct. By taking into consideration a child's cultural background, language proficiency, and developmental level, educators can create a supportive and inclusive learning environment.

3. Option (A) is correct. The dimensions of wellness are interconnected and, therefore, all need to be given attention. However, the attention given to each dimension does not have to be equally balanced for overall health.

4. Option (D) is correct. The purpose for which the house was originally designed or used during its period of significance must be identified at the beginning of a historic-house rehabilitation project.

5. Option (A) is correct. The full life cycle of the United States food system illuminates the connection between consumption behaviors and production practices.

6. Option (B) is correct. Families can make Earth a better place by rethinking, redesigning, regenerating, and renewing its resources without compromising the needs of future generations.

7. Option (D) is correct. Eating together gives family members a chance to listen to each other and offer advice, which can help them handle stress.

8. Option (C) is correct. Physical needs as described by Maslow should be met first in a safe home by parents or caregivers.

9. Option (A) is correct. It is important to recognize and positively support the unique beliefs and traditions of families by putting a strong emphasis on the influence of cultures and languages and the importance of understanding family perspectives in relationship building.

10. Option (C) is correct. Using active listening and showing interest through open and respectful communication is a fundamental professional practice for building positive relationships with young children. This practice promotes healthy communication, collaboration, and mutual respect.

11. Option (B) is correct. A child's temperament is a part of the child's prosocial development. When a parent creates a positive relationship with a child and the child has a role model that displays appropriate expressions, feelings, and emotions, the child's ability to self-regulate is enhanced.

12. Options (A), (C), and (D) are correct. They are three of the four units within the Student Body program that help members make informed, responsible choices for their physical and mental health and that provide members with opportunities to teach others. The Healthy You empowers teens to make wise food and lifestyle choices. The Fit You empowers teens to take charge of their health and level of fitness. The Resilient You empowers teens to live in ways that build emotional health.

13. Option (D) is correct. By incorporating evolving concepts into curriculum and instructional development, educators are helping to prepare students for experiences they will encounter outside the classroom.

14. Option (C) is correct. A well-designed home should provide family members with an environment that promotes comfort, safety, security, and flexibility. This allows the family members to grow and develop and does not impede their well-being.

15. Option (D) is correct. A vertical PLC involves collaboration among teachers who teach the same content area across grade levels. One of the teachers' primary roles is to review content-related standards at each grade level and fill in the learning gaps that may be occurring.

16. Option (A) is correct. Preparing food and helping to serve it at a local community senior center is a great way for high school students to serve the community. In addition, any students who are in a culinary arts program will be able to meet the program's curriculum standards.

17. Option (A) is correct. Psychosocial development involves emotions, personality, self-esteem, and relationships. Peers become more important for adolescents, who are exploring new roles and forming their own identities.

18. Option (D) is correct. Microbial contamination happens when food has been contaminated by microorganisms, including bacteria, viruses, mold, fungi, and toxins. To control contamination in a food lab, surfaces should be sanitized regularly according to industry-relevant standards.

19. Option (B) is correct. A whistleblower is a person who reports the illegal activities of one's employer to different media outlets and law enforcement.

20. Options (A) and (D) are correct. Having open and forthright discussions and encouraging employees to learn about other aspects of a project for which they are responsible allows for all employees to feel a part of the decision-making process.

21. Option (A) is correct. Using a software program to generate design concepts suitable for a client's needs and visiting the client in person are the best actions a young entrepreneur can take to be a successful business owner.

22. Option (D) is correct. FIFO, which stands for "first in, first out," is an inventory method used when the first products purchased should be the first products used.

23. Options (A), (D), and (E) are correct. Protecting ecosystems is essential to restoring biodiversity and will have a positive impact for sustainable food systems. Once nonrenewable energy resources are used up, they cannot be replaced; therefore they should be avoided or used as little as possible. Food security is affected by food loss and waste. Using resources that produce large amounts of waste has a negative impact on food systems.

24. Option (A) is correct. Carbohydrates are one of the main nutrients in our diet. They help provide energy for our body. There are three main types of carbohydrates found in foods: sugars, starches, and fiber.

25. Option (C) is correct. Integration of core academic standards into the family and consumer sciences curriculum involves directly connecting academic concepts with practical applications that occur within an FCS classroom. Having students use fractions to follow, modify, and adapt recipes directly integrates math into the FCS curriculum.

26. Option (B) is correct. Family structures have an impact on the social and emotional development of children. Acknowledging the diverse ways in which family structures can shape a child's experiences and development will help parents and other caregivers better support the child.

27. Option (A) is correct. Placing frozen food in the refrigerator to thaw is the most ideal method. Thawed perishable food should be refrigerated within two hours or within one hour if exposed to temperatures above 90°F.

28. Option (C) is correct. The Department of Labor indicates that employability skills, such as professionalism or work ethic, oral and written communication, teamwork and collaboration skills, and critical thinking or problem-solving are transferrable and important to work readiness for all industries.

29. Option (A) is correct. The abbreviation "https" stands for hypertext transfer protocol secure. The "s" stands for secure and lets the user know that the site is using a secure sockets layer (SSL) certificate, which encrypts all communication and data as it passes from a browser to the Web site's server.

30. Option (D) is correct. The primary way for an organization to improve and maintain customer satisfaction is for a leader to involve the employees in listening to customers and to help employees develop strategies for meeting customers' needs.

31. Option (B) is correct. Cross contamination is most frequently caused by unwashed cutting boards, hands, or kitchen tools like knives and tongs. While cooking to safe temperatures will kill dangerous bacteria, most food contamination happens when the bacteria from a raw food item interact with food that doesn't need to be cooked. Because, without proper sanitation procedures, pathogens can move from hands or surfaces to raw food and may not be eliminated by cooking.

32. Option (A) is correct. Lev Vygotsky introduced the concept of scaffolding as a teaching technique within his sociocultural theory. It emphasizes the role of guided participation and structured support in facilitating the development of cognitive skills in learners.

33. Option (B) is correct. Safety needs represent the second tier in Maslow's hierarchy, and these needs include the security of body, employment, family, and health.

Understanding Question Types

The *Praxis*® assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by selecting a sentence in a text or by selecting part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from seeing them on other standardized tests you have taken. If not, familiarize yourself with them so that you won't have to spend time during the test figuring out how to answer them.

Understanding Selected-Response and Numeric-Entry Questions

For most questions you will respond by selecting an oval to choose a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by doing the following.

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response. Numeric-entry questions typically appear on mathematics-related tests.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.
- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text, or graphic.
- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions.

Understanding Constructed-Response Questions

Some tests include constructed-response questions, which require you to demonstrate your knowledge in a subject area by writing your own response to topics. Essay questions and short-answer questions are types of questions that call for a constructed response.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. For such questions, you must support your position with specific reasons and examples from your own experience, observations, or reading.

Following are a few sample essay topics to review:

- *Brown* v. *Board of Education of Topeka*

  "We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does."

  A. What legal doctrine or principle, established in *Plessy* v. *Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
  B. What was the rationale given by the justices for their 1954 ruling?

- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*

  - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
  - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.

- *"Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people who need a job."*

  - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

Keep the following things in mind when you respond to a constructed-response question.

1. **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
2. **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
3. **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
4. **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and should not be filled with unnecessary information.
5. **Take notes on scratch paper so that you don't miss any details.** Then you'll be sure to have all the information you need to answer the question.
6. **Reread your response.** Check that you have written what you intended to write. Do not leave sentences unfinished or omit clarifying information.

General Assistance For The Test

Praxis® Interactive Practice Test

This full-length *Praxis*® practice test lets you practice answering one set of authentic test questions in an environment that simulates the computer-delivered test.

- Timed just like the real test
- Correct answers with detailed explanations
- Practice test results for each content category

ETS provides a free interactive practice test with each test registration. You can learn more here.

Doing Your Best

Strategy and Success Tips

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Learn from the experts. Get practical tips to help you navigate your Praxis test and make the best use of your time. Learn more at Strategy and Tips for Taking a *Praxis* Test.

Develop Your Study Plan

Planning your study time is important to help ensure that you review all content areas covered on the test. View a sample plan and learn how to create your own. Learn more at Develop a Study Plan.

Helpful Links

Ready to Register – How to register and the information you need to know to do so.

Disability Accommodations – Testing accommodations are available for test takers who meet ETS requirements.

PLNE Accommodations (ESL) – If English is not your primary language, you may be eligible for extended testing time.

What To Expect on Test Day – Knowing what to expect on test day can make you feel more at ease.

Getting Your Scores – Find out where and when you will receive your test scores.

State Requirements – Learn which tests your state requires you to take.

Other Praxis Tests – Learn about other *Praxis* tests and how to prepare for them.

To search for the *Praxis* test prep resources that meet your specific needs, visit:

www.praxis.ets.org/storehome

To purchase official test prep made by the creators of the *Praxis* tests, visit the ETS Store:

www.praxis.ets.org/storehome



www.ets.org

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ETS PRAXIS

The *Praxis*®
Study Companion

Music:
Content Knowledge (5113)



www.ets.org/praxis

Welcome to the *Praxis*® Study Companion

Prepare to Show What You Know

You have been working to acquire the knowledge and skills you need for your teaching career. Now you are ready to demonstrate your abilities by taking a *Praxis*® test.

Using the *Praxis*® *Study Companion* is a smart way to prepare for the test so you can do your best on test day. This guide can help keep you on track and make the most efficient use of your study time.

The Study Companion contains practical information and helpful tools, including:

- An overview of the *Praxis* tests
- Specific information on the *Praxis* test you are taking
- A template study plan
- Study topics
- Practice questions and explanations of correct answers
- Test-taking tips and strategies
- Frequently asked questions
- Links to more detailed information

So where should you start? Begin by reviewing this guide in its entirety and note those sections that you need to revisit. Then you can create your own personalized study plan and schedule based on your individual needs and how much time you have before test day.

Keep in mind that study habits are individual. There are many different ways to successfully prepare for your test. Some people study better on their own, while others prefer a group dynamic. You may have more energy early in the day, but another test taker may concentrate better in the evening. So use this guide to develop the approach that works best for you.

Your teaching career begins with preparation. Good luck!

Know What to Expect

Which tests should I take?

Each state or agency that uses the *Praxis* tests sets its own requirements for which test or tests you must take for the teaching area you wish to pursue.

Before you register for a test, confirm your state or agency's testing requirements at www.ets.org/praxis/states.

How are the *Praxis* tests given?

Praxis tests are given on computer. Other formats are available for test takers approved for accommodations (see page 41).

What should I expect when taking the test on computer?

When taking the test on computer, you can expect to be asked to provide proper identification at the test center. Once admitted, you will be given the opportunity to learn how the computer interface works (how to answer questions, how to skip questions, how to go back to questions you skipped, etc.) before the testing time begins. Watch the What to Expect on Test Day video to see what the experience is like.

Where and when are the *Praxis* tests offered?

You can select the test center that is most convenient for you. The *Praxis* tests are administered through an international network of test centers, which includes Prometric® Testing Centers, some universities, and other locations throughout the world.

Testing schedules may differ, so see the *Praxis* web site for more detailed test registration information at www.ets.org/praxis/register.

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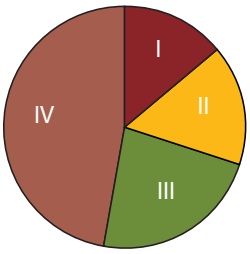
1. Learn About Your Test

Learn about the specific test you will be taking

Music: Content Knowledge (5113)

Test at a Glance

Test Name	Music: Content Knowledge
Test Code	5113
Time	2 hours, divided into a listening section (Section 1) and a non-listening section (Section 2)
Number of Questions	120
Pacing and Special	In Section 1 of the test, you are asked questions about recorded musical excerpts. During the audio portions, you are given time to read the questions and possible answers shown on the screen. A clock at the top of the screen shows you how much time is remaining to answer all of the questions in Section 1. You then have 85 minutes to complete the 90 questions in Section 2.
Format	Selected-response questions; 30 of the 120 questions are based on recorded musical excerpts. This test will include questions with an audio component.
Test Delivery	Computer delivered



Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Music History and Literature		
Category total:	18	15%
Section 1 (listening*):	9	
Section 2:	9	
II. Theory and Composition		
Category total:	19	16%
Section 1 (listening*):	9	
Section 2:	10	
III. Performance		
Category total:	27	22%
Section 1 (listening*):	12	
Section 2:	15	
IV. Pedagogy, Professional Issues, and Technology		
Category total:	56	47%
Section 1 (listening*):	N/A	
Section 2:	56	

*The questions in both Section 1 and Section 2 are counted in the main content categories I–IV. The special listening category counts only the questions (1–30) in Section 1. The special listening category is intended to provide test takers with a potentially helpful breakdown of information regarding the questions based on listening skills.

About This Test

The Music: Content Knowledge test is designed to assess a beginning music teacher's knowledge and understanding of music and music education. Examinees taking this test will typically have completed, or will have nearly completed, an undergraduate music education program. The test content assesses key indicators of the beginning educator's musical knowledge and professional readiness for K–12 music instruction required for individuals teaching courses to students in instrumental, vocal, or general music settings, or who will teach courses drawn from any combination of these three areas. Such knowledge is acquired through completion of an undergraduate music education degree program. The material in the test, therefore, is not appropriate for those hired in an adjunct capacity to teach a single element of the curriculum (e.g., those hired to teach only individual lessons or classes on a single instrument).

Materials appearing on the test reflect the diversity of examinees' music instruction specialties as well as the cultural and demographic inclusiveness of modern music instruction. These materials also reflect instrumental (woodwinds, brass, percussion, and strings), vocal, jazz, and general music instruction specialties across the K–12 grade range. Questions selected for the test represent an equitable distribution of topics, including topics unique to each specialty as well as those that are common across all specialties.

This test may contain some questions that will not count toward your score.

Content Topics

This list details the topics that may be included on the test. All test questions cover one or more of these topics.

The nature and distribution of topics included on the test were based on the results of a national survey given to music educators. Some of the resources consulted in developing the survey include:

- *National Association of School Music 2020–21 Handbook,* http://nasm.arts-accredit.org/
- College Music Society, http://www.music.org
- Society for Music Teacher Education, http://smte.us/
- Interstate New Teacher Assessment and Support Consortium
- *National Core Arts Standards for Music,* https://www.nationalartsstandards.org/

A nationally representative panel of music educators was convened to study the survey results and assist ETS's professional assessment staff in determining the distribution of topics on the test. Each ETS assessment specialist working on this test has extensive experience in music education. Additionally, ETS assessment specialists consult regularly with music teachers and music education professors from throughout the country to ensure the appropriateness of individual test questions and the validity of each new test edition.

The following is an outline of the topics covered on the test. Question content is based specifically on practitioners' judgments of what a new music teacher should know in order to begin a career as a music education professional. The bulleted phrases are included as examples of representative question content one may see on the test. Additional topics may also be included as appropriate.

Discussion Questions

In this section, discussion questions are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. We do **not** provide answers for the discussion questions but thinking about the answers will help improve your understanding of fundamental concepts and may help you answer a broad range of questions on the test. Most of the questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. They are written to help you gain increased understanding and facility with the test's subject matter. You may want to discuss these questions with a teacher or mentor.

Section 1: Listening Section

I. Music History and Literature

A. Understands the history of major developments in musical style and the significant characteristics of important musical styles and historical periods

1. Styles and historical periods represented in questions
   a. Medieval
   b. Renaissance
   c. Baroque
   d. Classical
   e. Romantic
   f. Impressionism
   g. Early 20th Century
   h. Mid 20th Century to present
   i. Jazz, rock, folk, and other popular genres
2. Characteristics of music related to style and period
   a. melody
   b. harmony
   c. rhythm and meter
   d. tempi, dynamics, and other expressive elements
   e. texture
   f. theory and compositional organization
   g. forms and genres
   h. historical contexts
   i. representative composers
   j. representative ensembles and performers

B. Is familiar with the style of a variety of world musics and their function in the culture of origin

1. North America
2. South America
3. Europe
4. Africa
5. Australia and the Pacific
6. Asia

Discussion Questions: Music History and Literature

- Given a recorded musical excerpt, can you identify the time period when it was composed?
- Given a recorded musical excerpt, can you identify the major characteristics of the style?
- Given a recorded musical excerpt from a work of an important composer, can you identify the composer?
- Given a recorded musical excerpt, can you identify the genre?
- Describe the differences between the madrigal and the motet.
- Describe the differences between the fugue and the toccata.
- Considering significant composers in history, what were the musical, cultural, and historical factors that influenced their compositional devices?
- Who composed *Prelude to the Afternoon of a Faun*?
- What were some important compositions of Richard Strauss?
- Compile a timeline of the historical periods, general styles, major composers, typical genres, and specific works.
- Given a historical period, can you name a representative work?
- Given an excerpt of popular music, can you describe its relationship to and influences from older styles?
- Given an excerpt of world music, can you identify its country or region of origin?
- What does a didgeridoo sound like?
- What do Latin American and Caribbean instruments, such as the guitarrón, look and sound like?
- In African music, what is the function of a griot?
- What are some stylistic and instrumentation differences between traditional Chinese opera and Japanese Noh music?
- What are some metric characteristics and phrase structures heard in the music of Mexico? Peru?
- What kind of traditional vocal styles might you hear in music from Ivory Coast? Tunisia? Tibet?

- What are the traditional social uses of the Seneca rabbit song?
- Identify one stylistic similarity and one difference between traditional Cajun music and bluegrass.
- In Ireland, in what setting would you likely hear a reel performed? In Germany, in what setting might you hear a polka?

II. Theory and Composition

A. Understands and analyzes music in aural form and demonstrates aural skills through recognition of melody, harmony, and rhythm

1. Pitch organization and harmony
   a. chords, progressions, ornamentation
   b. modes, scales, tone rows, etc.
2. Theme and melody
   a. contour and motive
3. Rhythm, meter, and tempo
4. Form and structure
5. Texture

B. Understands how musical sounds vary

1. Timbre of instruments and voices
2. Dynamics

Discussion Questions: Theory and Composition

- Given an excerpt of a melody being played, can you identify the intervals in the melody?
- Can you identify an augmented 6th chord in a recording of a chord progression? An inversion of a dominant 7th chord?
- Can you identify cadences in parallel or relative major or minor, subdominant, and dominant keys?
- What does a string section playing *con sordino* sound like? *Col legno*? *Pizzicato*?
- Can you identify the voice types such as soprano, alto, tenor, bass, mezzo-soprano, etc.?
- Can you identify scales and tonalities in recorded music?
- Given a recorded musical excerpt, can you identify from several printed excerpts the one that represents the main melodic phrase?
- Can you identify the phrase structure of given a recorded musical excerpt?
- Can you identify the intervals in an example of printed piano music? In a choral work? In a transposed instrumental score that includes C clefs?
- In regard to fugues, what is the difference between a real answer and a tonal answer?
- If you had to arrange a duet for flute and trombone, how might you use the ranges of the instruments to avoid potential balance problems?
- Can you identify triads and seventh chords and how they and their inversions function in tonal music?
- Can you identify scales and modes aurally and in printed form?
- Given a printed musical excerpt, can you identify the main melodic idea?
- Given a printed musical excerpt, can you identify important themes or motifs?
- How would you recognize examples of augmentation, diminution, retrograde, and inversion?
- Can you identify the performing forces used in Mahler's Eighth Symphony?
- Can you read various forms of music notation used throughout music history, including nontraditional modern music notation?
- Can you identify the sections of a traditional march?

III. Performance

A. Demonstrates critical listening skills by identifying errors in

1. Pitch
2. Intonation of instruments and voices
   a. tuning students on individual instruments
   b. tuning between two or more performers
   c. vowel uniformity
3. Rhythm
4. Performing as a unified section/ensemble
5. Balance and blend

6. Articulations
7. Dynamics

B. Understands basic conducting techniques

1. Beat patterns
2. Use of the baton and freehand technique
3. Eye contact and facial expressions
4. Tempo and tempo changes
5. Attacks, holds, and releases
6. Dynamics and expressive gestures
7. Cueing

C. Understands the interpretation of notation and expressive elements for performance in relation to score markings and style periods

1. Interpreting musical symbols used for pitch
2. Interpreting musical symbols used for rhythm
3. Dynamic markings
4. Articulation markings
5. Tempo markings
6. Composers' written comments
7. Timbre

D. Understands basic accompaniment techniques (e.g., on piano, guitar, voice)

1. Identifying appropriate harmonies to accompany tonal melodies
2. Basic accompanying patterns (e.g., arpeggiation, block chords, ostinato)

Discussion Questions: Performance

- Given a printed musical score and a recording of a performance based on it (which you listen to three times), can you identify the measure where an error in pitch occurs?
- If you are told the error occurs in a specific measure, would you notice that the music is being played *forte* when it is notated to be played *piano*?
- What factors would influence the choice of a conducting pattern for a given passage in 7/8 time?
- In a passage using syncopation, what would be the appropriate conducting technique?
- Given a diagram of a choral standing arrangement, could you discuss the acoustical implications?
- What are the most important acoustic principles in seating arrangements for instrumental ensembles?

Section 2: Non-Listening Section

I. Music History and Literature

A. Understands the history of major developments in musical style and the significant characteristics of important musical styles and historical periods

1. Styles and historical periods
   a. Medieval
   b. Renaissance
   c. Baroque
   d. Classical
   e. Romantic
   f. Impressionism
   g. Early 20th Century
   h. Mid 20th Century to present
   i. Jazz, rock, folk, and other popular genres
2. Characteristics of music
   a. melody
   b. harmony
   c. rhythm and meter
   d. tempi, dynamics, and other expressive elements
   e. texture
   f. theory and compositional organization
   g. forms and genres
   h. historical contexts
   i. representative composers
   j. representative ensembles and performers

B. Is familiar with world musics and their function in the culture of origin

1. North America
2. South America
3. Europe
4. Africa
5. Australia and the Pacific
6. Asia

C. Knows various sources of printed and electronic information on music history and literature

1. Books
2. Journals and periodicals
3. Web resources

II. Theory and Composition

A. Understands, interprets, and analyzes music in written form

1. Pitch organization and harmony
   a. chords, progressions, ornamentation
   b. modes, scales, tone rows, etc.
2. Theme and melody
   a. contour and motive
3. Rhythm, meter, and tempo
4. Form and structure
5. Texture
   a. monophonic
   b. homophonic
   c. polyphonic
   d. heterophonic
6. How musical sounds vary
   a. timbre of instruments and voices
   b. dynamics

B. Knows and applies basic music theory concepts when composing, orchestrating, and arranging instrumental and vocal parts

1. Chords and voice leading
2. Ranges and transpositions
   a. intervals
   b. keys
   c. clefs
   d. instruments
   e. voices
3. Balance
4. Instrumentation and voicing of ensembles
5. Functions of instruments and voices within a score
6. Expressive elements

III. Performance

A. Understands basic conducting techniques

1. Beat patterns
2. Use of the baton and freehand technique
3. Eye contact and facial expressions
4. Tempo and tempo changes
5. Attacks, holds, and releases
6. Dynamics and expressive gestures
7. Cueing

B. Understands the interpretation of notation and expressive elements for performance in relation to score markings and style periods

1. Interpreting musical symbols used for pitch
2. Interpreting musical symbols used for rhythm
3. Dynamic markings
4. Articulation markings
5. Tempo markings
6. Composers' written comments
7. Timbre

C. Knows a variety of strategies on how to prepare a musical score for rehearsal and performance

1. Score study
2. Score research
3. Interpretive decisions
4. Score marking

D. Knows instrumental and choral/vocal warm-up techniques

1. Breathing
2. Physical warm-ups (e.g., stretching, posture)
3. Technical warm-ups (e.g., scales, arpeggios, chorales, vocalises)

E. Knows instrumental and choral tuning/ intonation techniques

1. Instrumental techniques
   a. tuning students on individual instruments
   b. tuning between two or more performers
2. Choral/vocal techniques
   a. lifting the palate
   b. vowel uniformity
   c. breath support and body posture

F. Understands basic accompaniment techniques (e.g., on piano, guitar, voice)

1. Identifying appropriate harmonies to accompany tonal melodies
2. Basic accompanying patterns (e.g., arpeggiation, block chords, ostinato)

G. Understands concert etiquette for performers and audiences and effective techniques for communicating with an audience in a performance setting

1. Developing program notes and educational materials for specific purposes and audiences
2. Appropriate remarks in performance situations

3. Techniques of developing appropriate publicity for the music program and for events taking place in the music program
4. Appropriate etiquette for various types of performance venues

H. Understands the practical relationship between acoustics and performance

1. Sound production
2. Tone quality
3. Rehearsal and performance space configurations and setups
4. Reverberation, sound reflection, refraction
5. Frequency
6. Amplitude, sound amplification
7. Harmonics, partials, overtones

IV. Pedagogy, Professional Issues, and Technology

Pedagogy

A. Knows instructional strategies for different class settings

1. Performance classes
   a. full-ensemble rehearsals
   b. sectional and small-group rehearsals
   c. individual lessons
   d. rehearsal planning
   e. rehearsal strategies
2. Elementary and secondary general music
   a. full class
   b. small group
   c. labs and independent projects

B. Incorporates local, state, and national standards in planning and instruction

1. Recognizes importance of linking pedagogy to appropriate standards
2. Ability to evaluate degree to which instruction links to standards

C. Understands classroom management techniques

1. Physical classroom environment
2. Rules and consequences
3. Appropriate actions to take for given situations
4. Legal implications
5. Planning and pacing
6. Procedures and routines
7. Principles of motivation applied to the music classroom
   a. intrinsic
   b. extrinsic

D. Understands how to plan and differentiate instruction

1. How the distinguishing characteristics of stages of student growth and development affect music learning
   a. physical
   b. cognitive
   c. social
2. Scope and sequence
3. Lesson and unit planning
4. Student ability

E. Knows teaching strategies to incorporate diverse learning modalities

1. Aural
2. Visual
3. Kinesthetic

F. Understands how to modify instruction to accommodate student needs

1. Students with disabilities
   a. physical
   b. cognitive
   c. behavioral
   d. emotional
2. Other student needs
   a. culture and beliefs
   b. gifted students
   c. English-language learners

G. Understands a variety of assessment strategies that inform the instructional process

1. Use of standardized tests for measuring aptitude and achievement
2. Portfolio assessment
3. Multiple-choice testing
4. Assessment using scoring rubrics
5. Assessing individual and group performance skills
6. Appropriate classroom assignment grading criteria
7. Appropriate course grading practices
8. Formative assessment—uses in guiding and evaluating students' progress
9. Assessments' role in program evaluation

10. Taxonomies of instructional/assessment objectives
11. Techniques to evaluate the effectiveness of music curricula
    a. program evaluation (e.g., goals and objectives, scope and sequence)

H. Understands how to select appropriate repertoire for the classroom and for performance ensembles with respect to a variety of factors

Selecting music with respect to

1. Diverse genres
2. Appropriate performance competencies for students' developmental levels
    a. primary
    b. elementary
    c. middle school
    d. high school
    e. vocal ranges
    f. instrumental ranges and transpositions
3. Cultural diversity
4. Community traditions and standards
5. State and local guidelines
6. Quality of literature
7. Knows appropriate sources of student repertoire
    a. Lists of recommended repertoire
    b. Conferences
    c. Colleagues and mentors
    d. Publisher resources

I. Knows how to teach vocal production and performance techniques with respect to a variety of factors

1. Vocal mechanism
2. Health and wellness issues for vocalists
3. Changing voice
4. Tessitura

J. Knows instrumental techniques (e.g., rudiments, bowings, embouchures) and how to teach them

1. Woodwind
2. String (includes guitar)
3. Brass
4. Percussion
5. Keyboard
6. General classroom instruments
7. Health and wellness issues for instrumentalists

K. Is able to address common vocal and instrumental performance challenges and their causes

1. Reading pitches and rhythms
2. Balance and blend
3. Intonation
4. Technical challenges
5. Style and interpretation
6. Physical causes
7. Comprehension causes

L. Understands organization and preparation of concert programming

1. Diversity of repertoire (includes consideration of vocal texts)
2. Consideration of difficulty levels with regard to available preparation and rehearsal time
3. Concert pacing and endurance issues
4. Programming considerations relative to special occasions and specific performance venues
5. Pedagogical philosophies related to programming
6. Awareness of consideration of building level and district expectations with regard to concert programming
7. Concert logistics planning (scheduling, facilities, publicity, communication with students/parents/administrators, printing programs)

M. Knows and promotes care and maintenance of instruments and materials

Care of instruments

1. Woodwinds
2. Strings (including guitar)
3. Brass
4. Percussion and keyboards
5. Classroom instruments (Orff and rhythm instruments, recorders)
6. Electronic instruments

Care of materials

7. Printed material (books, music, scores)
8. Recorded material (CDs, electronic files such as MP3s)
9. Risers and stands
10. Audiovisual and computer equipment

N. Is familiar with common pedagogical approaches

1. Suzuki
2. Dalcroze
3. Kodály
4. Orff Schulwerk
5. Edwin Gordon's Music Learning Theory
6. Comprehensive Musicianship
7. Laban
8. Phyllis Weikart

O. Understands strategies for developing sight-reading skills

1. Solfège and other systems
2. Audiation of pitch, interval, and rhythm
3. Mental practice and scanning methods

P. Knows basic improvisational techniques and how to teach them

1. Imitation
2. Variation
3. Improvisational techniques within various styles

Q. Knows basic composition and arranging techniques and how to teach them

1. Activities leading to composition (e.g., improvisation, completion exercises)
2. Pitch and rhythmic organization techniques
3. Form
4. Style
5. Thematic construction
6. Harmonization, accompaniment, and imitation
7. Vocal and instrumental ranges

R. Knows how to teach a variety of musical concepts through performance literature

1. Elements of music (e.g., melody, harmony, rhythm, form, timbre, texture) and expressive elements
2. Music theory
3. Music history
4. Music in relation to other subjects
5. Musical creativity and the aesthetics of music

S. Is aware of approaches for fostering musically expressive experiences

Fostering musical expression in

1. Performance
2. Improvisation
3. Composition

Techniques to teach aesthetics

4. Guided listening
5. Analysis, reflection, evaluation
6. Modeling

T. Understands how to integrate concepts used in the fine arts and other disciplines in music instruction

1. Music integrated with other subjects in the fine arts
2. Music integrated with subjects outside of the fine arts

Professional Issues

U. Understands professional ethics and legal issues specific to teaching music

1. Copyright laws
2. Confidentiality
3. Appropriate professional conduct

V. Is familiar with the music standards in the National Core Arts Standards

W. Is aware of professional organizations and resources in music education

1. Local, state, and national teacher and music teacher organizations
2. Mentors and colleagues
3. Books, journals, and periodicals
4. Reference works and Web resources

X. Is aware of current trends and issues in music education

Y. Is aware of the major contributions to the history and philosophy of music education and their implications for curriculum

Z. Understands philosophical reasons for inclusion of and advocacy for music in the curriculum

1. Utilitarian (e.g., comprehensive education)
2. Aesthetic (e.g., affective education)

AA. Recognizes that collaboration with colleagues is important for implementing the curriculum

1. Mentoring
2. Collegiality
3. Inclusion (e.g., Individualized Education Programs [IEP], students with special needs)

AB. Supports students' learning through two-way communication with parents/guardians

Formal and informal:

1. Parent-teacher conferences
2. Telephone
3. Written communications, including e-mail and departmental web sites

AC. Understands basic administrative responsibilities in a music program

1. Budget maintenance
2. Inventory
3. Scheduling

AD. Is aware of the external influences that affect the music program, curriculum, and student participation

1. Scheduling
2. Mandates
3. Budget constraints
4. Advocacy groups
5. Student and community economics and demographics

AE. Is aware of career opportunities available in music and how to introduce them to students

1. Performance
2. Business
3. Education
4. Technology
5. Medical

AF. Is aware of strategies for promoting physically healthy performance practices for students and teachers

1. Hearing protection
2. Health issues specific to teachers (e.g., using the voice in the classroom, work-related stress)

Technology

AG. Understands current technologies used for performance and recording production

1. Sound reinforcement
2. Analog, digital, and MIDI equipment
3. Virtual instruments

AH. Is familiar with technology and instructional software and ways to incorporate them in the classroom

1. Hardware
   a. cables and audio interfaces
   b. microphones
   c. music storage devices
   d. speakers and monitors
   e. tablets
2. Software
   a. cloud-based storage
   b. music assessment software
   c. music digital audio workstation software
   d. music notation software
   e. music pedagogy software
   f. music streaming applications
   g. presentation software
3. Multimedia

AI. Demonstrates knowledge of desktop music publishing software for pedagogical purposes

1. Input
2. Output
3. Playback
4. Posting

AJ. Knows the appropriate, ethical, and safe uses for music software and Internet technologies

1. Educational
2. Interactive
3. Internet posts
4. Filtering software
5. Copyright
6. Health and wellness issues related to use of technology

Discussion Questions: Pedagogy

- According to *The School Music Program: A New Vision*, what are some appropriate musical achievements for students in grades K–4?
- Choose one of the National Core Arts Standards for music and describe an appropriate student activity that would help achieve the outcome described in that standard.

- Describe the course objectives that you might develop for a nine-week general music course that meets three times a week that is required for all eighth grade students in a district. Then write a lesson plan for one classroom period that would help to fulfill one of the course objectives.
- Describe two effective techniques you have seen teachers use to control students' talking in class.
- What strategies would you use to help a student with dyslexia read sheet music?
- By approximately what grade level should students be able to play by ear simple melodies on a melodic instrument? Compare common pedagogical approaches.
- Describe appropriate course objectives for singing in general music classrooms at grades K–4, 5–8, and 9–12.
- Describe how a teacher might include opportunities for student learning in psychomotor, cognitive, and affective modalities.
- Describe three effective teaching techniques for correcting specific problems with woodwind embouchures, brass embouchures, stick grips, or bowing.
- What kinds of difficulties with harmony would you expect in *a capella* singing by an average high school chorus?
- Given a score for a Sousa march, can you identify the aspects that are likely to be most challenging for a less advanced high school band?
- Name four pieces that you would suggest including in a spring concert for beginning, intermediate, and advanced ensembles in your specialty. Name three musical concepts you could teach from each work.
- Name some arrangers who specialize in works that are appropriate for an elementary school ensemble (in your specialty).
- When is it more appropriate to use a whole song rather than a phrase-by-phrase approach by rote?
- Name some of the advantages and disadvantages of the fixed-do and the moveable-do methods of sight-singing.
- What are some musical experiences associated with the Suzuki method?
- What are some techniques and methods using dance and movement for instruction in music?
- What is an effective strategy for introducing the concept of solfège to a class?
- How are chord progressions and rhythmic ostinati used in improvisation?
- Give some example of ornamentations commonly used in jazz vocal improvisations.
- Describe various learning sequences for teaching improvisation.
- When teaching rhythm concepts, in what sequence should you introduce concepts such as subdivision in triple meter?
- Describe various learning sequences for teaching the concept of harmony.
- What kinds of difficulties with rhythm would you expect from a seventh-grade orchestra?
- Give an example of an instructional activity that relates to one of the levels described in Bloom's taxonomy of conceptual development.

Discussion Questions: Professional Issues

- Is it ever appropriate to make duplicates of sheet music using a copy machine? If so, under what circumstances?
- Would it be appropriate for a student ensemble to perform for a fee at a recreational festival that charges admission? Why or why not?
- What are some of the important publications of NAfME (formerly MENC) in your specialty?
- Which organization publishes *Opportunity-to-Learn Standards for Music Instruction: Grades PreK–12*?
- What are some organizations of special interest to choral educators, string educators, band directors?

- How would you summarize the viewpoints of music philosophers such as Susanne Langer, Leonard Meyer, Bennett Reimer, and David Elliott?
- What aspects of educational philosophy contribute to Bruner's spiral curriculum?
- Compare and contrast the value placed on music education by Plato and Aristotle. How does John Dewey's philosophy about the same topic compare?
- Describe the music library and instrument storage facilities that are associated with a quality high school orchestra program.

Discussion Questions: Technology

- Describe how you could use the Internet to teach a unit in a topic of your choosing to students in K–4, grades 5–8, and grades 9–12.
- Draw a diagram illustrating how you could set up a system for recording and playback that includes a CD player, CD recorder, and self-powered speakers. How might the setup differ if the speakers were not self-powered?
- What are the basic components of a digital audio workstation (DAW), and what are their functions (e.g., MIDI and audio tracks, mixers, plug-ins, audio interface)?
- How are music scores and parts created and edited using music publishing software programs?
- What are some best practices for setting up sound systems for different performance venues?

2. Understanding Question Types

Become comfortable with the types of questions you'll find on the Praxis *tests*

The Praxis® assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by selecting a sentence in a text or by selecting part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

Understanding Selected-Response and Numeric-Entry Questions

For most questions, you respond by selecting an oval to select a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by:

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response. Numeric-entry questions typically appear on mathematics-related tests.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.
- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text or graphic.
- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

Understanding Constructed-Response Questions

Some tests include constructed-response questions, which require you to demonstrate your knowledge in a subject area by writing your own response to topics. Essays and short-answer questions are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Review a few sample essay topics:

- *Brown* v. *Board of Education of Topeka*

  "We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does."

  A. What legal doctrine or principle, established in *Plessy* v. *Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?

  B. What was the rationale given by the justices for their 1954 ruling?

- In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.

  - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
  - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.

- "Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job."

  - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

Keep these things in mind when you respond to a constructed-response question:

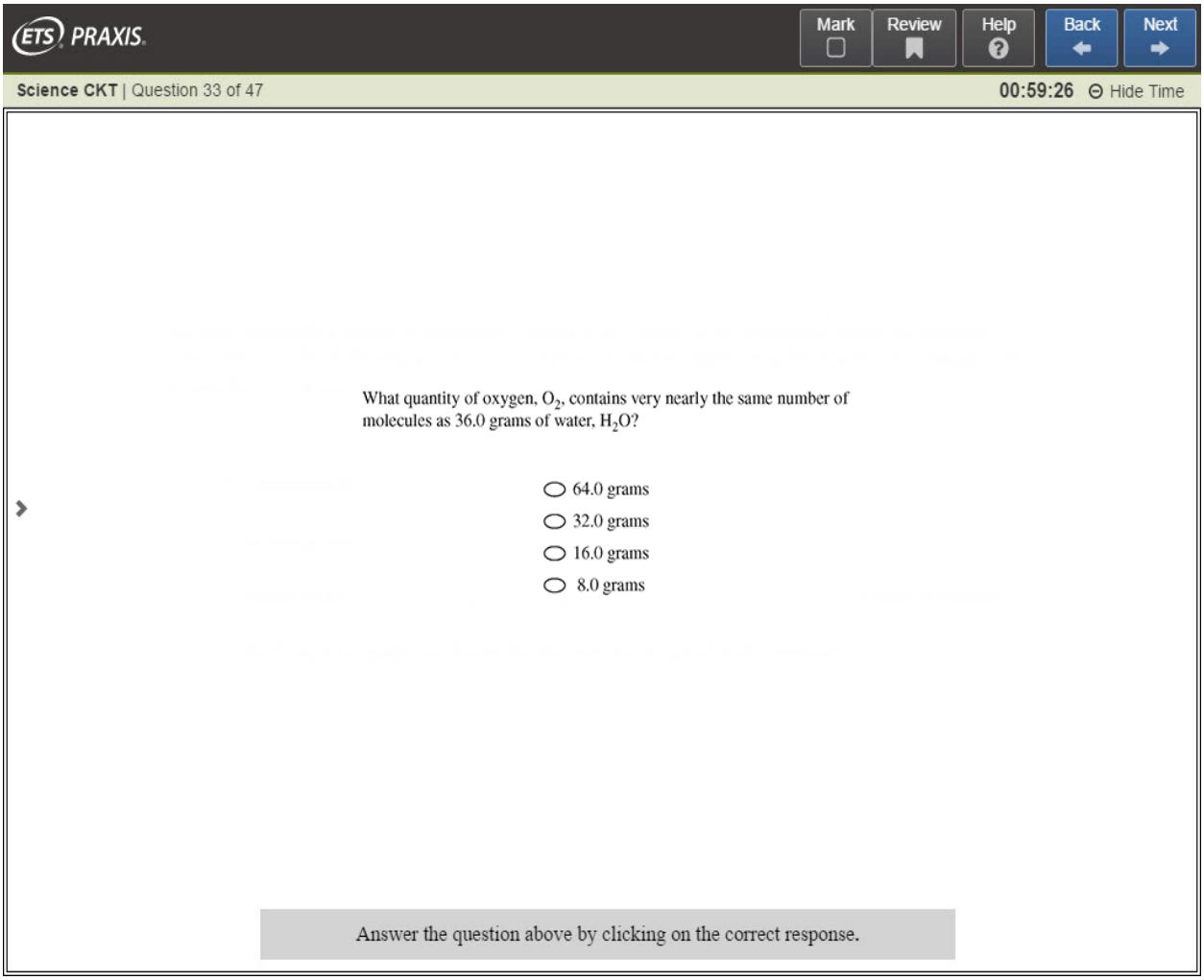
1. Answer the question accurately. Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
2. Answer the question completely. If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
3. Answer the question that is asked. Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
4. Give a thorough and detailed response. You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
5. Take notes on scratch paper so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.
6. Reread your response. Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Sample Test Questions

This test is available on computer. The following sample question provides a preview of an actual screen used in a computer-delivered test. For the purposes of this study companion, sample questions are shown as they would appear in a paper-delivered test.



Sample Test Questions

The sample questions that follow represent a number of the types of questions and topics that appear on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions. Audio files are provided only for questions 4 and 5. Recordings of the works referenced by these questions may be available commercially or through a library.

Directions for Section 1 (listening)**:** In this section of the test, you are asked questions about recorded musical excerpts. Each question, followed by four possible answers, appears on the screen. Each question is presented using a combination of screen text and audio. During the audio portions, you are given time to read the questions and possible answers shown on the screen.

A clock at the top of the screen shows you how much time is remaining to answer all of the questions in Section 1. **The clock only counts down after the audio finishes playing.** It does not count down while the audio is playing.

For most questions, the musical excerpt plays a single time. Some of the longer, more complicated questions have extra playings of the excerpt included in the audio.

You control the advance of the questions and are responsible for pacing your own test taking. The questions do not advance automatically. When ready to advance to the next question, click "Next."

For each question, you are encouraged to listen to the entire musical excerpt before selecting an answer. You may, however, select or change an answer when you feel ready to do so at any time during and after the audio. While the audio is still playing, the "Next" and "Back" navigation controls are deactivated to help prevent you from navigating away from the question prematurely.

You may return to a previous question in Section I to select or change your answer after you have advanced past that question. **The audio** for the question, however, **does not play again** so it is strongly suggested that you **select your answer before advancing to the next question.**

You may, if you wish, choose not to answer a question.

Unanswered questions, however, count as wrong answers, so it is to your advantage to **answer every question even if you have to guess.** If you plan to return to an unanswered question in Section 1, it is important to remember that **the audio will not play again.**
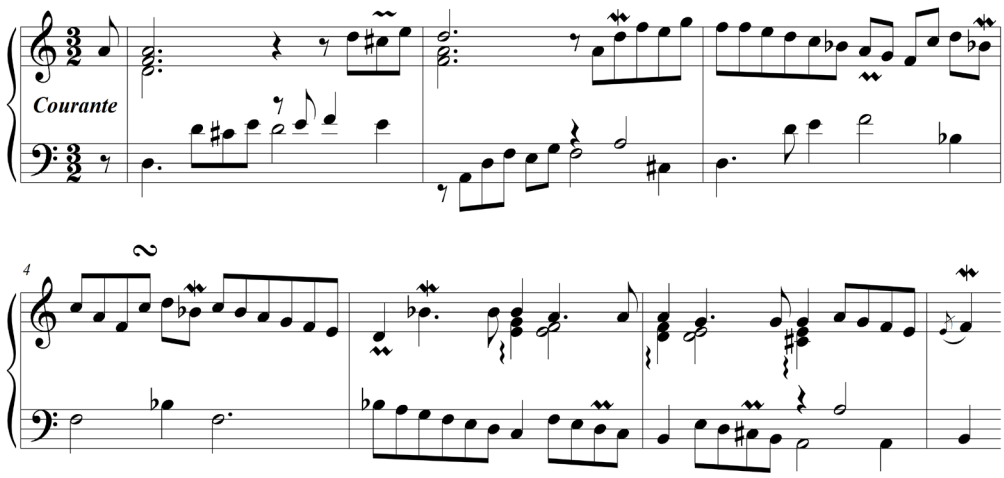
Be careful to pace your work so that you finish before the time expires for Section I. When the time expires, the computer will advance automatically to Section 2. Remember that **you cannot return to questions in Section 1 after you have advanced to Section 2.**

(Recorded example: excerpt from Ravel's "Laideronnette, Impératrice des Pagodes" from *Ma mère l'Oye*)

1. What is the scale or mode?
   (A) Major
   (B) Minor
   (C) Pentatonic
   (D) Chromatic

(Recorded example: excerpt from the gamelan music "Bubaran Hudan Mas")

2. What is the country of origin?
   (A) India
   (B) Indonesia
   (C) Peru
   (D) Japan



(Recorded example: excerpt from Elisabeth-Claude Jacquet de la Guerre's "*Courante" from Pièces de Clavecin: Suite in D minor*)
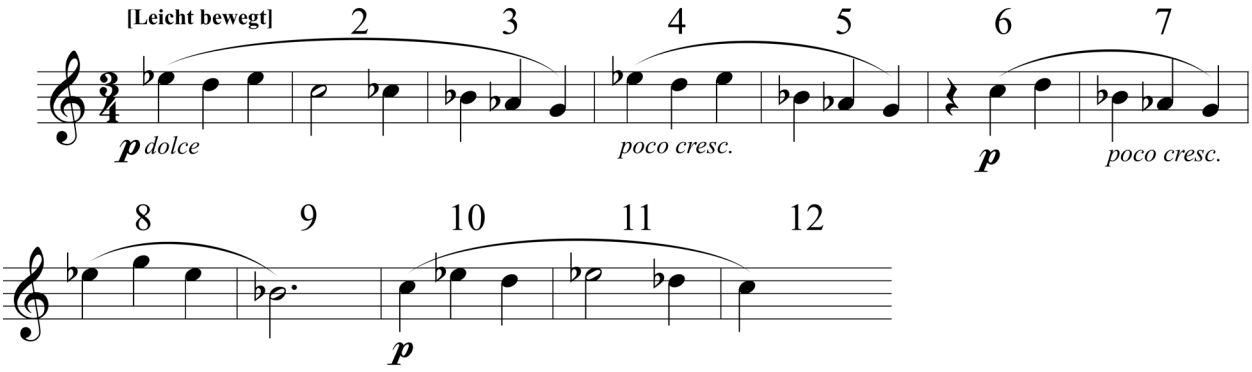
3. In which measure is the rhythm played incorrectly?

   (A) Measure 2

   (B) Measure 3

   (C) Measure 5

   (D) Measure 6



4. In which measure does the horn player perform an incorrect pitch? (The excerpt will be played two times. Use audio file for question 4 at www.ets.org/praxis/prepare/materials/5113.)

   (A) 2

   (B) 5

   (C) 10

   (D) 11

5. Which of the following chord progressions is played? (The progression will be played two times. Use audio file for question 5 at www.ets.org/praxis/prepare/materials/5113.)

   (A) i iv^7 $ii^{\varnothing 7}$ V^7 i

   (B) i $ii^{\varnothing 7}$ $ii^{\varnothing 6}_5$ i^6 V

   (C) i iv iv^6 V^7 i

   (D) i iv^7 ii V^6_5 VI^6

(Recorded example: excerpt from Mozart's opera *Die Zauberflöte*, aria "Der Hölle Rache" sung by the Queen of the Night character)

6. What is the style or period?

   (A) Renaissance

   (B) Baroque

   (C) Classical

   (D) Romantic

(Recorded example: excerpt from *In C*)

7. Who is the composer?

   (A) Terry Riley

   (B) Charles Ives

   (C) John Corigliano

   (D) Duke Ellington

Directions for Section 2: Each of the questions or statements below is followed by several answer choices. In each case, select the best answer on the screen.

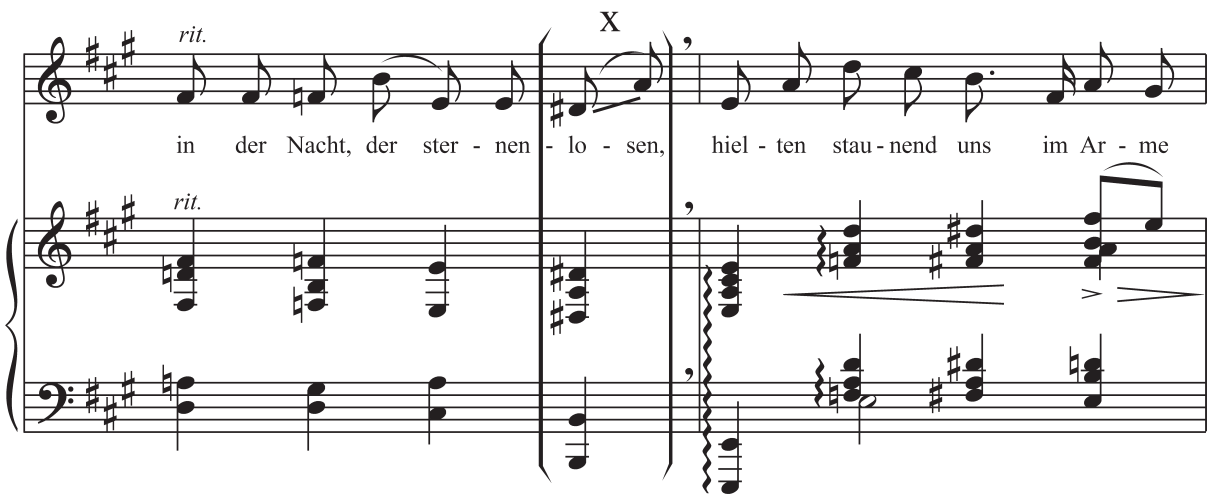
8. Which of the following lists the musical genres in the correct chronological order of their development?

   (A) Motet, string quartet, opera, symphonic poem

   (B) Motet, opera, string quartet, symphonic poem

   (C) Opera, motet, string quartet, symphonic poem

   (D) Opera, symphonic poem, motet, string quartet



9. The excerpt above is taken from a lied in A major by Alma Mahler. Which of the following best represents the bracketed harmony labeled X?

   (A) ii^7

   (B) vii°

   (C) Aug. 6

   (D) V^7 / V

10. Performance parts for which TWO of the following instruments are normally written at concert pitch?

   (A) Bassoon

   (B) Piccolo

   (C) English horn

   (D) Alto saxophone

   (E) Violin

11. Which of the following is the most likely cause of faulty intonation by singers in a high school choir?

   (A) Inadequate rehearsal time

   (B) Unsupported tone

   (C) Singing in a foreign language

   (D) Lack of an instrumental accompaniment

12. Prior to learning about meter, elementary students should be able to demonstrate their understanding of

   (A) weak and strong beats

   (B) syncopation

   (C) subdivision of the beat

   (D) tempo markings

13. Which of the following is an example of a critical-thinking skill?

    (A) Students label the parts of a chord.

    (B) Students notate rhythmic patterns in all of the common meters.

    (C) Students compare two different recordings of the same work.

    (D) Students transpose a trumpet part from written pitch to concert pitch.

14. Creating an ostinato on barred instruments to accompany a folk song is most closely associated with which of the following approaches?

    (A) Orff

    (B) Kodály

    (C) Dalcroze

    (D) Gordon

15. Which of the following ballets was written by Aaron Copland?

    (A) *Swan Lake*

    (B) *Romeo and Juliet*

    (C) *The Rite of Spring*

    (D) *Appalachian Spring*

16. Which of the following modes has a major tonic triad?

    (A) Aeolian

    (B) Phrygian

    (C) Mixolydian

    (D) Dorian

17. Which of the following venues could normally be expected to have the longest reverberation time?

    (A) Recital hall

    (B) Coffeehouse

    (C) Gothic-style cathedral

    (D) Opera house

18. Which of the following is a well-known, prolific researcher in music education, author of several standard texts on music education topics, and a coeditor of *The New Handbook of Research on Music Teaching and Learning*?

    (A) Lowell Mason

    (B) Bennett Reimer

    (C) Edwin E. Gordon

    (D) Richard Colwell

19. Conducting cues are customarily given when

(A) a soloist or a section must fade out on a long note

(B) a soloist or a section enters after a long rest

(C) the articulation changes from one style to another

(D) the meter changes from simple to compound

20. In MIDI technology, which of the following is a list of the performance parameters most directly affected by key velocity?

(A) Rhythm and timbre

(B) Pitch and stop times

(C) Dynamics and stop times

(D) Dynamics and timbre

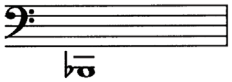
21. Which of the following is an appropriate instrument-care objective for beginning string orchestra students to master?

(A) Loosening the hair on the bow before returning it to the case
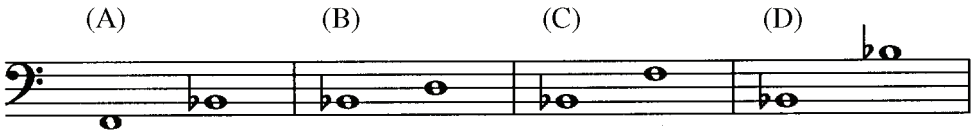
(B) Loosening the tuning pegs on the instrument before returning it to the case

(C) Wiping the rosin from the bow hair before returning it to the case

(D) Putting rosin on the bow before returning it to the case



22. Which of the following notates the next two partials for the harmonic series based on the fundamental tone given above?



(A) A

(B) B

(C) C

(D) D

23. Which of the following is most typically an objective of sectional rehearsals?

(A) Help students who are having difficulty learning their parts

(B) Help students in dealing with stage fright

(C) Address issues of poor ensemble blend

(D) Address passages in which the ensemble overpowers soloists

24. Which of the following composers has written most extensively for young bands?

(A) Karel Husa

(B) Anne McGinty

(C) John Philip Sousa

(D) Ellen Taaffe Zwilich
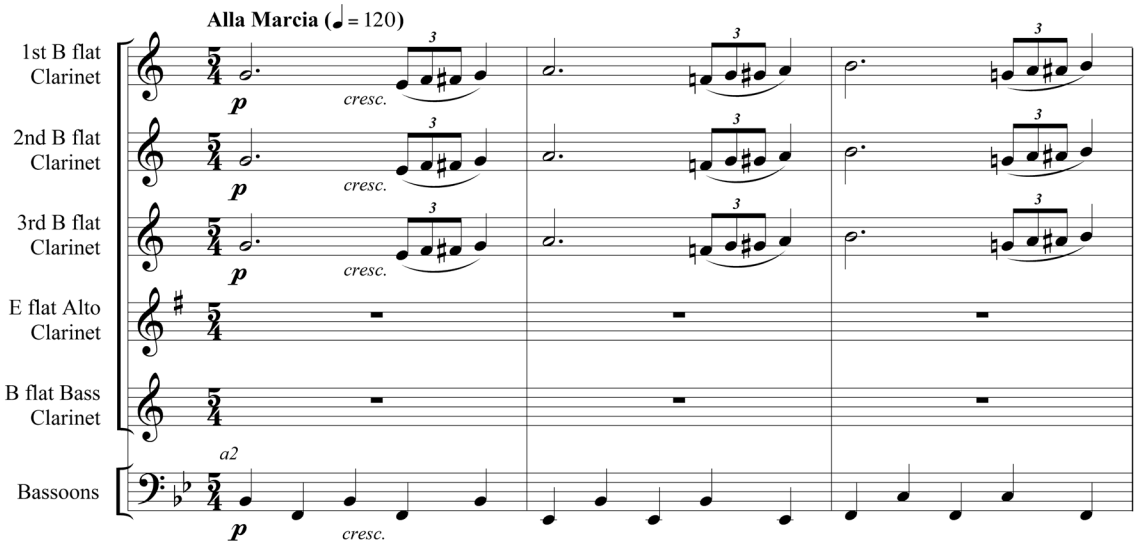
25. What interval does the clarinet overblow when the register key is used?

(A) Fourth

(B) Octave

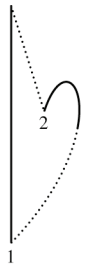
(C) Tenth

(D) Twelfth

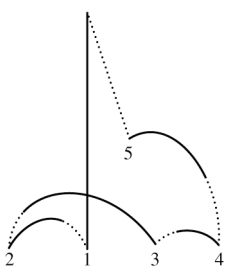


26. Which pattern is most appropriate for conducting the passage shown above?

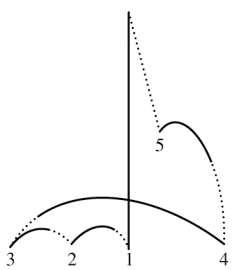
(A)



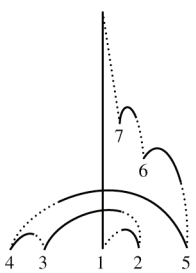
(B)
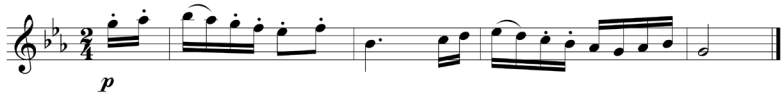


(C)
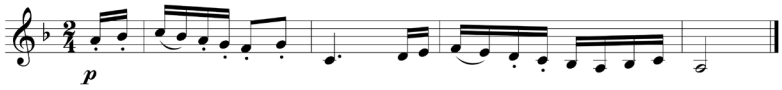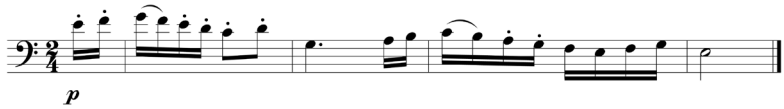


(D)
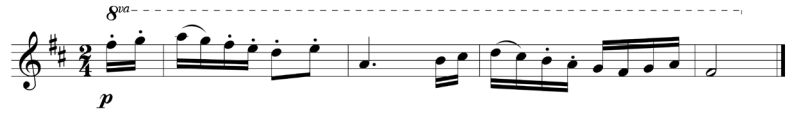


27. Which of the following excerpts can be played on the oboe and is within the scope of a high school oboist's proficiency?

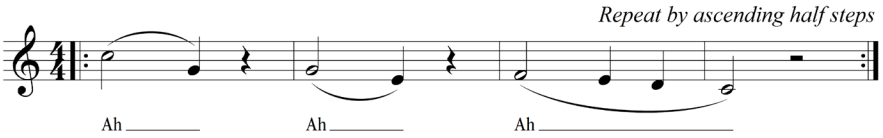
(A) 

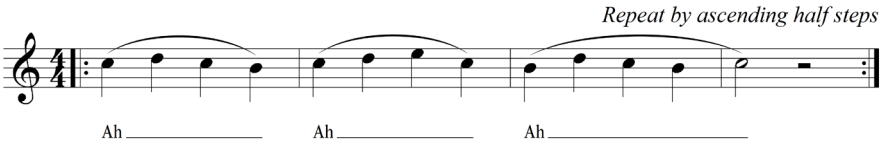
(B) 
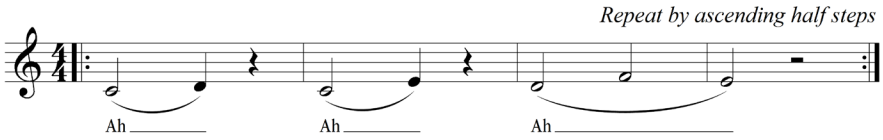
(C) 

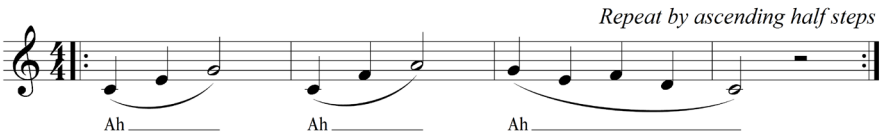
(D) 

28. Which of the following exercises would best develop a student's ability to sing consistently through the head, middle, and chest vocal registers?

(A) 

(B) 

(C) 

(D) 

29. The National Core Arts Standards are organized around four artistic processes: (1) Creating, (2) Performing/Presenting/Producing, (3) Responding, and (4) Connecting. According to the standards, how is "Connecting" defined?

(A) Relating artistic ideas and work with personal meaning and external context

(B) Understanding and evaluating how the arts convey meaning

(C) Realizing artistic ideas and work through interpretation and presentation

(D) Communicating artistic ideas using multimedia works

30. Which of the following programs would a music educator most likely use to create music theory work sheets?

(A) SONAR

(B) Audacity

(C) Pro Tools

(D) Finale

Answers to Sample Questions

1. Option (C) is correct. This question tests your knowledge of modes and scales used to organize pitches. In the excerpt heard in the recorded example, the main melody is based on the pentatonic scale of C-sharp, D-sharp, F-sharp, G-sharp, and A-sharp.

2. Option (B) is correct. This question tests your knowledge of characteristics and identifying features of world music genres. The excerpt heard in the recorded example features music by a characteristic Indonesian gamelan ensemble composed primarily of hanging gongs, gong chimes, and drums.

3. Option (C) is correct. This question tests your ability to identify errors in performance relative to a written musical score. The excerpt heard in the recorded example contains one error in rhythm: in measure 5, beat two, the two eighth notes in the bass are performed as a sixteenth note followed by a dotted eighth note.

4. Option (C) is correct. This question tests your ability to identify errors in performance relative to a written musical score. In measure 10, a D-flat (concert G-flat) is played on the third quarter note rather than the D-natural (concert G-natural) indicated in the printed music.

5. Option (A) is correct. This question tests your ability to hear chordal harmonies. The progression's unique characteristic is its use of the supertonic half diminished seventh in the third chord.

6. Option (C) is correct. This question tests your knowledge of the features that characterize music of various styles and historical periods. The texture, harmony, instrumentation of the accompaniment, and melodic style of the vocal line are all typical of music of the Classical period.

7. Option (A) is correct. This question tests your knowledge of features and stylistic elements that characterize the music of prominent American composers. Terry Riley's *In C* is characterized by layering of repeated, short melodic modules and ostinatos and is an important work that is representative of his creative output as a composer.

8. Option (B) is correct. This question tests your knowledge of important developments in the history of music. Choice B indicates the correct chronological order because the motet was developed in the thirteenth century, opera in the seventeenth century, the string quartet in the eighteenth century, and the symphonic poem in the nineteenth century.

9. Option (D) is correct. This question tests your ability to provide a Roman numeral analysis of a written score. The bracketed chord consists of the pitches B, D-sharp, and A (the fifth of the chord, F-sharp, is missing). This chord is best described as the dominant seventh in the key of E major, and E is V in the key of A major. Thus, the bracketed chord can best be labeled as the secondary dominant, V7/V.

10. Options (A) and (E) are correct. This question tests your knowledge of standard notation practices for specific instruments. Bassoon and violin parts are normally written at concert pitch.

11. Option (B) is correct. This question tests your knowledge of causes of and solutions to problems in vocal music performance. Of the options listed, unsupported tone is the most frequent cause of faulty intonation by high school singers. The other options listed are not more likely causes of faulty intonation.

12. Option (A) is correct. This question tests your knowledge of techniques and methods of sequencing musical instruction. Meter, the grouping of beats into repeated sets of two, three, or more beats, depends on the differentiation between weak and strong beats; thus, students must understand the differentiation before they learn about meter. The other options listed are concepts that are not fundamental for elementary students to master as a prerequisite to learning about meter.

13. Option (C) is correct. This question tests your ability to evaluate the complexity of skills in the cognitive domain. In the cognitive domain, evaluation represents a high-level critical-thinking skill. When students compare two different recordings of the same work, they must use the skill of evaluation. The other options listed describe skills that demand knowledge and application of knowledge, but not evaluation.

14. Option (A) is correct. This question tests your knowledge of common methodologies in music education and the pedagogical techniques associated with them. The singing of folk songs accompanied by improvised ostinatos on barred instruments is an important component in the curricular Orff approach. None of the other approaches listed include improvisation on barred instruments as a vital part of the music learning experience.

15. Option (D) is correct. This question tests your knowledge of important composers and masterworks found in music history. Aaron Copland composed Appalachian Spring in 1944 for the choreographer Martha Graham. Swan Lake, Romeo and Juliet, and The Rite of Spring were composed by Tchaikovsky, Prokofiev, and Stravinsky, respectively.

16. Option (C) is correct. This question tests your knowledge of modes used in analyzing and creating music. The Mixolydian mode has a major tonic triad. The modes listed in the other options have minor tonic triads.

17. Option (C) is correct. This question tests your knowledge of acoustics and performance spaces relevant for music education. Reverberation is most noticeable in large spaces such as cathedrals, which typically contain walls and floors constructed of hard, reflective surfaces.

18. Option (D) is correct. This question tests your knowledge of professional resources useful for music education and research. Richard Colwell is a prolific music education researcher and author.

19. Option (B) is correct. This question tests your knowledge of conducting techniques. During long rests, performers may lose count and will enter with more confidence if a cue is given.

20. Option (D) is correct. This question tests your knowledge of MIDI technology. Key velocity is analogous to the key and hammer action on a piano and is used most typically to describe the relative amount of energy used to play a note. High key velocities result in louder notes with a timbre typical of notes played with more force (assuming the sound's envelope is designed to modulate in accordance with the key velocity information, which is usually the case). Rhythms, start times, and stop times are usually determined by on and off commands. Pitch is controlled specifically by frequency modulation envelopes and commands.

21. Option (A) is correct. This question tests your knowledge of the care and maintenance of instruments. Loosening the horse hair prevents the bow from warping. The other options describe inappropriate behaviors that do not contribute to keeping the bow in playing condition.

22. Option (C) is correct. This question tests your knowledge on principles of the harmonic series. In the harmonic series, the next note (the first partial) after the fundamental occurs an octave higher than the fundamental. The next note in the series (the second partial) occurs a fifth higher from the first partial.

23. Option (A) is correct. This question tests your knowledge of how to organize and plan rehearsals for effective instruction. Sectional rehearsals are an effective way to identify and remedy problems such as students' rhythm and pitch accuracy, phrasing, dynamics, and articulations.

24. Option (B) is correct. This question tests your knowledge of resources appropriate for teaching instrumental music. Anne McGinty has composed and arranged many works for young bands. The composers listed in the other options have also written for winds, although their works are largely for advanced-level ensembles.

25. Option (D) is correct. This question tests your knowledge of instrumental music pedagogy. The clarinet overblows at an interval of a twelfth. The instruments listed in the other options overblow at an interval of an octave.

26. Option (C) is correct. This question tests your knowledge of conducting. The excerpt is written in 5/4 meter, organized into beat groupings of 3 + 2. The patterns shown in the other options show incorrect numbers of beats or grouping patterns.

27. Option (A) is correct. Option (A) fits comfortably within the range of the oboe, which spans from Bb3 to an approximate upper limit of A5, for professional level players. All of the other options shown extend above or below that range.

28. Option (A) is correct. This questions tests your knowledge of the three main vocal registers: head, middle, and chest. Option A, with the range of an octave, spans all three of these registers, while options B, C, and D are limited in range.

29. Option (A) is correct. This question tests your knowledge of the philosophical basis that supports the organization of the National Core Arts Standards. In this definition, both personal meaning and external context inform or are connected to artistic ideas and work.

30. Option (D) is correct. This question tests your knowledge of music software often used for instruction or music publishing. Finale is one of several widely used music notation programs that can be used to create customized music theory work sheets.

4. Determine Your Strategy for Success

Set clear goals and deadlines so your test preparation is focused and efficient

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day.

1) Learn what the test covers.

You may have heard that there are several different versions of the same test. It's true. You may take one version of the test and your friend may take a different version a few months later. Each test has different questions covering the same subject area, but both versions of the test measure the same skills and content knowledge.

You'll find specific information on the test you're taking on page 5, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit www.ets.org/praxis/testprep for information on other *Praxis* tests.

2) Assess how well you know the content.

Research shows that test takers tend to overestimate their preparedness—this is why some test takers assume they did well and then find out they did not pass.

The *Praxis* tests are demanding enough to require serious review of likely content, and the longer you've been away from the content, the more preparation you will most likely need. If it has been longer than a few months since you've studied your content area, make a concerted effort to prepare.

3) Collect study materials.

Gathering and organizing your materials for review are critical steps in preparing for the *Praxis* tests. Consider the following reference sources as you plan your study:

- Did you take a course in which the content area was covered? If yes, do you still have your books or your notes?
- Does your local library have a high school-level textbook in this area? Does your college library have a good introductory college-level textbook in this area?

Practice materials are available for purchase for many *Praxis* tests at www.ets.org/praxis/testprep. Test preparation materials include sample questions and answers with explanations.

4) Plan and organize your time.

You can begin to plan and organize your time while you are still collecting materials. Allow yourself plenty of review time to avoid cramming new material at the end. Here are a few tips:

- Choose a test date far enough in the future to leave you plenty of preparation time. Test dates can be found at www.ets.org/praxis/register/dates_centers.
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.

5) Practice explaining the key concepts.

Praxis tests with constructed-response questions assess your ability to explain material effectively. As a teacher, you'll need to be able to explain concepts and processes to students in a clear, understandable way. What are the major concepts you will be required to teach? Can you explain them in your own words accurately, completely, and clearly? Practice explaining these concepts to test your ability to effectively explain what you know.

6) Understand how questions will be scored.

Scoring information can be found on page 44.

7) Develop a study plan.

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 37 to organize your efforts.

And most important—get started!

Would a Study Group Work for You?

Using this guide as part of a study group

People who have a lot of studying to do sometimes find it helpful to form a study group with others who are working toward the same goal. Study groups give members opportunities to ask questions and get detailed answers. In a group, some members usually have a better understanding of certain topics, while others in the group may be better at other topics. As members take turns explaining concepts to one another, everyone builds self-confidence.

If the group encounters a question that none of the members can answer well, the group can go to a teacher or other expert and get answers efficiently. Because study groups schedule regular meetings, members study in a more disciplined fashion. They also gain emotional support. The group should be large enough so that multiple people can contribute different kinds of knowledge, but small enough so that it stays focused. Often, three to six members is a good size.

Here are some ways to use this guide as part of a study group:

- **Plan the group's study program.** Parts of the study plan template, beginning on page 37, can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 19.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

- **Take a practice test together.** The idea of a practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone's confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.
- **Learn from the results of the practice test.** Review the results of the practice test, including the number of questions answered correctly in each content category. For tests that contain constructed-response questions, look at the Sample Test Questions section, which also contain sample responses to those questions and shows how they were scored. Then try to follow the same guidelines that the test scorers use.
- **Be as critical as you can.** You're not doing your study partner(s) any favors by letting them get away with an answer that does not cover all parts of the question adequately.
- **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner(s) are doing an inadequate job of answering the question. Writing notes in the margins of the answer sheet may also help.
- **Be supportive.** Include comments that point out what your study partner(s) got right.

Then plan one or more study sessions based on aspects of the questions on which group members performed poorly. For example, each group member might be responsible for rewriting one paragraph of a response in which someone else did an inadequate job.

Whether you decide to study alone or with a group, remember that the best way to prepare is to have an organized plan. The plan should set goals based on specific topics and skills that you need to learn, and it should commit you to a realistic set of deadlines for meeting those goals. Then you need to discipline yourself to stick with your plan and accomplish your goals on schedule.

5. Develop Your Study Plan

Develop a personalized study plan and schedule

Planning your study time is important because it will help ensure that you review all content areas covered on the test. Use the sample study plan below as a guide. It shows a plan for the *Core Academic Skills for Educators: Reading* test. Following that is a study plan template that you can fill out to create your own plan. Use the "About Your Test" and "Content Topics" information beginning on page 5 to help complete it.

Use this worksheet to:
1. **Define Content Areas:** List the most important content areas for your test as defined in chapter 1.
2. **Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
3. **Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
4. **Study:** Create and commit to a schedule that provides for regular study periods.

Praxis Test Name (Test Code): Core Academic Skills for Educators: Reading (5713)
Test Date: 9/15/21

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Key Ideas and Details						
Close reading	Draw inferences and implications from the directly stated content of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/15/21	7/15/21
Determining Ideas	Identify summaries or paraphrases of the main idea or primary purpose of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/17/21	7/17/21
Determining Ideas	Identify summaries or paraphrases of the supporting ideas and specific details in a reading selection	3	Middle and high school English textbook	College library, middle and high school teachers	7/20/21	7/21/21
Craft, Structure, and Language Skills						
Interpreting tone	Determine the author's attitude toward material discussed in a reading selection	4	Middle and high school English textbook	College library, middle and high school teachers	7/25/21	7/26/21
Analysis of structure	Identify key transition words and phrases in a reading selection and how they are used	3	Middle and high school English textbook, dictionary	College library, middle and high school teachers	7/25/21	7/27/21
Analysis of structure	Identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/21	8/1/21
Author's purpose	Determine the role that an idea, reference, or piece of information plays in an author's discussion or argument	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/21	8/1/21

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Language in different contexts	Determine whether information presented in a reading selection is presented as fact or opinion	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/21	8/1/21
Contextual meaning	Identify the meanings of words as they are used in the context of a reading selection	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/21	8/1/21
Figurative Language	Understand figurative language and nuances in word meanings	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/8/21	8/8/21
Vocabulary range	Understand a range of words and phrases sufficient for reading at the college and career readiness level	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/15/21	8/17/21
Integration of Knowledge and Ideas						
Diverse media and formats	Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/21	8/24/21
Evaluation of arguments	Identify the relationship among ideas presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/24/21	8/24/21
Evaluation of arguments	Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection	3	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/27/21	8/27/21
Evaluation of arguments	Determine the logical assumptions upon which an argument or conclusion is based	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/28/21	8/30/21
Evaluation of arguments	Draw conclusions from material presented in a reading selection	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/30/21	8/31/21
Comparison of texts	Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/3/21	9/4/21
Comparison of texts	Apply ideas presented in a reading selection to other situations	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/5/21	9/6/21

My Study Plan

Use this worksheet to:

1. **Define Content Areas:** List the most important content areas for your test as defined in chapter 1.
2. **Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
3. **Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
4. **Study:** Create and commit to a schedule that provides for regular study periods.

Praxis Test Name (Test Code): _____

Test Date: _____

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed

6. Review Smart Tips for Success

Follow test-taking tips developed by experts

Learn from the experts. Take advantage of the following answers to questions you may have and practical tips to help you navigate the *Praxis* test and make the best use of your time.

Should I guess?

Yes. Your score is based on the number of questions you answer correctly, with no penalty or subtraction for an incorrect answer. When you don't know the answer to a question, try to eliminate any obviously wrong answers and then guess at the correct one. Try to pace yourself so that you have enough time to carefully consider every question.

Can I answer the questions in any order?

You can answer the questions in order or skip questions and come back to them later. If you skip a question, you can also mark it so that you can remember to return and answer it later. Remember that questions left unanswered are treated the same as questions answered incorrectly, so it is to your advantage to answer every question.

Are there trick questions on the test?

No. There are no hidden meanings or trick questions. All of the questions on the test ask about subject matter knowledge in a straightforward manner.

Are there answer patterns on the test?

No. You might have heard this myth: the answers on tests follow patterns. Another myth is that there will never be more than two questions in a row with the correct answer in the same position among the choices. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

Can I write on the scratch paper I am given?

Yes. You can work out problems on the scratch paper, make notes to yourself, or write anything at all. Your scratch paper will be destroyed after you are finished with it, so use it in any way that is helpful to you. But make sure to select or enter your answers on the computer.

Smart Tips for Taking the Test

1. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, you may want to leave them blank and mark them so that you can return to them later. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you can go back over the questions you left blank. Even if you don't know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess. Your score is based on the number of right answers, so it is to your advantage to answer every question.

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.

3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer the question. Remember, a question that contains a phrase such as "Which of the following does NOT …" is asking for the one answer that is NOT a correct statement or conclusion.

4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.

5. **Don't worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the *GRE*® or other tests. It doesn't matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state's other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use the *Praxis* tests at http://www.ets.org/s/praxis/pdf/passing_scores.pdf or on the web site of the state for which you are seeking certification/licensure.

6. **Use your energy to take the test, not to get frustrated by it.** Getting frustrated only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching, worked diligently to make the test a fair and valid measure of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure requirement. The best thing to do is concentrate on answering the questions.

7. Check on Testing Accommodations

See if you qualify for accommodations to take the Praxis *test*

What if English is not my primary language?

Praxis tests are given only in English. If your primary language is not English (PLNE), you may be eligible for extended testing time. For more details, visit www.ets.org/praxis/register/plne_accommodations/.

What if I have a disability or other health-related need?

The following accommodations are available for *Praxis* test takers who meet the Americans with Disabilities Act (ADA) Amendments Act disability requirements:

- Extended testing time
- Additional rest breaks
- Separate testing room
- Writer/recorder of answers
- Test reader
- Sign language interpreter for spoken directions only
- Perkins Brailler
- Braille slate and stylus
- Printed copy of spoken directions
- Oral interpreter
- Audio test
- Braille test
- Large print test book
- Large print answer sheet
- Listening section omitted

For more information on these accommodations, visit www.ets.org/praxis/register/disabilities.

Note: Test takers who have health-related needs requiring them to bring equipment, beverages, or snacks into the testing room or to take extra or extended breaks must request these accommodations by following the procedures described in the *Bulletin Supplement for Test Takers with Disabilities or Health-Related Needs* (PDF), which can be found at http://www.ets.org/s/disabilities/pdf/bulletin_supplement_test_takers_with_disabilities_health_needs.pdf.

You can find additional information on available resources for test takers with disabilities or health-related needs at www.ets.org/disabilities.

8. Do Your Best on Test Day

Get ready for test day so you will be calm and confident

You followed your study plan. You prepared for the test. Now it's time to prepare for test day.

Plan to end your review a day or two before the actual test date so you avoid cramming. Take a dry run to the test center so you're sure of the route, traffic conditions, and parking. Most of all, you want to eliminate any unexpected factors that could distract you from your ultimate goal—passing the *Praxis* test!

On the day of the test, you should:

- be well rested
- wear comfortable clothes and dress in layers
- eat before you take the test
- bring an acceptable and valid photo identification with you
- bring an approved calculator only if one is specifically permitted for the test you are taking (see Calculator Use, at http://www.ets.org/praxis/test_day/policies/calculators)
- be prepared to stand in line to check in or to wait while other test takers check in

You can't control the testing situation, but you can control yourself. Stay calm. The supervisors are well trained and make every effort to provide uniform testing conditions, but don't let it bother you if the test doesn't start exactly on time. You will have the allotted amount of time once it does start.

You can think of preparing for this test as training for an athletic event. Once you've trained, prepared, and rested, give it everything you've got.

What items am I restricted from bringing into the test center?

You cannot bring into the test center personal items such as:

- handbags, knapsacks, or briefcases
- water bottles or canned or bottled beverages
- study materials, books, or notes
- pens, pencils, scrap paper, or calculators, unless specifically permitted for the test you are taking (see Calculator Use, at http://www.ets.org/praxis/test_day/policies/calculators)
- any electronic, photographic, recording, or listening devices

Personal items are not allowed in the testing room and will not be available to you during the test or during breaks. You may also be asked to empty your pockets. At some centers, you will be assigned a space to store your belongings, such as handbags and study materials. Some centers do not have secure storage space available, so please plan accordingly.

Test centers assume no responsibility for your personal items.

If you have health-related needs requiring you to bring equipment, beverages or snacks into the testing room or to take extra or extended breaks, you need to request accommodations in advance. Procedures for requesting accommodations are described in the Bulletin Supplement for Test Takers with Disabilities or Health-related Needs (PDF).

Note: All cell phones, smart phones (e.g., Android® devices, iPhones®, etc.), and other electronic, photographic, recording, or listening devices are strictly prohibited from the test center. If you are seen with such a device, you will be dismissed from the test, your test scores will be canceled, and you will forfeit your test fees. If you are seen *using* such a device, the device will be confiscated and inspected. For more information on what you can bring to the test center, visit www.ets.org/praxis/test_day/bring.

Are You Ready?

Complete this checklist to determine whether you are ready to take your test.

- ❒ Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?
- ❒ Have you followed all of the test registration procedures?
- ❒ Do you know the topics that will be covered in each test you plan to take?
- ❒ Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
- ❒ Do you know how long the test will take and the number of questions it contains?
- ❒ Have you considered how you will pace your work?
- ❒ Are you familiar with the types of questions for your test?
- ❒ Are you familiar with the recommended test-taking strategies?
- ❒ Have you practiced by working through the practice questions in this study companion or in a study guide or practice test?
- ❒ If constructed-response questions are part of your test, do you understand the scoring criteria for these questions?
- ❒ If you are repeating a *Praxis* test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

If you answered "yes" to the questions above, your preparation has paid off. Now take the *Praxis* test, do your best, pass it—and begin your teaching career!

9. Understand Your Scores

Understand how tests are scored and how to interpret your test scores

Of course, passing the *Praxis* test is important to you so you need to understand what your scores mean and what your state requirements are.

What are the score requirements for my state?

States, institutions, and associations that require the tests set their own passing scores. Visit www.ets.org/praxis/states for the most up-to-date information.

If I move to another state, will my new state accept my scores?

The *Praxis* tests are part of a national testing program, meaning that they are required in many states for licensure. The advantage of a national program is that if you move to another state that also requires *Praxis* tests, you can transfer your scores. Each state has specific test requirements and passing scores, which you can find at www.ets.org/praxis/states.

How do I know whether I passed the test?

Your score report will include information on passing scores for the states you identified as recipients of your test results. If you test in a state with automatic score reporting, you will also receive passing score information for that state.

A list of states and their passing scores for each test are available online at www.ets.org/praxis/states.

What your *Praxis* scores mean

You received your score report. Now what does it mean? It's important to interpret your score report correctly and to know what to do if you have questions about your scores.

Visit http://www.ets.org/s/praxis/pdf/sample_score_report.pdf to see a sample score report.
To access *Understanding Your Praxis Scores*, a document that provides additional information on how to read your score report, visit www.ets.org/praxis/scores/understand.

Put your scores in perspective

Your score report indicates:

- Your score and whether you passed
- The range of possible scores
- The raw points available in each content category
- The range of the middle 50 percent of scores on the test

If you have taken the same *Praxis* test or other *Praxis* tests over the last 10 years, your score report also lists the highest score you earned on each test taken.

Content category scores and score interpretation

Questions on the *Praxis* tests are categorized by content. To help you in future study or in preparing to retake the test, your score report shows how many raw points you earned in each content category. Compare your "raw points earned" with the maximum points you could have earned ("raw points available"). The greater the difference, the greater the opportunity to improve your score by further study.

Score scale changes

ETS updates *Praxis* tests on a regular basis to ensure they accurately measure the knowledge and skills that are required for licensure. When tests are updated, the meaning of the score scale may change, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years, provided that your state or licensing agency still accepts them.

These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at www.ets.org/praxis/scores/understand
- *The Praxis Passing Scores* (PDF), found at www.ets.org/praxis/scores/understand
- State requirements, found at www.ets.org/praxis/states

Appendix: Other Questions You May Have

Here is some supplemental information that can give you a better understanding of the *Praxis* tests.

What do the *Praxis* tests measure?

The *Praxis* tests measure the specific knowledge and skills that beginning teachers need. The tests do not measure an individual's disposition toward teaching or potential for success, nor do they measure your actual teaching ability. The assessments are designed to be comprehensive and inclusive but are limited to what can be covered in a finite number of questions and question types. Teaching requires many complex skills that are typically measured in other ways, including classroom observation, video recordings, and portfolios.

Ranging from Agriculture to World Languages, there are more than 80 *Praxis* tests, which contain selected-response questions or constructed-response questions, or a combination of both.

Who takes the tests and why?

Some colleges and universities use the *Praxis* Core Academic Skills for Educators tests (Reading, Writing, and Mathematics) to evaluate individuals for entry into teacher education programs. The assessments are generally taken early in your college career. Many states also require Core Academic Skills test scores as part of their teacher licensing process.

Individuals entering the teaching profession take the *Praxis* content and pedagogy tests as part of the teacher licensing and certification process required by many states. In addition, some professional associations and organizations require the *Praxis* Subject Assessments for professional licensing.

Do all states require these tests?

The *Praxis* tests are currently required for teacher licensure in approximately 40 states and United States territories. These tests are also used by several professional licensing agencies and by several hundred colleges and universities. Teacher candidates can test in one state and submit their scores in any other state that requires *Praxis* testing for licensure. You can find details at www.ets.org/praxis/states.

What is licensure/certification?

Licensure in any area—medicine, law, architecture, accounting, cosmetology—is an assurance to the public that the person holding the license possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of teacher licensing, a license tells the public that the individual has met predefined competency standards for beginning teaching practice.

Because a license makes such a serious claim about its holder, licensure tests are usually quite demanding. In some fields, licensure tests have more than one part and last for more than one day. Candidates for licensure in all fields plan intensive study as part of their professional preparation. Some join study groups, others study alone. But preparing to take a licensure test is, in all cases, a professional activity. Because a licensure exam surveys a broad body of knowledge, preparing for a licensure exam takes planning, discipline, and sustained effort.

Why does my state require the *Praxis* tests?

Your state chose the *Praxis* tests because they assess the breadth and depth of content—called the "domain"—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in

each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of teachers.

How were the tests developed?

ETS consulted with practicing teachers and teacher educators around the country during every step of the *Praxis* test development process. First, ETS asked them what knowledge and skills a beginning teacher needs to be effective. Their responses were then ranked in order of importance and reviewed by hundreds of teachers.

After the results were analyzed and consensus was reached, guidelines, or specifications, for the selected-response and constructed-response tests were developed by teachers and teacher educators. Following these guidelines, teachers and professional test developers created test questions that met content requirements and *ETS Standards for Quality and Fairness*.*

When your state adopted the research-based *Praxis* tests, local panels of teachers and teacher educators evaluated each question for its relevance to beginning teachers in your state. During this "validity study," the panel also provided a passing-score recommendation based on how many of the test questions a beginning teacher in your state would be able to answer correctly. Your state's licensing agency determined the final passing-score requirement.

ETS follows well-established industry procedures and standards designed to ensure that the tests measure what they are intended to measure. When you pass the *Praxis* tests your state requires, you are proving that you have the knowledge and skills you need to begin your teaching career.

How are the tests updated to ensure the content remains current?

Praxis tests are reviewed regularly. During the first phase of review, ETS conducts an analysis of relevant state and association standards and of the current test content. State licensure titles and the results of relevant job analyses are also considered. Revised test questions are then produced following the standard test development methodology. National advisory committees may also be convened to review and revise existing test specifications and to evaluate test forms for alignment with the specifications.

