Oregon Teacher Standards and Practices Commission
Meeting Agenda
Thursday, September 18, 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	Thursday, September 18, 2025, Educator Preparation & Pathways Committee Meetings
Time	3:30 PM
Join Meeting	Virtual / Online
Join Meeting Zoom	https://us02web.zoom.us/j/3896292821
Zoom Passcode	
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.

1. ## Virtual Meeting Information

Join online meeting: https://us02web.zoom.us/j/3896292821

To join by phone *only*: **1-719-359-4580** | Conference ID: 389 629 2821
SmartPhones: **+17193594580,,3896292821#**

1.1. The meeting is accessible to persons with disabilities. For questions about accessibility or to request an accommodation, please contact Richelle Krotts, Richelle.Krotts@tspc.oregon.gov **at least 48 hours before the meeting** [ORS 192.630((5)(b)].

2. **Welcome**

Dr. Michelle York, Chair

3. **New Program Proposals, Major Modifications and Waiver Requests**

Dr. Michelle York, Chair

EP&PC members will determine whether to:

- Approve the request and forward to the full Commission for placement on the Educator Preparation and Pathways consent agenda with a recommendation for approval;
- Require additional information from the requestor; or
- Disapprove the request.

3.1. ***New Program Proposals***

3.1.1. *Southern Oregon University (SOU):* New program proposal to provide a School Counseling program

Dr. Bill Rhoades / Richelle Krotts

4. **Rule Proposals and Revisions**

Dr. Michelle York, Chair

4.1. ***EP&PC Second Review***

4.1.1. **Administrator Literacy: Program Standards**

Planned timeline:

- *EP&PC: May 29, 2025, meeting – Initial discussion;*
- Rules Advisory Committee (RAC): July 16, 2025;
- ***EP&PC: September 18, 2025, meeting*** *– Second review of language with RAC feedback;*
- Commission review: October 10, 2025;
- Effective date: November 2025

Dr. Bill Rhoades

5. **Information Items**

The remaining items are included for information only. If EP&PC members wish to discuss any of these matters further, the item(s) can be pulled for discussion at this point in the meeting.

Dr. Michelle York, Chair

5.1. ***Early Literacy Implementation Update***

Dr. Bill Rhoades

Educator Preparation Providers (EPPs) are deeply engaged in developing implementation plans for Oregon's newly adopted early literacy standards recommended by the Early Literacy Educator Preparation Council (ELEPC) and adopted by TSPC.

- Rough Draft Plans Submitted (June 2025): EPPs submitted their initial drafts in June, outlining strategies for embedding the standards into coursework, clinical practice, and assessment systems. Administrator programs submitted rough draft plans during July and August.
- Review & Feedback: The EP&P unit at TSPC has been reviewing these drafts and is currently meeting with each EPP individually to provide targeted feedback, answer questions, and support program teams in refining their plans. The EP&P unit has provided our EPPs with a document outlining the "look fors" in the next submission of their plans and a template for organizing the presentation of their plans to the EP&P team.
- Welcome Back Message: A message was sent to each EPP reminding them of our next steps and timelines as well as guidance documents and tools for their next submission.
- Next Steps: EPPs will submit their second iteration of implementation plans by December 2025 and will present their plans to the EP&P unit between January and March. EP&P recommendations for plan approval will be made to the Commission throughout the spring. Full statewide implementation is scheduled to begin in Fall 2026.

    This collaborative process ensures Oregon's future educators will be prepared with strong Science of Reading-aligned literacy practices to support all students in becoming proficient readers.

5.2. ***Future Meetings***

Dr. Michelle York, Chair

- January 15, 2026, 3:30-5:30 p.m. *(EPP requests due December 26)*
- March 19, 2026, 3:30-5:30 p.m. *(EPP requests due February 26)*

6. **Adjournment**

Dr. Michelle York, Chair

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
07/31/2025 10:00 AM
ARCHIVES DIVISION
SECRETARY OF STATE

FILING CAPTION: Adopt 584-430-0300 (Administrator Literacy: Program Standards)

LAST DAY AND TIME TO OFFER COMMENT TO AGENCY: 09/09/2025 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 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: 09/09/2025
TIME: 2:00 PM
OFFICER: Patrick Sieng

REMOTE HEARING DETAILS
MEETING URL: Click here to join the meeting
PHONE NUMBER: 503-446-4951
CONFERENCE ID: 841607833

NEED FOR THE RULE(S)

In July of 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. A number of individuals and work groups have been involved in supporting the revision of the standards.

