Commission meeting cancelled and will be rescheduled.
Friday, October 10, 2025 8:30 AM Pacific

Roth's Markets Inc.
1130 Wallace Rd. NW
Salem, OR 97304

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. **Executive**
   Dr. Rae Ette Newman, Chair
   Dr. Michelle York, Vice Chair
   Jon Zwemke
   Robert Waltenburg
3. **Educator Preparation & Pathway Unit**
   Dr. Michelle York, Chair
   Dr. Carrie Kondor
   Vacant
   Gary Roberts
   Vacant
4. **Professional Practices**
   Jon Zwemke, Chair
   Jessica Classen
   Liliana Jimenez
   Martha Gross
   Dr. Francisco L. Atanes
   Dr. Alfonso Garcia Arriola
5. **Licensure**
   Robert Waltenburg, Chair
   Vacant
   Vacant
   Mary Hofer
   Vacant
6. **Friday, October 10, 2025**
   8:00-8:30 a.m
   Public Comment Request Submission
7. EXECUTIVE SESSION
   8:30-10:45 a.m.
8. **PROFESSIONAL PRACTICES HEARINGS, INVESTIGATION MATTERS AND INVESTIGATION REPORTS (EXECUTIVE SESSION)**
   - 8.1. Confidential Agenda
     - 8.1.1. 20.1 APPLICATIONS FOR REINSTATEMENT
     - 8.1.2. 20.2 PRELIMINARY INVESTIGATION REPORTS RECOMMENDING ACTION TO DISMISS
     - 8.1.3. 20.3 PRELIMINARY REPORTS RECOMMENDING NO FURTHER ACTION
     - 8.1.4. 20.4 PRELIMINARY INVESTIGATION REPORTS RECOMMENDING ACTION TO CHARGE

8.1.4.1. 20.4a. PRELIMINARY INVESTIGATION REPORTS RECOMMENDING ACTION TO CHARGE
Sexual Conduct Cases (ORS 339.390) – Director Recommendation – Substantiated

8.1.4.2. 20.4b PRELIMINARY INVESTIGATION REPORTS RECOMMENDING ACTION TO CHARGE - All other Case Types (including cases with unsubstantiated sexual conduct)

8.1.5. 20.5 CASES TO DISCUSS WITH THE COMMISSION

8.1.6. 20.6 CONSIDERATION OF OTHER DISCIPLINE ISSUES

8.1.7. 20.7 CONSIDERATION OF AMENDED NOTICES OF HEARING TO CHARGE

8.1.8. 20.8 STIPULATED ORDERS

8.1.9. 20.9 LETTERS OF INFORMAL REPROVAL

8.1.10. 20.10 MANDATORY REVOCATIONS (Information Only)

8.1.10.1. 20.10a Sexual Conduct Cases- Substantiated

8.1.10.2. 20.10b All other case types (unsubstantiated)

8.1.11. 20.11 INFORMATION ONLY

9. **COMMISSION CONSIDERATION OF PROFESSIONAL PRACTICES ACTIONS**
(PUBLIC SESSION)
10:45-10:55 a.m.

9.1. **Professional Practices Consent Agenda (PUBLIC SESSION)**

10. **COMMISSION BUSINESS**
11:00 a.m - 12:00 p.m.

11. Call to Order

12. Introductions and Comments of Agency and Organization Representatives and Guests/Delegations

13. Chair Newman Report

14. Executive Director Report

15. Adoption of June 2025 Commission Meeting Minutes.

16. **Friday, October 10, 2025**
12:00-12:30 p.m.
LUNCH

17. **Friday, October 10, 2025**
12:30-1:30p.m
PRESENTATIONS

17.1. Oregon Association of Colleges for Teacher Education (OACTE) update

17.2. Coalition of Oregon School Administrators (COSA) update

17.3. Oregon Education Association (OEA) update.

17.4. Oregon Preservice Educator Network (OPEN) update

18. **Friday, October 10, 2025**
1:30-2:00 p.m.
LICENSURE

19. Licensure Consent Agenda

19.1. ~~Teacher Leader License~~

19.2. Waiver Requests Granted

20. Licensure Committee Chair Report

21. eLicensing/Communication Update
22. Licensure Production Update
23. **Friday, October 10, 2025**
    2:00 - 2:45 p.m.
    EDUCATOR PREPARATION & PATHWAYS UNIT
24. Educator Preparation & Pathways Consent Agenda
    24.1. Site Visit Schedule
    24.2. Agency Waivers Granted (Executive Director Authority)
    24.3. Southern Oregon University: New program proposal to provide a School Counseling program
25. Educator Preparation & Pathways Committee Chair Report
26. Early Literacy Standards Implementation Update
27. **Friday, October 10, 2025**
    2:45 - 3:15 p.m.
    PROFESSIONAL PRACTICES
    27.1. Professional Practices Committee Chair Report
    27.2. Professional Practices Production Report
28. **Friday, October 10, 2025**
    3:15-3:45 p.m.
    RULES
    28.1. Adopt 584-430-0300 (Admin Literacy: Program Standards).
    28.2. Adopt 584-200-0125 (Oregon Licensure Expense Reimbursement Program).
    28.3. Amend 584-200-0020 (Personnel Required to Hold Licenses or Charter School Registrations).
    28.4. Repeal 584-020-0035 (The Ethical Educator).
    28.5. Repeal 584-235-0235 (Oregon Administrator Scholars Program).
    28.6. Temporarily Amend 584-200-0125 Oregon License Expense Program.
29. **Friday, October 10, 2025**
    3:45-4:15 p.m.
    COMMISSION BUSINESS AFTERNOON ITEMS
    29.1. Proposed Meeting Calendar for 2026-2027
    29.2. Chairperson Election
    29.3. Vice-Chair Election
    29.4. Nominations for Chairperson, Vice-Chairperson and Executive Committee.
30. **ADJOURNMENT**
    4:15 p.m.

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

October 10, 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: 9/23/2025
Amended:

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

October 10, 2025
Commission Business

ITEM: EXECUTIVE DIRECTOR UPDATE

ACTION: **INFORMATION ITEM**

INFORMATION:

Legislative Update:

House Bill 5043 was amended to include ratification of a licensing system fee of $10. Due to a legal settlement with the licensing system vendor, $5 of the vendor's fee is now transferred to the Commission. The total customer payment remains unchanged.

Senate Bill 802 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 requirement as determined by the TSPC.

Senate Bill 804/5 authorized the TSPC to impose civil penalties or order payment of the costs of disciplinary proceedings.