How long will it take to receive my scores?

Scores for tests that do not include constructed-response questions are available on screen immediately after the test. Scores for tests that contain constructed-response questions or essays aren't available immediately after the test because of the scoring process involved. Official score reports are available to you and your designated score recipients approximately two to three weeks after the test date for tests delivered continuously, or two to three weeks after the testing window closes for other tests. See the test dates and deadlines calendar at www.ets.org/praxis/register/dates_centers for exact score reporting dates.

Can I access my scores on the web?

All test takers can access their test scores via My *Praxis* Account free of charge for one year from the posting date. This online access replaces the mailing of a paper score report.

The process is easy—simply log into My *Praxis* Account at www.ets.org/praxis and click on your score report. If you do not already have a *Praxis* account, you must create one to view your scores.

Note: You must create a *Praxis* account to access your scores, even if you registered by mail or phone.

**ETS Standards for Quality and Fairness* (2014, Princeton, N.J.) are consistent with the *Standards for Educational and Psychological Testing*, industry standards issued jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (2014, Washington, D.C.).

To search for the *Praxis* test prep resources
that meet your specific needs, visit:

www.ets.org/praxis/testprep

To purchase official test prep made by the creators
of the *Praxis* tests, visit the ETS Store:

www.ets.org/praxis/store

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ETS PRAXIS

The *PRAXIS*® Study Companion

Physics (5266)



ETS Professional Educator PROGRAMS

www.ets.org/praxis

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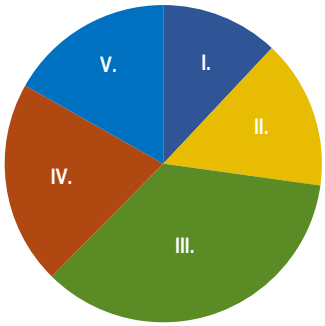
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Physics (5266)

Test at a Glance

The *Praxis*® Physics test is designed to measure knowledge and competencies important for safe and effective beginning practice as a teacher of physics. Test takers have typically completed a bachelor's degree program with appropriate coursework in physics and education.

Test Name	Physics
Test Code	5266
Time	2 hours 30 minutes
Number of Questions	125 selected-response questions
Format	The test consists of a variety of selected-response questions, where you select one or more answer choices and other types of questions. You can review the possible question types in Understanding Question Types.
Test Delivery	Computer Delivered



Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Nature and Impact of Science and Engineering	15	12%
II. Principles and Models of Matter and Energy	19	15%
III. Mechanics	44	35%
IV. Electricity and Magnetism	26	21%
V. Waves	21	17%
Half or more of the questions integrate a Science and Engineering Practice, and approximately one-quarter to one-third of the questions assess content applied to a Task of Teaching of Science.		

About The Test

The Physics test content topics span the physics curriculum, including content related to (I) Nature and Impact of Science and Engineering, (II) Principles and Models of Matter and Energy, (III) Mechanics, (IV) Electricity and Magnetism, and (V) Waves.

The assessment is designed and developed through work with practicing physics teachers, teacher educators, and higher education physics specialists to reflect the science knowledge teachers need to teach the physics curriculum and to reflect state and national standards, including the National Science Teaching Association Preparation Standards for physics. Content and practices measured reflect the Disciplinary Core Ideas (DCIs) and Science and Engineering Practices (SEPs) established by the National Research Council in A Framework for K-12 Science Education and included in the Next Generation Science Standards.

The 125 selected-response questions measure concepts, terms, phenomena, methods, applications, data analysis, and problem solving in science. A full list of the topics covered is provided in Content Topics.

Test takers do not need to use a calculator in taking this test. The periodic table of the elements is available as a Help screen, along with a table of information that presents various physical constants and a few conversion factors among SI units. Whenever necessary, additional values of physical constants are included with the text of a question.

Test takers can expect half or more of the questions on the test to integrate physics content knowledge with one or more of the SEPs, listed under Science and Engineering Practices.

Test takers will also find that approximately one-quarter to one-third of the percent of questions call for application of physics content and processes within a teaching scenario or an instructional task. Such questions—designed to measure applications of physics knowledge to the kinds of decisions and evaluations a teacher must make during work with students, curriculum, and instruction—situate physics content questions in tasks critical for teaching. Below, in Tasks of Teaching Science, is a list of tasks that are a routine part of physics instruction. These tasks, identified based on research on science instruction, have been confirmed by a national committee of teachers and teacher educators as important for effective teaching of secondary science.

This test may contain some questions that will not count toward your score.

Content Topics

This list details the topics that may be included on the test. All test questions cover one or more of these topics.

Discussion Questions

In this section, discussion questions are open-ended questions or statements intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to classroom or real-world situations. We do **not** provide answers for the discussion questions but thinking about the answers will help improve your understanding of fundamental concepts and may help you answer a broad range of questions on the test. Most of the questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. They are written to help you gain increased understanding and facility with the test's subject matter. You may want to discuss these questions with a teacher or mentor.

I. Nature and Impact of Science and Engineering

A. Nature of Science

1. Nature of scientific knowledge
   a. Involves a variety of investigation methods
   b. Based on experimental evidence that is reproducible
   c. Major concepts develop and change over time in light of new evidence
   d. Constructing and testing hypotheses
   e. Explain natural phenomena by using existing models and theories
   f. Developing, using, evaluating, and revising models
   g. Involves process skills, including observing, categorizing, comparing, generalizing, inferring, concluding, and communicating
2. Experimental design, data collection, and analysis
   a. Standard units of measurement, dimensional analysis, and unit conversion
   b. Scientific notation
   c. Vector and scalar quantities including vector addition (graphical and mathematical)
   d. Experimental design, including developing and using models, identifying variables, planning data collection, and supporting the testing of the hypothesis
   e. Processing data using mathematical and computational thinking, organizing data, and reporting data
   f. Error analysis, including accuracy and precision, means, and percent error
   g. Identifying sources and effects of error
   h. Interpreting and drawing conclusions from data
3. Laboratory procedures
   a. Appropriate preparation, use, storage, and disposal of materials

b. Appropriate use of laboratory and measurement equipment, including selection, calibration, and maintenance

c. Safety procedures and precautions for the laboratory

B. Science, Engineering, Technology, Society, and the Environment

1. Interdependence of science, engineering, and technology
   a. Engineering advances lead to important discoveries in science (e.g., telescopes, lasers, super collider)
   b. Science and technology drive each other forward (e.g., in communications with wireless devices, in medicine with imaging, in transportation with superconductors and magnetic levitation)
   c. Ethics, values, and social and cultural circumstances impact how scientific advances are utilized
2. Application of the engineering design process to the physics classroom
   a. Defining problems, including identifying the criteria and the constraints
   b. Designing solutions, including proposing and evaluating in terms of criteria, constraints, and limitations
   c. Optimizing the design, including systematic modification and refinement
3. Real-world environmental and societal problems impacted by technology or subject to solution through engineering design
   a. Environmental (e.g., climate change, ozone layer depletion, noise pollution)
   b. Sustainability (e.g., production, reduction, reusing, and recycling of consumer goods)
   c. Energy (e.g., renewable and nonrenewable energy resources)

Discussion Questions: Nature and Impact of Science and Engineering

- Be able to present a scientific argument with supporting data.
- Be able to explain the difference between a hypothesis and a theory.
- Be able to determine and control the parameters of measuring devices.
- Be familiar with expressing numbers in scientific notation.
- Be proficient with the use of significant figures.
- Be able to determine the number of significant digits from various measurement instruments.
- Be able to develop mathematical and graphical representations of experimental data.
- Be able to explain what is meant by the greenhouse effect.
- Be able to identify the environmental reasons underlying the development of new refrigerants.
- Be able to describe the procedures to be followed when discarding consumer products.

- Be able to identify the factors that must be taken into consideration when discarding nuclear waste.
- Be familiar with the applications of lasers in daily life.

II. Principles and Models of Matter and Energy

A. Conceptual Understanding of Atomic and Nuclear Structure and Processes

1. Atomic and subatomic structures
   a. Atomic components (protons, neutrons, and electrons)
   b. Bohr model
2. Relationship between atomic spectra and electron energy levels
   a. Electron energy transitions in atoms
   b. Absorption and emission spectra
3. Characteristics and effects of nuclear processes
   a. Radioactivity and radioactive decay processes, including half-life
   b. Alpha particles, beta particles, and gamma radiation
   c. Fission and fusion (conservation of mass energy, charge, and nucleons)
4. Basic quantum physics
   a. Wave-particle duality of matter and electromagnetic energy
   b. Photoelectric effect

B. Relationships Between Energy and Matter

1. Temperature, forms of energy, heating, and heat capacity
   a. Temperature as a measure of average kinetic energy
   b. Distinguish between temperature, heating, and thermal energy
   c. Heat capacity, specific heat, and latent heat
   d. Thermal mechanisms of energy transfer (conduction, convection, radiation)
   e. Meaning and use of different temperature scales (Kelvin, Celsius, Fahrenheit)
2. Conceptual relationships of thermodynamics to physical processes
   a. Conservation of energy for thermal processes (first law)
   b. Entropy does not decrease in a closed system (second law)
   c. Absolute zero (third law)
   d. Thermal equilibrium (zeroth law)

Discussion Questions: Principles and Models of Matter and Energy

- Be familiar with the assumptions of the Bohr model of the atom.
- Be familiar with the Bohr expression for the frequency of the light emitted or absorbed when an electron makes a transition between two energy levels.
- Be able to distinguish between nuclear fission and nuclear fusion.
- Be able to explain why energy is released during the fusion of two deuterium nuclei.

- Be able to determine the amount of radioactive substance left after a specified number of half-lives have elapsed.
- Be able to identify the daughter nucleus that results from the alpha decay of a nucleus of an atom.
- Be able to describe the relationship between the frequency of light incident on a metal and the energy of the ejected photoelectrons.
- Be able to describe the difference between heat and temperature.
- Be able to explain how the concepts of mass and energy are integrated.
- Be able to determine the amount of thermal energy needed for a given amount of ice at zero degrees Celsius to change to a gaseous state at 100 degrees Celsius.
- Be able to explain why metal feels cooler to the touch than wood at the same temperature.
- Be able to make calculations involving the ideal gas law.
- Be able to calculate the work done during the isothermal expansion of an ideal gas.
- Be able to describe the relationship between internal energy and the first law of thermodynamics.
- Be able to describe the relationship between entropy and the second law of thermodynamics.

III. Mechanics

A. Basic Concepts and Applications of Forces and Motion

1. Description of motion
   a. Properties of scalar quantities (e.g., distance, mass, speed, time, energy)
   b. Properties of vector quantities (e.g., displacement, velocity, acceleration, force, momentum)
   c. Linear motion
   d. Two-dimensional motion (e.g., projectile motion)
   e. Graphical analysis of motion
   f. Circular motion
   g. Simple harmonic motion
2. Frames of reference and their applications
   a. Frames of reference (coordinate systems, inertial reference frames)
   b. Relative velocity
3. Newton's laws of motion
   a. First law (mass, inertia, inertial reference frame)
   b. Second law (net force, mass, acceleration)
   c. Third law
4. Gravitation
   a. Newton's law of universal gravitation
   b. Satellites and orbital motion
   c. Acceleration due to gravity and gravitational field
5. Weight, mass, and density
   a. Relationship between weight and mass

   b. Relationship between density and mass
6. Kepler's laws of orbital motion
   a. First law (elliptical orbits)
   b. Second law (equal areas in equal times)
   c. Third law (relationship between orbital period and mean orbital radius)
7. Basic fluid mechanics
   a. Fluid statics (buoyancy, density, pressure)
   b. Fluid dynamics (Bernoulli's principle and the continuity equation)

B. Advanced Concepts and Applications in Mechanics

1. Friction
   a. Normal force and frictional force
   b. Coefficients of static and kinetic friction Mechanisms of evolution
2. Uniform circular motion
   a. Net force directed toward the center
   b. Centripetal acceleration
3. Harmonic motion
   a. Restoring force (Hooke's law)
   b. Period, frequency, amplitude
   c. Pendulums and spring oscillation
4. Energy
   a. Mechanical energy (kinetic and potential)
   b. Conservation of energy, including energy transfers and transformations
   c. Work and power
5. Linear momentum and impulse
   a. Center of mass
   b. Linear momentum and its conservation
   c. Change in momentum (impulse)
6. Rotational motion
   a. Angular displacement, velocity, and acceleration
   b. Angular momentum and conservation of angular momentum
   c. Rotational inertia (moment of inertia)
   d. Torque
   e. Static equilibrium
7. Collisions
   a. Elastic and inelastic collisions
   b. Conservation of momentum
   c. Conservation of mechanical energy
   d. Collisions in one and two dimensions

Discussion Questions: Mechanics

- Be able to determine distance, displacement, average speed, average velocity, and average acceleration for an object in motion.
- Be able to determine the magnitude and direction of the resultant of two vectors.
- Be able to calculate the magnitude and direction of the vector from the cross product of two vectors A and B.
- Be able to describe in graphical form the position, velocity, and acceleration of an object that is thrown vertically upward and returns to its starting point.

- Be able to determine displacement, distance, velocity, and acceleration from graphs of position versus time, velocity versus time, and acceleration versus time.
- Be able to calculate the horizontal and vertical components of velocity for a projectile.
- Be able to identify, compare, and sum the forces acting on a block that is accelerating or moving at constant velocity on a rough horizontal surface, including the reaction forces.
- Be able to explain why gymnasts performing on a balance beam raise their arms to regain their balance.
- Be familiar with the coefficients of static, kinetic, and rolling friction.
- Be able to determine the coefficient of kinetic friction for a box sliding down an inclined plane at constant speed.
- Be able to calculate the centripetal force acting on an object moving at constant speed in a circular path.
- Be able to calculate the period and frequency of a simple pendulum or a spring in simple harmonic motion.
- Be able to plot the potential energy, kinetic energy, and total mechanical energy of a linear harmonic oscillator as a function of position.
- Be able to describe the changes that occur to the moment of inertia, angular momentum, and rotational kinetic energy of a student who extends their arms outward from an initial downward position while rotating about a vertical axis on a frictionless platform.
- Be able to apply the principles of conservation of momentum and energy to predict the results of collisions between objects in one or two dimensions.
- Be able to use the law of conservation of energy to predict the energy transformations of a bungee-cord jumper.
- Be able to calculate the gravitational force between two masses separated by a certain distance.
- Be able to determine the acceleration and period of a satellite in circular orbit about Earth.
- Be able to describe the relationship between a planet's period about the Sun and its mean distance from the Sun.
- Be able to calculate the buoyant force acting on an object.

IV. Electricity and Magnetism

A. Electricity

1. Electrostatics
   a. Electric charge and induced charge
   b. Conservation of charge, including charge transfer
   c. Coulomb's law and point charges
   d. Electric forces and electric fields
   e. Electric potential, energy, and potential difference
2. Conductors and insulators
   a. Electrical properties
   b. Material examples
3. Properties and relationships involving electric current and capacitance

   a. Current, resistance, potential difference, and resistivity
   b. Ohm's law
   c. Energy and power
   d. Direct current and alternating current
   e. Capacitance and capacitors
4. Analysis of simple and combination circuits
   a. Series, parallel, and combination circuits
   b. Ohm's law
   c. Equivalent resistance and capacitance
   d. Kirchhoff's laws
   e. Power
5. Generation of electrical potential
   a. Sources (Batteries, photocells, generators)
   b. Electromotive force (EMF)

B. Magnetism

1. Magnetic fields, forces, and materials
   a. Magnetic field and magnetic flux
   b. Magnetic force
   c. Magnets (bar magnets and poles, permanent magnets, electromagnets)
   d. Transformers, motors, and generators
   e. Direction of fields and forces (right-hand rules)
   f. Magnetic field generated by steady current (Biot-Savart law)
   g. Force between current-carrying wires
   h. Force on moving charges in magnetic fields (Lorentz force)
2. Basic conceptual relationships between electric fields and magnetic fields
   a. Magnetic field caused by changing electric field (Ampere's law)
   b. Direction of induced current caused by changing magnetic field (Lenz's law)
   c. Induced EMF (Faraday's law of induction)
   d. EMF (due to motion of conductor)

Discussion Questions: Electricity and Magnetism

- Be able to calculate the electrostatic force between two point charges separated by a certain distance.
- Be able to determine the electric field and electric potential at a point midway between two point charges.
- Be able to determine the electric potential energy of a simple configuration of point charges.
- Be able to calculate the power dissipated by a resistor in a circuit.
- Be able to describe how the resistivity of a wire depends on its length and cross-sectional area.
- Be able to calculate the equivalent capacitance of two capacitors connected in series or two capacitors connected in parallel.
- Be able to calculate the capacitance of a parallel-plate capacitor.
- Be familiar with the effect of a dielectric on the capacitance of a parallel-plate capacitor.
- Be able to calculate the equivalent resistance of two resistors

connected in series or two resistors connected in parallel.
- Be able to calculate the current in a circuit consisting of series and parallel combinations of resistors.
- Be able to describe how to measure the resistance of a resistor in a circuit using a voltmeter and an ammeter.
- Be able to determine the magnitude and direction of the electric field needed to allow an electron to travel eastward undeflected in Earth's magnetic field.
- Be able to determine the magnitude and direction of the resultant magnetic field at a point midway between two long, parallel wires carrying currents in opposite directions and separated by a certain distance.
- Be able to determine the magnitudes and directions of the magnetic forces on two long, parallel current-carrying wires.
- Be able to determine the direction of the current induced in a metal rod that is aligned east-west and is dropped in Earth's magnetic field.

V. Waves

A. Conceptual Understanding of Wave Characteristics and Phenomena

1. Types of waves and their characteristics
   a. Transverse and longitudinal
   b. Mechanical and electromagnetic
   c. Relationships between amplitude, wavelength, frequency, period, speed of propagation, and energy
   d. Superposition and phase
   e. Intensity
   f. Spherical and plane waves
   g. Standing waves
2. Wave phenomena
   a. Reflection, refraction (including Snell's law), and total internal reflection
   b. Diffraction, interference and Young's double-slit interference experiment
   c. Polarization
   d. Scattering, absorption, dispersion, and transmission
   e. Resonance and natural frequencies, harmonics
   f. Doppler effect (moving source or observer)

B. Electromagnetic Waves, Sound, and Geometric Optics

1. Electromagnetic waves and the electromagnetic spectrum
   a. Electromagnetic waves (electric and magnetic fields, speed of light, energy)
   b. Electromagnetic spectrum (radio waves, microwaves, infrared, visible, ultraviolet, x-rays, gamma rays)
   c. The visible spectrum (red, orange, yellow, green, blue, violet)
   d. Applications of the Doppler effect involving electromagnetic waves

2. Sound
   a. Compression waves
   b. Speed of sound (sonic boom and sound barrier)
   c. Pitch (frequency) and loudness (intensity)
   d. Beats
   e. Resonance (open and closed pipes; strings)
   f. Applications of Doppler effect involving sound
3. Geometric optics
   a. Ray tracing
   b. Focal point, image distance, image size and magnification, real versus virtual image, image orientation
   c. Lenses (converging and diverging)
   d. Mirrors (plane, convex, concave)
   e. Simple instruments (magnifying glass, telescope, microscope, prisms)

Discussion questions: Waves

- Be able to explain why the sky appears blue.
- Be able to explain why colors are observed when sunlight falls on a soap bubble or an oil slick.
- Be able to calculate the fundamental frequency and harmonics of an organ pipe that is closed at one end.
- Be familiar with the procedures for ray tracing.
- Be able to locate and describe the image formed when an object is placed 50 centimeters in front of a thin converging lens of focal length 20 centimeters.

Science and Engineering Practices

The SEPs represent eight practices that scientists and engineers—and students and teachers—use to investigate the world and to design and build systems. Many test questions will integrate one or more of these practices.

1. Asking questions (for science) and defining problems (for engineering)
   - Ask questions that arise from careful observation of phenomena, models, or unexpected results, to clarify and/or seek additional information.
   - Ask questions that arise from examining models or a theory, to clarify and/or seek additional information and relationships.
   - Ask questions to determine relationships, including quantitative relationships, between independent and dependent variables.
   - Ask questions to clarify and refine a model, an explanation, or an engineering problem.
   - Ask questions that can be investigated within the scope of the school laboratory, research facilities, or field (e.g., outdoor environment) with available resources and, when appropriate, frame a hypothesis based on a model or theory.
   - Ask and/or evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set, or the suitability of a design.
   - Define a design problem that can be solved through the development of an object, tool, process or system

and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.

2. Developing and using models
   - Evaluate merits and limitations of two different models of the same proposed tool, process, mechanism, or system in order to select or revise a model that best fits the evidence or design criteria.
   - Design a test of a model to ascertain its reliability.
   - Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or between components of a system.
   - Develop and/or use multiple types of models to provide mechanistic accounts and/or predict phenomena, and move flexibly between model types based on merits and limitations.
   - Develop a complex model that allows for manipulation and testing of a proposed process or system.
   - Develop and/or use a model (including mathematical and computational) to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems.
3. Planning and carrying out investigations
   - Plan an investigation or test a design individually and collaboratively to produce data to serve as the basis for evidence as part of building and revising models, supporting explanations for phenomena, or testing solutions to problems. Consider possible confounding variables or effects and evaluate the investigation's design to ensure variables are controlled.
   - Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly.
   - Plan and conduct an investigation or test a design solution in a safe and ethical manner including considerations of environmental, social, and personal impacts.
   - Select appropriate tools to collect, record, analyze, and evaluate data.
   - Make directional hypotheses that specify what happens to a dependent variable when an independent variable is manipulated.
   - Manipulate variables and collect data about a complex model of a proposed process or system to identify failure points or improve performance relative to criteria for success or other variables.
4. Analyzing and interpreting data
   - Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.

- Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible.
- Consider limitations of data analysis (e.g., measurement error, sample selection) when analyzing and interpreting data.
- Compare and contrast various types of data sets (e.g., self-generated, archival) to examine consistency of measurements and observations.
- Evaluate the impact of new data on a working explanation and/or model of a proposed process or system.
- Analyze data to identify design features or characteristics of the components of a proposed process or system to optimize it relative to criteria for success.

5. Using mathematics and computational thinking
   - Create and/or revise a computational model or simulation of a phenomenon, designed device, process, or system.
   - Use mathematical, computational, and/or algorithmic representations of phenomena or design solutions to describe and/or support claims and/or explanations.
   - Apply techniques of algebra and functions to represent and solve scientific and engineering problems.
   - Use simple limit cases to test mathematical expressions, computer programs, algorithms, or simulations of a process or system to see if a model "makes sense" by comparing the outcomes with what is known about the real world.
   - Apply ratios, rates, percentages, and unit conversions in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m^3, acre-feet, etc.).
6. Constructing explanations (for science) and designing solutions (for engineering)
   - Make a quantitative and/or qualitative claim regarding the relationship between dependent and independent variables.
   - Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
   - Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects.
   - Apply scientific reasoning, theory, and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.
   - Design, evaluate, and/or refine a solution to a complex real-world

problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.

7. Engaging in argument from evidence
   - Compare and evaluate competing arguments or design solutions in light of currently accepted explanations, new evidence, limitations (e.g., trade-offs), constraints, and ethical issues.
   - Evaluate the claims, evidence, and/or reasoning behind currently accepted explanations or solutions to determine the merits of arguments.
   - Respectfully provide and/or receive critiques on scientific arguments by probing reasoning and evidence and challenging ideas and conclusions, responding thoughtfully to diverse perspectives, and determining what additional information is required to resolve contradictions.
   - Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.
   - Make and defend a claim based on evidence about the natural world or the effectiveness of a design solution that reflects scientific knowledge, and student-generated evidence.
   - Evaluate competing design solutions to a real-world problem based on scientific ideas and principles, empirical evidence, and/or logical arguments regarding relevant factors (e.g. economic, societal, environmental, ethical considerations).
8. Obtaining, evaluating, and communicating information
   - Critically read scientific literature adapted for classroom use to determine the central ideas or conclusions and/or to obtain scientific and/or technical information to summarize complex evidence, concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
   - Compare, integrate and evaluate sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a scientific question or solve a problem.
   - Gather, read, and evaluate scientific and/or technical information from multiple authoritative sources, assessing the evidence and usefulness of each source.
   - Evaluate the validity and reliability of and/or synthesize multiple claims, methods, and/or designs that appear in scientific and technical texts or media reports, verifying the data when possible.
   - Communicate scientific and/or technical information or ideas (e.g. about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).

Tasks of Teaching Science

This list includes instructional tasks that teachers engage in that are essential for effective Physics teaching. Many test questions will measure content through application to one or more of these tasks.

Scientific Instructional Goals, Big Ideas, and Topics

1. Selecting or sequencing appropriate instructional goals or big ideas for a topic
2. Identifying the big idea or instructional goal of an instructional activity
3. Choosing which science ideas or instructional activities are most closely related to a particular instructional goal
4. Linking science ideas to one another and to particular activities, models, and representations within and across units

Scientific Investigations and Demonstrations

5. Selecting investigations or demonstrations, including virtual, that facilitate understanding of disciplinary core ideas, scientific practices, or crosscutting concepts
6. Evaluating investigation questions for quality (e.g., testable, empirical)
7. Determining the variables, techniques, or tools that are appropriate for use by students to address a specific investigation question
8. Critiquing scientific procedures, data, observations, or results for their quality, accuracy, or appropriateness
9. Supporting students in generating questions for investigation or identifying patterns in data and observations

Scientific Resources (texts, curriculum materials, journals, and other print and media-based resources)

10. Evaluating instructional materials and other resources for their ability to address scientific concepts; engage students with relevant phenomena; develop and use scientific ideas; promote students' thinking about phenomena, experiences, and knowledge; take account of students' ideas and background; and assess student progress
11. Choosing resources that support the selection of accurate, valid, and appropriate goals for science learning

Student Ideas (including common misconceptions, alternate conceptions, and partial conceptions)

12. Analyzing student ideas for common misconceptions regarding intended scientific learning
13. Selecting diagnostic items and eliciting student thinking about scientific ideas and practices to identify common student misconceptions and the basis for those misconceptions
14. Developing or selecting instructional moves, approaches, or representations that provide evidence about common student misconceptions and help students move toward a better understanding of the idea, concept, or practice

Scientific Language, Discourse, Vocabulary, and Definitions

15. Selecting scientific language that is precise, accurate, grade-appropriate, and illustrates key scientific concepts
16. Anticipating scientific language and vocabulary that may be difficult for students
17. Modeling the use of appropriate verbal and written scientific language in critiquing arguments or explanations, in describing observations, or in using evidence to support a claim, etc.
18. Supporting and critiquing students' participation in and use of verbal and written scientific discourse and argumentation

Scientific Explanations (includes claim, evidence, and reasoning)

19. Critiquing student-generated explanations or descriptions for their generalizability, accuracy, precision, or consistency with scientific evidence
20. Selecting explanations of natural phenomena that are accurate and accessible to students

Scientific Models and Representations (analogies, metaphors, simulations, illustrations, diagrams, data tables, performances, videos, animations, graphs, and examples)

21. Evaluating or selecting scientific models and representations that predict or explain scientific phenomena or address instructional goals
22. Engaging students in using, modifying, creating, and critiquing scientific models and representations that are matched to an instructional goal
23. Evaluating student models or representations for evidence of scientific understanding
24. Generating or selecting diagnostic questions to evaluate student understanding of specific models or representations
25. Evaluating student ideas about what makes for good scientific models and representations

Physics (5266) Sample Test Questions

The sample questions that follow represent a number of the types of questions and topics that appear on the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or incomplete statements below is followed by suggested answers or completions. Select the one that is best in each case.

1. A teacher is preparing a classroom demonstration. Of the following, which **TWO** should the teacher use as examples of material with high electrical conductivity?

   (A) Copper
   (B) Distilled water
   (C) Hard rubber
   (D) Stainless steel

2. Based on Snell's law, which **THREE** of the following are true about a ray of visible light that travels obliquely from air into glass?

   (A) The wavelength of the light increases.
   (B) The speed of the light decreases.
   (C) The frequency of the light remains the same.
   (D) The light ray bends toward the normal.

3. Which of the following is true about the production of electricity by means of nuclear power?

   (A) It causes carbon dioxide to be emitted in large amounts into the atmosphere.
   (B) Radioactive waste is produced as a by-product and must be disposed of safely.
   (C) It is much less efficient than other methods of producing electricity.
   (D) It involves nuclear fusion as the primary energy source for producing electricity.

4. A teacher explains that in the photoelectric effect, light incident on the surface of a metal results in the emission of electrons from the surface. Which of the following student statements after the lesson indicates the best understanding about the photoelectric effect?

   (A) The incident light must be above a threshold frequency for electrons to be emitted.
   (B) The work function of the metal surface must be equal to zero for electrons to be emitted.
   (C) The number of electrons emitted is independent of the intensity of the incident light.
   (D) The energy of the emitted electrons increases with an increase in the wavelength of the incident light.

5. A large rock is dropped from rest from the edge of a cliff that is 200 m above the surface of the ocean. How long does it take for the rock to hit the water? (Note: Ignore air resistance and assume $g = 10$ m/s^2).

   (A) $2\sqrt{5}$ s
   (B) 5 s
   (C) $2\sqrt{10}$ s
   (D) 20 s

6. Object 1 has kinetic energy K_1. Object 2 has 4 times the mass and $1/4$ the speed of object 1. What is the kinetic energy K_2 of object 2?

   (A) $K_2 = \frac{1}{16}K_1$
   (B) $K_2 = \frac{1}{4}K_1$
   (C) $K_2 = K_1$
   (D) $K_2 = 4K_1$

7. The electrostatic force between two point charges, q_1 and q_2, is F_1. If the distance R between the two charges is decreased to 1/3 R, what is the force F_2 between the charges?

   (A) $F_2 = 9F_1$
   (B) $F_2 = 3F_1$
   (C) $F_2 = F_1$
   (D) $F_2 = \frac{1}{9}F_1$

8. What is the speed of a wave if the wave crests are 4 meters apart and the period of the wave is 2 seconds?

   (A) 0.5 m/s
   (B) 2 m/s
   (C) 4 m/s
   (D) 8 m/s

9. Which of the following scientists first proposed the concept of matter waves?

   (A) Bohr
   (B) Einstein
   (C) Planck
   (D) de Broglie

10. The Bohr model was successful at explaining which of the following?

    (A) Electromagnetic induction
    (B) Wave-particle duality
    (C) Expansion of the universe
    (D) Emission and absorption spectra of hydrogen

11. A person, starting at point A, walks 300 m directly north. The person then turns and walks 400 m directly east, stopping at point B. What is the displacement of the person between points A and B?

    (A) 100 m
    (B) 350 m
    (C) 500 m
    (D) 700 m

12. A block of mass m is sliding at constant speed v down a ramp inclined at an angle θ with respect to level ground. The magnitude of the frictional force acting on the block is equal to which of the following? (Note: g is the acceleration due to gravity.)

    (A) 0
    (B) $m\upsilon$
    (C) mg
    (D) $mg\sin\theta$

13. According to kinetic molecular theory, the average translational kinetic energy of the particles of an ideal gas is proportional to which of the following properties of the gas?

    (A) Pressure
    (B) Absolute temperature
    (C) Volume
    (D) Entropy

14. A projectile is launched upward at a $45°$ angle relative to level ground. In the absence of air resistance, which of the following statements is true about the projectile at all points along its path of motion?

    (A) The net force acting on the projectile is equal to zero.
    (B) The only force acting on the projectile is the force of gravity.
    (C) The speed of the projectile is constant.
    (D) The acceleration of the projectile is equal to zero.

15. A simple pendulum that has a period T on Earth's surface is transported to the surface of a planet where the force of gravity is twice as great as the force of gravity on Earth. What is the period of the pendulum on the planet? (Note: Assume air resistance is negligible on both planets.)

    (A) $2T$
    (B) T
    (C) $\frac{T}{\sqrt{2}}$
    (D) $\frac{T}{2}$

16. After a lesson about electromagnetic induction, students are asked to name a device that transforms mechanical energy into electrical energy. Which of the following student responses indicates a good understanding about electromagnetic induction?

    (A) A transformer
    (B) A generator
    (C) A motor
    (D) A solar cell

17. Of the following regions of the electromagnetic spectrum, which has waves with the highest frequencies?

    (A) X-ray
    (B) Radio
    (C) Visible
    (D) Ultraviolet

X	*Y*
2.0	0.50
3.0	0.33
4.0	0.25
5.0	0.20

18. In a lab experiment, students were asked to determine the relationship between two variables *X* and *Y*. Based on the experimental data in the preceding table, which of the following student conclusions about the relationship between the two variables is correct?

    (A) *X* and *Y* have a direct linear relationship.
    (B) *X* and *Y* have an inverse linear relationship.
    (C) *X* and *Y* have a direct nonlinear relationship.
    (D) *X* and *Y* have an inverse nonlinear relationship.

19. The transfer of thermal energy through a vacuum by means of electromagnetic wave propagation is known as

    (A) radiation
    (B) convection
    (C) absorption
    (D) conduction

20. A satellite of mass *m* is in a circular orbit of radius *R* around Earth. What is the orbital speed of the satellite? (Note: M_E is the mass of Earth and *G* is the universal constant.)

    (A) 0

    (B) $\sqrt{\frac{GM_E}{R}}$

    (C) $\sqrt{\frac{GmM_E}{R^2}}$

    (D) $\sqrt{GM_ER}$

21. In a lesson about Kepler's laws, a teacher explains that Earth takes 1 year to make a complete revolution around the Sun and that Jupiter has an orbital radius slightly greater than 5 times the orbital radius of Earth. The students are asked to predict how long it takes Jupiter to make a complete revolution around the Sun. Which of the following student responses is best?

    (A) $\sqrt{5}$ years
    (B) 5 years
    (C) $5\sqrt{5}$ years
    (D) 25 years

22. How much power is dissipated by a 4.0-ohm resister connected in series to a 12-volt battery?

    (A) 3.0 watts
    (B) 12 watts
    (C) 36 watts
    (D) 72 watts

23. A 2-ohm resistor and a 4-ohm resistor are connected in parallel to an ideal 12-volt battery to form a closed circuit. What is the current supplied by the battery?

    (A) 2 amps
    (B) 6 amps
    (C) 9 amps
    (D) 16 amps

24. Which of the following phenomena is an example of the Doppler effect?

    (A) Diffraction of electrons
    (B) Emission and absorption spectra of hydrogen
    (C) Blackbody radiation
    (D) Redshift of light from distant galaxies

25. Of the following devices, which would be the best choice for a teacher to use in a lesson about the photoelectric effect?

    (A) Camera
    (B) Telescope
    (C) LED lightbulb
    (D) Automatic door opener

26. The first law of thermodynamics is a relationship involving which of the following quantities?

    (A) Internal energy, heat, and work
    (B) Force, mass, and acceleration
    (C) Voltage, current, and resistance
    (D) Pressure, volume, and temperature

27. After a lesson about buoyancy, students are asked to indicate a property of an object that determines whether the object will float or sink in water. Which of the following student responses identifies a property of the object that determines its buoyancy?

    (A) Density
    (B) Inertia
    (C) Volume
    (D) Weight

28. After a lesson about angular momentum, which of the following student claims about the angular momentum of a rotating object is true?

    (A) The angular momentum is always conserved.
    (B) The angular momentum decreases as the speed of rotation of the object increases.
    (C) The angular momentum depends on the mass of the rotating object.
    (D) The angular momentum is equal to the kinetic energy of a rotating object.

29. A block of mass *m*, moving to the right with speed v along a frictionless surface, collides with and sticks to a second block of mass $2m$ that is initially at rest. With what speed and in what direction do the blocks move after the collision?

    (A) $\frac{1}{3}v$ to the right
    (B) $\frac{1}{3}v$ to the left
    (C) $\frac{1}{2}v$ to the right
    (D) $\frac{1}{2}v$ to the left

30. An electron moving with velocity **v** enters a region in which the magnetic field **B** is perpendicular to the velocity of the electron. The magnetic force on the electron in the region is

    (A) equal to zero
    (B) parallel to **v**
    (C) parallel to **B**
    (D) perpendicular to both **v** and **B**

31. According to which of the following laws does a changing magnetic flux through a closed circuit induce an electromotive force in that circuit?

    (A) Gauss's law
    (B) Coulomb's law
    (C) Faraday's law
    (D) Lorentz force law

32. An organ pipe of length *L*, open at both ends, will vibrate at a fundamental frequency equal to which of the following? (Note: v_s is the speed of sound in air.)

(A) $\frac{v_s}{4L}$

(B) $\frac{v_s}{2L}$

(C) $\frac{v_s}{L}$

(D) $\frac{2v_s}{L}$

Physics (5266) Answers

1. **Options (A) and (D) are correct.** Copper and stainless steel (an alloy of iron) are both good conductors of electricity.

Content	IV A
Science and Engineering	3
Task of Teaching	1

2. **Options (B), (C) and (D) are correct.** The index of refraction of a medium is defined as the ratio of the speed of light in a vacuum to the speed of light in that medium. Glass has a higher index of refraction than air, which means that the speed of the visible light is less in the glass. The frequency is not affected by the medium and remains the same. According to Snell's law, the light ray will bend toward the normal. Since the speed of the light is equal to the wavelength multiplied by the frequency, the wavelength does not increase but decreases.

Content	V A
Science and Engineering	2

3. **Option (B) is correct.** Radioactive waste is a by-product of a nuclear power plant and must be disposed of safely. Nuclear power plants use nuclear fission as the primary energy source.

Content	I B

4. **Option (A) is correct.** There is a minimum frequency of the incident light, known as the threshold frequency, below which electrons will not be emitted.

Content	II A
Science and Engineering	6

5. **Option (C) is correct.** From kinematics, the distance traveled *y* is found from $y = y_0 + v_0 t + \frac{1}{2} g t^2$. Since $v_0 = 0$ and assuming that the distance traveled *y* is 200 m and that the initial starting point y_0 is 0, then $y = 200\ \text{m} = \frac{1}{2} g t^2$. Solving for *t* gives $t = \sqrt{\frac{2 \times 200\ \text{m}}{10\ \text{m/s}^2}} - \sqrt{40}\ \text{s} - 2\sqrt{10}\ \text{s}$.

Content	III A
Science and Engineering	5

6. **Option (B) is correct.** $K_2 = \frac{1}{2} m_2 v_2^2 = \frac{1}{2} 4 m_1 \times \left(\frac{1}{4} v_1\right)^2 = \frac{1}{8} m_1 \times v_1^2 = \frac{1}{4} K_1$

Content	III B
Science and Engineering	1
Task of Teaching	1

7. **Option (A) is correct.** According to Coulomb's law, the electrostatic force between the two point charges separated by a distance *R* is $F_1 = \frac{1}{4\pi\varepsilon_0} \times \frac{q_1 q_2}{R^2}$. If the distance is decreased to 1/3 *R*, the force between the charges is $F_2 = \frac{1}{4\pi\varepsilon_0} \times \frac{q_1 q_2}{(R/3)^2} = 9F_1$.

Content	IV A
Science and Engineering	1

8. **Option (B) is correct.** The speed is found from $v = \lambda \times f$, where λ is the wavelength or distance between wave crests and *f* is the frequency of the wave. The frequency is found from the period from $f = \frac{1}{\text{period}} = \frac{1}{2\ \text{s}} = 0.5\ \text{s}^{-1}$. Thus the speed of the wave is $v = \lambda \times f = 4\ \text{m} \times 0.5\ \text{s}^{-1} = 2\ \text{m/s}$

Content	V A
Science and Engineering	5

9. **Option (D) is correct.** Louis de Broglie first proposed that all matter has wave properties.

Content	I A

10. **Option (D) is correct.** The Bohr model of the atom, which introduced the concept of discrete atomic energy levels, was able to explain the emission and absorption spectra of hydrogen.

Content	II A
Science and Engineering	2

11. **Option (C) is correct.** The person's path from point A to point B consists of two sides of a 3-4-5 right triangle of lengths $300\ \text{m}$ and $400\ \text{m}$. The displacement of the person is equal to the length of the hypotenuse of the triangle, which is $500\ \text{m}$, since $(300\ \text{m})^2 + (400\ \text{m})^2 = (500\ \text{m})^2$ for the triangle.

Content	III A
Science and Engineering	5

12. **Option (D) is correct.** The block is moving at constant speed down the ramp, which means that the net force on the block is equal to zero. Thus, the frictional force must be equal in magnitude to the component of the weight of the block that is directed along the ramp, or $mg\sin\theta$.

Content	III B
Science and Engineering	5

13. **Option (B) is correct.** For an ideal gas, the average translational kinetic energy of the gas particles is proportional to absolute temperature, since it is equal to $\frac{3}{2}kT$, where k is Boltzmann's constant and T is the absolute temperature.

Content	II B
Science and Engineering	6

14. **Option (B) is correct.** In the absence of air resistance, gravity is the only force acting on the projectile at all points along its path of motion.

Content	III A
Science and Engineering	7

15. **Option (C) is correct.** The correct answer is (C). The period T of a simple pendulum is given by $T = 2\pi\sqrt{\frac{L}{g}}$, in which L is the length of the pendulum and g is the acceleration due to gravity. On the planet, the period of the pendulum is T_{planet} and acceleration due to gravity is g_{planet}. Thus, on the planet the period of the pendulum is found from $T_{\text{planet}} = 2\pi\sqrt{\frac{L}{g_{\text{planet}}}} = 2\pi\sqrt{\frac{L}{2g}} = \frac{T}{\sqrt{2}}$.

Content	III B
Science and Engineering	1

16. **Option (B) is correct.** A generator converts mechanical energy into electrical energy by means of electromagnetic induction.

Content	IV B
Science and Engineering	4

17. **Option (A) is correct.** Of the listed regions of the electromagnetic spectrum, waves in the x-ray region have the highest frequencies.

Content	V B

18. **Option (D) is correct.** The relationship between X and Y is expressed in the equation $Y = k\frac{1}{x}$, where k is a constant. A plot of the data will yield a curve that indicates a nonlinear relationship.

Content	I A
Science and Engineering	4
Task of Teaching	2

19. **Option (A) is correct.** Radiation is the transfer of thermal energy through a vacuum by means of electromagnetic waves.

Content	II B

20. **Option (B) is correct.** For circular motion in a gravitational field, the centripetal force on the satellite is equal to the gravitational force on the satellite, which is found from $F = \frac{mv^2}{R} = \frac{GmM_E}{R^2}$. Solving for the orbital speed gives $v = \sqrt{\frac{GM_E}{R}}$.

Content	III A
Science and Engineering	5

21. **Option (C) is correct.** According to Kepler's third law, the square of the orbital period T of a planet is proportional to the cube of its semimajor axis R. The constant of proportionality is the same for all of the planets. Thus,

$$T_{\text{Jupiter}} = T_{\text{Earth}} \times \left(\frac{R_{\text{Jupiter}}}{R_{\text{Earth}}}\right)^{\frac{3}{2}} \cong 1\,\text{year} \times \left(\frac{5}{1}\right)^{\frac{3}{2}} = 5\sqrt{5}\ \text{years}.$$

Content	III A
Science and Engineering	5
Task of Teaching	6

22. **Option (C) is correct.** The power P dissipated is found from $P = iR^2$, where $i = \frac{V}{R}$. Thus,

$$P = \left(\frac{V}{R}\right)^2 R = \frac{V^2}{R} = \frac{12\ \text{V} \times 12\ \text{V}}{4.0\ \text{ohms}} = 36\ \text{watts}.$$

Content	IV A
Science and Engineering	1

23. **Option (C) is correct.** According to Ohm's law, the current supplied by the battery is given by $I = \frac{12\ \text{V}}{R_{eq}}$, where R_{eq} is the equivalent resistance. The resistors are connected in parallel, and the battery is ideal with zero internal resistance. This means that $R_{eq} = \frac{2\ \text{ohms} \times 4\ \text{ohms}}{2\ \text{ohms} + 4\ \text{ohms}} = \frac{4}{3}\ \text{ohms}$. Thus, $I = \frac{12\ \text{V}}{4/3\ \text{ohms}} = 9\ \text{amps}$.

Content	IV A
Science and Engineering	5

24. **Option (D) is correct.** The Doppler effect is used to explain the shift toward longer wavelengths of the spectral lines from distant, receding galaxies.

Content	V B
Science and Engineering	5

25. **Option (D) is correct.** When a person passes through a beam of infrared light, the beam of light is interrupted from reaching a sensor that is based on the photoelectric effect. This results in a process that opens the door.

Content	I B
Science and Engineering	1

26. **Option (A) is correct.** The first law of thermodynamics is a statement of the law of conservation of energy and relates the following quantities: internal energy, heat, and work.

Content	II B

27. **Option (A) is correct.** From Archimedes' principle, it is the density of an object that determines whether the object will float or sink in water. Objects with a density less than the density of water will float.

Content	III A
Science and Engineering	5

28. **Option (C) is correct.** The equation for the angular momentum L of the rotating object is $L = mvr$. Hence the angular momentum depends on the mass m. As the speed of rotation v increases, the angular momentum increases rather than decreases. The angular momentum is not equal to the kinetic energy. Angular momentum is not conserved unless the net external torque acting on the object is zero.

Content	III B
Science and Engineering	7
Task of Teaching	7

29. **Option (A) is correct.** Linear momentum is conserved because there are no external forces acting on the system. The magnitude of the momentum before the collision is mv and is directed to the right. Thus, the magnitude of the momentum after the collision must also be mv and be directed to the right. The combined mass of the two blocks is $3m$, which means their speed is equal to $\frac{1}{3}v$.

Content	III B
Science and Engineering	7

30. **Option (D) is correct.** According to the Lorentz force law, the magnetic force **F** on the electron is equal to the vector product $-e\mathbf{v} \times \mathbf{B}$, which means that **F** is perpendicular to both **v** and **B**.

Content	IV B

31. **Option (C) is correct.** Faraday's law of electromagnetic induction states that the induced electromotive force in a closed circuit is equal to the rate of change of the magnetic flux through it.

Content	IV B

32. **Option (B) is correct.** For an open organ pipe vibrating at the fundamental frequency f, both ends of the pipe must be antinodes. This means that the length L of the pipe must be equal to half the wavelength λ of the sound, or $L = \frac{\lambda}{2}$.

Thus, $f = \frac{v_s}{\lambda} = \frac{v_s}{2L}$.

Content	V B
Science and Engineering	5

Understanding Question Types

The *Praxis*® assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by selecting a sentence in a text or by selecting part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

Understanding Selected-Response and Numeric-Entry Questions

For most questions, you respond by selecting an oval to select a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by:

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response. Numeric-entry questions typically appear on mathematics-related tests.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.
- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text or graphic.
- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

Understanding Constructed-Response Questions

Some tests include constructed-response questions, which require you to demonstrate your knowledge in a subject area by writing your own response to topics. Essays and short-answer questions are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Review a few sample essay topics:

- *Brown v. Board of Education of Topeka*

  "We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does."

  A. What legal doctrine or principle, established in *Plessy v. Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
  B. What was the rationale given by the justices for their 1954 ruling?

- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*

  - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
  - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.

- *"Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job."*

  - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

Keep these things in mind when you respond to a constructed-response question:

1. **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
2. **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
3. **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
4. **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
5. **Take notes on scratch paper** so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.
6. **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

General Assistance For The Test

Praxis® Interactive Practice Test

This full-length *Praxis*® practice test lets you practice answering one set of authentic test questions in an environment that simulates the computer-delivered test.

- Timed just like the real test
- Correct answers with detailed explanations
- Practice test results for each content category

You can learn more and purchase the practice test here.

Doing Your Best

Strategy and Success Tips

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Learn from the experts. Get practical tips to help you navigate your Praxis test and make the best use of your time. Learn more at Strategy and Tips for Taking a *Praxis* Test.

Develop Your Study Plan

Planning your study time is important to help ensure that you review all content areas covered on the test. View a sample plan and learn how to create your own. Learn more at Develop a Study Plan.

Helpful Links

Ready to Register – How to register and the information you need to know to do so.

Disability Accommodations – Testing accommodations are available for test takers who meet ETS requirements.

PLNE Accommodations (ESL) – If English is not your primary language, you may be eligible for extended testing time.

What To Expect on Test Day – Knowing what to expect on test day can make you feel more at ease.

Getting Your Scores – Find out where and when you will receive your test scores.

Getting Your Scores – Find out where and when you will receive your test scores.

State Requirements – Learn which tests your state requires you to take.
Other Praxis Tests – Learn about other *Praxis* tests and how to prepare for them.

To search for the *Praxis* test prep resources that meet your specific needs, visit:

www.ets.org/praxis/testprep

To purchase official test prep made by the creators of the *Praxis* tests, visit the ETS Store:

www.ets.org/praxis/store

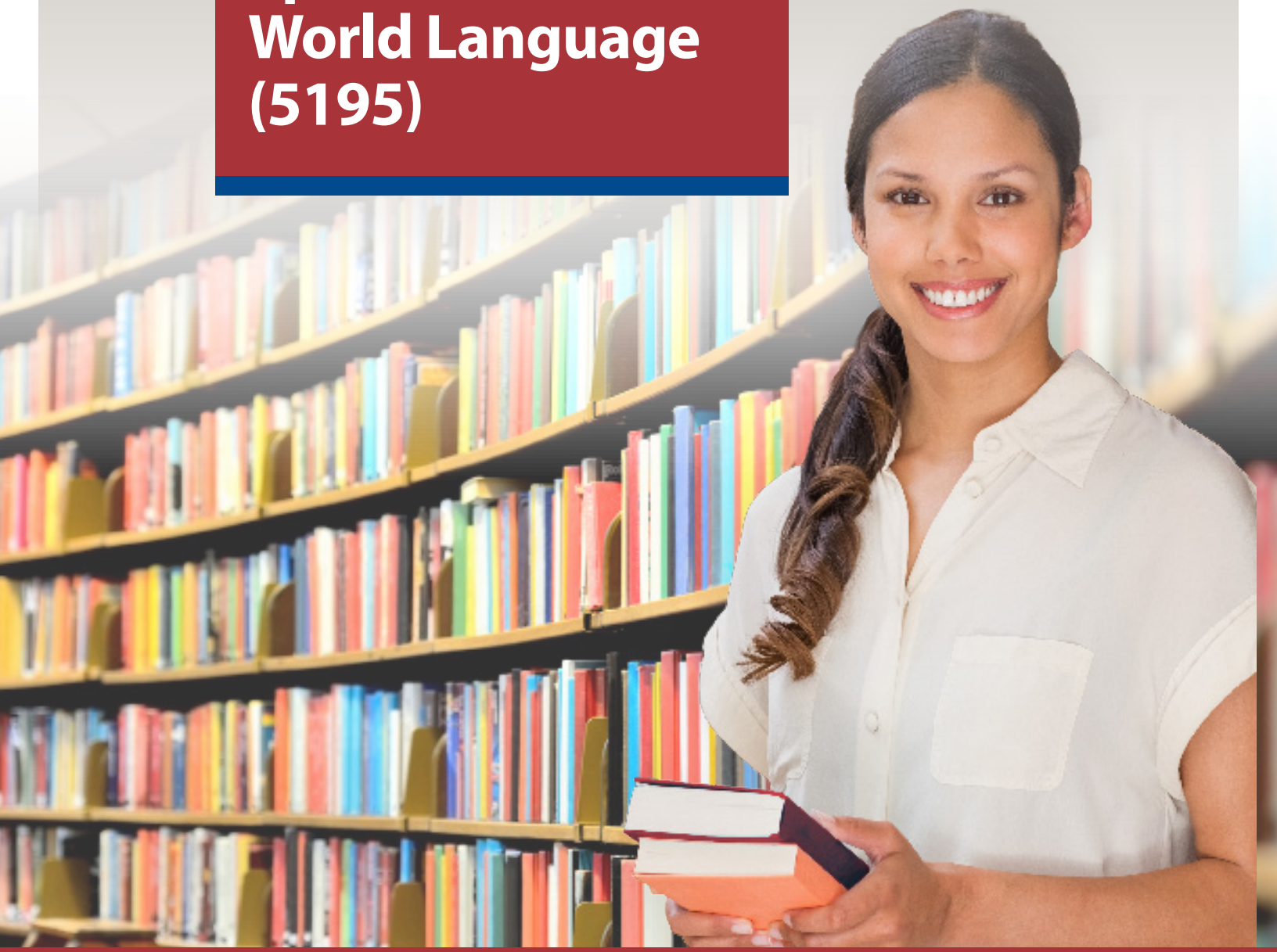
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ETS PRAXIS

The *Praxis*®
Study Companion

Spanish: World Language (5195)



www.ets.org/praxis

Welcome to *The Praxis® Study Companion*

Prepare to Show What You Know

You have been working to acquire the knowledge and skills you need for your teaching career. Now you are ready to demonstrate your abilities by taking a *Praxis®* test.

Using the *Praxis Study Companion* is a smart way to prepare for the test so you can do your best on test day. This guide can help keep you on track and make the most efficient use of your study time.

The Study Companion contains practical information and helpful tools, including:

- An overview of the *Praxis* tests
- Specific information on the *Praxis* test you are taking
- A template study plan
- Study topics
- Practice questions and explanations of correct answers
- Test-taking tips and strategies
- Frequently asked questions
- Links to more detailed information

So where should you start? Begin by reviewing this guide in its entirety and note those sections that you need to revisit. Then you can create your own personalized study plan and schedule based on your individual needs and how much time you have before test day.

Keep in mind that study habits are individual. There are many different ways to successfully prepare for your test. Some people study better on their own, while others prefer a group dynamic. You may have more energy early in the day, but another test taker may concentrate better in the evening. So use this guide to develop the approach that works best for you.

Your teaching career begins with preparation. Good luck!

Know What to Expect

Which tests should I take?

Each state or agency that uses the *Praxis* tests sets its own requirements for which test or tests you must take for the teaching area you wish to pursue.

Before you register for a test, confirm your state or agency's testing requirements at www.ets.org/praxis/states.

How are the *Praxis* tests given?

Praxis tests are given on computer. Other formats are available for test takers approved for accommodations (see page 48).

What should I expect when taking the test on computer?

When taking the test on computer, you can expect to be asked to provide proper identification at the test center. Once admitted, you will be given the opportunity to learn how the computer interface works (how to answer questions, how to skip questions, how to go back to questions you skipped, etc.) before the testing time begins. Watch the What to Expect on Test Day video to see what the experience is like.

Where and when are the *Praxis* tests offered?

You can select the test center that is most convenient for you. The *Praxis* tests are administered through an international network of test centers, which includes Prometric® Testing Centers, some universities, and other locations throughout the world.

Testing schedules may differ, so see the *Praxis* web site for more detailed test registration information at www.ets.org/praxis/register.

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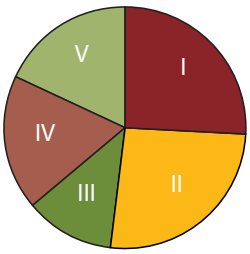
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1. Learn About Your Test

Learn about the specific test you will be taking

Spanish: World Language (5195)

Test at a Glance	
Test Name	Spanish: World Language
Test Code	5195
Time	Approximately 3 hours, including the Listening with Cultural Knowledge Practice and the optional Writing Practice with the built-in character toolbar for the Writing section
Number of Questions	75 selected-response questions and 6 constructed-response questions
Format	Listening with Cultural Knowledge Practice (not scored); 6 selected-response questions (10 minutes) Section 1. Listening with Cultural Knowledge; 36 selected-response questions (50 minutes) Section 2. Reading with Cultural Knowledge; 39 selected-response questions (50 minutes) Writing Practice (not scored); one optional practice constructed-response exercise using the built-in character toolbar (5 minutes) Section 3. Writing, with 3 constructed-response tasks (50 minutes) Section 4. Speaking, with 3 constructed-response tasks (15 minutes) **Note:** This test will include questions with an audio component in the Listening and Speaking sections.
Test Delivery	Computer delivered



Content Categories		Approximate Number of Questions	Approximate Percentage of Examination
I.	Interpretive Listening, including embedded linguistic content	30 selected response	26%
II.	Interpretive Reading, including embedded linguistic content	30 selected response	26%
III.	Cultural Knowledge (Tested in Sections 1 and 2)	15 selected response	12%
IV.	Interpersonal and Presentational Writing	3 written responses (constructed response)	18%
V.	Presentational and Interpersonal Speaking	3 spoken responses (constructed response)	18%

About This Test

This test is designed to measure the knowledge, skills, and abilities of examinees who have had preparation in a program for teaching Spanish in grades K through 12. Because programs in teaching Spanish are offered at both the undergraduate and graduate levels, this test is appropriate for examinees at either level. All sections of this test are at the Advanced-Low level, as described in the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL).

This test integrates listening, reading, writing, and speaking skills, as well as linguistic and cultural knowledge, through active participation in a variety of questions in the interpretive modes (in the Listening and Reading sections) and in the interpersonal and presentational modes (in the Writing and Speaking sections). The Listening and Reading sections of the test are composed of selected-response questions, whereas the Writing and Speaking sections are composed of constructed-response tasks.

All questions and answer choices are in Spanish and are based on various genres of authentic material, whether written or in audio format, from various Spanish-speaking regions of the world.

This is a computer-based test with sections of various lengths and time constraints. All sections of the test are separately timed. While the time allotted in the Reading and Writing sections is managed by the candidate, timing is computer controlled throughout the Listening and Speaking sections. Prior to beginning the Listening section, the candidate will participate in a practice exercise reflecting the type of questions in the Listening section. Similarly, there is a writing practice exercise prior to the Writing section to acquaint candidates with a special character toolbar that they will be using to type their individual responses in Spanish.

This test may contain some questions that do not count toward your score.

Discussion Questions

Interspersed throughout the study topics are discussion questions, presented as open-ended questions or statements. These discussion areas are intended to help test your knowledge of fundamental concepts and your ability to apply those concepts to situations in the classroom or the real world. Most of the areas require you to combine several pieces of knowledge to formulate an integrated understanding and response. If you spend time on these areas, you will gain increased understanding and facility with the subject matter covered on the test. You may want to discuss these areas and your answers with a teacher or mentor.

Note that this study companion *does **not** provide answers for the discussion area questions*, but thinking about the answers to them will help improve your understanding of fundamental concepts and will probably help you answer a broad range of questions on the test.

Content Topics

An overview of the areas covered on the test, along with their subareas, follows.

I. Content Categories I, II, IV, and V – Language, Linguistics, and Comparisons (88%)

A. Demonstrating language proficiency in the target language (at the Advanced Low level, as described in the American Council on the Teaching of Foreign Languages [ACTFL] Proficiency Guidelines)

The beginning Spanish teacher:

1. Knows how to communicate in the target language with native speakers unaccustomed to interacting with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments, such as news items, short stories, social notices, and reports on familiar topics that deal with factual information

5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts, such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
6. Knows how to negotiate meaning in order to sustain an interaction
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
9. Understands the gist of normal conversational speech on a variety of topics
10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future tense
11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read

B. Understanding linguistics—linguistic features of the target language

The beginning Spanish teacher:

1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse
3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
4. Knows how to explain the rules that govern the formation of words and sentences in the target language
5. Knows how to exemplify the rules with examples from the target language, such as the verb structures and verb tenses, pronouns, agreement (such as subject/verb, adjective/noun), word order, and interrogatives, both in terms of regularities and irregularities
6. Knows how to identify and use the pragmatic and sociolinguistic conventions and register (formal and informal forms of address)

C. Comparing the target language with English

The beginning Spanish teacher:

1. Knows how to identify similarities and differences between the target language and English
2. Knows how to contrast syntactical patterns of simple sentences and questions in the target language with those of English

Discussion questions: Content Categories I, II, IV, and V – Language, Linguistics, and Comparisons

- What strategies should be used when interpreting implicit meaning in a listening or reading stimulus in a given context?
- What criteria determine the use of appropriate register in interpersonal speaking and writing communication?
- How can one familiarize oneself with regional linguistic variations often encountered in authentic documents?
- What strategies could be implemented to master the use of vocabulary, idiomatic expressions, and grammatical structures (i.e., verb tenses, pronouns, adjectives, adverbs, etc.) of the target language?

II. Content Category III – Cultures, Literatures, and Cross-disciplinary Concepts (12%)

A. Demonstrating cultural understanding—connections among the perspectives of the target culture and its practices and products

The beginning Spanish teacher:

1. Knows the three Ps:
    a. perspectives (such as attitudes, ideas, and values)
    b. practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage)
    c. products (such as foods, architecture, literature, art, and music)
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children's books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target culture

Discussion questions: Content Category III – Cultures, Literatures, and Cross-disciplinary Concepts

- What are some important cultural aspects (i.e., social, cultural, artistic, etc.) that help inform one's understanding of the target culture?

Cultural Knowledge Topics

Lifestyles and Societies

In these questions, your knowledge of the way of life and customs in Spanish-speaking countries and regions will be tested.

- Contemporary lifestyles
- Food and beverages representative of the Hispanic cultures
- Social behaviors and customs (e.g., *quinceañeras*, salutations, etc.)
- Commonly celebrated religious and public holidays
- Family relationships
- Education

Sociolinguistic Elements of Spanish

These questions test your knowledge and understanding of appropriate language and expressions. They may require you to make inferences regarding social situations or the audience addressed by a selection, based on linguistic cues in that selection.

- Customary usage of certain words or expressions to indicate register, such as the use of usted as opposed to tú
- Idiomatic expressions and common sayings

Literature and the Arts

For these questions, you should acquaint yourself with the most commonly known works, authors, and artistic trends in all Spanish-speaking countries:

- Major trends, periods, and movements in Spanish, Latin American, and United States. Hispanic literature. Examples: the Spanish Golden Age, the Generación del 27, el Modernismo, el boom latinoamericano, Chicano literature.
- Significant figures, works, and trends in the plastic arts (painting and sculpture). Examples: Velázquez, Goya, Picasso, Frida Kahlo, Botero.
- Architecture in Spain and Latin America. Examples: Arab, Gothic and Baroque architecture, pre-Columbian architecture, colonial architecture.
- Music and Dance. Examples: the works of Manuel de Falla, flamenco, typical instruments such as the guitar, dances such as the tango and the cumbia.

History

In these questions, your knowledge of basic historical facts and background of Spain and Spanish-speaking countries and regions will be tested.

- Pre-Columbian civilizations
- Jewish, Muslim, and Christian civilizations in Spain
- Exploration of the New World
- Most important events and principal historic figures of Spain and other Spanish-speaking countries
- Contemporary world politics and economics as they relate to Spain and other Spanish-speaking countries and regions (e.g., trade agreements)

Geography

Sometimes a culture question may involve locating Spanish-speaking countries or regions or identifying major geographical features such as major cities, rivers, or mountains in

- Europe
- North America
- Central America and the Caribbean
- South America
- Spanish-speaking areas within the United States

Once again, test takers are reminded that these are simply lists of possible topics, events, and areas that may appear in the Cultural Knowledge part of the test.

Linguistic Knowledge

One of the group of six questions based on each Listening or Reading selection may test your linguistic knowledge. Questions related to linguistic knowledge include grammar, syntax, use of register, or pronunciation using a citation from the selection. You will not find the answer to these questions directly in the selections, but will need to rely on your knowledge of the Spanish language to respond.

The following list may be helpful in your preparation for the linguistic-knowledge component of the test, but please keep in mind that this is to serve as a guide and is not intended to be an exhaustive description of Spanish grammar and language use.

- Understanding the rules of Spanish-language phonology and phonetics
- Recognizing basic regional differences in the Spanish language
- Understanding aspects of Spanish grammar such syntax, major verb tenses and moods
- Understanding high-frequency idiomatic expressions

In particular, you should be acquainted with the following concepts and their application in Spanish:

- Use of nouns, adjectives, adverbs, and articles (e.g., gender and number agreement with nouns, possessive and demonstrative adjectives, definite and indefinite articles, including use with dates, seasons, and time)
- Use of the positive, comparative, and superlative forms of adjectives and adverbs
- Use of indefinite and negative expressions
- Use of prepositions
- Use of pronouns (e.g., demonstrative, possessive, direct and indirect object, reflexive)
- Use of the auxiliary verb *haber* + the past participle
- Use of regular and irregular verbs in all tenses and moods

Test Sections

The Listening Practice section, Section 1 (Listening), and Section 4 (Speaking) are recorded. For Section 4, you must answer the questions when instructed to do so on the recording. Descriptions of the test sections are provided below.

Listening Practice Section - Interpretive Mode: Listening with Cultural Knowledge

This section allows you to listen to an audio selection in Spanish and to practice answering questions based on that selection in the time allotted. This Listening Practice section is timed separately from the Listening section that folllows, and the time you spend practicing will not be counted toward the time allotted to answering the questions in the Listening section. The questions in this section will NOT be scored and will NOT affect your results in any way.

Section 1 - Interpretive Mode: Listening with Cultural Knowledge

The selections in Section 1 are recorded.

In this section, you will hear a variety of selections, such as radio broadcasts, narratives, and dialogues, in Spanish. Each selection is followed by six questions. Each selection will be played twice. You will hear the selection and then you will have 60 seconds to preview the questions before the selection plays a second time. For each question, choose the response that is best, relative to the selection. The last two questions may test your knowledge of culture and linguistics. You may take notes as you listen. Your notes will not be graded.

After listening to a selection the second time, you will see six questions presented one at a time. You will have 20 seconds to answer each question. A clock at the top of the screen will indicate how much time is remaining to answer the question. The entire Listening section lasts approximately 50 minutes.

When the response time has ended, you will automatically be taken to the next question. You will not be able to return to previous questions.

Section 2 - Interpretive Mode: Reading with Cultural Knowledge

In this section, you will be presented with a variety of selections, such as newspaper articles, excerpts of literary passages, and other materials, in Spanish. Each selection is followed by six questions. The last two questions may test your knowledge of culture and linguistics. In addition, you will be presented with some visual stimuli (e.g., photographs or works of art), each accompanied by a single cultural knowledge question.

You may take notes as you read, but **only** on the scratch paper that will be provided. Your notes will not be graded.

Each of the questions is followed by four suggested answers. Select the one that is best in each case.

Cultural Knowledge

- The culture questions are in Spanish and are part of Section 1 (Listening) and Section 2 (Reading).
- Questions focus on connections among the perspectives of the target culture and its practices and products.

Section 3 - Interpersonal and Presentational Writing

There are three tasks in this section. Be sure to complete each task. Please pace yourself as you work.

Type your answers in Spanish in the space provided. For Spanish-specific characters (e.g., *ñ*, *é*, *í*, *¿*, etc.), use the built-in character toolbar (**click here** to view a demo of the toolbar). You should give as complete a response as possible. Your written Spanish should be acceptable to a wide range of native speakers.

Note: *To run the built-in character toolbar tutorial from the preceding link, you need Java Runtime Environment version 1.8_66 installed on your computer. If you do not have Java Runtime Environment version 1.8_66, you can download it for free or you can visit the Java website to install it. To avoid issues with the download, be sure to uninstall all Java versions in your system and reboot your computer before downloading version 1.8_66. When you click on the tutorial link below, a security prompt asks you to allow the program to run. This is normal. The toolbar tutorial runs the same version of Java that is on the actual test to ensure that the tutorials accurately reflect the testing experience. When the prompt appears, click Allow (or Keep).*

Additionally, if your security settings are set very high, a second security prompt asks you to run the application. Again, this is normal. When this prompt appears, click Run.

If you are unsure if your computer has Java Runtime Environment version 1.8_66, navigate to Start/Control Panel/Java. From the Java Control Panel popup window, select the Java tab, then the View button. The Java Runtime Environments Setting window displays the currently installed versions of Java.

You may use the scratch paper that will be provided to take notes on each task. These notes will not be used in evaluating your response.

Your writing will be evaluated on the following:

- Overall comprehensibility to a native speaker of Spanish who is not accustomed to the writing of nonnative learners
- Accuracy and appropriateness of content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary
- Accuracy of grammar and mechanics (including spelling and diacritical marks)
- Cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)
- Appropriateness for a given task and/or reader (register)
- The extent to which each task is completed

Interpersonal Writing: Response to an E-mail, Memo, or Letter

Directions: Read the following e-mail and write an appropriate response in the space provided. Manage your time to allow for planning, writing, and revising your response. The length of your response should be **at least 60 words**.

Presentational Writing: Opinion/Position Essay

Directions: Read the following question and use the space provided to write an essay on the topic given. Make sure that your essay includes reasons and/or examples to support your opinion. Manage your time to allow for planning, writing, and revising your response. The length of your response should be **at least 120 words**.

Presentational Writing: Integrated Skills

Directions: Based on the information in the passage, complete the following task. Write your response in the space provided. Manage your time to allow for planning, writing, and revising your response. The length of your response should be **at least 120 words**.

Section 4 - Presentational and Interpersonal Speaking

This section includes three tasks and is designed to measure different aspects of your ability to speak Spanish. Although you need not speak for the entire time allotted, you should give as complete a response as possible.

For each speaking task in the test, you will be given time to prepare your response and time to record your response. A tone will indicate when to begin speaking, and a clock on your screen will indicate how much time you have left.

Begin speaking only when the voice on the recording directs you to respond; you will not be given credit for anything recorded during the preparation time. As you speak, your response will be recorded. Your score for these tasks will be based only on what is on the recording. It is important that you speak loudly enough and clearly enough into the microphone. Your speaking will be evaluated on the following:

- Overall comprehensibility to a native speaker of Spanish who is not accustomed to interacting with nonnative speakers
- Accuracy and appropriateness of the content
- Presentation of ideas in a related and logical manner
- Appropriateness of vocabulary
- Accuracy of grammar and pronunciation
- Fluency of delivery and cohesiveness (including use of varied sentence structure and transitional expressions where appropriate)
- Appropriateness for a given task and/or listener
- The extent to which each task is completed

If you do not know specific vocabulary, try to express yourself as well as you can, using circumlocution if necessary. If you make a mistake and correct it soon afterward, it will not be considered a mistake. You may take notes **only** on the scratch paper that will be provided. These notes will not be used in evaluating your responses.

Presentational Speaking: Integrated Skills

Directions: You will be asked to speak on a topic related to the passage you have already read. First, you will have 15 seconds to read these directions, and then you will hear the topic and the requirements for your response. You will have 3 minutes to review the passage and prepare your response. Then you will have 2 minutes to record your response. A tone will indicate when you should begin speaking.

Presentational Speaking: Express an Opinion or Make an Oral Presentation

Directions: You will be asked to give an oral presentation on a specific topic. First, you will have 15 seconds to read these directions, and then you will hear the topic for your presentation. You will have 2 minutes to prepare your response. Then you will have 2 minutes to record your response. A tone will indicate when you should begin speaking. You should respond as fully and as appropriately as possible.

Interpersonal Speaking: Simulated Conversation

Directions: You will participate in a simulated conversation within a context. First, you will have 30 seconds to read the outline of the conversation. In each pair of lines, the first line gives you an idea of what you will hear, and the second, bolded line gives you an idea of what you will be expected to say. You will have five turns to participate in the conversation. A tone will indicate when to begin speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and as appropriately as possible.

2. Understanding Question Types

Become comfortable with the types of questions you'll find on the Praxis *tests*

The *Praxis*® assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by selecting a sentence in a text or by selecting part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

Understanding Selected-Response and Numeric-Entry Questions

For most questions, you respond by selecting an oval to select a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by:

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.
- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text or graphic.
- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

Understanding Constructed-Response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by writing your own response to topics. Essays and short-answer questions are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Review a few sample essay topics:

- *Brown* v. *Board of Education of Topeka*

  "We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does."

A. What legal doctrine or principle, established in *Plessy* v. *Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?

B. What was the rationale given by the justices for their 1954 ruling?

- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*
  - Describe **TWO** strategies he could use to address the concerns of the students who have complained.
  - Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.

- *"Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job."*
  - Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading

Keep these things in mind when you respond to a constructed-response question:

1. **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
2. **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
3. **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
4. **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
5. **Take notes on scratch paper** so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.
6. **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.

3. Practice with Sample Test Questions

Answer practice questions and find explanations for correct answers

Sample Test Questions

All selections in Section 1 are based on authentic recordings of native speakers. Therefore, the transcriptions reflect real spoken language and may contain hesitations, repetitions, and minor errors.

Section 1: Listening with Cultural Knowledge

Directions: This section is designed to measure how well you understand spoken Spanish and the cultures of Spanish-speaking countries.

You will listen to several selections in Spanish. Each selection will be played twice. You will hear the selection and then you will have 60 seconds to preview the questions before the selection plays a second time. For each question, choose the response that is best, relative to the selection. The last two questions may test your knowledge of culture and linguistics. You may take notes as you listen. Your notes will not be graded.

After listening to a selection the second time, you will see six questions presented one at a time. You will have 20 seconds to answer each question. A clock at the top of the screen will indicate how much time is remaining to answer the question. The entire Listening section lasts approximately 50 minutes.

When the response time has ended, you will automatically be taken to the next question. **You will not be able to return to previous questions.**

You may now begin.

Script:

Las preguntas 1-6 están basadas en la siguiente informe

Narrator: *Escuche este informe sobre el nopal.*

Reporter: *Desde la época de los aztecas el nopal, este espinoso cactus en forma de raqueta, es uno de los protagonistas de la cultura mexicana, su gastronomía e incluso su medicina. Ahora se perfila como generador de energía eléctrica. Desde mayo un proyecto piloto en Milpa Alta, al sur de la Ciudad de México, transforma en energía los residuos provenientes de la cáscara y las espinas.*

Man 1: *Es la parte del desecho que se está utilizando ya para que con las bacterias empiece a hacer la transformación de lo que va a ser el biogás, de lo que va a ser el mejorador de suelos, y la reutilización del agua residual.*

Reporter: *Milpa Alta es uno de los mayores productores de nopal con 200.000 toneladas al año y diariamente produce hasta 10 toneladas de desechos. En el biodigestor, financiado por el gobierno capitalino, los residuos se trituran y mezclan con un inóculo de varias bacterias y tras una digestión anaerobia a 55°C, sale el lodo y el biogás. En noviembre esperan producir poco más de una tonelada de lodo y 170 m^3 de biogás, suficiente para encender 9.600 focos ahorradores.*

Man 2: *La visión a futuro… bueno, nosotros como Secretaría es buscar que este tipo de proyectos se repliquen en otros mercados o en otros sitios de disposición de recursos.*

Reporter: *El nopal, cuyo interior es una pulpa babosa, es la base en México para preparar sopas, ensaladas, asados, mermeladas y hasta golosinas. También se hacen medicinas contra la hipertensión y problemas intestinales, geles cutáneos y jugos dietéticos.*

NARRATOR: *Now you will have 60 seconds to preview the questions you will need to answer.*

(60 seconds)

NARRATOR: *Now listen again.*

[ENTIRE REPORT IS REPEATED]

NARRATOR: *Now answer questions 1–6.*

(2 minutes)

1. Según el informe, para qué se está usando el nopal en el proyecto mencionado?
   (A) Para purificar el aire
   (B) Para generar electricidad
   (C) Para producir comida para animales
   (D) Para transformar los bosques del país

2. Según el informe, ¿qué parte del nopal se usa para el proyecto?
   (A) Las raíces
   (B) La pulpa
   (C) La cascara
   (D) Las semillas

3. Según uno de los participantes, ¿qué se espera del proyecto en el futuro?
   (A) Que sea subvencionado por la Ciudad de México
   (B) Que se siga su ejemplo en otros lugares
   (C) Que sea rentable dentro de unos años
   (D) Que se venda el producto a nivel internacional

4. ¿Qué otra utilidad del nopal se menciona en el informe?
   (A) Su uso en la construcción
   (B) Su rol en la ganadería
   (C) Su valor para la perfumería
   (D) Su importancia en la cocina

5. Según el informe y sus conocimientos culturales, ¿qué se puede afirmar del nopal??
   (A) Es un producto muy apreciado en el mundo de la moda.
   (B) Es una planta clave en la cultura mexicana.
   (C) Es una fuente excelente de colorantes naturales.
   (D) Es una hortaliza con un precio prohibitivo en México.

6. En la frase “de lo que va a ser el mejorador de suelos”, la forma verbal “va a ser” se puede sustituir sin cambiar su significado por
   (A) fuera
   (B) sería
   (C) fue
   (D) será

Section 2: Reading with Cultural Knowledge

Directions: This section is designed to measure how well you understand written Spanish and the cultures of Spanish-speaking countries.

You will read several selections in Spanish. To see each selection in its entirety you will need to scroll up and down. Each selection is accompanied by six questions. The last two questions may test your knowledge of culture and linguistics. In addition, you will be presented with 3 visual stimuli (e.g., photographs or works of art), each accompanied by a single cultural knowledge question. For each question, choose the response that is best, relative to the reading selection or visual stimulus.

The entire Reading section lasts 50 minutes. A clock at the top of the screen will indicate how much time is remaining.

Some selections include words underlined in blue. Click on the words to see a definition or an explanation.

You can move to the next question by clicking **Next**. You can skip questions and go back to them later as long as there is time remaining. If you want to return to previous questions, click **Back**.

For later review you can mark a question by clicking **Mark**, which will place a check mark next to the question on the Review screen. Clicking **Mark** again will remove the check mark. A question will remain marked until you unmark it, even if you change the answer.

You can click **Review** at any time, and the Review screen will show you which questions you have answered and which you have not answered. The Marked column shows all of the questions you have marked for review. From the Review screen, you may go directly to any question.

You may now begin.

Las preguntas 7-12 están basadas en el siguiente artículo sobre el misterio de las pinturas negras.

Perú: el misterio de las pinturas negras descubiertas en Machu Picchu

Por lo pronto ofrecen más preguntas que respuestas. El hallazgo de unas pinturas rupestres inéditas en las proximidades de la ciudadela de Machu Picchu significa un nuevo desafío para los arqueólogos del Ministerio de Cultura de Perú.

Las pinturas fueron descubiertas hace un par de meses por el equipo multidisciplinario de investigaciones que trabaja en el lugar en búsqueda de nuevos elementos que permitan entender más sobre la ciudadela inca erigida a 2.400 metros sobre el nivel del mar.

"La novedad es que la pintura está cerca del monumento y el hecho de que está hecha en color negro", dijo a BBC Mundo Fernando Astete, director del parque arqueológico nacional de Machu Picchu.

El experto explicó que en el pasado ya se habían encontrado en el parque petroglifos y pinturas rupestres en unos 20 sitios distintos, pero que esta es la primera vez que descubren unas imágenes tan cerca de la ciudadela.

"Fueron halladas en el camino principal de acceso hacia allí, en un lugar conocido como Pachamama, en el camino del inca que va de Intipunco a Machu Picchu, a unos 10 minutos del monumento", agregó.

Indicó que hasta ahora, las pinturas que habían encontrado en el parque de Machu Picchu eran de color ocre, más amarillento o más naranja, "que es bastante profuso en la iconografía inca".

Sin embargo, esta es la primera vez que encuentran imágenes hechas en color negro.

"En la pintura se ve una silueta humana, un camélido y algunos otros elementos que aún están por definir. Están todos pintados en color negro. Más o menos de unos 15 centímetros", dijo.

Aunque este descubrimiento ha generado multitud de especulaciones sobre si se trata de imágenes preincaicas o si puede modificar lo que se cree sobre Machu Picchu, Astete se mostró cauteloso y prefirió no adelantar ningún tipo de opinión.

"No podemos aún determinar si son más antiguas. En arqueología trabajamos por asociación. Machu Picchu es un recinto inca, las tumbas que han sido encontradas allí son incas, entonces consideramos que las pinturas también pueden ser incas, pero hay que concluir las investigaciones para determinar su antigüedad", apunta.

El misterio de las pinturas negras de Machu Picchu tendrá que esperar aún un tiempo antes de ofrecer sus respuestas.

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7. Según el artículo, ¿qué se puede afirmar de las pinturas descubiertas?
   (A) Que su descubrimiento ocurrió por casualidad
   (B) Que se descubrieron junto con unas joyas
   (C) Que suponen un desafío para los arqueólogos
   (D) Que son las primeras pinturas descubiertas en el lugar

8. Según el artículo, ¿qué es extraordinario sobre las pinturas halladas?
   (A) Su coloración
   (B) Su iconografía
   (C) Su textura
   (D) Su tamaño

9. ¿Qué están intentado determinar los expertos?
   (A) La autenticidad de las pinturas
   (B) La propiedad de las pinturas
   (C) El valor monetario de las pinturas
   (D) El periodo al que pertenecen las pinturas

10. Según el artículo, ¿cuál de las siguientes descripciones explica mejor la manera de trabajar de los arqueólogos involucrados en esta investigación?

    (A) Cooperan con equipos de arqueólogos internacionales.

    (B) Clasifican los objetos para transportarlos a museos.

    (C) Analizan sistemáticamente los objetos en el laboratorio.

    (D) Examinan el lugar con cuidado para llegar a conclusiones.

11. Según el artículo y sus conocimientos culturales, Machu Picchu es

    (A) un parque natural metropolitano

    (B) un importante bosque sagrado

    (C) una antigua ciudad inca

    (D) una mina de oro abandonada

12. ¿Cuál es el significado del verbo “adelantar” en la oración “Astete se mostró cauteloso y prefirió no adelantar ningún tipo de opinión”?

    (A) Progresar

    (B) Sobrepasar

    (C) Expresar

    (D) Alargar

La siguiente pregunta está basada en esta imagen.



13. Esta obra de arte es representativa de un estilo artístico muy ligado a México. ¿Qué nombre tiene dicha tendencia artística?

    (A) Impresionismo

    (B) Muralismo

    (C) Cubismo

    (D) Surrealismo

Section 3 is designed to measure how well you can express yourself in written Spanish.

Section 3: Writing

Directions: The Writing section includes three tasks that measure different aspects of your writing ability.

For each task, you will be given specific directions.

You will have 50 minutes to complete all of the tasks. A clock at the top of the screen will indicate how much time is remaining.

You can move from one question to the next by clicking **Next**. You can skip questions and go back to them later as long as there is time remaining. If you want to return to previous questions, click **Back**.

For later review you can mark a question by clicking **Mark**, which will place a check mark next to the question on the Review screen. Clicking **Mark** again will remove the check mark. A question will remain marked until you unmark it, even if you change the answer.

You can click **Review** at any time, and the Review screen will show you which questions you have answered and which you have not answered. The Mark column shows all of the questions you have marked for review. From the Review screen, you may go directly to any question.

Interpersonal Writing: Response to an E-mail, Memo, or Letter
(Suggested time—15 minutes)

Directions: Read the following e-mail and write an appropriate response in the space provided. Manage your time to allow for planning, writing, and revising your response. The length of your response should be **at least 60 words**.

Imagine que ha recibido el siguiente correo electrónico de la directora del Departamento de Lenguas Modernas de la universidad donde usted da clases de español. Escriba su respuesta dando la información que se pide.

Asunto: Nuevo profesor de español
De: Gabriela Marinero
Fecha: 15 de septiembre
Para: Profesores de español

Estimado/a colega:

Ya sabe usted que vamos a contratar a un nuevo profesor de español. Como usted es miembro del comité que va a realizar la búsqueda, le ruego que me escriba a la mayor brevedad exponiendo las principales cualidades que cree debemos buscar en los candidatos a este puesto. Me puede mandar su respuesta por correo electrónico.

Un saludo,

Gabriela Marinero,
Directora
Departamento de Lenguas Modernas

Presentational Writing: Opinion/Position Essay

(Suggested time—15 minutes)

Directions: Read the following question and use the space provided to write an essay on the topic given. Make sure that your essay includes reasons and/or examples to support your opinion. Manage your time to allow for planning, writing, and revising your response. The length of your response should be **at least 120 words**.

En la mayor parte de los países hay más hombres que mujeres en puestos de responsabilidad. ¿Cree usted que se debería reservar cierto porcentaje de estos puestos para las mujeres?

- **Explique y defienda su postura con ejemplos específicos.**

Presentational Writing: Integrated Skills

(Suggested time—20 minutes
Reading: 5 minutes
Writing: 15 minutes)

Directions: Based on the information in the passage, complete the following task. Write your response in the space provided. Manage your time to allow for planning, writing, and revising your response. The length of your response should be **at least 120 words**.

El siguiente artículo trata del desarrollo sustentable y sostenible.

Desarrollo sustentable y sostenible en relación con el calentamiento global

El calentamiento global es un fenómeno que se produce por la emisión de gases de efecto invernadero, los cuales aumentan la temperatura del planeta, ocasionando cambios climáticos como sequías, huracanes y fuertes tormentas a nivel global. Por este motivo, es un tema de gran preocupación hoy en día. Así, organismos, instituciones y organizaciones internacionales se apresuran a tomar decisiones y medidas preventivas que permitan frenar el efecto negativo del calentamiento global. Estas decisiones y medidas tienen consecuencias inmediatas y futuras para el bienestar del planeta y sus habitantes. Por eso, es bastante común escuchar los términos "desarrollo sustentable" y "desarrollo sostenible" en relación con este tema.

Desarrollo sustentable

Según Naciones Unidas, el desarrollo sustentable incluye procesos para preservar, cuidar y proteger los recursos naturales del planeta para beneficio de las generaciones actuales y futuras, sin considerar las necesidades culturales, políticas y sociales específicas del ser humano.

Desarrollo sostenible

En contraste, Naciones Unidas considera que el desarrollo sostenible contiene procesos saludables para satisfacer las necesidades sociales y económicas de la sociedad. Además, atiende a factores culturales y medioambientales de la generación actual, pero a la vez trata de no poner en riesgo a las próximas generaciones.

Las diferencias entre los dos conceptos no son muy evidentes y muchas veces se consideran palabras sinónimas. No obstante, la particularidad de ambos tipos de desarrollo se ubica en la intervención humana. Por eso, ambos términos se aplican a la responsabilidad social necesaria para vivir en equilibrio con el medio ambiente.

Iniciativas y acciones para cuidar el medio ambiente

En los últimos años se ha popularizado el término "economía circular". Durante mucho tiempo, los seres humanos han reciclado poco. Cuando un producto dejaba de ser útil, se desechaba y se sustituía por otro. La economía circular se enfoca en el reciclaje y la reutilización de objetos usados y cualquier producto que pueda ser reutilizado de una u otra forma. Además, las reparaciones y arreglos vuelven a ser importantes.

De esta forma, aprovechando todo al máximo, se generan menos residuos. Por ello, el reciclaje de botellas de plástico o vidrio, cartón y otros elementos como aceites y excedentes agrícolas pueden ser muy beneficiosos para el medio ambiente y también para una creciente industria circular basada en la reutilización de recursos.

Más allá de las diferencias entre desarrollo sostenible y sustentable, lo importante es el cuidado del medio ambiente. Hemos de tener en cuenta que cada individuo puede hacer mucho desde su humilde situación, por ejemplo, reciclar, gastar menos agua durante la ducha, usar transporte público o vehículos poco contaminantes.