One of the recommendations was to move the references to administrator roles and responsibilities relating to early literacy from the Teacher Preparation Standards (Division 420) to the Administrator Preparation Standards (Division 430). A work group made up of representatives from EPPs supporting administrator preparation programs met several times to develop and edit these administrator standards supporting early literacy and present this draft.

DOCUMENTS RELIED UPON, AND WHERE THEY ARE AVAILABLE

Strengthening Literacy Preparation and Support for Oregon's Educators - 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

none

FISCAL AND ECONOMIC IMPACT:

none

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).

none

DESCRIBE HOW SMALL BUSINESSES WERE INVOLVED IN THE DEVELOPMENT OF THESE RULE(S):

none

WAS AN ADMINISTRATIVE RULE ADVISORY COMMITTEE CONSULTED? YES

ADOPT: 584-430-0300

RULE SUMMARY: In July of 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. A number of individuals and work groups have been involved in supporting the revision of the standards.

One of the recommendations was to move the references to administrator roles and responsibilities relating to early literacy from the Teacher Preparation Standards (Division 420) to the Administrator Preparation Standards (Division 430). A work group made up of representatives from EPPs supporting administrator preparation programs met several times to develop and edit these administrator standards supporting early literacy and present this draft.

CHANGES TO RULE:

584-430-0300
Administrator Literacy: Program Standards
(1) Purpose: These standards are designed to guide the preparation of administrators in evidence-based literacy leadership practices. Aligned with Oregon law (ORS 342.147), these standards ensure that educator preparation programs equip administrators with the knowledge and skills to support high-quality literacy instruction, promote reading proficiency in the early grades and beyond, and lead school and district-wide efforts to improve literacy outcomes. Teacher candidates must demonstrate instructional competencies, administrators are expected to develop, within their context, the capacity to recognize effective literacy instruction, provide coaching and feedback, and foster a culture of literacy.¶
(2) Scope: The requirements for instruction on Administrator Literacy: Program Standards apply to Oregon EPPs preparing candidates for:¶
(a) Principal License¶
(b) Professional Administrator License¶
(3) Standard 1: Foundational Knowledge of Evidence-Based Literacy Instruction: The Educator Preparation Provider (EPP) will ensure that candidates understand and demonstrate the capacity to support evidence-based literacy instruction, including the cognitive, linguistic, cultural, and social foundations of language and literacy, and apply this knowledge to improve outcomes for all learners including:¶
(a) Understand foundational literacy skills (e.g., phonological and phonemic awareness, phonics, vocabulary,

fluency, and comprehension) and their application in diverse school contexts.¶
(b) Examine and learn to promote explicit, systematic, and culturally responsive instruction in oral language development and writing.¶
(c) Analyze major theoretical models or evidence-based practices including, but not limited to, those referenced in the Oregon Early Literacy Framework and apply them to literacy decision-making.¶
(4) Standard 2: Curriculum, Instruction, Assessment, and Evaluation: The Educator Preparation Provider (EPP) will ensure that candidates understand and demonstrate the capacity to lead the development, implementation, and evaluation of evidence-based, culturally and linguistically responsive literacy instruction aligned with state and federal policy, including the ability to:¶
(a) Demonstrate the knowledge and understanding of core, supplemental, and intervention literacy materials and the process for selecting materials that align with state standards and reflect the diversity of Oregon learners.¶
(b) Recognize reading difficulties across a continuum of severity and understand how to align instruction, resources, and interventions accordingly.¶
(c) Coach and effectively evaluate educators in their literacy instruction including the appropriate use of disaggregated data to monitor instructional impact and promote continuous improvement.¶
(d) Facilitate equitable assessment practices, including the use of valid, reliable, and bias-free literacy assessments.¶
(e) Prepare candidates to understand and apply relevant policies, laws, and operational systems that impact literacy programming.¶
(5) Standard 3: Literacy Leadership and Professional Learning: The Educator Preparation Provider (EPP) will ensure that candidates understand and demonstrate the capacity to foster a culture of literacy, support ongoing professional learning, and implement policies that promote equitable opportunities to learn and literacy outcomes, including:¶
(a) Design, coordinate, and/or organize job-embedded professional learning aligned with evidence-based literacy instruction.¶
(b) Lead collaborative data cycle review, coaching, and reflective practices that strengthen literacy instruction.
Statutory/Other Authority: Executive Order 23-12, House Bill 3198 (2023)
Statutes/Other Implemented: Executive Order 23-12, House Bill 3198 (2023)