House Bill 5037 (relating to the financial administration of the Teacher Standards and Practices Commission) was passed and included $18,046,699 other funds expenditure limitation, $769,493 general fund, and 37 positions (35.75 FTE). The following packages were adopted into the bill:

- $1.5 million in one-time other funds expenditure limitation to pay for the completion of the Educator Data System, which will replace the current eLicensing system.
- $2.2 million other funds expenditure limitation and the establishment of nine permanent, full-time positions (8.25 FTE) to address a backlog of investigations into complaints of educator misconduct.
- $2.0 million reduction to the Oregon Administrator Scholar Program due to a decrease of $195.3 million from the statewide current service level budget.

Data Classification Level: I – Published
DO: REINHARDT
Published: 9/30/2025
Amended:

Budget Update:

Budget Note, HB 5037: TSPC is directed to undertake a comprehensive review of the Commission's fee amounts and schedules. The fees collected through licensure provide the primary revenue to support the Commission's operations. By January 2026, the TSPC shall submit a report to the Interim Joint Committee on Ways and Means with a recommended solution to a nearing revenue shortfall. At a minimum, the report should include:

- A list of all fees collected by the Commission;
- Current financial information, including three biennia of expenditure and revenue estimates;
- History of licensing fee amounts and schedules;
- History of revenue collection and licensure volumes;
- Assessment of how different funding levels affect customer service, licensure processing, and investigation backlogs;
- Proposed fee structures and renewal timelines that both increase revenue and streamline licensure fees;
- Evaluation of any alternative revenue streams or solutions to provide a more stable funding model; and
- Any other considerations that support improvements toward a more stable and functional fee model.

Governor's Requested Targeted Budget Reduction: TSPC is directed to identify a $10,000 GF reduction. Reductions in employee training and services and supplies have been identified.

Budget Projection: Over 2.3M FY27

Additional Updates:

Positions and recruiting
Early Literacy professional learning for in-service educators
Relocation consideration
First 100 days

Attachments:

Commission Meetings
Monday, June 23, 2025 6:00 PM Pacific

Eagle Crest Resort Conference Center Room A
1522 Cline Falls Highway
Redmond, OR 97756

Jessica Classen:	Present
Catherine Cox:	Absent
Alfonso Garcia Arriola:	Present
Martha Gross:	Present
Mary Hofer:	Present
Liliana Jiménez H.:	Present
Carrie Kondor:	Present
Francisco López Atanes:	Absent
Rae Ette Newman:	Present
Gary Roberts:	Present
Robert Waltenburg:	Present
Helen Ying:	Present
Michelle York:	Present
Jon Zwemke:	Present

Present: 12, Absent: 2.
Michelle York: Absent
Present: 11, Absent: 3.
Michelle York: Present
Present: 12, Absent: 2.
Liliana Jiménez H.: Absent
Michelle York: Absent
Present: 10, Absent: 4.
Liliana Jiménez H.: Present
Present: 11, Absent: 3.
Michelle York: Present
Present: 12, Absent: 2.
Liliana Jiménez H.: Absent
Gary Roberts: Absent
Present: 10, Absent: 4.
Mary Hofer: Absent
Present: 9, Absent: 5.
Gary Roberts: Present
Present: 10, Absent: 4.

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

4. Call to Order

5. Introductions

6. BoardBook Training

7. Schedule interim meeting for SB155
August 12 4:30-5:30. This motion, made by Rae Ette Newman and seconded by Jon Zwemke, Carried.
Catherine Cox: Absent, Francisco López Atanes: Absent, Jessica Classen: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Mary Hofer: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Rae Ette Newman: Yea, Gary Roberts: Yea, Robert Waltenburg: Yea, Helen Ying: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 12, Nay: 0, Absent: 2
August 12 4:30-5:30
Rae Ette Moved.
Jon Zwemke
Motion carries

8. Executive Session under ORS 192.660(2)(f)
Consult with Counsel.

9. **Tuesday, June 24, 2025**
8:30 - 11:40 a.m.
EXECUTIVE SESSION
August 12 4:30-5:30
Rae Ette Moved.
Jon Zwemke
Motion carries

10. **PROFESSIONAL PRACTICES HEARINGS, INVESTIGATION MATTERS AND INVESTIGATION REPORTS (EXECUTIVE SESSION)**

11. **COMMISSION CONSIDERATION OF PROFESSIONAL PRACTICES ACTIONS**
11:40 - 11:50 a.m.
PUBLIC SESSION
Pass. This motion, made by Robert Waltenburg and seconded by Martha Gross, Carried.
Catherine Cox: Absent, Francisco López Atanes: Absent, Jessica Classen: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Mary Hofer: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Rae Ette Newman: Yea, Gary Roberts: Yea, Robert Waltenburg: Yea, Helen Ying: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 12, Nay: 0, Absent: 2
Motion passed.

12. **Professional Practices Consent Agenda (PUBLIC SESSION)**
11:50 a.m. - 12:00 p.m.
Pass. This motion, made by Jessica Classen and seconded by Martha Gross, Carried.
Catherine Cox: Absent, Francisco López Atanes: Absent, Jessica Classen: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Mary Hofer: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Rae Ette Newman: Yea, Gary Roberts: Yea, Robert Waltenburg: Yea, Helen Ying: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 12, Nay: 0, Absent: 2
Motion passed.

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

15. **Board Training**
Discussion/Possible Action Item: CommissionHandbook

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

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

18. Introductions and Comments of Agency and Organization Representatives and Guests/Delegations

19. Chair Newman Report

As we come to the close of the 2024-2025 school year, I want to pause for just a moment to say something simple—but deeply heartfelt:

Thank you.

Thank you to every single member of our school community—for showing up, for giving your best, and for making this year one of growth, perseverance, and connection.

To our teachers: your creativity, your care, and your unwavering commitment have not gone unnoticed. You've inspired students to think bigger, reach higher, and keep going—even when things got tough.

To our support staff: from the front office to the lunchroom, from technology to transportation, your steady presence has been the backbone of our daily routines. You keep everything running—often behind the scenes—and you are essential to all that we do.

To our counselors, specialists, aides, and administrators: your leadership, your listening, your problem-solving, and your compassion have helped guide both students and colleagues through another dynamic year.

Together, you've created a place where students feel seen, supported, and challenged. And together, you've modeled what it truly means to build a community—one rooted in respect, in care, and in the belief that what we do matters.

As we head into summer, I hope each of you can take a breath, reflect on all you've accomplished, and feel the pride you so deeply deserve. You've made a difference—and you've absolutely earned this time to rest and recharge.

And today, I want to offer a special word of recognition to our **new teachers**—those just stepping into this incredible profession, many of whom walked across a graduation stage not long ago.

You've chosen to teach during a time of great complexity—but also great possibility. You bring fresh energy, new ideas, and a deep sense of purpose that lifts all of us. We see you. We believe in you. And we are so grateful you've chosen this path.