WRITING TASK

Basándose en la información del artículo que ha leído y utilizando sus propias palabras, escriba un ensayo en el que explique por qué es importante abordar el cambio climático con procesos que sean sustentables y sostenibles.

Section 4 is designed to measure how well you can express yourself in spoken Spanish.

Section 4: Speaking

Directions: The Speaking section includes three tasks that measure different aspects of your speaking ability. This section lasts approximately 15 minutes.
For each task you will be given specific directions, including the amount of time allowed for preparation and speaking. Answer each task according to the directions. It is to your advantage to say as much as you can in the time allowed.

Relax and speak as clearly and confidently as you can. Maintain a consistent distance from the microphone and speak directly into it. Keep your voice at a consistent level of loudness (neither too soft nor too loud).

Presentational Speaking: Integrated Skills (Approximate time—5 minutes)

Directions: You will be asked to speak on a topic related to the passage you have already read. First, you will have 15 seconds to read these directions, and then you will hear the topic and the requirements for your response. You will have 3 minutes to review the passage and prepare your response. Then you will have 2 minutes to record your response. A tone will indicate when you should begin speaking.

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circular basada en la reutilización de recursos. Más allá de las diferencias entre desarrollo sostenible y sustentable, lo importante es el cuidado del medio ambiente. Hemos de tener en cuenta que cada individuo puede hacer mucho desde su humilde situación, por ejemplo, reciclar, gastar menos agua durante la ducha, usar transporte público o vehículos poco contaminantes.

SPEAKING TASK

Now read the scenario. (On the exam, you will also hear the scenario.)

Basándose en el artículo que ha leído, defienda la idea de que los resultados de las acciones locales contra el cambio climático pueden ayudar a la humanidad.

Presentational Speaking: Express an Opinion or Make an Oral Presentation

(Approximate time—5 minutes)

Directions: You will be asked to give an oral presentation on a specific topic. First, you will have 15 seconds to read these directions, and then you will hear the topic for your presentation. You will have 2 minutes to prepare your response. Then you will have 2 minutes to record your response. A tone will indicate when you should begin speaking. You should respond as fully and as appropriately as possible.

La vida hoy en día obliga a las personas a llevar una vida más sedentaria que en el pasado. Muchos opinan que es importante llevar una vida activa y destinar un tiempo al ejercicio físico.

- **¿Qué opina usted sobre este tema? Explique y defienda su postura con ejemplos específicos.**

Interpersonal Speaking: Simulated Conversation

(Approximate time—5 minutes)

Directions: You will participate in a simulated conversation within a context. First, you will have 30 seconds to read the outline of the conversation. In each pair of lines, the first line gives you an idea of what you will hear, and the second, bolded line gives you an idea of what you will be expected to say. You will have five turns to participate in the conversation. A tone will indicate when to begin speaking. Each time it is your turn to speak, you will have 25 seconds to respond. You should participate in the conversation as fully and as appropriately as possible.

Imagínese Ud. que recibe una llamada telefónica de una amiga de España. La amiga tiene una noticia que contarle.

[Amiga:]	Le saluda y le dice por qué le está llamando.
Usted:	**Reaccione a la noticia y responda a la pregunta.**
[Amiga:]	Continúa la conversación y le hace una pregunta.
Usted:	**Haga varias recomendaciones.**
[Amiga:]	Continúa la conversación y le hace otra pregunta.
Usted:	**Ofrezca detalles.**
[Amiga:]	Continúa la conversación y le hace otra pregunta.
Usted:	**Responda dando detalles.**
[Amiga:]	Continúa la conversación y le hace otra pregunta.
Usted:	**Responda a la pregunta.**

(**Note:** In the computer-delivered test, the responses will be numbered 3–7.)

Script for the Simulated Conversation

Imagínese Ud. que recibe una llamada telefónica de una amiga de España. La amiga tiene una noticia que contarle.

Amigo: Hola, ¿a que no sabes qué? En el trabajo me han dado unas semanas de vacaciones y he decidido ir a visitarte a Estados Unidos en octubre. Sí, imagínate, tanto tiempo sin vernos. Mira, quería saber cuál sería la mejor manera de llegar desde el aeropuerto hasta tu casa. ¿Me puedes recomendar algunas opciones?

(25 seconds to respond)

Amigo: ¡Estupendo! Voy a ver qué me conviene y te aviso. Oye, me gustaría visitar la ciudad. ¿Qué lugares de interés hay que pueda visitar cerca de tu casa?

(25 seconds to respond)

Amigo: Uuuuuy… ya veo. Otra cosa, necesito hacer las maletas para el viaje. ¿Me puedes dar detalles del tiempo que suele hacer por tu ciudad para esa fecha?

(25 seconds to respond)

Amigo: Como va a ser la fiesta de Halloween cuando esté yo allí, ¿me podrías contar qué podríamos hacer juntos ese día?

(25 seconds to respond)

Amigo: Bueno, y por último, ¿qué te gustaría que te llevara de regalo de España?

(25 seconds to respond)

Answers to Sample Questions

Section 1

1. The correct answer is (B) because the reporter states that besides all the other uses they have in Mexico for this cactus, it is now being used to generate electricity. Choices (A), (C), and (D) are not correct answers because none of the uses mentioned in them are discussed in the report.

2. The correct answer is (C) because the man being interviewed states that waste from the peel and thorns of the cactus are used in this project. Choices (A), (B), and (D) are not correct answers because none of those parts of the cactus (the roots, the flesh, and the seeds) are mentioned in the report.

3. The correct answer is (B) because the man states that their vision for the future of the project is to implement ventures like this in other markets. Choice (A) is not the correct answer because Mexico City is the location of the factory where the nopal is being transformed into energy and its government is already financing the project. Choice (C) is not the correct answer because being profitable is not one of the objectives of the project. The project's main objective is producing energy from a sustainable source. Choice (D) is not the correct answer because exporting the product overseas is not discussed in the report.

4. The correct answer is (D) because the reporter mentioned the fact that the nopal is a widely used product in Mexican cooking. Soups, salads, roasts, and so forth are mentioned as examples to illustrate that in the report. Choices (A), (B), and (C) are not correct answers because they are not mentioned in the report.

5. The correct answer is (B) because the reporter states the fact that the nopal has been one of the most valued components of Mexican culture since Aztec times. Choice (A) is not the correct answer because fashion is not mentioned in the report. Choice (C) is not the correct answer because among the many uses mentioned in the report, being a natural coloring agent is not one of them. Choice (D) is not the correct answer because it can be inferred from the report that the nopal is a pretty affordable vegetable since it is widely used in Mexico.

6. The correct answer is (D) because the verb "ser" is also in the future tense. Choices (A), (B), and (C) are not correct answers because they are in the present subjunctive, the conditional, and the simple past tense, respectively. None of those choices are equivalent to the verb form in the stem.

Section 2

7. The correct answer is (C). The article clearly states that the discovery of the rock art presented a challenge to the archaeologists. Choice (A) is incorrect because the article says that the rock art was discovered through a systematic search conducted by a multidisciplinary team. There is no mention in the article of whether there were other objects associated with the rock art and no mention of jewels, so choice (B) is incorrect. Choice (D) is incorrect because the article clearly states that there were previous discoveries of other rock paintings in that location.

8. The correct answer is (A). The article explains that there had been other rock paintings discovered in the area, but these paintings are unique because of their black color. Choice (B) is incorrect because although the images in the paintings are described, the author says nothing about whether the images have features belonging to an iconography. Choice (C) is incorrect because no mention is made in the article about the texture of the rock paintings. The article does not mention the size of the rock paintings, so choice (D) is incorrect.

9. The correct answer is (D). The article explains that the scientific community is still trying to determine whether the art was created during the Inca period or during a previous period. Choice (A) is incorrect because the article does not mention that the experts are researching if the rock art is authentic or not. No mention is made about who owns the rock paintings, so choice (B) is not correct. Choice (C) is incorrect because no mention is made in the article about the monetary value of the rock paintings.

10. The correct answer is (D). The article states that archeologists have to do thorough investigations before they can reach any conclusions. Choice (A) is not correct because there is no mention in the article about cooperating with any international team of archaeologists. Choices (B) and (C) are not correct either because they are not mentioned in the article.

11. The correct answer is (C). Machu Picchu is regarded as a world marvel. Its history is well-known and its foundation as a refuge for the fleeing Incas is also a widely known account. Choices (A), (B), and (D) are incorrect because the article contains no mention of Machu Picchu being a metropolitan park, forest, or an abandoned mine. Moreover, Machu Picchu is not known as either of those places.

Answers to Sample Questions

12. The correct answer is (C). *Adelantar* is a verb that means "to accelerate" or "to make haste." But it is also used in place of "to express," which is the meaning that is used in the sentence. Choice (A) is incorrect because the verb *adelantar*, in this context, does not mean "to progress." Choice (B) is incorrect because the verb *adelantar* does not mean, in this context, "to exceed or outperform someone." Choice (D) is incorrect because the verb *adelantar* does not mean "to extend."

13. The correct answer is (B) because the photo depicts a mural painted on a wall. The Mexican mural movement started in the 1930s and is a significant art expression in the country. (A) is not the correct answer because characteristics of Impressionistic paintings include, among others, emphasis on light and the inclusion of movement. (C) is not the correct answer; cubism is characterized by the reduction and fragmentation of natural forms into abstract, often geometric, structures. (D) is not the correct answer since surrealism style uses visual imagery from the subconscious mind to create art without the intention of logical comprehensibility.

PRAXIS WORLD LANGUAGES SCORING GUIDELINES FOR WRITING – Response to E-Mail, Memo, or Letter AND Opinion/Position Essay

		Features/Dimensions		
Score	**General Description**	**Task Completion**	**Topic Development**	**Writing Skills**
3 High	A response at this level is characterized by most of the following features/ dimensions:	• **Fully** addresses and completes the task	• Directly relates to the topic; topic well developed • All or almost all supporting details or examples are appropriate and effective	• Response is well organized and generally coherent • Demonstrates a mid-high or high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns • Varied vocabulary appropriate for the content and used with precision • Very few errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure) • Register is appropriate (accurate social and/ or cultural references included)
2 Mid-High	A response at this level is characterized by most of the following features/ dimensions:	• Addresses and completes the task	• Relates to the topic • Most supporting details or examples are well defined	• Response is organized, but some parts are not fully developed • Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur • Appropriate vocabulary with occasional errors such as making up words or code-switching • Some errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure), but they do not impede communication • Register is usually appropriate (generally accurate social and/or cultural references included)
1 Mid-Low	A response at this level is characterized by most of the following features/ dimensions:	• Addresses and completes the task	• Moderately relates to the topic • Some supporting details or examples are vague or not well defined	• Response is inadequately organized/not sequenced correctly • Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur • Limited vocabulary; frequent errors such as making up words or code-switching • Frequent errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure) • Register is inappropriate (inaccurate social and/or cultural references are included)
0 Low	A response at this level is characterized by most of the following features/ dimensions:	• Partially addresses and/or partially completes the task	• Minimally relates to the topic • Most supporting details or examples are irrelevant or not effective	• Response is disorganized • Demonstrates a lack of control of most structures; numerous grammatical errors impede communication • Insufficient vocabulary; constant interference from another language • Pervasive errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure) impede communication • Minimal to no attention to register (inaccurate social and/or cultural references are included)

PRAXIS WORLD LANGUAGES SCORING GUIDELINES FOR WRITING – Integrated Skills

		Features/Dimensions		
Score	**General Description**	**Task Completion**	**Topic Development**	**Writing Skills**
3 High	A response at this level is characterized by most of the following features/ dimensions:	• **Fully** addresses and completes the task	• Directly relates to the topic; topic well developed • All or almost all supporting details or examples are appropriate and effective • Clearly demonstrates a high degree of understanding of the content in the text	• Response is well organized and generally coherent • Demonstrates a mid-high or high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns • Varied vocabulary appropriate for the content and used with precision • Very few errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure) • Register is appropriate (accurate social and/ or cultural references included)
2 Mid-High	A response at this level is characterized by most of the following features/ dimensions:	• Addresses and completes the task	• Relates to the topic • Most supporting details or examples are well defined • Demonstrates a moderate degree of understanding of the content in the text	• Response is organized, but some parts are not fully developed • Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur • Appropriate vocabulary with occasional errors such as making up words or code-switching • Some errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure), but they do not impede communication • Register is usually appropriate (generally accurate social and/or cultural references included)
1 Mid-Low	A response at this level is characterized by most of the following features/ dimensions:	• Addresses and completes the task	• Moderately relates to the topic • Some supporting details or examples are vague or not well defined • Demonstrates a low degree of understanding of the content in the text	• Response is inadequately organized/not sequenced correctly • Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur • Limited vocabulary; frequent errors such as making up words or code-switching • Frequent errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure) • Register is inappropriate (inaccurate social and/or cultural references are included)
0 Low	A response at this level is characterized by most of the following features/ dimensions:	• Partially addresses and/or partially completes the task	• Minimally relates to the topic • Most supporting details or examples are irrelevant or not effective • Demonstrates a poor degree of understanding of the content in the text	• Response is disorganized • Demonstrates a lack of control of most structures; numerous grammatical errors impede communication • Insufficient vocabulary; constant interference from another language • Pervasive errors in conventions of the written language (orthography: spelling, accent marks, and punctuation; sentence structure) impede communication • Minimal to no attention to register (inaccurate social and/or cultural references are included)

PRAXIS WORLD LANGUAGES SCORING GUIDELINES FOR SPEAKING – Integrated Skills

		Features/Dimensions		
Score	**General Description**	**Task Completion**	**Topic Development**	**Language Use**
3 High	A response at this level is characterized by most of the following features/ dimensions:	• **Fully** addresses and completes the task	• Directly relates to the topic; topic well developed • All or almost all supporting details or examples are appropriate and effective • Clearly demonstrates a high degree of understanding of the content in the text	• Demonstrates a mid-high or high degree of control of a variety of structures; a few grammatical errors occur with no evident patterns • Varied vocabulary appropriate for the content and used with precision • High level of fluency • Very good pronunciation • Well-organized, generally coherent response • Register is appropriate (acurate social and/or cultural references included)
2 Mid-High	A response at this level is characterized by most of the following features/ dimensions:	• Addresses and completes the task	• Relates to the topic • Most supporting details or examples are well-defined • Demonstrates a moderate degree of understanding of the content in the text	• Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur • Appropriate vocabulary with occasional errors such as making up words or code-switching • Moderate level of fluency with occasional hesitation; some successful self-correction • Good pronunciation • Organized response with some coherence • Register is usually appropriate (generally acurate social and/or cultural references included)
1 Mid-Low	A response at this level is characterized by most of the following features/ dimensions:	• Addresses and completes the task	• Moderately relates to the topic • Some supporting details or examples are vague or not well-defined • Demonstrates a low degree of understanding of the content in the text	• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur • Limited vocabulary; frequent errors such as making up words or code-switching • Low level of fluency with frequent hesitation • Fair pronunciation with interference from another language • Disorganized response with little coherence • Register is inappropriate (inacurate social and/or cultural references included)
0 Low	A response at this level is characterized by most of the following features/ dimensions:	• Partially addresses and/or partially completes the task	• Minimally relates to the topic • Most supporting details or examples are irrelevant or not effective • Demonstrates a poor degree of understanding of the content in the text	• Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication • Insufficient vocabulary; constant interference from another language • Poor fluency with labored expression • Poor pronunciation, which affects comprehension • Disorganized response with no coherence • Minimal to no attention to register (inacurate social and/or cultural references included)

PRAXIS WORLD LANGUAGES SCORING GUIDELINES FOR SPEAKING – Presentational Speaking (Express an Opinion or Make an Oral Presentation)

		Features/Dimensions		
Score	**General Description**	**Task Completion**	**Topic Development**	**Language Use**
3 High	A response at this level is characterized by most of the following features/ dimensions:	• **Fully** addresses and completes the task	• Directly relates to the topic; well developed treatment of the topic • All or almost all supporting details or examples are appropriate and effective	• Demonstrates a mid-high or high degree of control of a variety of structures; very few grammatical errors occur with no evident patterns • Varied vocabulary appropriate for the content and used with precision • High level of fluency • Very good pronunciation • Well-organized, generally coherent response • Register is appropriate (accurate social and/ or cultural references included)
2 Mid-High	A response at this level is characterized by most of the following features/ dimensions:	• Addresses and completes the task	• Relates to the topic • Most supporting details or examples are well defined	• Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur • Appropriate vocabulary with occasional errors such as making up words or code-switching • Moderate level of fluency with occasional hesitation; some successful self-correction • Good pronunciation • Organized response with some coherence • Register is usually appropriate (generally accurate social and/or cultural references included)
1 Mid-Low	A response at this level is characterized by most of the following features/ dimensions:	• Addresses and completes the task	• Moderately relates to the topic • Some supporting details or examples are vague or not well defined	• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur • Limited vocabulary; frequent errors such as making up words and code-switching • Low level of fluency with frequent hesitation • Fair pronunciation with interference from another language • Disorganized response with little coherence • Register is inappropriate (inaccurate social and/or cultural references included)
0 Low	A response at this level is characterized by most of the following features/ dimensions:	• Partially addresses and/or partially completes the task	• Minimally relates to the topic • Most supporting details or examples are irrelevant or not effective	• Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication • Insufficient vocabulary; constant interference from another language • Poor fluency with labored expression • Poor pronunciation, which affects comprehension • Disorganized response with no coherence • Minimal to no attention to register (inaccurate social and/or cultural references included)

PRAXIS WORLD LANGUAGES SCORING GUIDELINES FOR SPEAKING – Simulated Conversation

		Features/Dimensions		
Score	**General Description**	**Task Completion**	**Topic Development**	**Language Use**
3 High	A response at this level is characterized by most of the following features/ dimensions:	• **Fully** addresses and completes the task • Responds **fully** to **all** or **almost all** of the parts/ prompts of the conversation	• Responses relate directly to the topic and include a well-developed treatment of all or almost all the elements in the thread of the conversation	• Demonstrates a mid-high or high degree of control of a variety of structures; very few grammatical errors occur with no evident patterns • Varied vocabulary appropriate for the content and used with precision • High level of fluency • Very good pronunciation • Well-organized, generally coherent response • Register is appropriate (accurate social and/ or cultural references included)
2 Mid-High	A response at this level is characterized by most of the following features/ dimensions:	• Addresses and completes the task • Responds to all or almost all of the parts/ prompts of the conversation	• Responses relate to the topic and include most elements in the thread of the conversation	• Demonstrates a moderate degree of control of a variety of structures; some grammatical errors occur • Appropriate vocabulary with occasional errors, such as making up words or code-switching • Moderate level of fluency with occasional hesitation; some successful self-correction • Good pronunciation • Organized responses with some coherence • Register is usually appropriate (generally accurate social and/or cultural references included)
1 Mid-Low	A response at this level is characterized by most of the following features/ dimensions:	• Addresses and completes some parts of the task • Responds to most parts/ prompts of the conversation	• Responses relate moderately to the topic and include some elements in the thread of the conversation	• Demonstrates a lack of control of a variety of structures; frequent grammatical errors occur • Limited vocabulary; frequent errors such as making up words and code-switching • Low level of fluency with frequent hesitation • Fair pronunciation with interference from another language • Disorganized response with little coherence • Register is inappropriate (inaccurate social and/or cultural references included)
0 Low	A response at this level is characterized by most of the following features/ dimensions:	• Partially addresses and/ or partially completes the task • Responds inappropiately to some parts/ prompts of the conversation	• Responses relate minimally to the topic and include few elements in the thread of the conversation	• Demonstrates a lack of control of numerous structures; numerous grammatical errors impede communication • Insufficient vocabulary; constant interference from another language • Poor fluency with labored expression • Poor pronunciation, which affects comprehension • Disorganized response with no coherence • Minimal to no attention to register (inaccurate social and/or cultural references included)

Constructed-Response: Writing - Score of 3

Scoring of Constructed-Responses

Holistic scoring of test taker response is done by content experts who have been through a rigorous training and qualifying process. Each response is independently scored by two raters using a task-specific rubric.

Writing Task #1: Interpersonal Writing: Response to an E-mail, Memo, or Letter

Sample Response That Received a Score of 3

Asunto: Nuevo profesor de Español

De: Miguel Comillas

Fecha: 20 de septiembre

Para: Gabriela Marinero

Estimada señora Marinero,

Gracias para preguntar por mi opinión sobre el nuevo profesor de Espanol para nuestra escuela. En mi opinión, la cualidad más importante para dar clases de Español en nuestra escuela es saber mucho de la lengua y la cultura. Un maestro bien preparado con estos conocimientos puede enseñar en cualquier nivel o grado de la escuela y tambien ayudar a mejorar el nivel general de espanol en la escuela. Tambien creo que debería ser una persona con muchas ganas y mucha energía para animar a todos los niños en la escuela a aprender Español.

Si necesita más información, por favor mande un mensaje.

Un saludo,

Miguel Comillas

Maestro de segundo grado de español

Commentary on Response That Received a Score of 3

The e-mail contains the elements and the content of a good e-mail response. It fully addresses and completes the task in the prompt with supporting and appropriate details that directly relate to the topic. The e-mail is a well-organized, coherent response that demonstrates a solid control of a variety of structures, varied vocabulary, very few errors in writing, and an appropriate register. Overall the response provides evidence of a high degree of language competence with respect to the task. The response earned a score of 3.

Sample Response That Received a Score of 2

Estimado Gabriela Marinero:

Creo que al comité debe empezar a buscar tan pronto como es posible. Para el nuevo maestro, es importante buscar un persona que quiere trabajar en equipo porque clases de Espanol hay muchas actividades en grupo para estudiante y maestros. También debe ser bilingue para ayudar con estudiantes de bilingue.

Gracias por preguntar por mis ideas. Y si tiene preguntas, me puede enviar otro mensaje.

Sinceramente,

Luis Cabrera

Maestro de Español

Commentary on Response That Received a Score of 2

The e-mail contains the elements and the content of a fair e-mail response. It addresses and completes the task in the prompt with supporting details that relate to the topic. The e-mail is an organized response, although some parts may not be fully developed. It demonstrates a moderate control of a variety of structures, appropriate vocabulary, some errors in writing, and a register that is usually appropriate. Overall the response provides evidence of a mid-high degree of language competence in respect to the task. The response earned a score of 2.

Sample Response That Received a Score of 1

Hola Gabriela,

Yo creo que Espanol es importante en escuela. Muchos quieren estudiar. Cualidades importantes es saber muy espanol. Puede escribir y hablar bueno para entender. Maestro nuevo es para estudiantes jovenes, por eso gusto los ninos tambien. Si quieres mas, me manda un mensaje.

Muchos saludo

Carmen Salamanca

Commentary on Response That Received a Score of 1

The e-mail contains the elements and the content of a weak e-mail response. It addresses and completes the task in the prompt with some supporting details that moderately relate to the topic. The e-mail is an inadequately organized response that demonstrates a lack of control of a variety of structures, limited vocabulary, frequent errors in writing, and an inappropriate register. Overall the response provides evidence of a mid-low degree of language competence in respect to the task. The response earned a score of 1.

Sample Response That Received a Score of 0

Hola

Gracia para rpeguntas muy bien y importente. Comite busca miembro en escuela de espanol por dar clases. Estudiante quieren aprende buen espanol para todos momentos. Voy peguntar characteristicas.

Gracias,

Commentary on Response That Received a Score of 0

The e-mail contains the elements and the content of an unacceptable e-mail response. It partially addresses and partially completes the task in the prompt with irrelevant supporting details that minimally relate to the topic. The e-mail is a disorganized response that demonstrates a lack of control of most structures, insufficient vocabulary, pervasive errors in writing, and minimal attention to register. Overall the response provides evidence of a low degree of language competence in respect to the task. The response earned a score of 0.

Writing Task #2: Presentational Writing: Opinion/Position Essay

Sample Response That Received a Score of 3

Creo que sería muy buena idea reservar puestos de responsabilidad para las mujeres en todos los países y para todos los niveles.

En primer lugar, tradicionalmente los puestos responsables son solo para los hombres. Las mujeres están en puestos siempre ocupados por mujeres. Dependiendo del país el único "puesto" que ocupan las mujeres es el de madre en las familias con las responsabilidades de la casa y los hijos. Pero incluido en los países donde las mujeres trabajan y tienen trabajos mas o menos importantes, en la mayoría de los casos no pueden a ocupar posiciones de mayor responsibilidad. Si lo hacen, es en números muy pequeños.

Eso debería cambiar porque no representa el total de la población. En general, las mujeres son la mitad de los habitantes en el mundo, pero eso no se refleja en los trabajar importantes con más responsabilidad. Eso quiere decir que sus ideas, opiniones, necesidades, etc. no están representadas en los países o organizaciones. Y eso tiene que cambiar para que el mundo sea más justo para todos.

Commentary on Response That Received a Score of 3

The opinion essay contains the elements and the content of a good opinion essay response. It fully addresses and completes the task in the prompt with supporting and appropriate details that directly relate to the topic. The opinion essay is a well-organized, coherent response that demonstrates a solid control of a variety of structures, varied vocabulary, very few errors in writing, and an appropriate register. Overall the response provides evidence of a high degree of language competence with respect to the task. The response earned a score of 3.

Sample Response That Received a Score of 2

En estos momentos, mujeres tienen trabajos de responsibilidad en muchos paises. No es necesario tener porcentage de trabajos especiales porque todo cambia en el pasado. Cuando yo era nino, mi mama no tuvo trabajo en una oficina porque ella cuidó mi familia, limpiaba y cocinaba mucho en la casa. Pero ahora mis hermanas y mis amigas todas trabajan en periodicos, en la universidad o en una empresa como gerentes. Ellas estudian en la universidad para medicina, abogado, profesora, etc. Todas tienen responsibilidad y hacen decisiones importantes en su trabajo. También emplean hombres y mujeres para trabajar en sus oficinas, universidades, etc. Y trabajan con muchas mujeres. Las mujeres ahora no solo trabajan en la casa, pero tambien en empleos poderosos como hombres. Hay mucho cambio.

Commentary on Response That Received a Score of 2

The opinion essay contains the elements and the content of a fair opinion essay response. It addresses and completes the task in the prompt with supporting details that relate to the topic. The opinion essay is an organized response, although some parts may not be fully developed. It demonstrates a moderate control of a variety of structures, appropriate vocabulary, some errors in writing, and a register that is usually appropriate. Overall the response provides evidence of a mid-high degree of language competence in respect to the task. The response earned a score of 2.

Sample Response That Received a Score of 1

Si, yo creo mujeres necesitas mas trabajo importantes en el mundo. Muchos hombres trabajan en companias y gobiernos pero no muchas mujers. Es importante que mujeres educacion para trabajar en estos. Los gerentes tambien deben emplean estos mujeres para trabajar en sus companias por tener muchos mujers. Los leges tinen cambiar para haser posible. Cuando mas mujeres hay en los trabajos, mas mujeres emplean empleos majores. Trabajos majores tienen mas responsibilidad en todos lugares para ayudar con mujers y hombres tiennen muchos trabajos. Opinion tambienn hay que cambiar para tener estos cambios en trabajos. Muchos personas piensan mujeres no trabajan como hombres porque tiene familias y ganan menos dinero para eso. Muchos cambios es necesario.

Commentary on Response That Received a Score of 1

The opinion essay contains the elements and the content of a weak opinion essay response. It addresses and completes the task in the prompt with some supporting details that moderately relate to the topic. The opinion essay is an inadequately organized response that demonstrates a lack of control of a variety of structures, limited vocabulary, frequent errors in writing, and an inappropriate register. Overall the response provides evidence of a mid-low degree of language competence in respect to the task. The response earned a score of 1.

Sample Response That Received a Score of 0

Yo opinaar que ttrabajo es muy dificil por mujers para muchos veces. Hombres trabajaba siempre, mujeres trabajarias tambien siempre pero el trabajos muy mal. Trabajo es responsibilidad importante porque tienen gannan mucho dinero o no pagan los bills. Haser dinero es muy trabajar, pero poco vacacions en su vida. Yo piensar que hijos importanes por mujeres y los hombres tambien. muchos higos no pueden, tienen tiempo trabajar en la casa y en trabajos. Por trabajando en no es muy mejor.

Commentary on Response That Received a Score of 0

The opinion essay contains the elements and the content of an unacceptable opinion essay response. It partially addresses and partially completes the task in the prompt with irrelevant supporting details that minimally relate to the topic. The opinion essay is a disorganized response that demonstrates a lack of control of most structures, insufficient vocabulary, pervasive errors in writing, and minimal attention to register. Overall the response provides evidence of a low degree of language competence in respect to the task. The response earned a score of 0.

Writing Task #3: Presentational Writing: Integrated Skills Essay

Sample Response That Received a Score of 3

Es muy important abordar el cambio climático en los años siguientes para que nosotros podemos sobrevivir con un medioambiente seguro. Mucha gente no quieren saber o ignoran la realidad del medioambiente pero es necesario popularizar procesos sustenatbles y sostenibles. Yo quiero que las generaciones del futuro sean saludables y que tienen oportunidades para divertirse. Pero los cambios climáticos como los huracanes y fuertes tormentas y los fuegos en California en los Estados Unidos son muy peligrosos y tienen un efecto muy negativo en las vidas de la gente que viven en regiones más suceptibles a cambios climáticos.

Los efectos negativos del calentamiento global incluyen efectos con la comida, los recursos para el salud y con los animales. Los animales sufren mucho de sequías, huracanes, tormentas y fuegos. Necesitamos los animales para completar el círculo ambiental que es necesario para tener un balance. Hay un efecto de seguridad

también porque muchas personas que no están acostumbradas o preparadas a los disastres pierden sus cosas, sus casas y a veces hay una gran pérdida de vidas humanos.

Ya es hora de tener en cuenta el impacto que nuestras acciones tienen en el cambo climático. Creo que parte de la causa del cambio climático es que todos nosotros no queremos escuchar que es nuestra culpa. El uso de los ""productos singulares"" es muy conveniente pero es muy malo para el clima y el medio ambiente. Será un esfuerzo muy grande y con todos juntos para abordar el cambio climático con procesos sustentables y sostenibles.

Commentary on Response That Received a Score of 3

The integrated-skills essay contains the elements and the content of a good essay response. It fully addresses and completes the task in the prompt with supporting and appropriate details. It demonstrates an understanding of the content of the passage and directly relates to the topic. The essay is a well-organized, coherent response that demonstrates a solid control of a variety of structures, varied vocabulary, very few errors in writing, and an appropriate register. Overall the response provides evidence of a high degree of language competence in respect to the task. The response earned a score of 3.

Sample Response That Received a Score of 2

El cambio climático es un problema global. Por eso, necesitamos enfocar en soluciones globales.

Es importante vivir en una manera mas sostenible porque hay un limite en los recursos de la tierra. Por ejemplo, los bosques están siendo destruidos. Hay bosques que tienen mucho más de cien años de edad y para que se reproduscan es necesario que pasen varios generaciónes. Tenemos que preservarlos para nuestro propio beneficio. La Amazona es un bosque muy importante porque muchas medicinas han sido inventadas por plantas y materiales encontradas en este bosque.

En este manera, protgenemos la planeta para las generaciones actuales y futuras. Es importante que aseguremos las recursos para el futuro.

Estas acciones pueden evitar y desaumentar los conflictos globales. Muchos conflictos globales vienen de conflictos sobre los recursos naturales del planeta. Si protegemos los recursos, el futuro será mejor.

Commentary on Response That Received a Score of 2

The integrated-skills essay contains the elements and the content of a fair integrated-skills essay response. It addresses and completes the task in the prompt with supporting details. It demonstrates a moderate understanding of the content of the passage and relates to the topic. The integrated-skills essay is an organized response, although some parts may not be fully developed. It demonstrates a moderate control of a variety of structures, appropriate vocabulary, some errors in writing, and a register that is usually appropriate. Overall the response provides evidence of a mid-high degree of language competence in respect to the task. The response earned a score of 2.

Sample Response That Received a Score of 1

La gente son la rovina del mundo. Estamos poniendo todo en riesgo de extinción porque la gente en poder no quieren ver los problemas que estamos causando. El calentamiento global no es una nueva conversación, estamos hablando de un cambio climático por muchos años ya. Cada desarrollo son proceso que tienen buena intenciones para salvar el clima. El problema con el desarrollo sustentable es que no es realista en el mundo que vivimos hoy. Aparece una intención de un soñador y no hay tiempo para sueños. El desarrollo sostenible piensa a salvar hoy sin pensar al futuro. Yo creo que sin la atención política y sociales no hay oportunidad de cambiamento. Sí no aprendimos la urgencia del mundo en llamas no existe un futuro ni hoy y ni mañana.

Commentary on Response That Received a Score of 1

The integrated-skills essay contains the elements and the content of a weak integrated-skills essay response. It addresses and completes the task in the prompt with vague supporting details. It demonstrates a low understanding of the content of the passage and moderately relates to the topic. The integrated-skills essay is an inadequately organized response that demonstrates a lack of control of a variety of structures, limited vocabulary, frequent errors in writing, and an inappropriate register. Overall the response provides

evidence of a mid-low degree of language competence in respect to the task. The response earned a score of 1.

Sample Response That Received a Score of 0

La cambia climatic is real por de lo humanos. Tienemo hacen proces sutetable y sotenibes para cuidar el clima. Todos hacen reciclan e economy circular. Individios pueden mucho como reuso, gasta menos aguas, no usa plasticos o agua y más.

Commentary on Response That Received a Score of 0

The integrated-skills essay contains the elements and the content of an unacceptable integrated-skills essay response. It partially addresses and partially completes the task in the prompt with irrelevant supporting details. It demonstrates a poor understanding of the content of the passage and minimally relates to the topic. The integrated-skills essay is a disorganized response that demonstrates a lack of control of most structures, insufficient vocabulary, pervasive errors in writing, and minimal attention to register. Overall the response provides evidence of a low degree of language competence in respect to the task. The response earned a score of 0.

Speaking Task #1: Presentational Speaking: Integrated Skills

Sample Response That Received a Score of 3

Hemos visto en los últimos años el daño que puede hacer el calentamiento global. Tenem, escuchamos muchas historias y escuchamos muchas opiniones de cómo eso, eh, como el problema está más en las corporaciones y, y las compañías que están gastando muchísimo, muchísimo petróleo y cosas así, pero en realidad, yo creo que la solución está, la solución se encuentra en el individuo. Ok, cada individuo, nosotros tenemos una responsabilidad, es una responsabilidad a nuestra generación tanto como a la generación que nos va a seguir. Para ser buen papá, mamá, hijo, nieto, abuelo, lo que sea, tenemos que cuidar el medio ambiente para protegernos a nosotros mismos tanto, tanto a nosotros mismos como a nuestros familiares, a nuestros amigos, a todo el mundo. OK, y la verdad es que si todos nosotros tomamos pasos prácticos como no usar tanta agua, no usar tanta luz, este, compartir vehículos, tomar transporte público. Si todos estamos haciendo cosas chiquitas va a cambiar el mundo. Entonces yo creo que tenemos que empezar por cambiar la cultura de nuestra casa, nuestro hogar, es enseñar a nuestros hijos cómo se debe hacer, es influenciar a nuestra pareja para estar consciente de las cos, cómo estamos afectando el mundo de una ma, el planeta de una manera negativa. Y después de la casa, lo llevamos al trabajo, impactamos la cultura del trabajo. Y después, de allí va creciendo, podemos impactar la cultura de la ciudad, un estado, un país, un continente y después el mundo, pero cada persona tiene el deber de estar enfocado.

Commentary on Response That Received a Score of 3

The integrated-skills speaking response contains the elements and the content of a good presentation. It fully addresses and completes the task in the prompt with supporting and appropriate details. It demonstrates understanding of the content of the passage and directly relates to the topic. The presentation is a well-organized, coherent response that demonstrates a solid control of a variety of structures, varied vocabulary, very good pronunciation, a high level of fluency, and an appropriate register. Overall the response provides evidence of a high degree of language competence in respect to the task. The response earned a score of 3.

Sample Response That Received a Score of 2

Hola, me llamo Alesandra. Muchas gracias por la invitación de hablar aquí hoy. Pues estoy aquí para decir que sí, que yo creo que los resultados de las acciones locales contra el cambio climático sí pueden ayudar a la humanidad. Hay cosas que, muchas cosas que pueden también y están bien para … que seas sanos y que hacemos las cosas para la salud. Por ejemplo, una cosa que podemos hacer contra el cambio climático es caminar más y tomar la bicicleta cuando podemos, y eso sí ayuda contra el cambio climático porque cuando caminamos al trabajo o para ir a la tienda que no usamos coches y cosas que contaminan el medio ambiente, pero también caminar más está bien para la salud y muchas personas no hacen ejercicio y eso no está bien para la salud. Y otras cosas también, si cocinamos más en casa y, y usamos verduras que a lo mejor podemos crecer en nuestros jardines y no comprar cosas que vienen de, del otro parte del mundo. Por ejemplo, muchas veces cuando compramos algo en la tienda una fruta viene de Chile, pero yo vivo en Estados Unidos, y entonces algo así puede ser también una cosa buena porque …

Commentary on Response That Received a Score of 2

The integrated-skills response contains the elements and the content of a fair presentation. It addresses and completes the task in the prompt with supporting details. It demonstrates a moderate understanding of the content of the passage and relates to the topic. The presentation is an organized, somewhat coherent response that demonstrates a moderate control of a variety of structures, appropriate vocabulary, good pronunciation, a moderate level of fluency, and a register that is usually appropriate. Overall the response provides evidence of a mid-high degree of language competence in respect to the task. The response earned a score of 2.

Sample Response That Received a Score of 1

Gracias por tenerme en este programa de televisión. Hoy voy a hablar sobre la importancia de cada persona en el rol de ayudar a la planeta, especialmente en de prevener el came, el calentamiento global. Primero, es importante que cada persona tener la idea de su rol en este ayudar la planeta. Primero, es importante que cada persona tienes la habilidad de reciclar en su propia casa y también reusar cosas de su vida normal. Esto es porque si cada persona hacer su propia, hace su propio parte en la misión de desarrollo sustentible y desarrollo sostenible, que si cada persona tiene este rol no es, ah, … tenemos más desarrollo para el mundo. También es, no es razonable anticipar que el gobierno va a tener todos los recursos para hacer nomás que necesita para ayudar a la planeta. Esto es porque cada persona usa objetos diferentes y usa la energía y cada persona tienes una parte del usado de todas esas cosas. Entonces tiene una responsabilidad de hacer acciones locales para ayudar a la planeta y si todos hacen estas cosas, ah… el mundo va a ser mucho mejor porque va a ser más mejor para el futuro.

Commentary on Response That Received a Score of 1

The integrated-skills response contains the elements and the content of a weak presentation. It addresses and completes the task in the prompt with vague supporting details. It demonstrates a low understanding of the content of the passage and moderately relates to the topic. The presentation is a disorganized, mostly incoherent response that demonstrates a lack of control of a variety of structures, limited vocabulary, fair pronunciation, a low level of fluency, and an inappropriate register. Overall the response provides evidence of a mid-low degree of language competence in respect to the task. The response earned a score of 1.

Sample Response That Received a Score of 0

En la programa hablar a … los cambio climático en nuestro comunidads. Si proteger recuros ayudo… sus comunidads por … ahora y la personas de futuro. Is importante porque los personas que vivan en futuro tener calenmiento global. Ahora … la planeta tienen recusos sostenable para de agua y bosque. Los personas vivan en el bosque no … pueden porque estar cortando y no … viven o tener comidas. Yo hacer trasporte en público y reciclamos…

Commentary on Response That Received a Score of 0

The integrated-skills response contains the elements and the content of an unacceptable presentation. It partially addresses and partially completes the task in the prompt with irrelevant supporting details. It demonstrates a poor understanding of the content of the passage and minimally relates to the topic. The presentation is a disorganized, incoherent response that demonstrates a lack control of numerous structures, insufficient vocabulary, poor pronunciation, poor fluency, and minimal attention to register. Overall the response provides evidence of a low degree of language competence in respect to the task. The response earned a score of 0.

Speaking Task #2: Presentational Speaking: Express an Opinion or Make an Oral Presentation

Sample Response That Received a Score of 3

Opino que es muy importante y necesario llevar una vida activa y destinar un tiempo al ejercicio físico. En el pasado las personas no tenían tantas enfermedades como tenemos ahora porque parte de su vida envolvía la actividad física. Ahora eso es falso porque muchas personas trabajan sentados en oficinas delante de las computadoras todo el día. No hay ejercicio. Por lo tanto, hay muchos problemas de salud y enfermedades del corazón.

El ejercicio físico es necesario para evitar los problemas relacionados con la edad y con la vida sin ejercicio. Es

importante mantenerse activo para que el cuerpo y todos los órganos funcionen de la mejor manera. Si hacemos ejercicio, no solo vamos a mantener un peso adecuado pero también vamos a tener un corazón fuerte, que ayuda con el trabajo físico. Además, el cerebro también está saludable cuando el cuerpo se mantiene activo.

Commentary on Response That Received a Score of 3

The presentational speaking response contains the elements of a good presentation. It fully addresses and completes the task in the prompt with supporting and appropriate details that directly relate to the topic. The presentation is a well-organized, coherent response that demonstrates a solid control of a variety of structures, varied vocabulary, very good pronunciation, a high level of fluency, and an appropriate register. Overall the response provides evidence of a high degree of language competence in respect to the task. The response earned a score of 3.

Sample Response That Received a Score of 2

Hoy muchos personas vivan, viven, trabajan y no mueven mucho. Ejercicio fisico no es necesario en la vida moderna porque todo los actividades se puede hacer muy comodamente. En el trabajo, la mayoria parte de tiempo, las personas estan sentadas en la oficina y trabajan con su computadora. Despues de trabajo, las personas estan sentados, sentadas en su carro para ir a la casa, a supermercado, a centro comercial y mas. En casa, las personas pasan mucho tiempo viendo television y sentados en el sofa para descansando.

Yo pienso es necesario pasar tiempo todos los dias para moverse y hacer ejercicio porque no hay suficiente deportes en nuestras vidas. En el pasado muchos personas tenian ejercicio en su rutina de trabajo, en su casa y en su vida para ir diferentes lugares, pero ahora no. Con los carros, personas viajan, no caminan. Es importante caminar, nadar, hacer deportes todos los dias para tener saludable fisico y mental.

Commentary on Response That Received a Score of 2

The presentational speaking response contains the elements of a fair presentation. It addresses and completes the task in the prompt with supporting details that relate to the topic. The presentation is an organized, somewhat coherent response that demonstrates a moderate control of a variety of structures, appropriate vocabulary, good pronunciation, a moderate level of fluency, and a register that is usually appropriate. Overall the response provides evidence of a mid-high degree of language competence in respect to the task. The response earned a score of 2.

Sample Response That Received a Score of 1

Creo que es necesario tener vida activa y muy deportes en sus vidas porque es mucho beneficios. Deportes es bueno porque para el cuerpo y el cabeza. Tambien deportes son bien para tener divertir. Yo jugo futbol americano con amigos todos los semanas y divertirnos mucho. Encontramos en el parque, jugamos una o dos hora y despues tomamos cerveza. Empecemos jugar años pasados cuando estuviamos en universidad. Ahora todos trabajemos mucho pero juguemos tambien. El deporte me gusto para fuerte y deportista. Tambien gusto porque el trabaja muy dificil y estres. Cuando deporte, hago cansando pero relajando tambien.

Commentary on Response That Received a Score of 1

The presentational speaking response contains the elements of a weak presentation. It addresses and completes the task in the prompt with vague supporting details that moderately relate to the topic. The presentation is a disorganized, mostly incoherent response that demonstrates a lack of control of a variety of structures, limited vocabulary, fair pronunciation, a low level of fluency, and an inappropriate register. Overall the response provides evidence of a mid-low degree of language competence in respect to the task. The response earned a score of 1.

Sample Response That Received a Score of 0

Llevo vida activar son bueno. Todos persona saber es bien por deportes fisico. Escuela es primer aprendo deporte muchos como futbol, basketball, beisbol, nadar, y mas. Ahora practicar muy mucho frecuencia porque todo los dias me gusto en la campo y la playa para conocer personas. Deportes bien, bueno. Todos personas puede deporte. Quiero ser bueno deportes.

Commentary on Response That Received a Score of 0

The presentational speaking response contains the elements of an unacceptable presentation. It partially addresses and partially completes the task in the prompt with irrelevant supporting details that minimally relate to the topic. The presentation is a disorganized, incoherent response that demonstrates a lack of control of numerous structures, insufficient vocabulary, poor pronunciation, poor level of fluency, and minimal attention to register. Overall the response provides evidence of a low degree of language competence in respect to the task. The response earned a score of 0.

Speaking Task #3: Interpersonal Speaking: Simulated Conversation

Sample Response That Received a Score of 3

1. ¡Hola! Me alegro que puedes venir. En el aeropuerto, lo mejor es tomar el tren porque funciona todo el día. Además, es bastante rápido y te lleva hasta el centro de la ciudad. Cuando llegas a la ciudad, desde la estación puedes tomar un taxi para llegar a mi casa.
2. En Nueva York hay muchísimos sitios para ver y visitar. Lo primero, te recomiendo un tour en autobús por toda la ciudad para ver a todos los sitios famosos. En unas horas verás muchas cosas. Entonces, puedes volver a donde más te guste otros días.
3. Pues el tiempo no va a ser muy bueno, pero tampoco creo va a hacer demasiado frío. Necesitas sacos y alguna chaqueta. Por la lluvia no te preocupes porque yo tengo paraguas si lo necesitas o también se puede comprar uno barato.
4. Sí, va a ser muy divertido si estás aquí en Halloween. En mi casa siempre hay fiesta y vienen todos mis amigos con vestidos de diferentes personajes para celebrar. Tienes que pensar en un personaje para la fiesta. La vamos a pasar muy bien.
5. Pues si puedes, me gusta que me traigas algo que me gustó mucho cuando visité España: los dulces de Navidad. Turrón y mazapanes, ¿se llaman así, verdad? Me encantaron.

Commentary on Response That Received a Score of 3

The speaking responses in the simulated conversation contain the elements and the content of a good conversation. The responses fully address and complete the task in all or almost all of the exchanges. The responses demonstrate an understanding of the content in the exchanges and directly relate to the topic. The exchanges demonstrate a well-organized and coherent set of responses, a solid control of a variety of structures, varied vocabulary, very good pronunciation, a high level of fluency, and an appropriate register. Overall the responses provide evidence of a high degree of language competence in response to the task. The responses earned a score of 3.

Sample Response That Received a Score of 2

1. ¡Qué sorpresa que vienes! Puede tomar tren o autobús desde el aeropuerto. Los dos son frecuentes y llega al centro. El autobús para muy cerca de mi casa, así que podras caminar un poco.
2. Podemos ir al parque de Central Park que es muy bonita y muy grande. Mi amigos gusta, gustan mucho el parque. También puede ir a un show de Broadway un día. Hay shows muy buenos.
3. Aquí hay más frío que en España así que recomiendo que tienes abrigo, varios sweaters y botas para lluvia. Es frío en octubre.
4. En mi edificio, niños vienen con disfraces para pedir chocolate y caramelo. Nosotros podemos disfrazar y salir a una fiesta después. Es muy divertido.
5. Me gusta mucho el jamon de España, pero no se si es permiso para viajar a los Estados Unidos. Hasta pronto.

Commentary on Response That Received a Score of 2

The speaking responses in the simulated conversation contain the elements and the content of a fair conversation. The responses address and complete the task in all or almost all of the exchanges. The responses demonstrate a moderate understanding of the content in the exchanges and relate to the topic. The exchanges demonstrate an organized and somewhat coherent set of responses, a moderate control of a variety of structures, appropriate vocabulary, good pronunciation, a moderate level of fluency, and a register that is usually appropriate. Overall the responses provide evidence of a mid-high degree of language competence in respect to the task. The responses earned a score of 2.

Sample Response That Received a Score of 1

1. Tengo vacaciones también y estoy emocionando para, para que tu vienes. Tomar un taxi es expensivo pero mejor y rapido.
2. Puedo, puede visita lugars interesante and diferente. Muchos momento importante en ciudad por ver.
3. Lluvia, llove todo tiempo. Debe tengar uno paragua y botas.
4. Quiero, niños quiere caramelo. Mi disfrazo y tu tambien para divertir.
5. Yo me gustar comida de España por mi por favor.

Commentary on Response That Received a Score of 1

The speaking responses in the simulated conversation contain the elements and the content of a weak conversation. The responses address and complete the task in most of the exchanges. The responses demonstrate a low understanding of the content in the exchanges and moderately relate to the topic. The exchanges demonstrate a disorganized, mostly incoherent set of responses, a lack of control of a variety of structures, limited vocabulary, fair pronunciation, a low level of fluency, and an inappropriate register. Overall the responses provide evidence of a mid-low degree of language competence in respect to the task. The responses earned a score of 1.

Sample Response That Received a Score of 0

1. Pues viajo Estados Unidos es buen.
2. Mi casa tengo grande y bonito.
3. Yo gusto mi ciudad .....
4. Halloween mi holiday favorito, favorita. muchos candies me gusto.
5. Estuvo en España mucho años atras.

Commentary on Response That Received a Score of 0

The speaking responses in the simulated conversation contain the elements and the content of an unacceptable conversation. The responses partially address and partially complete the task in most of the exchanges. The responses demonstrate a poor understanding of the content in the exchanges and minimally relate to the topic. The exchanges demonstrate a disorganized, incoherent set of responses, a lack of control of numerous structures, insufficient vocabulary, poor pronunciation, poor level of fluency, and minimal attention to register. Overall the responses provide evidence of a low degree of language competence in respect to the task. The responses earned a score of 0.

4. Determine Your Strategy for Success

Set clear goals and deadlines so your test preparation is focused and efficient

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Otherwise, you may not feel ready and confident on test day.

1) Learn what the test covers.

You may have heard that there are several different versions of the same test. It's true. You may take one version of the test and your friend may take a different version a few months later. Each test has different questions covering the same subject area, but both versions of the test measure the same skills and content knowledge.

You'll find specific information on the test you're taking on page 5, which outlines the content categories that the test measures and what percentage of the test covers each topic. Visit www.ets.org/praxis/testprep for information on other *Praxis* tests.

2) Assess how well you know the content.

Research shows that test takers tend to overestimate their preparedness—this is why some test takers assume they did well and then find out they did not pass.

The *Praxis* tests are demanding enough to require serious review of likely content, and the longer you've been away from the content, the more preparation you will most likely need. If it has been longer than a few months since you've studied your content area, make a concerted effort to prepare.

3) Collect study materials.

Gathering and organizing your materials for review are critical steps in preparing for the *Praxis* tests. Consider the following reference sources as you plan your study:

- Did you take a course in which the content area was covered? If yes, do you still have your books or your notes?
- Does your local library have a high school-level textbook in this area? Does your college library have a good introductory college-level textbook in this area?

Practice materials are available for purchase for many *Praxis* tests at www.ets.org/praxis/testprep. Test preparation materials include sample questions and answers with explanations.

4) Plan and organize your time.

You can begin to plan and organize your time while you are still collecting materials. Allow yourself plenty of review time to avoid cramming new material at the end. Here are a few tips:

- Choose a test date far enough in the future to leave you plenty of preparation time. Test dates can be found at www.ets.org/praxis/register/dates_centers/.
- Work backward from that date to figure out how much time you will need for review.
- Set a realistic schedule—and stick to it.

5) Practice explaining the key concepts.

Praxis tests with constructed-response questions assess your ability to explain material effectively. As a teacher, you'll need to be able to explain concepts and processes to students in a clear, understandable way. What are the major concepts you will be required to teach? Can you explain them in your own words accurately, completely, and clearly? Practice explaining these concepts to test your ability to effectively explain what you know.

6) Understand how questions will be scored.

Scoring information can be found on page 51.

7) Develop a study plan.

A study plan provides a road map to prepare for the *Praxis* tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Use the study plan template on page 44 to organize your efforts.

And most important—get started!

Would a Study Group Work for You?

Using this guide as part of a study group

People who have a lot of studying to do sometimes find it helpful to form a study group with others who are working toward the same goal. Study groups give members opportunities to ask questions and get detailed answers. In a group, some members usually have a better understanding of certain topics, while others in the group may be better at other topics. As members take turns explaining concepts to one another, everyone builds self-confidence.

If the group encounters a question that none of the members can answer well, the group can go to a teacher or other expert and get answers efficiently. Because study groups schedule regular meetings, members study in a more disciplined fashion. They also gain emotional support. The group should be large enough so that multiple people can contribute different kinds of knowledge, but small enough so that it stays focused. Often, three to six members is a good size.

Here are some ways to use this guide as part of a study group:

- **Plan the group's study program.** Parts of the study plan template, beginning on page 44, can help to structure your group's study program. By filling out the first five columns and sharing the worksheets, everyone will learn more about your group's mix of abilities and about the resources, such as textbooks, that members can share with the group. In the sixth column ("Dates I will study the content"), you can create an overall schedule for your group's study program.
- **Plan individual group sessions.** At the end of each session, the group should decide what specific topics will be covered at the next meeting and who will present each topic. Use the topic headings and subheadings in the Test at a Glance table on page 5 to select topics, and then select practice questions, beginning on page 14.
- **Prepare your presentation for the group.** When it's your turn to present, prepare something that is more than a lecture. Write two or three original questions to pose to the group. Practicing writing actual questions can help you better understand the topics covered on the test as well as the types of questions you will encounter on the test. It will also give other members of the group extra practice at answering questions.

- **Take a practice test together.** The idea of a practice test is to simulate an actual administration of the test, so scheduling a test session with the group will add to the realism and may also help boost everyone's confidence. Remember, complete the practice test using only the time that will be allotted for that test on your administration day.
- **Learn from the results of the practice test.** Review the results of the practice test, including the number of questions answered correctly in each content category. For tests that contain constructed-response questions, look at the Sample Test Questions section, which also contain sample responses to those questions and shows how they were scored. Then try to follow the same guidelines that the test scorers use.
- **Be as critical as you can.** You're not doing your study partner(s) any favors by letting them get away with an answer that does not cover all parts of the question adequately.
- **Be specific.** Write comments that are as detailed as the comments about the sample responses. Indicate where and how your study partner(s) are doing an inadequate job of answering the question. Writing notes in the margins of the answer sheet may also help.
- **Be supportive.** Include comments that point out what your study partner(s) got right.

Then plan one or more study sessions based on aspects of the questions on which group members performed poorly. For example, each group member might be responsible for rewriting one paragraph of a response in which someone else did an inadequate job.

Whether you decide to study alone or with a group, remember that the best way to prepare is to have an organized plan. The plan should set goals based on specific topics and skills that you need to learn, and it should commit you to a realistic set of deadlines for meeting those goals. Then you need to discipline yourself to stick with your plan and accomplish your goals on schedule.

5. Develop Your Study Plan

Develop a personalized study plan and schedule

Planning your study time is important because it will help ensure that you review all content areas covered on the test. Use the sample study plan below as a guide. It shows a plan for the *Core Academic Skills for Educators: Reading* test. Following that is a study plan template that you can fill out to create your own plan. Use the "Learn about Your Test" and "Test Specifications" information beginning on page 5 to help complete it.

Use this worksheet to:
1. **Define Content Areas:** List the most important content areas for your test as defined in chapter 1.
2. **Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
3. **Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
4. **Study:** Create and commit to a schedule that provides for regular study periods.

Praxis Test Name (Test Code): Core Academic Skills for Educators: Reading (5713)
Test Date: 9/15/21

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Key Ideas and Details						
Close reading	Draw inferences and implications from the directly stated content of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/15/21	7/15/21
Determining Ideas	Identify summaries or paraphrases of the main idea or primary purpose of a reading selection	3	Middle school English textbook	College library, middle school teacher	7/17/21	7/17/21
Determining Ideas	Identify summaries or paraphrases of the supporting ideas and specific details in a reading selection	3	Middle and high school English textbook	College library, middle and high school teachers	7/20/21	7/21/21
Craft, Structure, and Language Skills						
Interpreting tone	Determine the author's attitude toward material discussed in a reading selection	4	Middle and high school English textbook	College library, middle and high school teachers	7/25/21	7/26/21
Analysis of structure	Identify key transition words and phrases in a reading selection and how they are used	3	Middle and high school English textbook, dictionary	College library, middle and high school teachers	7/25/21	7/27/21
Analysis of structure	Identify how a reading selection is organized in terms of cause/effect, compare/contrast, problem/solution, etc.	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/21	8/1/21
Author's purpose	Determine the role that an idea, reference, or piece of information plays in an author's discussion or argument	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/21	8/1/21

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed
Language in different contexts	Determine whether information presented in a reading selection is presented as fact or opinion	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/21	8/1/21
Contextual meaning	Identify the meanings of words as they are used in the context of a reading selection	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/1/21	8/1/21
Figurative Language	Understand figurative language and nuances in word meanings	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/8/21	8/8/21
Vocabulary range	Understand a range of words and phrases sufficient for reading at the college and career readiness level	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/15/21	8/17/21
Integration of Knowledge and Ideas						
Diverse media and formats	Analyze content presented in diverse media and formats, including visually and quantitatively, as well as in words	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/22/21	8/24/21
Evaluation of arguments	Identify the relationship among ideas presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/24/21	8/24/21
Evaluation of arguments	Determine whether evidence strengthens, weakens, or is relevant to the arguments in a reading selection	3	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/27/21	8/27/21
Evaluation of arguments	Determine the logical assumptions upon which an argument or conclusion is based	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/28/21	8/30/21
Evaluation of arguments	Draw conclusions from material presented in a reading selection	5	High school textbook, college course notes	College library, course notes, high school teacher, college professor	8/30/21	8/31/21
Comparison of texts	Recognize or predict ideas or situations that are extensions of or similar to what has been presented in a reading selection	4	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/3/21	9/4/21
Comparison of texts	Apply ideas presented in a reading selection to other situations	2	High school textbook, college course notes	College library, course notes, high school teacher, college professor	9/5/21	9/6/21

My Study Plan

Use this worksheet to:

1. **Define Content Areas:** List the most important content areas for your test as defined in chapter 1.
2. **Determine Strengths and Weaknesses:** Identify your strengths and weaknesses in each content area.
3. **Identify Resources:** Identify the books, courses, and other resources you plan to use for each content area.
4. **Study:** Create and commit to a schedule that provides for regular study periods.

Praxis Test Name (Test Code): _____

Test Date: _____

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for this content?	Where can I find the resources I need?	Dates I will study this content	Date completed

(continued on next page)

Content covered	Description of content	How well do I know the content? (scale 1–5)	What resources do I have/need for the content?	Where can I find the resources I need?	Dates I will study the content	Date completed

6. Review Smart Tips for Success

Follow test-taking tips developed by experts

Learn from the experts. Take advantage of the following answers to questions you may have and practical tips to help you navigate the *Praxis* test and make the best use of your time.

Should I guess?

Yes. Your score is based on the number of questions you answer correctly, with no penalty or subtraction for an incorrect answer. When you don't know the answer to a question, try to eliminate any obviously wrong answers and then guess at the correct one. Try to pace yourself so that you have enough time to carefully consider every question.

Can I answer the questions in any order?

You can answer the questions in order or skip questions and come back to them later. If you skip a question, you can also mark it so that you can remember to return and answer it later. Remember that questions left unanswered are treated the same as questions answered incorrectly, so it is to your advantage to answer every question.

Are there trick questions on the test?

No. There are no hidden meanings or trick questions. All of the questions on the test ask about subject matter knowledge in a straightforward manner.

Are there answer patterns on the test?

No. You might have heard this myth: the answers on tests follow patterns. Another myth is that there will never be more than two questions in a row with the correct answer in the same position among the choices. Neither myth is true. Select the answer you think is correct based on your knowledge of the subject.

Can I write on the scratch paper I am given?

Yes. You can work out problems on the scratch paper, make notes to yourself, or write anything at all. Your scratch paper will be destroyed after you are finished with it, so use it in any way that is helpful to you. But make sure to select or enter your answers on the computer.

Smart Tips for Taking the Test

1. **Skip the questions you find extremely difficult.** Rather than trying to answer these on your first pass through the test, you may want to leave them blank and mark them so that you can return to them later. Pay attention to the time as you answer the rest of the questions on the test, and try to finish with 10 or 15 minutes remaining so that you can go back over the questions you left blank. Even if you don't know the answer the second time you read the questions, see if you can narrow down the possible answers, and then guess. Your score is based on the number of right answers, so it is to your advantage to answer every question.

2. **Keep track of the time.** The on-screen clock will tell you how much time you have left. You will probably have plenty of time to answer all of the questions, but if you find yourself becoming bogged down, you might decide to move on and come back to any unanswered questions later.

3. **Read all of the possible answers before selecting one.** For questions that require you to select more than one answer, or to make another kind of selection, consider the most likely answers given what the question is asking. Then reread the question to be sure the answer(s) you have given really answer the question. Remember, a question that contains a phrase such as "Which of the following does NOT …" is asking for the one answer that is NOT a correct statement or conclusion.

4. **Check your answers.** If you have extra time left over at the end of the test, look over each question and make sure that you have answered it as you intended. Many test takers make careless mistakes that they could have corrected if they had checked their answers.

5. **Don't worry about your score when you are taking the test.** No one is expected to answer all of the questions correctly. Your score on this test is not analogous to your score on the *GRE*® or other tests. It doesn't matter on the *Praxis* tests whether you score very high or barely pass. If you meet the minimum passing scores for your state and you meet the state's other requirements for obtaining a teaching license, you will receive a license. In other words, what matters is meeting the minimum passing score. You can find passing scores for all states that use the *Praxis* tests at http://www.ets.org/s/praxis/pdf/passing_scores.pdf or on the web site of the state for which you are seeking certification/licensure.

6. **Use your energy to take the test, not to get frustrated by it.** Getting frustrated only increases stress and decreases the likelihood that you will do your best. Highly qualified educators and test development professionals, all with backgrounds in teaching, worked diligently to make the test a fair and valid measure of your knowledge and skills. Your state painstakingly reviewed the test before adopting it as a licensure requirement. The best thing to do is concentrate on answering the questions.

7. Check on Testing Accommodations

See if you qualify for accommodations to take the Praxis *test*

What if English is not my primary language?

Praxis tests are given only in English. If your primary language is not English (PLNE), you may be eligible for extended testing time. For more details, visit www.ets.org/praxis/register/plne_accommodations/.

What if I have a disability or other health-related need?

The following accommodations are available for *Praxis* test takers who meet the Americans with Disabilities Act (ADA) Amendments Act disability requirements:

- Extended testing time
- Additional rest breaks
- Separate testing room
- Writer/recorder of answers
- Test reader
- Sign language interpreter for spoken directions only
- Perkins Brailler
- Braille slate and stylus
- Printed copy of spoken directions
- Oral interpreter
- Audio test
- Braille test
- Large print test book
- Large print answer sheet
- Listening section omitted

For more information on these accommodations, visit www.ets.org/praxis/register/disabilities.

Note: Test takers who have health-related needs requiring them to bring equipment, beverages, or snacks into the testing room or to take extra or extended breaks must request these accommodations by following the procedures described in the *Bulletin Supplement for Test Takers with Disabilities or Health-Related Needs* (PDF), which can be found at http://www.ets.org/s/disabilities/pdf/bulletin_supplement_test_takers_with_disabilities_health_needs.pdf.

You can find additional information on available resources for test takers with disabilities or health-related needs at www.ets.org/disabilities.

8. Do Your Best on Test Day

Get ready for test day so you will be calm and confident

You followed your study plan. You prepared for the test. Now it's time to prepare for test day.

Plan to end your review a day or two before the actual test date so you avoid cramming. Take a dry run to the test center so you're sure of the route, traffic conditions, and parking. Most of all, you want to eliminate any unexpected factors that could distract you from your ultimate goal—passing the *Praxis* test!

On the day of the test, you should:

- be well rested
- wear comfortable clothes and dress in layers
- eat before you take the test
- bring an acceptable and valid photo identification with you
- bring an approved calculator only if one is specifically permitted for the test you are taking (see Calculator Use, at http://www.ets.org/praxis/test_day/policies/calculators)
- be prepared to stand in line to check in or to wait while other test takers check in

You can't control the testing situation, but you can control yourself. Stay calm. The supervisors are well trained and make every effort to provide uniform testing conditions, but don't let it bother you if the test doesn't start exactly on time. You will have the allotted amount of time once it does start.

You can think of preparing for this test as training for an athletic event. Once you've trained, prepared, and rested, give it everything you've got.

What items am I restricted from bringing into the test center?

You cannot bring into the test center personal items such as:

- handbags, knapsacks, or briefcases
- water bottles or canned or bottled beverages
- study materials, books, or notes
- pens, pencils, scrap paper, or calculators, unless specifically permitted for the test you are taking (see Calculator Use, at http://www.ets.org/praxis/test_day/policies/calculators)
- any electronic, photographic, recording, or listening devices

Personal items are not allowed in the testing room and will not be available to you during the test or during breaks. You may also be asked to empty your pockets. At some centers, you will be assigned a space to store your belongings, such as handbags and study materials. Some centers do not have secure storage space available, so please plan accordingly.

Test centers assume no responsibility for your personal items.

If you have health-related needs requiring you to bring equipment, beverages or snacks into the testing room or to take extra or extended breaks, you need to request accommodations in advance. Procedures for requesting accommodations are described in the Bulletin Supplement for Test Takers with Disabilities or Health-related Needs (PDF).

Note: All cell phones, smart phones (e.g., Android® devices, iPhones®, etc.), and other electronic, photographic, recording, or listening devices are strictly prohibited from the test center. If you are seen with such a device, you will be dismissed from the test, your test scores will be canceled, and you will forfeit your test fees. If you are seen *using* such a device, the device will be confiscated and inspected. For more information on what you can bring to the test center, visit www.ets.org/praxis/test_day/bring.

Are You Ready?

Complete this checklist to determine whether you are ready to take your test.

- ❒ Do you know the testing requirements for the license or certification you are seeking in the state(s) where you plan to teach?
- ❒ Have you followed all of the test registration procedures?
- ❒ Do you know the topics that will be covered in each test you plan to take?
- ❒ Have you reviewed any textbooks, class notes, and course readings that relate to the topics covered?
- ❒ Do you know how long the test will take and the number of questions it contains?
- ❒ Have you considered how you will pace your work?
- ❒ Are you familiar with the types of questions for your test?
- ❒ Are you familiar with the recommended test-taking strategies?
- ❒ Have you practiced by working through the practice questions in this study companion or in a study guide or practice test?
- ❒ If constructed-response questions are part of your test, do you understand the scoring criteria for these questions?
- ❒ If you are repeating a *Praxis* test, have you analyzed your previous score report to determine areas where additional study and test preparation could be useful?

If you answered "yes" to the questions above, your preparation has paid off. Now take the *Praxis* test, do your best, pass it—and begin your teaching career!

9. Understand Your Scores

Understand how tests are scored and how to interpret your test scores

Of course, passing the *Praxis* test is important to you so you need to understand what your scores mean and what your state requirements are.

What are the score requirements for my state?

States, institutions, and associations that require the tests set their own passing scores. Visit www.ets.org/praxis/states for the most up-to-date information.

If I move to another state, will my new state accept my scores?

The *Praxis* tests are part of a national testing program, meaning that they are required in many states for licensure. The advantage of a national program is that if you move to another state that also requires *Praxis* tests, you can transfer your scores. Each state has specific test requirements and passing scores, which you can find at www.ets.org/praxis/states.

How do I know whether I passed the test?

Your score report will include information on passing scores for the states you identified as recipients of your test results. If you test in a state with automatic score reporting, you will also receive passing score information for that state.

A list of states and their passing scores for each test are available online at www.ets.org/praxis/states.

What your *Praxis* scores mean

You received your score report. Now what does it mean? It's important to interpret your score report correctly and to know what to do if you have questions about your scores.

Visit http://www.ets.org/s/praxis/pdf/sample_score_report.pdf to see a sample score report.
To access *Understanding Your Praxis Scores*, a document that provides additional information on how to read your score report, visit www.ets.org/praxis/scores/understand.

Put your scores in perspective

Your score report indicates:

- Your score and whether you passed
- The range of possible scores
- The raw points available in each content category
- The range of the middle 50 percent of scores on the test

If you have taken this *Praxis* test or other *Praxis* tests in the last 10 years, your score report also lists the highest score you earned on each test taken.

Content category scores and score interpretation

Questions on the *Praxis* tests are categorized by content. To help you in future study or in preparing to retake the test, your score report shows how many raw points you earned in each content category. Compare your "raw points earned" with the maximum points you could have earned ("raw points available"). The greater the difference, the greater the opportunity to improve your score by further study.

Score scale changes

ETS updates *Praxis* tests on a regular basis to ensure they accurately measure the knowledge and skills that are required for licensure. When tests are updated, the meaning of the score scale may change, so requirements may vary between the new and previous versions. All scores for previous, discontinued tests are valid and reportable for 10 years, provided that your state or licensing agency still accepts them.

These resources may also help you interpret your scores:

- *Understanding Your Praxis Scores* (PDF), found at www.ets.org/praxis/scores/understand
- *The Praxis Passing Scores* (PDF), found at www.ets.org/praxis/scores/understand
- State requirements, found at www.ets.org/praxis/states

Appendix: Other Questions You May Have

Here is some supplemental information that can give you a better understanding of the *Praxis* tests.

What do the *Praxis* tests measure?

The *Praxis* tests measure the specific knowledge and skills that beginning teachers need. The tests do not measure an individual's disposition toward teaching or potential for success, nor do they measure your actual teaching ability. The assessments are designed to be comprehensive and inclusive but are limited to what can be covered in a finite number of questions and question types. Teaching requires many complex skills that are typically measured in other ways, including classroom observation, video recordings, and portfolios.

Ranging from Agriculture to World Languages, there are more than 80 *Praxis* tests, which contain selected-response questions or constructed-response questions, or a combination of both.

Who takes the tests and why?

Some colleges and universities use the *Praxis* Core Academic Skills for Educators tests (Reading, Writing, and Mathematics) to evaluate individuals for entry into teacher education programs. The assessments are generally taken early in your college career. Many states also require Core Academic Skills test scores as part of their teacher licensing process.

Individuals entering the teaching profession take the *Praxis* content and pedagogy tests as part of the teacher licensing and certification process required by many states. In addition, some professional associations and organizations require the *Praxis* Subject Assessments for professional licensing.

Do all states require these tests?

The *Praxis* tests are currently required for teacher licensure in approximately 40 states and United States territories. These tests are also used by several professional licensing agencies and by several hundred colleges and universities. Teacher candidates can test in one state and submit their scores in any other state that requires *Praxis* testing for licensure. You can find details at www.ets.org/praxis/states.

What is licensure/certification?

Licensure in any area—medicine, law, architecture, accounting, cosmetology—is an assurance to the public that the person holding the license possesses sufficient knowledge and skills to perform important occupational activities safely and effectively. In the case of teacher licensing, a license tells the public that the individual has met predefined competency standards for beginning teaching practice.

Because a license makes such a serious claim about its holder, licensure tests are usually quite demanding. In some fields, licensure tests have more than one part and last for more than one day. Candidates for licensure in all fields plan intensive study as part of their professional preparation. Some join study groups, others study alone. But preparing to take a licensure test is, in all cases, a professional activity. Because a licensure exam surveys a broad body of knowledge, preparing for a licensure exam takes planning, discipline, and sustained effort.

Why does my state require the *Praxis* tests?

Your state chose the *Praxis* tests because they assess the breadth and depth of content—called the "domain"—that your state wants its teachers to possess before they begin to teach. The level of content knowledge, reflected in the passing score, is based on recommendations of panels of teachers and teacher educators in

each subject area. The state licensing agency and, in some states, the state legislature ratify the passing scores that have been recommended by panels of teachers.

How were the tests developed?

ETS consulted with practicing teachers and teacher educators around the country during every step of the *Praxis* test development process. First, ETS asked them what knowledge and skills a beginning teacher needs to be effective. Their responses were then ranked in order of importance and reviewed by hundreds of teachers.

After the results were analyzed and consensus was reached, guidelines, or specifications, for the selected-response and constructed-response tests were developed by teachers and teacher educators. Following these guidelines, teachers and professional test developers created test questions that met content requirements and *ETS Standards for Quality and Fairness*.*

When your state adopted the research-based *Praxis* tests, local panels of teachers and teacher educators evaluated each question for its relevance to beginning teachers in your state. During this "validity study," the panel also provided a passing-score recommendation based on how many of the test questions a beginning teacher in your state would be able to answer correctly. Your state's licensing agency determined the final passing-score requirement.

ETS follows well-established industry procedures and standards designed to ensure that the tests measure what they are intended to measure. When you pass the *Praxis* tests your state requires, you are proving that you have the knowledge and skills you need to begin your teaching career.

How are the tests updated to ensure the content remains current?

Praxis tests are reviewed regularly. During the first phase of review, ETS conducts an analysis of relevant state and association standards and of the current test content. State licensure titles and the results of relevant job analyses are also considered. Revised test questions are then produced following the standard test development methodology. National advisory committees may also be convened to review and revise existing test specifications and to evaluate test forms for alignment with the specifications.

How long will it take to receive my scores?

Scores for tests that do not include constructed-response questions are available on screen immediately after the test. Scores for tests that contain constructed-response questions or essays aren't available immediately after the test because of the scoring process involved. Official score reports are available to you and your designated score recipients approximately two to three weeks after the test date for tests delivered continuously, or two to three weeks after the testing window closes for other tests. See the test dates and deadlines calendar at www.ets.org/praxis/register/dates_centers/ for exact score reporting dates.

Can I access my scores on the web?

All test takers can access their test scores via My *Praxis* Account free of charge for one year from the posting date. This online access replaces the mailing of a paper score report.

The process is easy—simply log into My *Praxis* Account at www.ets.org/praxis and click on your score report. If you do not already have a *Praxis* account, you must create one to view your scores.

Note: You must create a *Praxis* account to access your scores, even if you registered by mail or phone.

**ETS Standards for Quality and Fairness* (2014, Princeton, N.J.) are consistent with the *Standards for Educational and Psychological Testing*, industry standards issued jointly by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education (2014, Washington, D.C.).

Your teaching career is worth preparing for, so start today!

Let the Praxis® Study Companion guide you.

To search for the *Praxis* test prep resources that meet your specific needs, visit:

www.ets.org/praxis/testprep

To purchase official test prep made by the creators of the *Praxis* tests, visit the ETS Store:

www.ets.org/praxis/store

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Multistate Standard-Setting Technical Report

PRAXIS® MATHEMATICS (5165)

Licensure and Credentialing Research

ETS

Princeton, New Jersey

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EXECUTIVE SUMMARY

To support the decision-making process of education agencies establishing a passing score (cut score) for the *Praxis*® Mathematics (5165) test, research staff from Educational Testing Service (ETS) designed and conducted a distance-based multistate standard-setting study.

PARTICIPATING STATES

Panelists from 13 states and Washington, D.C., were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as either secondary mathematics teachers or college faculty who prepare secondary mathematics teachers and (b) familiarity with the knowledge and skills required of beginning secondary mathematics teachers.

RECOMMENDED PASSING SCORE

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Mathematics test, the recommended passing score[1] is 39 out of a possible 60 raw-score points. The scale score associated with a raw score of 39 is 159 on a 100–200 scale.

[1] Results from the two panels participating in the study were averaged to produce the recommended passing score.

INTRODUCTION

To support the decision-making process for education agencies establishing a passing score (cut score) for the *Praxis*® Mathematics (5165) test, research staff from ETS designed and conducted a distance-based multistate standard-setting study in January 2021. Education agencies[2] recommended panelists with (a) experience as either secondary mathematics teachers or college faculty who prepare secondary mathematics teachers and (b) familiarity with the knowledge and skills required of beginning secondary mathematics teachers. Thirteen states and Washington, D.C. (Table 1) were represented by 25 panelists. (See Appendix A for the names and affiliations of the panelists.)

Table 1
Participating States, Washington, D.C., and Number of Panelists

Alabama (2 panelists)	Mississippi (2 panelists)
Arkansas (2 panelists)	Nevada (1 panelist)
Delaware (2 panelists)	South Carolina (2 panelists)
Idaho (1 panelist)	South Dakota (2 panelists)
Indiana (1 panelist)	Tennessee (2 panelists)
Kansas (2 panelists)	Washington, D.C. (2 panelists)
Maryland (2 panelists)	West Virginia (2 panelists)

The following technical report contains three sections. The first section describes the content and format of the test. The second section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to education agencies. In each state and D.C., the department of education, the board of education, or a designated educator licensure board is responsible for establishing the operational passing score in accordance with applicable regulations. This study provides a recommended passing score,[3] which represents the combined judgments of two panels of experienced educators. Each state and D.C., may want to consider the recommended passing score but also other sources of information when setting the final *Praxis* Mathematics passing score (see Geisinger & McCormick, 2010). A states and D.C., may accept the recommended passing score, adjust the score upward to reflect more stringent expectations, or

[2] States and jurisdictions that currently use *Praxis* tests were invited to participate in the multistate standard-setting study.
[3] In addition to the recommended passing score averaged across the two panels, the passing scores for each panel are presented.

adjust the score downward to reflect more lenient expectations. There is no *correct* decision; the appropriateness of any adjustment may only be evaluated in terms of its meeting the state and D.C.'s, needs.

Two sources of information to consider when setting the passing score are the standard error of measurement (SEM) and the standard error of judgment (SEJ). The former addresses the reliability of the *Praxis* Mathematics test score and the latter, the reliability of panelists' passing-score recommendation. The SEM allows a state and D.C., to recognize that any test score on any standardized test—including a *Praxis* Mathematics test score—is not perfectly reliable. A test score only *approximates* what a candidate truly knows or truly can do on the test. The SEM, therefore, addresses the question: How close of an approximation is the test score to the *true* score? The SEJ allows a state and D.C. to gauge the likelihood that the recommended passing score from a particular panel would be similar to the passing scores recommended by other panels of experts similar in composition and experience. The smaller the SEJ, the more likely that another panel would recommend a passing score consistent with the recommended passing score. The larger the SEJ, the less likely the recommended passing score would be reproduced by another panel.

In addition to measurement error metrics (e.g., SEM, SEJ), each state and D.C. should consider the likelihood of classification errors. That is, when adjusting a passing score, policymakers should consider whether it is more important to minimize a false-positive decision or to minimize a false-negative decision. A false-positive decision occurs when a candidate's test score suggests that he should receive a license/certificate, but his actual level of knowledge/skills indicates otherwise (i.e., the candidate does not possess the required knowledge/skills). A false-negative decision occurs when a candidate's test score suggests that she should not receive a license/certificate, but she actually does possess the required knowledge/skills. The state and D.C. need to consider which decision error is more important to minimize.

OVERVIEW OF THE *PRAXIS*® MATHEMATICS TEST

The Praxis® Mathematics Test at a Glance document (ETS, in press) describes the purpose and structure of the test. In brief, the test measures the knowledge and competencies important for safe and effective beginning practice as a secondary school mathematics teacher.

The three-hour assessment contains 66 selected-response items[4] covering four content areas: *Number & Quantity and Algebra* (approximately 20 items), *Functions and Calculus* (approximately 20 items), *Geometry* (approximately 13 items), and *Statistics & Probability* (approximately 13 items).[5] The reporting scale for the *Praxis* Mathematics test ranges from 100 to 200 scale-score points.

PROCESSES AND METHODS

The design of the standard-setting study included two, independent expert panels of educators with experience with the test content and with new teachers or teacher candidates. Before the study, panelists received an email explaining the purpose of the standard-setting study and requesting that they review materials for the study, such as the test specifications and an overview presentation. This review helped familiarize the panelists with the general structure and content of the test. Additionally, panelists were asked to attend a brief, technology check meeting, to ensure that everyone could access the technology needed for the study.

For each panel, the first day of the standard-setting study began with a welcome by the meeting facilitator. After introductions of the panelists and ETS staff, the facilitator engaged the panel in a question and answer period about the overview presentation. Appendix B shows the agenda for the panel meeting.

REVIEWING THE TEST

Test familiarization was the first activity for the panel. The purpose of test familiarization is for the panelists to review the test and become familiar with the manner in which a candidate would take the test. After the facilitator described the purpose of the review and how to access the test[6], the standard-

[4] Six of the 66 selected-response items are pretest items and do not contribute to a candidate's score.
[5] The number of items for each content area may vary slightly from form to form of the test.
[6] The computer-administered test items were available through the ETS IBIS Content Review Tool.

setting panelists took the test and had a discussion of the content measured. This discussion helped bring the panelists to a shared understanding of what the test measures.

The test discussion covered the major content areas being addressed by the test. Panelists were asked to remark on any content areas that would be particularly challenging for entry-level teachers or areas that address content particularly important for entry-level teachers. Overall, this discussion serves to reduce potential judgment errors later in the standard-setting process.

Defining the Just Qualified Candidate

Following the review of the test, panelists described the just qualified candidate. The *just qualified candidate description* plays a central role in standard setting (Perie, 2008); the goal of the standard-setting process is to identify the test score that aligns with this description.

Both panels worked together to create the final description of the just qualified candidate — the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate. Each panel first worked separately by working in smaller and then a large group. Then both panels convened and, through whole-group discussion, combined the two descriptions in to the final version of the just qualified candidate to use for the remainder of the study.

The written description of the just qualified candidate summarized the panel discussion in a bulleted format. The description was not intended to describe all the knowledge and skills of the just qualified candidate but only highlight those that differentiate a *just* qualified candidate from a *not quite* qualified candidate. The written description was distributed to panelists to use during later phases of the study (see Appendix C for the just qualified candidate description).

Panelists' Judgments

The standard-setting process for the *Praxis* Mathematics test was a probability-based Modified Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006). In this study, each panelist judged each item on the likelihood (probability or chance) that the just qualified candidate would answer the item correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that the just qualified candidate would answer the item correctly because the item is difficult for the just qualified candidate. The higher the value, the more likely it is that the just qualified candidate would answer the item correctly.

Panelists were asked to approach the judgment process in two stages. First, they reviewed both the description of the just qualified candidate and the item and determined what was the probability that the just qualified candidate would answer the question correctly. The facilitator encouraged the panelists to consider the following rules of thumb to guide their decision:

- Items in the 0 to .30 range were those the just qualified candidate would have a low chance of answering correctly.
- Items in the .40 to .60 range were those the just qualified candidate would have a moderate chance of answering correctly.
- Items in the .70 to 1 range were those that the just qualified candidate would have a high chance of answering correctly.

Next, panelists decided how to refine their judgment within the range. For example, if a panelist thought that there was a high chance that the just qualified candidate would answer the question correctly, the initial decision would be in the .70 to 1 range. The second decision for the panelist was to judge if the likelihood of answering it correctly is .70, .80, .90, .95 or 1.

After the training, panelists made practice judgments and discussed those judgments and their rationales. All panelists completed a post-training evaluation to confirm that they had received adequate training and felt prepared to continue; the standard-setting process continued only if all panelists confirmed their readiness.

Following this first round of judgments (*Round 1*), item-level feedback was provided to the panel. The panelists' judgments were displayed for each item and summarized across panelists. Items were highlighted to show when panelists converged in their judgments (at least two-thirds of the panelists located an item in the same difficulty range) or diverged in their judgments.

The panelists discussed their item-level judgments. These discussions helped panelists maintain a shared understanding of the knowledge/skills of the just qualified candidate and helped to clarify aspects of items that might not have been clear to all panelists during the Round 1 judgments. The purpose of the discussion was not to encourage panelists to conform to another's judgment, but to understand the different relevant perspectives among the panelists.

In Round 2, panelists discussed their Round 1 judgments and were encouraged by the facilitator (a) to share the rationales for their judgments and (b) to consider their judgments in light of the rationales provided by the other panelists. Panelists recorded their Round 2 judgments only for items

when they wished to change a Round 1 judgment. Panelists' final judgments for the study, therefore, consist of their Round 1 judgments and any adjusted judgments made during Round 2.

Other than the description of the just qualified candidate, results from Panel 1 were not shared with Panel 2. The item-level judgments and resulting discussions for Panel 2 were independent of judgments and discussions that occurred with Panel 1.

RESULTS

EXPERT PANELS

Table 2 presents a summary of the panelists' demographic information. The panel included 26 educators representing 12 states and D.C. (See Appendix A for a listing of panelists.) Twelve panelists were teachers, eight were college faculty, two were specialists, and three held another position. All of the faculty members' job responsibilities included the training of secondary mathematics teachers.

The number of experts by panel and their demographic information are presented in Appendix D (Table D1).

Table 2
Panel Member Demographics (Across Panels)

	N	**%**
Current position		
Teacher	12	48
College faculty	8	32
Mathematics Specialist	2	8
Other	3	12
Race		
White	23	92
Black or African American	2	8
Gender		
Female	18	72
Male	7	28
Are you currently certified to teach mathematics in your state?		
Yes	22	88
No	3	12

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Table 2 (continued)
Panel Member Demographics (Across Panels)

	N	%
Are you currently teaching mathematics in your state?		
Yes	19	76
No	6	24
Are you currently supervising or mentoring mathematics teachers?		
Yes	23	92
No	2	8
At what K–12 grade level are you currently teaching mathematics?		
Elementary (K–5 or K–6)	1	4
Middle school (6–8 or 7–9)	1	4
Middle and High school	1	4
High school (9–12 or 10–12)	10	40
All Grades	1	4
Not currently teaching at the K–12 level	11	44
Including this year, how many years of experience do you have teaching mathematics?		
3 years or less	0	0
4–7 years	0	0
8–11 years	7	28
12–15 years	3	12
16 years or more	15	60
Which best describes the location of your K–12 school?		
Urban	3	12
Suburban	7	28
Rural	4	16
Not currently working at the K–12 level	11	44
If you are college faculty, are you currently involved in the training/preparation of teacher candidates in mathematics?		
Yes	8	32
No	0	0
Not college faculty	17	68

STANDARD-SETTING JUDGMENTS

Table 3 summarizes the standard-setting judgments (Round 2) of panelists. The table also includes estimates of the measurement error associated with the judgments: the standard deviation of the mean and the standard error of judgment (SEJ). The SEJ is one way of estimating the reliability or

consistency of a panel's standard-setting judgments.[7] It indicates how likely it would be for several other panels of educators similar in makeup, experience, and standard-setting training to the current panel to recommend the same passing score on the same form of the test. The confidence intervals created by adding/subtracting two SEJs to each panel's recommended passing score overlap, indicating that they may be comparable.

Panelist-level results, for Rounds 1 and 2, are presented in Appendix D (Table D2).