So once again—thank you, all of you. I'm proud to work alongside you, and I'm excited for the journey ahead.

Enjoy your summer. You've earned it—and you deserve it.

Before we move on, I'd like to take a moment to extend my deepest appreciation to Dr. Melissa Goff, Executive Director of the Teacher Standards and Practices Commission.

Dr. Goff, your leadership has made a significant impact—not only on policy and practice—but on the lives of educators and, by extension, the students and communities we all serve. It's easy to get caught up in the technical and administrative sides of this work, but you consistently remind us that at the heart of it all is a deep care for people—educators, students, families—and a vision for what public education can and should be.

Thank you for your time, your insight, and your tireless commitment to advancing educator quality and equity across our state. You listen with intention, lead with clarity, and act with a sense of purpose that inspires confidence and trust. Whether it's through your guidance in complex policy discussions, your responsiveness to institutional concerns, or simply the

respectful and collegial way you show up in every conversation—your presence has made a real and lasting difference.

In moments of uncertainty or challenge, it is especially meaningful to know that we have partners in leadership like you—someone who not only understands the complexities of educator preparation and licensure but who also brings empathy, strategy, and hope to the table.

So again, thank you, Dr. Goff, for your dedication, your service, and your steadfast belief in the power of education to transform lives. It is truly a privilege to work alongside you in this shared mission.

20. Educator Data System Update

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.
- 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.

21. Budget/Finance Overview Update
Session Stats
3,466 bills introduced
• 1,654 Active
• 324 Signed by Governor
• 104 Awaiting Governor's Signature
• 1,812 Dead
Senate - 18 Democrats, 12 Republicans
House - 35 Democrats, 25 Republicans, including newly appointed Rep. Sue Rieke-Smith (former superintendent)
Constitutional Sine Die - June 29
Key Themes: Transportation, Public Defense, Education Accountability, Housing

House Bill 5037 (agency budget)
- Governor's Recommended Budget

- No cuts to permanent staffing
- EDS system - $1.5M budget authority
- Literacy supports through General Fund - 2.0 FTE for EPP standards updates and licensing changes

House Bill 5037 (agency budget)
- Legislatively Approved Budget

- No cuts to permanent staffing; one position reclassification approval from Other Funds; 9 professional practices staff from Other Funds; Budget Note: Return in Jan. 2026 with fee info.
- EDS system - $1.5M budget authority
- No literacy supports through General Fund - 0 FTE for EPP standards updates and licensing changes

Legislative Session Timeline

- House Bill 5037 (budget bill) passed House 36-15 and Senate 18-12; Awaiting Governor's Signature
- Capital Construction and "Christmas Tree" Bills scheduled for floor votes today
- Constitutional Sine Die: June 29

TSPC Bills

- SB 802: License Starts 90 days upon passing background check, not application. Effective July 1, 2025
- SB 805: Civil Penalties effective July 1, 2026; Reduces the time to close complaints from 12 to 6 months if no local resolution; Effective Jan 1, 2026
- HB 5043: Ratifies $10 e-licensing fee; Full Ways & Means on Friday
- SB 804: Civil Penalties. Died in Committee

Bills of Interest to TSPC

- HB 3504: 9 Staff Professional Practices from General Fund; dead
- SB 324: TSPC merger with ODE; dead
- HB 3403: Statewide Educator Workforce Data System; Passed House Rules 6/4; $1.4m Fiscal; dead

Bills of Interest to TSPC

- HB 2588: Registered Teaching Apprenticeship Program; dead
- SB 314: Strategic Plan for Educator Workforce; dead
- HB 2596: School Psychologist Interstate Licensure Compact; Awaiting Gov. Signature; TSPC Recommended Veto

Other Education Bills

- SB 5516: State School Fund. $16.7B... 10.5% increase from 2023-25 biennium
- SB 5515: Dept. of Education Budget. $5.4B and 622 FTE ($200M cut from current service level). Grow Your Own & Admin Scholars Program Funding Cut
- SB 141: K-12 Accountability & Transparency Framework. Statewide growth targets and metrics on measurable outcomes

Interim Legislative Timeline

- Legislative Days/Emergency Board: September, November, January
- Short Session: Feb. 2 to March 8; Limited Bills - Approx 2 per legislator
- May 2026 Primary Election: Governor, US Senate Seat, Legislative Seats - Some Senators Cannot Run

Upcoming Rulemaking Timeline

- June 18 Public Hearing - 4 Rules, Adoption at June 25 Commission Meeting
- July 16 Rules Advisory Committee
- August/September Notices/Public Hearings
- October Commission Meeting Adoption

22. EAC 101
Educator Advancement Council
June 25, 2025 TSPC Retreat
Dr. Karen Pérez | Executive Director, Educator Advancement Council

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.

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.

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

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

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

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.

Oregon Administrator Scholars Program 2023-25 Grant-in-Aid Budget: $3.2 Million
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

Oregon Licensure Expense Reimbursement Program
2023-25
Grant-in-Aid
Budget:
$320,000

ABOUT THE OREGON LICENSURE EXPENSE REIMBURSEMENT PROGRAM:
? Mitigates financial costs related to obtaining and
? Renewing teacher, administrator, and personnel services licenses.

Multiple Measures Assessment
Options
2023-25
Grant-in-Aid
Budget:
$740,000
ABOUT THE MULTIPLE MEASURES (MM) PROGRAM
? Enables teacher candidates to demonstrate content knowledge and teaching competencies through alternative assessments.

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)

Teachers Standards Practice Commission
? Oregon Administrator Scholars Program
? Oregon Licensure Reimbursement Program
? Multiple Measures Assessment Program
? Registered Apprenticeships

Higher Education Coordinating Commission
? Oregon Teacher Scholars Program
? Public University Educator Preparation Program Equity Plan Grants

Oregon Department of Education
? Senate Bill 283 Workforce Survey and Data System
? State Early Literacy Initiative
? Professional Learning Platform
? Special Education Staff Stipends

23. Executive Director Update
Thank you so much for how you welcomed me into this role and supported our team throughout. It is really lovely to know we have a Commission who not only supports our leadership but recognizes our team. Thank you for your advocacy. We are embarking on a time with the agency that will be challenging. Your voice will be very important and I will help any way I can.

24. Adoption of April 2025 Commission Meeting Minutes.
Approve the amended motion. Licensure chair needs to be updated. This motion, made by Jon Zwemke and seconded by Martha Gross, Carried.
Catherine Cox: Absent, Francisco López Atanes: Absent, Jessica Classen: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Mary Hofer: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Rae Ette Newman: Yea, Gary Roberts: Yea, Robert Waltenburg: Yea, Helen Ying: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 12, Nay: 0, Absent: 2

25. **Wednesday, June 25, 2025**

10:30-12:00 p.m.