Table 3
Summary of Round 2 Standard-setting Judgments

	Panel 1	**Panel 2**
Average	37.18	39.94
Lowest	30.40	33.95
Highest	43.70	46.10
SD	4.22	3.64
SEJ	1.17	1.05

Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This decrease — indicating convergence among the panelists' judgments — was observed for each panel (see Table D2 in Appendix D). The Round 2 average score is the panel's recommended passing score.

The panels' passing score recommendations for the *Praxis* Mathematics test are 37.18 for Panel 1 and 39.94 for Panel 2 (out of a possible 60 raw-score points). The values were rounded to the next highest whole number, to determine the functional recommended passing score — 38 for Panel 1 and 40 for Panel 2. The scale scores associated with 38 and 40 raw points are 157 and 161, respectively.

In addition to the recommended passing score for each panel, the average passing score across the two panels is provided to help education agencies determine an appropriate passing score. The panels' average passing score recommendation for the *Praxis* Mathematics test is 38.56 (out of a possible 60 raw-score points). The value was rounded to 39 (next highest raw score) to determine the functional recommended passing score. The scale score associated with 39 raw points is 159.

[7] An SEJ assumes that panelists are randomly selected and that standard-setting judgments are independent. It is seldom the case that panelists are randomly sampled, and only the first round of judgments may be considered independent. The SEJ, therefore, likely underestimates the uncertainty of passing scores (Tannenbaum & Katz, 2013).

Table 4 presents the estimated conditional standard error of measurement (CSEM) around the recommended passing score. A standard error represents the uncertainty associated with a test score. The scale scores associated with one and two CSEM above and below the recommended passing score are provided. The conditional standard error of measurement provided is an estimate.

Table 4

Passing Scores Within 1 and 2 CSEM of the Recommended Passing Score[8]

Recommended passing score (CSEM)		Scale score equivalent
39 (3.73)		159
-2 CSEM	32	143
-1 CSEM	36	152
+ 1 CSEM	43	168
+ 2 CSEM	47	177

Note. **CSEM = conditional standard error(s) of measurement.**

FINAL EVALUATIONS

The panelists completed an evaluation at the conclusion of their standard-setting study. The evaluation asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions. The responses to the evaluation provided evidence of the validity of the standard-setting process, and, as a result, evidence of the reasonableness of the recommended passing score.

Panelists were also shown the panel's recommended passing score and asked (a) how comfortable they are with the recommended passing score and (b) if they think the score was too high, too low, or about right. A summary of the final evaluation results is presented in Appendix D.

All panelists *strongly agreed* or *agreed* that they understood the purpose of the study and that the facilitator's instructions and explanations were clear. All panelists *strongly agreed* or *agreed* that they were prepared to make their standard-setting judgments. All panelists *strongly agreed* or *agreed* that the standard-setting process was easy to follow.

All panelists reported that the description of the just qualified candidate was at least *somewhat influential* in guiding their standard-setting judgments; 22 of the 25 panelists indicated the description was *very influential*. All of the panelists reported that between-round discussions were at least *somewhat influential* in guiding their judgments. More than half of the panelists (18 of the 25 panelists) indicated that their own professional experience was *very influential* in guiding their judgments.

[8] The unrounded CSEM value is added to or subtracted from the rounded passing-score recommendation. The resulting values are rounded up to the next-highest whole number and the rounded values are converted to scale scores.

All of the panelists indicated they were at least *somewhat comfortable* with the passing score they recommended; 22 of the 25 panelists were *very comfortable*. Twenty-four of the 25 panelists indicated the recommended passing score was *about right* with the remaining panelist indicating that the passing score was *too high*.

SUMMARY

To support the decision-making process for education agencies establishing a passing score (cut score) for the *Praxis* Mathematics test, research staff from ETS designed and conducted a multistate standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Mathematics test, the recommended passing score[9] is 39 out of a possible 60 raw-score points. The scale score associated with a raw score of 39 is 159 on a 100–200 scale.

[9] Results from the two panels participating in the study were averaged to produce the recommended passing score.

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APPENDIX A

PANELISTS' NAMES & AFFILIATIONS

Participating Panelists With Affiliation

Panelist	**Affiliation**
Jodi Albers	Red Clay Consolidated School District (DE)
Holly Anthony	Tennesse Tech University (TN)
David Barnes II	Kansas State Department of Education (KS)
Stephen Bismarck	University of South Carolina Upstate (SC)
Sheila Blackmore	Bethany College (WV)
Tyesha Deas	A.C. Flora High School (SC)
Lacey Eckert	Sussex Technical High School (DE)
Ella Harris	Olathe Northwest High Sschool (KS)
Amanda Huffman	Pike High School (IN)
Paul Johanson	Brigham Young University - Idaho (ID)
Samantha Junkin	Auburn University at Montgomery (AL)
Melike Kara	Towson University (MD)
Ashley Kearney	Office of State Superintendent (DC)
Cindy Kroon	Montrose High School (SD)
Mary Martin	Middle Tennessee State University (TN)
Stephanie Marvel	Anne Arundel County Public Schools (MD)
Erin McCain	NW Arkansas Education Service Cooperative (AR)
Amanda Pendergrass	University of West Alabama (AL)
Adam Riazi	Cabell Midland High School (WV)
Amy Schander	Gayville-Volin High School (SD)
Thomas Schutt	DC Public Schools (DC)

(table continues)

Participating Panelists With Affiliation (continued)

Panelist	**Affiliation**
Sherra Shearer	Brandon High School (MS)
Douglas Speck	Southern Nevada Regional Professional Development Program (NV)
Rusty Young	Arkansas State University (AR)
Lauren Zarandona	Mississippi School for Math and Science (MS)

APPENDIX B

STUDY AGENDA

AGENDA

Praxis® Mathematics (5165)
Standard-Setting Study

Day 1

Welcome and Introduction

Overview of Standard Setting and the *Praxis* Mathematics Test

Review the *Praxis* Mathematics Test

Discuss the *Praxis* Mathematics Test

Lunch

Define the Knowledge/Skills of a Just Qualified Candidate

Break

Define the Just Qualified Candidate *(continued)*

End of Day 1

AGENDA

Praxis® Mathematics (5165)
Standard-Setting Study

Day 2

Overview of Day 2

Define the Just Qualified Candidate *(continued)*

Standard-setting training presentation

Practice Round: Selected-response standard-setting judgments

Break

Practice Round: Data Discussion

Lunch Break

Round 1: Selected-response standard-setting judgments

Break

Round 1: Selected-response standard-setting judgments *(continued)*

End of Day 2

AGENDA

Praxis® Mathematics (5165)
Standard-Setting Study

Day 3

Overview of Day 3

Round 1 Feedback and Round 2 Judgments

Break

Round 1 Feedback and Round 2 Judgments *(continued)*

Break

Feedback on Round 2 Recommended Cut Score

Complete Final Evaluation

End of Study

APPENDIX C

JUST QUALIFIED CANDIDATE DESCRIPTION

Description of the Just Qualified Candidate[10]

A just qualified candidate…

Tasks of teaching mathematics across mathematical content areas

- Knows how to identify and reason about common mathematical misconceptions in student work
- Is familiar with identifying instructional items and examples that address a mathematical learning objective

Numbers & Quantity

1. Knows the structure and the basic operations and properties of the real and complex number systems.
2. Understands and is fluent with operations involving rational numbers
3. Understands how to determine the reasonableness of solutions within the context of a given problem
4. Understands ratios and proportions, especially in the context of dimensional analysis and estimation.
5. Knows properties of rational exponents and radicals as applied to number sets.

Algebra

6. Understands how to solve equations and inequalities using a variety of techniques such as graphical, algebraic, and tabular and understands how to justify the reasoning processes used.
7. Knows how varied techniques (e.g. graphical, algebraic, tabular) are used to solve systems of equations and inequalities
8. Knows how to find real and imaginary roots of common polynomials
9. Understands how to find and interpret the real and imaginary roots of quadratics
10. Understands how to rewrite algebraic expressions for specific purposes (e.g. factored form to find zeros, vertex form to find maxima or minima, point slope to slope intercept)
11. Knows how to model real world scenarios with algebraic expressions, including average rate of change

Functions

12. Understands how new functions are obtained from existing functions (e.g., compositions, transformations, and inverses)
13. Understands and can identify key characteristics of functions (e.g., domain, range, end behavior, increasing/decreasing/constant)
14. Understands how function behavior is analyzed using non-algebraic representations (e.g., graphs, mapping, and tables)
15. Understands how to solve basic trigonometric, logarithmic, and exponential equations
    Knows how to use basic trigonometric, logarithmic, and exponential expressions for modeling contextual situations.

[10] Description of the just qualified candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

Description of the Just Qualified Candidate (continued)

A just qualified candidate…

Calculus

16. Knows how to find the limit of a function numerically, algebraically or graphically.
17. Knows the derivative as a slope of a tangent line and as a rate of change
18. Is familiar with continuity and differentiability of functions.
19. Knows how and when to use standard differentiation and integration concepts

Geometry

20. Understands how trigonometry is applied to right triangles
21. Understands angle measurement in terms of radians and degrees.
22. Understands means for proving geometric properties (e.g., lines, angles, polygons, and their operations) using geometric and algebraic methods
23. Knows means for visualizing and reasoning algebraically among common 2D and 3D figures

Probability & Stats

24. Understands how to interpret a linear regression model (e.g., rate of change, intercepts, and correlation coefficient) in the context of the data
25. Understands and compute the concepts of interdependence and conditional probability (such as simple events, probabilities of compound events, conditional probabilities) and how to apply those concepts to data
26. Understands how to summarize, represent, and interpret common representations of qualitative and quantitative data
27. Knows how to use basic statistics to make inferences and informed decisions.
28. Is familiar with counting techniques such as permutations and combinations.

APPENDIX D

RESULTS

Table D1

Panel Member Demographics (by Panel)

	Panel 1		Panel 2	
	N	**%**	***N***	**%**
Current position				
Teacher	6	46	6	50
College faculty	4	31	4	33
Mathematics Specialist	1	8	1	8
Other	2	15	1	8
Race				
White	12	92	11	92
Black or African American	1	8	1	8
Gender				
Female	10	77	8	67
Male	3	23	4	33
Are you currently certified to teach mathematics in your state?				
Yes	12	92	10	83
No	1	8	2	17
Are you currently teaching mathematics in your state?				
Yes	11	85	8	67
No	2	15	4	33
Are you currently supervising or mentoring other mathematics teachers?				
Yes	12	92	11	92
No	1	8	1	8
At what K–12 grade level are you currently teaching this subject?				
Elementary (K–5 or K–6)	0	0	1	8
Middle school (6–8 or 7–9)	1	8	0	0
Middle and High school	0	0	1	8
High school (9–12 or 10–12)	6	46	4	33
All Grades	1	8	0	0
Not currently teaching at the K–12 level	5	38	6	50
Including this year, how many years of experience do you have teaching mathematics?				
3 years or less	0	0	0	0
4–7 years	0	0	0	0
8–11 years	3	23	4	33
12–15 years	1	8	2	17
16 years or more	9	69	6	50

(continued on next page)

Table D1 (continued)

Panel Member Demographics (by Panel)

	Panel 1		Panel 2	
	N	**%**	***N***	**%**
Which best describes the location of your K–12 school?				
Urban	2	15	1	8
Suburban	5	38	2	17
Rural	1	8	3	25
Not currently working at the K–12 level	5	38	6	50
If you are college faculty, are you currently involved in the training/preparation of teacher candidates in mathematics?				
Yes	4	31	4	33
No	0	0	0	0
Not college faculty	9	69	8	67

Table D2

Passing Score Summary by Round of Judgments

	Panel 1		Panel 2	
Panelist	**Round 1**	**Round 2**	**Round 1**	**Round 2**
1	33.90	33.80	42.45	42.20
2	38.70	37.25	35.80	37.55
3	35.50	35.35	39.15	40.90
4	41.40	39.30	44.75	43.50
5	43.40	42.75	44.80	42.30
6	40.50	38.50	40.35	40.35
7	33.55	34.25	33.05	33.95
8	30.00	33.80	38.15	38.70
9	28.60	30.40	36.45	38.05
10	30.10	32.30	32.90	34.10
11	40.70	40.30	40.65	41.55
12	42.75	41.65	51.45	46.10
13	45.20	43.70		
Average	37.25	37.18	40.00	39.94
Lowest	28.60	30.40	32.90	33.95
Highest	45.20	43.70	51.45	46.10
SD	5.62	4.22	5.36	3.64
SEJ	1.56	1.17	1.55	1.05

Table D3

Final Evaluation: Panel 1

	Strongly agree		Agree		Disagree		Strongly disagree	
	N	**%**	***N***	**%**	***N***	**%**	***N***	**%**
• I understood the purpose of this study.	12	92	1	8	0	0	0	0
• The instructions and explanations provided by the facilitators were clear.	12	92	1	8	0	0	0	0
• The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	11	85	2	15	0	0	0	0
• The explanation of how the recommended passing score is computed was clear.	11	85	2	15	0	0	0	0
• The opportunity for feedback and discussion between rounds was helpful.	12	92	1	8	0	0	0	0
• The process of making the standard-setting judgments was easy to follow.	10	77	3	23	0	0	0	0

Table D3 (continued)

Final Evaluation: Panel 1

How influential was each of the following factors in guiding your standard-setting judgments?	Very influential		Somewhat influential		Not influential	
	N	%	*N*	%	*N*	%
• The description of the just qualified candidate	12	92	1	8	0	0
• The between-round discussions	10	77	3	23	0	0
• The knowledge/skills required to answer each test item	11	85	2	15	0	0
• The passing scores of other panel members	7	54	4	31	2	15
• My own professional experience	10	77	3	23	0	0

	Very comfortable		Somewhat comfortable		Somewhat uncomfortable		Very uncomfortable	
	N	%	*N*	%	*N*	%	*N*	%
• Overall, how comfortable are you with the panel's recommended passing score?	11	85	2	15	0	0	0	0

	Too low		About right		Too high	
	N	%	*N*	%	*N*	%
• Overall, the recommended passing score is:	0	0	12	92	1	8

Table D4

Final Evaluation: Panel 2

	Strongly agree		Agree		Disagree		Strongly disagree	
	N	**%**	***N***	**%**	***N***	**%**	***N***	**%**
• I understood the purpose of this study.	12	100	0	0	0	0	0	0
• The instructions and explanations provided by the facilitators were clear.	12	100	0	0	0	0	0	0
• The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	12	100	0	0	0	0	0	0
• The explanation of how the recommended passing score is computed was clear.	12	100	0	0	0	0	0	0
• The opportunity for feedback and discussion between rounds was helpful.	10	83	2	17	0	0	0	0
• The process of making the standard-setting judgments was easy to follow.	12	100	0	0	0	0	0	0

Table D4 (continued)

Final Evaluation: Panel 2

How influential was each of the following factors in guiding your standard-setting judgments?	Very influential		Somewhat influential		Not influential	
	N	%	*N*	%	*N*	%
• The description of the just qualified candidate	10	83	2	17	0	0
• The between-round discussions	8	67	4	33	0	0
• The knowledge/skills required to answer each test item	11	92	1	8	0	0
• The passing scores of other panel members	5	42	6	50	1	8
• My own professional experience	8	67	4	33	0	0

	Very comfortable		Somewhat comfortable		Somewhat uncomfortable		Very uncomfortable	
	N	%	*N*	%	*N*	%	*N*	%
• Overall, how comfortable are you with the panel's recommended passing score?	11	92	1	8	0	0	0	0

	Too low		About right		Too high	
	N	%	*N*	%	*N*	%
• Overall, the recommended passing score is:	0	0	12	100	0	0

Listening. Learning. Leading.

Multi-State Standard Setting Technical Report

PRAXIS ART: CONTENT KNOWLEDGE (0134)

Educational and Credentialing Research

Educational Testing Service

Princeton, New Jersey

November 2010

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Executive Summary

To support the decision-making process for state departments of education with regards to establishing a passing score, or cut score, for a revised assessment in the Praxis Series™ — Art: Content Knowledge (0134) — research staff from Educational Testing Service (ETS) designed and conducted two multi-state standard setting studies[1]. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level Art teachers.

Participating States

Panelists from 22 states were recommended by state departments of education to participate on expert panels. The state departments of education recommended panelists with (a) art education experience, either as K-12 Art teachers or college faculty who prepare Art teachers and (b) familiarity with the knowledge and skills required of beginning Art teachers.

Recommended Cut Scores

The recommended cut scores for each panel, as well as the average cut score across the two panels, are provided to help state departments of education determine an appropriate cut (or passing) score. For the Praxis Art: Content Knowledge (0134) assessment, the average recommended cut score (rounded up) is 72 (on the raw score metric), which represents 65% of total available 110 raw score points (the recommended cut scores for Panels 1 and 2 are 73 and 71, respectively). The scaled score associated with a raw score of 72 is 158.

Summary of Content Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the content specifications were important for entry-level Art teachers. The favorable judgments of the panelists provided evidence that the content of the assessment is important for beginning practice.

[1] The two multi-state standard setting studies collected expert judgments for questions comprising both the Praxis Art: Content Knowledge (0134) and Praxis Art: Content and Analysis (0135) assessments. Standard-setting procedures and results presented in the following report only pertain to the Praxis Art: Content Knowledge (0134) assessment. A separate report contains similar information for Praxis Art: Content and Analysis (0135).

To support the decision-making process for state departments of education with regards to establishing a passing score, or cut score, for a revised assessment in the Praxis Series™ — Art: Content Knowledge (0134) — research staff from Educational Testing Service (ETS) designed and conducted two multi-state standard setting studies[2]. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level Art teachers. Panelists were recommended by state departments of education[3] to participate on the two expert panels. The state departments of education recommended panelists with (a) art education experience, either as K-12 Art teachers or college faculty who prepare Art teachers and (b) familiarity with the knowledge and skills required of beginning Art teachers.

The two, non-overlapping panels (a) allow each participating state to be represented and (b) provide a replication of the judgment process to strengthen the technical quality of the recommended passing score. For the Praxis Art: Content Knowledge (0134) assessment, 22 states were represented by 42 panelists across the two panels, (See Appendix A for the names and affiliations of the panelists.)

[2] The two multi-state standard setting studies collected expert judgments for questions comprising both the Praxis Art: Content Knowledge (0134) and Praxis Art: Content and Analysis (0135) assessments. Standard-setting procedures and results presented in the following report only pertain to the Praxis Art: Content Knowledge (0134) assessment. A separate report contains similar information for Praxis Art: Content and Analysis (0135).

[3] State departments of education that currently use one or more Praxis tests were invited to participate in the multi-state standard setting studies.

Table 1

Participating States (and number of panelists) for Multi-State Panels

Alabama (2 panelists)	New Hampshire (2 panelists)
Arkansas (2 panelists)	New Jersey (2 panelists)
Connecticut (2 panelists)	Ohio (2 panelists)
Kentucky (2 panelists)	Pennsylvania (1 panelist)
Louisiana (2 panelists)	South Carolina (2 panelists)
Maryland (2 panelists)	Tennessee (2 panelists)
Maine (2 panelists)	Utah (2 panelists)
Missouri (2 panelists)	Vermont (2 panelists)
Mississippi (2 panelists)	Washington, DC (1 panelist)
North Carolina (2 panelists)	Wisconsin (2 panelists)
North Dakota (2 panelists)	West Virginia (2 panelists)

Note. Pennsylvania and Washington, DC were represented on only one of the two panels.

The panels were convened in November 2010 in Princeton, New Jersey. For both panels, the same processes and methods were used to train panelists, gather panelists' judgments and to calculate the recommended passing score, or cut score.

The following technical report is divided into three sections. The first section describes the content and format of the assessment. The second section describes the standard setting processes and methods used. The third section presents the results of the standard setting studies.

The passing score recommendation for the assessment is provided to each of the represented state departments of education. In each state, the department of education, the state board of education, or a designated educator licensure board is responsible for establishing the final passing score in accordance with applicable state regulations.

The first national administration of the new Praxis Art: Content Knowledge (0134) assessment will occur in fall 2011.

Overview of the Praxis Assessment

The *Praxis Art: Content Knowledge Test at a Glance* document (ETS, in press) describes the purpose and structure of the assessment. In brief, the assessment measures whether entry-level Art teachers have the content knowledge believed necessary for competent professional practice. A National Advisory Committee of expert practitioners and preparation faculty defined the content of the assessment, and a national survey of the field confirmed the content.

The two hour assessment contains 120 multiple-choice questions covering *Art Making- General* (approximately 15 questions); *Art Making – Media & Processes* (approximately 61 questions); *Materials & Processes in a Historical Context and Responding to Art* (approximately 17 questions); and *Western Tradition and Beyond the Western Tradition* (approximately 27 questions)[4].

Candidate scores are reported as an overall score; four category scores – one for each content area listed above – also are reported. Of the 120 multiple-choice questions, 110 questions contribute to a candidate's score[5]. The maximum total number of raw points that may be earned on each assessment is 110. The reporting scale for the Praxis Art: Content Knowledge (0134) assessment ranges from 100 to 200 scaled-score points.

Processes and Methods

For both expert panels, the same processes and methods were used to train panelists, gather panelists' judgments and to calculate the recommended passing score, or cut score. The following section describes the processes and methods used[6]. (The agenda for the panel meetings is presented in Appendix A.)

The design of the standard setting study included two non-overlapping expert panels. The training provided to panelists as well as the study materials were consistent across panels with the exception of defining the Just Qualified Candidate (JQC). To assure that both panels were using the same frame of reference when making question-level standard setting judgments, the JQC definition developed through a consensus process by the first panel was used as the definition for the second panel.

[4] The number of questions for each content area may vary slightly from form to form of the assessment.
[5] Ten of the 120 multiple-choice questions are pretest questions which do not contribute to a candidate's score.
[6] Panelists also judged the constructed-response questions that appear on the Praxis Art: Content and Analysis assessment. The process for making theses judgments are not described in this report but are described in the technical report for the Praxis Art: Content and Analysis (0135) standard setting.

The second panel did complete a thorough review of the definition to allow panelists to internalize the definition. The processes for developing the definition (with Panel 1) and reviewing/internalizing the definition (with Panel 2) are described later, and the Just Qualified Candidate definitions are presented in Appendix C.

The panelists were sent an e-mail explaining the purpose of the standard-setting study and requesting that they review the test content specifications for the assessment (included in the *Test at a Glance* document, which was attached to the e-mail). The purpose of the review was to familiarize the panelists with the general structure and content of the assessment.

The standard-setting study began with a welcome and introduction by the meeting facilitator, Dr. Clyde Reese from the Center for Validity Research. He explained how the assessment was developed, provided an overview of standard setting, and presented the agenda for the study.

Reviewing the Assessment

The first activity was for the panelists to "take the test." (Each panelist had signed a nondisclosure form.) The panelists were given approximately an hour and a half to respond to the 120 multiple-choice questions (as well as the three constructed-response questions that are included on the Praxis Art: Knowledge and Analysis assessment). Panelists were instructed not to refer to the answer key while taking the test. The purpose of "taking the test" was for the panelists to become familiar with the test format, content, and difficulty. After "taking the test," the panelists checked their responses against the answer key.

The panelists then engaged in a discussion of the major content areas being addressed by the assessment; they were also asked to remark on any content areas that they thought would be particularly challenging for entering Art teachers, and areas that addressed content that would be particularly important for entering teachers.

Defining the Just Qualified Candidate

Following the review of the assessment, panelists internalized the definition of the Just Qualified Candidate (JQC). The JQC is the test taker who has the minimum level of knowledge and/or skills believed necessary to be a qualified Art teacher. The JQC definition is the operational definition of the

cut score. The goal of the standard-setting process is to identify the test score that aligns with this definition of the JQC.

In Panel 1, the panelists were split into smaller groups, and each group was asked to write down their definition of a JQC. Each group referred to the *Praxis Art: Content and Analysis Test at a Glance*[7] to guide their definition. Each group posted its definition on chart paper, and a full-panel discussion occurred to reach consensus on a definition (see Appendix C).

In Panel 2, the panelists began with the definition of the JQC developed by the first panel. Given that the multi-state standard setting study was designed to replicate processes and procedures across the two panels, it was important that both panels use consistent JQC definitions to frame their judgments. For Panel 2, the panelists reviewed the JQC definition, and any ambiguities were discussed and clarified. The panelists then were split into smaller groups, and each group developed performance indicators or "can do" statements based on the definition. The purpose of the indicators was to provide clear examples of what might be observed to indicate that the teacher had the defined knowledge. The performance indicators were shared across the group, and discussed and added to the definition. The panel also had an opportunity to suggest minor changes to the initial definition, if doing so added clarity. Panel 2 made two revisions to the JQC definition developed by Panel 1: (a) splitting the first bullet into two separate bullets and (b) replacing one of the examples in the second bullet.

Panelists' Judgments

A probability-based Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006) was used for the multiple-choice questions. In this approach, for each question, a panelist decides on the likelihood (probability or chance) that a JQC would answer it correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that a JQC would answer the question correctly, because the question is difficult for the JQC. The higher the value, the more likely it is that a JQC would answer the question correctly.

For each panel, the panelists were asked to approach the judgment process in two stages. First, they reviewed the definition of the JQC and the question and decided if, overall, the question was

[7] The test specifications contained in the *Praxis Art: Content and Analysis Test At A Glance* subsumed the specification for the Praxis Art: Content Knowledge (0134) assessment.

difficult for the JQC, easy for the JQC, or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rule of thumb to guide their decision:

- difficult questions for a JQC were in the 0 to .30 range;
- moderately difficult/easy questions for a JQC were in the .40 to .60 range; and
- easy questions for a JQC were in the .70 to 1 range.

The second decision was for panelists to decide how they wanted to refine their judgment within the range. For example, if a panelist thought that a question was easy for a JQC, the initial decision located the question in the .70 to 1 range. The second decision was for the panelist to decide if the likelihood of answering it correctly was .70, .80, .90, .95, or 1.0. The two-stage decision-process was implemented to reduce the cognitive load placed on the panelists. The panelists practiced making their standard-setting judgments on six of the multiple-choice questions.

The panelists engaged in two rounds of judgments. Following Round 1, question-level feedback was provided to the panel. The panelists' judgments were displayed for each question. The panelists' judgments were summarized by the three general difficulty levels (0 to .30, .40 to .60, and .70 to 1), and the panel's average question judgment was provided. Questions were highlighted to show when panelists converged in their judgments (at least two-thirds of the panelists located a question in the same difficulty range) or diverged in their judgments. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2).

Other than the definition of the JQC, results from Panel 1 were not shared with the second panel. The question-level judgments and resulting discussions for Panel 2 were independent of judgments and discussions that occurred with Panel 1.

Judgment of Content Specifications

In addition to the two-round standard setting process, each panel judged the importance of the knowledge and/or skills stated or implied in the assessment content specifications for the job of an entry-level Art teacher. These judgments addressed the perceived content-based validity of the assessment. Judgments were made using a four-point Likert scale — V*ery Important*, I*mportant*, S*lightly Important*,

and N*ot Important*. Each panelist independently judged the knowledge categories and knowledge/skills statements.

Results

Results are presented separately for the two panels. The recommended cut scores for each panel, as well as the average cut score across the two panels, are provided to help state departments of education determine an appropriate cut (or passing) score.

Expert Panels

The standard setting study included two expert panels. The various state departments of education recruited panelists to represent a range of professional perspectives. A description of the panels is presented below. (See Appendix A for a listing of panelists for each panel.)

Panel 1 included 21 teachers, administrators, and college faculty who prepare Art teachers, representing 21 states. In brief, 18 panelists were teachers, one was an administrators or department heads, and two were college faculty. Both of the panelists who were college faculty were currently involved in the training or preparation of Art teachers. Seventeen panelists were White, one was Hispanic or Latino, one was Asian American, one was American Indian or Alaskan Native, and one panelist indicated "other." Fifteen panelists were female. Nineteen panelists reported being certified Art teachers in their states. Slightly less than half of panelists (9 of the 21 panelists or 43%) had seven or fewer years of experience as an Art teacher, and five had 16 or more years of teaching experience.

Panel 2 included 21 teachers and college faculty who prepare Art teachers, representing 21 states. In brief, 18 panelists were teachers and three were college faculty. All three of the panelists who were college faculty were currently involved in the training or preparation of Art teachers. Seventeen panelists were White, three were African American, and one was Asian American. Fourteen panelists were female. Eighteen panelists reported being certified Art teachers in their states. Nearly 40% of panelists (8 of the 21 panelists) had seven or fewer years of experience as an Art teacher, and three had 16 or more years of teaching experience.

A fuller demographic description for the members of the two panels is presented in Tables D1 and D2 in Appendix D.

Initial Evaluation Forms.

The panelists completed an initial evaluation after receiving training on how to make question-level judgments. The primary information collected from this form was the panelists indicating if they had received adequate training to make their standard-setting judgments and were ready to proceed. Across both panels, all panelists indicated that they were prepared to make their judgments.

Summary of Standard Setting Judgments by Round.

A summary of each round of standard-setting judgments is presented in Appendix D. The numbers in each table reflect the recommended cut scores — the number of raw points needed to "pass" the assessment — of each panelist for the two rounds. The panel's average recommended cut score and highest and lowest cut scores are reported, as are the standard deviations (SD) of panelists' cut scores and the standard errors of judgment (SEJ). The SEJ is one way of estimating the reliability of the judgments. It indicates how likely it would be for other panels of educators similar in make-up, experience, and standard-setting training to the current panels to recommend the same cut score on the same form of the assessment. A comparable panel's cut score would be within 1 SEJ of the current average cut score 68 percent of the time and within 2 SEJs 95 percent of the time.

Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This decrease — indicating convergence among the panelists' judgments — was observed for both panels. The Round 2 average total score is the panel's recommended cut score (passing score).

The panels' cut score recommendations for the Praxis Art: Content Knowledge (0134) assessment are 72.79 for Panel 1 and 70.33 for Panel 2 (see Tables D3 and D4 in Appendix D). The values were rounded to the next highest whole number to determine the functional recommended cut scores — 73 for Panel 1 and 71 for Panel 2. The values of 73 and 71 represent approximately 66% and 65%, respectively, of the total available 110 raw-score points that could be earned on the assessment. The scaled scores associated with 73 and 71 raw points are 159 and 156, respectively.[8]

[8] For reference purposes, if the recommended raw cut score was 72 or 70 points, the scaled score would be 158 or 155, respectively.

Table D5 (in Appendix D) present the estimated standard errors of measurement (SEM) around the recommended cut scores for each panel. A standard error represents the uncertainty associated with a test score. The scaled scores associated with 1 and 2 SEMs above and below the recommended cut scores are provided. The standard errors provided are an estimate, given that the Praxis Art: Content Knowledge (0134) assessment has not yet been administered.

In addition to the recommended cut score for each panel, the average cut score across the two panels is provided to help state departments of education determine an appropriate cut (or passing) score for the Praxis Art: Content Knowledge (0134) assessment. The panels' average cut score recommendation for the Praxis Art: Content Knowledge (0134) assessment is 71.56. The value was rounded to 72 (next highest raw score) to determine the functional recommended cut score. The value of 72 represents approximately 65% of the total available 110 raw-score points that could be earned on the assessment. The scaled score associated with 72 raw points is 158. Table D5 (in Appendix D) presents the standard error of measurement (SEM) around the recommended cut score combining the information from the two panels.

Summary of Content Specification Judgments.

Panelists judged the extent to which the knowledge and/or skills reflected by the Praxis Art: Content Knowledge (0134) assessment content specifications were important for entry-level Art teachers. Panelists rated the knowledge categories and knowledge/skills statements on a four-point scale ranging from *Very Important* to *Not Important*. The panelists' ratings are summarized in Table D6 (in Appendix D).

Thirteen of the 16 knowledge categories were judged to be *Very Important* or *Important* by 90% or more of the panelists. The knowledge categories of *"Understanding and Applying the Elements of Art and Principles of Visual Organization,"* and *"Knows and Understands Safety, Environment, and Storage Issue"* (81% of the panelists judged as *Very Important*) were seen as the most important for beginning Art teachers. The knowledge category of *"Understanding Materials, Tools and Processes for Videography, Filmmaking, and Installations"* (65% of the panelists judged as *Slightly Important* or *Not Important*) was seen as less important for beginning Art teachers. All but four of the 70 knowledge statements covered by the Praxis Art: Content Knowledge assessment were judged to be *Very Important* or *Important* by at least two-thirds of the panelists.

Summary of Final Evaluations

The panelists completed an evaluation form at the conclusion of their standard setting study. The evaluation form asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions. Tables D7 and D8 (in Appendix D) present the results of the final evaluations.

All panelists *agreed* or *strongly agreed* that they understood the purpose of the study and that the facilitator's instructions and explanations were clear. All panelists *agreed* or *strongly agreed* that they were prepared to make their standard setting judgments. Across the two panels, all but one of the panelists *strongly agreed* or *agreed* that the standard-setting process was easy to follow.

All panelists reported that the definition of the JQC was at least *somewhat influential* in guiding their standard-setting judgments; 86% of panelists indicated the definition was *very influential*. All but two of the panelists reported that between-round discussions were at least *somewhat influential* in guiding their judgments. Nearly three-quarters of the panelists (32 of the 42 panelists) indicated that the knowledge/skills required to answer each question as *very influential* in guiding their judgments.

There were similar ratings between the two panels when asked to respond to their level of comfort with their panel's recommended passing score[9]. All panelists indicated they were *very* or *somewhat comfortable* with their recommendation. For both panels, the majority of the panelists indicated that the recommend cut score was *about right* (100% for Panel 1 and 90% for Panel 2). Of the remaining panelists from Panel 2, one indicated the cut score was *too low* and one indicated it was *too high*.

[9] Panelists indicated their level of comfort with the cut score recommendations for both the Praxis Art: Content Knowledge (0134) and Praxis Art: Content and Analysis (0135) assessments.

Summary

To support the decision-making process for state departments of education with regards to establishing a passing score, or cut score, for a revised assessment in the Praxis Series™ — Art: Content Knowledge (0134) — research staff from Educational Testing Service (ETS) designed and conducted two multi-state standard setting studies[10]. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level Art teachers.

The recommended cut scores for each panel, as well as the average cut score across the two panels, are provided to help state departments of education determine an appropriate cut (or passing) score. For the Praxis Art: Content Knowledge (0134) assessment, the average recommended cut score (rounded up) is 72 (on the raw score metric), which represents 65% of total available 110 raw score points (the recommended cut scores for Panels 1 and 2 are 73 and 71, respectively). The scaled score associated with a raw score of 72 is 158.

Panelists judged the extent to which the knowledge and/or skills reflected by the content specifications were important for entry-level Art teachers. The favorable judgments of the panelists provided evidence that the content of the assessment is important for beginning practice.

[10] The two multi-state standard setting studies collected expert judgments for questions comprising both the Praxis Art: Content Knowledge (0134) and Praxis Art: Content and Analysis (0135) assessments. Standard-setting procedures and results presented in the following report only pertain to the Praxis Art: Content Knowledge (0134) assessment. A separate report contains similar information for Praxis Art: Content and Analysis (0135).

References

Brandon, P.R. (2004). Conclusions about frequently studied modified Angoff standard-setting topics. *Applied Measurement in Education, 17*, 59-88.

ETS. (In press). *Art: Content Knowledge Test at a Glance*. Princeton, NJ.

Hambleton, R. K., & Pitoniak, M.J. (2006). Setting performance standards. In R. L. Brennan (Ed.), *Educational Measurement* (4th ed., pp. 433-470). Westport, CT: American Council on Education/Praeger.

Appendix A

Panelists' Names & Affiliations

Praxis Art: Content Knowledge & Praxis Art: Content and Analysis

Panel 1

Panelist	Affiliation
Bonner, Bethany	Oakdale Elementary School (CT)
Brasser, Angela	Campbellsville Middle & High Schools (KY)
Brouillette, Charles	A. E. Phillips Lab School\Louisiana Tech University (LA)
Coon, John Mark	Canton High School (MS)
Cowles, Mariam	Cedarville School District (AR)
Cullinan, Mary Susan	Colliers Primary (WV)
Gall, Marta	Macon R-1 School (MO)
Heid, Karen A.	University of South Carolina (SC)
Hernández-Balcázar, Noemí Verónica	Kearns High School (UT)
LeCours, Elizabeth	Hardwick Elementary School (VT)
Lindsey, Jennifer	Mooresville Intermediate School (NC)
Milliken, Chris	Wells Junior High School (ME)
Mock, Stephen	Memphis City Schools (TN)
Mojzsis, Katherine	Sayreville War Memorial High School (NJ)
Morin, Derek	Kindred Public School (ND)
Northcutt, Adriana E.	Trace Crossings School (AL)
O'Gorman Rhodebeck, Kathleen	Pembroke Hill School (NH)
Purcell Sacco, Kristine	ACLD Tillotson School (PA)
Roemer, Jordyn M.	North County High School (MD)
Schorsch, Jamie	Oak Hills High School (OH)
Tarrell, Robert	Edgewood College (WI)

Praxis Art: Content Knowledge & Praxis Art: Content and Analysis (continued)

Panel 2

Panelist	Affiliation
Aman, Ronald	West Virginia University (WV)
Armstead, Jacqueline	Argyle Middle School (MD)
Csejtey, Stephen	Akron Public Schools (OH)
Danenhauer, Audrea	Farmington Public Schools (AR)
Dieck, Jessica M.	Hinds County School District (MS)
Dunn, Holli J.	Kickapoo High School (MO)
Edinger, Ted	Tulip Grove Elementary MNPS (TN)
England, Marla	Barren County Middle School (KY)
Foley, Lisa	Chittenden Central SU (VT)
Gumbulevich, Jeanette	Waterbury Arts Magnet School (CT)
Hill, Bryan	MLKing Elementary School (DC)
Kerrigan, Danette	Sacopee Valley Middle School (ME)
Leach, Randall	J.H. Rose High School (NC)
Parsons, Juliella	Tuscaloosa City School System (AL)
Roberts, Kathryn	Spanish Fork High School (UT)
Skow, Margaret	Rollings Middle School of the Arts\Dorchester District Two (SC)
Summers, Bridget	Lakewood Elementary School (LA)
Swift, Jason	Plymouth State University (NH)
Wilkie, Kenneth	Riverside School, Princeton (NJ)
Winker, Melissa	Memorial High School (WI)
Yang, Crystal	University of North Dakota (ND)

Appendix B

Workshop Agenda

Praxis Art: Content Knowledge and

Praxis Art: Content and Analysis Assessments

Standard Setting Study

Day 1

8:00 – 8:15	**Welcome and Introduction** * **Overview of Workshop Events**
8:15 – 8:45	**Overview of Standard Setting & the Praxis Art Assessments**
8:45 – 9:00	**Break**
9:00 – 10:30	**"Take" the Praxis Art Assessments**
10:30 – 11:00	**Discuss the Praxis Art Assessments**
11:00 – 12:00	**Define the Knowledge/Skills of a JQC**
12:00 – 12:45	**Lunch**
12:45 – 2:15	**Define the Knowledge/Skills of a JQC (continued)**
2:15 – 2:30	**Break**
2:30 – 3:00	**Standard Setting Training for CR Questions**
3:00 – 3:30	**Round 1 Standard Setting Judgments: CR Questions**
3:30 – 4:00	**Standard Setting Training for MC Questions**
4:00 – 5:00	**Round 1 Standard Setting Judgments: MC Questions 1- 40**
5:00 – 5:15	**Collect Materials; End of Day 1**

Praxis Art: Content Knowledge and

Praxis Art: Content and Analysis Assessments

Standard Setting Study

Day 2

9:00 – 9:05	**Overview of Day 2**
9:05 – 9:15	**Review Standard Setting for MC Questions**
9:15 – 10:30	**Round 1 Standard Setting Judgments: MC Questions 41- 120**
10:30 – 10:45	**Break**
10:45 – 11:15	**Round 1 Feedback & Round 2 Judgments: CR Questions**
11:15 – 12:00	**Round 1 Feedback & Round 2 Judgments: MC Questions**
12:00 – 1:00	**Lunch**
1:00 – 2:15	**Round 1 Feedback & Round 2 Judgments: MC Questions (continued)**
2:15 – 3:00	**Specification Judgments**
3:00 – 3:15	**Feedback on Round 2 Recommended Cut Score**
3:15 – 3:30	**Complete Final Evaluation**
3:30 – 3:45	**Collect Materials; End of Study**

Appendix C

Just Qualified Candidate (JQC) Definitions

Description of a Just Qualified Candidate
Panel 1

A JQC …

1. Knows characteristics of common 2-D and 3-D materials and processes and compare across materials and processes

2. Knows characteristics of common technologies and equipment such as printmaking, photography, film making, and computers

3. Understands safety and health issues related to common materials and processes; applies safety procedures in the classroom

4. Can prepare an exhibition demonstrating an understanding of aesthetic presentation

5. Demonstrates knowledge and application of art vocabulary

6. Knows major trends in Western and Nonwestern art and architecture

7. Knows and understands the chronological timeline and thematic organization of art history

8. Ability to analyze works of art and evaluate them critically across cultures and periods of time

9. Understands the roles of function and purpose of works of art (i.e., reflection)

10. Knows the role of visual literacy and popular culture

Description of a Just Qualified Candidate
Panel 2

A JQC …

1. Knows characteristics of common 2-D and 3-D materials and processes
2. Can compare characteristics of common 2-D and 3-D materials and processes.
3. Knows characteristics of common technologies and equipment such as printmaking, photography, videography, and computer applications
4. Understands safety and health issues related to common materials and processes; applies safety procedures in the classroom
5. Can prepare an exhibition demonstrating an understanding of aesthetic presentation
6. Demonstrates knowledge and application of art vocabulary
7. Knows major trends in Western and Nonwestern art and architecture
8. Knows and understands the chronological timeline and thematic organization of art history
9. Ability to analyze works of art and evaluate them critically across cultures and periods of time
10. Understands the roles of function and purpose of works of art (i.e., reflection)
11. Knows the role of visual literacy and popular culture

Appendix D

Results for Praxis Art: Content Knowledge

Table D1

Panel Member Demographics — Panel 1

	N	Percent
Current Position		
Teachers	18	86%
Teacher/Administrator	1	5%
College Faculty	2	10%
Race		
White	17	81%
Hispanic or Latino	1	5%
Asian or Asian American	1	5%
American Indian or Alaskan Native	1	5%
Other	1	5%
Gender		
Female	15	71%
Male	6	29%
Are you currently certified as an Art teacher in your state?		
Yes	19	90%
No	2	10%
Are you currently teaching Art in your state?		
Yes	21	100%
No	0	0%
Are you currently supervising or mentoring other Art teachers?		
Yes	9	43%
No	12	57%
How many years of experience do you have teaching Art?		
3 years or less	1	5%
4 - 7 years	8	38%
8 - 11 years	5	24%
12 - 15 years	2	10%
16 years or more	5	24%

Table D1 (continued)

Panel Member Demographics — Panel 1

	N	Percent
At what K-12 grade level are you currently teaching Art?		
Elementary (K - 5 or K - 6)	8	38%
Middle School (6 - 8 or 7 - 9)	1	5%
Elementary and Middle School	2	10%
High School (9 - 12 or 10 - 12)	5	24%
Middle and High School	2	10%
All Grades	1	5%
Not currently teaching at the K-12 level	2	10%
Which best describes the location of your K-12 school?		
Urban	3	14%
Suburban	10	48%
Rural	6	29%
Not currently working in a K-12 school	2	10%
If you are college faculty, are you currently involved in the training/preparation of Art teachers?		
Yes	2	10%
No	0	0%
Not college faculty	19	90%

Table D2

Panel Member Demographics — Panel 2

	N	Percent
Current Position		
Teachers	18	86%
College Faculty	3	14%
Race		
White	17	81%
Black or African American	3	14%
Asian or Asian American	1	5%
Gender		
Female	14	67%
Male	7	33%
Are you currently certified as an Art teacher in your state?		
Yes	18	86%
No	3	14%
Are you currently teaching Art in your state?		
Yes	21	100%
No	0	0%
Are you currently supervising or mentoring other Art teachers?		
Yes	10	48%
No	11	52%
How many years of experience do you have teaching Art?		
3 years or less	2	10%
4 - 7 years	6	29%
8 - 11 years	6	29%
12 - 15 years	4	19%
16 years or more	3	14%

Table D2 (continued)

Panel Member Demographics — Panel 2

	N	Percent
At what K-12 grade level are you currently teaching Art?		
Elementary (K - 5 or K - 6)	8	38%
Middle School (6 - 8 or 7 - 9)	3	14%
Elementary and Middle School	1	5%
High School (9 - 12 or 10 - 12)	5	24%
Middle and High School	1	5%
Not currently teaching at the K-12 level	3	14%
Which best describes the location of your K-12 school?		
Urban	8	38%
Suburban	7	33%
Rural	3	14%
Not currently working in a K-12 school	3	14%
If you are college faculty, are you currently involved in the training/preparation of Art teachers?		
Yes	3	14%
No	0	0%
Not college faculty	18	86%

Table D3

Cut score Summary by Round of Judgments — Panel 1

Panelist	Round 1	Round 2
1	68.75	72.30
2	74.30	74.45
3	69.55	71.55
4	54.05	54.05
5	61.35	62.55
6	58.55	59.05
7	72.50	73.70
8	75.15	75.15
9	73.85	74.75
10	72.65	70.00
11	72.15	72.15
12	72.95	73.05
13	82.65	82.75
14	75.65	74.10
15	81.10	80.40
16	75.70	75.40
17	72.25	73.25
18	93.00	93.20
19	69.35	70.65
20	68.40	68.00
21	78.65	78.10
Average	72.50	72.79
SD	8.30	8.08
SEJ	1.81	1.76
Highest	93.00	93.20
Lowest	54.05	54.05

Table D4

Cut score Summary by Round of Judgments — Panel 2

Panelist	Round 1	Round 2
1	73.05	72.55
2	68.75	71.40
3	68.30	70.20
4	84.75	84.20
5	61.80	66.70
6	59.60	62.65
7	75.75	75.55
8	78.80	78.00
9	53.70	56.50
10	76.30	74.60
11	67.85	71.45
12	55.10	56.20
13	66.55	66.45
14	68.00	67.80
15	66.60	67.65
16	75.30	79.50
17	61.40	61.30
18	79.10	77.90
19	69.05	69.85
20	63.25	66.75
21	80.95	79.65
Average	69.24	70.33
SD	8.41	7.48
SEJ	1.84	1.63
Highest	84.75	84.20
Lowest	53.70	56.20

Table D5

Cut Scores within 1 and 2 SEMs of the Recommended Cut Score

(a) Panel 1

Recommended Cut Score (SEM)		Scale Score Equivalent
73 (4.98)		159
- 2 SEMs	64	147
-1 SEM	69	154
+1 SEM	78	166
+ 2 SEMs	83	172

(b) Panel 2

Recommended Cut Score (SEM)		Scale Score Equivalent
71 (5.04)		156
- 2 SEMs	61	144
-1 SEM	66	150
+1 SEM	77	164
+ 2 SEMs	82	171

(c) Combined Across Panels

Recommended Cut Score (SEM)		Scale Score Equivalent
72 (5.01)		158
- 2 SEMs	62	145
-1 SEM	67	151
+1 SEM	78	166
+ 2 SEMs	83	172

Note. Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Table D6

Specification Judgments — Combined Across Panels

	Very Important		Important		Slightly Important		Not Important	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
I. A. ART MAKING - GENERAL								
• **Understands and applies the elements of art and principles of visual organization as applied to two-dimensional and three-dimensional media[11].**	**34**	**81%**	**7**	**17%**	**0**	**0%**	**0**	**0%**
• Identifies elements and principles of design in visual stimuli	34	81%	8	19%	0	0%	0	0%
• Explains relationships of elements to principles	23	55%	17	40%	2	5%	0	0%
• Distinguishes uses of elements and principles in two-dimensional and three-dimensional art	26	62%	15	36%	1	2%	0	0%
• **Knows various historical methods and contemporary approaches to creating art.**	**12**	**29%**	**26**	**62%**	**4**	**10%**	**0**	**0%**
• Defines/identifies both historical and contemporary methods	10	24%	24	57%	8	19%	0	0%

[11] One or more panelists did not rate this knowledge/skill category or statement.

Table D6 (continued)

Specification Judgments — Combined Across Panels

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
I. B. ART MAKING – MEDIA AND PROCESSES								
• **Knows and understands safety, environmental, and storage issues related to the use of art materials and art processes.**	**34**	**81%**	**8**	**19%**	**0**	**0%**	**0**	**0%**
• Identifies dangerous materials and their effects	35	83%	7	17%	0	0%	0	0%
• Categorizes dangerous materials and their effects	23	55%	15	36%	4	10%	0	0%
• Describes proper ventilation, storage, and disposal procedures based on the medium	26	62%	16	38%	0	0%	0	0%
• Demonstrates knowledge of MSDS sheets	14	33%	22	52%	5	12%	1	2%
• Demonstrates understanding of safety procedures and precautions for using artist's materials and tools	33	79%	9	21%	0	0%	0	0%
• Demonstrates knowledge of health issues related to the use of artists' materials and tools	28	67%	12	29%	2	5%	0	0%
• **Knows and understands how to use a variety of drawing, painting, and printmaking materials and processes[12].**	**25**	**60%**	**15**	**36%**	**0**	**0%**	**0**	**0%**
• Identifies characteristics of materials	26	62%	16	38%	0	0%	0	0%
• Identifies similarities and differences among materials	18	43%	21	50%	3	7%	0	0%
• Knows vocabulary related to drawing, painting, and printmaking materials and processes	24	57%	17	40%	1	2%	0	0%
• Describes drawing, painting, and printmaking processes	19	45%	22	52%	1	2%	0	0%
• Solves problems and evaluates possible solutions	23	55%	17	40%	2	5%	0	0%

[12] One or more panelists did not rate this knowledge/skill category or statement.

Table D6 (continued)

Specification Judgments — Combined Across Panels

	Very Important		Important		Slightly Important		Not Important	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
• Compares materials and techniques, and analyzes the compatibility of materials and techniques	11	26%	24	57%	7	17%	0	0%
• Recognizes or identifies processes through reproductions	10	24%	23	55%	9	21%	0	0%
• **Knows and understands how to use digital photography and image processes.**	**8**	**19%**	**29**	**69%**	**5**	**12%**	**0**	**0%**
• Demonstrates basic camera knowledge (camera parts, vocabulary)	12	29%	25	60%	5	12%	0	0%
• Demonstrates knowledge of common editing and imaging software	5	12%	27	64%	10	24%	0	0%
• Demonstrates knowledge of uploading, downloading, storing common file types, transferring and printing images	10	24%	28	67%	4	10%	0	0%
• Knows and understands how to use the process of creating digital images	7	17%	23	55%	12	29%	0	0%
• **Understand materials, tools and processes for videography, filmmaking, and installations**	**4**	**10%**	**11**	**26%**	**23**	**55%**	**4**	**10%**
• Identifies/describes materials, tools, and processes for videography, filmmaking and installations	3	7%	11	26%	24	57%	4	10%
• **Knows and understands how to use sculptural materials and processes.**	**21**	**50%**	**21**	**50%**	**0**	**0%**	**0**	**0%**
• Identifies characteristics of materials	20	48%	22	52%	0	0%	0	0%
• Identifies similarities and differences among materials	14	33%	25	60%	3	7%	0	0%
• Knows vocabulary related to sculptural materials and processes	21	50%	21	50%	0	0%	0	0%
• Describes sculptural processes	17	40%	24	57%	1	2%	0	0%

Table D6 (continued)

Specification Judgments — Combined Across Panels

	Very Important		Important		Slightly Important		Not Important	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
• Solves problems and evaluates possible solutions	23	55%	16	38%	3	7%	0	0%
• Compares materials and techniques, and analyzes the compatibility of materials and techniques	11	26%	23	55%	8	19%	0	0%
• Recognizes or identifies processes through reproductions	10	24%	20	48%	12	29%	0	0%
• **Knows and understands how to use a variety of fiber art materials and processes[13].**	**5**	**12%**	**26**	**62%**	**8**	**19%**	**2**	**5%**
• Identifies characteristics of materials	3	7%	31	74%	7	17%	1	2%
• Identifies similarities and differences among materials	3	7%	26	62%	11	26%	2	5%
• Knows vocabulary related to fiber materials and processes	8	19%	20	48%	13	31%	1	2%
• Describes fiber processes	3	7%	24	57%	13	31%	2	5%
• Solves problems and evaluates possible solutions	9	21%	21	50%	10	24%	2	5%
• Compares materials and techniques, and analyzes the compatibility of materials and techniques	4	10%	23	55%	13	31%	2	5%
• Recognizes or identifies processes through reproductions[13]	3	7%	23	55%	12	29%	3	7%

[13] One or more panelists did not rate this knowledge/skill category or statement.

Table D6 (continued)

Specification Judgments — Combined Across Panels

	Very Important		Important		Slightly Important		Not Important	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
• **Understands the physical aspects and effective ways of presenting art work for display purposes.**	**20**	**48%**	**18**	**43%**	**4**	**10%**	**0**	**0%**
• Identifies and recognizes methods of mounting and matting work in ways appropriate to the medium	17	40%	22	52%	3	7%	0	0%
• Identifies and describes methods of displaying three-dimensional work	19	45%	16	38%	7	17%	0	0%
• Describes appropriate ways of using exhibition spaces	15	36%	21	50%	6	14%	0	0%
II. A. HISTORICAL & THEORETICAL FOUNDATION OF ART – MATERIALS & PROCESSES								
• **Understands the following materials within an art historical context: Painting, Drawing, Printmaking, Sculpture, Architecture, Photography, Fiber Arts, Crafts.**	**26**	**62%**	**16**	**38%**	**0**	**0%**	**0**	**0%**
• Identifies characteristics of materials, processes, and techniques within an art historical context	18	43%	24	57%	0	0%	0	0%
• Identifies similarities and differences among materials, processes, and techniques (e.g., evolution over time)	15	36%	25	60%	2	5%	0	0%
• Knows vocabulary related to two-dimensional and three-dimensional media and processes within an art historical context	24	57%	18	43%	0	0%	0	0%
• Recognizes or identifies processes within an art historical context through reproductions	13	31%	27	64%	2	5%	0	0%

Table D6 (continued)

Specification Judgments — Combined Across Panels

	Very Important		Important		Slightly Important		Not Important	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
II. B. HISTORICAL & THEORETICAL FOUNDATION OF ART – THE WESTERN TRADITION IN ART HISTORY								
• **Recognizes stylistic traits of art and architecture from each of the following time periods: Prehistory; Ancient Near East; Ancient Greece and Rome; Early Christian, Byzantine and Medieval periods; the Renaissance; the Baroque; 18th through 20th centuries in Europe and North America; contemporary art.**	**24**	**57%**	**17**	**40%**	**1**	**2%**	**0**	**0%**
• Identifies the styles of works of art and architecture	20	48%	22	52%	0	0%	0	0%
• Categorizes art and architecture according to style and/or period	17	40%	22	52%	3	7%	0	0%
• Identifies major works of art and architecture by title, style, and/or artist, as appropriate	17	40%	21	50%	4	10%	0	0%
• Analyzes/explains the influence of art periods or schools on later work	15	36%	26	62%	1	2%	0	0%
• Analyzes compositional elements and principles of design in works of art and architecture	21	50%	20	48%	1	2%	0	0%
• Recognizes the impact of major artistic and technological innovations on the stylistic traits of art	15	36%	25	60%	2	5%	0	0%

Table D6 (continued)

Specification Judgments — Combined Across Panels

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
• **Understands the content, context, and/or purpose of art and architecture from each of the following time periods: Prehistory; Ancient Near East; Ancient Greece and Rome; Early Christian, Byzantine and Medieval periods; the Renaissance; the Baroque; 18th through 20th centuries in Europe and North America; contemporary art[14].**	**20**	**48%**	**21**	**50%**	**0**	**0%**	**0**	**0%**
• Explains the purposes of works of art from various time periods	15	36%	25	60%	2	5%	0	0%
• Decodes/analyzes the narrative or intended content of a work of art	14	33%	25	60%	3	7%	0	0%
• Analyzes/explains the interrelationships between art and social factors, cultural context, and events	17	40%	23	55%	2	5%	0	0%
• Explains the impact of major artistic and technological innovations on the content, context, and purposes of art	17	40%	20	48%	5	12%	0	0%
• Acquires and evaluates information about art and artists from various sources	18	43%	19	45%	5	12%	0	0%

[14] One or more panelists did not rate this knowledge/skill category or statement.

Table D6 (continued)

Specification Judgments — Combined Across Panels

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
II. C. HISTORICAL & THEORETICAL FOUNDATION OF ART – ART BEYOND THE WESTERN TRADITION								
• **Knows and understands the general visual characteristics of art and architecture from Asia, Africa, the Americas, the South Pacific region.**	**16**	**38%**	**26**	**62%**	**0**	**0%**	**0**	**0%**
• Classifies works of art and architecture by regions/cultures[15]	13	31%	27	64%	1	2%	0	0%
• Describes/analyzes works of art and architecture using compositional elements and principles of design	18	43%	23	55%	1	2%	0	0%
• Describes/analyzes the interrelationships between art from beyond the Western traditions and art from the Western tradition	12	29%	25	60%	5	12%	0	0%
• Identifies major works of art and architecture by title, style, and/or artist, as appropriate	12	29%	20	48%	10	24%	0	0%

[15] One or more panelists did not rate this knowledge/skill category or statement.

Table D6 (continued)

Specification Judgments — Combined Across Panels

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
• **Understands the general content, context, and purposes of art from Asia, Africa, the Americas, the South Pacific region[16].**	**17**	**40%**	**23**	**55%**	**1**	**2%**	**0**	**0%**
• Explains the content and/or purpose (as appropriate) of frequently referenced works of art from various locations and cultures[16]	15	36%	24	57%	2	5%	0	0%
• Identifies the general role of a work of art in its culture	19	45%	21	50%	2	5%	0	0%
• Explains how the context in which a work of art is created conveys information about various lifestyles and belief systems	18	43%	21	50%	2	5%	1	2%
• Acquires and evaluates information about art and artists from various sources	19	45%	15	36%	8	19%	0	0%
II. D. HISTORICAL & THEORETICAL FOUNDATION OF ART – RESPONDING TO ART								
• **Understands the major theories of art and aesthetics.**	**17**	**40%**	**24**	**57%**	**1**	**2%**	**0**	**0%**
• Describes the major characteristics of various theories of art and aesthetics	14	33%	23	55%	5	12%	0	0%
• Distinguishes among the major theories of art and aesthetics	12	29%	25	60%	5	12%	0	0%
• Compares and contrasts the differences/similarities among theories of art and aesthetics	10	24%	26	62%	6	14%	0	0%
• Interprets and evaluates works of art based on theories of art and aesthetics (as opposed to personal opinion)	17	40%	22	52%	3	7%	0	0%

[16] One or more panelists did not rate this knowledge/skill category or statement.

Table D6 (continued)

Specification Judgments — Combined Across Panels

	Very Important		Important		Slightly Important		Not Important	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
• **Understands the relationship between art and critical response[17].**	**23**	**55%**	**16**	**38%**	**1**	**2%**	**0**	**0%**
• Demonstrates knowledge of critical reactions to well-known works and/or art movements[17]	14	33%	23	55%	4	10%	0	0%
• Recognizes/uses multiple viewpoints in examining a work of art	24	57%	16	38%	2	5%	0	0%
• Recognizes the way personal experience affects interpretation of art	25	60%	15	36%	2	5%	0	0%
• Recognizes and discusses how meaning is created in art (e.g., through symbols, iconography, formal elements and principles)	28	67%	11	26%	3	7%	0	0%

[17] One or more panelists did not rate this knowledge/skill category or statement.

Table D7

Final Evaluation — Panel 1

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	Percent	N	Percent	N	Percent	N	Percent
• I understood the purpose of this study.	17	81%	4	19%	0	0%	0	0%
• The instructions and explanations provided by the facilitators were clear.	21	100%	0	0%	0	0%	0	0%
• The training in the standard setting method was adequate to give me the information I needed to complete my assignment.	20	95%	1	5%	0	0%	0	0%
• The explanation of how the recommended cut score is computed was clear.	15	71%	6	29%	0	0%	0	0%
• The opportunity for feedback and discussion between rounds was helpful.	16	76%	5	24%	0	0%	0	0%
• The process of making the standard setting judgments was easy to follow.	13	62%	7	33%	0	0%	1	5%

Table D7 (continued)

Final Evaluation — Panel 1

How influential was each of the following factors in guiding your standard setting judgments?	Very Influential		Somewhat Influential		Not Influential	
	N	Percent	N	Percent	N	Percent
• The definition of the JQC	20	95%	1	5%	0	0%
• The between-round discussions	9	43%	11	52%	1	5%
• The knowledge/skills required to answer each test question	17	81%	4	19%	0	0%
• My own professional experience	10	48%	9	43%	2	10%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	Percent	N	Percent	N	Percent	N	Percent
• Overall, how comfortable are you with the panel's recommended cut scores?	18	86%	3	14%	0	0%	0	0%

	Too Low		About Right		Too High	
	N	Percent	N	Percent	N	Percent
• Overall, the recommended cut score is:	0	0%	21	100%	0	0%

Table D8

Final Evaluation — Panel 2

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	**Percent**	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**
• I understood the purpose of this study.	21	100%	0	0%	0	0%	0	0%
• The instructions and explanations provided by the facilitators were clear.	20	95%	1	5%	0	0%	0	0%
• The training in the standard setting method was adequate to give me the information I needed to complete my assignment.	19	90%	2	10%	0	0%	0	0%
• The explanation of how the recommended cut score is computed was clear.	15	71%	6	29%	0	0%	0	0%
• The opportunity for feedback and discussion between rounds was helpful.	18	86%	3	14%	0	0%	0	0%
• The process of making the standard setting judgments was easy to follow.	18	86%	3	14%	0	0%	0	0%

Table D8 (continued)

Final Evaluation — Panel 2

How influential was each of the following factors in guiding your standard setting judgments?	Very Influential		Somewhat Influential		Not Influential	
	N	Percent	N	Percent	N	Percent
• The definition of the JQC	16	76%	5	24%	0	0%
• The between-round discussions	13	62%	7	33%	1	5%
• The knowledge/skills required to answer each test question	15	71%	6	29%	0	0%
• My own professional experience	13	62%	8	38%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	Percent	N	Percent	N	Percent	N	Percent
• Overall, how comfortable are you with the panel's recommended cut scores?	14	67%	7	33%	0	0%	0	0%

	Too Low		About Right		Too High	
	N	Percent	N	Percent	N	Percent
• Overall, the recommended cut score is:	1	5%	19	90%	1	5%

Multistate Standard-Setting Technical Report for the

Praxis® Biology (5236)

Student and Teacher Assessments: Validity and Test Use

ETS

Princeton, New Jersey

November 2021

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Executive Summary

To support the decision-making process of education agencies establishing a passing score (cut score) for the *Praxis*® Biology (5236) test, research staff from Educational Testing Service (ETS) designed and conducted a multistate standard-setting study (Tannenbaum, 2011, 2012).

Participating States

Panelists from 14 states were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as either teachers of biology students or college faculty who prepare those biology teachers and (b) familiarity with the knowledge and skills required of beginning biology teachers.

Recommended Passing Score

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Biology test, the recommended passing score[1] is 75 out of a possible 120 raw-score points. The scale score associated with a raw score of 75 is 154 on a 100–200 scale.

[1] Results from the two panels participating in the study were averaged to produce the recommended passing score.

Introduction

To support the decision-making process for education agencies establishing a passing score (cut score) for the *Praxis*® Biology (5236) test, research staff from ETS designed and conducted a multistate standard-setting study (Tannenbaum, 2011, 2012) in November 2021. Education agencies [2] recommended panelists with (a) experience as either biology teachers and (b) familiarity with the knowledge and skills required of beginning biology teachers. Fourteen states (Table 1) were represented by 21 panelists. (See Appendix A for the names and affiliations of the panelists.)

Table 1
Participating States and the Number of Panelists

Delaware (2 panelists)	Nevada (1 panelist)
Idaho (2 panelists)	Rhode Island (1 panelist)
Indiana (2 panelists)	Tennessee (2 panelists)
Kansas (1 panelist)	Utah (1 panelist)
Maryland (2 panelists)	Virginia (2 panelists)
North Carolina (2 panelists)	Vermont (1 panelist)
New Jersey (1 panelist)	West Virginia (1 panelist)

The following technical report contains three sections. The first section describes the content and format of the test. The second section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to education agencies. In each state, the department of education, the board of education, or a designated educator licensure board is responsible for establishing the operational passing score in accordance with applicable regulations. This study provides a recommended passing score, which represents the combined judgments of a group of experienced educators. Each state may want to consider the recommended passing score but also other sources of information when setting the final *Praxis* Biology passing score (see Geisinger & McCormick, 2010). A state may accept the recommended passing score, adjust the score upward to reflect more stringent expectations, or adjust the score downward to reflect

[2] States and jurisdictions that currently use *Praxis* tests were invited to participate in the multistate standard-setting study.

more lenient expectations. There is no *correct* decision; the appropriateness of any adjustment may only be evaluated in terms of its meeting the state's needs.

Two sources of information to consider when setting the passing score are the standard error of measurement (SEM) and the standard error of judgment (SEJ). The former addresses the reliability of the *Praxis* Biology test score and the latter, the reliability of panelists' passing-score recommendation. The SEM allows states to recognize that any test score on any standardized test—including a *Praxis* Biology test score—is not perfectly reliable. A test score only *approximates* what a candidate truly knows or truly can do on the test. The SEM, therefore, addresses the question: How close of an approximation is the test score to the *true* score? The SEJ allows states to gauge the likelihood that the recommended passing score from the current panel would be similar to the passing scores recommended by other panels of experts similar in composition and experience. The smaller the SEJ, the more likely that another panel would recommend a passing score consistent with the recommended passing score. The larger the SEJ, the less likely the recommended passing score would be reproduced by another panel.

In addition to measurement error metrics (e.g., SEM, SEJ), each state should consider the likelihood of classification errors. That is, when adjusting a passing score, policymakers should consider whether it is more important to minimize a false-positive decision or to minimize a false-negative decision. A false-positive decision occurs when a candidate's test score suggests that they should receive a license/certificate, but their actual level of knowledge/skills indicates otherwise (i.e., the candidate does not possess the required knowledge/skills). A false-negative decision occurs when a candidate's test score suggests that they should not receive a license/certificate, but they actually do possess the required knowledge/skills. States needs to consider which decision error is more important to minimize.

Overview of the *Praxis*® Biology Test

The *Praxis*® Biology *Study Companion* document (ETS, in press) describes the purpose and structure of the test. In brief, the test measures whether entry-level biology teachers have the knowledge/skills believed necessary for competent professional practice.

The 2-hour and 30 minute assessment contains 150 selected-response[3] items covering five content areas: *Nature and Impact of Science and Engineering* (approximately 19 items), *Cell Biology: Cell*

[3] Thirty of the 150 selected-response items are pretest items and do not contribute to a candidate's score.

Structure and Function (approximately 33 items), *Genetics and Evolution* (approximately 39 items), *Diversity of Life and Organismal Biology* (approximately 20 items), and *Ecology: Organisms and Environments* (approximately 29 items).[4] The reporting scale for the *Praxis* Biology test ranges from 100 to 200 scale-score points.

Processes and Methods

The design of the standard-setting study included two, independent expert panels. Before the study, panelists received an email explaining the purpose of the standard-setting study and requesting that they review the content specifications for the test. This review helped familiarize the panelists with the general structure and content of the test.

For each panel, the standard-setting study began with a welcome and introduction by the meeting facilitator. The facilitator described the test, provided an overview of standard setting, and presented the agenda for the study. Appendix B shows the standard-setting study agenda.

Reviewing the Test

The standard-setting panelists first took the test and then discussed the content measured. This discussion helped bring the panelists to a shared understanding of what the test does and does not cover, which serves to reduce potential judgment errors later in the standard-setting process.

The test discussion covered the major content areas being addressed by the test. Panelists were asked to remark on any content areas that would be particularly challenging for entry-level biology teachers or areas that address content particularly important for entry-level biology teachers.

Defining the Just-Qualified Candidate

Following the review of the test, panelists described the just-qualified candidate. The *just-qualified candidate description* plays a central role in standard setting (Perie, 2008); the goal of the standard-setting process is to identify the test score that aligns with this description.

The panelists created a description of the just-qualified candidate, focusing on the knowledge/skills that differentiate a *just-qualified* from a *not quite-qualified* candidate. To create this description, the panelists from both panels were assigned to three smaller groups in order to create a

[4] The number of items for each content area may vary slightly from form to form of the test.

draft description. Then they reconvened and, through whole-group discussion of the three drafts, reached consensus on to determine the final version. This final description of the just-qualified candidate was used by both panels for the remainder of the study.

The description of the just-qualified candidate summarized the panels' discussion in a list format. The description was not intended to describe all the knowledge and skills of the just-qualified candidate but only highlight those that differentiate a *just-qualified candidate* from a *not-quite-qualified* candidate. A clean, PDF-version of the final description was distributed to panelists to use for the remaining phases of the study (see Appendix C for the just-qualified candidate description).

Given that the two-panel multistate standard-setting study was designed to provide two recommendations for the same performance standard, it was important that panels use a consistent just-qualified candidate description to frame their judgments. Therefore, the panelists from both panels worked together until the just-qualified candidate description was finalized.

Panelists' Judgments

The standard-setting process for the *Praxis* Biology test was a probability-based Modified Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006). Using this method, each panelist judged each item on the likelihood (probability or chance) that the just-qualified candidate would answer the item correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that the just-qualified candidate would answer the item correctly because the item is difficult for the just-qualified candidate. The higher the value, the more likely it is that the just-qualified candidate would answer the item correctly.

Panelists were asked to approach the judgment process in two stages. First, they reviewed both the description of the just-qualified candidate and the item and determined the probability that the just-qualified candidate would answer the question correctly. The facilitator encouraged the panelists to consider the following rules of thumb to guide their decision:

- Items in the 0 to .30 range were those the just-qualified candidate would have a *low chance* of answering correctly.
- Items in the .40 to .60 range were those the just-qualified candidate would have a *moderate chance* of answering correctly.

- Items in the .70 to 1 range were those that the just-qualified candidate would have a *high chance* of answering correctly.

Next, panelists decided how to refine their judgment within the range. For example, if a panelist thought that there was a *high chance* that the just-qualified candidate would answer the question correctly, the initial decision would be in the .70 to 1 range. The second decision for the panelist was to judge if the likelihood of answering it correctly is .70, .80, .90, .95 or 1.

After the training, panelists made practice judgments. They then discussed those judgments and their rationales. All panelists completed a post-training evaluation to confirm that they had received adequate training in the Modified Angoff method and felt prepared to continue; the standard-setting process continued only if all panelists confirmed their readiness. If panelists had any questions, those questions were addressed and retraining was provided, if necessary, before proceeding to the first round of judgments.

Following this first round of judgments (*Round 1*), panel-level summaries and item-level feedback were provided to each panel. For each panel, the panelists' judgments were displayed for each item and summarized across the panelists. Item-level data were highlighted to show when panelists converged in their judgments or diverged in their judgments (i.e., when at least two-thirds of the panelists' judgments were Each panel discussed their item-level judgments. These discussions helped panelists maintain a shared understanding of the knowledge/skills of the just-qualified candidate and helped to clarify aspects of items that might not have been clear to all panelists during the Round 1 judgments. The purpose of the discussion was not for panelists to conform to another's judgment, but for them to understand the different relevant perspectives among the panelists.

During Round 2, each panel discussed their Round 1 judgments and were encouraged by the facilitator to (a) share the rationales for their judgments and (b) consider their judgments in light of the rationales provided by the other panelists. Panelists recorded their Round 2 judgments only for items when they wished to change their Round 1 judgment. For each panel, the final judgments for the study, therefore, consist of the panelists' Round 1 judgments and any adjusted judgments made during Round 2.

Other than the description of the just qualified candidate, results from Panel 1 were not shared with Panel 2 and vice versa. The feedback (data), item-level judgments, and resulting discussions for each panel were independent from the other panel.

Results

Expert Panels

Table 2 presents a summary of the panelists' demographic information. The panel included 21 educators representing 14 states. (See Appendix A for a listing of panelists.) Sixteen panelists were teachers, one was an administrator or department head, three were college faculty, and one was a district secondary science academic coach. All of the educators currently, or previously, taught biology. All of the faculty members' job responsibilities included the training of biology teachers. The number of experts by panel and their demographic information are presented in Appendix D (Table D1).

Table 2
Panel Member Demographics (Across Panels)

Background Survey Question	Number	Percent
What is your current position?	**N**	**%**
Teacher	16	76
Administrator or Department head	1	5
College faculty	3	14
District Secondary Science Academic Coach	1	5
How do you describe yourself (i.e., race/ethnicity)?	**N**	**%**
Black or African American	4	19
Hispanic or Latino	1	5
White	14	67
Prefer not to respond	2	10
What is your gender?	**N**	**%**
Female	13	62
Male	8	38
Are you currently certified as a biology teacher in your state?	**N**	**%**
Yes	20	95
No	1	5
Are you currently teaching biology in your state?	**N**	**%**
Yes	15	71
No	6	29
Are you currently supervising or mentoring other biology teachers?	**N**	**%**
Yes	14	67
No	7	33

(table continues on the next page)

Table 2 (continued from the previous page)
Panel Member Demographics (Across Panels)

At what P–12 grade level are you currently teaching biology?	**N**	**%**
Middle school (6–8 or 7–9)	3	14
High school (9–12 or 10–12)	10	48
Other	2	10
Not currently teaching at the P–12 level	6	29
Including this year, how many years of experience do you have teaching biology?	**N**	**%**
3 years or less	0	0
4–7 years	5	24
8–11 years	5	24
12–15 years	2	10
16 years or more	9	43
Which best describes the location of your P–12 school?	**N**	**%**
Urban	3	14
Suburban	8	38
Rural	7	33
Not currently working at the P–12 level	3	14
If you are college faculty, are you currently involved in the training/ preparation of candidates in this subject?	**N**	**%**
Yes	3	14
No	0	0
Not college faculty	18	86

Standard-Setting Judgments

Table 3 summarizes the standard-setting judgments of each panel. Panelist-level results, for Rounds 1 and 2, are presented in Appendix D (Tables D2 – D4). The means represents each panel's passing score recommendation after Round 2. Table 4 also includes each panel's standard deviations (SD) and the standard errors of judgment (SEJ). The SEJ is one way of estimating the reliability or consistency of a panel's standard-setting judgments. It indicates how likely it would be for several other panels of educators similar in makeup, experience, and standard-setting training to the current panel to recommend the same passing score on the same form of the test. The confidence intervals created by adding/subtracting two SEJs to each panel's recommended passing score overlap, indicating that they may be comparable. (Appendix E provides the technical notes, which further describe the SEJ.)

Table 4

Summary of Round 2 Standard-setting Judgments by Panel

Statistic	Panel 1	Panel 2
Mean	74.85	74.97
Minimum	61.65	62.25
Maximum	91.10	85.65
SD	8.98	7.32
SEJ	2.84	2.21

Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This decrease—indicating convergence among the panelists' judgments—was observed for each panel (see Appendix D, Table D4).

The Round 2 mean score is the panel's final recommended passing score. The panel's passing score recommendation for the *Praxis* Biology test are 74.85 for Panel 1 and 74.97 for Panel 2 (out of a possible 120 raw-score points). The values were rounded to the next highest whole number to determine the functional recommended passing score--75 for both Panel 1 and Panel 2. The scale score associated with 75 raw points is 154.

In addition to the recommended passing score for each panel, the average passing score across the two panels is provided to help education agencies determine an appropriate passing score. The panels' average passing score recommendation for the *Praxis* Biology test is 74.91 (out of a possible 120 raw-score points). The value was rounded to 75 (next highest raw score) to determine the functional recommended passing score. The scale score associated with 75 raw points is 154.

The conditional standard error of measurement (CSEM) around the recommended passing score is 5.33 raw points. A standard error represents the uncertainty associated with a test score (See Appendix E for further information about the CSEM.) Table 5 shows the raw scores and the scale scores associated with one and two CSEM below and above the recommended passing score.

Table 5

Scores 1 and 2 CSEM Around the Recommended Passing Score (RPS)

Scores	Raw Score Points out of 120	Praxis Scale Score Equivalent
RPS - 2 CSEM	65	142
RPS - 1 CSEM	70	148
RPS	**75**	**154**
RPS +1 CSEM	81	161
RPS +2 CSEM	86	167

Notes. CSEM = conditional standard error(s) of measurement. The CSEM of the recommended passing score is 5.33 raw points. The unrounded CSEM value is added to, or subtracted from, the rounded passing-score recommendation. The resulting values are rounded up to the next-highest whole number and then converted to scale scores.

Final Evaluations

The panelists completed an evaluation at the conclusion of the standard-setting study. The evaluation asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions. The responses to the evaluation provided evidence of the validity of the standard-setting process, and, as a result, evidence of the reasonableness of the recommended passing score.

Panelists were shown the panel's recommended passing score after Round 2 and asked, in the evaluation, (a) how comfortable they are with the recommended passing score and (b) if they think the score was *too high*, *too low*, or *about right*. A summary of the final evaluation results, per panel, is presented in Appendix D (Tables D5 – D12).

All panelists strongly agreed that they understood the purpose of the study. All panelists strongly agreed or agreed that the facilitator's instructions and explanations were clear. All panelists strongly agreed that they were prepared to make their standard-setting judgments. All panelists strongly agreed or agreed that the standard-setting process was easy to follow.

All panelists reported that the description of the just-qualified candidate was very influential in guiding their standard-setting judgments. All of the panelists reported that round 2 discussions were at least somewhat influential in guiding their judgments. Thirteen of the 21 panelists indicated that their own professional experience was very influential in guiding their judgments.

Thirteen of the 21 panelists indicated they were *very comfortable* with the passing score they recommended. One panelist indicated that they were *very uncomfortable* with the passing score but also indicated that the score was *about right*. All but four of the panelists indicated the recommended

passing score was *about right*; two panelists felt that the passing score was *too low* and two felt that it was *too high*.

Summary

To support the decision-making process for education agencies establishing a passing score (cut score) for the *Praxis* Biology test, research staff from ETS designed and conducted a multistate standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Biology test, the recommended passing score[5] is 75 out of a possible 120 raw-score points. The scale score associated with a raw score of 75 is 154 on a 100–200 scale.

[5] Results from the two panels participating in the study were averaged to produce the recommended passing score.

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Appendix A: Panelists' Names & Affiliations

Participating Panelists With Affiliation and State

Panelist Name	**Panelists' Affiliation and State Abbreviation**
Shannon Bankston-Bell	Charlotte Mecklenburg Schools (NC)
Teresa Barton	PikeView High School (WV)
Lori Beasley	Seaford School District (DE)
Carrie Evick	Cape Henlopen School District (DE)
Rebecca Feekes	West Ada School District (ID)
Erika Frazier	Prince William County Public Schools (VA)
Lori Fretta	Vermont Virtual Learning Cooperative (VT)
Christy Gum	Gloucester High School (VA)
Will Hemminger	Western Alamance High School (NC)
Jenna Henry	Carroll County Public Schools (MD)
Jeremy Kelly	Giles County High School (TN)
James McCormick	North Plainfield High School (Harrison Bridge) (NJ)
Kawonia Mull	Tennessee State University/Williamson County School (TN)
Amanda Noble	Portsmouth High School (RI)
Benjamin Ott	Boise School District (Les Bois Junior High) (ID)
Elvia Solis	Indianapolis Public Schools (IN)
Cherry Steffen	Washburn University (KS)
Joshua Stowers	Brigham Young University (UT)
Brent Strong	Haiser Jr Sr High School (IN)
Sheikisha Thomas	Bowie High School (MD)
Brian Zeiszler	Great Basin College (NV)

Appendix B: Agenda

Praxis® Biology (5236)

Standard-Setting Study

Day 1 Agenda

Welcome and Introduction

Overview of Standard Setting and the *Praxis* Biology Test

Review the *Praxis* Biology Test

AM Break

Discuss the *Praxis* Biology Test

Lunch

Define the Knowledge/Skills of a Just-Qualified Candidate (small-group drafts)

PM Break

Define the Knowledge/Skills of a Just-Qualified Candidate (small-group drafts) *(continued)*

Collect Materials; End of Day 1

Praxis® Biology (5236)

Standard-Setting Study

Day 2 Agenda

Overview of Day 2

Define the Knowledge/Skills of a Just-Qualified Candidate (whole-group consensus)

AM Break - Split into two panels

Standard Setting Training in the Modified Angoff Method

Practice Round – Independent Judgments

Lunch

Practice Round –Discussion

Round 1 Standard Setting Judgments

PM Break

Round 1 Standard Setting Judgments *(continued)*

Collect Materials; End of Day 2

Praxis® Biology (5236)

Standard-Setting Study

Day 3 Agenda

Overview of Day 3

Honoraria Presentation

Round 1 Feedback – Panel Summary

Round 1 Feedback and Round 2 Judgments

AM Break

Round 1 Feedback and Round 2 Judgments *(continued)*

Lunch

Feedback on Round 2 Recommended Passing Score

Complete Final Evaluation

Collect Materials; End of Study

Appendix C: Just-Qualified Candidate Description

Description of the Just-Qualified Candidate[6]

A just-qualified candidate…

Tasks of Teaching Science / Science and Engineering Practices

1. Is familiar with inquiry-based instructional methods, scaffolding, and sequencing.
2. Understands how to use basic scientific formulas, convert units of measurements, and use proportional reasoning skills
3. Uses scientific language (vocabulary and definitions), models and basic representations to explain scientific concepts
4. Is familiar with how to analyze student ideas in order to identify misconceptions, lack of understanding and gaps of knowledge and can address these topics

I. Nature and Impact of Science and Engineering

5. Understands basic lab safety, general science equipment, and experimental design and the processes involved in scientific inquiry

II. Cell Biology: Cell Structure and Function

6. Understands how the structure of water and the four major macromolecules affects their functions and properties
7. Understands the enzyme-substrate model and the functions of enzymes and knows the factors that influences the rate of enzymatic reactions
8. Understands active and passive transport and their role in maintaining homeostasis
9. Understands the relationship between common cellular structures and functions and how they interact to perform cellular processes
10. Knows the major biochemical pathways and how they allow the cell to meet its matter and energy needs (i.e., aerobic respiration, anaerobic respiration, photosynthesis, chemosynthesis)

[6] Description of the just-qualified candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

Description of the Just-Qualified Candidate (continued)

A just-qualified candidate…

11. Knows how cells communicate with each other and respond to internal and external stimuli (i.e., cell signaling pathways, plasmodesmata, gap junctions)
12. Knows the different purposes and outcomes of mitosis and meiosis

III. Genetics and Evolution

13. Knows the complementary nature of nucleotide base pairs and the general processes and outcomes of replication, transcription, and translation (e.g., mRNA editing, prokaryotes vs. eukaryotes, basic enzymes)
14. Knows basic types and causes of gene (e.g., frame shift) and chromosomal (e.g., translocation) mutations and is familiar with their effects at the cellular (e.g., Sickle Cell) and organism (e.g., Down Syndrome) levels
15. Understands non-Mendelian patterns of inheritance like sex-linked, multiple alleles, co-dominance, incomplete dominance
16. Understands the mechanism of natural selection and is familiar with other mechanisms of evolution (e.g. genetic drift, geographic/reproductive isolation)
17. Knows how fossil records, molecular, structural, and developmental evidence are used to support the theory of evolution
18. Is familiar with basic biotechnology techniques (e.g., DNA extraction, gel electrophoresis, PCR, transformation)

IV. Diversity of Life and Organismal Biology

19. Knows the characteristics of living things (distinguishes viruses from cells) and how living things are classified (e.g., Domains, Kingdoms)
20. Knows the basic specialized parts (e.g., adaptations, organ systems, tissues) of plants and animals that function together to allow for survival

V. Ecology: Organisms and Environments

21. Knows how organisms interact and respond to their environment, including animal behavior and organismal adaptations

Description of the Just-Qualified Candidate (continued)

A just-qualified candidate…

22. Understands how biotic and abiotic components of an ecosystem influence population dynamics and relationships
23. Knows the differences between the flow of energy and the cycling of matter, including biogeochemical cycles and pyramids of biomass and energy
24. Understands how disturbances, natural or human, will affect ecosystems

Appendix D: Panel-Specific Results

Table D1

Panel Member Demographics per Panel

Background Survey Question	Panel 1 Number	Panel 1 Percent	Panel 2 Number	Panel 2 Percent
What is your current position?	**N**	**%**	**N**	**%**
Teacher	8	80	8	73
Administrator or Department head	1	10	0	0
College Faculty	1	10	2	18
District Secondary Science Academic Coach	0	0	1	9
How do you describe yourself (i.e., race/ethnicity)?	**N**	**%**	**N**	**%**
Black or African American	2	20	2	18
Hispanic or Latino	1	10	0	0
White	6	60	8	73
Prefer not to respond	1	10	1	9
What is your gender?	**N**	**%**	**N**	**%**
Female	6	60	7	64
Male	4	40	4	36
Are you currently certified as a biology teacher in your state?	**N**	**%**	**N**	**%**
Yes	10	100	10	91
No	0	0	1	9
Are you currently teaching biology in your state?	**N**	**%**	**N**	**%**
Yes	8	80	7	64
No	2	20	4	36
Are you currently supervising or mentoring other biology teachers?	**N**	**%**	**N**	**%**
Yes	6	60	8	73
No	4	40	3	27

(table continues on the next page)

Table D1 (continued from previous page)
Panel Member Demographics per Panel

Background Survey Question	Panel 1 Number	Panel 1 Percent	Panel 2 Number	Panel 2 Percent
At what P–12 grade level are you currently teaching biology?	**N**	**%**	**N**	**%**
Middle school (6–8 or 7–9)	1	10	2	18
High school (9–12 or 10–12)	6	60	4	36
Other	1	10	1	9
Not currently teaching biology at the P–12 level	2	20	4	36
Including this year, how many years of experience do you have teaching biology?	**N**	**%**	**N**	**%**
3 years or less	0	0	0	0
4–7 years	2	20	3	27
8–11 years	1	10	4	36
12–15 years	2	20	0	0
16 years or more	5	50	4	36
Which best describes the location of your P–12 school?	**N**	**%**	**N**	**%**
Urban	1	10	2	18
Suburban	3	30	5	45
Rural	5	50	2	18
Not currently working at the P–12 level	1	10	2	18
If you are college faculty, are you currently involved in the training/ preparation of biology teachers?	**N**	**%**	**N**	**%**
Yes	1	10	2	18
No	0	0	0	0
Not college faculty	9	90	9	82

Table D2

Panel 1 Passing Score Summary by Round of Judgments

Panelist	Round 1	Round 2
1	62.50	65.80
2	84.65	80.65
3	69.70	70.10
4	60.25	61.65
5	73.70	74.20
6	65.20	67.20
7	83.10	80.80
8	73.80	74.70
9	92.40	91.10
10	83.65	82.25

Table D3

Panel 2 Passing Score Summary by Round of Judgments

Panelist	Round 1	Round 2
1	82.10	79.05
2	92.95	85.65
3	61.45	62.25
4	71.40	68.10
5	90.35	83.90
6	69.65	70.85
7	83.80	83.30
8	73.20	74.10
9	69.75	71.45
10	74.80	75.10
11	68.50	70.95

Table D4

Summary of Standard-setting Judgments by Panel and by Round

Statistic	Panel 1, Round 1	Panel 1, Round 2	Panel 2, Round 1	Panel 2, Round 2
Mean	74.90	74.85	76.18	74.97
Minimum	60.25	61.65	61.45	62.25
Maximum	92.40	91.10	92.95	85.65
SD	10.74	8.98	9.84	7.32
SEJ	3.39	2.84	2.97	2.21

Table D5: Panel 1 Final Evaluation: Process Questions

Likert Statement	Strongly agree *N*	Strongly agree %	Agree *N*	Agree %	Disagree *N*	Disagree %	Strongly disagree *N*	Strongly disagree %
I understood the purpose of this study.	10	100	0	0	0	0	0	0
The instructions and explanations provided by the facilitators were clear.	10	100	0	0	0	0	0	0
The training and practice in the standard setting method was adequate to give me the information I needed to complete my assignment.	10	100	0	0	0	0	0	0
The explanation of how the recommended passing score is computed was clear.	9	90	1	10	0	0	0	0
The opportunity for feedback and discussion for round 2 judgments was helpful.	9	90	1	10	0	0	0	0
The process of making the standard-setting judgments was easy to follow.	7	70	3	30	0	0	0	0

Table D6: Panel 1 Final Evaluation: Standard-Setting Process

	Too much time ***N***	**Too much time** **%**	**About the right amount of time** ***N***	**About the right amount of time** **%**	**Too little time** ***N***	**Too little time** **%**
Small group JQC drafts	0	0	9	9	1	10
Whole group JQC consensus	0	0	10	100	0	0
Training and practice for making standard-setting judgments	0	0	9	90	1	10
Round 1 judgments (independent)	0	0	8	80	2	20
Round 2 judgments (with discussion)	1	10	8	80	1	10

Table D7: Panel 1 Final Evaluation: Influences in Standard-Setting Judgments

How influential was each of the following factors in guiding your standard-setting judgments?	**Very influential** ***N***	**Very influential** **%**	**Somewhat influential** ***N***	**Somewhat influential** **%**	**Not influential** ***N***	**Not influential** **%**
The description of the just-qualified candidate	10	100	0	0	0	0
The round 2 discussion	4	40	6	60	0	0
The knowledge/skills required to answer each test item	8	80	2	20	0	0
The passing scores of other panel members	1	10	8	80	1	10
My own professional experience	7	70	3	30	0	0

Table D8: Panel 1 Final Evaluation: Comfort with the Panel's Recommendation

Question	Very comfort-able *N*	Very comfort-able %	Somewhat comfort-able *N*	Somewhat comfort-able %	Somewhat uncom-fortable *N*	Somewhat uncom-fortable %	Very uncom-fortable *N*	Very uncom-fortable %
Considering the process you followed, how comfortable are you with the panel's recommended cut score?	5	50	5	50	0	0	0	0

Table D9: Panel 1 Final Evaluation: Opinion of the Final Recommendation

Statement	Too low *N*	Too low %	About right *N*	About right %	Too high *N*	Too high %
Overall, the recommended passing score is:	1	10	7	70	2	20

Table D10: Panel 2 Final Evaluation: Process Questions

Likert Statement	Strongly agree *N*	Strongly agree %	Agree *N*	Agree %	Disagree *N*	Disagree %	Strongly disagree *N*	Strongly disagree %
I understood the purpose of this study.	11	100	0	0	0	0	0	0
The instructions and explanations provided by the facilitators were clear.	10	91	1	9	0	0	0	0
The training and practice in the standard setting method was adequate to give me the information I needed to complete my assignment.	11	100	0	0	0	0	0	0
The explanation of how the recommended passing score is computed was clear.	10	91	1	9	0	0	0	0
The opportunity for feedback and discussion for round 2 judgments was helpful.	11	100	0	0	0	0	0	0
The process of making the standard-setting judgments was easy to follow.	10	91	1	9	0	0	0	0

Table D11: Panel 2 Final Evaluation: Standard-Setting Process

	Too much time *N*	Too much time %	About the right amount of time *N*	About the right amount of time %	Too little time *N*	Too little time %
Small group JQC drafts	1	9	10	91	0	0
Whole group JQC consensus	0	0	11	100	0	0
Training and practice for making standard-setting judgments	0	0	11	100	0	0
Round 1 judgments (independent)	1	9	7	64	3	27
Round 2 judgments (with discussion)	1	9	10	91	0	0

Table D12: Panel 2 Final Evaluation: Influences in Standard-Setting Judgments

How influential was each of the following factors in guiding your standard-setting judgments?	Very influential *N*	Very influential %	Somewhat influential *N*	Somewhat influential %	Not influential *N*	Not influential %
The description of the just-qualified candidate	11	100	0	0	0	0
The round 2 discussion	9	82	2	18	0	0
The knowledge/skills required to answer each test item	8	73	3	27	0	0
The passing scores of other panel members	3	27	4	36	4	36
My own professional experience	6	55	5	45	0	0

Table D13: Panel 2 Final Evaluation: Comfort with the Panel's Recommendation

Question	Very comfort-able *N*	Very comfort-able %	Somewhat comfort-able *N*	Somewhat comfort-able %	Somewhat uncom-fortable *N*	Somewhat uncom-fortable %	Very uncom-fortable *N*	Very uncom-fortable %
Considering the process you followed, how comfortable are you with the panel's recommended cut score?	8	73	2	18	0	0	1	9

Table D14: Panel 2 Final Evaluation: Opinion of the Final Recommendation

Statement	Too low *N*	Too low %	About right *N*	About right %	Too high *N*	Too high %
Overall, the recommended passing score is:	1	9	10	91	0	0

Appendix E: Technical Notes

Standard Error of Judgment (SEJ)

The standard error of judgment (SEJ) is one way of estimating the reliability or consistency of a panel's standard-setting judgments. It indicates how likely it would be for several other panels of educators similar in makeup, experience, and standard-setting training to the current panel to recommend the same threshold score on the same form of the assessment. The SEJ assumes that panelists are randomly selected and that standard-setting judgments are independent. It is seldom the case that panelists are randomly sampled, and only the first round of judgments may be considered independent. The SEJ, therefore, likely underestimates the uncertainty of threshold scores (Tannenbaum & Katz, 2013).