LICENSURE

26. Licensure Consent Agenda

26.1. Waiver Requests Granted

Passed. This motion, made by Mary Hofer and seconded by Rae Ette Newman, Carried. Catherine Cox: Absent, Francisco López Atanes: Absent, Jessica Classen: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Mary Hofer: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Rae Ette Newman: Yea, Gary Roberts: Yea, Robert Waltenburg: Yea, Helen Ying: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 12, Nay: 0, Absent: 2

26.2. ~~Teacher Leader License~~

27. Licensure Committee Chair Report

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

Endorsements on Teaching Licenses, Adding to the Preliminary

Completion of a three-quarter hour or two-semester hour **pedagogy course** from an approved teacher preparation program.

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.

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

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.

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.

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

28. eLicensing/Communication 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.

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.

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.

The last paragraph needs to be updated for the April 2025 Commission meeting.

29. Licensure Production Update

Losing two PSR. The only time she has been successful at running a call center had five PSR, cannot be successful with two PSRs. One FTE is shared between two employees. Five evaluators can only go as fast as they can when the numbers increase in June/July/August.

Rae Ette Newman wants to commend Elizabeth's staff, especially right now with all the graduates. Thank you so much to you and your team.

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

Thanks to all the staff and evaluators.

30. Multiple Measures Guidance

Motion to move forward. This motion, made by Jon Zwemke and seconded by Robert Waltenburg, Carried.
Catherine Cox: Absent, Liliana Jiménez H.: Absent, Francisco López Atanes: Absent, Gary Roberts: Absent, Jessica Classen: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Mary Hofer: Yea, Carrie Kondor: Yea, Rae Ette Newman: Yea, Robert Waltenburg: Yea, Helen Ying: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 10, Nay: 0, Absent: 4
Helen Ying: Very straightforward.
Robert Waltenburg: Will sit with EPP or Licensure. Shara: Good question, it will be both. Inservice side seeking to add endorsements will be within TSPC, through Licensure. Currently, word of mouth working on expanding.
Rae Ette Newman: Why do EPP have their assessments evaluated? Shara: Requirement relates to individual candidates seeking more than one area.
Shara: Moving requirement to EPP to discuss. Approve as stated then come back after more discussion.

31. Early Literacy Licensure Request Update

Michelle York: Wondering if she has been connecting with OEA. They have a platform and are a great way to share information with teachers. TSPC cannot bare the burden of the system. We need teachers to be trained in a certain way. Shara: referred the question to Dr. Perez. Dr. Perez: EAC has had conversations with OEA. The OEA platform funding has been cut, and they are having conversations about how to support them. EAC has funding for this platform.

Helen Ying: How do we know if this work leads to better outcomes?

32. Oregon Licensure Expense Reimbursement OAR

2a fluency now refers to speakers.

33. 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

36. Oregon Association of Colleges for Teacher Education (OACTE) update

37. Oregon Education Association (OEA) update

38. Coalition of Oregon School Administrators (COSA) update
Reminder on behalf of COSA. Partners with UO with the largest Admin program. UO has gone through a lot of cuts. Concerning them, and hoping do not directly affect the program. Oregon Licensure scholarship program cut was a huge shock. Thank you Shara for putting the numbers together. 86 students that have scholarship programs get that second license. Over 500 have come through the system. Very high concern about it. EAC could decide to get these students through the program. Continue to find ways to support candidates.

39. **Wednesday, June 25, 2025**
1:15 - 2:15 p.m.
EDUCATOR PREPARATION & PATHWAYS

40. Educator Preparation & Pathways Consent Agenda
Passed. This motion, made by Robert Waltenburg and seconded by Jon Zwemke, Carried.
Catherine Cox: Absent, Liliana Jiménez H.: Absent, Francisco López Atanes: Absent, Gary Roberts: Absent, Jessica Classen: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Mary Hofer: Yea, Carrie Kondor: Yea, Rae Ette Newman: Yea, Robert Waltenburg: Yea, Helen Ying: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 10, Nay: 0, Absent: 4

40.1. Site Visit Schedule

40.2. 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

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

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

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

41. Educator Preparation & Pathways Committee Chair Report
Want to thank Portland State Univesity for the support of Oregon Educators.

42. Annual Reports
Passed. This motion, made by Carrie Kondor and seconded by Rae Ette Newman, Carried.
Catherine Cox: Absent, Mary Hofer: Absent, Liliana Jiménez H.: Absent, Francisco López Atanes: Absent, Gary Roberts: Absent, Jessica Classen: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Carrie Kondor: Yea, Rae Ette Newman: Yea, Robert Waltenburg: Yea, Helen Ying: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 9, Nay: 0, Absent: 5

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

43. University of Oregon: State Recognition of Music Education Program
Pass. This motion, made by Robert Waltenburg and seconded by Jon Zwemke, Carried.
Catherine Cox: Absent, Mary Hofer: Absent, Liliana Jiménez H.: Absent, Francisco López Atanes: Absent, Gary Roberts: Absent, Jessica Classen: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Carrie Kondor: Yea, Rae Ette Newman: Yea, Robert Waltenburg: Yea, Helen Ying: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 9, Nay: 0, Absent: 5
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.

44. ETS Content Knowledge Assessment Adoption and Correction

Pass. This motion, made by Jon Zwemke and seconded by Jessica Classen, Carried.
Catherine Cox: Absent, Mary Hofer: Absent, Liliana Jiménez H.: Absent, Francisco López Atanes: Absent, Gary Roberts: Absent, Jessica Classen: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Carrie Kondor: Yea, Rae Ette Newman: Yea, Robert Waltenburg: Yea, Helen Ying: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 9, Nay: 0, Absent: 5
Includes theater that is drama assessment. Could get the endorsement by passing the assessment.

45. Early Literacy Standards: EPP Implementation Plan

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

EPP have really stepped up to meet the guidelines. Summer of 2027 when the candidates will have a license. Fall of 2026 when programs will start.

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.

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.

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.

Learned the most is when they get started and doing the work, the conversation was deeper.

46. **Wednesday, June 25, 2025**
2:15 - 2:45 p.m.
PROFESSIONAL PRACTICES

47. Professional Practices Committee Chair Report
Cost of investigation as is relates to Civil Penalties.

48. Professional Practices Production Report
Investigators assigned based on case type now. Complaints continue to come in faster than we can clear them. Chair Zwemke acknowledge the hard work of the professional practices staff.

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

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

Pass. This motion, made by Jon Zwemke and seconded by Alfonso Garcia Arriola, Carried.
Catherine Cox: Absent, Mary Hofer: Absent, Liliana Jiménez H.: Absent, Francisco López Atanes: Absent, Martha Gross: Abstain (With Conflict), Helen Ying: Abstain (With Conflict), Jessica Classen: Yea, Alfonso Garcia Arriola: Yea, Carrie Kondor: Yea, Rae Ette Newman: Yea, Gary Roberts: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 8, Nay: 0, Absent: 4, Abstain (With Conflict): 2
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.

51. Fees - OAR 584-200-050 (E-Licensing Fee)
Pass. This motion, made by Robert Waltenburg and seconded by Gary Roberts, Carried.
Catherine Cox: Absent, Mary Hofer: Absent, Liliana Jiménez H.: Absent, Francisco López Atanes: Absent, Jessica Classen: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Carrie Kondor: Yea, Rae Ette Newman: Yea, Gary Roberts: Yea, Robert Waltenburg: Yea, Helen Ying: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 10, Nay: 0, Absent: 4
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.

52. Literacy: Program Standards - OAR 584-420-0015
Pass. This motion, made by Jessica Classen and seconded by Alfonso Garcia Arriola, Carried.
Catherine Cox: Absent, Mary Hofer: Absent, Liliana Jiménez H.: Absent, Francisco López Atanes: Absent, Jessica Classen: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Carrie Kondor: Yea, Rae Ette Newman: Yea, Gary Roberts: Yea, Robert Waltenburg: Yea, Helen Ying: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 10, Nay: 0, Absent: 4
This version is not exactly what Early Literacy Counsel suggested. This is what staff suggested.

53. Clinical Practices for Teacher Candidates - OAR 584-400-0140
Pass. This motion, made by Jon Zwemke and seconded by Robert Waltenburg, Carried.
Catherine Cox: Absent, Mary Hofer: Absent, Liliana Jiménez H.: Absent, Francisco López

Atanes: Absent, Jessica Classen: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Carrie Kondor: Yea, Rae Ette Newman: Yea, Gary Roberts: Yea, Robert Waltenburg: Yea, Helen Ying: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 10, Nay: 0, Absent: 4
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.

54. Personnel Required to Hold Licenses or Charter School Registrations – OAR 548-200-0020
Pass. This motion, made by Robert Waltenburg and seconded by Gary Roberts, Carried.
Catherine Cox: Absent, Mary Hofer: Absent, Liliana Jiménez H.: Absent, Francisco López Atanes: Absent, Jessica Classen: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Carrie Kondor: Yea, Rae Ette Newman: Yea, Gary Roberts: Yea, Robert Waltenburg: Yea, Helen Ying: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 10, Nay: 0, Absent: 4
Pass with the motion to include they. This motion, made by Robert Waltenburg and seconded by Gary Roberts, Carried.
Catherine Cox: Absent, Mary Hofer: Absent, Liliana Jiménez H.: Absent, Francisco López Atanes: Absent, Jessica Classen: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Carrie Kondor: Yea, Rae Ette Newman: Yea, Gary Roberts: Yea, Robert Waltenburg: Yea, Helen Ying: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 10, Nay: 0, Absent: 4
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.

55. Fees- OAR 584-200-050 (Application Fees)
During the 2023-05 biennium, TSPC 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.
Michelle York: Is there a way to do this on a sliding scale?
Melissa Goff: Yes, we can do a sliding scale.

Helen Ying: Funding to add personal to TSPC. What is the likely that we can get more funding.

Melissa Goff: Want to remind everyone the additional funding is for limited duration positions. Limited positions are hard; people don't want limited duration. Very few people had the qualifications.

Helen Ying: Thank you, that is a nice background.

Robert Waltenburg: Substitute daily average rate $221.00 a day. I don't think it's too much to ask. That is two days of wage for their license.

Jon Zwemke: Echo what Robert says. $230.00 a day for his district. He does agree early on educators living on salary. As a Commission we must deal with revenue. We are not doing are due process when we have so many cases. It's important work and not made lightly.

Jessica Classen: I'm with Michelle York. We have to think about these younger teachers. They have already had financial barriers.

Helen Ying: Echo what Michelle York and Jessica Classen said. About two or three years ago we had this discussion. We need to think about this long and hard. How do we raise fees without harming our educators.

Jon Zwemke: Can we drop fees if we realize we are collecting too much?

Melissa Goff: Could decide to only hire a few of the nine. Will need to get back to you about lowering fees. If she hired all nine, we would run out.

Dr. Alfonso Garcia Arriola: We would be one of the highest professionals.

Carrie Kondor: Agree with Michelle York, Jessica Classen and Helen Ying. Cost for paying for EPP/Fingerprints/Testing/Multiple Endorsements, they are paying $1000.00. We have a positive, why are we asking for more money?

Melissa Goff: The state has asked that we have enough money at the end of the Biennium to cover 6 months to be financial stable. Last Biennium we started with 9 million, at the end of this one we will have 4.
Carrie Kondor: Would like to make a motion to wait until we hear from stakeholders. Waiting until make a decision related to this rule until constitutional have met. Helen Ying seconded the motion.
Jon Zwemke: Who are the stakeholders oversee this? Is this a necessary to this?

Dr. Alfonso Garcia Arriola: When we raise fees are we locked? Can we raise fess for out of state only?

Michelle York: I understand what Zwemke is saying. Can we ask the agency to present some options for our next meeting? Five year ramp up so it's not so painful. We must consider the teachers and make it kinder.

Jessica Classen: We didn't fully have this conversation. What exactly are investigating.

Helen Ying: We need to listen to the people that will be affected most. We need feedback.

Carrie Kondor: They need to be heard.

Jon Zwemke: Can they pay annually without the paperwork? Just collect the fee.

Elizabeth Keller: Making a change other than increasing across the board cannot be done with the vendor.

Melissa Goff: 96% of the agency funds outside of interagency agreements come from teacher licensing fees.

Jon Zwemke: Can we send a survey to everyone to be heard and get feedback? Gives everyone a chance to weigh in. They need to be heard.

Melissa Goff: Yes, we can survey. I would recommend staff do so. It cannot happen until September 1st, most educators use their work email.

Helen Ying: We need to be specific about why we are doing this. This will show we care about their voice. It will be based on their input. This for all educators we serve and represent.

Jon Zwemke: Motion to hold off until we have received feedback.

Melissa Goff: I recommend this is be held off until next meeting.

Rae Ette Newman: Tabling until further discussion.

56. **Wednesday, June 25, 2025**
4:15 p.m.
ADJOURNMENT
Adjourned at 3:00 p.m.

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

October 10, 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: 9/23/2025
Amended:

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

October 10, 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: 9/23/2025
Amended:

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

October 10, 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: 9/23/2025
Amended:

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

October 10, 2025
Presentation

ITEM:	Oregon Preservice Educator Network
ACTION:	**INFORMATION ITEM**
INFORMATION:	The purpose for this item is for Oregon Preservice Education Network to provide an.