The SEJ is calculated by dividing the standard deviation of the panelists' judgments (*SD*) by the square root of the number of panelists (*n*). The result serves as an estimate of the standard error of the mean (Brennan, 2002).

$$SEJ = \mathrm{SD} / \sqrt{n}$$

Outlier Analysis

An analysis of the data is conducted per panel. Judgments that are above or below 1.5 times the interquartile range for that panel are identified as outliers (High, 2000). ETS makes recommendations on the removal of *specific* outliers based on the observations of the panel facilitator. The panel facilitator reports whether or not the specified panelist was faithfully participating in the standard-setting process. The decision to accept the panel recommendation with or without the outlier data is solely at the discretion of the state.

Conditional Standard Error of Measurement (CSEM)

The conditional standard error of measurement (*CSEM*) for a test is computed from the study value (*SV*) of the recommended passing score and the number of selected-response items (*n*) on the test (see Lord, 1984):

$$CSEM = \sqrt{(SV)(n - SV)/(n - 1)}$$

Multistate Standard-Setting Technical Report for the *Praxis*® Chemistry (5246)

Student and Teacher Assessments: Validity and Test Use

ETS

Princeton, New Jersey

May 2021

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Executive Summary

To support the decision-making process of education agencies establishing a passing score (cut score) for the *Praxis*® Chemistry (5246) test, research staff from Educational Testing Service (ETS) designed and conducted a multistate standard-setting study (Tannenbaum, 2011, 2012).

Participating States

Panelists from 15 states, and Washington, D.C., were recommended to serve on one of two panels by their respective education agencies. The education agencies recommended panelists with (a) experience as either chemistry teachers or college faculty who prepare chemistry teachers and (b) familiarity with the knowledge and skills required of beginning chemistry teachers.

Recommended Passing Score

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Chemistry test, the recommended passing score[1] is 56 out of a possible 100 raw-score points. The scale score associated with a raw score of 56 is 146 on a 100–200 scale.

[1] Results from the two panels participating in the study were averaged to produce the recommended passing score.

Introduction

To support the decision-making process for education agencies establishing a passing score (cut score) for the *Praxis*® Chemistry (5246) test, research staff from ETS designed and conducted a multistate standard-setting study (Tannenbaum, 2011, 2012) in May 2021. Education agencies[2] recommended panelists with (a) experience as either chemistry teachers or college faculty who prepare chemistry teachers and (b) familiarity with the knowledge and skills required of beginning chemistry teachers. Fifteen states, and Washington, D.C., (Table 1) were represented by 25 panelists. (See Appendix A for the names and affiliations of the panelists.)

Table 1
Participating States , and Washington, D.C., and the Number of Panelists

Arkansas (1 panelist)	Nevada (1 panelist)
Delaware (1 panelist)	New Jersey (1 panelist)
Indiana (5 panelists)	North Carolina (1 panelist)
Kansas (2 panelists)	South Dakota (2 panelists)
Kentucky (1 panelist)	Utah (1 panelist)
Louisiana (1 panelist)	Virginia (2 panelists)
Maryland (2 panelists)	Washington, D.C. (1 panelist)
Montana (1 panelist)	West Virginia (2 panelists)

The following technical report contains three sections. The first section describes the content and format of the test. The second section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to education agencies. In each state, and D.C., the department of education, the board of education, or a designated educator licensure board is responsible for establishing the operational passing score in accordance with applicable regulations. This study provides a recommended passing score, which represents the combined judgments of a group of experienced educators. Each state, and D.C. may want to consider the recommended passing score but also other sources of information when setting the final

[2] States and jurisdictions that currently use *Praxis* tests were invited to participate in the multistate standard-setting study.

Praxis Chemistry passing score (see Geisinger & McCormick, 2010). A state, and D.C. may accept the recommended passing score, adjust the score upward to reflect more stringent expectations, or adjust the score downward to reflect more lenient expectations. There is no *correct* decision; the appropriateness of any adjustment may only be evaluated in terms of its meeting the state, and D.C.'s needs.

Two sources of information to consider when setting the passing score are the standard error of measurement (SEM) and the standard error of judgment (SEJ). The former addresses the reliability of the *Praxis* Chemistry test score and the latter, the reliability of panelists' passing-score recommendation. The SEM allows states, and D.C. to recognize that any test score on any standardized test—including a *Praxis* Chemistry test score—is not perfectly reliable. A test score only *approximates* what a candidate truly knows or truly can do on the test. The SEM, therefore, addresses the question: How close of an approximation is the test score to the *true* score? The SEJ allows states, and D.C. to gauge the likelihood that the recommended passing score from the current panel would be similar to the passing scores recommended by other panels of experts similar in composition and experience. The smaller the SEJ, the more likely that another panel would recommend a passing score consistent with the recommended passing score. The larger the SEJ, the less likely the recommended passing score would be reproduced by another panel.

In addition to measurement error metrics (e.g., SEM, SEJ), each state, and D.C. should consider the likelihood of classification errors. That is, when adjusting a passing score, policymakers should consider whether it is more important to minimize a false-positive decision or to minimize a false-negative decision. A false-positive decision occurs when a candidate's test score suggests that they should receive a license/certificate, but their actual level of knowledge/skills indicates otherwise (i.e., the candidate does not possess the required knowledge/skills). A false-negative decision occurs when a candidate's test score suggests that they should not receive a license/certificate, but they actually do possess the required knowledge/skills. States, and D.C. needs to consider which decision error is more important to minimize.

Overview of the *Praxis*® Chemistry Test

The *Praxis*® Chemistry *Study Companion* document (ETS, in press) describes the purpose and structure of the test. In brief, the test measures whether entry-level chemistry teachers have the knowledge/skills believed necessary for competent professional practice.

The two-hour and 30 minute assessment contains 125 selected-response items[3] covering five content areas: *Nature and Impact of Science and Engineering* (approximately 17 items), *Principles and Models of Matter and Energy* (approximately 31 items), *Chemical Composition, Bonding, and Structure* (approximately 25 items), *Chemical Reactions and Periodicity* (approximately 29 items), and *Solutions and Acid-Base Chemistry* (approximately 23 items).[4] As described in the test description (ETS, in press), more than 40 percent of questions integrate a *Science and Engineering Practice*, and approximately 25 percent of questions assess content applied to a *Task of Teaching of Science*. The reporting scale for the *Praxis* Chemistry test ranges from 100 to 200 scale-score points.

Processes and Methods

The design of the standard-setting study included two, independent expert panels. Before the study, panelists received an email explaining the purpose of the standard-setting study and requesting that they review the content specifications for the test. This review helped familiarize the panelists with the general structure and content of the test.

For each panel, the standard-setting study began with a welcome and introduction by the meeting facilitator. The facilitator described the test, provided an overview of standard setting, and presented the agenda for the study. Appendix B shows the standard-setting study agenda.

Reviewing the Test

The standard-setting panelists first took the test and then discussed the content measured. This discussion helped bring the panelists to a shared understanding of what the test does and does not cover, which serves to reduce potential judgment errors later in the standard-setting process.

[3] Twenty-five of the 125 selected-response items are pretest items and do not contribute to a candidate's score.
[4] The number of items for each content area may vary slightly from form to form of the test.

The test discussion covered the major content areas being addressed by the test. Panelists were asked to remark on any content areas that would be particularly challenging for entry-level teachers or areas that address content particularly important for entry-level teachers.

Defining the Just-Qualified Candidate

Following the review of the test, panelists described the just-qualified candidate. The *just-qualified candidate description* plays a central role in standard setting (Perie, 2008); the goal of the standard-setting process is to identify the test score that aligns with this description.

Panel 1 created a description of the just-qualified candidate—the knowledge/skills that differentiate a *just-qualified* from a *not quite-qualified* candidate. To create this description, the panel first split into smaller groups to consider the just-qualified candidate. Then they reconvened and, through whole-group discussion, determined the description of the just-qualified candidate to use for the remainder of the study.

The written description of the just-qualified candidate summarized the panel discussion in a list format. The description was not intended to describe all the knowledge and skills of the just-qualified candidate but only highlight those that differentiate a *just-qualified candidate* from a *not-quite-qualified* candidate. The written description was distributed to panelists to use during later phases of the study (see Appendix C for the just-qualified candidate description).

For Panel 2, the panelists began with the description of the just-qualified candidate developed by Panel 1. Given that the multistate standard-setting study was designed to provide two recommendations for the same performance standard, it was important that panels use a consistent just-qualified candidate description to frame their judgments. The panelists reviewed the just-qualified candidate description, and any ambiguities were discussed and clarified.

Panelists' Judgments

The standard-setting process for the *Praxis* Chemistry test was a probability-based Modified Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006). Using this method, each panelist judged each item on the likelihood (probability or chance) that the just-qualified candidate would answer the item correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that the just-qualified candidate

would answer the item correctly because the item is difficult for the just-qualified candidate. The higher the value, the more likely it is that the just-qualified candidate would answer the item correctly.

Panelists were asked to approach the judgment process in two stages. First, they reviewed both the description of the just-qualified candidate and the item and determined the probability that the just-qualified candidate would answer the question correctly. The facilitator encouraged the panelists to consider the following rules of thumb to guide their decision:

- Items in the 0 to .30 range were those the just-qualified candidate would have a *low chance* of answering correctly.
- Items in the .40 to .60 range were those the just-qualified candidate would have a *moderate chance* of answering correctly.
- Items in the .70 to 1 range were those that the just-qualified candidate would have a *high chance* of answering correctly.

Next, panelists decided how to refine their judgment within the range. For example, if a panelist thought that there was a *high chance* that the just-qualified candidate would answer the question correctly, the initial decision would be in the .70 to 1 range. The second decision for the panelist was to judge if the likelihood of answering it correctly is .70, .80, .90, .95 or 1.

After the training, panelists made practice judgments and discussed those judgments and their rationales. All panelists completed a post-training evaluation to confirm that they had received adequate training in the Modified Angoff method and felt prepared to continue; the standard-setting process continued only if all panelists confirmed their readiness.

Following this first round of judgments (*Round 1*), item-level feedback was provided to the panel. The panelists' judgments were displayed for each item and summarized across panelists. Item-level data were highlighted to show when panelists converged in their judgments or diverged in their judgments (i.e., when at least two-thirds of the panelists' judgments were in the same difficulty range).

The panelists discussed their item-level judgments. These discussions helped panelists maintain a shared understanding of the knowledge/skills of the just-qualified candidate and helped to clarify aspects of items that might not have been clear to all panelists during the Round 1 judgments. The purpose of the discussion was not to encourage panelists to conform to another's judgment, but to understand the different relevant perspectives among the panelists.

In Round 2, panelists discussed their Round 1 judgments and were encouraged by the facilitator (a) to share the rationales for their judgments and (b) to consider their judgments in light of the rationales provided by the other panelists. Panelists recorded their Round 2 judgments only for items when they wished to change a Round 1 judgment. Panelists' final judgments for the study, therefore, consist of their Round 1 judgments and any adjusted judgments made during Round 2.

Other than the description of the just qualified candidate, results from Panel 1 were not shared with Panel 2. The item-level judgments from Panel 2 were independent of judgments from Panel 1.

Results

Expert Panels

Table 2 presents a summary of the panelists' demographic information. The panel included 25 educators representing 15 states, and D.C. (See Appendix A for a listing of panelists.) Seventeen panelists were teachers, five were college faculty, one was an administrator or department head, one was a director of field experiences, and one was a chemistry teacher/chair of department. Four of the five faculty members' job responsibilities included the training of chemistry teachers. The number of experts by panel and their demographic information are presented in Appendix D (Table D1).

Table 2
Panel Member Demographics (Across Panels)

Background Survey Question	Number	Percent
What is your current position?	**N**	**%**
Teacher	17	68
Administrator/Department head	1	4
College faculty	5	20
Director of Field Experiences (supervises student teachers)	1	4
Chemistry Instructor and Chair of Department	1	4
How do you describe yourself (i.e., race/ethnicity)?	**N**	**%**
Asian or Asian American	2	8
Black or African American	2	8
Hispanic or Latino	1	4
White	20	80
What is your gender?	**N**	**%**
Female	18	72
Male	7	25

Table 2 (continued from the previous page)
Panel Member Demographics (Across Panels)

Background Survey Question	Number	Percent
Are you currently certified to teach chemistry in your state?	N	%
Yes	21	84
No	4	16
Are you currently teaching chemistry in your state?	**N**	**%**
Yes	19	76
No	6	24
Are you currently supervising or mentoring other chemistry teachers?	**N**	**%**
Yes	9	36
No	16	64
At what P–12 grade level are you currently teaching chemistry?	**N**	**%**
Middle school (6–8 or 7–9)	2	8
Middle and High school	1	4
High school (9–12 or 10–12)	14	56
Not currently teaching at the P–12 level	8	32
Including this year, how many years of experience do you have teaching chemistry?	**N**	**%**
3 years or less	1	4
4–7 years	6	24
8–11 years	3	12
12–15 years	5	20
16 years or more	10	40
Which best describes the location of your P–12 school?	**N**	**%**
Urban	5	20
Suburban	7	28
Rural	6	24
Not currently working at the P–12 level	7	28
If you are college faculty, are you currently involved in the training/ preparation of chemistry teacher candidates?	**N**	**%**
Yes	4	16
No	1	4
Not college faculty	20	80

Standard-Setting Judgments

Table 3 summarizes the mean passing score recommendations after Round 2 from each panel. Table 3 also includes the standard deviation and the standard error of judgment (SEJ) (Brennon, 2002, Tannenbaum & Katz, 2013). The SEJ is one way of estimating the reliability or consistency of a panel's standard-setting judgments. It indicates how likely it would be for several other panels of educators

similar in makeup, experience, and standard-setting training to the current panel to recommend the same passing score on the same form of the test. (For each panel, the panelists' judgments during Rounds 1 and 2, are presented in Appendix D, Tables D2-D4.)

Table 3

Summary of Round 2 Standard-setting Judgments by Panel

Statistic	Panel 1	Panel 2
Mean	51.54	59.44
Minimum	39.20	50.00
Maximum	59.30	69.90
SD	4.82	6.90
SEJ	1.29	2.08

With multistate standard-setting studies with two panels, the confidence intervals created by adding/subtracting two SEJs to each panel's recommended passing score typically overlap. For this study, the confidence intervals do not overlap, indicating that their recommendations may not be as comparable.

The Round 2 mean score is each panel's final recommended passing score. The panel's passing score recommendation for the *Praxis* Chemistry test are 51.54 for Panel 1 and 59.44 for Panel 2 (out of a possible 100 raw-score points). The values were rounded to the next highest whole number to determine the functional recommended passing score--52 for Panel 1 and 60 for Panel 2. The scale scores associated with 52 and 60 raw points are 140 and 151, respectively.

In addition to the recommended passing score for each panel, the average passing score across the two panels is provided to help education agencies determine an appropriate passing score. The panels' average passing score recommendation for the *Praxis* Chemistry test is 55.49 (out of a possible 100 raw-score points). The value was rounded to 56 (next highest raw score) to determine the functional recommended passing score. The scale score associated with 56 raw points is 146.

The conditional standard error of measurement (CSEM) around the recommended passing score is 4.99 raw points. A standard error represents the uncertainty associated with a test score (See Appendix E for further information about the CSEM.) Table 4 shows the raw scores and the scale scores associated with one and two CSEM below and above the recommended passing score (See Appendix D, Tables D5 and D6 for this data, per panel).

Table 4

Scores 1 and 2 CSEM Around the Recommended Passing Score (RPS)

Scores	Raw Score Points out of 100	Praxis Scale Score Equivalent
RPS - 2 CSEM	47	133
RPS - 1 CSEM	52	140
RPS	**56**	**146**
RPS +1 CSEM	61	153
RPS +2 CSEM	66	160

Notes. CSEM = conditional standard error(s) of measurement. The CSEM of the recommended passing score is 4.99 raw points. The unrounded CSEM value is added to, or subtracted from, the rounded passing-score recommendation. The resulting values are rounded up to the next-highest whole number and then converted to scale scores.

Final Evaluations

The panelists completed an evaluation at the conclusion of the standard-setting study. The evaluation asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions. The responses to the evaluation provided evidence of the validity of the standard-setting process, and, as a result, evidence of the reasonableness of the recommended passing score.

Panelists were shown the panel's recommended passing score after Round 2 and asked, in the evaluation, (a) how comfortable they are with the recommended passing score and (b) if they think the score was *too high*, *too low*, or *about right*. A summary of the final evaluation results, per panel, is presented in Appendix D (Tables D7 – D14).

All panelists *strongly agreed* or *agreed* that they understood the purpose of the study and that the facilitator's instructions and explanations were clear. All panelists *strongly agreed* or *agreed* that they were prepared to make their standard-setting judgments. All panelists *strongly agreed* or *agreed* that the standard-setting process was easy to follow.

All panelists reported that the description of the just-qualified candidate was *very influential* or *somewhat influential* in guiding their standard-setting judgments. All of the panelists reported that between-round discussions were at least *somewhat influential* in guiding their judgments. More than three-quarters of the panelists (20 of the 25 panelists) indicated that their own professional experience was *very influential* in guiding their judgments.

All of the panelists indicated they were at least *somewhat comfortable* with the passing score recommended by their panel; 17 of the 25 panelists were very comfortable. Twenty-three of the 25 panelists indicated their panel's recommended passing score was *about right*. Two panelists from Panel

1 indicated that the passing score was too low; the Panel 1 recommendation was lower than that from Panel 2.

Summary

To support the decision-making process for education agencies establishing a passing score (cut score) for the *Praxis* Chemistry test, research staff from ETS designed and conducted a multistate standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Chemistry test, the recommended passing score[5] is 56 out of a possible 100 raw-score points. The scale score associated with a raw score of 56 is 146 on a 100–200 scale.

[5] Results from the two panels participating in the study were averaged to produce the recommended passing score.

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Appendix A: Panelists' Names & Affiliations

Participating Panelists With Affiliation and State

Panelist Name	**Panelists' Affiliation and State Abbreviation**
Lori Beasley	Seaford School District (DE)
Jennifer Bland	Greenbrier West High School (WV)
Spencer Cody	Edmunds Central School District (SD)
Amy Connor	Frederick High School (MD)
Kyong Damron	Lawrence Central High School (IN)
Susanne Dana	Montgomery County Public Schools (VA)
Aaron Dehne	Ed W Clark High School Clark County School District (NV)
Diane DeVivo	Warren Hills Regional HS (NJ)
Lauren Doran	Athens Drive High School (NC)
Sharla Dowding	Black Hills State University (SD)
Rosie Easterday	Fort Wayne Community Schools (IN)
Ivy Fortmeyer	Rocky Mountain College (MT)
Maree Funk	Zachary High School (LA)
Patricia Hodison	Washington High School (KS)
Patricia Kramolisch	Beville Middle School (VA)
Sheena Lawson	University of the Cumberlands (KY)
James Lipchock	Washington College (MD)
Meredith Moore	Washington International School (DC)
Adam Robb	Moundridge High School (KS)
Rebecca Sansom	Brigham Young University (UT)
Michele Shultz	Lebanon Community School Corporation (IN)
Michael Tilley	West Virginia University (WV)
Grant Wangila	University of Arkansas at Pine Bluff (AR)
Lori White	Cascade High School (IN)

Participating Panelists With Affiliation and State (continued from previous page)

Panelist Name	**Panelists' Affiliation and State Abbreviation**
Lionel Zhao	Northwest Allen County Schools (IN)

Appendix B: Agenda

Praxis® Chemistry (5246)

Standard-Setting Study

Day 1 Agenda

Welcome and Introduction

Overview of Standard Setting and the *Praxis* Chemistry Test

Review the *Praxis* Chemistry Test

Discuss the *Praxis* Chemistry Test

Lunch

Panel 1: Define the Knowledge/Skills of a Just-Qualified Candidate (small-group drafts)

Panel 1: Define the Knowledge/Skills of a Just-Qualified Candidate (whole-group consensus)

Panel 2: Understand the Knowledge/Skills of the Just-Qualified Candidate (whole-group discussion)

Collect Materials; End of Day 1

Praxis® Chemistry (5246)

Standard-Setting Study

Day 2 Agenda

Overview of Day 2

Standard Setting Training in the Modified Angoff Method

Round 1 Standard Setting Judgments

Round 1 Feedback and Round 2 Judgments

Lunch

Feedback on Round 2 Recommended Passing Score

Complete Final Evaluation

Collect Materials; End of Study

Appendix C: Just-Qualified Candidate Description

Description of the Just-Qualified Candidate[6]

A just-qualified candidate…

Nature and Impact of Science and Engineering

1. Knows the basic principles of experimental designs (e.g., systematic vs. random error).
2. Is familiar with the most common environmental impact of chemical processes
3. Knows how to interpret models to explain scientific phenomenon
4. Knows how to interpret and analyze graphical representations of data

Principles and Models of Matter and Energy

5. Understands the fundamental classifications and properties of matter
6. Is familiar with the fundamental relationship between matter and energy.
7. Knows how to apply gas laws to predict the properties and behavior of ideal gases.
8. Knows the basic principles of thermodynamics (e.g., heat and enthalpy).
9. Knows atomic structure of the quantum mechanical model as it relates to chemical, physical, and nuclear properties of the atom

Chemical Composition, Bonding, and Structure

10. Is familiar with the basic principles of chemical nomenclature
11. Knows how to write formulas of common compounds and polyatomic ions
12. Knows relationships between percent composition and empirical formulas
13. Is familiar with the relationship between a 2-dimensional representation and its 3-dimensional molecular geometry
14. Knows covalent, ionic, and metallic bonding and its relationship to structure and properties.
15. Knows how to identify the predominant intermolecular forces for a substance.
16. Is familiar with how IMFs affect physical properties.

Chemical Reactions and Periodicity

17. Knows the organization of the elements on the periodic table and how it relates to physical and chemical properties of different elements.
18. Understands simple stoichiometric calculations
19. Knows how to predict the products of basic chemical reactions (e.g., single- and double-displacement reactions)
20. Is familiar with basic principles of kinetics, oxidation-reduction, and electrochemistry

[6] Description of the just-qualified candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

Solutions and Acid-Base Chemistry

21. Knows basic calculations of solutions such as concentration, dilution, molarity
22. Is familiar with how colligative properties affect the properties of solutions
23. Is familiar with common applications of chemical equilibrium (Le Chatelier's principle) and basic calculations of equilibrium constants (e.g., Law of Mass Action).
24. Knows characteristics of acid and bases (e.g., strong and weak, electrical conductivity, pH scale)
25. Is familiar with simple acid-base titrations

Appendix D: Panel-Specific Results

Table D1

Panel Member Demographics per Panel

Background Survey Question	Panel 1 Number	Panel 1 Percent	Panel 2 Number	Panel 2 Percent
What is your current position?	**N**	**%**	**N**	**%**
Teacher	9	64	8	73
Administrator/Department head	0	0	1	9
College faculty	3	21	2	18
Director of Field Experiences (supervises student teachers)	1	7	0	0
Chemistry Instructor and Chair of Department	1	7	0	0
How do you describe yourself (i.e., race/ethnicity)?	**N**	**%**	**N**	**%**
Asian or Asian American	1	7	1	9
Black or African American	2	14	0	0
Hispanic or Latino	1	7	0	0
White	10	71	10	91
What is your gender?	**N**	**%**	**N**	**%**
Female	8	57	10	91
Male	6	43	1	9
Are you currently certified to teach chemistry in your state?	**N**	**%**	**N**	**%**
Yes	12	86	9	82
No	2	14	2	18
Are you currently teaching chemistry in your state?	**N**	**%**	**N**	**%**
Yes	12	86	7	64
No	2	14	4	36
Are you currently supervising or mentoring other chemistry teachers?	**N**	**%**	**N**	**%**
Yes	6	49	3	27
No	8	57	8	73

Table D1 (continued from previous page)
Panel Member Demographics per Panel

Background Survey Question	Panel 1 Number	Panel 1 Percent	Panel 2 Number	Panel 2 Percent
At what P–12 grade level are you currently teaching chemistry?	**N**	**%**	**N**	**%**
Middle school (6–8 or 7–9)	1	7	1	9
Middle and High school	0	0	1	9
High school (9–12 or 10–12)	8	57	6	55
Not currently teaching at the P–12 level	5	36	3	27
Including this year, how many years of experience do you have teaching chemistry?	**N**	**%**	**N**	**%**
3 years or less	0	0	1	9
4–7 years	2	14	4	36
8–11 years	3	21	0	0
12–15 years	2	14	3	27
16 years or more	7	50	3	27
Which best describes the location of your P–12 school?	**N**	**%**	**N**	**%**
Urban	3	21	2	18
Suburban	4	29	3	27
Rural	2	14	4	36
Not currently working at the P–12 level	5	36	2	18
If you are college faculty, are you currently involved in the training/ preparation of chemistry teacher candidates?	**N**	**%**	**N**	**%**
Yes	3	21	1	9
No	0	0	1	9
Not college faculty	11	79	9	82

Table D2

Panel 1 Passing Score Summary by Round of Judgments

Panelist	Round 1	Round 2
1	40.00	39.20
2	41.70	44.35
3	50.80	51.50
4	51.50	51.40
5	51.50	51.70
6	52.20	51.85
7	53.30	53.30
8	53.80	52.90
9	54.50	54.40
10	55.40	50.70
11	55.90	53.70
12	56.40	55.90
13	57.10	51.35
14	64.85	59.30

Note: Data from panelists 1, 2, and 14 were detected as outliers (High, 2000; see Appendix E for technical notes). Their scores are not recommended for removal, however, because they were observed to be following the standard-setting process faithfully.

Table D3

Panel 2 Passing Score Summary by Round of Judgments

Panelist	Round 1	Round 2
1	44.95	50.00
2	45.95	51.40
3	46.65	52.05
4	54.40	54.20
5	57.65	59.85
6	59.60	59.60
7	61.10	60.60
8	62.45	62.55
9	64.35	64.65
10	69.40	69.90
11	72.35	69.05

Table D4 summarizes each panel's judgments, per round. The Round 1 judgments are made without discussion among the panelists. Therefore, the most variability in judgments is typically present in the first round. Round 2 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This decrease—indicating convergence among the panelists' judgments—was observed for both panels.

Table D4

Summary of Standard-setting Judgments by Panel and by Round

Statistic	Panel 1, Round 1	Panel 1, Round 2	Panel 2, Round 1	Panel 2, Round 2
Mean	52.78	51.54	58.08	59.44
Minimum	40.00	39.20	44.95	50.00
Maximum	64.85	59.30	72.32	69.90
SD	6.15	4.82	9.30	6.90
SEJ	1.64	1.29	2.81	2.08

Tables D5 and D6 show, for Panel 1 and 2, respectively, the raw scores and the scale scores associated with one and two CSEM below and above each panel's recommended passing scores. The unrounded CSEM value is added to, or subtracted from, the rounded passing-score recommendation. The resulting values are rounded up to the next-highest whole number and then converted to scale scores.

Table D5

Scores 1 and 2 CSEM Around the RPS from Panel 1

Panel 1 Scores	Raw Score Points out of 100	Praxis Scale Score Equivalent
RPS - 2 CSEM	42	126
RPS - 1 CSEM	47	133
Panel 1 RPS	**52**	**140**
RPS +1 CSEM	58	148
RPS +2 CSEM	63	155

Notes. CSEM = conditional standard error(s) of measurement. The CSEM of the recommended passing score is 5.02 raw points.

Table D6

Scores 1 and 2 CSEM Around the RPS from Panel 2

Panel 2 Scores	Raw Score Points out of 100	Praxis Scale Score Equivalent
RPS - 2 CSEM	51	139
RPS - 1 CSEM	56	146
Panel 2 RPS	**60**	**151**
RPS +1 CSEM	65	158
RPS +2 CSEM	70	165

Notes. CSEM = conditional standard error(s) of measurement. The CSEM of the recommended passing score is 4.92 raw points.

Table D7: Panel 1 Final Evaluation: Process Questions

Likert Statement	Strongly agree *N*	Strongly agree %	Agree *N*	Agree %	Disagree *N*	Disagree %	Strongly disagree *N*	Strongly disagree %
I understood the purpose of this study.	13	93	1	7	0	0	0	0
The instructions and explanations provided by the facilitators were clear.	11	79	3	21	0	0	0	0
The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	11	79	3	21	0	0	0	0
The explanation of how the recommended passing score is computed was clear.	11	79	3	21	0	0	0	0
The opportunity for feedback and discussion between rounds was helpful.	10	71	4	29	0	0	0	0
The process of making the standard-setting judgments was easy to follow.	10	71	4	29	0	0	0	0

Table D8: Panel 1 Final Evaluation: Influences in Standard-Setting Judgments

How influential was each of the following factors in guiding your standard-setting judgments?	Very influential *N*	Very influential %	Somewhat influential *N*	Somewhat influential %	Not influential *N*	Not influential %
The description of the just-qualified candidate	13	93	1	7	0	0
The between-round discussions	6	43	8	57	0	0
The knowledge/skills required to answer each test item	13	93	1	7	0	0
The passing scores of other panel members	4	29	10	71	0	0
My own professional experience	12	86	2	14	0	0

Table D9: Panel 1 Final Evaluation: Comfort with the Panel's Recommendation

Question	Very comfort-able *N*	Very comfort-able %	Somewhat comfort-able *N*	Somewhat comfort-able %	Somewhat uncom-fortable *N*	Somewhat uncom-fortable %	Very uncom-fortable *N*	Very uncom-fortable %
Overall, how comfortable are you with the panel's recommended passing score?	10	71	4	29	0	0	0	0

Table D10: Panel 1 Final Evaluation: Opinion of the Final Recommendation

Statement	Too low *N*	Too low %	About right *N*	About right %	Too high *N*	Too high %
Overall, the recommended passing score is:	2	14	12	86	0	0

Table D11: Panel 2 Final Evaluation: Process Questions

Likert Statement	Strongly agree *N*	Strongly agree %	Agree *N*	Agree %	Disagree *N*	Disagree %	Strongly disagree *N*	Strongly disagree %
I understood the purpose of this study.	11	100	0	0	0	0	0	0
The instructions and explanations provided by the facilitators were clear.	11	100	0	0	0	0	0	0
The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	11	100	0	0	0	0	0	0
The explanation of how the recommended passing score is computed was clear.	11	100	0	0	0	0	0	0
The opportunity for feedback and discussion between rounds was helpful.	11	100	0	0	0	0	0	0
The process of making the standard-setting judgments was easy to follow.	11	100	0	0	0	0	0	0

Table D12: Panel 2 Final Evaluation: Influences in Standard-Setting Judgments

How influential was each of the following factors in guiding your standard-setting judgments?	Very influential *N*	Very influential %	Somewhat influential *N*	Somewhat influential %	Not influential *N*	Not influential %
The description of the just-qualified candidate	11	100	0	0	0	0
The between-round discussions	8	73	3	27	0	0
The knowledge/skills required to answer each test item	10	91	1	9	0	0
The passing scores of other panel members	6	55	4	36	1	9
My own professional experience	8	73	3	27	0	0

Table D13: Panel 2 Final Evaluation: Comfort with the Panel's Recommendation

Question	Very comfort-able *N*	Very comfort-able %	Somewhat comfort-able *N*	Somewhat comfort-able %	Somewhat uncom-fortable *N*	Somewhat uncom-fortable %	Very uncom-fortable *N*	Very uncom-fortable %
Overall, how comfortable are you with the panel's recommended passing score?	7	64	4	36	0	0	0	0

Table D14: Panel 2 Final Evaluation: Opinion of the Final Recommendation

Statement	Too low *N*	Too low %	About right *N*	About right %	Too high *N*	Too high %
Overall, the recommended passing score is:	0	0	11	100	0	0

Appendix E: Technical Notes

Standard Error of Judgment (SEJ)

The standard error of judgment (SEJ) is one way of estimating the reliability or consistency of a panel's standard-setting judgments. It indicates how likely it would be for several other panels of educators similar in makeup, experience, and standard-setting training to the current panel to recommend the same threshold score on the same form of the assessment. The SEJ assumes that panelists are randomly selected and that standard-setting judgments are independent. It is seldom the case that panelists are randomly sampled, and only the first round of judgments may be considered independent. The SEJ, therefore, likely underestimates the uncertainty of threshold scores (Tannenbaum & Katz, 2013).

The SEJ is calculated by dividing the standard deviation of the panelists' judgments (*SD*) by the square root of the number of panelists (*n*). The result serves as an estimate of the standard error of the mean (Brennan, 2002).

$$SEJ = \mathrm{SD} / \sqrt{n}$$

Outlier Analysis

An analysis of the data is conducted per panel. Judgments that are above or below 1.5 times the interquartile range for that panel are identified as outliers (High, 2000). ETS makes recommendations on the removal of *specific* outliers based on the observations of the panel facilitator. The panel facilitator reports whether or not the specified panelist was faithfully participating in the standard-setting process. The decision to accept the panel recommendation with or without the outlier data is solely at the discretion of the state.

Conditional Standard Error of Measurement (CSEM)

The conditional standard error of measurement (*CSEM*) for a test is computed from the study value (*SV*) of the recommended passing score and the number of selected-response items (*n*) on the test (see Lord, 1984):

$$CSEM = \sqrt{(SV)(n - SV)/(n - 1)}$$

Multistate Standard-Setting Technical Report for the *Praxis*® Family and Consumer Sciences (5123) Test

Student and Teacher Assessments: Validity and Test Use

ETS

Princeton, New Jersey

December 2023

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Executive Summary

To support the decision-making process of education agencies establishing a passing score (cut score) for the *Praxis*® Family and Consumer Sciences (5123) test, research staff from Educational Testing Service (ETS) designed and conducted a multistate standard-setting study (Tannenbaum, 2011, 2012).

Participating States

Panelists from 10 states were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as family and consumer sciences teachers or college faculty who prepare family and consumer sciences teachers and (b) familiarity with the knowledge and skills required of beginning family and consumer sciences teachers.

Recommended Passing Score

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Family and Consumer Sciences test, the recommended passing score is 66 out of a possible 110 raw-score points. The scale score associated with a raw score of 66 is 151 on a 100–200 scale.

Introduction

To support the decision-making process for education agencies establishing a passing score (cut score) for the *Praxis*® Family and Consumer Sciences (5123) test, research staff from ETS designed and conducted a multistate standard-setting study (Tannenbaum, 2011, 2012) in December 2023. Education agencies[1] recommended panelists with (a) experience as family and consumer sciences teachers or college faculty who prepare those family and consumer sciences teachers and (b) familiarity with the knowledge and skills required of beginning family and consumer sciences teachers. Ten states (Table 1) were represented by 13 panelists. (See Appendix A for the names and affiliations of the panelists.)

Table 1
Participating States and the Number of Panelists

Alabama (2 panelists)	North Carolina (1 panelist)
Connecticut (1 panelist)	Pennsylvania (1 panelist)
Delaware (1 panelist)	Utah (1 panelist)
Kansas (1 panelist)	Wisconsin (1 panelist)
Mississippi (2 panelists)	Wyoming (2 panelists)

The following technical report contains three sections. The first section describes the content and format of the test. The second section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to education agencies. In each state, the department of education, the board of education, or a designated educator licensure board is responsible for establishing the operational passing score in accordance with applicable regulations. This study provides a recommended passing score, which represents the combined judgments of a group of experienced educators. Each state may want to consider the recommended passing score but also other sources of information when setting the final *Praxis* Family and Consumer Sciences passing score (see Geisinger & McCormick, 2010). A state may accept the recommended passing score, adjust the score upward to reflect more stringent expectations, or adjust

[1] States and jurisdictions that currently use *Praxis* tests were invited to participate in the multistate standard-setting study.

the score downward to reflect more lenient expectations. There is no *correct* decision; the appropriateness of any adjustment may only be evaluated in terms of its meeting the state's needs.

Two sources of information to consider when setting the passing score are the standard error of measurement (SEM) and the standard error of judgment (SEJ). The former addresses the reliability of the *Praxis* Family and Consumer Sciences test score and the latter, the reliability of panelists' passing-score recommendation. The SEM allows states to recognize that any test score on any standardized test—including a *Praxis* Family and Consumer Sciences test score—is not perfectly reliable. A test score only *approximates* what a candidate truly knows or truly can do on the test. The SEM, therefore, addresses the question: How close of an approximation is the test score to the *true* score? The SEJ allows states to gauge the likelihood that the recommended passing score from the current panel would be similar to the passing scores recommended by other panels of experts similar in composition and experience. The smaller the SEJ, the more likely that another panel would recommend a passing score consistent with the recommended passing score. The larger the SEJ, the less likely the recommended passing score would be reproduced by another panel.

In addition to measurement error metrics (e.g., SEM, SEJ), each state should consider the likelihood of classification errors. That is, when adjusting a passing score, policymakers should consider whether it is more important to minimize a false-positive decision or to minimize a false-negative decision. A false-positive decision occurs when a candidate's test score suggests that they should receive a license/certificate, but their actual level of knowledge/skills indicates otherwise (i.e., the candidate does not possess the required knowledge/skills). A false-negative decision occurs when a candidate's test score suggests that they should not receive a license/certificate, but they actually do possess the required knowledge/skills. States needs to consider which decision error is more important to minimize.

Overview of the *Praxis*® Family and Consumer Sciences Test

The *Praxis*® Family and Consumer Sciences *Study Companion* document (ETS, in press) describes the purpose and structure of the test. In brief, the test measures whether entry-level family and consumer sciences teachers have the knowledge/skills believed necessary for competent professional practice.

The 2-hour and 10 minute assessment contains 130 selected-response items[2] covering six content areas: *Family, Career, and Community Interrelationships* (approximately 22 items), *Wellness, Nutrition, and Food Science* (approximately 27 items), *Human Development and Interpersonal Relationships* (approximately 23 items)), *Housing, Interior Design, Textiles, and Apparel* (approximately 16 items)), *Business Skills Across Career Pathways* (approximately 16 items), and *Professional Teaching Practices* (approximately 26 items).[3] The reporting scale for the *Praxis* Family and Consumer Sciences test ranges from 100 to 200 scale-score points.

Processes and Methods

The design of the standard-setting study included an expert panel. Before the study, panelists received an email explaining the purpose of the standard-setting study and requesting that they review the content specifications for the test. This review helped familiarize the panelists with the general structure and content of the test.

The standard-setting study began with a welcome and introduction by the meeting facilitator. The facilitator described the test, provided an overview of standard setting, and presented the agenda for the study. Appendix B shows the standard-setting study agenda.

Reviewing the Test

The standard-setting panelists first took the test and then discussed the content measured. This discussion helped bring the panelists to a shared understanding of what the test does and does not cover, which serves to reduce potential judgment errors later in the standard-setting process.

The test discussion covered the major content areas being addressed by the test. Panelists were asked to remark on any content areas that would be particularly challenging for entry-level family and consumer sciences teachers or areas that address content particularly important for entry-level family and consumer sciences teachers.

[2] Twenty of the 130 selected-response items are pretest items and do not contribute to a candidate's score.
[3] The number of items for each content area may vary slightly from form to form of the test.

Defining the Just-Qualified Candidate

Following the review of the test, panelists described the just-qualified candidate. The *just-qualified candidate description* plays a central role in standard setting (Perie, 2008); the goal of the standard-setting process is to identify the test score that aligns with this description.

The panelists created a description of the just-qualified candidate, focusing on the knowledge/skills that differentiate a *just-qualified* from a *not quite-qualified* candidate. To create this description, the panel first split into three breakout groups to consider the just-qualified candidate. in order to create a draft description. Then they reconvened and, through whole-group discussion of the three drafts, reached consensus on the final version to use for the remainder of the study.

The written description of the just-qualified candidate summarized the panel discussion in a list format. The description was not intended to describe all the knowledge and skills of the just-qualified candidate but only highlight those that differentiate a *just-qualified candidate* from a *not-quite-qualified* candidate. A clean, PDF-version of the final description was distributed to panelists to use for the remaining phases of the study (see Appendix C for the just-qualified candidate description).

Panelists' Judgments

The standard-setting process for the *Praxis* Family and Consumer Sciences test was a probability-based Modified Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006). Using this method, each panelist judged each item on the likelihood (probability or chance) that the just-qualified candidate would answer the item correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that the just-qualified candidate would answer the item correctly because the item is difficult for the just-qualified candidate. The higher the value, the more likely it is that the just-qualified candidate would answer the item correctly.

Panelists were asked to approach the judgment process in two stages. First, they reviewed both the description of the just-qualified candidate and the item and determined the probability that the just-qualified candidate would answer the question correctly. The facilitator encouraged the panelists to consider the following rules of thumb to guide their decision:

- Items in the 0 to .30 range were those the just-qualified candidate would have a *low chance* of answering correctly.

- Items in the .40 to .60 range were those the just-qualified candidate would have a *moderate chance* of answering correctly.
- Items in the .70 to 1 range were those that the just-qualified candidate would have a *high chance* of answering correctly.

Next, panelists decided how to refine their judgment within the range. For example, if a panelist thought that there was a *high chance* that the just-qualified candidate would answer the question correctly, the initial decision would be in the .70 to 1 range. The second decision for the panelist was to judge if the likelihood of answering it correctly is .70, .80, .90, .95 or 1.

After the training, panelists made practice judgments and discussed those judgments and their rationales. All panelists completed a post-training evaluation to confirm that they had received adequate training in the Modified Angoff method and felt prepared to continue; the standard-setting process continued only if all panelists confirmed their readiness.

Following this first round of judgments (*Round 1*), item-level feedback was provided to the panel. The panelists' judgments were displayed for each item and summarized across panelists. Item-level data were highlighted to show when panelists diverged in their judgments or converged in their judgments (i.e., when at least two-thirds of the panelists' judgments were in the same difficulty range).

The panelists discussed their item-level judgments. These discussions helped panelists maintain a shared understanding of the knowledge/skills of the just-qualified candidate and helped to clarify aspects of items that might not have been clear to all panelists during the Round 1 judgments. The purpose of the discussion was not to encourage panelists to conform to each other's judgment, but for them to understand the different, but relevant, perspectives among them.

In Round 2, panelists discussed their Round 1 judgments and were encouraged by the facilitator (a) to share the rationales for their judgments and (b) to consider their judgments in light of the rationales provided by the other panelists. Panelists recorded their Round 2 judgments only for items when they wished to change a Round 1 judgment. Panelists' final judgments for the study, therefore, consist of their Round 1 judgments and any adjusted judgments made during Round 2.

Results

Expert Panels

Table 2 presents a summary of the panelists' demographic information. The panel included 13 educators representing 10 states. (See Appendix A for a listing of panelists.) Eight panelists were teachers, four were college faculty, and one was a state consultant. Six of the teachers and the state consultant also supervise or mentor other family and consumer sciences teachers. Additionally, all four of the faculty members' job responsibilities included the training of family and consumer sciences teachers.

Table 2
Panel Member Demographics

Background Survey Question	Number	Percent
What is your current position?	**N**	**%**
Teacher	8	62
College faculty	4	31
Family and Consumer Sciences Education Consultant - State	1	8
How do you describe yourself (i.e., race/ethnicity)?	**N**	**%**
Black or African American	2	15
White	10	77
Prefer to not respond	1	8
What is your gender?	**N**	**%**
Female	13	100
Are you currently certified to teach family and consumer sciences in your state?	**N**	**%**
Yes	9	69
No	0	0
I am not currently working at the P-12 level	4	31
Are you currently teaching family and consumer sciences in your state?	N	%
Yes	8	62
No	1	8
I am not currently working at the P-12 level	4	31
Are you currently supervising or mentoring other family and consumer sciences teachers?	**N**	**%**
Yes	7	54
No	2	15
I am not currently working at the P-12 level	4	31

Table continues on the next page.

Table 2 *(continued from the previous page)*
Panel Member Demographics

Including this year, how many years of experience do you have teaching family and consumer sciences?	**N**	**%**
3 years or less	0	0
4–7 years	1	8
8–11 years	1	8
12–15 years	1	8
16 years or more	6	46
I am not currently working at the P-12 level	4	31
Which best describes the location of your K–12 school?	**N**	**%**
Urban	2	15
Suburban	3	23
Rural	3	23
I am not currently working at the P-12 level	5	38
If you are college faculty, are you currently involved in the training/ preparation of family and consumer sciences teachers?	**N**	**%**
Yes	4	31
No	0	0
Not college faculty	9	69

Standard-Setting Judgments

Table 3 shows the passing score recommendations of each panelist at each round—the number of raw points needed to "pass" the test. The recommendations are the raw score points needed out of a maximum of 110. Data from Panelists 7 and 10 were detected to be outliers (High, 2000; see Appendix D). However, ETS does not recommend that their data be removed from the panel recommendation. Based on a report from the panel facilitator, the panelists were believed to be following the standard-setting process faithfully. Throughout the standard-setting, panelists are encouraged to consider the perspectives of their colleagues but that were not required to agree with their judgments.

Table 3

Raw Score Recommendation of Each Panelist by Round of Judgments

Panelist	Round 1	Round 2
1	66.00	66.60
2	65.70	67.50
3	63.65	62.85
4	52.40	64.90
5	74.70	72.80
6	72.40	71.80
7	85.50	79.85
8	66.95	67.95
9	70.80	70.25
10	47.10	47.60
11	61.50	64.10
12	51.60	55.70
13	67.30	65.50

Table 4 summarizes the standard-setting judgments of the panel at each round of judgment. The mean represents the panel's passing score recommendation at each round. Table 4 also includes the standard deviation and the standard error of judgment (SEJ). The SEJ is one way of estimating the reliability or consistency of a panel's standard-setting judgments. It indicates how likely it would be for several other panels of educators similar in makeup, experience, and standard-setting training to the current panel to recommend the same passing score on the same form of the test. (Appendix D provides the technical notes, which further describe the SEJ. Appendix F provides the results without the outliers included.)

Table 4

Summary Statistics by Round of Judgments

Statistic	Round 1	Round 2
Mean	65.05	65.95
Minimum	47.10	47.60
Maximum	85.50	79.85
SD	10.35	7.94
SEJ	2.87	2.20

Round 1 judgments are made without discussion among the panelists. Therefore, there is typically more variability in judgments present in the first round. Round 2 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and

SEJ. This decrease—indicating convergence among the panelists' judgments—was observed (see Table 4).

The Round 2 mean score is the panel's final recommended passing score. The panel's passing score recommendation for the *Praxis* Family and Consumer Sciences test is 65.95 (out of a possible 110 raw-score points). The value was rounded to the next highest whole number, 66, to determine the functional recommended passing score. The scale score associated with 66 raw points is 151.

The conditional standard error of measurement (CSEM) around the recommended passing score is 5.16 raw points. A standard error represents the uncertainty associated with a test score (See Appendix D for further information about the CSEM.) Table 5 shows the raw scores and the scale scores associated with one and two CSEM below and above the recommended passing score.

Table 5

Scores 1 and 2 CSEM Around the Recommended Passing Score (RPS)

Scores	Raw Score Points out of 110	Praxis Scale Score Equivalent
RPS - 2 CSEM	56	138
RPS - 1 CSEM	61	144
RPS	**66**	**151**
RPS +1 CSEM	72	158
RPS +2 CSEM	77	165

Notes. CSEM = conditional standard error(s) of measurement. The CSEM of the recommended passing score is 5.16 raw points. The unrounded CSEM value is added to, or subtracted from, the rounded passing-score recommendation. The resulting values are rounded up to the next-highest whole number and then converted to scale scores.

Final Evaluations

The panelists completed an evaluation at the conclusion of the standard-setting study. The evaluation asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions. The responses to the evaluation provided evidence of the validity of the standard-setting process, and, as a result, evidence of the reasonableness of the recommended passing score.

Panelists were shown the panel's recommended passing score after Round 2 and asked, in the evaluation, (a) how comfortable they are with the recommended passing score and (b) if they think the score was *too high*, *too low*, or *about right*. A summary of the final evaluation results is presented in Appendix E.

All panelists *strongly agreed* or *agreed* that they understood the purpose of the study and that the facilitator's instructions and explanations were clear. All panelists *strongly agreed* that they were

prepared to make their standard-setting judgments. All panelists *strongly agreed* or *agreed* that the standard-setting process was easy to follow.

All panelists reported that the description of the just-qualified candidate was at least *somewhat influential* in guiding their standard-setting judgments. All of the panelists reported that between-round discussions were at least *somewhat influential* in guiding their judgments. Nine of the 12 panelists indicated that their own professional experience was *very influential* in guiding their judgments.

Ten of the 13 panelists indicated they were *very comfortable* with the passing score they recommended; two panelists indicated that they were *somewhat comfortable,* and one panelist was *somewhat uncomfortable* with the panels recommended passing score. Eleven of the 13 panelists indicated the recommended passing score was *about right*; two panelists indicated that the recommended passing score was *too low*.

Summary

To support the decision-making process for education agencies establishing a passing score (cut score) for the *Praxis* Family and Consumer Sciences test, research staff from ETS designed and conducted a multistate standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Family and Consumer Sciences test, the recommended passing score is 66 out of a possible 110 raw-score points. The scale score associated with a raw score of 66 is 151 on a 100–200 scale.

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Appendix A: Panelists' Names & Affiliations

Participating Panelists With Affiliation and State

Panelist Name	**Panelists' Affiliation and State Abbreviation**
Shandi Andres	Kansas State University (KS)
Michelle Bassett-Shermo	Eau claire Memorial High School (WI)
Torey Berdan	Natrona County School District - Pathways Innovation Center (WY)
LaTonya Dixon	Alabama A & M University (AL)
Rachel Keleher	Fairfield Warde High School (CT)
Jamie Kennedy	Sweetwater County School District #2 (WY)
Virginia Kochan-Lovett	Limestone County Schools Alabama (AL)
Amy Lloyd	TH Bell Junior High (UT)
Linda Marvel	Cape Henlopen School District (DE)
Kalani Palmer	Indiana University of PA (PA)
Angel Pilcher	Center Hill High School: DeSoto County Schools (MS)
Mariann Taylor	The University of Southern Mississippi (MS)
Gwen Turner	NC Department of Public Instruction (NC)

Note. Panelists provided permission to be listed in this report.

Appendix B: Agenda

Praxis® Family and Consumer Sciences (5123)

Standard-Setting Study

DAY 1 AGENDA

10:00 AM ET/9:00 AM CT/ 8:00 AM MT/ 7:00 AM PT/6:00 AM AK/5:00 AM HI	Welcome, introductions, and goals for the day Standard-setting overview presentation • Q&A about the training • Polling: Checking for understanding Test familiarization for the test • Overview & instructions • Independent test familiarization • Self-scoring instructions • Independent self-scoring **Break** Discussion of the content measured **Lunch break** Just-Qualified Candidate • Overview • Polling: Evaluation of JQC training • Small group drafts **Break** Just-Qualified Candidate (continued) • Whole group consensus
7:00 PM ET/ 6:00 PM CT/ 5:00 PM MT/ 4:00 PM PT/3:00 PM AK/2:00 PM HI	End of Day 1

Praxis® Family and Consumer Sciences (5123)

Standard-Setting Study

DAY 2 AGENDA

10:00 AM ET/9:00 AM CT/ 8:00 AM MT/ 7:00 AM PT/6:00 AM AK/5:00 AM HI	Overview of the Day
	
	Honoraria Payment Process Presentation
	
	Standard Setting Training for Selected-Response Items
	• Instructions and materials
	• Independent practice round judgments
	
	Break
	
	Practice Round Data Discussion
	• Instructions, materials, and screen setup
	• Discussion of the practice round data
	• Polling: Evaluation of the judgment training
	
	Round 1 Standard Setting Judgments
	
	Lunch break
	
	Round 1 feedback: Summary data
	• Polling: Evaluation of data presentation
	Round 1 feedback: Item-level data and
	Round 2 judgments (break as needed)
	• Check out when finished
	BREAK
	
	Round 2 feedback: Recommended Passing Scores
	
	Complete final evaluation
	
	Wrap Up/ Final Steps
	• Review Nondisclosure of Secure Materials
	  ○ Destruction of Files
	  ○ What you can/cannot discuss
	• Final Questions and Thank You

7:00 PM ET/ 6:00 PM CT/ 5:00 PM MT/ 4:00 PM PT/3:00 PM AK/2:00 PM HI	End of Day 2

Appendix C: Just-Qualified Candidate Description

Description of the Just-Qualified Candidate[4]

A just-qualified candidate…

1. Understands strategies and resources for promoting healthy relationships and communication skills for diverse families and individuals
2. Knows consumer rights, roles and responsibilities related to individual, family and government resources
3. Understands decision-making and problem-solving processes for individual, family, career and consumer issues
4. Understands basic safety and sanitation procedures in all areas of Family and Consumer Sciences
5. Knows general concepts of food science
6. Understands food preparation techniques, knowledge, skills & lab management
7. Knows roles and skills utilized in the hospitality industry
8. Understands basic nutrients and dietary guidelines recommended across the lifespan
9. Knows the elements and principles of design
10. Knows basic sewing tools, construction techniques, care, and design of textile products and apparel
11. Familiar with basic history of housing architecture & related design concepts
12. Understands the foundational theories related to the stages, characteristics, and interrelatedness of physical, social, emotional, moral, and cognitive development across the lifespan
13. Knows the components of a curriculum that promote and address the diverse needs of all students
14. Knows methods for implementing FCS academic standards into authentic, student-centered learning experiences and assessments
15. Is familiar with career paths and professional organizations within FCS disciplines including the Body of Knowledge.
16. Is familiar with culturally competent principles and practices for managing diverse individual and family resources
17. Understands essential financial literacy concepts and their impacts on financial management across the lifespan
18. Understands FCCLA, resources, and integration into the FCS courses
19. Is familiar with how CTE programs and CTSOs are supported through legislation
20. Understands parenting styles, family interactions and their impact on growth and development.

[4] Description of the just-qualified candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

Appendix D: Technical Notes

Standard Error of Judgment (SEJ)

The standard error of judgment (SEJ) is one way of estimating the reliability or consistency of a panel's standard-setting judgments. It indicates how likely it would be for several other panels of educators similar in makeup, experience, and standard-setting training to the current panel to recommend the same threshold score on the same form of the assessment. The SEJ assumes that panelists are randomly selected and that standard-setting judgments are independent. It is seldom the case that panelists are randomly sampled, and only the first round of judgments may be considered independent. The SEJ, therefore, likely underestimates the uncertainty of threshold scores (Tannenbaum & Katz, 2013).

The SEJ is calculated by dividing the standard deviation of the panelists' judgments (*SD*) by the square root of the number of panelists (*n*). The result serves as an estimate of the standard error of the mean (Brennan, 2002).

$$SEJ = \mathrm{SD} / \sqrt{n}$$

Outlier Analysis

An analysis of the data is conducted per panel. Judgments that are above or below 1.5 times the interquartile range for that panel are identified as outliers (High, 2000). ETS makes recommendations on the removal of *specific* outliers based on the observations of the panel facilitator. The panel facilitator reports whether or not the specified panelist was faithfully participating in the standard-setting process. The decision to accept the panel recommendation with or without the outlier data is solely at the discretion of the state.

Conditional Standard Error of Measurement (CSEM)

The conditional standard error of measurement (*CSEM*) for a test is computed from the study value (*SV*) of the recommended passing score and the number of selected-response items (*n*) on the test (see Lord, 1984):

$$CSEM = \sqrt{(SV)(n - SV)/(n - 1)}$$

Appendix E: Final Evaluation Results

Table E1

Final Evaluation Process Questions

Likert Statement	Strongly agree *N*	Strongly agree %	Agree *N*	Agree %	Disagree *N*	Disagree %	Strongly disagree *N*	Strongly disagree %
I understood the purpose of this study.	11	85	2	15	0	0	0	0
The instructions and explanations provided by the facilitators were clear.	10	77	3	23	0	0	0	0
The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	13	100	0	0	0	0	0	0
The explanation of how the recommended passing score is computed was clear.	9	69	4	31	0	0	0	0
The opportunity for feedback and discussion for round 2 judgments was helpful.	11	85	2	15	0	0	0	0
The process of making the standard-setting judgments was easy to follow.	11	85	2	15	0	0	0	0

Table E2

Final Evaluation: Standard-Setting Process

	Too much time *N*	Too much time %	About the right amount of time *N*	About the right amount of time %	Too little time *N*	Too little time %
Small group JQC drafts	1	8	12	92	0	0
Whole group JQC consensus	1	8	12	92	0	0
Training and practice for making standard-setting judgments	0	0	13	100	0	0
Round 1 judgments (independent)	3	23	10	77	0	0
Round 2 judgments (with discussion)	1	8	10	77	2	15

Table E3

Final Evaluation: Influences in Standard-Setting Judgments

How influential was each of the following factors in guiding your standard-setting judgments?	Very influential *N*	Very influential %	Somewhat influential *N*	Somewhat influential %	Not influential *N*	Not influential %
The description of the just-qualified candidate	12	92	1	8	0	0
The between-round discussions	6	46	7	54	0	0
The knowledge/skills required to answer each test item	9	69	4	31	0	0
The passing scores of other panel members	0	0	12	92	1	8
My own professional experience	9	69	4	31	0	0

Table E4

Final Evaluation: Comfort with the Panel's Recommendation

Question	Very comfort-able *N*	Very comfort-able %	Somewhat comfort-able *N*	Somewhat comfort-able %	Somewhat uncom-fortable *N*	Somewhat uncom-fortable %	Very uncom-fortable *N*	Very uncom-fortable %
Overall, how comfortable are you with the panel's recommended passing score?	10	77	2	15	1	8	0	0

Table E5

Final Evaluation: Opinion of the Final Recommendation

Statement	Too low *N*	Too low %	About right *N*	About right %	Too high *N*	Too high %
Overall, the recommended passing score is:	2	15	11	85	0	0

Appendix F: Results Without Outliers

Table F1

Summary Statistics by Round of Judgments

Statistic	Round 1	Round 2
Mean	64.82	66.36
Minimum	51.60	55.70
Maximum	74.70	72.80
SD	7.38	4.73
SEJ	2.23	1.43

Table F2

Scores 1 and 2 CSEM Around Study Value Without Outliers (SV)

Scores	Raw Score Points out of 110	Praxis Scale Score Equivalent
SV - 2 CSEM	57	139
SV - 1 CSEM	62	146
SV	**67**	**152**
SV +1 CSEM	73	160
SV +2 CSEM	78	166

Notes. CSEM = conditional standard error(s) of measurement. The CSEM of the SV is 5.14 raw points. The unrounded CSEM value is added to, or subtracted from, the rounded SV. The resulting values are rounded up to the next-highest whole number and then converted to scale scores.

Listening. Learning. Leading.

Multi-State Standard Setting Technical Report

PRAXIS™ MUSIC: CONTENT KNOWLEDGE (0113)

Educational and Credentialing Research

Educational Testing Service

Princeton, New Jersey

November 2011

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Executive Summary

To support the decision-making process for state departments of education with regards to establishing a passing score, or cut score, for the Praxis™ Music: Content Knowledge (0113) test, research staff from Educational Testing Service (ETS) designed and conducted a two-panel, multi-state standard-setting study. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level music teachers.

Participating States

Panelists from seventeen states and the District of Columbia were recommended by state departments of education to participate on expert panels. The state departments of education recommended panelists with (a) education experience, either as music teachers or college faculty who prepare music teachers and (b) familiarity with the knowledge and skills required of beginning music teachers.

Recommended Cut Scores

The recommended passing score for each panel, as well as the average passing score across the two panels, are provided to help state departments of education determine an appropriate operational passing score. For the Praxis Music: Content Knowledge test, the recommended passing score[1] is 70 (on the raw score metric), which represents 64% of the total available 110 raw score points. The scaled score associated with a raw score of 70 is 161 (on a 100 - 200 scale).

Summary of Content Specification Judgments

Panelists judged the extent to which the knowledge and skills reflected by the content specifications were important for entry-level music teachers. The favorable judgments of the panelists provided evidence that the content covered by the test is important for beginning practice.

[1] Results from the two panels participating in the study were averaged to produce the recommended passing score.

To support the decision-making process for state departments of education with regards to establishing a passing score, or cut score, for the Praxis™ Music: Content Knowledge (0113) test, research staff from Educational Testing Service (ETS) designed and conducted a two-panel, multi-state standard-setting study[2]. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level music teachers. Panelists were recommended by state departments of education[3] to participate on the expert panels. The state departments of education recommended panelists with (a) education experience, either as music teachers or college faculty who prepare music teachers and (b) familiarity with the knowledge and skills required of beginning music teachers.

The two, non-overlapping panels (a) allow each participating state to be represented and (b) provide a replication of the judgment process to strengthen the technical quality of the recommended passing score. Seventeen states and the District of Columbia (see Table 1) were represented by 39 panelists across the panels. (See Appendix A for the names and affiliations of the panelists.)

Table 1

Participating States and Number of Panelists(Across Panels)

Arkansas (3 panelists)	North Carolina (3 panelist)
Connecticut (1 panelist)	New Hampshire (3 panelists)
District of Columbia (3 panelists)	Nevada (2 panelists)
Hawaii (2 panelists)	Ohio (3 panelists)
Idaho (2 panelists)	Pennsylvania (1 panelist)
Kentucky (3 panelists)	Rhode Island (1 panelist)
Maine (1 panelist)	South Carolina (2 panelists)
Maryland (3 panelists)	Tennessee (2 panelists)
Missouri (2 panelist)	Vermont (2 panelists)

[2] The multi-state standard-setting study collected judgments for two related Praxis tests — Praxis Music: Content Knowledge (0113) and Praxis Music: Content and Instruction (0114). Separate technical reports were prepared for each test.

[3] State departments of education that currently use one or more Praxis tests were invited to participate in the multi-state standard-setting study.

The panels were convened in October/November 2011 in Princeton, New Jersey. For both panels, the same processes and methods were used to train panelists, gather panelists' judgments and to calculate the recommended passing scores.

The following technical report is divided into three sections. The first section describes the content and format of the test. The second section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study.

The passing-score recommendation for the Praxis Music: Content Knowledge test is provided to each of the represented state departments of education. In each state, the department of education, the state board of education, or a designated educator licensure board is responsible for establishing the final passing score in accordance with applicable state regulations. The study provides a recommended passing score, which represent the combined judgments of two groups of experienced educators. The full range of a state department of education's needs and expectations cannot likely be represented during the standard-setting study. Each state, therefore, may want to consider the recommended passing score (as well as the separate panels' recommended passing scores) and other sources of information when setting the final Praxis Music: Content Knowledge passing score (see Geisinger & McCormick, 2010). A state may accept the recommended passing score, adjust the score upward to reflect more stringent expectations, or adjust the score downward to reflect more lenient expectations. There is no *correct* decision; the appropriateness of any adjustment may only be evaluated in terms of its meeting the state's needs.

Two sources of information to consider when setting the passing score are the standard errors of measurement (SEM) and the standard errors of judgment (SEJ). The former addresses the reliability of Praxis Music: Content Knowledge test score and the latter, the reliability of panelists' passing-score recommendations. The SEM allows a state to recognize that a Praxis Music: Content Knowledge test score—any test score on any test—is less than perfectly reliable. A test score only approximates what a candidate *truly* knows or *truly* can do on the test. The SEM, therefore, addresses the question: How close of an approximation is the test score to the *true* score? The SEJ allow a state to consider the likelihood that the recommended passing score from the current panels would be similar to the passing score recommended by other panels of experts similar in composition and experience. The smaller the SEJ the more likely that another panel would recommend a passing score for a test consistent with the

recommended passing score. The larger the SEJ, the less likely the recommended passing score would be reproduced by another panel.

In addition to measurement error metrics (e.g., SEM, SEJ), each state should consider the likelihood of classification error. That is, when adjusting a passing score, policymakers should consider whether it is more important to minimize a false positive decision or to minimize a false negative decision. A false positive decision occurs when a candidate's test score suggests he should receive a license/certificate, but his actual level of knowledge/skills indicates otherwise (i.e., the candidate does not possess the required knowledge/skills). A false negative occurs when a candidate's test score suggests that she should not receive a license/certificate, but she actually does possess the required knowledge/skills. The state needs to consider which decision error may be more important to minimize.

Overview of the Praxis Music: Content Knowledge Test

The Praxis Music: Content Knowledge *Test at a Glance* document (ETS, 2010) describes the purpose and structure of the test. In brief, the test measures whether entry-level music teachers have the knowledge and skills believed necessary for competent professional practice. A National Advisory Committee of expert practitioners and preparation faculty defined the content of the test, and a national survey of the field confirmed the content.

The two hour assessment contains 120 multiple-choice questions[4] covering four content areas: *Music History and Literature* (approximately 17 questions); *Theory and Composition* (approximately 19 questions); *Performance* (approximately 28 questions); and *Pedagogy, Professional Issues, and Technology* (approximately 56 questions)[5]. The reporting scale for the Praxis Music: Content Knowledge test ranges from 100 to 200 scaled-score points.

[4] Ten of the 120 multiple-choice questions are pretest questions and do not contribute to a candidate's score.
[5] The number of questions for each content area may vary slightly from form to form of the test.

Processes and Methods

For both expert panels, the same processes and methods were used to train panelists, gather panelists' judgments and to calculate the recommended passing scores. The following section describes the standard-setting processes and methods. (The agenda for the panel meetings are presented in Appendix B.)

The design of the standard-setting study included two non-overlapping expert panels. The training provided to panelists as well as the study materials were consistent across panels with the exception of defining the Just Qualified Candidate (JQC). To assure that both panels were using the same frame of reference when making question-level standard-setting judgments, the JQC definition developed through a consensus process by the first panel was used as the definition for the second panel. The second panel did complete a thorough review of the definition to allow panelists to internalize the definition. The processes for developing the definition (with Panel 1) and reviewing/internalizing the definition (with Panel 2) are described later, and the JQC definition is presented in Appendix C.

The panelists were sent an e-mail explaining the purpose of the standard-setting study and requesting that they review the content specifications for the test (included in the *Test at a Glance* document, which was attached to the e-mail). The purpose of the review was to familiarize the panelists with the general structure and content of the test.

The standard-setting study began with a welcome and introduction by the meeting facilitator. The facilitator explained how the test was developed, provided an overview of standard setting, and presented the agenda for the study.

Reviewing the Test

The first activity was for the panelists to "take the test." (Each panelist had signed a nondisclosure form.) The panelists were given approximately an hour and a half to respond to the multiple-choice questions. (Panelists were instructed not to refer to the answer key while taking the test.) The purpose of "taking the test" was for the panelists to become familiar with the test format, content, and difficulty. After "taking the test," the panelists checked their responses against the answer key.

The panelists then engaged in a discussion of the major content areas being addressed by the test; they were also asked to remark on any content areas that they thought would be particularly challenging

for entering music teachers, and areas that addressed content that would be particularly important for entering music teachers.

Defining the Just Qualified Candidate

Following the review of the test, panelists internalized the definition of the Just Qualified Candidate (JQC). The JQC is the test taker who has the minimum level of knowledge believed necessary to be a qualified music teacher. The JQC definition is the operational definition of the passing score. The goal of the standard-setting process is to identify the test score that aligns with this definition of the JQC.

Panel 1 developed the JQC definition. The panelists were split into smaller groups, and each group was asked to write down their definition of a JQC. Each group referred to the Praxis Music: Content Knowledge *Test at a Glance* to guide their definition. Each group posted its definition on chart paper, and a full-panel discussion occurred to reach a consensus on a definition (see Appendix C for the definition).

For Panel 2, the panelists began with the definition of the JQC developed by Panel 1. Given that the multi-state standard-setting study was designed to replicate processes and procedures across the two panels, it was important that both panels use consistent JQC definitions to frame their judgments. The panelists reviewed the JQC definition, and any ambiguities were discussed and clarified. The panelists then were split into smaller groups, and each group developed performance indicators or "can do" statements based on the definition. The purpose of the indicators was to provide clear examples of what might be observed to indicate that the teacher had the defined knowledge and skills. The performance indicators were shared and discussed.

Panelists' Judgments

The standard-setting process for the Praxis Music: Content Knowledge test was a probability-based Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006). In this approach, for each question, a panelist decides on the likelihood (probability or chance) that a JQC would answer it correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that a JQC would answer the question

correctly, because the question is difficult for the JQC. The higher the value, the more likely it is that a JQC would answer the question correctly.

For both panels, the panelists were asked to approach the judgment process in two stages. First, they reviewed the definition of the JQC and the question and decided if, overall, the question was difficult for the JQC, easy for the JQC, or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rule of thumb to guide their decision:

- difficult questions for a JQC were in the 0 to .30 range;
- moderately difficult/easy questions for a JQC were in the .40 to .60 range; and
- easy questions for a JQC were in the .70 to 1 range.

The second decision was for panelists to decide how they wanted to refine their judgment within the range. For example, if a panelist thought that a question was easy for a JQC, the initial decision located the question in the .70 to 1 range. The second decision was for the panelist to decide if the likelihood of answering it correctly was .70, .80, .90, .95, or 1.0. The two-stage decision-process was implemented to reduce the cognitive load placed on the panelists. The panelists practiced making their standard-setting judgments on four questions on the test.

The panelists engaged in two rounds of judgments. Following Round 1, question-level feedback was provided to the panel. The panelists' judgments were displayed for each question. The panelists' judgments were summarized by the three general difficulty levels (0 to .30, .40 to .60, and .70 to 1), and the panel's average question judgment was provided. Questions were highlighted to show when panelists converged in their judgments (at least two-thirds of the panelists located a question in the same difficulty range) or diverged in their judgments. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2).

Other than the definition of the JQC, results from Panel 1 were not shared with the second panel. The question-level judgments and resulting discussions for Panel 2 were independent of judgments and discussions that occurred with Panel 1.

Judgment of Content Specifications

In addition to the two-round standard-setting process, each panel judged the importance of the knowledge and skills stated or implied in the content specifications for the job of an entry-level music teacher. These judgments addressed the perceived content-based validity of the test. Judgments were made using a four-point scale — V*ery Important*, I*mportant*, S*lightly Important*, and *Not Important*. Each panelist independently judged the knowledge categories and knowledge statements.

Results

The recommended passing score presented is the average of the results from the two panels. Results from the separate panels also are presented. More detailed results are presented in Appendix D.

Expert Panels

The two panels that comprised the study included 39 educators representing seventeen states and the District of Columbia. (See Appendix A for a listing of panelists.) In brief, 28 panelists were teachers and 11 were college faculty. All of the panelists who were college faculty were currently involved in the training or preparation of music teachers. Thirty-one panelists were White, five were Black or African American, one was Hispanic or Latino, one was Asian or Asian American, and one was Multiracial. Twenty-one panelists were female. More than half of the panelists (22 of the 39 panelists) had 11 or fewer years of experience as a teacher.

The number of experts by panel and their demographic information is presented in Appendix D (see Table D1).

Table 2

Panel Member Demographics (Across Panels)

	N	%
Current Position		
Teacher	28	72%
College Faculty	11	28%
Race		
White	31	79%
Black or African American	5	13%
Hispanic or Latino	1	3%
Asian or Asian American	1	3%
Multiracial	1	3%
Gender		
Female	21	54%
Male	18	46%
Which of the following best describes your music education specialty?		
General Music Education	14	36%
Instructional Music Education	17	44%
Vocal Music Education	6	15%
Other	2	5%
Are you currently certified as a music teacher in your state?		
Yes	32	82%
No	7	18%
At what K-12 grade level are you currently a music teacher?		
Elementary	8	21%
Middle School	7	18%
Elementary and Middle School	3	8%
High School	5	13%
Middle and High School	3	8%
All Grades	1	3%
Not currently a music teacher at the K-12 level	12	31%

Table 2 (continued)

Panel Member Demographics (Across Panels)

	N	%
How many years of experience do you have teaching?		
3 years or less	5	13%
4 - 7 years	6	15%
8 - 11 years	11	28%
12 - 15 years	6	15%
16 years or more	11	28%
Which best describes the location of your K-12 school?		
Urban	11	28%
Suburban	8	21%
Rural	9	23%
Not currently working at the K-12 level	11	28%
If you are college faculty, are you currently involved in the training/preparation of music teachers?		
Yes	11	28%
No	0	0%
Not college faculty	28	72%

Initial Evaluation Forms

The panelists completed an initial evaluation after receiving training on how to make standard-setting judgments. The primary information collected from this form was the panelists indicating if they had received adequate training to make their standard-setting judgments and were ready to proceed. Across both panels, all panelists indicated that they were prepared to make their judgments.

Summary of Standard-setting Judgments

A summary of standard-setting judgments (Round 2) are presented in Table 3. The numbers in the table summarize the recommended passing scores—the number of raw points needed to "pass" the test. The panel's average recommended passing score and highest and lowest passing scores are reported, as are the standard deviations (SD) of panelists' passing scores and the standard errors of judgment (SEJ). Panelist-level results, for Rounds 1 and 2, are presented in Appendix D (see Tables D2 and D3).

The SEJ is one way of estimating the reliability of the judgments[6]. It indicates how likely it would be for other panels of educators similar in makeup, experience, and standard-setting training to the current panel to recommend the same passing score on the same form of the test. A comparable panel's passing score would be within one SEJ of the current average passing score 68 percent of the time.

The panels' passing score recommendations for the Praxis Music: Content Knowledge test are 71.96 for Panel 1 and 67.78 for Panel 2 (out of a possible 110 raw-score points). The values were rounded to the next highest whole number to determine the functional recommended cut scores — 72 for Panel 1 and 68 for Panel 2. The scaled scores associated with 72 and 68 raw points are 164 and 159, respectively.

Table 3

Summary of Round 2 Standard-setting Judgments

	Panel 1	Panel 2
Average	71.96	67.78
Median	72.00	68.90
Lowest	49.35	56.95
Highest	84.00	77.60
SD	7.82	5.62
SEJ	1.75	1.29

[6] An SEJ assumes that panelists are randomly selected and that standard-setting judgments are independent. It is seldom the case that panelists are randomly sampled, and only the first round of judgments may be considered independent. The SEJ, therefore, likely underestimates the uncertainty of passing scores (Tannenbaum & Katz, in press).

In addition to the recommended passing score for each panel, the average passing score across the two panels is provided to help state departments of education determine an appropriate passing score for the Praxis Music: Content Knowledge test. The panels' average passing score recommendation for the Praxis Music: Content Knowledge test is 69.87 (out of a possible 110 raw-score points). The value was rounded to 70 (next highest raw score) to determine the functional recommended passing score. The scaled score associated with 70 raw points is 161.

Table 4 presents the estimated standard error of measurement (SEM) around the recommended passing score[7]. A standard error represents the uncertainty associated with a test score. The scaled score associated with one and two SEMs above and below the recommended passing score are provided.

Table 4
Passing Scores Within 1 and 2 SEMs of the Recommended Passing Score[8]

Recommended passing score (SEM)		Scale score equivalent
70 (4.38)		161
- 2 SEMs	62	152
-1 SEM	66	157
+1 SEM	75	167
+ 2 SEMs	79	172

Summary of Content-specification Judgments

Panelists judged the extent to which the knowledge reflected by the content specifications was important for entry-level music teachers. Panelists rated the knowledge/skill statements on a four-point scale ranging from *Very Important* to *Not Important*. The panelists' ratings are summarized in Appendix D (see Table D4). All but one of the 44 knowledge/skill statements were judged to be *Very Important* or *Important* by at least three-quarters of the 39 panelists.

[7] The *raw* score SEM value included in this report are updated as data become available. The SEM values listed in each edition of *Understanding Your Praxis Scores* (http://www.ets.org/Media/Tests/PRAXIS/pdf/uyps_web.pdf) are *scaled* score SEM values based on candidate scores on one or more test forms.
[8] The unrounded SEM value is added or subtracted from the unrounded passing score recommendation (see Table 2). The resulting values are rounded up to the next highest whole number and the rounded values are converted to scaled scores.

Summary of Final Evaluations

The panelists completed an evaluation form at the conclusion of their standard-setting study. The evaluation form asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions.

All panelists *agreed* or *strongly agreed* that they understood the purpose of the study and that the facilitator's instructions and explanations were clear. All panelists *agreed* or *strongly agreed* that they were prepared to make their standard-setting judgments. Across both panels, all panelists *strongly agreed* or *agreed* that the standard-setting process was easy to follow.

All but one of the panelists reported that the definition of the JQC was at least *somewhat influential* in guiding their standard-setting judgments; nearly 80% of panelists indicated the definition was *very influential*. Thirty-six of the 39 panelists reported that between-round discussions were at least *somewhat influential* in guiding their judgments. Nearly three-quarters of the panelists (28 of the 39 panelists) indicated that their own professional experience was *very influential* in guiding their judgments.

Across both panels, all of the panelists indicated they were at least *somewhat comfortable* with the passing score they recommended; 25 of the 39 panelists were *very comfortable*. Thirty-two of the 39 panelists indicated the recommended passing score was *about right* with six panelists believing the passing score was *too low* and the remaining panelist believing the passing score was *too high*. A summary of the final evaluation results are presented in Appendix D (see Tables D5 and D6).

Summary

To support the decision-making process for state departments of education with regards to establishing a passing score, or cut score, for the Praxis Music: Content Knowledge (0113) test, research staff from Educational Testing Service designed and conducted a two-panel, multi-state standard-setting study. The study also collected content-related validity evidence to confirm the importance of the content specifications for entry-level music teachers.

The recommended passing score for each panel, as well as the average passing score across the two panels, are provided to help state departments of education determine an appropriate operational passing score. For the Praxis Music: Content Knowledge test, the recommended passing score[9] is 70 (out of a possible 110 raw-score points). The scaled score associated with a raw score of 70 is 161 (on a 100 - 200 scale).

Panelists judged the extent to which the knowledge and/or skills reflected by the content specifications was important for entry-level music teachers. The favorable judgments of the panelists provided evidence that the content covered by the test is important for beginning practice.

[9] Results from the two panels participating in the study were averaged to produce the recommended passing score.

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Appendix A
Panelists' Names & Affiliations

Praxis Music: Content Knowledge

Panelist	Affiliation
Olyn Alexander	District of Columbia Public Schools (DC)
Melanie Champion	Goodwin Elementary School (CT)
Philip Clary	Indian Hill High School (OH)
Rachel Cullen	Maple Ave. Elementary School (NH)
Christopher Elbing	New Bern High School (NC)
Jeanette A. Engelhart	Clark County School Dist. (NV)
Camille L. France	Benjamin Banneker High School (DC)
Brian Frye	Bancroft Elementary School (DC)
Carly Goodman	Clark County School District (NV)
Heidi Cohenour Gordon	UAPB (AR)
Brandi Hallford	Mansfield R-IV Schools (MO)
Jamie M. Hamblin	Casey Co. Middle (KY)
Debbie M Headley	Little Rock School District - Baseline Elementary (AR)
Daniel S. Hellman	Missouri State University (MO)
Joshua Lee Howard	Alleghany County Schools (NC)
Ryan Howe	Department of Education (HI)
Carolyn Kirio	Kapolei Middle School (HI)
Kenneth Martin	Mountain View Middle School (NH)
Charles Masters	Central Dauphin High School (PA)
Melissa McCabe	Towson University (MD)
Brian McCants	Hand Middle School (SC)
Brian McGillen	Sudbrook Magnet Middle School (MD)
Michael W. Moore	Bob Jones University (SC)
David A. Myers	Shelburne Community School (VT)
Jennifer Nash	Etna-Dixmont School (ME)
Holly Oliver	Plymouth State University (NH)
JoAnn Phillips	University of Rhode Island (RI)
David A. Rickels	Boise State University (ID)
Adam R. Sawyer	Albert D. Lawton Intermediate School (VT)
Karin Sehmann	Eastern Kentucky University (KY)
Nita Modley Smith	Metro Nashville Public Schools - IT Creswell Arts Magnet (TN)
Kathy Stefani	Mountain View School Dist #244 (ID)
Nicholas Stokes	Baltimore County Public Schools (MD)
Alex Stone	Pine Knot Primary School (KY)
Ken Thompson	Bowling Green State University (OH)
Linda K. Thompson	Lee University (TN)
Jacqueline Townsend	Keystone Local School District (OH)
Kristin Wages	Gravette Middle School (AR)
Donna Gwyn Wiggins	Winston-Salem State University (NC)

Appendix B
Study Agenda

AGENDA

Praxis Music
Standard Setting Study

Day 1

8:00 – 8:15	Welcome and Introduction
8:15 – 8:45	Overview of Standard Setting & the Praxis Music Test
8:45– 10:30	"Take" the Praxis Music Test
10:30 – 11:00	Discuss the Praxis Music Test
11:00 – 12:00	Define the Knowledge/Skills of a JQC
12:00 – 12:45	Lunch
12:45 – 2:00	Define the Knowledge/Skills of a JQC (continued)
2:00 – 2:15	Break
2:15 – 3:00	Standard Setting Training
3:00 – 5:00	Round 1 Standard Setting Judgments for Multiple-Choice
5:00 – 5:15	Collect Materials; End of Day 1

AGENDA

Praxis Music
Standard Setting Study

Day 2

9:00 – 9:15	Overview of Day 2
9:15 – 9:45	Standard Setting Training for Constructed-Response
9:45 – 10:15	Round 1 Standard Setting Judgments for Constructed-Response
10:15 – 10:30	Break
10:30 – 12:00	Round 1 Feedback & Round 2 Judgments
12:00 – 12:45	Lunch
12:45 – 1:45	Round 1 Feedback & Round 2 Judgments
1:45 – 2:15	Specification Judgments
2:15 – 2:30	Feedback on Round 2 Recommended Cut Score
2:30 – 2:45	Complete Final Evaluation
2:45 – 3:00	Collect Materials; End of Study

Appendix C
Just Qualified Candidate (JQC) Definition

Description of a Just Qualified Candidate[10]

NOTE: Where appropriate, the knowledge/skill described refers to materials presented in either aural or written modes

Our JQC …

1. Music History & Theory
    a. Understands period of music history and genres
    b. Understands theory and compositional practices
    c. Is familiar with world musics by regions

2. Performance
    a. Knows instructional techniques for vocal/instrumental rehearsal and performance
    b. Knows warm-up, tuning, and intonation
    c. Knows effective strategies for programming and presentation of performances
    d. Understands accompaniment
    e. Understands how to present proper etiquette

3. Instruction
    a. Knows strategies for instruction, management (classroom and administrative), and assessments for diverse learners and context
    b. Knows local, state, and national standards
    c. Knows basic techniques for improvisation, composition and arranging and how to teach them and other concepts through performance literature
    d. Is aware of approaches for fostering musical expression (performance and creativity)

4. Professional Issues
    a. Is aware of professional responsibilities and situational factors effecting music instruction
    b. Is familiar with careers in musical and advocate music

5. Technology
    a. Understands appropriate use of technology for performance, instruction, recording
    b. Understands ethical and safety issues

6. Instructional Activities
    a. Understands how to select appropriate repertoire
    b. Understands effective pedagogical and instructional techniques
    c. Understands the logistics of concert planning
    d. Is aware that performance problems may have perceptual or production causes
    e. Understands strategies for developing sight-reading skills

[10] Definition appropriate for both Praxis Music: Content Knowledge (0113) and Praxis Music: Content and Instruction (0114) tests.

Appendix D
Results for Praxis Music: Content Knowledge

Table D1

Panel Member Demographics (By Panel)

	Panel 1		Panel 2	
	N	**%**	**N**	**%**
Current Position				
Teacher	14	70%	14	74%
College Faculty	6	30%	5	26%
Race				
White	16	80%	15	79%
Black or African American	3	15%	2	11%
Hispanic or Latino	1	5%	0	0%
Asian or Asian American	0	0%	1	5%
Multiracial	0	0%	1	5%
Gender				
Female	13	65%	8	42%
Male	7	35%	11	58%
Which of the following best describes your music education specialty?				
General Music Education	7	35%	7	37%
Instructional Music Education	7	35%	10	53%
Vocal Music Education	4	20%	2	11%
Other	2	10%	0	0%
Are you currently certified as a music teacher?				
Yes	16	80%	16	84%
No	4	20%	3	16%
At what K-12 grade level are you currently teaching music				
Elementary (K - 5 or K - 6)	4	20%	4	21%
Middle School	4	20%	3	16%
Elementary and Middle School	2	10%	1	5%
High School	2	10%	3	16%
Middle & High School	2	10%	1	5%
All Grades	0	0%	1	5%
Not currently teaching at the K-12 level	6	30%	6	32%

Table D1 (continued)

Panel Member Demographics (By Panel)

	Panel 1		Panel 2	
	N	**%**	**N**	**%**
How many years of experience do you have teaching?				
3 years or less	2	10%	3	16%
4 - 7 years	5	25%	1	5%
8 - 11 years	1	5%	10	53%
12 - 15 years	3	15%	3	16%
16 years or more	9	45%	2	11%
Which best describes the location of your K-12 school?				
Urban	6	30%	5	26%
Suburban	2	10%	6	32%
Rural	6	30%	3	16%
Not currently working in a K-12 school	6	30%	5	26%
If you are college faculty, are you currently involved in the training/preparation of music teachers?				
Yes	6	30%	5	26%
No	0	0%	0	0%
Not college faculty	14	70%	14	74%

Table D2

Passing Score Summary by Round of Judgments — Panel 1

Panelist	Round 1	Round 2
1	65.50	66.40
2	76.80	77.00
3	70.75	70.75
4	72.60	72.75
5	81.10	81.05
6	68.55	70.85
7	70.60	70.30
8	66.70	67.10
9	76.40	77.30
10	79.65	79.95
11	84.30	84.00
12	68.90	69.60
13	75.90	78.50
14	72.85	73.15
15	59.10	60.20
16	49.35	49.35
17	69.10	71.50
18	70.45	72.50
19	75.20	78.55
20	69.25	68.35
Average	71.15	71.96
Median	70.68	72.00
Lowest	49.35	49.35
Highest	84.30	84.00
SD	7.75	7.82
SEJ	1.73	1.75

Table D3

Passing Score Summary by Round of Judgments — Panel 2

Panelist	Round 1	Round 2
1	59.55	61.10
2	65.20	69.90
3	64.05	65.45
4	67.40	69.90
5	70.75	71.35
6	57.30	58.40
7	70.50	73.20
8	68.80	68.90
9	65.80	65.20
10	58.65	67.70
11	55.05	56.95
12	71.05	72.35
13	76.90	77.60
14	63.30	64.40
15	73.35	71.60
16	73.40	74.10
17	71.90	72.90
18	60.25	61.45
19	64.55	65.45
Average	66.20	67.78
Median	65.80	68.90
Lowest	55.05	56.95
Highest	76.90	77.60
SD	6.14	5.62
SEJ	1.41	1.29

Table D4

Specification Judgments — Music: Content Knowledge

		Very Important		Important		Slightly Important		Not Important	
		N	**%**	***N***	**%**	***N***	**%**	***N***	**%**
I.	**Music History and Theory**	**30**	**77%**	**9**	**23%**	**0**	**0%**	**0**	**0%**
	• Understands the history of major developments in musical style and the significant characteristics of important musical styles and historical periods	26	67%	12	31%	1	3%	0	0%
	• Is familiar with the style of a variety of world musics and their function in the culture of origin	12	31%	23	59%	4	10%	0	0%
	• Understands and analyzes music in aural and written forms and demonstrates aural skills through recognition of melody, harmony, and rhythm	37	95%	2	5%	0	0%	0	0%
	• Knows and applies basic music theory concepts when composing, orchestrating, and arranging instrumental and vocal parts	28	72%	10	26%	1	3%	0	0%
	• Understands how musical sounds vary	30	77%	9	23%	0	0%	0	0%
	• Knows various sources of printed and electronic information on music history and literature	11	28%	20	51%	8	21%	0	0%
II.	**Performance**	**33**	**85%**	**6**	**15%**	**0**	**0%**	**0**	**0%**
	• Demonstrates critical listening skills by identifying errors	37	95%	2	5%	0	0%	0	0%
	• Understanding basic conducting techniques	25	64%	13	33%	1	3%	0	0%
	• Understands the interpretation of notation and expressive elements for performance in relation to score markings and style periods	27	69%	11	28%	1	3%	0	0%

Table D4

Specification Judgments — Music: Content Knowledge

	Very Important		Important		Slightly Important		Not Important	
	N	**%**	***N***	**%**	***N***	**%**	***N***	**%**
• Knows a variety of strategies on how to prepare a musical score for rehearsal and performance	30	77%	9	23%	0	0%	0	0%
• Understands basic accompaniment techniques	5	13%	29	74%	4	10%	1	3%
• Knows instrumental and choral/vocal warm-up techniques	30	77%	8	21%	1	3%	0	0%
• Knows instrumental and choral tuning/intonation technique	31	79%	7	18%	1	3%	0	0%
• Understands concert etiquette for performers and audiences and effective techniques for communicating with an audience in a performance setting	17	44%	20	51%	2	5%	0	0%
• Understands the practical relationship between acoustics and performance	8	21%	25	64%	6	15%	0	0%
III.A. Instruction, Professional Issues, and Technology: Instruction	**34**	**87%**	**5**	**13%**	**0**	**0%**	**0**	**0%**
• Knows instructional strategies for different class settings	29	74%	10	26%	0	0%	0	0%
• Incorporates local, state, and national standards in planning and instruction	23	59%	14	36%	2	5%	0	0%
• Understands classroom management techniques	32	82%	7	18%	0	0%	0	0%
• Understands how to plan and differentiate instruction	30	77%	9	23%	0	0%	0	0%
• Knows strategies to accommodate diverse learning styles and abilities	30	77%	9	23%	0	0%	0	0%

Table D4

Specification Judgments — Music: Content Knowledge

	Very Important		Important		Slightly Important		Not Important	
	N	**%**	***N***	**%**	***N***	**%**	***N***	**%**
• Understands how to modify instruction to accommodate student needs	26	67%	13	33%	0	0%	0	0%
• Understands a variety of assessment strategies that informs the instructional process	27	69%	11	28%	1	3%	0	0%
• Knows and promotes care and maintenance of instruments and materials	22	56%	12	31%	5	13%	0	0%
• Knows basic improvisational techniques and how to teach them	6	15%	28	72%	5	13%	0	0%
• Knows basic composition and arranging techniques and how to teach them	10	26%	24	62%	4	10%	1	3%
• Knows how to teach a variety of musical concepts through performance literature	29	74%	9	23%	1	3%	0	0%
• Is aware of approaches for fostering musically expressive experiences	24	62%	13	33%	2	5%	0	0%
• Understands how to integrate concepts used in the fine arts and other disciplines in music instruction	9	23%	25	64%	4	10%	1	3%
III.B. Instruction, Professional Issues, and Technology: Professional Issues	**21**	**54%**	**17**	**44%**	**1**	**3%**	**0**	**0%**
• Understands professional ethics and legal issues specific to teaching music	24	62%	14	36%	1	3%	0	0%
• Is familiar with the music standards in the National Standards for Arts Education	23	59%	13	33%	1	3%	2	5%

Table D4

Specification Judgments — Music: Content Knowledge

	Very Important		Important		Slightly Important		Not Important	
	N	**%**	***N***	**%**	***N***	**%**	***N***	**%**
• Is aware of professional organizations and resources in music education	11	28%	23	59%	4	10%	1	3%
• Is aware of current trends and issues in music education	17	44%	20	51%	2	5%	0	0%
• Is aware of the major contributions to the history and philosophy of music education and their implications for curriculum	12	31%	20	51%	7	18%	0	0%
• Understands philosophical reasons for inclusion of and advocacy for music in the curriculum	21	54%	16	41%	2	5%	0	0%
• Recognizes that collaboration with colleagues is important for implementing the curriculum	22	56%	16	41%	1	3%	0	0%
• Supports students' learning through two-way communication with parents/guardians	23	59%	16	41%	0	0%	0	0%
• Understands basic administrative responsibilities in a music program	19	49%	17	44%	3	8%	0	0%
• Is aware of the external influences that affect the music program, curriculum, and student participation	21	54%	16	41%	2	5%	0	0%
• Is aware of career opportunities available in music and how to introduce them to students	5	13%	20	51%	12	31%	2	5%
• Is aware of strategies for promoting physically healthy performance practices for students and teachers	18	46%	18	46%	3	8%	0	0%

Table D4

Specification Judgments — Music: Content Knowledge

	Very Important		Important		Slightly Important		Not Important	
	N	**%**	***N***	**%**	***N***	**%**	***N***	**%**
III.C. Instruction, Professional Issues, and Technology: Technology	**23**	**59%**	**15**	**38%**	**1**	**3%**	**0**	**0%**
• Understands current technologies used for performance and recording production	16	41%	20	51%	3	8%	0	0%
• Is familiar with technology and instructional software and ways to incorporate them in the classroom	20	51%	18	46%	1	3%	0	0%
• Demonstrates knowledge of desktop music publishing software for pedagogical purposes	15	38%	23	59%	1	3%	0	0%
• Knows the appropriate, ethical, and safe uses for music software and internet technologies	23	59%	16	41%	0	0%	0	0%

Table D5

Final Evaluation — Panel 1

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	**%**	***N***	**%**	***N***	**%**	***N***	**%**
• I understood the purpose of this study.	19	95%	1	5%	0	0%	0	0%
• The instructions and explanations provided by the facilitators were clear.	20	100%	0	0%	0	0%	0	0%
• The training in the standard setting method was adequate to give me the information I needed to complete my assignment.	19	95%	1	5%	0	0%	0	0%
• The explanation of how the recommended passing score is computed was clear.	17	85%	3	15%	0	0%	0	0%
• The opportunity for feedback and discussion between rounds was helpful.	18	90%	2	10%	0	0%	0	0%
• The process of making the standard setting judgments was easy to follow.	17	85%	3	15%	0	0%	0	0%

Table D5 (continued)

Final Evaluation — Panel 1

How influential was each of the following factors in guiding your standard setting judgments?	Very Influential		Somewhat Influential		Not Influential	
	N	%	*N*	%	*N*	%
• The definition of the JQC	17	85%	2	10%	1	5%
• The between-round discussions	11	55%	8	40%	1	5%
• The knowledge/skills required to answer each test question	17	85%	3	15%	0	0%
• My own professional experience	14	70%	6	30%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	*N*	%	*N*	%	*N*	%
• Overall, how comfortable are you with the panel's recommended passing score for Praxis Music: Content Knowledge (0113)?	14	70%	6	30%	0	0%	0	0%

	Too Low		About Right		Too High	
	N	%	*N*	%	*N*	%
• Overall, the recommended passing for Praxis Music: Content Knowledge (0113) score is:	2	10%	17	85%	1	5%

Table D6

Final Evaluation — Panel 2

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	**%**	***N***	**%**	***N***	**%**	***N***	**%**
• I understood the purpose of this study.	19	100%	0	0%	0	0%	0	0%
• The instructions and explanations provided by the facilitators were clear.	15	79%	4	21%	0	0%	0	0%
• The training in the standard setting method was adequate to give me the information I needed to complete my assignment.	16	84%	3	16%	0	0%	0	0%
• The explanation of how the recommended passing score is computed was clear.	16	84%	3	16%	0	0%	0	0%
• The opportunity for feedback and discussion between rounds was helpful.	16	84%	3	16%	0	0%	0	0%
• The process of making the standard setting judgments was easy to follow.	17	89%	2	11%	0	0%	0	0%

Table D6 (continued)

Final Evaluation — Panel 2

How influential was each of the following factors in guiding your standard setting judgments?	Very Influential		Somewhat Influential		Not Influential	
	N	%	*N*	%	*N*	%
• The definition of the JQC	14	74%	5	26%	0	0%
• The between-round discussions	9	47%	8	42%	2	11%
• The knowledge/skills required to answer each test question	15	79%	4	21%	0	0%
• My own professional experience	14	74%	5	26%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	*N*	%	*N*	%	*N*	%
• Overall, how comfortable are you with the panel's recommended passing score for Praxis Music: Content Knowledge (0113)?	11	58%	8	42%	0	0%	0	0%

	Too Low		About Right		Too High	
	N	%	*N*	%	*N*	%
• Overall, the recommended passing for Praxis Music: Content Knowledge (0113) score is:	4	21%	15	79%	0	0%

Multistate Standard-Setting Technical Report for the

Praxis® Physics (5266)

Student and Teacher Assessments: Validity and Test Use

ETS

Princeton, New Jersey

November 2021

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Executive Summary

To support the decision-making process of education agencies establishing a passing score (cut score) for the *Praxis*® Physics (5266) test, research staff from Educational Testing Service (ETS) designed and conducted a multistate standard-setting study (Tannenbaum, 2011, 2012).

Participating States

Panelists representing 11 states were recommended by their respective education agencies. Additionally, the panel included an educator representing Western Governors University (WGU), a nationally-accredited online university. The education agencies and WGU recommended panelists with (a) experience as either teachers of visually impaired students or college faculty who prepare those physics teachers and (b) familiarity with the knowledge and skills required of beginning physics teachers.

Recommended Passing Score

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Physics test, the recommended passing score[1] is 56 out of a possible 100 raw-score points. The scale score associated with a raw score of 56 is 145 on a 100–200 scale.

[1] Results from the two panels participating in the study were averaged to produce the recommended passing score. One outlier from Panel 2 was removed from the panel's recommendations before the results from both panels were averaged.

Introduction

To support the decision-making process for education agencies establishing a passing score (cut score) for the *Praxis*® Physics (5266) test, research staff from ETS designed and conducted a multistate standard-setting study (Tannenbaum, 2011, 2012) in October 2021. Education agencies[2] recommended panelists with (a) experience as either physics teachers and (b) familiarity with the knowledge and skills required of beginning physics teachers. Eleven states and Western Governors University (WGU), (Table 1) were represented by 19 panelists. (See Appendix A for the names and affiliations of the panelists.)

Table 1
Participating States and Western Governors University and the Number of Panelists

Delaware (2 panelists)	Rhode Island (2 panelists)
Idaho (1 panelist)	Tennessee (2 panelists)
Indiana (2 panelists)	Utah (2 panelists)
Kansas (1 panelist)	Virginia (2 panelists)
Maryland (1 panelist)	West Virginia (2 panelists)
Mississippi (1 panelist)	Western Governors University (1 panelist)

The following technical report contains three sections. The first section describes the content and format of the test. The second section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to education agencies. In each state, the department of education, the board of education, or a designated educator licensure board is responsible for establishing the operational passing score in accordance with applicable regulations. This study provides a recommended passing score, which represents the combined judgments of a group of experienced educators. Each state may want to consider the recommended passing score but also other sources of information when setting the final *Praxis* Physics passing score (see Geisinger & McCormick, 2010). A state may accept the recommended passing score, adjust the score upward to reflect more stringent expectations, or adjust the score downward to reflect

[2] States and jurisdictions that currently use *Praxis* tests were invited to participate in the multistate standard-setting study.

more lenient expectations. There is no *correct* decision; the appropriateness of any adjustment may only be evaluated in terms of its meeting the state's needs.

Two sources of information to consider when setting the passing score are the standard error of measurement (SEM) and the standard error of judgment (SEJ). The former addresses the reliability of the *Praxis* Physics test score and the latter, the reliability of panelists' passing-score recommendation. The SEM allows states to recognize that any test score on any standardized test—including a *Praxis* Physics test score—is not perfectly reliable. A test score only *approximates* what a candidate truly knows or truly can do on the test. The SEM, therefore, addresses the question: How close of an approximation is the test score to the *true* score? The SEJ allows states to gauge the likelihood that the recommended passing score from the current panel would be similar to the passing scores recommended by other panels of experts similar in composition and experience. The smaller the SEJ, the more likely that another panel would recommend a passing score consistent with the recommended passing score. The larger the SEJ, the less likely the recommended passing score would be reproduced by another panel.

In addition to measurement error metrics (e.g., SEM, SEJ), each state should consider the likelihood of classification errors. That is, when adjusting a passing score, policymakers should consider whether it is more important to minimize a false-positive decision or to minimize a false-negative decision. A false-positive decision occurs when a candidate's test score suggests that they should receive a license/certificate, but their actual level of knowledge/skills indicates otherwise (i.e., the candidate does not possess the required knowledge/skills). A false-negative decision occurs when a candidate's test score suggests that they should not receive a license/certificate, but they actually do possess the required knowledge/skills. States need to consider which decision error is more important to minimize.

Overview of the *Praxis*® Physics Test

The *Praxis*® Physics *Study Companion* document (ETS, in press) describes the purpose and structure of the test. In brief, the test measures whether entry-level physics teachers have the knowledge/skills believed necessary for competent professional practice.

The two-hour and 30 minute assessment contains 125 selected-response items[3] covering five content areas: *Nature and Impact of Science and Engineering* (approximately 15 items), *Principles and*

[3] Twenty-five of the 125 selected-response items are pretest items and do not contribute to a candidate's score.

Models of Matter and Energy (approximately 19 items), *Mechanics* (approximately 44 items), *Electricity and Magnetism* (approximately 26 items), and *Waves* (approximately 21 items).[4] Of these 125 items, over 40% also integrate a Science and Enginnering Practice and abou 25% assess content applied to a Task of Teaching Science (ETS, in press). The reporting scale for the *Praxis* Physics test ranges from 100 to 200 scale-score points.

Processes and Methods

The design of the standard-setting study included two, independent expert panels. Before the study, panelists received an email explaining the purpose of the standard-setting study and requesting that they review the content specifications for the test. This review helped familiarize the panelists with the general structure and content of the test.

Both panels were combined for the beginning of the standard-setting study. The first day began with a welcome and introduction by the meeting facilitators. The lead facilitator described the test, provided an overview of standard setting, and presented the agenda for the study. Appendix B shows the standard-setting study agenda.

Reviewing the Test

The standard-setting panelists from both panels were combined as they first took the test and then discussed the content measured as a large group. This discussion helped bring the panelists to a shared understanding of what the test does and does not cover, which serves to reduce potential judgment errors later in the standard-setting process.

The test discussion covered the major content areas being addressed by the test. Panelists were asked to remark on any content areas that would be particularly challenging for entry-level physics teachers or areas that address content particularly important for entry-level physics teachers.

Defining the Just-Qualified Candidate

Following the review of the test, panelists described the just-qualified candidate. The *just-qualified candidate description* plays a central role in standard setting (Perie, 2008); the goal of the standard-setting process is to identify the test score that aligns with this description.

[4] The number of items for each content area may vary slightly from form to form of the test.

The panelists created a description of the just-qualified candidate, focusing on the knowledge/skills that differentiate a *just-qualified* from a *not quite-qualified* candidate. To create this description, the panelists from both panels were assigned to three smaller groups in order to create a draft description. Then they reconvened and, through whole-group discussion of the three drafts, reached consensus on to determine the final version. This final description of the just-qualified candidate was used by both panels for the remainder of the study.

The description of the just-qualified candidate summarized the panels' discussion in a list format. The description was not intended to describe all the knowledge and skills of the just-qualified candidate but only highlight those that differentiate a *just-qualified candidate* from a *not-quite-qualified* candidate. A clean, PDF-version of the final description was distributed to panelists to use for the remaining phases of the study (see Appendix C for the just-qualified candidate description).

Given that the two-panel multistate standard-setting study was designed to provide two recommendations for the same performance standard, it was important that panels use a consistent just-qualified candidate description to frame their judgments. Therefore, the panelists from both panels worked together until the just-qualified candidate description was finalized.

Panelists' Judgments

The standard-setting process for the *Praxis* Physics test was a probability-based Modified Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006). Using this method, each panelist judged each item on the likelihood (probability or chance) that the just-qualified candidate would answer the item correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that the just-qualified candidate would answer the item correctly because the item is difficult for the just-qualified candidate. The higher the value, the more likely it is that the just-qualified candidate would answer the item correctly.

Panelists were asked to approach the judgment process in two stages. First, they reviewed both the description of the just-qualified candidate and the item and determined the probability that the just-qualified candidate would answer the question correctly. The facilitator encouraged the panelists to consider the following rules of thumb to guide their decision:

- Items in the 0 to .30 range were those the just-qualified candidate would have a *low chance* of answering correctly.

- Items in the .40 to .60 range were those the just-qualified candidate would have a *moderate chance* of answering correctly.
- Items in the .70 to 1 range were those that the just-qualified candidate would have a *high chance* of answering correctly.

Next, panelists decided how to refine their judgment within the range. For example, if a panelist thought that there was a *high chance* that the just-qualified candidate would answer the question correctly, the initial decision would be in the .70 to 1 range. The second decision for the panelist was to judge if the likelihood of answering it correctly is .70, .80, .90, .95 or 1.

After the training, panelists made practice judgments. They then discussed those judgments and their rationales. All panelists completed a post-training evaluation to confirm that they had received adequate training in the Modified Angoff method and felt prepared to continue; the standard-setting process continued only if all panelists confirmed their readiness. If panelists had any questions, those questions were addressed and retraining was provided, if necessary, before proceeding to the first round of judgments.

Following this first round of judgments (*Round 1*), panel-level summaries and item-level feedback were provided to each panel. For each panel, the panelists' judgments were displayed for each item and summarized across the panelists. Item-level data were highlighted to show when panelists converged in their judgments or diverged in their judgments (i.e., when at least two-thirds of the panelists' judgments were in the same difficulty range).

Each panel discussed their item-level judgments. These discussions helped panelists maintain a shared understanding of the knowledge/skills of the just-qualified candidate and helped to clarify aspects of items that might not have been clear to all panelists during the Round 1 judgments. The purpose of the discussion was not for panelists to conform to another's judgment, but for them to understand the different relevant perspectives among the panelists.

During Round 2, each panel discussed their Round 1 judgments and were encouraged by the facilitator to (a) share the rationales for their judgments and (b) consider their judgments in light of the rationales provided by the other panelists. Panelists recorded their Round 2 judgments only for items when they wished to change their Round 1 judgment. For each panel, the final judgments for the study, therefore, consist of the panelists' Round 1 judgments and any adjusted judgments made during Round 2.

Other than the description of the just qualified candidate, results from Panel 1 were not shared with Panel 2 and vice versa. The feedback (data), item-level judgments, and resulting discussions for each panel were independent from the other panel.

Results

Expert Panels

Table 2 presents a summary of the panelists' demographic information. The panels included 19 educators representing 11 states and WGU. (See Appendix A for a listing of panelists.) Fifteen panelists were teachers, three were college faculty, and one was an instructional coach. Two of the three faculty members' job responsibilities included the training of physics teachers. The number of experts by panel and their demographic information are presented in Appendix D (Table D1).

Table 2
Panel Member Demographics (Across Panels)

Background Survey Question	Number	Percent
What is your current position?	**N**	**%**
Teacher	15	79
College faculty	3	10
Instructional Coach	1	5
How do you describe yourself (i.e., race/ethnicity)?	**N**	**%**
American Indian or Alaskan Native	1	5
Asian or Asian American	1	5
Black or African American	2	11
White	14	74
Prefer not to respond	1	5
What is your gender?	**N**	**%**
Female	8	42
Male	11	58
Are you currently certified to teach physics in your state?	**N**	**%**
Yes	16	84
No	3	16
Are you currently teaching physics in your state?	N	%
Yes	17	89
No	2	11

(table continues on the next page)

Table 2 ***(continued from the previous page)***
Panel Member Demographics (Across Panels)

Background Survey Question	Number	Percent
Are you currently supervising or mentoring other physics teachers?	**N**	**%**
Yes	9	47
No	10	53
At what P–12 grade level are you currently teaching physics?	**N**	**%**
High school (9–12 or 10–12)	15	79
Other	1	5
Not currently teaching at the P–12 level	3	16
In all, how many years of experience do you have teaching physics?	**N**	**%**
3 years or less	1	5
4–7 years	6	32
8–11 years	3	16
12–15 years	2	11
16 years or more	7	37
Which best describes the location of your P–12 school?	**N**	**%**
Urban	3	16
Suburban	9	47
Rural	4	21
Not currently working at the P–12 level	3	16
If you are college faculty, are you currently involved in the training/ preparation of physics teacher candidates?	**N**	**%**
Yes	2	11
No	1	5
Not college faculty	16	84

Standard-Setting Judgments

Table 3 summarizes the standard-setting judgments of each panel. The mean represents the panel's passing score recommendation after Round 2 Table 3 includes the summary data with the lowest outlier from Panel 2 removed (High, 2000; see Appendix E). The panelist who provided the lowest score, was believed to be making judgments that would lower the mean, instead of making judgments based on the standard-setting training.

Table 3 also includes the standard deviation and the standard error of judgment (SEJ). The SEJ is one way of estimating the reliability or consistency of a panel's standard-setting judgments. It indicates how likely it would be for several other panels of educators similar in makeup, experience, and standard-setting training to the current panel to recommend the same passing score on the same form of the test. (Appendix E provides the technical notes, which further describe the SEJ.)

Table 3

Summary of Round 2 Standard-setting Judgments by Panel

Statistic	Panel 1	Panel 2	Panel 2 (1 outlier removed)
Mean	52.84	57.54	58.38
Minimum	47.50	50.80	54.35
Maximum	58.75	63.50	63.50
SD	3.76	3.89	3.17
SEJ	1.19	1.30	1.12

Panelist-level judgments, for Rounds 1 and 2, for each panel are presented in Appendix D (Tables D2 – D5). Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ.

The Round 2 mean score is the panel's final recommended passing score. The values were rounded to the next highest whole number to determine the functional recommended passing scores. The panel's passing score recommendation for the *Praxis* Physics test are listed in Table 4, with the outlier removed from Panel 2. The recommendations are out of the 100 raw score points available for the *Praxis* Physics test.

In addition to the recommended passing score for each panel, the mean passing score across both panels is provided to help education agencies determine an appropriate passing score. Table 4 displays those results, also rounded to the next highest whole number to determine the functional recommended passing score.

Table 4

Summary of Round 2 Standard-setting Judgments by Panel

	Raw Score	Praxis Score (100 – 200 Scale)
Panel 1	53	141
Panel 2	59	150
Combined	56	145

The conditional standard error of measurement (CSEM) around the recommended passing score of 56 is 4.99 raw points[5]. A standard error represents the uncertainty associated with a test score (See the Technical Notes in Appendix E for further information about the CSEM.) Table 5 shows the raw scores and the scale scores associated with one and two CSEM below and above the recommended passing score.

Table 5

Scores 1 and 2 CSEM Around the Recommended Passing Score (RPS)

Scores	Raw Score Points out of 100	Praxis Scale Score Equivalent
RPS - 2 CSEM	47	133
RPS - 1 CSEM	52	140
RPS	**56**	**145**
RPS +1 CSEM	61	152
RPS +2 CSEM	66	159

Notes. CSEM = conditional standard error(s) of measurement. The CSEM of the recommended passing score is 4.99 raw points. The unrounded CSEM value is added to, or subtracted from, the rounded passing-score recommendation. The resulting values are rounded up to the next-highest whole number and then converted to scale scores.

Final Evaluations

The panelists completed an evaluation at the conclusion of the standard-setting study. The evaluation asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions. The responses to the evaluation provided evidence of the validity of the standard-setting process, and, as a result, evidence of the reasonableness of the recommended passing score.

Panelists were shown their panel's recommended passing score after Round 2 and asked, in the evaluation, (a) how comfortable they are with the recommended passing score and (b) if they think the score was *too high*, *too low*, or *about right*. A summary of the final evaluation results, per panel, is presented in Appendix D (Tables D6 – D13).

All panelists *strongly agreed* or *agreed* that they understood the purpose of the study and that the facilitator's instructions and explanations were clear. All panelists *strongly agreed* that they were prepared to make their standard-setting judgments. All panelists *strongly agreed* or *agreed* that the standard-setting process was easy to follow.

[5] When all data are included, the average recommended score from both panels is 56 and the CSEM is 4.99 raw score points. These values are the same with the outlier removed.

All panelists reported that the description of the just-qualified candidate was at least *somewhat influential* in guiding their standard-setting judgments. All of the panelists reported that between-round discussions were at least *somewhat influential* in guiding their judgments. Sixteen of the 19 panelists indicated that their own professional experience was *very influential* in guiding their judgments.

Each panel was presented with their passing score that was calculated during the study, 53 for panel and 58 for panel 2 (out of 100 raw score points). The recommendation to remove the outlier occurred after the meeting. Based on each panel's data, all of the panelists indicated they were at least *somewhat comfortable* with the passing score they recommended. Sixteen of the 19 panelists indicated the recommended passing score was *about right*; one panelist indicated the passing score was *too low* and two indicated it was *too high.*

Summary

To support the decision-making process for education agencies establishing a passing score (cut score) for the *Praxis* Physics test, research staff from ETS designed and conducted a multistate standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Physics test, the recommended passing score[6] is 56 out of a possible 100 raw-score points. This recommendation includes the removal of one outlier because the panelist was not believed to be making judgments based on the standard-setting training. The scale score associated with a raw score of 56 is 145 on a 100–200 scale.

[6] Results from the two panels participating in the study were averaged to produce the recommended passing score.

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Appendix A: Panelists' Names & Affiliations

Participating Panelists With Affiliation and State

Panelist Name	**Panelists' Affiliation and State Abbreviation**
Ranella Anderson	Jim Hill High School (MS)
Megan Barnes	Powhatan High School (VA)
Brenna Gillman	Western Governors University (WGU)
Christian Horner	Westfield High School (IN)
Robert Lancaster	Concord High School (DE)
Francis Lenox	East Greenwich High School (RI)
Stacy Mann	Manchester Valley High School (MD)
Milo Maughan	Brighton High School (UT)
Wesley Morgan	Nebo School District (UT)
Alison Murray	Central Falls High School (RI)
Steven Nease	Morristown Hamblen High School West (TN)
AdeBanjo Oriade	University of Delaware (DE)
Zach Riffle	University High School (WV)
Joy Scales	Blacksburg High School (VA)
Shayne Seubert	Owyhee High School (ID)
Brent Strong	Hauser High School/Ivy Tech (IN)
Masakatsu Watanabe	Fort Hays State University (KS)
Tamara Westfall	Poca High School (WV)
Marcie Williams	Ooltewah High School (TN)

Appendix B: Agenda

Praxis® Physics (5266)

Standard-Setting Study

Day 1 Agenda

Welcome and Introduction

Overview of Standard Setting and the *Praxis* Physics Test

Review the *Praxis* Physics Test

AM Break

Discuss the *Praxis* Physics Test

Lunch

Define the Knowledge/Skills of a Just-Qualified Candidate (small-group drafts)

PM Break

Define the Knowledge/Skills of a Just-Qualified Candidate (small-group drafts) *(continued)*

Collect Materials; End of Day 1

Praxis® Physics (5266)

Standard-Setting Study

Day 2 Agenda

Overview of Day 2

Define the Knowledge/Skills of a Just-Qualified Candidate (whole-group consensus)

AM Break - Split into two panels

Standard Setting Training in the Modified Angoff Method

Practice Round – Independent Judgments

Lunch

Practice Round –Discussion

Round 1 Standard Setting Judgments

PM Break

Round 1 Standard Setting Judgments *(continued)*

Collect Materials; End of Day 2

Praxis® Physics (5266)

Standard-Setting Study

Day3 Agenda

Overview of Day 3

Honoraria Presentation

Round 1 Feedback – Panel Summary

Round 1 Feedback and Round 2 Judgments

AM Break

Round 1 Feedback and Round 2 Judgments *(continued)*

Lunch

Feedback on Round 2 Recommended Passing Score

Complete Final Evaluation

Collect Materials; End of Study

Appendix C: Just-Qualified Candidate Description

Description of the Just-Qualified Candidate[7]

A just-qualified candidate…

Nature and Impact of Science and Engineering

1. Knows how to connect basic principles to real-world applications.
2. Understands experimental design, how the manipulation of variables can test hypotheses, and what can be inferred from the data.
3. Understands units, unit conversions, and significant figures.

Principles and Models of Matter and Energy

4. Is familiar with the forms and definitions of temperature, heat, and energy as they relate to thermodynamics
5. Is familiar with conceptual characteristics, processes, and effects of atomic and nuclear interactions.

Mechanics

6. Understands the algebraic and graphic nature of linear kinematics.
7. Understands the algebraic and vector nature of 2D motion (including projectile motion and inclined planes).
8. Understands the basics of circular motion.
9. Is familiar with the basic properties of simple harmonic motion, including the motion of springs and pendulums.
10. Is familiar with the basics of rotational motion, including angular momentum, rotational inertia, and torque.
11. Understands applications of Newton's Laws of Motion and gravitation in the analysis of systems and interactions
12. Know and be able to differentiate between impulse and momentum and apply conservation laws in the analysis of 1D systems.
13. Understands how to analyze the mathematical and conceptual interrelation among work, energy, and power.

Electricity and Magnetism

14. Knows how to experimentally and theoretically analyze the basics of DC circuits.
15. Is familiar with electric and magnetic forces, fields, and how they are related.
16. Understands the basics of charges and electrostatics.

[7] Description of the just-qualified candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

Description of the Just-Qualified Candidate (*continued*)

A just-qualified candidate…

Waves

17. Understands types of waves and their properties, such as wavelength, amplitude, frequency, and speed.
18. Knows the properties of the electromagnetic spectrum and the relationship between frequency, speed, energy, and wavelength.
19. Is familiar with wave phenomena such as refraction, interference, diffraction, dispersion, scattering and the Doppler Effect.
20. Is familiar with the concepts of simple lenses and mirrors.

Tasks of Teaching Science / Science and Engineering Practices

21. Knows inquiry-based instructional methods, scaffolding, and sequencing.
22. Knows how to manipulate formulas to highlight a quantity of interest or proportional relationship.
23. Understands scientific language, discourse, vocabulary, and definitions to explain phenomena, models, and basic representations.

Appendix D: Panel-Specific Results

Table D1

Panel Member Demographics per Panel

Background Survey Question	Panel 1 Number	Panel 1 Percent	Panel 2 Number	Panel 2 Percent
What is your current position?	**N**	**%**	**N**	**%**
Teacher	8	80	7	78
College faculty	1	10	2	22
Instructional Coach	1	10	0	0
How do you describe yourself (i.e., race/ethnicity)?	**N**	**%**	**N**	**%**
American Indian or Alaskan Native	0	0	1	11
Asian or Asian American	1	10	0	0
Black or African American	1	10	1	11
White	8	80	6	67
Prefer not to respond	0	0	1	11
What is your gender?	**N**	**%**	**N**	**%**
Female	5	50	3	33
Male	5	50	6	67
Are you currently certified to teach physics in your state?	**N**	**%**	**N**	**%**
Yes	9	90	7	78
No	1	10	2	22
Are you currently teaching physics in your state?	**N**	**%**	**N**	**%**
Yes	9	90	8	89
No	1	10	1	11
Are you currently supervising or mentoring other physics teachers?	**N**	**%**	**N**	**%**
Yes	5	50	4	44
No	5	50	5	56

Table D1 (*continued from previous page*)
Panel Member Demographics per Panel

Background Survey Question	Panel 1 Number	Panel 1 Percent	Panel 2 Number	Panel 2 Percent
At what P–12 grade level are you currently teaching physics?	**N**	**%**	**N**	**%**
High school (9–12 or 10–12)	8	80	7	78
Not currently teaching at the P–12 level	2	20	2	22
Including this year, how many years of experience do you have teaching physics?	**N**	**%**	**N**	**%**
3 years or less	0	0	1	11
4–7 years	5	50	1	11
8–11 years	2	20	1	11
12–15 years	0	0	2	22
16 years or more	3	30	4	44
Which best describes the location of your P–12 school?	**N**	**%**	**N**	**%**
Urban	2	20	1	11
Suburban	5	50	4	44
Rural	2	20	2	22
Not currently working at the P–12 level	1	10	2	22
If you are college faculty, are you currently involved in the training/ preparation of physics teacher candidates?	**N**	**%**	**N**	**%**
Yes	0	0	2	22
No	1	10	0	0
Not college faculty	9	90	7	78

Table D2

Panel 1 Passing Score Summary by Round of Judgments

Panelist	Round 1	Round 2
1	60.70	55.35
2	45.40	47.50
3	48.30	49.90
4	61.75	58.75
5	57.50	55.10
6	51.60	50.80
7	55.35	53.15
8	60.00	57.00
9	53.15	52.70
10	50.60	48.10

Table D3

Panel 2 Passing Score Summary by Round of Judgments

Panelist	Round 1	Round 2
1	56.55	56.95
2	53.20	50.80
3	54.05	54.35
4	58.10	58.30
5	62.70	62.40
6	60.10	59.00
7	55.60	55.90
8	56.85	56.65
9	64.60	63.50

Table D4

Summary of Standard-setting Judgments by Panel and by Round (Panel 2 Outlier Removed)

Statistic	Panel 1, Round 1	Panel 1, Round 2	Panel 2, Round 1	Panel 2, Round 2
Mean	54.44	52.84	57.97	58.38
Minimum	45.40	47.50	53.20	54.35
Maximum	61.75	58.75	64.60	63.50
SD	5.55	3.76	3.84	3.17
SEJ	1.76	1.19	1.28	1.12

Note. The judgments from Panelist 2 are a low outlier. It is recommended that the Round 2 judgmnts be removed from the Panel 2 data. The Round 2 summary data from Panel 2 shown in Table D5 includes the outlier.

Table D5

Summary of Panel 2 Standard-setting Judgments (Outlier Included)

Statistic	Panel 2, Round 2
Mean	57.54
Minimum	50.80
Maximum	63.50
SD	3.89
SEJ	1.30

Table D6: Panel 1 Final Evaluation: Process Questions

Likert Statement	Strongly agree *N*	Strongly agree %	Agree *N*	Agree %	Disagree *N*	Disagree %	Strongly disagree *N*	Strongly disagree %
I understood the purpose of this study.	10	100	0	0	0	0	0	0
The instructions and explanations provided by the facilitators were clear.	10	100	0	0	0	0	0	0
The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	10	100	0	0	0	0	0	0
The explanation of how the recommended passing score is computed was clear.	10	100	0	0	0	0	0	0
The opportunity for feedback and discussion between rounds was helpful.	9	90	1	10	0	0	0	0
The process of making the standard-setting judgments was easy to follow.	9	90	1	10	0	0	0	0

Table D7: Panel 1 Final Evaluation: Influences in Standard-Setting Judgments

How influential was each of the following factors in guiding your standard-setting judgments?	Very influential *N*	Very influential %	Somewhat influential *N*	Somewhat influential %	Not influential *N*	Not influential %
The description of the just-qualified candidate	10	100	0	0	0	0
The between-round discussions	7	70	3	30	0	0
The knowledge/skills required to answer each test item	8	80	2	20	0	0
The passing scores of other panel members	2	20	8	80	0	0
My own professional experience	8	80	2	20	0	0

Table D8: Panel 1 Final Evaluation: Comfort with the Panel's Recommendation

Question	Very comfort-able *N*	Very comfort-able %	Somewhat comfort-able *N*	Somewhat comfort-able %	Somewhat uncom-fortable *N*	Somewhat uncom-fortable %	Very uncom-fortable *N*	Very uncom-fortable %
Overall, how comfortable are you with the panel's recommended passing score?	8	80	2	20	0	0	0	0

Table D9: Panel 1 Final Evaluation: Opinion of the Final Recommendation

Statement	Too low *N*	Too low %	About right *N*	About right %	Too high *N*	Too high %
Overall, the recommended passing score is:	1	10	8	80	1	10

Table D10: Panel 2 Final Evaluation: Process Questions

Likert Statement	Strongly agree *N*	Strongly agree %	Agree *N*	Agree %	Disagree *N*	Disagree %	Strongly disagree *N*	Strongly disagree %
I understood the purpose of this study.	8	89	1	11	0	0	0	0
The instructions and explanations provided by the facilitators were clear.	8	89	1	11	0	0	0	0
The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	9	100	0	0	0	0	0	0
The explanation of how the recommended passing score is computed was clear.	6	67	3	33	0	0	0	0
The opportunity for feedback and discussion between rounds was helpful.	7	78	2	22	0	0	0	0
The process of making the standard-setting judgments was easy to follow.	7	78	2	22	0	0	0	0

Table D11: Panel 2 Final Evaluation: Influences in Standard-Setting Judgments

How influential was each of the following factors in guiding your standard-setting judgments?	Very influential *N*	Very influential %	Somewhat influential *N*	Somewhat influential %	Not influential *N*	Not influential %
The description of the just-qualified candidate	8	89	1	11	0	0
The between-round discussions	3	33	6	67	0	0
The knowledge/skills required to answer each test item	8	89	1	11	0	0
The passing scores of other panel members	2	22	6	67	1	11
My own professional experience	8	89	1	11	0	0

Table D12: Panel 2 Final Evaluation: Comfort with the Panel's Recommendation

Question	Very comfort-able *N*	Very comfort-able %	Somewhat comfort-able *N*	Somewhat comfort-able %	Somewhat uncom-fortable *N*	Somewhat uncom-fortable %	Very uncom-fortable *N*	Very uncom-fortable %
Overall, how comfortable are you with the panel's recommended passing score?	6	67	3	33	0	0	0	0

Table D13: Panel 2 Final Evaluation: Opinion of the Final Recommendation

Statement	Too low *N*	Too low %	About right *N*	About right %	Too high *N*	Too high %
Overall, the recommended passing score is:	0	0	8	89	1	11

Appendix E: Technical Notes

Standard Error of Judgment (SEJ)

The standard error of judgment (SEJ) is one way of estimating the reliability or consistency of a panel's standard-setting judgments. It indicates how likely it would be for several other panels of educators similar in makeup, experience, and standard-setting training to the current panel to recommend the same threshold score on the same form of the assessment. The SEJ assumes that panelists are randomly selected and that standard-setting judgments are independent. It is seldom the case that panelists are randomly sampled, and only the first round of judgments may be considered independent. The SEJ, therefore, likely underestimates the uncertainty of threshold scores (Tannenbaum & Katz, 2013).

The SEJ is calculated by dividing the standard deviation of the panelists' judgments (*SD*) by the square root of the number of panelists (*n*). The result serves as an estimate of the standard error of the mean (Brennan, 2002).

$$SEJ = \mathrm{SD} / \sqrt{n}$$

Outlier Analysis

An analysis of the data is conducted per panel. Judgments that are above or below 1.5 times the interquartile range for that panel are identified as outliers (High, 2000). ETS makes recommendations on the removal of *specific* outliers based on the observations of the panel facilitator. The panel facilitator reports whether or not the specified panelist was faithfully participating in the standard-setting process. The decision to accept the panel recommendation with or without the outlier data is solely at the discretion of the state or jurisdiction.

Conditional Standard Error of Measurement (CSEM)

The conditional standard error of measurement (*CSEM*) for a test is computed from the study value (*SV*) of the recommended passing score and the number of selected-response items (*n*) on the test (see Lord, 1984):

$$CSEM = \sqrt{(SV)(n - SV)/(n - 1)}$$

Multi-State Standard Setting Report

Praxis World Languages: German (0183)

Praxis World Languages: French (0174)

Praxis World Languages: Spanish (0195)

October 2009

Conducted by

Educational Testing Service

Princeton, New Jersey

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Executive Summary

To support the decision-making process for state departments of education with regards to establishing passing scores, or cut scores, for the Praxis World Languages: German, French and Spanish assessments, research staff from Educational Testing Service (ETS) designed and conducted a series of multi-state standard setting studies. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level K-12 German, French and Spanish teachers.

Recommended Cut Scores

The standard setting studies involved two expert panels for each assessment, comprised of teachers, administrators and college faculty. The recommended cut scores for each panel, as well as the average cut score across the two panels, are provided to help state departments of education determine appropriate cut (or passing) scores.

- For Praxis World Languages: German, the average recommended cut score is 64 (on the raw score metric), which represents 65% of total available 98 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 63, respectively). The scaled score associated with a raw score of 64 on the Praxis German assessment is 163.
- For Praxis World Languages: French, the average recommended cut score is 63 (on the raw score metric), which represents 65% of total available 97 raw points (the recommended cut scores for Panels 1 and 2 are 59 and 66, respectively). The scaled score associated with a raw score of 63 on the Praxis French assessment is 162.
- For Praxis World Languages: Spanish, the recommended cut score is 67 (on the raw score metric), which represents 70% of total available 96 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 69, respectively). The scaled score associated with a raw score of 67 on the Praxis Spanish assessment is 168.

Summary of Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the Praxis World Languages assessments content specifications were important for entry-level World Language teachers. For each assessment, all the knowledge/skills statements comprising the test specifications were judged to be *Very Important* or *Important* by a majority of the panelists, providing additional evidence that the content of the Praxis World Languages assessments is important for beginning practice.

Introduction

To support the decision-making process for state departments of education with regards to establishing passing scores, or cut scores, for the Praxis World Languages: German, French and Spanish assessments, research staff from Educational Testing Service (ETS) designed and conducted a series of multi-state standard setting studies. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level K-12 German, French and Spanish teachers. The standard setting studies involved two expert panels for each assessment, comprised of teachers, administrators, and college faculty. Panelists were recommended by departments of education of states that (a) currently use the Praxis Content Knowledge and/or Productive Language Skills assessments or (b) are considering use of the new Praxis World Languages assessments as part of their licensure process.

The design of the multi-state standard setting studies included two, non-overlapping panels to (a) allow each participating state to be represented and (b) replicate the judgment process to strengthen the technical quality of the recommended passing score for each assessment. (See Appendix A for the common agenda used for all panels.)

- German: Two non-overlapping panels with a total of 32 panelists representing 16 states (see Figure 1a) participated.
- French: Two non-overlapping panels with a total of 47 panelists representing 22 states (see Figure 1b) participated.
- Spanish: Two non-overlapping panels with a total of 39 panelists representing 23 states (see Figure 1c) participated.

Figure 1a. Participating States (and number of panelists) for German

Alabama (1 panelist)	South Carolina (2 panelists)
Delaware (1 panelist)	South Dakota (4 panelists)
Kentucky (2 panelists)	Tennessee (4 panelists)
Maryland (1 panelist)	Utah (2 panelists)
Mississippi (2 panelists)	Wisconsin (1 panelist)
North Carolina (2 panelists)	West Virginia (2 panelists)
North Dakota (4 panelists)	Wyoming (1 panelist)
Pennsylvania (2 panelists)	Nevada (1 panelist)

NOTE: Alabama, Delaware, Kentucky, Maryland, Wisconsin, Wyoming, and Nevada were represented on only one of the two panels.

Figure 1b. Participating States (and number of panelists) for French

Connecticut (2 panelists)	North Dakota (2 panelists)
Hawaii (1 panelist)	Pennsylvania (4 panelists)
Kentucky (4 panelists)	Rhode Island (1 panelist)
Louisiana (3 panelists)	South Carolina (3 panelists)
Maine (1 panelist)	South Dakota (1 panelist)
Maryland (3 panelists)	Tennessee (3 panelists)
Mississippi (4 panelists)	Utah (2 panelists)
Missouri (1 panelist)	Vermont (2 panelists)
Nevada (2 panelists)	Washington, D.C. (1 panelist)
New Hampshire (1 panelist)	West Virginia (2 panelists)
North Carolina (2 panelists)	Wisconsin (2 panelists)

NOTE: Hawaii, Maine, Missouri, New Hampshire, Rhode Island, South Dakota, Vermont, and Washington, D.C., were represented on only one of the two panels.

Figure 1c. Participating States (and number of panelists) for Spanish

Alabama (2 panelists)	North Dakota (2 panelists)
Delaware (1 panelist)	Ohio (1 panelist)
Hawaii (2 panelists)	Pennsylvania (2 panelists)
Kentucky (2 panelists)	South Carolina (2 panelists)
Louisiana (2 panelists)	South Dakota (2 panelists)
Maine (2 panelists)	Tennessee (1 panelist)
Maryland (2 panelists)	Utah (1 panelist)
Mississippi (2 panelists)	Vermont (3 panelists)
Missouri (1 panelist)	Washington, D.C. (1 panelist)
Nevada (1 panelist)	West Virginia (3 panelists)
New Hampshire (1 panelist)	Wisconsin (1 panelist)
North Carolina (2 panelists)	

NOTE: Delaware, Missouri, Nevada, New Hampshire, Ohio, Pennsylvania, Tennessee, Utah, Washington, D.C., and Wisconsin were represented on only one of the two panels.

The training provided to panelists as well as the study materials were consistent across panels within an assessment with the exception of defining the "just qualified candidate." To assure that both panels for an assessment were using the same frame of reference when making question-level standard setting judgments, the "just qualified candidate" definition developed through a consensus process by the first panel was used as the definition for the second panel. The second panel did complete a thorough review of the definition to allow panelists to internalize the definition. The processes for developing the definition (with Panel 1) and reviewing/internalizing the definition (with Panel 2) are described later, and the "just qualified candidate" definitions are presented in Appendix B.

The panels were convened in July and August 2009 in Princeton, New Jersey. The results for each panel and results combined across panels for each assessment are summarized in the following report. The technical report containing the recommended passing scores for the German, French, and Spanish assessments is provided to each of the represented state departments of education. In each state, the department of education, the state board of education, or a designated educator licensure board is responsible for establishing the final passing scores in accordance with applicable state regulations.

The first national administration of the new Praxis World Languages assessments will occur in fall 2010. The current Praxis Content Knowledge and Productive Language Skills assessments will be phased out, with the last national administration in June 2010 for German and July 2010 for French and Spanish.

Praxis World Languages Assessments

The Praxis World Languages *Test at a Glance* documents (ETS, in press) for the German, French, and Spanish assessments describe the purpose and structure of the assessment. In brief, each assessment measures whether entry-level German, French, or Spanish teachers have the knowledge believed necessary for competent professional practice. A National Advisory Committee of expert practitioners and preparation faculty defined the content of the assessments, and a national survey of the field confirmed the content.

For each of the German, French, and Spanish assessments, the two hour and forty-five minute assessment is divided into four separately timed sections:

- Section I: Listening with Cultural Knowledge (50 minutes) – 36 multiple-choice questions[1]
- Section II: Reading with Cultural Knowledge (50 minutes) – 39 multiple-choice questions[2].
- Section III: Writing (50 minutes) – Three constructed-response questions
- Section IV: Speaking (15 minutes) – Three constructed-response questions.

Candidate scores on the four sections are combined and reported as an overall score; five category scores – Listening, Reading, Cultural Knowledge, Writing, and Speaking – also are reported. The maximum total number of raw points that may be earned on each assessment is 98 for German, 97 for French, and 96 for Spanish. The reporting scales for the Praxis German, French, and Spanish assessments range from 100 to 200 scaled-score points.

[1] For Section I (Listening), 30 of the 36 questions contribute to the candidate's score.
[2] For Section II (Reading), 32 of the 39 questions contribute to the candidate's score for German; 31 of the 39 questions for French; and 30 of the 39 questions for Spanish.

Expert Panels

For each Praxis World Languages assessment, the standard setting study included two expert panels. The various state departments of education recruited panelists to represent a range of professional perspectives. A description of the panels for each assessment is presented below. (See Appendix C for a listing of panelists for each of the six panels.)

Praxis German Assessment

Panel 1 included 15 teachers, administrators, and college faculty who prepare K-12 German teachers, representing 11 states. In brief, 14 panelists were teachers and one was college faculty. Thirteen panelists were female. Nine panelists indicated they were most fluent in English, and five indicated they were equally fluent in English and German. Fourteen panelists reported being certified German teachers in their states. Approximately half of the panelists had between 4 and 11 years of experience as a K-12 German teacher, and approximately a quarter had 16 or more years of teaching experience.

Panel 2 included 17 teachers, administrators, and college faculty, representing 14 states. In brief, 14 panelists were teachers, one was an administrator, and two were college faculty. Twelve panelists were female. Twelve panelists indicated they were most fluent in English, and five indicated they were equally fluent in English and German. Approximately half of the panelists had 12 or more of experience as a K-12 German teacher, and approximately 20 percent had 3 or fewer years of teaching experience.

A fuller demographic description for the members of the two German panels is presented in Table 1 in Appendix D.

Praxis French Assessment

Panel 1 included 23 teachers, administrators, and college faculty who prepare K-12 French teachers, representing 18 states. In brief, 15 panelists were teachers, two were administrators, and five were college faculty. Nineteen panelists were White, three were African American, and one was Alaskan Native/American Indian. Seventeen panelists were female. Fourteen panelists indicated they were most fluent in English, and seven indicated they were equally fluent in English and French. Nineteen panelists reported being certified French teachers in their states. Approximately half of the panelists had between 4 and 11 years of experience as a K-12 French teacher, and over a third had 16 or more years of teaching experience.

Panel 2 included 24 teachers, administrators, and college faculty, representing 18 states. In brief, 19 panelists were teachers, two were administrators, and two were college faculty. Nineteen panelists were White, three were African American, and one was Asian American. Eighteen panelists were female. Nineteen panelists indicated they were most fluent in English, and two indicated they were equally fluent in English and French.

Approximately half of the panelists had 16 or more of experience as a K-12 French teacher, and approximately a quarter had 7 or fewer years of teaching experience.

A fuller demographic description for the members of the two French panels is presented in Table 7 in Appendix E.

Praxis Spanish Assessment

Panel 1 included 18 teachers, administrators, and college faculty who prepare K-12 Spanish teachers, representing 17 states. In brief, 12 panelists were teachers, two were administrators, and four were college faculty. Nine panelists were White, five were Hispanic, three were African American, and one was Asian American. Twelve panelists were female. Thirteen panelists indicated they were most fluent in English, and four indicated they were equally fluent in English and Spanish. Fourteen panelists reported being certified Spanish teachers in their states. Half of the panelists had 16 or more years of experience as a K-12 Spanish teacher, and nearly 40 percent had 11 or fewer years of teaching experience.

Panel 2 included 21 teachers, curriculum specialists, and college faculty, representing 19 states. In brief, 12 panelists were teachers, five were administrators, and four were college faculty. Eight panelists were White, eight were Hispanic, four were African American, and one was Native Hawaiian/Pacific Islander. Sixteen panelists were female. Ten panelists indicated they were most fluent in English, and nine indicated they were equally fluent in English and Spanish. Approximately half of the panelists had 16 or more of experience as a K-12 Spanish teacher, and more than 40 percent had 11 or fewer years of teaching experience.

A fuller demographic description for the members of the two Spanish panels is presented in Table 13 in Appendix F.

Process and Method

The design of the Praxis World Languages assessments standard setting studies included two non-overlapping expert panels for each assessment. As described below, the training provided to panelists and study materials were consistent across panels. Any differences between panels (e.g., defining the "just qualified candidate") are highlighted.

The panelists were sent an e-mail explaining the purpose of the standard-setting study and requesting that they review the test content specifications for the Praxis World Languages assessment (included in the Praxis World Languages *Test at a Glance*, which was attached to the e-mail). The purpose of the review was to familiarize the panelists with the general structure and content of the assessment.

The standard-setting studies began with a welcome and introduction by Drs. Clyde Reese, Patricia Baron, and Wanda Swiggett, ETS researchers in the Center for Validity Research. Dr. Reese, lead facilitator for the studies, then explained how the particular Praxis World Language assessment was developed, provided an overview of standard setting, and presented the agenda for the study.

Reviewing the Praxis World Languages Assessments

The first activity was for the panelists to "take the test." (Each panelist had signed a nondisclosure form.) The panelists were given approximately two hours to respond to the multiple-choice questions and to sketch responses to the constructed-response questions. The panelists had access to the answer key for the multiple-choice questions and access to the rubrics for the constructed response questions. The purpose of "taking the test" was for the panelists to become familiar with the test format, content, and difficulty.

The panelists then engaged in a discussion of the major content areas being addressed by the assessment; they were also asked to remark on any content areas that they thought would be particularly challenging for entering German, French, or Spanish teachers, and areas that addressed content that would be particularly important for entering teachers.

Defining the JQC

Following the review of the assessment, panelists internalized the definition of the Just Qualified Candidate (JQC). The JQC is the test taker who has the minimum level of skills believed necessary to be a qualified K-12 German, French, or Spanish teacher. The JQC definition is the operational definition of the cut score. The goal of the standard-setting process is to identify the test score that aligns with this definition of the JQC.

In Panel 1, the panelists were split into smaller groups, and each group was asked to write down their definition of a JQC. Each group referred to Praxis World Languages *Test at a Glance* to guide their definition. Each group posted its definition on chart paper, and a full-panel discussion occurred to reach consensus on a final definition (Appendix B).

In Panel 2, the panelists began with the definition of the JQC developed by the first panel. Given that each multi-state standard setting study was designed to replicate processes and procedures across the two panels for each assessment, it was important that both panels for an assessment use the same JQC definition to frame their judgments. For Panel 2, the panelists reviewed the JQC definition, and any ambiguities were discussed and clarified. The panelists then were split into smaller groups, and each group discussed the behaviors they would expect of the JQC based on the definition and developed performance indicators or "can do" statements based on the definition. The performance indicators were shared across groups and discussed. The purpose of the exercises was to have the panelists internalize the definition.

Panelists' Judgments

The standard-setting process for the Praxis World Languages assessments was conducted for the overall test, though one standard-setting approach was implemented for Sections I and II (multiple-choice questions) and another approach was implemented for Sections III and IV (constructed-response questions). Each panel's passing score for the assessment is the sum of the interim cut scores recommended by the panelists for each section. These approaches are described next, followed by the results from each standard-setting study. The recommended cut scores for each panel, as well as the average cut score across the two panels, are provided to help state departments of education determine appropriate cut (or passing) scores.

Standard Setting for Sections I and II (Multiple-Choice Questions). A probability-based Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006) was used for Sections I and II (multiple-choice questions). In this approach, for each question, a panelist decides on the likelihood (probability or chance) that a JQC would answer it correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that a JQC would answer the question correctly, because the question is difficult for the JQC. The higher the value, the more likely it is that a JQC would answer the question correctly.

For each panel, the panelists were asked to approach the judgment process in two stages. First, they reviewed the definition of the JQC and the question and decided if, overall, the question was difficult for the JQC, easy for the JQC, or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rule of thumb to guide their decision:

- difficult questions for a JQC were in the 0 to .30 range;
- easy questions for a JQC were in the .70 to 1 range; and
- moderately difficult/easy questions for a JQC were in the .40 to .60 range.

The second decision was for panelists to decide how they wanted to refine their judgment within the range. For example, if a panelist thought that a question was easy for a JQC, the initial decision located the question in the .70 to 1 range. The second decision was for the panelist to decide if the likelihood of answering it correctly was .70, .80, .90, .95, or 1.0. The two-stage decision-process was implemented to reduce the cognitive load placed on the panelists. The panelists practiced making their standard-setting judgments on the first Listening set (six questions) in Section I.

The panelists engaged in two rounds of judgments. The Round 1 feedback provided to the panel included each panelist's (listed by ID number) recommended cut scores for Sections I and II (as well as cut scores for Sections III and IV) and the panel's average recommended cut score, highest and lowest cut score, and standard

deviation. Following discussion, the panelists' judgments were displayed for each question. The panelists' judgments were summarized by the three general difficulty levels (0 to .30, .40 to .60, and .70 to 1), and the panel's average question judgment was provided. Questions were highlighted to show when panelists converged in their judgments (approximately two-thirds of the panelists located a question in the same difficulty range) or diverged in their judgments. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2).

Other than the definition of the JQC, results from Panel 1 were not shared with the second panel. The question-level judgments and resulting discussions for Panel 2 were independent of judgments and discussions that occurred with Panel 1.

Standard Setting for Sections III and IV (Constructed-Response Questions). An Extended Angoff method (Cizek & Bunch, 2007; Hambleton & Plake, 1995) was used for Sections III and IV (constructed-response questions). In this approach, for each question, a panelist decides on the assigned score value that would most likely be earned by a JQC. The basic process that each panelist followed was first to review the definition of the JQC and then to review the question and the rubric for that question. The rubric for a question defines holistically the quality of the evidence that would merit a response earning a 3 (*High*), 2 (*Mid-High*), 1 (*Mid-Low*), or 0 (*Low*). During this review, each panelist independently considered the level of knowledge and/or skill required to respond to the question and the features of a response that would earn 3, 2, 1, or 0 points, as defined by the rubric.

A test taker's response to a constructed-response question is independently scored by two raters, and the sum of the raters' scores is the assigned score[3]; possible scores, therefore, range from zero (both raters assigned a score of zero) to six (both raters assigned a score of three). Each panelist decided on the score most likely to be earned by a JQC from the following possible values: 0, 1, 2, 3, 4, 5, 6. For each of the six constructed-response questions, panelists recorded the score (0 through 6) that a JQC would most likely earn. The panelists practiced making their standard-setting judgments on the first Writing question in Section III.

Consistent with the standard-setting process used for Sections I and II, the panelists engaged in two rounds of judgments for Sections III and IV. After the first round, the judgments of each panelist were summarized and projected for the panel to see and discuss. Each panelist's recommended cut score for Sections III and IV (as well as cut scores for Sections I and II) was displayed as was the panel's average recommended cut score, highest and lowest cut score, and standard deviation. The panelists' judgments also were displayed for each question. The

[3] If the two raters' scores differ by more than one point (non-adjacent), the Chief Reader for that question assigns the score, which is then doubled.

panelists participated in a general discussion of the results. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2).

As with Sections I and II, results from Panel 1 were not shared with the second panel. The question-level judgments and resulting discussions for Panel 2 were independent of judgments and discussions that occurred with Panel 1.

Judgment of Praxis World Languages Content Specifications

Following the two-round standard setting process, each panel judged the importance of the knowledge and/or skills stated or implied in the assessment content specifications for the job of an entry-level K-12 teacher. The same content specifications were used to develop the German, French, and Spanish assessments. These judgments addressed the perceived content-based validity of the assessment. Judgments were made using a four-point Likert scale — V*ery Important*, I*mportant*, S*lightly Important*, and N*ot Important*. Each panelist independently judged the 21 knowledge/skills statements. (See Appendix G for the common content specifications for the German, French, and Spanish assessments.)

Results

Initial Evaluation Forms

The panelists completed two initial evaluation forms, once after they were trained in how to make their standard-setting judgments for Sections I and II (multiple-choice questions), and once after they were trained to make their judgments for Sections III and IV (constructed-response questions). The primary information collected from these forms was the panelists indicating if they had received adequate training to make their standard-setting judgments and were ready to proceed. Across all assessments and panels, all panelists indicated that they were prepared to make their judgments.

Summary of Standard Setting Judgments by Round

A summary of each round of standard-setting judgments for Sections I and II (multiple-choice questions), Sections III and IV (constructed-response questions), and the overall assessment is presented in Appendix D (German), Appendix E (French), and Appendix F (Spanish). The numbers in each table reflect the recommended cut scores — the number of raw points needed to "pass" the section or test — of each panelist for the two rounds. Note that the Praxis World Languages assessments report a single, overall score and that the panels are recommending a single cut score for the combination of Sections I, II, II and IV. The separate "cut scores" for the four sections are intermediate steps in calculating the overall cut score. For each assessment, the panels' average recommended cut score and highest and lowest cut scores are reported, as are the standard deviations (SD) of

panelists' cut scores and the standard errors of judgment (SEJ). The SEJ is one way of estimating the reliability of the judgments. It indicates how likely it would be for other panels of educators similar in make-up, experience, and standard-setting training to the current panels to recommend the same cut score on the same form of the test. A comparable panel's cut score would be within 1 SEJ of the current average cut score 68 percent of the time and within 2 SEJs 95 percent of the time.

Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This decrease — indicating convergence among the panelists' judgments — was observed for four of the six panels; the standard deviation increased somewhat between rounds for the first German and Spanish panels.

For each assessment, the Round 2 average score for each section is summed to arrive at each panel's overall recommended cut score (passing score). It should be noted, however, that there are no required minimum section scores that must be obtained in order to pass the German, French, or Spanish assessments. The total test cut score is compensatory, in that as long as the total cut score is met or exceeded, the candidate has passed

Praxis German Assessment

The panels' cut score recommendations for the Praxis German assessment are 65.71 for Panel 1 and 62.09 for Panel 2 (see Tables 2a and 3a in Appendix D). The values were rounded to the next highest whole number to determine the functional recommended cut scores — 66 for Panel 1 and 63 for Panel 2. The values of 66 and 63 represent approximately 67% and 64%, respectively, of the total available 98 raw points that could be earned on the assessment. The scaled scores associated with 66 and 63 raw points are 165 and 161, respectively.[4]

Tables 4a and 4b (in Appendix D) present the estimated standard errors of measurement (SEM) around the recommended cut scores for each panel. A standard error represents the uncertainty associated with a test score. The scaled scores associated with 1 and 2 SEMs are provided. The standard errors provided are an estimate, given that the Praxis German assessment has not yet been administered.

The recommended cut scores for each panel, as well as the average cut across the two panels, are provided to help state departments of education determine an appropriate cut (or passing) score for the Praxis German assessment. The panels' average cut score recommendation for the Praxis German assessment is 63.90. The value was rounded to 64 (next highest raw score) to determine the functional recommended cut score. The value of 64 represents approximately 65% of the total available 98 raw points that could be earned on the assessment.

[4] For reference purposes, if the recommended raw cut score were 65 or 62 points, the scaled score would be 164 or 160, respectively.

The scaled score associated with 64 raw points is 163.[5] Table 4c (in Appendix D) presents the standard error of measurement (SEM) around the recommended cut score combining the information from the two panels.

Praxis French Assessment

The panels' cut score recommendations for the Praxis French assessment are 58.54 for Panel 1 and 65.84 for Panel 2 (see Tables 8a and 9a in Appendix E). The values were rounded to the next highest whole number to determine the functional recommended cut scores — 59 for Panel 1 and 66 for Panel 2. The values of 59 and 66 represent approximately 61% and 68%, respectively, of the total available 97 raw points that could be earned on the assessment. The scaled scores associated with 59 and 66 raw points are 157 and 166, respectively.[6]

Tables 10a and 10b (in Appendix E) present the estimated standard errors of measurement (SEM) around the recommended cut scores for each panel. A standard error represents the uncertainty associated with a test score. The scaled scores associated with 1 and 2 SEMs are provided. The standard errors provided are an estimate, given that the Praxis French assessment has not yet been administered.

The recommended cut scores for each panel, as well as the average cut across the two panels, are provided to help state departments of education determine an appropriate cut (or passing) score for the Praxis French assessment. The panels' average cut score recommendation for the Praxis French assessment is 62.19. The value was rounded to 63 (next highest raw score) to determine the functional recommended cut score. The value of 63 represents approximately 65% of the total available 97 raw points that could be earned on the assessment. The scaled score associated with 63 raw points is 162.[7] Table 10c (in Appendix E) presents the standard error of measurement (SEM) around the recommended cut score combining the information from the two panels.

Praxis Spanish Assessment

The panels' cut score recommendations for the Praxis Spanish assessment are 65.54 for Panel 1 and 68.02 for Panel 2 (see Tables 14a and 15a in Appendix F). The values were rounded to the next highest whole number to determine the functional recommended cut scores — 66 for Panel 1 and 69 for Panel 2. The values of 66 and 69 represent approximately 69% and 72%, respectively, of the total available 96 raw points that could be earned on the assessment. The scaled scores associated with 66 and 69 raw points are 167 and 171, respectively.[8]

Tables 16a and 16b (in Appendix F) present the estimated standard errors of measurement (SEM) around the recommended cut scores for each panel. A standard error represents the uncertainty associated with a test score.

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[5] For reference purposes, if the recommended raw cut score was 63 points, the scaled score would be 161.
[6] For reference purposes, if the recommended raw cut score were 58 or 65 points, the scaled score would be 156 or 165, respectively.
[7] For reference purposes, if the recommended raw cut score was 62 points, the scaled score would be 161.
[8] For reference purposes, if the recommended raw cut score were 65 or 68 points, the scaled score would be 166 or 170, respectively.

The scaled scores associated with 1 and 2 SEMs are provided. The standard errors provided are an estimate, given that the Praxis Spanish assessment has not yet been administered.

The recommended cut scores for each panel, as well as the average cut across the two panels, are provided to help state departments of education determine an appropriate cut (or passing) score for the Praxis Spanish assessment. The panels' average cut score recommendation for the Praxis Spanish assessment is 66.78. The value was rounded to 67 (next highest raw score) to determine the functional recommended cut score. The value of 67 represents approximately 70% of the total available 96 raw points that could be earned on the assessment. The scaled score associated with 67 raw points is 168.[9] Table 16c (in Appendix F) presents the standard error of measurement (SEM) around the recommended cut score combining the information from the two panels.

Summary of Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the Praxis World Languages assessments content specifications were important for entry-level teachers. Panelists rated the 21 knowledge/skills statements on a four-point scale ranging from *Very Important* to *Not Important*. The panelists' ratings are summarized in Table 5 (in Appendix D) for German, Table 11 (in Appendix E) for French, and Table 17 (in Appendix F) for Spanish.

Across the three assessment, only one knowledge/skills statement — "*Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring ...*" — was judged to be *Very Important* or *Important* by less than 75% of the panelists for a particular language, German. Two knowledge/skills statements were judged to be *Very Important* or *Important* by less than 90% of the panelists for two languages:

- "*Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics ...*" for German and Spanish; and
- "*Knows how to contrast syntactical patterns of simple sentences and questions with those of English*" for French and Spanish.

The complete texts of the content specifications are presented in Appendix G.

[9] For reference purposes, if the recommended raw cut score was 66 points, the scaled score would be 167.

Summary

To support the decision-making process for state departments of education with regards to establishing passing scores, or cut scores, for the Praxis World Languages assessments for German, French, and Spanish, research staff from Educational Testing Service (ETS) designed and conducted a series of multi-state standard setting studies. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level K-12 German, French, and Spanish teachers. The standard setting studies involved two expert panels for each assessment, comprised of teachers, administrators, and college faculty.

Standard setting was conducted using a probability-based Angoff approach (for the multiple-choice sections) and an Extended Angoff approach (for the constructed-response sections). Section-level minimum scores were constructed and an overall cut score was computed. The recommended cut scores for each panel, as well as the average cut across the two panels, are provided to help state departments of education determine appropriate cut (or passing) scores.

- For Praxis World Languages: German, the average recommended cut score is 64 (on the raw score metric), which represents 65% of total available 98 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 63, respectively). The scaled score associated with a raw score of 64 on the Praxis German assessment is 163.
- For Praxis World Languages: French, the average recommended cut score is 63 (on the raw score metric), which represents 65% of total available 97 raw points (the recommended cut scores for Panels 1 and 2 are 59 and 66, respectively). The scaled score associated with a raw score of 63 on the Praxis French assessment is 162.
- For Praxis World Languages: Spanish, the recommended cut score is 67 (on the raw score metric), which represents 70% of total available 96 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 69, respectively). The scaled score associated with a raw score of 67 on the Praxis Spanish assessment is 168.

For each of the assessments, both panels confirmed that the knowledge and/or skills stated or implied in the Praxis World Languages assessment content specifications were important for entry-level K-12 teachers. The results of the evaluation surveys (initial and final) from each panels support the quality of the standard-setting implementation.

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APPENDIX A
Common Workshop Agenda

AGENDA

Praxis [Target Language]: World Languages Assessment

Standard Setting Study

Day 1

8:00 – 8:15	**Welcome and Introduction**
8:15 – 8:45	**Overview of Standard Setting & Workshop Events**
8:45 – 9:15	**Overview of the Praxis World Languages Assessments**
9:15 – 9:20	**Break**
9:20 – 11:30	**"Take" the Praxis [Target Language]: World Languages Assessment**
11:30 – 12:00	**Discuss the Praxis [Target Language]: World Languages Assessment**
12:00 – 12:15	**Define the Knowledge/Skills of a JQC**
12:15 – 1:00	**Lunch**
1:00 – 3:00	**Define the Knowledge/Skills of a JQC (continued)**
3:00 – 3:15	**Break**
3:15 – 3:45	**Standard Setting Training for M-C Questions (Sections I and II)**
3:45 – 5:15	**Round 1 Standard Setting Judgments for Multiple-Choice**
5:15 – 5:30	**Collect Materials; End of Day 1**

AGENDA

Praxis [Target Language]: World Languages Assessment

Standard Setting Study

Day 2

9:00 – 9:15	**Questions from Day 1 & Overview of Day 2**
9:15 – 10:00	**Standard Setting Training for CR Questions (Sections III and IV)**
10:00 – 10:30	**Round 1 Standard Setting Judgments for Constructed-Response**
10:30 – 10:35	**Break**
10:35 – 12:00	**Round 1 Feedback & Round 2 Judgments**
12:00 – 12:45	**Lunch**
12:45 – 2:15	**Round 1 Feedback & Round 2 Judgments (continued)**
2:15 – 3:00	**Specification Judgment**
3:00 – 3:15	**Feedback on Round 2 Recommended Cut Score**
3:15 – 3:30	**Complete Final Evaluation**
3:30 – 3:45	**Collect Materials; End of Study**

APPENDIX B
Just Qualified Candidate (JQC) Definitions

Definition of the Just Qualified Candidate – German

Listening, Reading, and Cultural Knowledge

1. Ability to use basic reading strategies, such as word analysis, inference, and context clues, with authentic samples/materials
2. Have a rich, passive German vocabulary which includes high-frequency idioms and grammatical terminology
3. Comprehend a reasonable amount of main ideas, key concepts and some details in authentic samples of paragraph-length discourse
4. In aural and written communication, recognizes various registers and voices to facilitate comprehension
5. Has a basic understanding of syntactical relationships and major verb tenses and moods
6. Can distinguish between phonemes and dipthongs
7. Generally identify significant current, historical, and/or cultural people, places, events, and social structures in German-speaking countries
8. Has a basic understanding of regional differences in language

Writing and Speaking

1. Ability to adjust pace, intonation, and fluency of delivery
2. Is able to be comprehensible to a native speaker through articulation and pronunciation
3. Can express himself/herself on a variety of concrete and factual topics
4. Has a diverse active vocabulary which allows them to successfully circumlocute, summarize and paraphrase
5. Demonstrates control of mechanics and conventions in writing
6. Demonstrates control of conventions in discourse
7. Is able to adjust writing and speaking for various purposes and audiences
8. Is able to sequence ideas and use conjunctions and transitions to achieve cohesion in writing

Definition of the Just Qualified Candidate – French

Listening, Reading, and Cultural Knowledge

1. Uses basic reading strategies such as word analysis, inference, and context clues with authentic texts
2. Comprehends a broad French vocabulary including idioms
3. Comprehends (a) main ideas, (b) most key concepts and (c) some details in authentic aural and written communication
4. Recognizes various registers and formal/informal voices to facilitate comprehension in authentic aural and written communication
5. Has an understanding of grammar, including syntax, major verb tenses and moods
6. Has a basic knowledge of French pronunciation
7. Can identify historical or current people, places, events, and social structures in French-speaking countries or regions
8. Has a basic awareness of regional differences in language

Writing and Speaking

1. Is comprehensible to a native speaker.
2. Can express himself/herself on a variety of concrete and factual topics, including personal opinions
3. Uses a diverse vocabulary to circumlocute, summarize and paraphrase successfully in writing and speaking and engage in conversations
4. Demonstrates basic command of mechanics and conventions in writing
5. Demonstrates control of conventions in speaking
6. Adjusts writing and speaking for various purposes and audiences
7. Sequences ideas to achieve cohesion in writing and speaking

Definition of the Just Qualified Candidate – Spanish

Listening, Reading, and Cultural Knowledge

1. Uses basic reading strategies such as word analysis, inference, and context clues with authentic texts
2. Comprehends a broad Spanish vocabulary including widely used idiomatic expressions
3. Comprehends (a) main ideas, (b) most subordinate ideas and (c) some details in authentic aural and written communication
4. Comprehends meanings of various registers and formal/informal voice in authentic aural and written communication
5. Has an understanding of grammar, including syntax, verb tenses and moods
6. Has a general knowledge of Spanish pronunciation
7. Can identify historical or current people, places, events, and social structures in Spanish-speaking countries or regions
8. Has a basic awareness of regional differences in language

Writing and Speaking

1. Is comprehensible to a native speaker.
2. Can express himself/herself on a variety of concrete and factual topics, and express and defend personal opinions
3. Uses a diverse vocabulary to circumlocute, summarize and paraphrase successfully in writing and speaking
4. Appropriately applies mechanics and conventions in writing and speaking
5. Writes and speaks appropriately for various purposes and to varied audiences
6. Sequences ideas to achieve cohesion in writing and speaking

APPENDIX C
Panelists' Names & Affiliations

German Panel 1

Panelist	Affiliation
Sandra Achenbach	Hardin Valley Academy, Knox County School (TN)
Amy L. Bauer	Rapid City Central High School (SD)
James H. Bright	Henry Clay High School, Fayette County Public Schools (KY)
Mary Ann Crow	Bismarck High School (ND)
Stephanie Draheim	Menasha Joint School District (WI)
Christi Elkins-Gabbard	Fayette County Schools (KY)
VidaJane Haynes	McGavock Comprehensive High School (TN)
Brad Martin	Elkins High School (WV)
Erin McKeag	Charlotte Mecklenburg Schools (NC)
Susan Peterson	T.F. Riggs High School, South Dakota District 32-2 (SD)
Colleen Richards	Butler Area School District (PA)
Claudia Schoellkopf	Bismarck Public Schools (ND)
Wiebke Strehl	University of South Carolina (SC)
Shauna Winegar	Mt. Crest High School, Cache County School District (UT)
Maga Isabel Wisard	Poplarville Elementary School (MS)

German Panel 2

Panelist	Affiliation
Anthony M.DeRosa	Thomas S. Wootton High (MD)
Donna M. Evans	Las Vegas Academy/Clark County School District (NV)
J. Sarah Floyd	Lexington High School (SC)
Sarah Glasser	Wright Jr/Sr High (WY)
Melissa Hadorn	Sturgis Brown High School (SD)
Arthur D. Holder	Judge Memorial Catholic High School (UT)
Diana T. Ihlenfeld	Ohio County Schools (WV)
Susanne Lenné Jones	East Carolina University (NC)
Elke K. Kuegle	Stevens High School, Rapid City Area Schools (SD)
Joy E. Loomis	Newark High School (DE)
Joan S. MacDonald	Martin Luther King Magnet (TN)
Michelle Mattson	Rhodes College (TN)
Cody Mickelson	Jamestown Public School District #1 (ND)
Michael C. Netzloff	Bismarck Public Schools (ND)
Andrew J. Richards	Fox Chapel Area School District (PA)
Dorothée Rosser	Gadsden City High School (AL)
Annette Sherrer	Picayune Memorial High School (MS)

French Panel 1

Panelist	Affiliation
Anita J. Alkhas	University of Wisconsin-Milwaukee (WI)
Pierre C. Baigue	Granite School District (UT)
Colette Ballew	Wayne Highlands School District (PA)
Claudia V. Bezaka	District of Columbia Public Schools (DC)
Paula Summers Calderon	Louisiana State University and A&M College (LA)
Cristina Carlotti	East Providence High School (RI)
Stephen M. Dubrow	Walter Johnson High School (MD)
Nancy Erickson	University of Southern Maine (ME)
Gail Fahy	Palo Verde HS Clark County School District (NV)
Antoine F.Gnintedem	Sunflower County School District (MS)
Melissa Hadorn	Sturgis Brown High School (SD)
Sherri K. Harkins	Wicomico County Public Schools (MD)
Leanne Hinkle	Bolton High School (TN)
Wendy D. Howard	Gaston County School District (NC)
Elisabeth Kohl	Council Rock High School –South (PA)
William Mann	Clay County High School (WV)
Shawn Morrison	College of Charleston (SC)
Oscar Niyiragira	Jefferson County Public Schools (KY)
Anne Olafson	Minot High School (ND)
Amanda Robustelli-Price	Bristol Central High School (CT)
Jacquelyn Sergi	South Panola High School (MS)
William Thompson	The University of Memphis (TN)
Jocelyn A. M. Waddle	Frankfort High School (KY)

French Panel 2

Panelist	Affiliation
Lydia Wilson Kohler	George Rogers Clark High School (KY)
Robert Desmarais Sullivan	Hattiesburg High School (MS)
Denise B. Benskin	Prince Georges County (MD)
Crecia C. Swaim	Betsey Ross Arts Magnet School (CT)
Jason Bagley	Lexington High School (SC)
Mary C. Frye	West Virginia State University (WV)
Mary Anne Smith	Pearl City High School (HI)
Robert Denis	Las Vegas High School (NV)
Nancy Jarchow	Williamstown High School (VT)
Madeleine Hooper-Kernen	Missouri State University (MO)
Nancy P. Wilson	Mifflin School District (PA)
Robert G. Erickson	Brigham Young University (UT)
Elizabeth Howe	Hardin Valley Academy (TN)
Suzanne Lord Guazzoni	Stone High School (VT)
Timothy Wung Kum	Greenville-Weston High School (MS)
Stephanie Viator	Cedar Creek School (LA)
Wendy C. Mumy	West Craven High School (NC)
Jan Hennessey	Dover High School (NH)
Tracy Lambert	Lafayette High School (KY)
Stephen Keller	A.C. Flora High School (SC)
Margaret Schmidt Dess	Shorewood High School (WI)
J. Karine Simpson	Central Bucks School District (PA)
Linda E. Lassiter	Southern University and A&M College (LA)
Valerie Kling	Bismarck High School (ND)

Spanish Panel 1

Panelist	Affiliation
Ignacio M. Cariaga	State of Hawaii Public Schools (HI)
June C. D. Carter	University of South Carolina Upstate (SC)
Eric O. Cintrón	Plymouth State University (NH)
Larissa Cuevas	Pass Christian School District (MS)
Stephanie Dominguez	Smithville R-II School District (MO)
Paul Fallon	East Carolina University (NC)
Geoffrey Gillett	Maine School Administrative District 41 (ME)
Bridget Suárez Kalmar	Craftsbury Schools (VT)
José Labrado	Dawson Springs High School (KY)
Mina T. Levenson	Pittsburgh Public Schools (PA)
Terri Marlow	Wood County Schools (WV)
Belgica Nina-Matos	Delmar School District (DE)
Samuel J. Ogdie	Augustana College (SD)
Lisa Ramey	North Central Public School (ND)
Joyce Richburg	Birmingham City Schools (AL)
Ruth E. Smith	University of Louisiana Monroe (LA)
Nancy E. Yetter	Baltimore County Public Schools (MD)
Thomasina I. White	School District of Philadelphia (PA)

Spanish Panel 2

Panelist	Affiliation
Carolyn A. Anderson	Barnwell School District #45 (SC)
Isabel Cavour	University of Dayton (OH)
Angela Culver Johnson	Madison City Schools (AL)
Telece Marbrey	Knox County Schools (TN)
Luis M. González-García	Northern Kentucky University (KY)
Sharon M. Gracia	Granite School District (UT)
Marta C. Gumpert	Southeastern Louisiana University (LA)
Andrés V. Hernández	Biloxi Public Schools (MS)
David Herren	Union High School (VT)
Grace Leavitt	Greely High School / St. Joseph's College (ME)
Jennifer Love	Prince George's County Public Schools (MD)
Raquel Oxford	University of Wisconsin Milwaukee (WI)
Nancy S. Ryan	Berkeley County West Virginia Schools (WV)
Ángel T. Tuninetti	West Virginia University (WV)
Diane VanDenOever	The University of Sioux Falls (SD)
Summer Van Wagnen	Wake County Public School System (NC)
Isabel Vázquez-Gil	District of Columbia Public Schools (DC)
Nancy Wahineokai	Radford High School (HI)
Giovanna Yaranga-Reyes	Burlington School District (VT)
James R. Yoder	Clark County School District (NV)
Dina Zavala-Petherbridge	Valley City State University (ND)

APPENDIX D
Results for Praxis World Languages: German

Table 1 Committee Member Demographics — German

	Panel 1		Panel 2	
	N	Percent	N	Percent
Group you are representing				
Teachers	14	93%	14	82%
Administrator/Department Head	0	0%	1	6%
College Faculty	1	7%	2	12%
Other	0	0%	0	0%
Race				
African American or Black	0	0%	0	0%
Alaskan Native or American Indian	0	0%	0	0%
Asian or Asian American	0	0%	0	0%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%
White	14	93%	17	100%
Hispanic	1	7%	0	0%
Gender				
Female	13	87%	12	71%
Male	2	13%	5	29%
In which language are you most fluent?				
English	9	60%	12	71%
German	0	0%	0	0%
English and German about the same	5	33%	5	29%
Other	1	7%	0	0%
Are you certified as a German teacher in your state?				
No	1	7%	2	12%
Yes	14	93%	15	88%
Are you currently teaching German in your state?				
No	1	7%	1	6%
Yes	14	93%	16	94%
Are you currently mentoring another German teacher?				
No	14	93%	16	94%
Yes	1	7%	1	6%
How many years of experience do you have as a German teacher in your state?				
3 years or less	1	7%	3	18%
4 - 7 years	4	27%	4	24%
8 - 11 years	4	27%	2	12%
12 - 15 years	2	13%	3	18%
16 years or more	4	27%	5	29%
For which education level are you currently teaching German?				
Elementary (K - 5 or K - 6)	1	7%	0	0%
Middle School (6 - 8 or 7 - 9)	2	13%	0	0%
High School (9 - 12 or 10 - 12)	9	60%	14	82%
Middle/High School	1	7%	1	6%
Higher Education	1	7%	2	12%
Other	1	7%	0	0%
School Setting				
Urban	8	53%	6	35%
Suburban	3	20%	7	41%
Rural	4	27%	4	24%

Table 2a Cut score Summary by Round of Judgments — German Panel 1

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Average	20.74	20.51
SD	1.97	2.05
SEJ	0.51	0.53
Highest	23.70	23.20
Lowest	15.45	14.80
Section II: Reading (Max. Raw Score = 32)		
Average	23.31	22.67
SD	1.43	1.41
SEJ	0.37	0.36
Highest	26.05	25.00
Lowest	20.85	19.10
Section III: Writing (Max. Raw Score = 18)		
Average	11.67	11.33
SD	1.45	1.05
SEJ	0.37	0.27
Highest	15.00	13.00
Lowest	10.00	10.00
Section IV: Speaking (Max. Raw Score = 18)		
Average	11.60	11.20
SD	2.29	2.01
SEJ	0.59	0.52
Highest	15.00	14.00
Lowest	7.00	7.00
Total (Max. Raw Score = 98)		
Average	67.32	65.71
SD	5.17	5.84
SEJ	1.34	1.51
Highest	76.90	74.20
Lowest	56.75	50.90

Table 2b Panelists Cut scores by Round of Judgments — German Panel 1

	Section I		Section II		Section III		Section IV		Total	
Panelist	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2
1	20.40	20.60	23.80	23.30	14.00	12.00	13.00	12.00	71.20	67.90
2	20.40	20.05	22.40	22.00	11.00	11.00	12.00	12.00	65.80	65.05
3	20.75	21.05	23.30	23.40	11.00	11.00	11.00	12.00	66.05	67.45
4	21.40	21.90	22.95	23.85	13.00	13.00	13.00	13.00	70.35	71.75
5	23.70	23.20	25.35	25.00	13.00	13.00	14.00	13.00	76.05	74.20
6	15.45	14.80	21.30	19.10	11.00	10.00	9.00	7.00	56.75	50.90
7	19.50	18.50	24.80	22.80	12.00	10.00	7.00	8.00	63.30	59.30
8	19.80	19.90	23.00	22.90	10.00	11.00	9.00	9.00	61.80	62.80
9	21.85	20.90	23.60	22.20	11.00	11.00	12.00	12.00	68.45	66.10
10	21.10	20.50	22.45	22.20	11.00	11.00	12.00	12.00	66.55	65.70
11	23.00	23.20	23.90	24.10	15.00	13.00	15.00	13.00	76.90	73.30
12	21.60	19.40	24.00	21.85	10.00	10.00	10.00	10.00	65.60	61.25
13	18.75	20.45	21.95	22.65	11.00	12.00	15.00	14.00	66.70	69.10
14	20.85	20.70	26.05	23.65	11.00	11.00	12.00	11.00	69.90	66.35
15	22.60	22.45	20.85	21.05	11.00	11.00	10.00	10.00	64.45	64.50

Table 3a Cut score Summary by Round of Judgments — German Panel 2

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Average	18.48	18.09
SD	2.36	2.00
SEJ	0.57	0.48
Highest	23.55	22.65
Lowest	13.60	14.20
Section II: Reading (Max. Raw Score = 32)		
Average	21.16	21.00
SD	2.28	1.86
SEJ	0.55	0.45
Highest	26.75	24.60
Lowest	17.45	17.35
Section III: Writing (Max. Raw Score = 18)		
Average	12.35	12.12
SD	1.11	1.22
SEJ	0.27	0.30
Highest	14.00	14.00
Lowest	10.00	10.00
Section IV: Speaking (Max. Raw Score = 18)		
Average	11.35	10.88
SD	1.62	1.11
SEJ	0.39	0.27
Highest	15.00	13.00
Lowest	8.00	9.00
Total (Max. Raw Score = 98)		
Average	63.34	62.09
SD	4.47	4.11
SEJ	1.08	1.00
Highest	73.30	69.25
Lowest	56.70	53.05

Table 3b Panelists Cut scores by Round of Judgments — German Panel 2

	Section I		Section II		Section III		Section IV		Total	
Panelist	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2
1	18.50	17.70	23.80	23.10	13.00	13.00	13.00	13.00	68.30	66.80
2	22.20	20.10	23.40	22.20	13.00	13.00	10.00	10.00	68.60	65.30
3	20.25	20.05	19.90	21.10	13.00	13.00	11.00	11.00	64.15	65.15
4	18.65	18.25	18.70	18.75	11.00	10.00	11.00	11.00	59.35	58.00
5	19.90	20.20	24.00	23.70	10.00	10.00	10.00	10.00	63.90	63.90
6	18.30	18.10	20.10	19.20	14.00	12.00	13.00	12.00	65.40	61.30
7	18.95	18.05	20.75	20.45	12.00	12.00	11.00	10.00	62.70	60.50
8	16.90	15.70	17.45	17.35	12.00	11.00	11.00	9.00	57.35	53.05
9	23.55	22.65	26.75	24.60	11.00	11.00	12.00	11.00	73.30	69.25
10	18.40	18.20	21.40	21.10	13.00	14.00	12.00	10.00	64.80	63.30
11	18.20	18.00	21.15	22.65	14.00	14.00	8.00	10.00	61.35	64.65
12	17.75	17.75	21.55	21.25	13.00	13.00	12.00	11.00	64.30	63.00
13	19.20	19.20	19.80	20.50	13.00	13.00	15.00	13.00	67.00	65.70
14	13.60	14.20	19.00	19.30	13.00	12.00	12.00	11.00	57.60	56.50
15	18.55	16.45	21.50	20.60	11.00	11.00	11.00	11.00	62.05	59.05
16	16.10	16.95	19.90	19.95	12.00	12.00	12.00	12.00	60.00	60.90
17	15.20	16.00	20.50	21.20	12.00	12.00	9.00	10.00	56.70	59.20

Table 4a Cut scores within 1 and 2 SEMs of the Recommended Cut score — German Panel 1

Recommended Cut score (SEM)		Scale Score Equivalent
66 (4.50)		165
- 2 SEMs	57	153
-1 SEM	62	160
+1 SEM	71	172
+ 2 SEMs	75	177

Table 4b Cut scores within 1 and 2 SEMs of the Recommended Cut score — German Panel 2

Recommended Cut score (SEM)		Scale Score Equivalent
63 (4.66)		161
- 2 SEMs	53	148
-1 SEM	58	155
+1 SEM	67	166
+ 2 SEMs	72	173

Table 4c Cut scores within 1 and 2 SEMs of the Recommended Cut score — Combined German Panels

Recommended Cut score (SEM)		Scale Score Equivalent
64 (4.59)		163
- 2 SEMs	55	151
-1 SEM	60	157
+1 SEM	69	169
+ 2 SEMs	74	175

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Table 5 Specification Judgments — German (Panels 1 & 2 Judgments Combined)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
Language, Linguistics, and Comparison								
A. Demonstrating Language Proficiency	27	84%	5	16%	0	0%	0	0%
Subtopic 1	25	78%	7	22%	0	0%	0	0%
Subtopic 2	25	78%	7	22%	0	0%	0	0%
Subtopic 3	14	44%	18	56%	0	0%	0	0%
Subtopic 4	15	47%	16	50%	1	3%	0	0%
Subtopic 5	19	59%	13	41%	0	0%	0	0%
Subtopic 6	21	66%	9	28%	2	6%	0	0%
Subtopic 7	5	16%	19	59%	8	25%	0	0%
Subtopic 8	7	22%	23	72%	2	6%	0	0%
Subtopic 9	27	84%	5	16%	0	0%	0	0%
Subtopic 10	10	31%	22	69%	0	0%	0	0%
Subtopic 11	15	47%	12	38%	4	13%	1	3%
B. Understanding Linguistics	18	60%	11	37%	1	3%	0	0%
Subtopic 1	20	63%	12	38%	0	0%	0	0%
Subtopic 2	17	53%	13	41%	2	6%	0	0%
Subtopic 3	17	53%	14	44%	1	3%	0	0%
Subtopic 4	20	63%	12	38%	0	0%	0	0%
Subtopic 5	27	84%	4	13%	1	3%	0	0%
Subtopic 6	19	59%	12	38%	1	3%	0	0%
C. Comparison of Target Language with English	13	42%	14	45%	4	13%	0	0%
Subtopic 1	13	41%	16	50%	3	9%	0	0%
Subtopic 2	14	44%	16	50%	2	6%	0	0%
Cultures, Literature, Cross-disciplinary Concepts								
A. Demonstrating Language Proficiency	16	52%	15	48%	0	0%	0	0%
Subtopic 1	20	65%	10	32%	1	3%	0	0%
Subtopic 2	12	39%	15	48%	4	13%	0	0%

Table 6a Final Evaluation — German Panel 1

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	15	100%	0	0%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	14	93%	1	7%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	15	100%	0	0%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	13	87%	2	13%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	15	100%	0	0%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	9	60%	6	40%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	%	N	%	N	%
The definition of the Just Qualified Candidate	15	100%	0	0%	0	0%
The between-round discussions	11	73%	4	27%	0	0%
The cut scores of other panel members	4	27%	7	47%	4	27%
My own professional experience	10	67%	5	33%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?[10]								

	Too Low	About Right	Too High
Overall, the panel's recommended cut score is:[10]			

[10] Due to technical problems during the study, panelists were not able to review and judge their comfort level with the overall cut score following Round 2.