Attachments:

Data Classification Level: 1 – Published
DO: Reinhardt
Published: 9/23/2025
Amended:

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

October 10, 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: 9/29/2025
Amended:

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

October 10, 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 June 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
1.a1	Waiver of Spanish exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a2	Waiver of Elementary exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a3	Waiver of Pedgagy course to be awarded the World Languages: French endorsement	584-220-0205 World Language: French
1.a4	Waiver of SPED exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a5	Waiver of Elementary exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a6	Waiver of Foundational English Language Arts exam- via MMs	584-220-0015(1a) MMs CK option
1.a7	Waiver of Social Studies exam- via MMs	584-220-0015(1a) MMs CK option
1.a8	Waiver of Special Education exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a9	Waiver of Elementary exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a10	Waiver of SPED test	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a11	Waiver of Library Media exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a12	Waiver of ESOL exam- via MMs	584-220-0015(1a) MMs CK option

Data Classification Level: I – Published
DO: Keller
Published: 9/29/2025
Amended:

Agenda Item	Description	OAR
1.a13	Waiver of Foundational English Language Arts exam- via MMs	584-220-0015(1a) MMs CK option
1.a14	Waiver of Advanced Math exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a15	Waiver of requirement to complete an advanced program to be awarded the Professional Administrator license	584-235-0030 Professional Administrator License
1.a16	Executive Director consideration of renewal of Teacher Leader License	584-210-0050 Teacher Leader License
1.a17	Waiver of program to be awarded the Reciprocal Administrator License	584-235-0050 Reciprocal Administrator License
1.a18	Waiver of program completion to be awarded the Preliminary Teaching License. The applicant has all of the elements, just not from one source	584-210-0030 Preliminary Teaching License
1.a19	Waiver of requirement to complete an advanced program to be awarded the Professional Administrator license	584-235-0030 Professional Administrator License
1.a20	Waiver of requirement to hold an active and valid license from another state to be awarded the Reciprocal Teaching License	584-210-0060 Reciprocal Teaching License
1.a21	Waiver of Agricultural Science exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a22	Waiver of Elementary exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a23	Waiver of Music exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a24	Waiver of requirement to hold an active and valid "teaching" license to be awarded the Reciprocal Teaching License. The applicant holds an Oregon administrator license	584-210-0060 Reciprocal Teaching License
1.a25	Waiver of Foundational Math and Elementary Subtests I & II based on experience	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a26	Consideration by Executive Director of OOS alternative route program offering their program for SPED to Oregon teacher	584-220-0180 Special Education: Generalist
1.a27	Waiver of requirement to complete a program to be awarded the Professional Administrator License.	584-235-0030 Professional Administrator License
1.a28	Waiver of requirement to complete an advanced program to be awarded the Professional Administrator License	584-235-0030 Professional Administrator License

Agenda Item	Description	OAR
1.a29	Waiver of Art exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a30	Waiver of Elementary exams	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a31	Waiver of SPED GENERALIST exam	584-220-0015(1a) MMs CK option
1.a32	Waiver of Chemistry exam	584-220-0015(1a) MMs CK option
1.a33	Waiver of requirement to maintain sponsorship with the same district to be awarded the three-year Restricted Substitute License	584-210-0150 Restricted Substitute License 172 Restricted Substitutes were previously sponsored by Gaston and applied on time with a different district sponsor to be awarded the 3-year license. Gaston ended their agreement with ESS making it impossible for these subs to receive the 3-year license. It was no fault of their own, so the Executive Director agreed to waive the requirement to maintain the same sponsor to receive the 3-year license if requested by the new sponsoring district.

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

October 10, 2025
Licensure

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

The Licensure Committee has not met since the June Commission meeting. Several topics remain on the agenda for discussion, but the unexpected departure of the agency's key data management staff member, the typical busy summer application season, and the increasing time spent on procurement of the new Educator Data System make it difficult for staff to find time to prepare for and conduct the meetings. Current topics under discussion include:

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 next Committee meeting.***

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 next Committee meeting.***

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

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.

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.

Next Meeting

Discussion items for the next 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
- Tentative: Introduction to Early Literacy rule concepts
- Teacher Leader License review process for initial and renewal applications

Attachments:

Licensure Committee Items to be addressed.pdf

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

Topic	Description	Status
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 October 2025 – no update
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 next LC October 2025 – no update
Teacher Leader License – Process	Staff requests a review by the Commission of the process for reviewing and awarding the Teacher Leader License	NEW October 2025

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 • Expire date of provisional licenses – should they all be August?	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 October 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 October 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 October 2025 – staff is considering some rule concepts

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 October 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 October 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 October 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 October 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
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)	Fall 2025 Committee meeting

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

October 10, 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

Because the agency's work with Tyler Technologies should come to a close once the new Educator Data System is released for use, no updates have been made to the eLicensing system. Tyler Technologies continues to make minor changes as necessary, but no major changes will be made.

Items they continue to correct are changing an application when an educator applies for the wrong category of license and deleting PEER forms mistakenly uploaded by district staff.

Items submitted for correction but not completed include several issues with the background check date display and charging of fingerprint fees, and redirection of two application types to the correct processing logic. These items create an inconvenience, but they are not "showstoppers".

Educator Data System Update

With the submission of the Request for Proposal (RFP) to the Department of Justice (DOJ), Cybersecurity Services (CSS) and the Enterprise Information Systems (EIS) groups, a major milestone is reached. In addition to those three groups, the RFP has been reviewed by the Independent Quality Management Services (IQMS) vendor. This review serves two primary purposes: 1) helps the vendor "get to know" TSPC and our work; and 2) gives TSPC an experienced review of the RFP, pointing out areas where the RFP could be improved for better interpretation and response by the vendor selected to host and implement the EDS.

The departure of the key IT/Data staff member emphasizes the need and urgency for a new data system. Because implementation is relatively close and IT staff requirements are unknown until a new vendor has been selected, the position will not be filled immediately.

Communications/Newsletter

License Staff sent two emails to eLicensing District Portal users since the June Commission meeting. Both emails were to advise on the availability of the weekly Licensure file delayed due to the departure of the key IT/Data staff member.

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

October 10, 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).