Table 6b Final Evaluation — German Panel 2

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	16	94%	1	6%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	13	76%	4	24%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	14	82%	3	18%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	15	88%	2	12%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	14	82%	3	18%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	9	53%	7	41%	1	6%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	%	N	%	N	%
The definition of the Just Qualified Candidate	14	82%	3	18%	0	0%
The between-round discussions	11	65%	2	12%	4	24%
The cut scores of other panel members	2	12%	9	53%	6	35%
My own professional experience	8	47%	8	47%	1	6%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?	10	59%	6	35%	1	6%	0	0%

	Too Low		About Right		Too High	
Overall, the panel's recommended cut score is:	1	6%	16	94%	0	0%

APPENDIX E
Results for Praxis World Languages: French

Table 7 Committee Member Demographics — French

	Panel 1		Panel 2	
	N	Percent	N	Percent
Group you are representing				
Teachers	15	65%	19	79%
Administrator/Department Head	2	9%	2	8%
College Faculty	5	22%	2	8%
Other	1	4%	1	4%
Race				
African American or Black	3	13%	3	13%
Alaskan Native or American Indian	1	4%	0	0%
Asian or Asian American	0	0%	1	4%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%
White	19	83%	19	79%
Hispanic	0	0%	0	0%
Gender				
Female	17	74%	18	75%
Male	6	26%	6	25%
In which language are you most fluent?				
English	14	61%	19	79%
French	1	4%	3	13%
English and French about the same	7	30%	2	8%
Other	1	4%	0	0%
Are you certified as a French teacher in your state?				
No	4	17%	4	17%
Yes	19	83%	20	83%
Are you currently teaching French in your state?				
No	2	9%	2	8%
Yes	21	91%	22	92%
Are you currently mentoring another French teacher?				
No	16	70%	17	71%
Yes	7	30%	7	29%
How many years of experience do you have as a French teacher in your state?				
3 years or less	1	4%	1	4%
4 - 7 years	4	17%	5	21%
8 - 11 years	7	30%	4	17%
12 - 15 years	3	13%	2	8%
16 years or more	8	35%	11	46%
For which education level are you currently teaching French?				
Elementary (K - 5 or K - 6)	2	9%	0	0%
Middle School (6 - 8 or 7 - 9)	1	4%	1	4%
High School (9 - 12 or 10 - 12)	11	48%	18	75%
Middle/High School	2	9%	0	0%
All Grades (K - 12)	0	0%	1	4%
Higher Education	6	26%	4	17%
Other	1	4%	0	0%
School Setting				
Urban	10	43%	9	38%
Suburban	6	26%	9	38%
Rural	7	30%	6	25%

Table 8a Cut score Summary by Round of Judgments — French Panel 1

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Average	17.58	17.24
SD	2.24	1.90
SEJ	0.47	0.40
Highest	22.05	21.45
Lowest	13.09	14.20
Section II: Reading (Max. Raw Score = 31)		
Average	21.48	21.47
SD	2.86	2.39
SEJ	0.60	0.50
Highest	28.75	27.65
Lowest	15.00	16.20
Section III: Writing (Max. Raw Score = 18)		
Average	9.78	10.26
SD	1.31	1.14
SEJ	0.27	0.24
Highest	12.00	12.00
Lowest	8.00	8.00
Section IV: Speaking (Max. Raw Score = 18)		
Average	9.52	9.57
SD	2.35	1.95
SEJ	0.49	0.41
Highest	16.00	16.00
Lowest	6.00	7.00
Total (Max. Raw Score = 97)		
Average	58.37	58.54
SD	5.33	4.56
SEJ	1.11	0.95
Highest	66.05	65.55
Lowest	45.00	48.20

Table 8b Panelists Cut scores by Round of Judgments — French Panel 1

	Section I		Section II		Section III		Section IV		Total	
Panelist	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2
1	19.90	19.50	23.95	23.95	9.00	11.00	11.00	11.00	63.85	65.45
2	14.90	14.80	21.60	20.60	10.00	11.00	10.00	10.00	56.50	56.40
3	19.00	18.00	20.95	20.95	11.00	11.00	11.00	11.00	61.95	60.95
4	16.25	15.55	23.25	22.70	8.00	8.00	6.00	8.00	53.50	54.25
5	17.00	16.60	19.65	20.25	9.00	9.00	10.00	10.00	55.65	55.85
6	18.60	18.00	22.30	21.80	10.00	11.00	9.00	9.00	59.90	59.80
7	15.20	15.80	17.50	19.20	9.00	12.00	11.00	10.00	52.70	57.00
8	15.00	16.00	15.00	16.20	8.00	9.00	7.00	7.00	45.00	48.20
9	15.85	14.75	20.00	20.05	10.00	9.00	10.00	7.00	55.85	50.80
10	22.05	21.45	25.35	25.00	10.00	10.00	7.00	7.00	64.40	63.45
11	19.60	17.40	21.85	20.95	12.00	12.00	12.00	11.00	65.45	61.35
12	16.20	16.30	19.90	20.10	10.00	10.00	8.00	9.00	54.10	55.40
13	14.65	15.65	18.90	18.50	10.00	10.00	11.00	10.00	54.55	54.15
14	19.25	18.25	23.90	23.60	8.00	8.00	10.00	8.00	61.15	57.85
15	19.20	17.50	23.60	22.55	8.00	10.00	6.00	9.00	56.80	59.05
16	19.45	18.85	22.70	22.40	8.00	10.00	7.00	9.00	57.15	60.25
17	16.20	16.00	19.20	20.10	9.00	10.00	7.00	9.00	51.40	55.10
18	17.30	17.90	28.75	27.65	12.00	12.00	8.00	8.00	66.05	65.55
19	18.90	18.10	20.50	20.60	10.00	10.00	16.00	16.00	65.40	64.70
20	13.90	14.20	20.50	21.80	12.00	11.00	11.00	10.00	57.40	57.00
21	19.55	18.75	21.15	21.35	11.00	11.00	10.00	10.00	61.70	61.10
22	15.80	16.20	19.60	19.60	11.00	11.00	12.00	12.00	58.40	58.80
23	20.60	21.00	24.00	24.00	10.00	10.00	9.00	9.00	63.60	64.00

Table 9a Cut score Summary by Round of Judgments — French Panel 2

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Average	18.34	18.10
SD	2.46	1.96
SEJ	0.50	0.40
Highest	22.50	21.70
Lowest	14.60	15.20
Section II: Reading (Max. Raw Score = 31)		
Average	22.80	23.08
SD	2.64	2.29
SEJ	0.54	0.47
Highest	27.40	27.30
Lowest	16.40	17.40
Section III: Writing (Max. Raw Score = 18)		
Average	12.00	12.67
SD	1.35	1.05
SEJ	0.28	0.21
Highest	14.00	15.00
Lowest	9.00	11.00
Section IV: Speaking (Max. Raw Score = 18)		
Average	11.54	12.00
SD	1.61	1.10
SEJ	0.33	0.23
Highest	14.00	14.00
Lowest	8.00	9.00
Total (Max. Raw Score = 97)		
Average	64.68	65.84
SD	6.03	4.68
SEJ	1.23	0.96
Highest	74.25	73.55
Lowest	52.00	56.40

Table 9b Panelists Cut scores by Round of Judgments — French Panel 2

	Section I		Section II		Section III		Section IV		Total	
Panelist	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2
1	16.40	15.90	23.20	23.40	13.00	13.00	13.00	13.00	65.60	65.30
2	21.00	20.60	24.65	23.85	13.00	13.00	12.00	12.00	70.65	69.45
3	16.40	15.20	22.35	22.45	11.00	11.00	8.00	12.00	57.75	60.65
4	15.50	16.30	21.40	22.30	12.00	12.00	12.00	12.00	60.90	62.60
5	22.15	20.55	27.40	27.30	12.00	12.00	12.00	12.00	73.55	71.85
6	15.95	16.15	23.50	24.10	9.00	11.00	9.00	10.00	57.45	61.25
7	15.30	15.50	18.70	19.90	11.00	11.00	8.00	10.00	53.00	56.40
8	17.35	18.25	23.00	23.90	13.00	13.00	10.00	12.00	63.35	67.15
9	19.60	19.70	24.75	25.95	11.00	13.00	11.00	12.00	66.35	70.65
10	16.15	17.95	19.00	21.70	13.00	15.00	11.00	12.00	59.15	66.65
11	19.40	18.40	20.10	19.50	12.00	12.00	10.00	12.00	61.50	61.90
12	17.20	17.85	24.55	24.35	10.00	13.00	11.00	12.00	62.75	67.20
13	20.75	19.95	23.30	22.90	13.00	12.00	13.00	13.00	70.05	67.85
14	19.65	19.80	22.00	22.50	13.00	13.00	12.00	12.00	66.65	67.30
15	20.55	20.15	22.70	22.70	14.00	14.00	12.00	12.00	69.25	68.85
16	15.30	15.85	23.10	23.10	13.00	13.00	13.00	12.00	64.40	63.95
17	19.75	18.05	22.90	23.00	11.00	11.00	11.00	9.00	64.65	61.05
18	14.60	15.30	16.40	17.40	10.00	13.00	11.00	11.00	52.00	56.70
19	20.75	20.20	25.30	25.40	12.00	13.00	13.00	13.00	71.05	71.60
20	18.95	18.45	22.75	22.55	13.00	13.00	12.00	13.00	66.70	67.00
21	15.20	15.80	21.70	21.70	13.00	13.00	13.00	12.00	62.90	62.50
22	18.90	18.10	20.70	21.30	12.00	14.00	14.00	14.00	65.60	67.40
23	20.80	18.65	26.45	25.75	14.00	14.00	13.00	13.00	74.25	71.40
24	22.50	21.70	27.30	26.85	10.00	12.00	13.00	13.00	72.80	73.55

Table 10a Cut scores within 1 and 2 SEMs of the Recommended Cut score — French Panel 1

Recommended Cut score (SEM)		Scale Score Equivalent
59 (4.65)		157
- 2 SEMs	50	145
-1 SEM	54	150
+1 SEM	64	163
+ 2 SEMs	68	169

Table 10b Cut scores within 1 and 2 SEMs of the Recommended Cut score — French Panel 2

Recommended Cut score (SEM)		Scale Score Equivalent
66 (4.54)		166
- 2 SEMs	57	154
-1 SEM	62	161
+1 SEM	71	172
+ 2 SEMs	75	178

Table 10c Cut scores within 1 and 2 SEMs of the Recommended Cut score — Combined French Panels

Recommended Cut score (SEM)		Scale Score Equivalent
63 (4.61)		162
- 2 SEMs	53	149
-1 SEM	58	156
+1 SEM	67	167
+ 2 SEMs	72	174

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Table 11 Specification Judgments — French (Panels 1 & 2 Judgments Combined)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
Language, Linguistics, and Comparison								
A. Demonstrating Language Proficiency	35	74%	12	26%	0	0%	0	0
Subtopic 1	22	47%	23	49%	2	4%	0	0
Subtopic 2	36	77%	11	23%	0	0%	0	0
Subtopic 3	27	57%	19	40%	1	2%	0	0%
Subtopic 4	22	47%	24	51%	1	2%	0	0
Subtopic 5	31	66%	16	34%	0	0%	0	0
Subtopic 6	33	70%	12	26%	2	4%	0	0
Subtopic 7	6	13%	37	79%	4	9%	0	0
Subtopic 8	11	23%	32	68%	4	9%	0	0
Subtopic 9	41	87%	6	13%	0	0%	0	0
Subtopic 10	25	53%	18	38%	3	6%	0	0%
Subtopic 11	19	40%	26	55%	2	4%	0	0
B. Understanding Linguistics	21	46%	23	50%	2	4%	0	0
Subtopic 1	18	40%	21	47%	6	13%	0	0
Subtopic 2	24	51%	22	47%	1	2%	0	0
Subtopic 3	24	51%	21	45%	2	4%	0	0
Subtopic 4	23	50%	19	41%	4	9%	0	0
Subtopic 5	24	51%	21	45%	2	4%	0	0
Subtopic 6	27	57%	18	38%	2	4%	0	0
C. Comparison of Target Language with English	19	42%	20	44%	5	11%	0	0%
Subtopic 1	24	51%	17	36%	5	11%	0	0%
Subtopic 2	15	32%	25	53%	6	13%	0	0%
Cultures, Literature, Cross-disciplinary Concepts								
A. Demonstrating Language Proficiency	25	53%	22	47%	0	0%	0	0
Subtopic 1	23	49%	20	43%	4	9%	0	0
Subtopic 2	16	34%	28	60%	3	6%	0	0

Table 12a Final Evaluation — French Panel 1

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	21	91%	2	9%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	18	78%	5	22%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	18	78%	5	22%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	21	91%	2	9%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	15	65%	6	26%	2	9%	0	0%
The process of making the standard setting judgments was easy to follow.	15	65%	8	35%	0	0%	0	0%

How influential was each of the following factors in guiding your standard setting judgments?	Very Influential		Somewhat Influential		Not Influential	
	N	%	N	%	N	%
The definition of the Just Qualified Candidate	20	87%	2	9%	1	4%
The between-round discussions	10	43%	12	52%	1	4%
The cut scores of other panel members	19	83%	4	17%	0	0%
My own professional experience	2	9%	18	78%	3	13%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?	18	78%	5	22%	0	0%	0	0%

	Too Low		About Right		Too High	
Overall, the panel's recommended cut score is:	1	4%	22	96%	0	0%

Table 12b Final Evaluation — French Panel 2

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	23	96%	1	4%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	23	96%	1	4%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	21	88%	3	13%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	19	79%	5	21%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	22	92%	2	8%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	21	88%	3	13%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	%	N	%	N	%
The definition of the Just Qualified Candidate	19	79%	5	21%	0	0%
The between-round discussions	15	63%	9	38%	0	0%
The cut scores of other panel members	3	100%	0	0%	0	0%
My own professional experience	2	8%	16	67%	6	25%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?	19	79%	4	17%	1	4%	0	0%

	Too Low		About Right		Too High	
Overall, the panel's recommended cut score is:	2	8%	22	92%	0	0%

APPENDIX F
Results for Praxis World Languages: Spanish

Table 13 Committee Member Demographics — Spanish

	Panel 1		Panel 2	
	N	Percent	N	Percent
Group you are representing				
Teachers	12	67%	12	57%
Administrator/Department Head	2	11%	5	24%
College Faculty	4	22%	4	19%
Other	0	0%	0	0%
Race				
African American or Black	3	17%	4	19%
Alaskan Native or American Indian	0	0%	0	0%
Asian or Asian American	1	6%	0	0%
Native Hawaiian or Other Pacific Islander	0	0%	1	5%
White	9	50%	8	38%
Hispanic	5	28%	8	38%
Gender				
Female	12	67%	16	76%
Male	6	33%	5	24%
In which language are you most fluent?				
English	13	72%	10	48%
Spanish	1	6%	2	10%
English and Spanish about the same	4	22%	9	43%
Other	0	0%	0	0%
Are you certified as a Spanish teacher in your state?				
No	4	22%	5	24%
Yes	14	78%	16	76%
Are you currently teaching Spanish in your state?				
No	1	6%	4	19%
Yes	17	94%	17	81%
Are you currently mentoring another Spanish teacher?				
No	11	61%	10	48%
Yes	7	39%	11	52%
How many years of experience do you have as a Spanish teacher in your state?				
3 years or less	0	0%	0	0%
4 - 7 years	3	17%	1	5%
8 - 11 years	4	22%	8	38%
12 - 15 years	2	11%	2	10%
16 years or more	9	50%	10	48%
For which education level are you currently teaching Spanish?				
Elementary (K - 5 or K - 6)	0	0%	0	0%
Middle School (6 - 8 or 7 - 9)	0	0%	1	5%
High School (9 - 12 or 10 - 12)	10	56%	12	57%
Middle/High School	2	11%	0	0%
All Grades (K - 12)	1	6%	2	10%
Higher Education	5	28%	6	29%
School Setting				
Urban	9	50%	10	48%
Suburban	2	11%	7	33%
Rural	7	39%	4	19%

Table 14a Cut score Summary by Round of Judgments — Spanish Panel 1

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Average	20.18	20.23
SD	2.43	2.34
SEJ	0.57	0.55
Highest	23.95	24.05
Lowest	14.05	14.05
Section II: Reading (Max. Raw Score = 31)		
Average	22.15	22.21
SD	2.56	2.63
SEJ	0.60	0.62
Highest	25.20	25.20
Lowest	15.25	14.75
Section III: Writing (Max. Raw Score = 18)		
Average	11.50	11.78
SD	1.42	1.40
SEJ	0.33	0.33
Highest	14.00	14.00
Lowest	9.00	9.00
Section IV: Speaking (Max. Raw Score = 18)		
Average	11.44	11.33
SD	1.50	1.24
SEJ	0.35	0.29
Highest	15.00	13.00
Lowest	9.00	9.00
Total (Max. Raw Score = 97)		
Average	62.27	65.54
SD	5.94	5.99
SEJ	1.40	1.41
Highest	77.65	76.25
Lowest	51.30	49.80

Table 14b Panelists Cut scores by Round of Judgments — Spanish Panel 1

	Section I		Section II		Section III		Section IV		Total	
Panelist	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2
1	19.80	19.80	19.30	19.30	10.00	10.00	11.00	12.00	60.10	61.10
2	21.20	21.50	22.85	22.85	12.00	12.00	11.00	11.00	67.05	67.35
3	20.25	20.35	23.75	23.75	9.00	9.00	11.00	11.00	64.00	64.10
4	18.40	18.70	20.85	20.85	12.00	13.00	9.00	9.00	60.25	61.55
5	19.35	19.95	25.05	25.05	10.00	12.00	11.00	12.00	65.40	69.00
6	23.45	24.05	25.20	25.20	14.00	14.00	15.00	13.00	77.65	76.25
7	17.65	17.65	21.60	21.60	12.00	12.00	12.00	12.00	63.25	63.25
8	14.05	14.05	15.25	14.75	11.00	11.00	11.00	10.00	51.30	49.80
9	23.50	23.60	22.95	22.95	13.00	13.00	13.00	13.00	72.45	72.55
10	21.55	20.85	24.05	23.55	10.00	10.00	10.00	11.00	65.60	65.40
11	22.75	22.35	23.85	23.75	12.00	13.00	12.00	12.00	70.60	71.10
12	19.65	20.55	25.05	25.00	14.00	14.00	13.00	13.00	71.70	72.55
13	19.40	19.60	20.50	20.20	10.00	11.00	9.00	9.00	58.90	59.80
14	21.20	19.80	21.15	20.65	12.00	12.00	12.00	12.00	66.35	64.45
15	19.80	19.80	23.70	24.20	10.00	10.00	11.00	11.00	64.50	65.00
16	18.50	18.70	21.30	21.80	12.00	12.00	13.00	12.00	64.80	64.50
17	18.80	19.45	19.05	20.05	12.00	12.00	12.00	11.00	61.85	62.50
18	23.95	23.35	23.20	24.20	12.00	12.00	10.00	10.00	69.15	69.55

Table 15a Cut score Summary by Round of Judgments — Spanish Panel 2

	Round 1	Round 2
Section I: Listening (Max. Raw Score = 30)		
Average	21.76	21.47
SD	2.63	2.19
SEJ	0.57	0.48
Highest	27.00	25.45
Lowest	16.30	17.40
Section II: Reading (Max. Raw Score = 31)		
Average	22.90	22.89
SD	3.27	2.74
SEJ	0.71	0.60
Highest	28.45	26.40
Lowest	15.10	16.20
Section III: Writing (Max. Raw Score = 18)		
Average	12.19	12.19
SD	1.17	1.29
SEJ	0.25	0.28
Highest	14.00	15.00
Lowest	10.00	10.00
Section IV: Speaking (Max. Raw Score = 18)		
Average	11.48	11.48
SD	2.42	2.23
SEJ	0.53	0.49
Highest	14.00	15.00
Lowest	6.00	6.00
Total (Max. Raw Score = 97)		
Average	68.32	68.02
SD	5.97	5.91
SEJ	1.30	1.29
Highest	76.65	80.50
Lowest	51.40	54.60

Table 15b Panelists Cut scores by Round of Judgments — Spanish Panel 2

	Section I		Section II		Section III		Section IV		Total	
Panelist	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2	Rd 1	Rd 2
1	23.00	22.85	17.35	22.75	13.00	13.00	10.00	11.00	63.35	69.60
2	23.70	22.20	23.60	23.05	12.00	12.00	12.00	11.00	71.30	68.25
3	22.50	21.80	22.30	22.10	12.00	12.00	12.00	12.00	68.80	67.90
4	22.80	22.85	23.45	23.65	13.00	13.00	13.00	13.00	72.25	72.50
5	27.00	25.45	28.45	26.40	12.00	12.00	6.00	7.00	73.45	70.85
6	17.85	17.70	20.15	19.65	11.00	11.00	10.00	10.00	59.00	58.35
7	21.65	20.90	22.40	21.90	13.00	13.00	10.00	10.00	67.05	65.80
8	22.75	22.10	24.80	24.55	11.00	11.00	13.00	13.00	71.55	70.65
9	21.55	20.85	26.15	25.50	10.00	10.00	10.00	10.00	67.70	66.35
10	22.85	20.85	25.25	24.35	13.00	13.00	9.00	10.00	70.10	68.20
11	23.30	22.45	25.20	24.60	11.00	11.00	6.00	6.00	65.50	64.05
12	23.45	23.35	24.95	24.75	13.00	13.00	14.00	14.00	75.40	75.10
13	22.55	22.40	19.45	19.15	12.00	12.00	13.00	13.00	67.00	66.55
14	17.80	19.85	25.30	25.35	14.00	14.00	14.00	14.00	71.10	73.20
15	16.30	17.40	15.10	16.20	10.00	11.00	10.00	10.00	51.40	54.60
16	22.80	22.85	22.70	22.60	13.00	13.00	13.00	13.00	71.50	71.45
17	20.35	19.55	22.30	21.35	12.00	10.00	13.00	12.00	67.65	62.90
18	23.80	23.45	26.40	26.40	13.00	13.00	13.00	12.00	76.20	74.85
19	23.30	24.45	25.35	26.05	14.00	15.00	14.00	15.00	76.65	80.50
20	16.75	17.55	20.95	21.05	13.00	13.00	14.00	13.00	64.70	64.60
21	20.95	20.05	19.20	19.20	11.00	11.00	12.00	12.00	63.15	62.25

Table 16a Cut scores within 1 and 2 SEMs of the Recommended Cut score — Spanish Panel 1

Recommended Cut score (SEM)		Scale Score Equivalent
66 (4.44)		167
- 2 SEMs	57	155
-1 SEM	62	162
+1 SEM	70	172
+ 2 SEMs	75	179

Table 16b Cut scores within 1 and 2 SEMs of the Recommended Cut score — Spanish Panel 2

Recommended Cut score (SEM)		Scale Score Equivalent
69 (4.33)		171
- 2 SEMs	60	159
-1 SEM	64	164
+1 SEM	73	176
+ 2 SEMs	77	181

Table 16c Cut scores within 1 and 2 SEMs of the Recommended Cut score — Combined Spanish Panels

Recommended Cut score (SEM)		Scale Score Equivalent
67 (4.38)		168
- 2 SEMs	58	156
-1 SEM	63	163
+1 SEM	72	175
+ 2 SEMs	76	180

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Table 17 Specification Judgments — Spanish (Panels 1 & 2 Judgments Combined)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
Language, Linguistics, and Comparison								
A. Demonstrating Language Proficiency	31	84%	6	16%	0	0%	0	0%
Subtopic 1	26	67%	13	33%	0	0%	0	0%
Subtopic 2	29	74%	10	26%	0	0%	0	0%
Subtopic 3	19	49%	19	49%	1	3%	0	0%
Subtopic 4	20	51%	19	49%	0	0%	0	0%
Subtopic 5	24	62%	15	38%	0	0%	0	0%
Subtopic 6	26	67%	12	31%	1	3%	0	0%
Subtopic 7	10	26%	28	72%	1	3%	0	0%
Subtopic 8	12	31%	27	69%	0	0%	0	0%
Subtopic 9	33	85%	5	13%	1	3%	0	0%
Subtopic 10	18	46%	21	54%	0	0%	0	0%
Subtopic 11	14	36%	21	54%	4	10%	0	0%
B. Understanding Linguistics	20	53%	17	45%	0	0%	0	0%
Subtopic 1	20	51%	18	46%	1	3%	0	0%
Subtopic 2	16	41%	20	51%	3	8%	0	0%
Subtopic 3	17	44%	22	56%	0	0%	0	0%
Subtopic 4	23	59%	13	33%	2	5%	0	0%
Subtopic 5	30	77%	8	21%	1	3%	0	0%
Subtopic 6	19	49%	18	46%	2	5%	0	0%
C. Comparison of Target Language with English	13	35%	22	59%	2	5%	0	0%
Subtopic 1	15	38%	21	54%	3	8%	0	0%
Subtopic 2	11	28%	24	62%	4	10%	0	0%
Cultures, Literature, Cross-disciplinary Concepts								
A. Demonstrating Language Proficiency	15	41%	21	57%	1	3%	0	0%
Subtopic 1	15	39%	20	53%	2	5%	0	0%
Subtopic 2	17	45%	18	47%	3	8%	0	0%

Table 18a Final Evaluation — Spanish Panel 1

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	18	100%	0	0%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	16	89%	2	11%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	15	83%	3	17%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	13	72%	5	28%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	16	94%	1	6%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	12	67%	6	33%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	%	N	%	N	%
The definition of the Just Qualified Candidate	18	100%	0	0%	0	0%
The between-round discussions	13	72%	5	28%	0	0%
The cut scores of other panel members	6	35%	9	53%	2	12%
My own professional experience	16	89%	2	11%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?	11	61%	5	28%	2	11%	0	0%

	Too Low		About Right		Too High	
Overall, the panel's recommended cut score is:	1	6%	15	83%	2	11%

Table 18b Final Evaluation — Spanish Panel 2

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	18	90%	2	10%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	19	95%	1	5%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	19	95%	1	5%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	18	90%	2	10%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	20	100%	0	0%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	16	80%	4	20%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	%	N	%	N	%
The definition of the Just Qualified Candidate	18	90%	2	10%	0	0%
The between-round discussions	11	55%	7	35%	2	10%
The cut scores of other panel members	0	0%	18	90%	2	10%
My own professional experience	16	80%	3	15%	1	5%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?[11]								

	Too Low	About Right	Too High
Overall, the panel's recommended cut score is:[11]			

[11] Due to technical problems during the study, panelists were not able to review and judge their comfort level with the overall cut score following Round 2.

APPENDIX G
Praxis World Languages Content Specifications

Language, Linguistics, and Comparisons

Demonstrating Language Proficiency

1. Knows how to communicate in the target language with native speakers unaccustomed to dealing with nonnative speakers, with sufficient accuracy, clarity, and precision to convey the intended message
2. Knows how to communicate in the interpersonal mode (speaking) by participating actively in informal and formal conversations on topics covering home, school, leisure activities, and current events
3. Knows how to communicate in the interpersonal mode (writing) in written exchanges on daily topics
4. Comprehends in the interpretive mode (listening) main ideas and supporting details of audio segments such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
5. Comprehends in the interpretive mode (reading) main ideas and supporting details of printed texts such as news items, short stories, social notices, and reports on familiar topics that deal with factual information
6. Knows how to negotiate meaning in order to sustain an interaction
7. Knows how to move beyond literal comprehension in the interpretive mode (listening) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
8. Knows how to move beyond literal comprehension in the interpretive mode (reading) by inferring the meaning of unfamiliar words and phrases in new contexts, inferring and interpreting the author's intent, and offering a personal interpretation of the message
9. Understands the gist of normal conversational speech on a variety of topics
10. Knows how to communicate in the presentational mode (writing) by writing routine social correspondence, as well as coherent narratives, descriptions, and summaries about familiar topics of a factual nature in paragraph length in present, past, and future time
11. Knows how to communicate orally in the presentational mode (speaking) by delivering oral presentations on familiar literary or cultural topics and incorporating extra linguistic support to facilitate oral presentations that are extemporaneous or prepared but not read

Understanding Linguistics

1. Understands the rules of the sound system of the target language (i.e., recognizing phonemes and allophones)
2. Recognizes key cohesive devices (conjunctions and adverbs) used in connected discourse
3. Understands high-frequency idiomatic expressions and can infer meaning of words and sentences
4. Knows how to explain the rules that govern the formation of words and sentences in the target language
5. Knows how to exemplify the rules with examples from the target languages, such as the verbal system, pronouns, agreement, word order, interrogatives, both in terms of regularities and irregularities
6. Knows how to identify and use the pragmatic and sociolinguistics conventions and register (formal and informal forms of address)

Comparison of Target Language with English

1. Knows how to identify similarities and differences between the target language and English
2. Knows how to contrast syntactical patterns of simple sentences and questions with those of English

Cultures, Literatures, Cross-Disciplinary Concepts

Demonstrating Cultural Understandings

1. Knows the three Ps:
    - Perspectives (such as attitudes, ideas, and values)
    - Practices (patterns of behavior and social interaction, such as greetings, turn taking, and rites of passage) and
    - Products (such as tools, foods, law, and music)
2. Recognizes the value and role of authentic literary and cultural texts—such as songs, poems, rhymes and chants, children's books, narrative text, and novels—and usage of those texts to interpret and reflect on the perspectives of the target cultures

Praxis

Praxis Subject Area Assessments

Oregon TSPC – Educator Preparation & Pathways Committee

May 29, 2025



Praxis

Advanced Mathematics

Mathematics (5165)

Overview of the Test

Mathematics (5165) is designed to measure the knowledge and skills necessary for a beginning secondary school mathematics teacher.

- Designed and developed through work with practicing teachers and teacher educators to reflect mathematics curriculum as well as state and national standards for mathematics.
- Aligns to the National Council of Teacher of Mathematics *NCTM Principles and Standards for School Mathematics*.
- Approximately 25 percent of the questions call for application of mathematics within a teaching scenario or an instructional task.
- Test Fee = $130.00

Mathematics (5165)

Test at a Glance

The *Praxis*® Mathematics test is designed to measure knowledge and competencies important for safe and effective beginning practice as a secondary school mathematics teacher. Test-takers have typically completed a bachelor's degree program with appropriate coursework in mathematics and education.

Test Name	Mathematics
Test Code	5165
Time	180 minutes
Number of Questions	66 selected-response questions
Format	The test consists of a variety of selected-response questions, where you select one or more answer choices; questions where you enter a numeric answer in a box; and other types of questions. You can review the possible question types in Understanding Question Types.
Test Delivery	Computer Delivered



Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Number & Quantity and Algebra	20	30%
IA. Number & Quantity	7	10%
IB. Algebra	13	20%
II. Functions and Calculus	20	30%
IIA. Functions	13	20%
IIB. Calculus	7	10%
III. Geometry	13	20%
IV. Statistics & Probability	13	20%

All questions assess content from the Mathematics domains above. Approximately 25% of questions assess content applied to a Task of Teaching Mathematics.

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MATHEMATICS

Test Framework

	Content Domain	Range of Competencies	Approximate Percentage of Test Score
I.	Mathematical Processes and Number Sense	0001–0003	19%
II.	Patterns, Algebra, and Functions	0004–0007	24%
III.	Measurement and Geometry	0008–0010	19%
IV.	Trigonometry and Calculus	0011–0013	19%
V.	Statistics, Probability, and Discrete Mathematics	0014–0016	19%

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Multistate Standard Setting Study

Mathematics (5165)

PARTICIPATING STATES

Panelists from 13 states and Washington, D.C., were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as either secondary mathematics teachers or college faculty who prepare secondary mathematics teachers and (b) familiarity with the knowledge and skills required of beginning secondary mathematics teachers.

RECOMMENDED PASSING SCORE

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Mathematics test, the recommended passing score[1] is 39 out of a possible 60 raw-score points. The scale score associated with a raw score of 39 is 159 on a 100–200 scale.

Praxis

Art

Art: Content Knowledge (5134)

Overview of the Test

Art: Content Knowledge (5134) is designed to measure the knowledge and skills necessary for a beginning art teacher.

- Designed and developed through work with practicing teachers and teacher educators
- Aligns to the National Art Education Association standards.
- Test Fee = $130.00

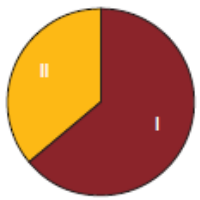
1. Learn About Your Test

Learn about the specific test you will be taking

Art: Content Knowledge (5134)

Test at a Glance

Test Name	Art: Content Knowledge
Test Code	5134
Time	2 hours
Number of Questions	120
Format	Selected-response questions
Test Delivery	Computer delivered



Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Art Making	**76**	**64%**
A. General	15	13%
B. Media and Processes	61	51%
II. Historical and Theoretical Foundations of Art	**44**	**36%**
A. Materials and Processes in an Art Historical Context	6–7	5%
B. The Western Tradition in Art History	17–18	15%
C. Art Beyond the Western Tradition	9	7%
D. Responding to Art	11	9%

About This Test

Art: Content Knowledge measures whether entry-level art teachers have the standards-relevant knowledge, skills, and abilities deemed necessary for beginning professional practice. The test is intended primarily for individuals completing teacher training programs who plan to become art teachers. Candidates typically have completed a bachelor's degree program in art or art education. The test questions focus on concepts that are considered central to the study of art, measuring knowledge of art making and the historical and theoretical foundations of art. Images are included on the screen with some of the questions.

The test may contain some questions that will not count toward your score.

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ART

Test Framework

	Content Domain	Range of Competencies	Approximate Percentage of Test Score
I.	Foundations of Art: Elements and Principles	0001–0002	11%
II.	Art Media, Tools, Technologies, Techniques, and Processes	0003–0008	33%
III.	Visual Arts in Historical and Cultural Contexts	0009–0014	33%
IV.	Aesthetics and Art Criticism	0015–0016	12%
V.	Connecting the Visual Arts to Other Disciplines	0017–0018	11%

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Multistate Standard Setting Study

Art: Content Knowledge (5134)

Participating States

Panelists from 22 states were recommended by state departments of education to participate on expert panels. The state departments of education recommended panelists with (a) art education experience, either as K-12 Art teachers or college faculty who prepare Art teachers and (b) familiarity with the knowledge and skills required of beginning Art teachers.

Recommended Cut Scores

The recommended cut scores for each panel, as well as the average cut score across the two panels, are provided to help state departments of education determine an appropriate cut (or passing) score. For the Praxis Art: Content Knowledge (0134) assessment, the average recommended cut score (rounded up) is 72 (on the raw score metric), which represents 65% of total available 110 raw score points (the recommended cut scores for Panels 1 and 2 are 73 and 71, respectively). The scaled score associated with a raw score of 72 is 158.

Praxis

Biology

Biology (5236)

Overview of the Test

Biology (5236) is designed to measure the knowledge and skills necessary for a beginning biology teacher.

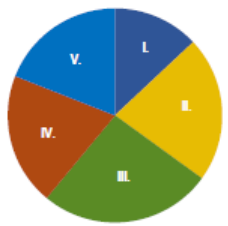
- Developed through work with practicing biology teachers, teacher educators, and higher education biology specialists
- Aligns to National Science Teaching Association Preparation Standards for biology.
- Content and practices measured reflect the Disciplinary Core Ideas (DCIs) and Science and Engineering Practices (SEPs) established by the National Research Council in A Framework for K-12 Science Education and included in the Next Generation Science Standards.
- Test Fee = $130.00

Biology (5236)

Test at a Glance

The *Praxis*® Biology test is designed to measure knowledge and competencies important for safe and effective beginning practice as a teacher of biology. Test takers have typically completed a bachelor's degree program with appropriate coursework in biology and education.

Test Name	Biology
Test Code	5236
Time	2.5 hours
Number of Questions	150 selected-response questions
Format	The test consists of a variety of selected-response questions, where you select one or more answer choices, and other types of questions. You can review the possible question types in "Understanding Question Types."
Test Delivery	Computer Delivered



Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Nature and Impact of Science and Engineering	19	13%
II. Cell Biology: Cell Structure and Function	33	22%
III. Genetics and Evolution	39	26%
IV. Diversity of Life and Organismal Biology	30	20%
V. Ecology: Organisms and Environments	29	19%

All questions assess content from the above Biology domains. More than 40 percent of questions integrate a Science and Engineering Practice, and approximately 25 percent of questions assess content applied to a Task of Teaching Science.

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BIOLOGY

Test Framework

	Content Domain	Range of Competencies	Approximate Percentage of Test Score
I.	Nature of Science	0001–0003	20%
II.	Biochemistry and Cell Biology	0004–0005	13%
III.	Genetics and Evolution	0006–0009	27%
IV.	Biological Unity and Diversity	0010–0012	20%
V.	Ecology and Environment	0013–0015	20%

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Multistate Standard Setting Study

Biology (5236)

Participating States

Panelists from 14 states were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as either teachers of biology students or college faculty who prepare those biology teachers and (b) familiarity with the knowledge and skills required of beginning biology teachers.

Recommended Passing Score

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Biology test, the recommended passing score[1] is 75 out of a possible 120 raw-score points. The scale score associated with a raw score of 75 is 154 on a 100–200 scale.

Praxis

Chemistry

Chemistry (5246)

Overview of the Test

Chemistry (5246) is designed to measure the knowledge and skills necessary for a beginning chemistry teacher.

- Designed and developed through work with practicing chemistry teachers, teacher educators, and higher education chemistry specialists to reflect the knowledge teachers need to teach the chemistry curriculum and to reflect state and national standards.
- Aligns to National Science Teaching Association Preparation Standards for chemistry.
- Content and practices measured reflect the Disciplinary Core Ideas (DCIs) and Science and Engineering Practices (SEPs) established by the National Research Council in A Framework for K-12 Science Education and included in the Next Generation Science Standards
- Test Fee = $130.00

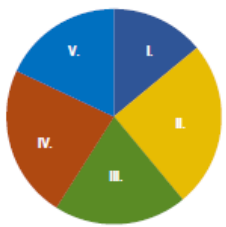
The *Praxis*® Study Companion

Chemistry (5246)

Test at a Glance

The *Praxis*® Chemistry test is designed to measure knowledge and competencies important for safe and effective beginning practice as a teacher of chemistry. Test takers have typically completed a bachelor's degree program with appropriate coursework in chemistry and education.

Test Name	Chemistry
Test Code	5246
Time	2 hours 30 minutes
Number of Questions	125 selected-response questions
Format	The test consists of a variety of selected-response questions, where you select one or more answer choices, and other types of questions. You can review the possible question types in Understanding Question Types.
Test Delivery	Computer Delivered



Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Nature and Impact of Science and Engineering	17	14%
II. Principles and Models of Matter and Energy	31	25%
III. Chemical Composition, Bonding, and Structure	25	20%
IV. Chemical Reactions and Periodicity	29	23%
V. Solutions and Acid-Base Chemistry	23	18%

Half or more of the questions integrate a Science and Engineering Practice, and approximately one-quarter to one-third of the questions assess content applied to a Task of Teaching of Science.

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CHEMISTRY

Test Framework

	Content Domain	Range of Competencies	Approximate Percentage of Test Score
I.	Nature of Science	0001–0003	18%
II.	Matter and Atomic Structure	0004–0006	18%
III.	Energy and Chemical Bonding	0007–0010	23%
IV.	Chemical Reactions	0011–0014	23%
V.	Stoichiometry and Solutions	0015–0017	18%

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Multistate Standard Setting Study

Chemistry (5246)

Participating States

Panelists from 15 states, and Washington, D.C., were recommended to serve on one of two panels by their respective education agencies. The education agencies recommended panelists with (a) experience as either chemistry teachers or college faculty who prepare chemistry teachers and (b) familiarity with the knowledge and skills required of beginning chemistry teachers.

Recommended Passing Score

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Chemistry test, the recommended passing score[1] is 56 out of a possible 100 raw-score points. The scale score associated with a raw score of 56 is 146 on a 100–200 scale.

Praxis

Drama

Theatre (5641)

Overview of the Test

Theatre (5641) is designed to measure a beginning teacher's knowledge and understanding of theatre and theater education.

- Designed and developed through work with practicing teachers and teacher educators
- Aligns to the National Core Arts Standards (NCAS)
- Test Fee = $130.00

Theatre (5641)

Test at a Glance

The *Praxis*® Theatre test is designed to assess a beginning theatre teacher's knowledge and understanding of theatre and theatre education. Test takers will typically have completed, or will have nearly completed, an undergraduate or graduate theatre education program.

Test Name	Theatre
Test Code	5641
Time	2 hours
Number of Questions	120 selected-response questions
Format	The test consists of a variety of selected-response questions, where you select one or more answer choices. You can review the possible question types in "Understanding Question Types."
Test Delivery	Computer Delivered



Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Curriculum, Instruction, and Classroom Practices	35	29%
II. Creating and Performing	35	29%
III. Production	30	25%
IV. History, Literature, and Criticism	20	17%

No MSSS – Review State Level Scores

Theatre (5641)

- Mean Score = 153
- Median Score = 154
- Mode = 157

State/Agency	Qualifying Score
Utah, Wyoming	162
Rhode Island, Tennessee	159
Alaska, District of Columbia, Kentucky, South Carolina, Wisconsin	157
Nevada	155
Alabama, Arkansas, Indiana, Northern Mariana Islands	154
Colorado, Delaware, New Jersey, West Virginia	153
Maryland	151
Idaho, Montana, New Mexico, South Dakota	148
Maine	146
North Dakota	132

Praxis

Family & Consumer Science

Family & Consumer Sciences (5123)

Overview of the Test

Family and Consumer Sciences (5123) is designed to measure the knowledge and skills necessary for a beginning family and consumer sciences teachers..

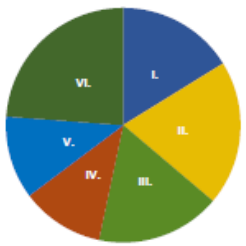
- Developed through work with practicing teachers and teacher educators.
- Aligns to Family and Consumer Sciences Teacher Standards (NATEFACS)
- Test Fee = $130.00

The *Praxis*® Study Companion

Family and Consumer Sciences (5123)

Test at a Glance

Test Name	Family and Consumer Sciences
Test Code	5123
Time	130 minutes
Number of Questions	130 selected response questions
Format	The test consists of a variety of selected-response questions, where you select one or more answer choices and other types of questions. You can review the possible question types in Understanding Question Types.
Test Delivery	Computer Delivered



Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Family, Career, and Community Interrelationships	22	17%
II. Wellness, Nutrition, and Food Science	27	21%
III. Human Development and Interpersonal Relationships	23	18%
IV. Housing, Interior Design, Textiles, and Apparel	16	12%
V. Business Skills Across Career Pathways	16	12%
VI. Professional Teaching Practices	26	20%

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FAMILY AND CONSUMER SCIENCES

Test Framework

	Content Domain	Range of Competencies	Approximate Percentage of Test Score
I.	Human Development and Relationships	0001–0004	33%
II.	Resource Management and Consumer Skills	0005–0007	25%
III.	Nutrition and Foods	0008–0010	25%
IV.	Workplace Skills and Careers	0011–0012	17%

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Multistate Standard Setting Study

Family & Consumer Sciences (5123)

Participating States

Panelists from 10 states were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as family and consumer sciences teachers or college faculty who prepare family and consumer sciences teachers and (b) familiarity with the knowledge and skills required of beginning family and consumer sciences teachers.

Recommended Passing Score

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Family and Consumer Sciences test, the recommended passing score is 66 out of a possible 110 raw-score points. The scale score associated with a raw score of 66 is 151 on a 100–200 scale.

Praxis

Music

Music: Content Knowledge (5113)

Overview of the Test

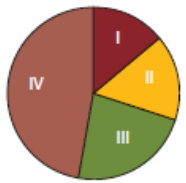
Music: Content Knowledge (5113) is designed to measure a beginning teacher's knowledge and understanding of music and music education.

- Designed and developed through work with practicing teachers and teacher educators
- Aligns to the National Association of School Music (NASM)
- Test Fee = $130.00

Music: Content Knowledge (5113)

Test at a Glance

Test Name	Music: Content Knowledge
Test Code	5113
Time	2 hours, divided into a listening section (Section 1) and a non-listening section (Section 2)
Number of Questions	120
Pacing and Special	In Section 1 of the test, you are asked questions about recorded musical excerpts. During the audio portions, you are given time to read the questions and possible answers shown on the screen. A clock at the top of the screen shows you how much time is remaining to answer all of the questions in Section 1. You then have 85 minutes to complete the 90 questions in Section 2.
Format	Selected-response questions; 30 of the 120 questions are based on recorded musical excerpts. This test will include questions with an audio component.
Test Delivery	Computer delivered



Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. **Music History and Literature**		
Category total:	18	15%
Section 1 (listening*):	9	
Section 2:	9	
II. **Theory and Composition**		
Category total:	19	16%
Section 1 (listening*):	9	
Section 2:	10	
III. **Performance**		
Category total:	27	22%
Section 1 (listening*):	12	
Section 2:	15	
IV. **Pedagogy, Professional Issues, and Technology**		
Category total:	56	47%
Section 1 (listening*):	N/A	
Section 2:	56	

*The questions in both Section 1 and Section 2 are counted in the main content categories I–IV. The special listening category counts only the questions (1–30) in Section 1. The special listening category is intended to provide test takers with a potentially helpful breakdown of information regarding the questions based on listening skills.

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MUSIC

Test Framework

	Content Domain	Range of Competencies	Approximate Percentage of Test Score
I.	Aural Analysis Skills	0001–0003	23%
II.	Music Theory and Composition	0004–0006	23%
III.	Music History and Culture	0007–0009	23%
IV.	Music Methodology and Performance	0010–0013	31%

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Multistate Standard Setting Study

Music: Content Knowledge (5113)

Participating States

Panelists from seventeen states and the District of Columbia were recommended by state departments of education to participate on expert panels. The state departments of education recommended panelists with (a) education experience, either as music teachers or college faculty who prepare music teachers and (b) familiarity with the knowledge and skills required of beginning music teachers.

Recommended Cut Scores

The recommended passing score for each panel, as well as the average passing score across the two panels, are provided to help state departments of education determine an appropriate operational passing score. For the Praxis Music: Content Knowledge test, the recommended passing score[1] is 70 (on the raw score metric), which represents 64% of the total available 110 raw score points. The scaled score associated with a raw score of 70 is 161 (on a 100 - 200 scale).

Praxis

Physics

Physics (5266)

Overview of the Test

Physics (5266) is designed to measure the knowledge and skills necessary for a beginning physics teacher.

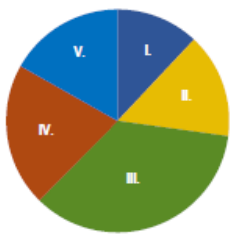
- Designed and developed through work with practicing physics teachers, teacher educators, and higher education physics specialists to reflect the knowledge teachers need to teach the physics curriculum and to reflect state and national standards.
- Aligns to National Science Teaching Association Preparation Standards for physics.
- Content and practices measured reflect the Disciplinary Core Ideas (DCIs) and Science and Engineering Practices (SEPs) established by the National Research Council in A Framework for K-12 Science Education and included in the Next Generation Science Standards
- Test Fee = $130.00

Physics (5266)

Test at a Glance

The *Praxis*® Physics test is designed to measure knowledge and competencies important for safe and effective beginning practice as a teacher of physics. Test takers have typically completed a bachelor's degree program with appropriate coursework in physics and education.

Test Name	Physics
Test Code	5266
Time	2 hours 30 minutes
Number of Questions	125 selected-response questions
Format	The test consists of a variety of selected-response questions, where you select one or more answer choices and other types of questions. You can review the possible question types in Understanding Question Types.
Test Delivery	Computer Delivered



Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. Nature and Impact of Science and Engineering	15	12%
II. Principles and Models of Matter and Energy	19	15%
III. Mechanics	44	35%
IV. Electricity and Magnetism	26	21%
V. Waves	21	17%

Half or more of the questions integrate a Science and Engineering Practice, and approximately one-quarter to one-third of the questions assess content applied to a Task of Teaching of Science.

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PHYSICS

Test Framework

	Content Domain	Range of Competencies	Approximate Percentage of Test Score
I.	Nature of Science	0001–0002	14%
II.	Mechanics	0003–0006	28%
III.	Electricity and Magnetism	0007–0009	22%
IV.	Waves	0010–0011	14%
V.	Modern Physics	0012–0014	22%

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Multistate Standard Setting Study

Physics (5266)

Participating States

Panelists representing 11 states were recommended by their respective education agencies. Additionally, the panel included an educator representing Western Governors University (WGU), a nationally-accredited online university. The education agencies and WGU recommended panelists with (a) experience as either teachers of visually impaired students or college faculty who prepare those physics teachers and (b) familiarity with the knowledge and skills required of beginning physics teachers.

Recommended Passing Score

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the *Praxis* Physics test, the recommended passing score[1] is 56 out of a possible 100 raw-score points. The scale score associated with a raw score of 56 is 145 on a 100–200 scale.

Praxis

World Language: Spanish

Spanish: World Language (5195)

Overview of the Test

Spanish: World Language (5195) is designed to measure the professional knowledge, skills, and abilities of beginning Spanish teachers.

- Aligns to the national standards developed by the American Council on the Teaching of Foreign Languages (ACTFL).
- Test Fee = $170.00
    - Includes 3 constructed-response tasks for writing and 3 constructed-response tasks for speaking

Spanish: World Language (5195)

Test at a Glance

Test Name	Spanish: World Language
Test Code	5195
Time	Approximately 3 hours, including the Listening with Cultural Knowledge Practice and the optional Writing Practice with the built-in character toolbar for the Writing section
Number of Questions	75 selected-response questions and 6 constructed-response questions
Format	Listening with Cultural Knowledge Practice (not scored); 6 selected-response questions (10 minutes) Section 1. Listening with Cultural Knowledge; 36 selected-response questions (50 minutes) Section 2. Reading with Cultural Knowledge; 39 selected-response questions (50 minutes) Writing Practice (not scored); one optional practice constructed-response exercise using the built-in character toolbar (5 minutes) Section 3. Writing, with 3 constructed-response tasks (50 minutes) Section 4. Speaking, with 3 constructed-response tasks (15 minutes) **Note:** This test will include questions with an audio component in the Listening and Speaking sections.
Test Delivery	Computer delivered



Content Categories		Approximate Number of Questions	Approximate Percentage of Examination
I.	Interpretive Listening, including embedded linguistic content	30 selected response	26%
II.	Interpretive Reading, including embedded linguistic content	30 selected response	26%
III.	Cultural Knowledge (Tested in Sections 1 and 2)	15 selected response	12%
IV.	Interpersonal and Presentational Writing	3 written responses (constructed response)	18%
V.	Presentational and Interpersonal Speaking	3 spoken responses (constructed response)	18%

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SPANISH

Test Framework

	Content Domain	Range of Competencies	Approximate Percentage of Test Score
I.	Interpretive Listening	0001–0002	15%
II.	Interpretive Reading	0003–0004	15%
III.	Language Structures	0005–0006	13%
IV.	Cultural Understanding	0007–0008	15%
V.	Presentational Writing	0009	20%
VI.	Presentational Speaking	0010	22%

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Multistate Standard Setting Study

Spanish: World Language (5195)

Recommended Cut Scores

The standard setting studies involved two expert panels for each assessment, comprised of teachers, administrators and college faculty. The recommended cut scores for each panel, as well as the average cut score across the two panels, are provided to help state departments of education determine appropriate cut (or passing) scores.

- For Praxis World Languages: German, the average recommended cut score is 64 (on the raw score metric), which represents 65% of total available 98 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 63, respectively). The scaled score associated with a raw score of 64 on the Praxis German assessment is 163.
- For Praxis World Languages: French, the average recommended cut score is 63 (on the raw score metric), which represents 65% of total available 97 raw points (the recommended cut scores for Panels 1 and 2 are 59 and 66, respectively). The scaled score associated with a raw score of 63 on the Praxis French assessment is 162.
- For Praxis World Languages: Spanish, the recommended cut score is 67 (on the raw score metric), which represents 70% of total available 96 raw points (the recommended cut scores for Panels 1 and 2 are 66 and 69, respectively). The scaled score associated with a raw score of 67 on the Praxis Spanish assessment is 168.

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Educator Preparation and Pathways

ITEM: EARLY LITERACY PREPARATION STANDARDS UPDATE

ACTION: **INFORMATION ITEM**

INFORMATION: The purpose of this item is to update the Commission on progress related to implementation of OAR 584-420-0015 Literacy: Program Standards and to outline key next steps in alignment with recommendations from the Early Literacy in Educator Preparation Council (ELEPC), detailed logistical updates identified by TSPC staff and workgroups, and extensive partner input from education partners gathered throughout the revision and implementation planning process.

Background
In May 2023, Governor Tina Kotek established the Early Literacy Educator Preparation Council (ELEPC) through Executive Order 23-12, with the goal of enhancing educator preparation in elementary literacy instruction. The ELEPC concluded its work in June 2024, submitting recommended Oregon Administrative Rules (OARs) for formal adoption. In July 2024, TSPC officially adopted these standards as part of a broader effort to improve literacy education in Oregon.

The recommended implementation timeline includes:
- 2024-2025: Foundation-building year
- 2025-2026: Program alignment and redesign
- 2026-2027: Full implementation

Collaboration Across the Field
Since our April 3rd update to the Commission, TSPC staff have continued to engage with our partners in collaborative efforts to support the ongoing planning for the implementation of the literacy standards. Feedback and discussion opportunities have been embedded throughout the implementation planning process.

Collaborations have included:
- Individual meetings with each of our Educator Preparation Providers (EPPs) facilitated by Educator Preparation & Pathways (EP&P) staff during April to provide personalized guidance, clarification, and in an effort to answer questions that may be unique to the EPP;
- The convening of standards refinements workgroups described further in the next section of this update;
- Updates provided to our Educator Preparation & Pathways Committee (EP&PC) in May 2025;
- Regular updates at monthly Cross-EPP meetings (April 2 and May 7);
- The final Literacy Implementation Community of Practice Session held May 7, 2025; and
- Updates provided to convenings of professional organizations including:
    - Oregon Alliance of Independent Colleges & Universities (OAICU) in March 2025;
    - Oregon Association of Colleges for Teacher Education (OACTE) April 18;

- Oregon Professors of Education Administration (ORPEA) April 11; and
- Coalition of Oregon School Administrators (COSA): Monthly updates related to administrator standards.

Standards Refinement through Collaborative Workgroups
Focused workgroups continued to consider recommendations for refinements to the literacy standards in the following areas:

- ESOL Literacy Workgroup (December 2024–February 2025);
- Administrator Standards Workgroup (March–May 2025); and
- Field Experience Workgroup (March–April 2025).

The collective collaboration of these teams resulted in recommendations to:

- Edit existing standards to provide clarification and consistency in language and structure;
- Remove ESOL endorsements as an area that the literacy standards apply to;
- Move references to administrator roles and responsibilities from the Teacher Preparation Standards (Division 420) to the Administrator Preparation Standards (Division 430); and
- The removal of Standard 8: (Field Experiences) and including language in (5) Standard 1: (Knowledge of Literacy Acquisition and Instruction) (F) (a) and (b), and in OAR 584-400-0140 (Clinical Practices for Teacher Candidates) (9) to better reflect the intent of the ELEPC regarding field experiences for candidates.

These recommendations were incorporated into the current drafts of revised rules for the Teaching Literacy Standards (OAR 584-420-0015), the Clinical Practice Standards (OAR 584-400-0140), and the Administrator Standards (OAR 584-430-XXXX). The revisions for the Teaching Literacy Standards and the Clinical Practice Standards were presented to the Rules Advisory Committee (RAC) in April and reviewed by the EP&PC at their May 29th session. The Administrator Standards were presented to EP&PC in May and will move to RAC in June.

Continued Planning and Collaboration
To advance this work, TSPC partnered with Education Northwest (EdNW) to facilitate four Community of Practice (CoP) sessions for EPPs with the final session occurring May 7, 2025.

Next Steps and Ongoing Coordination with EPPs

- Prior to the end of June, EPPs will submit their rough draft implementation plans;
- TSPC staff will review the plans over the summer and provide feedback;
- TSPC staff will meet with individual EPPs again in early fall;
- EPPs will prepare to present final drafts of implementation plans prior to the end of December and EPPs will meet with TSPC staff to present their plans;
- Plans will be presented to the Commission for approval during winter and/or spring Commission meetings.

These collective efforts support a thoughtful and informed implementation of Oregon's Early Literacy Standards by the 2026–2027 academic year.

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23- 25, 2025
Professional Practices

ITEM: PROFESSIONAL PRACTICES COMMITTEE CHAIR REPORT

ACTION: **DISCUSSION ITEM**

INFORMATION: <u>The Professional Practices Committee:</u>

The Professional Practices Committee met on May 8, 2025. The Committee reviewed Division 20 of the Commission's administrative rules. After review the following rules were identified for possible amendment.

OAR 584-020-0000(1) *Oregon Administrative Rules 584-020-0005 through 584-020-0045 were adopted by the Teacher Standards and Practices Commission in accordance with Oregon Revised Statute 342.175(5).* The Committee recommends updating the language in the rule to, Oregon Revised Statute 342.175(6) thereby changing the sub paragraph from (5) to (6). This will ensure the rule reflects the appropriate ORS.

> *(ORS 342.175(6) Violation of rules adopted by the commission relating to competent and ethical performance of professional duties shall be admissible as evidence of gross neglect of duty or gross unfitness.)*

This change can be made as a statutory minor correction and will not require the agency to go through a full rule making process.

OAR 584-020-0035(3)(a) *Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family.*

It is Recommended by the Committee that the full Commission consider removal of this rule to better align with agency practices. The use of this rule has been limited in its interpretation based on past contested cases. If agreed, this proposed removal will go before the RAC in July and a rule will come before the Commission at the October 2025 meeting.

Topics for Future Professional Practices Committee Meetings:

a. Develop Rules related to new civil penalties
b. Review "Trend Data" within Professional Practices
c. Review future role of *Model Code of Educator Ethics* (Currently Division 20)
d. Review of Division 19

Next Meeting of Professional Practices Committee: September 23, 2025

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25 2025
Professional Practices

ITEM: PROFESSIONAL PRACTICES PRODUCTION REPORT

ACTION: **INFORMATION ITEM**

INFORMATION: The following information compiled using the following dates March 26, 2025 – June 12, 2025. This compiled statistic indicates the number of cases pending in each category.

Cases Under Consideration:

	October 2024	February 2025	April 2025	**June 2025**
Final Orders				
Proposed Orders / Actions (Cases from "Other Discipline Issues")	2	0	1	**2**
Stipulated Orders	9	8	10	**7**
Default Orders (informational)	5	9	3	**8**
Mandatory Revocations	0	1	2	**1**
Letters of Informal Reproval	8	8	2	**4**
Total	24	26	18	**22**
Preliminary Investigations Reports that were Administratively closed	33	64	19	**28**
Preliminary Investigation Reports Recommending Action to Dismiss	0	5	3	**6**
Preliminary Investigation Reports Recommending No Further Action	1	1	1	**4**
Preliminary Investigation Reports Recommending Action to Charge	23	19	15	**21**
Cases to Discuss Before the Commission	0	2	5	**0**
Total Investigation Reports:	24	91*	**43**	**59**
Average Length of Investigations (in Months):	13.2	12.5*	**11.7**	**8.4**
Percent Completed in less than six (6) months:	21%	17%*	**25%**	**53%**
Consideration of Amended Notices to Charge	1	0	1	0
Applications for Reinstatement Pursuant to OAR 584-050-0018	0	0	1	0
Consideration of Other Discipline Issues	2	0	1	2
Termination of Monitoring Period	1	3	0	2
Total	**5**	**3**	**3**	**4**

- * prior to February 2025 administratively closed cases were not included in total investigation reports, length of investigations and precent completed in less than six months.

Data Classification Level: I – Published
DO: Wood/Icefire
Published: 06/20/2025
Amended:

Cases Pending an Investigation:

Cases Under Investigation	111	169	109	112
Cases Pending Disposition in Other Venue	37	42	48	45
New Cases Received Since Last Meeting - Patron Complaints	65	68	78	24
New Cases Received Since Last Meeting - District Complaints	56	56	50	43
Total	**439***	**515***	**578***	***607**

- This is total number of open cases, not total of numbers in column, some cases received complaints from patrons and districts.

Pending Hearing Process:

Cases Requesting a TSPC Hearing	14	18	17	14
Cases Waiting for Final Order	4	2	4	2
Cases Pending Before the Court of Appeals	0	0	0	0

House Bill 3351 Actions:

Delayed Under Provisions of HB3351 Since Last Meeting	10	12	2	11
Reinstated Under Provisions of HB3351 Since Last Meeting	0	0	3	0

Professional Practices Historical Context:

Investigation Reports	Previous Year: 2024 Averages Per Meeting	June 2024 Meeting:
Preliminary Investigation Reports Recommending Action to Dismiss	1.5	2
Preliminary Investigation Reports Recommending No Further Action	2.5	3
Preliminary Investigation Reports Recommending Action to Charge	19.25	21
Total Investigation Reports Considered:	**98**	**26**
Total Cases Administratively closed	**77****	**0**

** administratively closed cases started tracking at the October 2024 meeting.

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Administrative Rules

ITEM: Oregon License Expense Reimbursement

ACTION: **ACTION ITEM**

RECOMMENDATION: The Interim Executive Director recommends adoption of the following resolution:

RESOLVED, that OAR 584-200-0125 is amended effective July 1, 2025.

INFORMATION: Oregonians experiencing financial challenges struggle to afford licensing. Given the priority to better serve our students, Oregon has a need for more educators who speak more than one language. All Oregon high school students are required to earn credits in a World Language. This rule will give those educators who speak more than one language who are experiencing financial challenges an avenue for expense reimbursement.

The Rules Advisory Committee was consulted on April 30.

Notices to Interested Parties and Legislators were sent on May 7.

Public Hearings were held on May 16 and June 18 and there were no public comments submitted.

Program Area	Type of Change	Rule Number	Rule Title	Summary of Change	Public Comment
Licensing	Adopt (permanent)	584-200-0125	Oregon Licensure Expense Reimbursement Program	Adopts a permanent rule to establish a Licensure Expense Reimbursement Program to encourage linguistic diversity in the Oregon educator workforce through reimbursement of qualified applicants for the expenses incurred in seeking licensure.	N/A

Attachments

Secretary of State Notice of Proposed Rulemaking

Data Classification Level: 1 – Published
DO: Sieng
Published: 6/12/25

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TOBIAS READ
SECRETARY OF STATE

MICHAEL KAPLAN
DEPUTY SECRETARY OF STATE

ARCHIVES DIVISION
STEPHANIE CLARK
DIRECTOR

800 SUMMER STREET NE
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NOTICE OF PROPOSED RULEMAKING
INCLUDING STATEMENT OF NEED & FISCAL IMPACT

CHAPTER 584
TEACHER STANDARDS AND PRACTICES COMMISSION

FILED
04/23/2025 1:00 PM
ARCHIVES DIVISION
SECRETARY OF STATE

FILING CAPTION: Permanent rule for Oregon License Expense Reimbursement for licensed educators

LAST DAY AND TIME TO OFFER COMMENT TO AGENCY: 05/23/2025 5:00 PM

The Agency requests public comment on whether other options should be considered for achieving the rule's substantive goals while reducing negative economic impact of the rule on business.

CONTACT: Melissa Goff
503-580-7804
melissa.j.goff@tspc.oregon.gov

250 NE Division Street
Salem,OR 97301

Filed By:
Melissa Goff
Rules Coordinator

HEARING(S)

Auxiliary aids for persons with disabilities are available upon advance request. Notify the contact listed above.

DATE: 05/16/2025
TIME: 9:00 AM - 9:30 AM
OFFICER: Melissa Goff

REMOTE HEARING DETAILS
MEETING URL: Click here to join the meeting
PHONE NUMBER: 1-503-446-4951
CONFERENCE ID: 232232038
SPECIAL INSTRUCTIONS:
Guests will enter the lobby and be admitted by hearings administrator

NEED FOR THE RULE(S)

Oregonians experiencing financial challenges struggle to afford licensing. Given the priority to better serve our students, Oregon has a need for more educators who speak more than one language. (All Oregon high school students are required to earn credits in a World Language.) This rule will give those educators who speak more than one language who are experiencing financial challenges an avenue for expense reimbursement.

DOCUMENTS RELIED UPON, AND WHERE THEY ARE AVAILABLE

Governor Kotek Executive Order 23-12 https://www.oregon.gov/gov/eo/eo-23-12.pdf
Temporary Rule 584-420-0015
https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=315668#:~:text=These%20standards%20are%20in%20concert%20with%20the%20following,practice%20standards%20of%20an%20international%20organization%20on%20dyslexia.

STATEMENT IDENTIFYING HOW ADOPTION OF RULE(S) WILL AFFECT RACIAL EQUITY IN THIS STATE

Over 1 in 9 Oregon students are linguistically diverse, the majority of whom are students of color. This Rule will support more students in and honor their first language and culture, while also supporting their acquisition of English, by ensuring not only more licensed educators in their schools understand second language acquisition but also that more licensed educators look like them and share their language and culture.

FISCAL AND ECONOMIC IMPACT:

This bill has no additional economic impact. It utilizes funds appropriated through the Student Success Act to the Educator Advancement Council to serve needs related to representation and inclusion.

COST OF COMPLIANCE:

(1) Identify any state agencies, units of local government, and members of the public likely to be economically affected by the rule(s). (2) Effect on Small Businesses: (a) Estimate the number and type of small businesses subject to the rule(s); (b) Describe the expected reporting, recordkeeping and administrative activities and cost required to comply with the rule(s); (c) Estimate the cost of professional services, equipment supplies, labor and increased administration required to comply with the rule(s).

The Educator Advancement Council, as an arm of the Oregon Department of Education, would be impacted as they continue to enter an Interagency Agreement to utilize SSA funds to support the Oregon License Expense Reimbursement program.

DESCRIBE HOW SMALL BUSINESSES WERE INVOLVED IN THE DEVELOPMENT OF THESE RULE(S):

Small businesses were not involved.

WAS AN ADMINISTRATIVE RULE ADVISORY COMMITTEE CONSULTED? NO IF NOT, WHY NOT?

The Rules Advisory Committee will be consulted on April 30, 2025.

ADOPT: 584-200-0125

RULE SUMMARY: This rule supports linguistic diversity and creates greater equity for linguistically diverse students by ensuring increased representation of linguistically diverse educators in Oregon schools, districts, and Education Service Districts.

CHANGES TO RULE:

584-200-0125
Oregon Licensure Expense Reimbursement Program
(1) Pursuant to ORS 342.437, the Commission may disburse moneys to increase the percentage, through recruitment and retention, of licensed educators in this state who are linguistically diverse or who enhance linguistic inclusion, in accordance with the requirements set forth in this rule, through reimbursement from the TSPC General Program Fund to eligible recipients for the direct costs of seeking and obtaining Oregon teacher, administrator, and personnel service licensure or renewal, as well as assessment fees leading to licensure, registration, or certification.¶
(2) Eligible Recipients: To be eligible for reimbursement of licensure expenses, a teacher, administrator, or personnel service license applicant must meet one of the following criteria:¶
(a) Enhance Oregon access to linguistic inclusion through:¶
(A) Speaker of a language that aligns with a TSPC-approved World Language endorsement or¶
(B) Holding or having applied for an Oregon American Indian Languages Teaching License; or¶
(C) Holding or having applied for an Oregon English to Speakers of Other Languages (ESOL) endorsement; or¶
(D) Holding or having applied for an Oregon World Language endorsement; or¶
(E) Holding or having applied for an Oregon American Sign Language, Bilingual, or Dual Language Specialization; or¶
(F) Holding a degree or minor in a subject area that aligns with a TSPC-approved World Language Endorsement, and¶

(b) Have applied for or been issued any teacher, administrator or personnel service license, registration, certificate, or to add an endorsement or specialization or renewal under ORS 342.125, ORS 342.144, or ORS 342.475 on or after July 1 of the current biennium.¶
(3) Timing of Eligible Expenses.¶
(a) Eligible teachers, administrators and personnel service licensees may be reimbursed for eligible expenses that occurred prior to July 1 of the current biennium, if the licensure or renewal associated with the expenses was granted on or after July 1 of the current biennium.¶
(b) Expenses incurred prior to meeting a qualifying criterion may be eligible for reimbursement only if they are directly associated with a licensure, endorsement, specialization, or renewal that was issued or applied for after the qualifying criterion was met.¶
(c) An applicant who has applied for, but has not yet been issued, an eligible Oregon license, endorsement, or specialization must have sufficient documentation on file verifying that all requirements for issuance have been met. The Teacher Standards and Practices Commission (TSPC) may withhold reimbursement if licensure eligibility is unclear or inadequately documented.¶
(d) Applicants who meet a qualifying criterion under subsection (2)(a) and apply for or are issued an eligible license, endorsement, specialization, or renewal during the final 90 days of the biennium may submit reimbursement requests up to 90 days after the close of the biennium.¶
(4) Eligible Reimbursement Costs: For each reimbursement application, the applicant may receive a reimbursement subject to the approval of the Executive Director for the following actual, direct, and eligible expenses incurred for TSPC licensure or renewal and assessment leading to licensure:¶
(a) The total license application fees for TSPC licensure, license endorsement, license specialization, and renewal, including fingerprint costs assessed through the e-Licensing Portal.¶
(b) The charges for fingerprinting through Fieldprint or other approved vendor.¶
(c) The total expenses for assessment costs associated with the approved license, see section (4) below. Pre-paid assessment fees provided by TSPC under section (5) of this rule may not be included in the licensee reimbursement application.¶
(d) Expenses to obtain a transcript and other official documents required by TSPC for licensure, including foreign transcript evaluation.¶
(e) Reasonable tuition for tutoring or remedial courses not otherwise eligible for financial aid that are necessary to achieve teacher, administrator, or personnel service candidacy for licensure, as determined by the educator preparation program.¶
(f) Travel expenses: IRS-reimbursable mileage costs from residence to testing center and back, as well as from the applicant's residence to the Fieldprint center and return.¶
(g) Other expenses as approved by Executive Director.¶
(h) An application for a Clinical Practices Clearance is not an application for a license and does not qualify as an eligible expense until an application for licensure has been submitted.¶
(5) Assessment Costs: To be eligible for reimbursement of the direct costs of an assessment leading to licensure, the applicant must provide evidence acceptable to the Commission that the assessment was approved by the Commission or NASDTEC jurisdiction.¶
(6) Pre-Paid Fees: Assessment reimbursement may be provided through an arrangement between TSPC and testing providers, such as assessment vouchers or direct billing. TSPC may provide testing vouchers or other prepaid resources to TSPC-approved EPPs for distribution.¶
(7) Ineligible Expenses: An applicant may not be reimbursed for all Teacher Licensure expenses. Ineligible expenses include but are not limited to:¶
(a) Returned check fees;¶
(b) Any fees refunded or waived by TSPC, ETS, Pearson, EPPs, School Districts, and ESDs;¶
(c) Any expenses not actually incurred by the applicant or reimbursed by any other entity; and¶
(d) Any expenses reimbursed or covered by another entity.¶
(8) Documentation of Expenses: Claimed expenses will not be reimbursed without adequate documentation, such as appropriate receipts, as approved by the Executive Director.
Statutory/Other Authority: ORS 342.437, ORS 342.165, ORS 342.127
Statutes/Other Implemented: ORS 342.437

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Administrative Rules

ITEM: Fees 584-200-0050

ACTION: **ACTION ITEM**

RECOMMENDATION: The Interim Executive Director recommends adoption of the following resolution:

RESOLVED, that OAR 584-200-050 is amended effective July 1, 2025.

INFORMATION: There is currently a temporary rule in place that updates the license fee collected by TSPC from $5 to $10.

The Rules Advisory Committee was consulted on April 30.

Notices to Legislators and Interested Parties were sent on May 6.

A public hearing was held on June 18 and there were no public comments submitted.

Program Area	Type of Change	Rule Number	Rule Title	Summary of Change	Public Comment
Licensing	Adopt (permanent)	584-200-0050	Oregon Licensure Expense Reimbursement Program	Updates license fee information	N/A

Attachments

Secretary of State Notice of Proposed Rulemaking

Data Classification Level: 1 – Published
DO: Sieng
Published: 6/12/25

OFFICE OF THE SECRETARY OF STATE
TOBIAS READ
SECRETARY OF STATE

MICHAEL KAPLAN
DEPUTY SECRETARY OF STATE

ARCHIVES DIVISION
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800 SUMMER STREET NE
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NOTICE OF PROPOSED RULEMAKING
INCLUDING STATEMENT OF NEED & FISCAL IMPACT

CHAPTER 584
TEACHER STANDARDS AND PRACTICES COMMISSION

FILED
05/05/2025 5:11 PM
ARCHIVES DIVISION
SECRETARY OF STATE

FILING CAPTION: License fee collection update and EPP Literacy Standards amendments to align.

LAST DAY AND TIME TO OFFER COMMENT TO AGENCY: 06/23/2025 5:00 PM

The Agency requests public comment on whether other options should be considered for achieving the rule's substantive goals while reducing negative economic impact of the rule on business.

CONTACT: Patrick Sieng
503-480-9282
patrick.sieng@tspc.oregon.gov

250 Division Street NE
Salem,OR 97302

Filed By:
Melissa Goff
Rules Coordinator

HEARING(S)

Auxiliary aids for persons with disabilities are available upon advance request. Notify the contact listed above.

DATE: 06/18/2025
TIME: 10:00 AM - 11:00 AM
OFFICER: Patrick Sieng

REMOTE HEARING DETAILS
MEETING URL: Click here to join the meeting
PHONE NUMBER: 503-446-4951
CONFERENCE ID: 575453691

NEED FOR THE RULE(S)

Update license fee information; align EPP literacy standards as committed to when first adopted

DOCUMENTS RELIED UPON, AND WHERE THEY ARE AVAILABLE

Educator Preparation Program early literacy standards drafts available on TSPC website

STATEMENT IDENTIFYING HOW ADOPTION OF RULE(S) WILL AFFECT RACIAL EQUITY IN THIS STATE

License fee information is a neutral change that will not impact racial equity and alignment of early literacy standards will create greater access to learning for all students including students of color

FISCAL AND ECONOMIC IMPACT:

License fee update will positively impact TSPC revenue by $240,000 per biennium, and professional development related to the implementation of the EPP early literacy standards update expenses are approximately $250,000 for the 2025-27 biennium.

COST OF COMPLIANCE:

(1) Identify any state agencies, units of local government, and members of the public likely to be economically affected by the rule(s). (2) Effect on Small Businesses: (a) Estimate the number and type of small businesses subject to the rule(s); (b) Describe the expected reporting, recordkeeping and administrative activities and cost required to comply with the rule(s); (c) Estimate the cost of professional services, equipment supplies, labor and increased administration required to comply with the rule(s).

No anticipated impacts for other state agencies, local government, or the public; no anticipated impact on small businesses

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DESCRIBE HOW SMALL BUSINESSES WERE INVOLVED IN THE DEVELOPMENT OF THESE RULE(S):

No direct involvement

WAS AN ADMINISTRATIVE RULE ADVISORY COMMITTEE CONSULTED? YES

RULES PROPOSED:
584-200-0050, 584-420-0015

AMEND: 584-200-0050

RULE SUMMARY: Amended the licensing system fee to update the dollar amount collected for development and maintenance.