The Licensure Staff was impacted by the somewhat sudden and unexpected resignation of Jason Hovey, they agency's key Information Technology staff member. Jason managed many data-related tasks for the agency:

- Retrieval, storage and processing of the weekly complete data file from Tyler Technologies (eLicensing)
- Creation of weekly files for consumption by the Oregon Department of Education and school districts using the Visions (aka as Tyler Tech) human resources software
- Daily processing of background check files between the Oregon State Police (OSP) and Tyler Technologies
- Development and maintenance of the ICMS (Investigation Case Management) and Vortex (Legacy data portal) systems
- Retrieving and storing test score files
- Multiple website functions
- Reporting, some standardized and others custom upon request

Jason left a robust set of instructions for most tasks, but even with those instructions, staff struggled to understand how best to cover his key tasks. As of this writing (September 25), most of the tasks have been redistributed and are very nearly working again. The most difficult items to recreate have

been access to the various databases, websites, network folders and systems required to do the work.

Background Evaluators: The Background Evaluators may have felt the most impact from Jason's departure because the file processing provided some level of automation of background clearances. While the processes to move files between OSP and Tyler Tech are not technical in nature, they are quite detailed, requiring access to multiple software and an understanding of encryption/decryption of files. The two staff members have worked extra hours to manually look up each applicant in the OSP data system to keep applications moving during this critical time as well as work to understand the steps to automate the process. Timely completion of the background clearance is essential in getting applicants into the classroom as soon as possible.

Staff will continue to work on the process to return to the automated background clearance routine.

Public Service Representatives: Since the June of 2025 Commission meeting, the Public Service Representative (PSR) staff has been cut by half, from four to two staff. The two departing PSRs were Limited Duration and their appointments ended June 30. One of those two departing PSRs was a prior employee and brought a great deal of knowledge to the job. But with some careful management of the incoming email queues and a little bit of backup, staff has managed to exceed last summer's response times:

Date of Capture	Number Pending	Average Oldest Email	Manager Remarks
6/2020 thru 9/2020	136	4 days	Covid, low volume of incoming emails, two very experienced PSRs working from home
6/2021 thru 9/2021	516	16 days	Schools reopened, still two experienced PSRs
6/2022 thru 9/2022	649	79 days	One experienced PSR retired, one hired in April and two more in August. Manager out on medical leave at the beginning of summer. High volume of applications results in a high volume of incoming emails
6/2023 thru 9/2023	136	7 days	Three, more experienced PSRs but still a very high volume of applications. One PSR's Limited Duration position ended 6/30/2023.
6/2024 thru 9/2024	356	27 days	Two PSRs remaining
6/2025 thru 9/2025	87	3 days	Three experienced PSRs until the LD position ended 6/30/25. But keeping the work organized and the level of experience has helped the remaining two maintain a better response time with some backup from management.

Evaluators: The Evaluators have had a very successful summer. The volume of applications has remained higher than expected, yet compared to past summer seasons, they have nearly met their Key Performance Measure of 30 days processing time.

Date of Capture	Average Days to First Review	Manager Remarks
6/2020 thru 9/2020	Data not available	Daily tracking began 10/1/2020
6/2021 thru 9/2021	50 days	Application numbers on the rise
6/2022 thru 9/2022	70 days	Application volume remained high throughout 2021 and 2022
6/2023 thru 9/2023	45 days	Application numbers during the "off" season returned to more normal levels
6/2024 thru 9/2024	40 days	Continued drop in application numbers, but summer volume remains high
6/2025 thru 9/2025	33 days	High summer volume, likely due to a higher number of Emergency and Restricted licenses expiring at the end of June and August. Staff will review the data once the September applications are processed

Attachment:
Licensure Statistics 25-27 Bienium.pdf

Teacher Standards and Practices Commission Statistics
FY 2025 - 2027

	Fiscal Year	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Money Receipted	25/26	$506,990	$638,644	$478,604										$1,624,238
	24/25	$442,448	$616,089	$406,756	$410,661	$307,978	$287,521	$434,047	$361,236	$386,233	$425,842	$506,535	$691,528	$5,276,874
	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	25/26	2552	3072	2252										7876
	24/25	2247	3020	1924	1855	1373	1320	2078	1602	1814	2092	2534	3500	25359
	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	25/26	1205	1389	1565										4159
	24/25	1252	1265	1310	1573	1080	886	791	941	915	791	1013	833	12650
	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	25/26	2406	2577	2728										7711
	24/25	2243	2149	2027	2665	2233	2158	2046	2038	1812	1662	1890	1557	24480
	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	25/26	34	40	37	65									
	24/25	36	47	49	51	48	34	24	15	9	10	13	21	30
	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	25/26	3611												
	24/25	3702	3586	2994	2821	2100	1786	2639	2171	2174	2736	2961	3895	33565
	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	25/26	95	106	65										
	24/25	464	316	308	202	75	34	52	47	98	113	77	159	162
	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

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

October 10, 2025
Educator Preparation and Pathways

ITEM: EDUCATOR PREPARATION AND PATHWAYS CONSENT AGENDA

ACTION: **AGENDA ITEMS**

RECOMMENDATION: The Executive Director recommends adoption of the following resolution:

RESOLVED, that the Commission adopt the attached program area consent agenda items.

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:

1. Site Visit Schedule;
2. Agency Waivers Granted (Executive Director Authority);

New program proposal:

3. Southern Oregon University: New program proposal to provide a School Counseling program.

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. Agency Waivers Granted (Executive Director Authority)
3. Southern Oregon University: New program proposal to provide a School Counseling program

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

October 10, 2025
Educator Preparation and Pathways

ITEM:	SITE VISIT SCHEDULE
ACTION:	**ACTION ITEM**
RECOMMENDATIONS:	The 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 June 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 June 2025.

Attachment:

1. Site Visit Schedule

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

October 10, 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)

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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~~11/7/2025		***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									
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

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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
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
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***

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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
9/1/2030 – 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	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	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.
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.
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

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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	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	Fall 2025	Summer 2027				6/2025: New program: School Social Work, conditionally approved eff. Fall 2025. Focused program review may be required to commence after two cycles of data are available, estimated to be Summer 2027.
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.
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
Portland State University	September 2025	Fall 2027				6/2025: Major modification: G Added Elementary - MS program for in-service candidates approved, effective September 2025. Focused program review may be required to commence after two cycles of data are available, estimated to be Fall 2027.
Portland State University	September 2025	Fall 2029				6/2025: Major modification: G Bilingual Teacher Pathway – Secondary program for pre-service candidates approved, effective September 2025. Focused program review may be required to commence after two cycles of data are available, estimated to be Fall 2029.