CHANGES TO RULE:

584-200-0050
Fees ¶

(1) Pursuant to ORS 342.127, the Commission has established fees for the processing of applications.¶
(2) All fees are non-refundable.¶
(3) All fees must be paid by Electronic Funds Transfer (EFT) through the TSPC online payment process. Electronic Funds Transfer (EFT) is defined as the movement of funds by non-paper means usually through a payment system, including but not limited, an automated clearinghouse or the Federal Reserve's Fedwire system.¶
(4) Application fees for first licensure, registration or certification:¶
(a) American Indian Language Teaching license: $182¶
(b) Career and technical education licenses: $182¶
(c) Charter school registrations: $182¶
(d) Emergency licenses: $182¶
(e) Exceptional Administrator license: $182¶
(f) International Visiting Teacher: $247 (The $247 fee includes the $65 out-of-state evaluation fee.)¶
(g) Legacy licenses: $182¶
(h) License for Conditional Assignment: $182¶
(i) Limited licenses: $182¶
(j) Preliminary licenses: $182¶
(k) Professional licenses: $182¶
(l) Reciprocal licenses: $247 (The $247 fee includes the $65 out-of-state evaluation fee.)¶
(m) Restricted licenses: $182¶
(n) School nurse certificates: $182¶
(o) Substitute licenses: $182¶
(p) Teacher Leader: $182¶
(q) Teacher Associate: $182¶
(5) Out-of-state/international application evaluation fee: $65 (The evaluation fee is in addition to all required application and background clearance fees unless otherwise noted in this rule.)¶
(6) Renewals, Reissues and Reauthorizations: All renewals, reissues and reauthorizations of licenses, certificates, and registrations: $182.¶
(7) Principal and Administrator Licenses: $189.¶
(8) Late Fees: Pursuant to ORS 342.127, the Commission has established the following late fee process:¶
(a) An applicant will pay $40 per month late fee for each portion of a month following expiration of the license,

registration or certificate for a maximum of $200.¶
(b) Late fees are in addition to all other required fees.¶
(c) Late fees may only be imposed one time following the expiration of a license, registration or school nurse certificate. If the applicant does not initially qualify for the license or certificate the applicant is seeking to reinstate, no additional late fees will be imposed upon application for subsequent licenses so long as the applicant has a current active license, registration or certification in effect at the time of application.¶
(9) Reinstatement of licenses, registrations, and certificates:¶
(a) Expired: $382 (The fee includes the application fee of $182 and the expired reinstatement fee of $200 but does not include the background clearance fee.)¶
(b) Suspended: $382 (The fee includes the application fee of $182 and the suspended reinstatement fee of $200 but does not include the background clearance fee.)¶
(c) Revoked: $442 (The fee includes the application fee of $182 and the revoked reinstatement fee of $260 but does not include the background clearance fee.)¶
(d) If the applicant holds another active and valid Oregon educator license at the time of the application for reinstatement, the applicant will not be assessed the additional $260 reinstatement fee to reinstate the second license.¶
(10) Endorsements and Specializations:¶
(a) Adding or removing an endorsement outside of licensure renewal application process: $182¶
(b) Adding a specialization outside of licensure renewal application process: $182¶
(11) Other Fees:¶
(a) Background clearance: $20 plus the cost of the law enforcement agency background check fee. (Does not include the actual cost of fingerprinting.)~~¶~~
~~NOTE~~ Note: The background clearance fee includes the TSPC processing fee of $20 and the background check fee, which is determined by the Oregon State Police Department.¶
(b) Expedited service: $194¶
(c) Gold-seal paper license: $50~~¶~~
~~NOTE~~. Note: Gold seal paper licenses are only available for current licenses.¶
(d) Non-Sufficient Funds (NSF): $33¶
(12) Online Portal Provider Fee: In addition to the Commission-established fees under this subsection, applicants must pay a fee associated with accessing the online application system that is collected by the operators of the online system. This fee is collected and assessed according to agreements with the Commission, Department of Administrative Services and the operators of the online application system.¶
(13) Licensing System Fee: Each application made through the ~~e-Licensing s~~Educator Data System will include an additional fee for development and maintenance of a licensing system of~~:~~ $~~5~~10.
Statutory/Other Authority: ORS 342
Statutes/Other Implemented: ORS 342.120 - 342.430, 342.455 - 342.495, 342.553, 2021 Senate Bill 129

AMEND: 584-420-0015

RULE SUMMARY: Updated EPP literacy standards to align rule language and create content clarity.

CHANGES TO RULE:

584-420-0015
Literacy: Program Standards ¶

(1) Purpose: These standards are designed to guide the preparation of Kindergarten through 5th Grade teachers ~~and administrators~~ on evidence-based practices for teaching literacy. These standards are in concert with the following two Oregon laws: ~~(1~~¶
(a) ORS 342.147, which requires educator preparation programs to provide training to candidates that enables public school students to meet or exceed third-grade reading standards and become proficient readers by the end of the third grade; and ~~(2~~¶
(b) ORS 342.147 which requires the Commission to establish standards for approval of an educator preparation provider (EPP) that require early childhood education, elementary education, special education and reading programs to provide instruction on dyslexia and that the instruction be consistent with the knowledge and practice standards of an international organization on dyslexia. ~~While the intent of these standards is to provide the essential knowledge, skills, and dispositions of teacher and administrator candidates, we recognize that knowledge of these concepts, the ability to recognize the inclusion of the concepts in instruction, and the ability to provide coaching and feedback to improve instruction will be the emphasis for those obtaining administrator licensure.~~¶
(2) Scope: The requirements for instruction on Literacy Program Standards apply to Oregon EPPs preparing candidates for:¶
(a) Elementary-Multiple Subjects ~~(including early childhood education).~~¶
(b) Reading Intervention.¶
(c) Special Education: Generalist.¶
(~~d~~3) ~~English for Speakers of Other Languages.~~¶
~~(e) Administrator.~~¶
~~(3) Literac~~Oregon educator preparation programs as provided in subsection (2) must provide the necessary ~~P~~program ~~Standards: For each of~~components that will enable candidates to:¶
(a) Acquire the knowledge, skills, abilities, professional dispositions, and cultural competencies necessary to meet the standards established in this rule, t~~eacher and administrator candidates will demonstrate knowledge, understanding, and application of eff~~he state standards for Teacher Preparation Programs in the identified endorsement area as defined in OAR Chapter 584, Division 420, and the TSPC Program Review and Standards Handbook.¶
(b) Rect~~e~~ive ~~literacy~~ instruction ~~for all students.~~ ¶
~~(4) Dispositions: Recognizing the importance of standards related to OAR 584-420-0070 Culturally Sustaining Practices to Promote Equity, OAR 584-410 Competent and Ethical Perf~~aligned with dyslexia education standards that adhere to the knowledge and practice standards established by a recognized international or~~m~~gan~~ce of Oregon Educators, and OAR 584-420-0075 Social and Emotional Develop~~ization specializing in dyslexia.¶
(c) Demonstrate proficiency as necessary to men~~e~~t t~~o Promote Equity that should guide all instructional decisions, the following professional dispositions of teacher and administrator candidate~~he standards established in this rule through a Commission-approved measure.¶
(4) Dispositions: Candidates demonstrate professional dispositions that support equity, ethical practice, and social-emotional development. These dispositions ~~are~~flect essential beliefs~~, recognitions,~~ and awareness necessary for evidence-based literacy instruction and should guide all instructional decisions. Candidates:¶
(a) Value students' identities, including their race, ethnicity, ability, gender, identity, home languages, culture, religion, and lived experiences;¶
(b) Believe all students can learn to read and write when provided systematic, explicit instruction using evidence-based practices;¶
(c) Recognize that ~~the acquisition of reading, unlike the acquisition of~~reading and writing, unlike oral language, ~~i~~does not ~~a~~develop natural ~~human process. Reading and writing must be taught~~ly and requires explicit~~ly and,~~ systematic~~ally~~ instruction to ensure proficiency in literacy;¶
(d) U~~nderstanding that all practices must be~~phold evidence-based and rooted in ever-evolving research findings;¶
(e) Recognize th~~at there are~~ cognitive and social-emotional ~~learning~~ benefits ~~to becoming both~~of multilingualism and multiliter~~ate. Educational communities will~~cy, and the benefits of designing instruction that builds ~~up~~on the ~~multilingualism,~~ home languages and cultures of emergent multilingual students, including those who bring Indigenous languages and English language varieties to the classroom~~;~~:¶

(f) Belief~~ve~~ that all students, ~~including students experiencing disabilities and multilingual learners, d~~regardless of ability, language background, or other individual differences:¶
(A) Learn to read and write when provided with systematic, explicit instruction using evidence-based practices;¶
(B) Deserve access to grade-level content, texts, tasks, and experiences ~~alongside robust~~with appropriate support; and,¶
(g) Value that Indigenous communities ~~have~~ center~~ed~~ story and oral language, as they have since Time Immemorial, passing information and carrying meaning and connection over generations without ~~it being~~ transcri~~bed~~ption or writ~~ten.¶~~
~~Note: Refer to Division 410, State Standards For Educator Preparation Providers; 584-410-0070 Culturally Sustaining Practices to Promote Equity and Chapter 584, Division 20, Standards For Competent And Ethical Performance Of Oregon Educator, as well as OAR 584-410-0075 Social and Emotional Development to Promote Equity.¶~~
~~(5) Standard 1: Knowledge of L~~ing.¶
(5) Standard 1: Knowledge of Literacy Acquisition & Instruction: Candidates know, understand, and use evidence-based practices to support literacy ~~A~~acquisition ~~& I~~and instruction~~:~~.¶
(a) Literacy Acquisition - Candidates demonstrate the ability to:¶
(A) Understand the major models of reading development and core ideas from the convergence of research on literacy.¶
(B) Understand the phases of reading development and how that information guides planning for instruction.¶
(C) Understand the structure of language, including phonology, orthography, morphology, semantics, syntax, pragmatics, and discourse - to support literacy development.¶
(D) Understand the reciprocal relationships among oral language, phonemic awareness, decoding, word recognition, fluency, spelling, vocabulary knowledge, and background knowledge to attain reading proficiency.¶
(E) Identify and explain major research findings on aspects of cognition, behavior, and environmental, cultural, and social factors that affect reading and writing development.¶
(F) Understand how each of the above ~~concept~~literacy acquisition substandards impact and apply to the learning and experiences of multilingual learners and students with disabilities.¶
~~(b) Instruction¶~~
~~(A) T~~i) Multilingual learners¶
(ii) Students with disabilities¶
(b) Instruction - Candidates demonstrate the ability to:¶
(A) Understand the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, and teacher-directed instruction.¶
(B) ~~E~~Understand effective instructional routines to enhance student engagement and memory through rehearsal and retrieval of information.¶
(C) Educators recognize and consider their own lived experiences and pursue understanding of knowledge bases traditionally excluded (i.e., Indigenous knowledge, community cultural wealth) when designing instruction.¶
(D) Understand how each of the above ~~concept~~instructional substandards impact and apply to the learning and experiences of multilingual learners and students with disabilities.¶
~~(E) Analyze instructional materials in terms of the~~i) Multilingual learners¶
(ii) Students with disabilities¶
(E) Analyze and select high quality instructional materials that:¶
(i) Align with literacy standards and general principles of effective literacy instruction.¶
~~(F) C~~ii) Support culturally responsive literacy instruction ~~includes the selection of a high-quality literacy curriculum and supplemental materials that include~~by including characters, subjects, settings, and authors which are reflective of the abilities, identities, and cultures of the full range of students and their communities.¶
(~~c~~F) ~~Administrator candidate standards ¶~~
~~(A) Administrator candidates will demonstrate knowledge and understanding of the above literacy acquisition and instruction standards and demonstrate the ability to identify critical elements of effective literacy instruction and provide appropriate coaching and feedback.¶~~
~~(B) Administrator candidates will use evidence-based tools to evaluate and select literacy instructional materials to ensure their design is aligned with the standards and general principles of effective literacy instruction~~Programs of study for candidates shall include:¶
(i) Practice of evidence-based early literacy instructional techniques prior to field-based experiences working with students; and,¶
(ii) Observation of models of culturally and linguistically sustaining, evidence-based early literacy practice in prekindergarten and elementary classrooms.¶
(6) Standard 2: Literacy Foundational Skills¶
~~(a) The following standards unpack the current knowledge base by essential components of foundational literacy~~

~~instruction, including principles for effective instruction. It is essential that candidates understand these components and the reciprocal relationships among them, as well as the reciprocal relationship~~- Candidates know, understand, and use the core components of foundational literacy instruction, recognizing the reciprocal relationships among these components and between foundational skills and other literacy skills, as described in Standard 3, to support effective literacy instruction.¶
(~~b~~a) Oral Language¶
~~(A) T~~-Candidates demonstrate the ability to:¶
(A) Understand the primary role oral language plays in laying the groundwork for a child's ability to read and write.¶
(B) ~~T~~Understand the developmental sequence of oral language common to all spoken languages.¶
(C) ~~Establish~~Design classroom ~~settings where~~environments that foster student-to-student interaction, emphasizing oral language skills ~~of~~through active listening and speaking ~~are emphasized and student-to-student interaction is promoted.¶~~
~~(D) P~~opportunities.¶
(D) Understand procedures for clearly communicating with students using academic language and vocabulary.¶
(E) ~~H~~Understand how oral language plays a critical role in learning about self, culture, and tradition, including the importance of Indigenous languages/ history and viewing multilingualism through an asset-based lens.¶
(F) Recognize and build from the assets of multilingualism, understanding multilingual learners' lived experiences, how they learn, and how they acquire English.¶
(G) ~~That~~Understand that all language varieties are linguistically equal~~,~~ and recognize the importance of ~~honoring~~creating a classroom environment that respects and values di~~fferent~~verse language varieties and languages in literacy instruction.¶
(~~c~~b) Phonological Awareness¶
~~(A) Correct identification, classification, and understanding of how to~~ -Candidates demonstrate the ability to:¶
(A) Identify, classify, and compare all ~~the~~ consonant ~~phonemes and all the~~and vowel phonemes of English.¶
(B) Identifi~~es opportunities to obtain~~y and access resources on phonemes of other languages to inform instruction and support for multilingual learners, recognizing that phonological awareness skills can transfer across languages when students have opportunities to build these skills in their native language and English.¶
(C) ~~P~~Understand the progression of phonological awareness skill development across ages and grades, including phonemic-awareness difficulties.¶
(D) ~~P~~Apply principles of effective phonemic-awareness instruction focusing on segmenting and blending of phonemes.¶
(~~d~~c) Decoding and Word Recognition¶
~~(A) S~~ -Candidates demonstrate the ability to:¶
(A) Understand the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.¶
(B) ~~P~~Understand the principles of explicit instruction of letter names and letter/ sound associations to ensure automaticity.¶
(C) ~~P~~Understand the principles of effective decoding, word recognition, and spelling instruction for single and multisyllabic words, including the general and specific goals of such instruction.¶
(D) ~~E~~Understand the evidence-based procedures for teaching irregular words.¶
(E) ~~D~~Identify and differentiate types and purposes of texts, emphasizing the role of decodable text in teaching beginning readers.¶
(~~e~~d) Fluency¶
~~(A) Role of~~ -Candidates demonstrate the ability to:¶
(A) Demonstrate an understanding of how fluent word-level skills in automatic word reading, orthographic mapping, oral reading fluency, reading comprehension, and ~~motivation.¶~~
~~(B) V~~student engagement .¶
(B) Demonstrate the ability to select and apply varied evidence-based techniques and methods for building reading fluency.¶
(C) ~~Conside~~Identify instructional strategies and progress-monitoring practi~~ons for~~ces that advance text reading fluency as ~~an achievemen~~part of normal reading development ~~that can be advanced through informed instruction and progress-monitoring practices.¶~~
~~(f) General Literacy Foundational Skills: Develop oral language, phonological awareness, and vocabulary across each language to the extent possible when working with multilingual learners.¶~~
~~(g) Administrator candidate standards: Administrator candidates will demonstrate knowledge and understanding of the above standards and demonstrate the ability to identify critical elements of effective literacy instruction and provide appropriate coaching and feedback.¶~~
(7) Standard 3: Vocabulary, Background Knowledge, Writing, and Comprehension-Teaching candidates

demonstrate the knowledge and skills to develop students' vocabulary, background knowledge, writing, and comprehension through evidence-based, culturally responsive practices. They integrate linguistic systems, build on students' experiences, and apply explicit strategies to support literacy development and equitable learning outcomes.¶
(~~7~~a) ~~Standard 3: Vocabulary, Background Knowledge, Writing, and Comprehension ¶~~
~~(a) Vocabulary¶~~
~~(A) T~~Vocabulary-Candidates demonstrate the ability to:¶
(A) Demonstrate knowledge of the critical role of vocabulary development and vocabulary knowledge in oral and written language comprehension including the ability to develop instructional implications of students having varying levels of vocabulary.¶
(B) ~~R~~Demonstrate knowledge of the role and characteristics of direct, explicit methods of vocabulary instruction.¶
(C) ~~R~~Understand the role and characteristics of indirect (contextual) methods of vocabulary instruction.¶
(D) ~~Importance of developing vocabulary skills through~~Understand the interconnected nature of vocabulary development across the systems of language, including phonology, orthography, syntax, semantics, morphology, etymology, ~~and~~ the relationships among them.~~¶~~
~~(b) Background Knowledge¶~~
~~(A) The~~, and how to integrate these systems into instruction.¶
(b) Background Knowledge-Candidates demonstrate the ability to:¶
(A) Knowledge of the critical role of background knowledge, ~~learn~~acquired through oral language or print, ~~holds~~ in enabling students~~' ability~~ to make meaning of and comprehend verbal language and text.¶
(B) ~~S~~Understanding of strategies ~~for~~to build~~ing upon~~ on students' family and life experiences~~/~~, languages ~~that contribute rich context to build~~, and cultural knowledge, creating a meaningful context for acquiring new knowledge ~~necessary~~ to support comprehension in reading, listening ~~and expression of ideas in,~~ communication, and writing.¶
(C) ~~P~~Understanding of procedures for building knowledge networks through all grades including general knowledge, domain-specific knowledge, and world knowledge which begins with educator familiarity of students' and communities' funds of knowledge and culture.¶
(c) Comprehension-Candidates demonstrate the ability to:¶
(A) Factors that contribute to students' ~~meaning making and understanding.¶~~
~~(B) Instructional rou~~ability to make meaning from text and how to design activities ~~appropriate~~that support comprehension development for each major genre: informational text, narrative text, and argumentation.¶
(~~C~~B) ~~Analyze instructional materials in terms of the standards and general principles of effective literacy instruction.¶~~
~~(D) Culturally responsive literacy instruction includes the selection of a~~How to analyze and select instructional materials, including high-quality literacy curricul~~um~~a and supplemental ~~materials that include characters, subjects, settings, and authors which are~~resources, in terms of their alignment with standards, general principles of effective literacy instruction, and their reflecti~~ve~~on of the abilities, identities, and cultures of the full range of students and their communities.¶
(~~E~~C) ~~C~~The critical role of sentence comprehension in listening and reading comprehension.¶
(~~F~~D) ~~I~~The importance of ~~using~~ explicit comprehension strategy instruction, ~~as~~ supported by ~~research.¶~~
~~(G) T~~evidence-based practices, and the teacher's role as an active mediator ~~of~~in guiding students through text~~-~~ comprehension processes.~~¶~~
~~(d) Writing¶~~
~~(A) Reading and writing are reciprocal skills, and explicitly teaching the relationship to children is critical~~ to build meaning and critical thinking.¶
(d) Writing-Candidates demonstrate the ability to:¶
(A) The reciprocal relationship between reading and writing and the importance of explicitly teaching this connection to students.¶
(B) ~~M~~The major domains that contribute to written expression, including~~:~~ transcription (manuscript and cursive handwriting, letter formation, spelling, conventions, and keyboarding) and translation skills (i.e., grammar, sentence structure, writing process [including planning, writing, revising, editing, and publishing] and text structure) and the developmental phases of writing.¶
(C) Research-based principles ~~must be aligned with current research~~ for teaching written spelling and punctuation ~~and must be explicitly taught.¶~~
~~(D) Demonstrate an understanding of~~, ensuring alignment with current research and explicit instruction practices.¶
(D) How to connect~~ing~~ writing instruction and practice to the texts~~/~~ and content ~~children~~students are reading~~/~~ and learning.¶
(E) How to apply in practice the fundamentals of sentence construction and syntax, connecting writing to

content.¶
(F) How to provide purposeful inclusion of writing as a strategy to increase comprehension and learning.¶
(e8) Administrator candidate standards: AdministratorStandard 4: Assessment & Data-Based Decision-Making- Teaching candidates willmust demonstrate knowledge and understanding of the above standards and demonstrate the abilityassessment principles, interpret and apply data to guidentify critical elements of effective literacy instruction and provide appropriate coach instruction, and effectively communicate results. They must utilize evidence-based practices, progress monitoring, and feedback.¶
(8) Standard 4: Assessment & Data-Based Decision-Making¶
(a) Assessment¶
(A) Ua holistic approach to support diverse learners, ensuring responsive, goal-oriented instruction within an MTSS framework.¶
(a) Assessment-Candidates demonstrate the ability to:¶
(A) Demonstrate understanding of the foundational principles of assessment, such as the differences and purposes for screening, progress-monitoring, diagnostic, interim, formative, and summative assessments, including assessments in the student's home language whenever possible.¶
(B) Understand basic principles of how tests and items are developed and formatted to measure what students know and are able to do (e.g., reliability, validity, criterion, normed, and potential bias).¶
(C) IUnderstand how to interpret and analyze multiple data points from both informal and formal assessments as well as the formative assessment process in order to help both educators and students understand where students are in their learning process and identify next instructional moves (e.g. Interpret basic statistics commonly utilized in formal and informal assessment).¶
(D) KDemonstrate knowledge of and commitment to using know and utilize in practice well- validated screening tests designed to identify students at risk for reading difficulties.¶
(E) Understand and apply the principles of progress monitoring and reporting with Curriculum- Based Measures (CBMs), including the use of graphing techniques.¶
(F) Know and utilize in practic to track student progress.¶
(F) Demonstrate knowledge of how to use informal diagnostic surveys ofto assess phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.¶
(G) I in practice.¶
(G) Understand how to integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers to support students in becoming self-directed learners.¶
(b) Data-Based Decision-Making to Inform Instruction-Candidates demonstrate the ability to:¶
(A) How to use multiple sources of data to determine the instructional needs of all students, including all reader profiles and intervention needs of struggling readers within an MTSS framework. Note: A Multi-Ttiered System of Support (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system for supporting studentsframework.¶
(B) Know how to elicit evidence of student learning through frequent, ongoing formative assessment to respond and adjust instruction accordingly; and to deliver specific, actionable, and timely feedback that restates the goal, describes what proficiency looks like, and shows students where they are in relation to the goal.¶
(C) How to provide all students with instruction that is needs-based, intensive, and with sufficient duration to accelerate learning.¶
(D) How to useConduct a holistic, assets-based analysis of multilingual students when using data from multiple languages to inform instruction.¶
(c9) Administrator candidate standards: Administrator candidates will demonstrate knowledge and understanding of the above standards and demonstrate the ability to identify critical elements of effective literacy instruction and provide appropriate coaching and feedback.¶
(9) Standard 5: Supporting Multilingual Learners¶
(a) UnderstandStandard 5: Supporting Multilingual Learners-Teaching candidates must understand multilingual learners' language development, use evidence-based strategies for instruction, and leverage technology effectively. They also recognize the benefits of dual immersion and developing home language alongside English to support academic success. Specifically, candidates must:¶
(a) Demonstrate understanding of the language and literacy development of multilingual learners.¶
(b) Understand the stages of second language acquisition and how that information guides planning for instruction.¶
(c) TDemonstrate the ability to teach emerging multilingual students the key components of language and literacy: phonological awareness, phonics, vocabulary, fluency, spelling, and writing skills.¶
(d) Usenderstand and commit to using evidence-based research on how best to teach multilingual learners.¶
(e) LUnderstand how to leverage technology to adapt and enhance instruction of multilingual learners.¶

(f) Understand implications for dual immersion teaching and learning.¶
(g) Understand the benefits of developing multilingual learners' home language and literacy alongside English language and literacy.¶
(h) Administrator candidate standards: Administrator candidates will demonstrate knowledge and understanding of the above standards and demonstrate the ability to identify critical elements of effective literacy instruction and provide appropriate coaching and feedback.¶
(10) Standard 6: Students with Reading Difficulties, Reading Disabilities & Dyslexia10) Standard 6: Students with Reading Difficulties, Reading Disabilities & Dyslexia-Teaching candidates must understand how to support students with reading disabilities, including dyslexia, by understanding their impact on literacy and applying inclusive, evidence-based practices. Specifically, candidates must:¶
Note: By law, these standards must be included for students with dyslexia, but as the rule states, are appropriate for all students. These specific standards, some of which duplicate previous standards, are included to honor the existing dyslexia standards already in rule.¶
(a) Understand how reading disabilities vary in presentation and degree.¶
(b) TUnderstand that the aims of literacy instruction apply to all children; wit, and that through modifications, accommodations, supports, and technologies, every child must have access to literacy learning.¶
(c) AUnderstand how to administer, interpret, and apply screening and progress monitoring assessments identified in OAR 581-022-2445 - Universal Screenings for Risk Factors of Dyslexia for students who demonstrate characteristics that may predict or arbe associated with dyslexia.¶
(d) Understand how to providedeliver documented and trackable support and evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia.¶
(e) AUnderstand how to apply dyslexia assessment and instruction knowledge to pedagogyical practice.¶
(f) The standards for dyslexia instruction apply to all students the candidate is being prepared to teach, including emerging multilingual students.¶
(g) Program alignment with the dyslexia instruction standards must be consistent with the knowledge and practice standards of an international organization on dyslexia.¶
(h) Appropriate uses of assistive technology for students with serious limitations in reading fluency. ¶
(i) Administrator candidate standards: Administrator candidates will demonstrate knowledge and understanding of the above standards and demonstrate the ability to identify critical elements of effective literacy instruction and provide appropriate coaching and feedback.¶
(11) Standard 7: Students who are Gifted and Talented¶
(a) Understand implications of sections 3 - 8Understand how to Apply dyslexia assessment and instruction knowledge to pedagogical practice.¶
(11) Standard 7: Students who are Gifted and Talented-Teaching candidates understand how to support gifted and talented students by applying evidenced-based instructional practices. Specifically, candidates must understand:¶
(a) Understand how to apply OAR 584-420-0025 (7), (8), (9), and (10) for students who are gifted and talented.¶
(b) Understand hHow to access and use strategic instructional practices that providedeliver documented and trackable support, appropriate academic challenges, and opportunities to foster academic growth.¶
(c) Understand how to differentiate instruction to engage gifted students to accommodate their assessed levels of learning and accelerated rates of learning.¶
(d) Understand the incidence of twice-exceptional learners who may be both gifted and reluctant readers, and the implications.¶
(e) Understand the incidence of multilingual learners who are also gifted and talented.¶
(f) Administrator candidate standards: Administrator candidates will demonstrate knowledge and understanding of the above standards and demonstrate the ability to identify critical elements of effective literacy instruction and provide appropriate coaching and feedback.¶
(12) Standard 8: Field Experiences ¶
(a) Programs of study for candidates shall include:¶
(A) Practice (e.g., rehearse, role play, or complete simulations of) evidence-based early literacy instruction prior to their field-based experiences working with students.¶
(B) Opportunity to observe (in person, virtually, or via video) models of culturally and linguistically sustaining, evidence-based early literacy practice in PK-5 classrooms aligned to the Oregon Standards for English Language Arts and Literacy.¶
(b) Candidates are given opportunities in field-based experiences and classroom settings outside of required student teaching requirements to:¶
(A) Use evidence-based instructional materials aligned to the Oregon Literacy Framework. ¶
(B) Demonstrate their ability to implement culturally and linguistically sustaining, evidence-based instructional

~~practices that are aligned to the Oregon Literacy Framework~~and instructional strategies for gifted and talented learners who are also:¶
(A) reluctant readers.¶
(~~C~~B) ~~Apply learning about the development of language and literacy with students within PK-5 grade span, including students who are multilingual and bidialectal and students who experience reading difficulties.¶~~
~~(c) Administrator candidate standards: Administrator candidates will demonstrate knowledge and understanding of the above standards and demonstrate the ability to identify critical elements of effective literacy instruction and provide appropriate coaching and feedback~~multilingual learners.
Statutory/Other Authority: ORS 342.165, ORS 342.147
Statutes/Other Implemented: ORS 342.147

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Administrative Rules

ITEM: Literacy: Program Standards OAR 584-420-0015

ACTION: **ACTION ITEM**

RECOMMENDATION: The Interim Executive Director recommends adoption of the following resolution:

RESOLVED, that OAR 584-420-0015 is amended effective July 1, 2025.

INFORMATION: In July 2024, the TSPC adopted early literacy standards recommended by the Governor appointed Early Literacy Educator Preparation Council. At that time, it was recommended TSPC review the standards and revise to ensure grammatical consistency and parallel structure, to clarify language to support measurement of candidate outcomes, and to consider other logistical aspects of the standards as adopted.

The revised standards represent:

1. Proposed clarifications in language and structure,
2. Removal of ESOL endorsements as an area that the literacy standards apply to,
3. The moving of references to administrator roles and responsibilities from the Teacher Preparation Standards (420) to the Administrator Preparation Standards (430),
4. The removal of Standard 8: (Field Experiences) and including language in (5) Standard 1: (Knowledge of Literacy Acquisition and Instruction) (F) (a) and (b), and in OAR 584-400-0140 (Clinical Practices for Teacher Candidates) (9) to better reflect the intent of the ELEPC in regards to field experiences for candidates.

The Rules Advisory Committee was consulted on April 30.

Notices to Legislators and Interested Parties were sent on May 6.

A public hearing was held on June 18 and there were no public comments submitted.

Data Classification Level: 1 – Published
DO: Sieng
Published: 6/12/25

Program Area	Type of Change	Rule Number	Rule Title	Summary of Change	Public Comment
Educator Preparation and Pathways	Adopt (permanent)	584-420-0015	Literacy: Program Standards	Updated EPP literacy standards to align rule language and create content clarity.	N/A

Attachments

Secretary of State Notice of Proposed Rulemaking

OFFICE OF THE SECRETARY OF STATE
TOBIAS READ
SECRETARY OF STATE

MICHAEL KAPLAN
DEPUTY SECRETARY OF STATE

ARCHIVES DIVISION
STEPHANIE CLARK
DIRECTOR

800 SUMMER STREET NE
SALEM, OR 97310
503-373-0701

NOTICE OF PROPOSED RULEMAKING
INCLUDING STATEMENT OF NEED & FISCAL IMPACT

CHAPTER 584
TEACHER STANDARDS AND PRACTICES COMMISSION

FILED
05/05/2025 5:11 PM
ARCHIVES DIVISION
SECRETARY OF STATE

FILING CAPTION: License fee collection update and EPP Literacy Standards amendments to align.

LAST DAY AND TIME TO OFFER COMMENT TO AGENCY: 06/23/2025 5:00 PM

The Agency requests public comment on whether other options should be considered for achieving the rule's substantive goals while reducing negative economic impact of the rule on business.

CONTACT: Patrick Sieng
503-480-9282
patrick.sieng@tspc.oregon.gov

250 Division Street NE
Salem,OR 97302

Filed By:
Melissa Goff
Rules Coordinator

HEARING(S)

Auxiliary aids for persons with disabilities are available upon advance request. Notify the contact listed above.

DATE: 06/18/2025
TIME: 10:00 AM - 11:00 AM
OFFICER: Patrick Sieng

REMOTE HEARING DETAILS
MEETING URL: Click here to join the meeting
PHONE NUMBER: 503-446-4951
CONFERENCE ID: 575453691

NEED FOR THE RULE(S)

Update license fee information; align EPP literacy standards as committed to when first adopted

DOCUMENTS RELIED UPON, AND WHERE THEY ARE AVAILABLE

Educator Preparation Program early literacy standards drafts available on TSPC website

STATEMENT IDENTIFYING HOW ADOPTION OF RULE(S) WILL AFFECT RACIAL EQUITY IN THIS STATE

License fee information is a neutral change that will not impact racial equity and alignment of early literacy standards will create greater access to learning for all students including students of color

FISCAL AND ECONOMIC IMPACT:

License fee update will positively impact TSPC revenue by $240,000 per biennium, and professional development related to the implementation of the EPP early literacy standards update expenses are approximately $250,000 for the 2025-27 biennium.

COST OF COMPLIANCE:

(1) Identify any state agencies, units of local government, and members of the public likely to be economically affected by the rule(s). (2) Effect on Small Businesses: (a) Estimate the number and type of small businesses subject to the rule(s); (b) Describe the expected reporting, recordkeeping and administrative activities and cost required to comply with the rule(s); (c) Estimate the cost of professional services, equipment supplies, labor and increased administration required to comply with the rule(s).

No anticipated impacts for other state agencies, local government, or the public; no anticipated impact on small businesses

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DESCRIBE HOW SMALL BUSINESSES WERE INVOLVED IN THE DEVELOPMENT OF THESE RULE(S):

No direct involvement

WAS AN ADMINISTRATIVE RULE ADVISORY COMMITTEE CONSULTED? YES

RULES PROPOSED:
584-200-0050, 584-420-0015

AMEND: 584-200-0050

RULE SUMMARY: Amended the licensing system fee to update the dollar amount collected for development and maintenance.

CHANGES TO RULE:

584-200-0050
Fees ¶

(1) Pursuant to ORS 342.127, the Commission has established fees for the processing of applications.¶
(2) All fees are non-refundable.¶
(3) All fees must be paid by Electronic Funds Transfer (EFT) through the TSPC online payment process. Electronic Funds Transfer (EFT) is defined as the movement of funds by non-paper means usually through a payment system, including but not limited, an automated clearinghouse or the Federal Reserve's Fedwire system.¶
(4) Application fees for first licensure, registration or certification:¶
(a) American Indian Language Teaching license: $182¶
(b) Career and technical education licenses: $182¶
(c) Charter school registrations: $182¶
(d) Emergency licenses: $182¶
(e) Exceptional Administrator license: $182¶
(f) International Visiting Teacher: $247 (The $247 fee includes the $65 out-of-state evaluation fee.)¶
(g) Legacy licenses: $182¶
(h) License for Conditional Assignment: $182¶
(i) Limited licenses: $182¶
(j) Preliminary licenses: $182¶
(k) Professional licenses: $182¶
(l) Reciprocal licenses: $247 (The $247 fee includes the $65 out-of-state evaluation fee.)¶
(m) Restricted licenses: $182¶
(n) School nurse certificates: $182¶
(o) Substitute licenses: $182¶
(p) Teacher Leader: $182¶
(q) Teacher Associate: $182¶
(5) Out-of-state/international application evaluation fee: $65 (The evaluation fee is in addition to all required application and background clearance fees unless otherwise noted in this rule.)¶
(6) Renewals, Reissues and Reauthorizations: All renewals, reissues and reauthorizations of licenses, certificates, and registrations: $182.¶
(7) Principal and Administrator Licenses: $189.¶
(8) Late Fees: Pursuant to ORS 342.127, the Commission has established the following late fee process:¶
(a) An applicant will pay $40 per month late fee for each portion of a month following expiration of the license,

registration or certificate for a maximum of $200.¶
(b) Late fees are in addition to all other required fees.¶
(c) Late fees may only be imposed one time following the expiration of a license, registration or school nurse certificate. If the applicant does not initially qualify for the license or certificate the applicant is seeking to reinstate, no additional late fees will be imposed upon application for subsequent licenses so long as the applicant has a current active license, registration or certification in effect at the time of application.¶
(9) Reinstatement of licenses, registrations, and certificates:¶
(a) Expired: $382 (The fee includes the application fee of $182 and the expired reinstatement fee of $200 but does not include the background clearance fee.)¶
(b) Suspended: $382 (The fee includes the application fee of $182 and the suspended reinstatement fee of $200 but does not include the background clearance fee.)¶
(c) Revoked: $442 (The fee includes the application fee of $182 and the revoked reinstatement fee of $260 but does not include the background clearance fee.)¶
(d) If the applicant holds another active and valid Oregon educator license at the time of the application for reinstatement, the applicant will not be assessed the additional $260 reinstatement fee to reinstate the second license.¶
(10) Endorsements and Specializations:¶
(a) Adding or removing an endorsement outside of licensure renewal application process: $182¶
(b) Adding a specialization outside of licensure renewal application process: $182¶
(11) Other Fees:¶
(a) Background clearance: $20 plus the cost of the law enforcement agency background check fee. (Does not include the actual cost of fingerprinting.)~~¶~~
~~NOTE~~ Note: The background clearance fee includes the TSPC processing fee of $20 and the background check fee, which is determined by the Oregon State Police Department.¶
(b) Expedited service: $194¶
(c) Gold-seal paper license: $50~~¶~~
~~NOTE~~. Note: Gold seal paper licenses are only available for current licenses.¶
(d) Non-Sufficient Funds (NSF): $33¶
(12) Online Portal Provider Fee: In addition to the Commission-established fees under this subsection, applicants must pay a fee associated with accessing the online application system that is collected by the operators of the online system. This fee is collected and assessed according to agreements with the Commission, Department of Administrative Services and the operators of the online application system.¶
(13) Licensing System Fee: Each application made through the ~~e-Licensing s~~Educator Data System will include an additional fee for development and maintenance of a licensing system of~~:~~ $~~5~~10.
Statutory/Other Authority: ORS 342
Statutes/Other Implemented: ORS 342.120 - 342.430, 342.455 - 342.495, 342.553, 2021 Senate Bill 129

AMEND: 584-420-0015

RULE SUMMARY: Updated EPP literacy standards to align rule language and create content clarity.

CHANGES TO RULE:

584-420-0015
Literacy: Program Standards ¶

(1) Purpose: These standards are designed to guide the preparation of Kindergarten through 5th Grade teachers ~~and administrators~~ on evidence-based practices for teaching literacy. These standards are in concert with the following two Oregon laws: ~~(1~~¶
(a) ORS 342.147, which requires educator preparation programs to provide training to candidates that enables public school students to meet or exceed third-grade reading standards and become proficient readers by the end of the third grade; and ~~(2~~¶
(b) ORS 342.147 which requires the Commission to establish standards for approval of an educator preparation provider (EPP) that require early childhood education, elementary education, special education and reading programs to provide instruction on dyslexia and that the instruction be consistent with the knowledge and practice standards of an international organization on dyslexia. ~~While the intent of these standards is to provide the essential knowledge, skills, and dispositions of teacher and administrator candidates, we recognize that knowledge of these concepts, the ability to recognize the inclusion of the concepts in instruction, and the ability to provide coaching and feedback to improve instruction will be the emphasis for those obtaining administrator licensure.~~¶
(2) Scope: The requirements for instruction on Literacy Program Standards apply to Oregon EPPs preparing candidates for:¶
(a) Elementary-Multiple Subjects ~~(including early childhood education).~~¶
(b) Reading Intervention.¶
(c) Special Education: Generalist.¶
(~~d~~3) ~~English for Speakers of Other Languages.~~¶
~~(e) Administrator.~~¶
~~(3) Literac~~Oregon educator preparation programs as provided in subsection (2) must provide the necessary ~~P~~program ~~Standards: For each of~~components that will enable candidates to:¶
(a) Acquire the knowledge, skills, abilities, professional dispositions, and cultural competencies necessary to meet the standards established in this rule, t~~eacher and administrator candidates will demonstrate knowledge, understanding, and application of eff~~he state standards for Teacher Preparation Programs in the identified endorsement area as defined in OAR Chapter 584, Division 420, and the TSPC Program Review and Standards Handbook.¶
(b) Rect~~e~~ive ~~literacy~~ instruction ~~for all students.~~ ¶
~~(4) Dispositions: Recognizing the importance of standards related to OAR 584-420-0070 Culturally Sustaining Practices to Promote Equity, OAR 584-410 Competent and Ethical Perf~~aligned with dyslexia education standards that adhere to the knowledge and practice standards established by a recognized international or~~m~~gan~~ce of Oregon Educators, and OAR 584-420-0075 Social and Emotional Develop~~ization specializing in dyslexia.¶
(c) Demonstrate proficiency as necessary to men~~e~~t t~~o Promote Equity that should guide all instructional decisions, the following professional dispositions of teacher and administrator candidate~~he standards established in this rule through a Commission-approved measure.¶
(4) Dispositions: Candidates demonstrate professional dispositions that support equity, ethical practice, and social-emotional development. These dispositions ~~are~~flect essential beliefs~~, recognitions,~~ and awareness necessary for evidence-based literacy instruction and should guide all instructional decisions. Candidates:¶
(a) Value students' identities, including their race, ethnicity, ability, gender, identity, home languages, culture, religion, and lived experiences;¶
(b) Believe all students can learn to read and write when provided systematic, explicit instruction using evidence-based practices;¶
(c) Recognize that ~~the acquisition of reading, unlike the acquisition of~~reading and writing, unlike oral language, ~~i~~does not ~~a~~develop natural ~~human process. Reading and writing must be taught~~ly and requires explicit~~ly and,~~ systematic~~ally~~ instruction to ensure proficiency in literacy;¶
(d) U~~nderstanding that all practices must be~~phold evidence-based and rooted in ever-evolving research findings;¶
(e) Recognize th~~at there are~~ cognitive and social-emotional ~~learning~~ benefits ~~to becoming both~~of multilingualism and multiliter~~ate. Educational communities will~~cy, and the benefits of designing instruction that builds ~~up~~on the ~~multilingualism,~~ home languages and cultures of emergent multilingual students, including those who bring Indigenous languages and English language varieties to the classroom~~;~~:¶

(f) Belief~~ve~~ that all students, ~~including students experiencing disabilities and multilingual learners, d~~regardless of ability, language background, or other individual differences:¶
(A) Learn to read and write when provided with systematic, explicit instruction using evidence-based practices;¶
(B) Deserve access to grade-level content, texts, tasks, and experiences ~~alongside robust~~with appropriate support; and,¶
(g) Value that Indigenous communities ~~have~~ center~~ed~~ story and oral language, as they have since Time Immemorial, passing information and carrying meaning and connection over generations without ~~it being~~ transcri~~bed~~ption or writ~~ten.¶~~
~~Note: Refer to Division 410, State Standards For Educator Preparation Providers; 584-410-0070 Culturally Sustaining Practices to Promote Equity and Chapter 584, Division 20, Standards For Competent And Ethical Performance Of Oregon Educator, as well as OAR 584-410-0075 Social and Emotional Development to Promote Equity.¶~~
~~(5) Standard 1: Knowledge of L~~ing.¶
(5) Standard 1: Knowledge of Literacy Acquisition & Instruction: Candidates know, understand, and use evidence-based practices to support literacy ~~A~~acquisition ~~& I~~and instruction~~:~~.¶
(a) Literacy Acquisition - Candidates demonstrate the ability to:¶
(A) Understand the major models of reading development and core ideas from the convergence of research on literacy.¶
(B) Understand the phases of reading development and how that information guides planning for instruction.¶
(C) Understand the structure of language, including phonology, orthography, morphology, semantics, syntax, pragmatics, and discourse - to support literacy development.¶
(D) Understand the reciprocal relationships among oral language, phonemic awareness, decoding, word recognition, fluency, spelling, vocabulary knowledge, and background knowledge to attain reading proficiency.¶
(E) Identify and explain major research findings on aspects of cognition, behavior, and environmental, cultural, and social factors that affect reading and writing development.¶
(F) Understand how each of the above ~~concept~~literacy acquisition substandards impact and apply to the learning and experiences of multilingual learners and students with disabilities.¶
~~(b) Instruction¶~~
~~(A) T~~i) Multilingual learners¶
(ii) Students with disabilities¶
(b) Instruction - Candidates demonstrate the ability to:¶
(A) Understand the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, and teacher-directed instruction.¶
(B) ~~E~~Understand effective instructional routines to enhance student engagement and memory through rehearsal and retrieval of information.¶
(C) Educators recognize and consider their own lived experiences and pursue understanding of knowledge bases traditionally excluded (i.e., Indigenous knowledge, community cultural wealth) when designing instruction.¶
(D) Understand how each of the above ~~concept~~instructional substandards impact and apply to the learning and experiences of multilingual learners and students with disabilities.¶
~~(E) Analyze instructional materials in terms of the~~i) Multilingual learners¶
(ii) Students with disabilities¶
(E) Analyze and select high quality instructional materials that:¶
(i) Align with literacy standards and general principles of effective literacy instruction.¶
~~(F) C~~ii) Support culturally responsive literacy instruction ~~includes the selection of a high-quality literacy curriculum and supplemental materials that include~~by including characters, subjects, settings, and authors which are reflective of the abilities, identities, and cultures of the full range of students and their communities.¶
(~~c~~F) ~~Administrator candidate standards ¶~~
~~(A) Administrator candidates will demonstrate knowledge and understanding of the above literacy acquisition and instruction standards and demonstrate the ability to identify critical elements of effective literacy instruction and provide appropriate coaching and feedback.¶~~
~~(B) Administrator candidates will use evidence-based tools to evaluate and select literacy instructional materials to ensure their design is aligned with the standards and general principles of effective literacy instruction~~Programs of study for candidates shall include:¶
(i) Practice of evidence-based early literacy instructional techniques prior to field-based experiences working with students; and,¶
(ii) Observation of models of culturally and linguistically sustaining, evidence-based early literacy practice in prekindergarten and elementary classrooms.¶
(6) Standard 2: Literacy Foundational Skills¶
~~(a) The following standards unpack the current knowledge base by essential components of foundational literacy~~

~~instruction, including principles for effective instruction. It is essential that candidates understand these components and the reciprocal relationships among them, as well as the reciprocal relationship~~- Candidates know, understand, and use the core components of foundational literacy instruction, recognizing the reciprocal relationships among these components and between foundational skills and other literacy skills, as described in Standard 3, to support effective literacy instruction.¶
(~~b~~a) Oral Language¶
~~(A) T~~-Candidates demonstrate the ability to:¶
(A) Understand the primary role oral language plays in laying the groundwork for a child's ability to read and write.¶
(B) ~~T~~Understand the developmental sequence of oral language common to all spoken languages.¶
(C) ~~Establish~~Design classroom ~~settings where~~environments that foster student-to-student interaction, emphasizing oral language skills ~~of~~through active listening and speaking ~~are emphasized and student-to-student interaction is promoted.¶~~
~~(D) P~~opportunities.¶
(D) Understand procedures for clearly communicating with students using academic language and vocabulary.¶
(E) ~~H~~Understand how oral language plays a critical role in learning about self, culture, and tradition, including the importance of Indigenous languages/ history and viewing multilingualism through an asset-based lens.¶
(F) Recognize and build from the assets of multilingualism, understanding multilingual learners' lived experiences, how they learn, and how they acquire English.¶
(G) ~~That~~Understand that all language varieties are linguistically equal~~,~~ and recognize the importance of ~~honoring~~creating a classroom environment that respects and values di~~fferent~~verse language varieties and languages in literacy instruction.¶
(~~c~~b) Phonological Awareness¶
~~(A) Correct identification, classification, and understanding of how to~~ -Candidates demonstrate the ability to:¶
(A) Identify, classify, and compare all ~~the~~ consonant ~~phonemes and all the~~and vowel phonemes of English.¶
(B) Identifi~~es opportunities to obtain~~y and access resources on phonemes of other languages to inform instruction and support for multilingual learners, recognizing that phonological awareness skills can transfer across languages when students have opportunities to build these skills in their native language and English.¶
(C) ~~P~~Understand the progression of phonological awareness skill development across ages and grades, including phonemic-awareness difficulties.¶
(D) ~~P~~Apply principles of effective phonemic-awareness instruction focusing on segmenting and blending of phonemes.¶
(~~d~~c) Decoding and Word Recognition¶
~~(A) S~~ -Candidates demonstrate the ability to:¶
(A) Understand the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.¶
(B) ~~P~~Understand the principles of explicit instruction of letter names and letter/ sound associations to ensure automaticity.¶
(C) ~~P~~Understand the principles of effective decoding, word recognition, and spelling instruction for single and multisyllabic words, including the general and specific goals of such instruction.¶
(D) ~~E~~Understand the evidence-based procedures for teaching irregular words.¶
(E) ~~D~~Identify and differentiate types and purposes of texts, emphasizing the role of decodable text in teaching beginning readers.¶
(~~e~~d) Fluency¶
~~(A) Role of~~ -Candidates demonstrate the ability to:¶
(A) Demonstrate an understanding of how fluent word-level skills in automatic word reading, orthographic mapping, oral reading fluency, reading comprehension, and ~~motivation.¶~~
~~(B) V~~student engagement .¶
(B) Demonstrate the ability to select and apply varied evidence-based techniques and methods for building reading fluency.¶
(C) ~~Conside~~Identify instructional strategies and progress-monitoring practi~~ons for~~ces that advance text reading fluency as ~~an achievemen~~part of normal reading development ~~that can be advanced through informed instruction and progress-monitoring practices.¶~~
~~(f) General Literacy Foundational Skills: Develop oral language, phonological awareness, and vocabulary across each language to the extent possible when working with multilingual learners.¶~~
~~(g) Administrator candidate standards: Administrator candidates will demonstrate knowledge and understanding of the above standards and demonstrate the ability to identify critical elements of effective literacy instruction and provide appropriate coaching and feedback.¶~~
(7) Standard 3: Vocabulary, Background Knowledge, Writing, and Comprehension-Teaching candidates

demonstrate the knowledge and skills to develop students' vocabulary, background knowledge, writing, and comprehension through evidence-based, culturally responsive practices. They integrate linguistic systems, build on students' experiences, and apply explicit strategies to support literacy development and equitable learning outcomes.¶
(~~7~~a) ~~Standard 3: Vocabulary, Background Knowledge, Writing, and Comprehension ¶~~
~~(a) Vocabulary¶~~
~~(A) T~~Vocabulary-Candidates demonstrate the ability to:¶
(A) Demonstrate knowledge of the critical role of vocabulary development and vocabulary knowledge in oral and written language comprehension including the ability to develop instructional implications of students having varying levels of vocabulary.¶
(B) ~~R~~Demonstrate knowledge of the role and characteristics of direct, explicit methods of vocabulary instruction.¶
(C) ~~R~~Understand the role and characteristics of indirect (contextual) methods of vocabulary instruction.¶
(D) ~~Importance of developing vocabulary skills through~~Understand the interconnected nature of vocabulary development across the systems of language, including phonology, orthography, syntax, semantics, morphology, etymology, ~~and~~ the relationships among them.~~¶~~
~~(b) Background Knowledge¶~~
~~(A) The~~, and how to integrate these systems into instruction.¶
(b) Background Knowledge-Candidates demonstrate the ability to:¶
(A) Knowledge of the critical role of background knowledge, ~~learn~~acquired through oral language or print, ~~holds~~ in enabling students~~' ability~~ to make meaning of and comprehend verbal language and text.¶
(B) ~~S~~Understanding of strategies ~~for~~to build~~ing upon~~ on students' family and life experiences~~/~~, languages ~~that contribute rich context to build~~, and cultural knowledge, creating a meaningful context for acquiring new knowledge ~~necessary~~ to support comprehension in reading, listening ~~and expression of ideas in,~~ communication, and writing.¶
(C) ~~P~~Understanding of procedures for building knowledge networks through all grades including general knowledge, domain-specific knowledge, and world knowledge which begins with educator familiarity of students' and communities' funds of knowledge and culture.¶
(c) Comprehension-Candidates demonstrate the ability to:¶
(A) Factors that contribute to students' ~~meaning making and understanding.¶~~
~~(B) Instructional rou~~ability to make meaning from text and how to design activities ~~appropriate~~that support comprehension development for each major genre: informational text, narrative text, and argumentation.¶
(~~C~~B) ~~Analyze instructional materials in terms of the standards and general principles of effective literacy instruction.¶~~
~~(D) Culturally responsive literacy instruction includes the selection of a~~How to analyze and select instructional materials, including high-quality literacy curricul~~um~~a and supplemental ~~materials that include characters, subjects, settings, and authors which are~~resources, in terms of their alignment with standards, general principles of effective literacy instruction, and their reflecti~~ve~~on of the abilities, identities, and cultures of the full range of students and their communities.¶
(~~E~~C) ~~C~~The critical role of sentence comprehension in listening and reading comprehension.¶
(~~F~~D) ~~I~~The importance of ~~using~~ explicit comprehension strategy instruction, ~~as~~ supported by ~~research.¶~~
~~(G) T~~evidence-based practices, and the teacher's role as an active mediator ~~of~~in guiding students through text~~-~~ comprehension processes.~~¶~~
~~(d) Writing¶~~
~~(A) Reading and writing are reciprocal skills, and explicitly teaching the relationship to children is critical~~ to build meaning and critical thinking.¶
(d) Writing-Candidates demonstrate the ability to:¶
(A) The reciprocal relationship between reading and writing and the importance of explicitly teaching this connection to students.¶
(B) ~~M~~The major domains that contribute to written expression, including~~:~~ transcription (manuscript and cursive handwriting, letter formation, spelling, conventions, and keyboarding) and translation skills (i.e., grammar, sentence structure, writing process [including planning, writing, revising, editing, and publishing] and text structure) and the developmental phases of writing.¶
(C) Research-based principles ~~must be aligned with current research~~ for teaching written spelling and punctuation ~~and must be explicitly taught.¶~~
~~(D) Demonstrate an understanding of~~, ensuring alignment with current research and explicit instruction practices.¶
(D) How to connect~~ing~~ writing instruction and practice to the texts~~/~~ and content ~~children~~students are reading~~/~~ and learning.¶
(E) How to apply in practice the fundamentals of sentence construction and syntax, connecting writing to

content.¶
(F) How to provide purposeful inclusion of writing as a strategy to increase comprehension and learning.¶
(e8) Administrator candidate standards: AdministratorStandard 4: Assessment & Data-Based Decision-Making- Teaching candidates willmust demonstrate knowledge and understanding of the above standards and demonstrate the abilityassessment principles, interpret and apply data to guidentify critical elements of effective literacy instruction and provide appropriate coach instruction, and effectively communicate results. They must utilize evidence-based practices, progress monitoring, and feedback.¶
(8) Standard 4: Assessment & Data-Based Decision-Making¶
(a) Assessment¶
(A) Ua holistic approach to support diverse learners, ensuring responsive, goal-oriented instruction within an MTSS framework.¶
(a) Assessment-Candidates demonstrate the ability to:¶
(A) Demonstrate understanding of the foundational principles of assessment, such as the differences and purposes for screening, progress-monitoring, diagnostic, interim, formative, and summative assessments, including assessments in the student's home language whenever possible.¶
(B) Understand basic principles of how tests and items are developed and formatted to measure what students know and are able to do (e.g., reliability, validity, criterion, normed, and potential bias).¶
(C) IUnderstand how to interpret and analyze multiple data points from both informal and formal assessments as well as the formative assessment process in order to help both educators and students understand where students are in their learning process and identify next instructional moves (e.g. Interpret basic statistics commonly utilized in formal and informal assessment).¶
(D) KDemonstrate knowledge of and commitment to using know and utilize in practice well- validated screening tests designed to identify students at risk for reading difficulties.¶
(E) Understand and apply the principles of progress monitoring and reporting with Curriculum- Based Measures (CBMs), including the use of graphing techniques.¶
(F) Know and utilize in practic to track student progress.¶
(F) Demonstrate knowledge of how to use informal diagnostic surveys ofto assess phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.¶
(G) I in practice.¶
(G) Understand how to integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers to support students in becoming self-directed learners.¶
(b) Data-Based Decision-Making to Inform Instruction-Candidates demonstrate the ability to:¶
(A) How to use multiple sources of data to determine the instructional needs of all students, including all reader profiles and intervention needs of struggling readers within an MTSS framework. Note: A Multi-Ttiered System of Support (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system for supporting studentsframework.¶
(B) Know how to elicit evidence of student learning through frequent, ongoing formative assessment to respond and adjust instruction accordingly; and to deliver specific, actionable, and timely feedback that restates the goal, describes what proficiency looks like, and shows students where they are in relation to the goal.¶
(C) How to provide all students with instruction that is needs-based, intensive, and with sufficient duration to accelerate learning.¶
(D) How to useConduct a holistic, assets-based analysis of multilingual students when using data from multiple languages to inform instruction.¶
(c9) Administrator candidate standards: Administrator candidates will demonstrate knowledge and understanding of the above standards and demonstrate the ability to identify critical elements of effective literacy instruction and provide appropriate coaching and feedback.¶
(9) Standard 5: Supporting Multilingual Learners¶
(a) UnderstandStandard 5: Supporting Multilingual Learners-Teaching candidates must understand multilingual learners' language development, use evidence-based strategies for instruction, and leverage technology effectively. They also recognize the benefits of dual immersion and developing home language alongside English to support academic success. Specifically, candidates must:¶
(a) Demonstrate understanding of the language and literacy development of multilingual learners.¶
(b) Understand the stages of second language acquisition and how that information guides planning for instruction.¶
(c) TDemonstrate the ability to teach emerging multilingual students the key components of language and literacy: phonological awareness, phonics, vocabulary, fluency, spelling, and writing skills.¶
(d) Usenderstand and commit to using evidence-based research on how best to teach multilingual learners.¶
(e) LUnderstand how to leverage technology to adapt and enhance instruction of multilingual learners.¶

(f) Understand implications for dual immersion teaching and learning.¶
(g) Understand the benefits of developing multilingual learners' home language and literacy alongside English language and literacy.¶
(h) Administrator candidate standards: Administrator candidates will demonstrate knowledge and understanding of the above standards and demonstrate the ability to identify critical elements of effective literacy instruction and provide appropriate coaching and feedback.¶
(10) Standard 6: Students with Reading Difficulties, Reading Disabilities & Dyslexia10) Standard 6: Students with Reading Difficulties, Reading Disabilities & Dyslexia-Teaching candidates must understand how to support students with reading disabilities, including dyslexia, by understanding their impact on literacy and applying inclusive, evidence-based practices. Specifically, candidates must:¶
Note: By law, these standards must be included for students with dyslexia, but as the rule states, are appropriate for all students. These specific standards, some of which duplicate previous standards, are included to honor the existing dyslexia standards already in rule.¶
(a) Understand how reading disabilities vary in presentation and degree.¶
(b) TUnderstand that the aims of literacy instruction apply to all children; wit, and that through modifications, accommodations, supports, and technologies, every child must have access to literacy learning.¶
(c) AUnderstand how to administer, interpret, and apply screening and progress monitoring assessments identified in OAR 581-022-2445 - Universal Screenings for Risk Factors of Dyslexia for students who demonstrate characteristics that may predict or arbe associated with dyslexia.¶
(d) Understand how to providedeliver documented and trackable support and evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia.¶
(e) AUnderstand how to apply dyslexia assessment and instruction knowledge to pedagogyical practice.¶
(f) The standards for dyslexia instruction apply to all students the candidate is being prepared to teach, including emerging multilingual students.¶
(g) Program alignment with the dyslexia instruction standards must be consistent with the knowledge and practice standards of an international organization on dyslexia.¶
(h) Appropriate uses of assistive technology for students with serious limitations in reading fluency. ¶
(i) Administrator candidate standards: Administrator candidates will demonstrate knowledge and understanding of the above standards and demonstrate the ability to identify critical elements of effective literacy instruction and provide appropriate coaching and feedback.¶
(11) Standard 7: Students who are Gifted and Talented¶
(a) Understand implications of sections 3 - 8Understand how to Apply dyslexia assessment and instruction knowledge to pedagogical practice.¶
(11) Standard 7: Students who are Gifted and Talented-Teaching candidates understand how to support gifted and talented students by applying evidenced-based instructional practices. Specifically, candidates must understand:¶
(a) Understand how to apply OAR 584-420-0025 (7), (8), (9), and (10) for students who are gifted and talented.¶
(b) Understand hHow to access and use strategic instructional practices that providedeliver documented and trackable support, appropriate academic challenges, and opportunities to foster academic growth.¶
(c) Understand how to differentiate instruction to engage gifted students to accommodate their assessed levels of learning and accelerated rates of learning.¶
(d) Understand the incidence of twice-exceptional learners who may be both gifted and reluctant readers, and the implications.¶
(e) Understand the incidence of multilingual learners who are also gifted and talented.¶
(f) Administrator candidate standards: Administrator candidates will demonstrate knowledge and understanding of the above standards and demonstrate the ability to identify critical elements of effective literacy instruction and provide appropriate coaching and feedback.¶
(12) Standard 8: Field Experiences ¶
(a) Programs of study for candidates shall include:¶
(A) Practice (e.g., rehearse, role play, or complete simulations of) evidence-based early literacy instruction prior to their field-based experiences working with students.¶
(B) Opportunity to observe (in person, virtually, or via video) models of culturally and linguistically sustaining, evidence-based early literacy practice in PK-5 classrooms aligned to the Oregon Standards for English Language Arts and Literacy.¶
(b) Candidates are given opportunities in field-based experiences and classroom settings outside of required student teaching requirements to:¶
(A) Use evidence-based instructional materials aligned to the Oregon Literacy Framework. ¶
(B) Demonstrate their ability to implement culturally and linguistically sustaining, evidence-based instructional

~~practices that are aligned to the Oregon Literacy Framework~~and instructional strategies for gifted and talented learners who are also:¶
(A) reluctant readers.¶
(~~C~~B) ~~Apply learning about the development of language and literacy with students within PK-5 grade span, including students who are multilingual and bidialectal and students who experience reading difficulties.¶~~
~~(c) Administrator candidate standards: Administrator candidates will demonstrate knowledge and understanding of the above standards and demonstrate the ability to identify critical elements of effective literacy instruction and provide appropriate coaching and feedback~~multilingual learners.
Statutory/Other Authority: ORS 342.165, ORS 342.147
Statutes/Other Implemented: ORS 342.147

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Administrative Rules

ITEM: Clinical Practices for Teacher Candidates - OAR 584-400-0140

ACTION: **ACTION ITEM**

RECOMMENDATION: The Interim Executive Director recommends adoption of the following resolution:

RESOLVED, that OAR 584-400-0140 is amended effective July 1, 2025.

INFORMATION: The Clinical Practices for Teacher Candidates rules were revised based on recommendations from the Teaching Literacy Standards (420) revision work groups. The rule now includes Section (9): (Early Literacy Field Experience) and refers to the type of field experiences required for candidates in endorsement areas required under OAR 584-420-0015.

The Rules Advisory Committee was consulted on April 30.

Notices to Legislators and Interested Parties were sent on May 6.

A public hearing was held on June 18 and there were no public comments submitted.

Program Area	Type of Change	Rule Number	Rule Title	Summary of Change	Public Comment
Educator Preparation and Pathways	Adopt (permanent)	584-400-0140	Clinical Practices for Teacher Candidates	The Clinical Practices for Teacher Candidates rules were revised based on recommendations from the Teaching Literacy Standards (420) revision work groups. The rule now includes Section (9): (Early Literacy Field Experience) and refers to the type of field experiences required for candidates in endorsement areas required under OAR 584-420- 0015.	N/A

Attachments

Data Classification Level: 1 – Published
DO: Sieng
Published: 6/25/25

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NOTICE OF PROPOSED RULEMAKING
INCLUDING STATEMENT OF NEED & FISCAL IMPACT

CHAPTER 584
TEACHER STANDARDS AND PRACTICES COMMISSION

FILED
05/06/2025 2:16 PM
ARCHIVES DIVISION
SECRETARY OF STATE

FILING CAPTION: Clinical Practices for Teacher Candidates

LAST DAY AND TIME TO OFFER COMMENT TO AGENCY: 06/23/2025 5:00 PM

The Agency requests public comment on whether other options should be considered for achieving the rule's substantive goals while reducing negative economic impact of the rule on business.

CONTACT: Patrick Sieng
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250 Division St NE
Salem,OR 97301

Filed By:
Patrick Sieng
Rules Coordinator

HEARING(S)

Auxiliary aids for persons with disabilities are available upon advance request. Notify the contact listed above.

DATE: 06/18/2025
TIME: 10:00 AM - 11:00 AM
OFFICER: Patrick Sieng

REMOTE HEARING DETAILS
MEETING URL: Click here to join the meeting
PHONE NUMBER: 503-446-4951
CONFERENCE ID: 575453691

NEED FOR THE RULE(S)

The Clinical Practices for Teacher Candidates rules were revised based on recommendations from the Teaching Literacy Standards (420) revision work groups. The rule now includes Section (9): (Early Literacy Field Experience) and refers to the type of field experiences required for candidates in endorsement areas required under OAR 584-420-0015.

DOCUMENTS RELIED UPON, AND WHERE THEY ARE AVAILABLE

https://www.oregon.gov/gov/policies/Documents/Early%20Literacy%20Educator%20Preparation%20Council%20Final%20Report.pdf

STATEMENT IDENTIFYING HOW ADOPTION OF RULE(S) WILL AFFECT RACIAL EQUITY IN THIS STATE

Oregon's Early Literacy Framework is the "North Star" for the Early Literacy Educator Preparation Council. The vision of the framework is that children must have access to consistent, culturally responsive, and research-aligned literacy instruction that guarantees reading and writing proficiency in at least one language. Parents and caregivers must be supported as full partners in their children's literacy development.

FISCAL AND ECONOMIC IMPACT:

There is no fiscal or economic impact by this rule.

COST OF COMPLIANCE:

(1) Identify any state agencies, units of local government, and members of the public likely to be economically affected by the rule(s). (2) Effect on Small Businesses: (a) Estimate the number and type of small businesses subject to the rule(s); (b) Describe the expected reporting, recordkeeping and administrative activities and cost required to comply with the rule(s); (c) Estimate the cost of professional services, equipment supplies, labor and increased administration required to comply with the rule(s).

There is no cost of compliance.

DESCRIBE HOW SMALL BUSINESSES WERE INVOLVED IN THE DEVELOPMENT OF THESE RULE(S):

Small businesses were not affected by the development of these rules.

WAS AN ADMINISTRATIVE RULE ADVISORY COMMITTEE CONSULTED? YES

AMEND: 584-400-0140

RULE SUMMARY: The Clinical Practices for Teacher Candidates rules were revised based on recommendations from the Teaching Literacy Standards (420) revision work groups. The rule now includes Section (9): (Early Literacy Field Experience) and refers to the type of field experiences required for candidates in endorsement areas required under OAR 584-420-0015.

CHANGES TO RULE:

584-400-0140
Clinical Practices for Teacher Candidates
(1) The Educator Preparation Provider (EPP) must provide clinical practices for the purposes of instruction, assessment of competency, and integration of field work with academic study, as well as to ensure candidates are able to demonstrate the knowledge, skills, competencies, and abilities necessary to be successful candidates for educator licensure, endorsement, or specialization.¶
(2) Education Setting: Clinical practices may occur in the following education settings:¶
(a) Public PreK-12 classrooms, including charter school classrooms;¶
(b) Virtual education classrooms;¶
(c) Private, regionally-accredited PreK-12 classrooms; or¶
(d) Alternative education, post-secondary, or other similar teaching settings closely-related to PreK-12 classroom instruction.¶
(3) Clinical Practice Area:-EPPs must assure that candidates complete a clinical placement in the appropriate licensure, endorsement, and specialization area.¶
(a) To be recommended for a license, the candidate must complete a clinical practice in that license area or receive a waiver of clinical practice, as provided in 584-400-0180, Waiver of Program Requirements.¶
(b) To be recommended for an endorsement, the candidate must complete a clinical practice in that endorsement area or receive a waiver of clinical practice, as provided in 584-400-0180, Waiver of Program Requirements.¶
(4) EPP Supervisor: Clinical practices must be supervised by an EPP employee. The supervisor must:¶
(a) Hold a current or expired license and endorsement in the candidate's license and endorsement areas;¶
(b) Demonstrate expertise in the candidate's license and endorsement areas; or¶
(c) Demonstrate expertise in supervising licensed educators in the candidate's license area.¶
(5) International/Out-of-State Field Placements: EPPs may place a candidate in an international or out-of-state field placement, as provided in the Program Review and Standards Handbook.¶
(6) Preservice Candidates: Preservice candidates must complete at least 600 hours (equaling 15 weeks at 40 hours per week) of student teaching according to the program requirements of the accredited Educator Preparation Program (EPP). Length and scope of the clinical placement must be of sufficient length and consistency to allow the student teacher to develop and demonstrate all clinical competencies required for licensure and experience all facets of a typical classroom teacher's day.¶
(a) The student teaching must be in a school setting, with a qualified cooperating teacher, during which the

candidate assumes the full range of responsibilities of a classroom teacher for the purpose of developing and demonstrating the competencies required for initial licensure.¶
(b) The assignment of responsibilities may be incremental, in keeping with the objectives of the experience.¶
(c) The student teaching must be supervised by a cooperating teacher, as provided in (3)(a) of this rule and 584-400-0145, Cooperating Teachers.¶
(d) ~~The student teaching must be supervised by a cooperating teacher, as provided in (3)(a) and 584-400-0145, Cooperating Teachers.¶~~
~~(e)~~ Observations and Evaluations: The EPP must require observations and evaluations of preservice candidates as provided below.¶
(A) EPP Supervisor: The EPP supervisor must conduct observations and evaluations of the preservice candidate during their student teaching which meet the following requirements:¶
(i) At least four formal observations of the candidate; and¶
(ii) At least two formal evaluations of the candidate. Formal evaluations may be completed and submitted as a joint evaluation with the Cooperating Teacher.¶
(iii) Observations and evaluations may be conducted in-person or virtually.¶
(B) Cooperating Teacher: The cooperating teacher must conduct observations and evaluations of the preservice candidate during their student teaching which meet the following requirements:¶
(i) At least four formal observations of the candidate; and¶
(ii) At least two formal evaluations of the candidate. Formal evaluations may be completed and submitted as a joint evaluation with the EPP supervisor.¶
(iii) Observations and evaluations may be conducted in-person or virtually.¶
(C) Unavailable Observations and Evaluations: In the event of extenuating circumstances, a candidate may be recommended without the Cooperating Teacher's observations and evaluations.¶
(i) Recommendations without the required observations and evaluations will be reported to TSPC in the annual report.¶
(ii) All other requirements and expectations will be met before the candidate will be recommended for licensure.¶
NOTE: EPP providers offer clinical placements in which teacher candidates and their cooperating/mentor teachers plan, practice, discuss, and reflect upon methods of instruction, differentiation, culturally responsive practice as relevant to the observed lesson. The cooperating/mentor teacher may present their feedback to the candidate in oral or written form.¶
¶
~~(f)~~ (e) Substitute Teaching in Student Teaching Placements: EPPs in collaboration with their school partners may determine if candidates may substitute teach. Candidates may substitute teach during their student teaching if they:¶
(A) Hold a Restricted Teaching License; Emergency License, Emergency Substitute License, or a Substitute License;¶
(B) Are granted permission to substitute teach by a state-recognized licensure or endorsement program; and¶
(C) Have one of the following:¶
(i) An internship agreement with the EPP and the employing school district; or¶
(ii) A Restricted Teaching License plan with the EPP and the employing school district.¶
NOTE: The candidate may also substitute teach if the substitute teaching is an approved component of the state-recognized program.¶
(~~g~~f) The school district must notify the EPP if the school district assigns a candidate as a substitute teacher during the student teaching placement.¶
(7) Dual-Enrolled Preservice Candidates: Preservice candidates enrolled in two endorsement areas must complete student teaching as provided:¶
(a) The candidate must complete student teaching, as provided in subsection (6), in the endorsement area that is the candidate's main Teacher Candidate Performance Assessment area. During the 600 hours, at least 60 hours of student teaching must be completed in the additional endorsement area.¶
(b) Program Required Endorsements: Program candidates must complete student teaching, as provided in subsection (6).¶
(c) Integrated programs: If Program candidates complete clinical practice where their main and additional endorsement areas are combined, such as an ESOL and math placement, they must complete the 600-hour student teaching. At least 60 hours of the 600 hours of student teaching must be completed in the additional endorsement area. Evidence or assessment of both content areas must be documented in at least some of the observations and evaluations.¶
(d) Observation and evaluation requirements for the additional endorsement area: The EPP must require evaluation and supervision of preservice candidates in the additional endorsement area as provided:¶
(A) EPP supervisor: The EPP supervisor must conduct at least three meetings to evaluate or observe the

preservice candidate during their clinical practice. The three meetings must include at least two formal observations of the candidate and at least one formal evaluation of the candidate.¶
(B) Cooperating Teacher: The cooperating teacher must conduct at least three meetings to evaluate or observe the pre-service candidate during their clinical practice. The three meetings must include at least two formal observations of the candidate and at least one formal evaluation of the candidate.¶
(e) If a candidate is enrolled in more than two endorsement areas, or is enrolled in an Integrated Program for multiple endorsement areas, the EPP must consult the agency for guidance on the clinical practice requirements.¶
(8) In-service Candidates Observations and Evaluations: In-service candidates adding endorsements in program-required endorsement areas must complete 60 hours of clinical practice, or meet the equivalent competencies as specified by the approved EPP. The EPP must require evaluation and observation of in-service candidates for program-required endorsements, as provided:¶
(a) EPP Supervisor: The EPP supervisor must conduct at least three observations and evaluations of the in-service candidate during their clinical practice, which meet the following requirements:¶
(A) At least two formal observations of the candidate; and¶
(B) At least one formal evaluation of the candidate.¶
(C) Formal evaluations may be completed and submitted as a joint evaluation with the Cooperating Teacher.¶
(D) Observations and evaluations may be conducted in-person or virtually.¶
(b) Cooperating Teacher: The cooperating teacher must conduct at least three observations and evaluations of the in-service candidate during the clinical practice which meet the following requirements:¶
(A) At least two formal observations of the candidate; and¶
(B) At least one formal evaluation of the candidate.¶
(C) Formal evaluations may be completed and submitted as a joint evaluation with the EPP Supervisor.¶
(D) Evaluations and Observations may be conducted in-person or virtually.¶
(E) Unavailable Observations and Evaluations: In the event of extenuating circumstances, a candidate may be recommended without the Cooperating Teacher's observations and evaluations.¶
(i) Recommendations without the required observations and evaluations will be reported to TSPC in the annual report.¶
(ii) All other requirements and expectations will be met before the candidate will be recommended for licensure.¶
NOTE: This section does not apply to in-service teachers adding single-subject endorsements. The requirements for adding single-subject endorsements to existing licenses are found in Chapter 584, Division 220.¶
(9) Early Literacy Field Experience: Candidates in Elementary- Multiple Subjects, Reading Intervention, and Special Education Generalist programs shall be given opportunity to:¶
(a) Use evidence-based instructional materials aligned to the Oregon Department of Education's Early Literacy Framework;¶
(b) Implement culturally and linguistically sustaining, evidence-based instructional practices aligned to the Oregon Early Literacy Framework; and¶
(c) Apply knowledge of development of language and literacy as appropriate to meet the needs of prekindergarten through Grade 8, including:¶
(A) Multilingual learners;¶
(B) Bidialectal learners; and¶
(C) Students who experience reading difficulties.¶
(10) Background clearance: Prior to candidate contact with PreK-12 students, as part of their Commission-recognized preparation program, an EPP must verify the candidate has completed a background clearance through the Commission.¶
(a) The background clearance requirement applies to field placements in Oregon, other U.S. jurisdictions and foreign countries.¶
(b) EPPs may require candidates to obtain background clearance through the Commission any time after their admission into the program.¶
(10~~1~~) Knowledge of Civil Rights: Prior to placing a candidate in student teaching, final internship or practicum experience, an EPP must verify the candidate has demonstrated knowledge of civil rights and ethics, as provided in the Program Review and Standards Handbook.¶
(11~~2~~) School or district closures: An EPP may grant a partial waiver of the clinical practice requirement(s) if a candidate is unable to complete the clinical practice due to an unforeseen school or district closure. In order to grant a partial waiver, the EPP must submit information in the next annual report to the Commission, as provided in the Program Review and Standards Handbook.¶
(12~~3~~) EPPs that grant a waiver(s) pursuant to this rule shall not be considered to have made a minor or major modification to their state-recognized program.¶
(13~~4~~) Reporting on Clinical Practices: EPPs must document in the candidate's record that candidates have

completed clinical practices, as provided in 584-410-0100 Verification of Candidate Recommendations (Field Audit).
Statutory/Other Authority: ORS 342.165
Statutes/Other Implemented: ORS 342.147

584-200-0020
Personnel Required to Hold Licenses or Charter School Registrations

(1) An educator must hold a license or registration issued by the Commission if she or he is:
(a) Employed by an Oregon public school; and
(b) Compensated for their services from public funds.
(2) Licenses or registrations are required for:
(a) Teachers;
(b) Substitute Teachers;
(c) Principals;
(d) School counselors;
(e) School psychologists;
(f) Supervisors;
(g) Program directors, including: special education and career and technical directors;
(h) District administrators who evaluate or discipline licensed personnel, or who authorize out-of-school suspensions or expulsions of students;
(i) Superintendents and Assistant or Deputy Superintendents;
(j) Athletic coaches who coach during the school day in courses or activities for which students receive academic credit;
(k) Charter school teachers (registrations);
(l) Charter school administrators (registrations); and
(m) Other personnel performing the above duties regardless of title.
(3) Notwithstanding subsection (1), school districts may provide related services for children identified as requiring special education services by employing a public agency, such as a community mental health program, or by employing professionals who are licensed within their own specialties by the State of Oregon. These personnel are not required to hold licensure from the Commission. See also ORS 343.221.
(4) Notwithstanding ORS 342.173, community college faculty who provide instruction in cooperation with a school district for academic career and technical education, school-to-work or other work-related programs under ORS Chapter 329 will not be required to have teaching licenses. See also ORS 341.535. Both full-time and part-time faculty employed under this section are subject to criminal history records checks by the Oregon State Police and the Federal Bureau of Investigation. See also ORS 326.603 and OAR 581-022-1730.
(5) Notwithstanding subsection (1), a person whose application for a teaching license is pending may teach in Oregon public schools for 90 calendar days after the date on which the commission determines the person has satisfied any requirement for background checks, including a criminal records check as provided in ORS 181A.195 and a background check through an interstate clearinghouse of revoked and suspended licenses, if the person:
(a) Submits an application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050; and
(b) Completes a background clearance that includes:
(A) Furnishing fingerprints, if required; and

(B) Providing satisfactory responses to character questions in the form and manner prescribed by the Commission.
(6) Notwithstanding subsection (1), the employing school district, school or charter school must ensure a person is properly licensed on the 91st calendar day after the date on which the commission determines the person has satisfied any requirement for background checks, including a criminal records check as provided in ORS 181A.195 and a background check through an interstate clearinghouse of revoked and suspended licenses, if a person whose application is pending is teaching in an Oregon public school as provided in subsection (5).

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Administrative Rules

ITEM: Personnel Required to Hold Licenses or Charter School Registrations – OAR 548-200-0020

ACTION: **ACTION ITEM**

RECOMMENDATION: The Interim Executive Director recommends adoption of the following resolution:

RESOLVED, that OAR 584-200-0020 is amended as a temporary rule effective July 1, 2025.

INFORMATION: Senate Bill 802 (2025) changed when a person may be employed as a licensed educator in a public school without a license from 90 days after the submission of an application for a license to 90 days after a person satisfies the background check requirements as determined by the Teacher Standards and Practices Commission. The measure takes effect on July 1, 2025.

The Rules Advisory Committee will be consulted July 16 on whether or not to file this as a permanent rule within 180 days as required by statute.

Program Area	Type of Change	Rule Number	Rule Title	Summary of Change	Public Comment
Licensure	Adopt (temporary)	584-200-0020	Personnel Required to Hold Licenses or Charter School Registrations	Senate Bill 802 (2025) changed when a person may be employed as a licensed educator in a public school without a license from 90 days after the submission of an application for a license to 90 days after a person satisfies the background check requirements as determined by the TSPC. The measure takes effect on July 1, 2025.	Public Hearing will be scheduled in August or September.

Attachments

Draft Temporary Rule

Data Classification Level: 1 – Published
DO: Sieng
Published: 6/12/25

Teacher Standards and Practices Commission
250 Division Street NE
Salem OR 97301

June 23-25, 2025
Administrative Rules

ITEM: Fees – OAR 584-200-0050

ACTION: **DISCUSSION ITEM**

RECOMMENDATION: The Interim Executive Director recommends adoption of the following resolution:

RESOLVED, that OAR 584-200-0050 is amended as a temporary rule effective October 1, 2025.

INFORMATION: During the 2023-05 biennium, TSPC has experienced high complaint volumes and continued staffing challenges. The Legislature, through the agency's budget bill – House Bill 5037, funded 9 additional Professional Practices staff through other funds (licensure fees). The bill requires TSPC to present a summary of fees and budget to the Joint Ways & Means Subcommittee on Education in January 2026. Currently, no general fund dollars from the state fund any licensing or investigative positions. The Commission is authorized by statute to charge up to a maximum of $350. If legislative financial support is not secured, TSPC may need to consider increasing licensing fees to the statutory cap to sustain operations and manage investigative responsibilities. While a gradual increase in fees may be necessary over time even with legislative investment, the absence of any investment would likely require a more substantial increase to maintain the agency's critical functions.

If temporary rules are adopted, The Rules Advisory Committee will be consulted July 16 to consider adoption of permanent rules.

Program Area	Type of Change	Rule Number	Rule Title	Summary of Change	Public Comment
Licensure	Adopt (temporary)	584-200-0050	Fees	Increases application fees for first licensure, registration or certification to statutory limit of $350 to fund professional practices staff.	N/A

Attachments

Draft Temporary Rules

Data Classification Level: 1 – Published
DO: Sieng
Published: 6/12/25

584-200-0050

Fees

(1) Pursuant to ORS 342.127, the Commission has established fees for the processing of applications.

(2) All fees are non-refundable.

(3) All fees must be paid by Electronic Funds Transfer (EFT) through the TSPC online payment process. Electronic Funds Transfer (EFT) is defined as the movement of funds by non-paper means usually through a payment system, including but not limited, an automated clearinghouse or the Federal Reserve's Fedwire system.

(4) **Application fees for first licensure, registration or certification:**

(a) American Indian Language Teaching license: $350

(b) Career and technical education licenses: $350

(c) Charter school registrations: $350

(d) Emergency licenses: $350

(e) Exceptional Administrator license: $350

(f) International Visiting Teacher: $350 (The $350 fee includes the $65 out-of-state evaluation fee.)

(g) Legacy licenses: $350

(h) License for Conditional Assignment: $350

(i) Limited licenses: $350

(j) Preliminary licenses: $350

(k) Professional licenses: $350

(l) Reciprocal licenses: $350 (The $350 fee includes the $65 out-of-state evaluation fee.)

(m) Restricted licenses: $350

(n) School nurse certificates: $350

(o) Substitute licenses: $350

(p) Teacher Leader: $350

(q) Teacher Associate: $350

(5) **Out-of-state/international application evaluation fee:** $65 (The evaluation fee is in addition to all required application and background clearance fees unless otherwise noted in this rule.)

(6) **Renewals, Reissues and Reauthorizations:** All renewals, reissues and reauthorizations of licenses, certificates, and registrations: $350

(7) **Principal and Administrator Licenses:** $350.

(8) **Late Fees:** Pursuant to ORS 342.127, the Commission has established the following late fee process:

(a) An applicant will pay $40 per month late fee for each portion of a month following expiration of the license, registration or certificate for a maximum of $200.

(b) Late fees are in addition to all other required fees.

(c) Late fees may only be imposed one time following the expiration of a license, registration or school nurse certificate. If the applicant does not initially qualify for the license or certificate the applicant is seeking to reinstate, no additional late fees will be imposed upon application for subsequent licenses so long as the applicant has a current active license, registration or certification in effect at the time of application.

(9) **Reinstatement of licenses, registrations, and certificates:**

(a) Expired: $382 (The fee includes the application fee of $350 and the expired reinstatement fee of $200 but does not include the background clearance fee.)
(b) Suspended: $382 (The fee includes the application fee of $350 and the suspended reinstatement fee of $200 but does not include the background clearance fee.)
(c) Revoked: $442 (The fee includes the application fee of $350 and the revoked reinstatement fee of $260 but does not include the background clearance fee.)
(d) If the applicant holds another active and valid Oregon educator license at the time of the application for reinstatement, the applicant will not be assessed the additional $260 reinstatement fee to reinstate the second license.
(10) **Endorsements and Specializations**:
(a) Adding or removing an endorsement outside of licensure renewal application process: $350
(b) Adding a specialization outside of licensure renewal application process: $350
(11) **Other Fees:**
(a) Background clearance: $20 plus the cost of the law enforcement agency background check fee. (Does not include the actual cost of fingerprinting.) **Note:** The background clearance fee includes the TSPC processing fee of $20 and the background check fee, which is determined by the Oregon State Police Department.
(b) Expedited service: $194
(c) Gold-seal paper license: $50. **Note:** Gold seal paper licenses are only available for current licenses.
(d) Non-Sufficient Funds (NSF): $33
(12) **Online Portal Provider Fee:** In addition to the Commission-established fees under this subsection, applicants must pay a fee associated with accessing the online application system that is collected by the operators of the online system. This fee is collected and assessed according to agreements with the Commission, Department of Administrative Services and the operators of the online application system.
(13) **Licensing System Fee:** Each application made through Educator Data System will include an additional fee for development and maintenance of a licensing system of $10.
Statutory/Other Authority: ORS 342
Statutes/Other Implemented: ORS 342.120 - 342.430, 342.455 - 342.495, 342.553 & 2021 Senate Bill 129
History:
TSPC 3-2025, temporary amend filed 04/07/2025, effective 04/07/2025 through 09/26/2025
TSPC 2-2025, temporary amend filed 04/02/2025, effective 04/02/2025 through 09/26/2025
TSPC 15-2021, amend filed 11/10/2021, effective 11/10/2021
TSPC 7-2021, temporary amend filed 07/08/2021, effective 07/12/2021 through 01/07/2022
TSPC 5-2019, amend filed 11/19/2019, effective 12/01/2019
TSPC 4-2019, temporary amend filed 06/30/2019, effective 07/01/2019 through 12/01/2019
TSPC 8-2018, amend filed 06/20/2018, effective 06/20/2018
TSPC 2-2017, f. & cert. ef. 4-12-17
TSPC 1-2016, f. & cert. ef. 2-10-16
TSPC 14-2015(Temp), f. 12-18-15, cert. ef. 1-1-16 thru 6-28-16
TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16