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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
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.
~~University of Oregon~~	~~Fall 2022~~	~~July 2024~~	~~December 15, 2024 (received)~~	~~May 2025~~	~~June 2025~~June 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.~~ ~~6/2025: State Recognition of Program~~
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.
Warner Pacific University	5/1/2020 (Expected) 5/1/2020 (Confirmed)	January 2025 (Confirmed)				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
Warner Pacific University	July 2025	Fall 2027				6/2025: New program: G ESOL for in-service candidates, conditionally approved eff. July 2025. Focused program review may be required to commence after two cycles of data are available, estimated to be Fall 2027.
Warner Pacific University	July 2025	Fall 2028				6/2025: Major modification: UG BSED program for pre-service candidates change to provide dual Elementary – MS and SPED: Gen, conditionally approved eff. July 2025. Focused program review may be required to commence after two cycles of data are available, estimated to be Fall 2028.

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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
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

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

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

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
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.

[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.

CAEP semesters:
Spring = February to May
Fall = September to December

AAQEP semesters:
Spring = January 1 to June 30
Fall = July 1 to December 31

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Winter = January, February, March
Spring = April, May, June
Summer = July, August, September
Fall = October, November, December

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

October 10, 2025
Educator Preparation & Pathways

ITEM: AGENCY WAIVERS GRANTED

ACTION: **ACTION ITEM**

RECOMMENDATION: The Executive Director recommends adoption of the following resolution:

RESOLVED, that the Commission acknowledges the waivers granted by the agency's Executive Director, as provided in the item table.

INFORMATION:

COVID-19 waiver request:
This waiver request was granted due to provisions in the TSPC COVID Response Plan dated March 23, 2020, and updated September 30, 2020, as well as authority provided in OAR 584-200-0100, Waiver of Licensure Requirements by the Commission.

This waiver approval process involved two steps. The first step was for the educator preparation provider (EPP) to seek and secure pre-approval from agency leadership to use the edTPA alternative. Once the EPP was ready to submit Program Completion Reports (PCRs) for their candidates, waiver packets were generated and added to each candidate's eLicensing account.

COVID-19 response plan expiration date:
TSPC COVID-19 flexibilities and accommodations ended for qualified candidates on June 30, 2021, meaning the candidate(s) actual act, practice, or event must have been completed by that date. However, EPP reporting for local evaluation or Work Sample waivers is allowable after the end date, upon completion of all requirements.

TSPC Executive Director support for former EPP candidates waiver requests:
At the February 2021 meeting, Commissioners granted authority to the TSPC Executive Director or designee to approve certain actions for former EPP candidates of Oregon EPPs that have closed their education programs. The actions reported are for former education candidates of Concordia University - Portland, which closed effective June 30, 2020.

The requests were reviewed to ensure compliance with all TSPC requirements, Oregon Administrative Rules, and to ensure that it did not contradict any Oregon statutory requirements.

The Executive Director is required to report the results of approved waivers and other actions at the next regularly scheduled Commission meeting.

Supporting documentation is available to Commissioners upon request.

Agenda Item	Waiver Approval Date	Waiver area
1	September 4, 2025	In Spring 2021, the Pacific University candidate successfully completed the Oregon Work Sample, which had been approved for use in lieu of the edTPA under the COVID-19 response plan. Due to ongoing program completion requirements, the request was not included with previous requests submitted in 2020 and 2021.
2	August 25, 2025	Educator completed program at Concordia in 2017, except for a content area exam. Candidate now meets content knowledge demonstration requirements and is fully qualified as a Preliminary Teaching License with Elementary – Multiple Subjects endorsement completer.
3	September 19, 2025	Educator completed program at Concordia in 2019, except for a content area exam. Candidate now meets content knowledge demonstration requirements and is fully qualified as a Preliminary Teaching License with Elementary – Multiple Subjects endorsement completer.

Attachments:

Available upon request

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

October 10, 2025
Educator Preparation & Pathways

ITEM:	SOUTHERN OREGON UNIVERSITY: SCHOOL COUNSELING 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 Southern Oregon University (SOU) State Recognition with Conditions for a School Counseling License program, based upon a favorable review of the submitted proposal documents; **RESOLVED FURTHER,** that SOU be approved to implement the new program beginning Fall 2026; **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 2030; **RESOLVED FURTHER,** that SOU is to be commended for addressing critical regional shortages of school counselors through strong partnerships with K-12 schools and educational service districts, and for advancing equity by incorporating coursework focused on supporting diverse student populations in K-12 settings.
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.

Southern Oregon University (SOU) has requested Commission approval to offer a new School Counseling program. The program is structured as an additional credential pathway within SOU's CACREP-accredited Clinical Mental Health Counseling (CMHC) program and is anticipated to begin enrolling candidates in September 2026.

Candidates will complete the full 90-credit CMHC program along with 10 additional credits (three courses) focused on K–12 school counseling: Supporting Diverse Populations in K–12 Schools, Leadership of School Counseling Programs, and School Counselor Consultation and Supervision. These courses are scheduled across the summers between and after years one and two of the CMHC core program.

Clinical training for school counseling candidates will take place in K–12 school settings through practicum and internship placements integrated into SOU's established counseling clinical structure.

The proposed pathway is intended to address urgent workforce needs in Southern Oregon and expand the pool of licensed school counselors. It is designed around a competency-based, data-informed model that builds on SOU's existing community partnerships.

At their September 18, 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 October 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. SOU New School Social Counseling Program Proposal

Southern Oregon University

Masters in Clinical Mental Health Counseling with a School Counseling Credential

Institution Contacts:

Vincent Smith

Dean, College of Natural and Social Sciences

Smithv3@sou.edu

541-552-6802

Dr. Victor Chang
CMHC Program Chair
changv@sou.edu
541-552-6638

Dr. Lindsey Warwick
CMHC Clinical Coordinator
warwickl@sou.edu
541-552-6528

New Program Proposal:

SOUTHERN OREGON UNIVERSITY

Ashland, Oregon

This proposal was provided to TSPC: Sept, 2025

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NEW PROGRAM PROPOSAL

Southern Oregon University

Purpose

Southern Oregon University currently offers the Master of Clinical Mental Health Counseling (CMHC) degree. The CMHC program is a comprehensive 90-credit CACREP-accredited (CACREP- Council for Accreditation of Counseling and Related Educational Programs) graduate program that prepares future counselors for a myriad of counseling situations. The MA or MS in Clinical Mental Health Counseling degree prepares students for licensure as a Licensed Professional Counselor in Oregon. Students complete the full-time, in-person, cohort model program in approximately 21 months. Due to the shortage of licensed school counselors and the immediate needs made clear to us by our regional partners (e.g. Medford Unified School District, Ashland School District, and the Southern Oregon Educational Service District) and the reality that much of our degree overlaps with the professional preparation for school counselors, we propose to expand the current CMHC degree with additional coursework in School Counseling that would result in a School Counseling Credential approved by Teachers Standards and Practices Commission (TSPC). This School Counseling coursework will be an additional option to the required CMHC degree, using a competency- based approach to preparing school counselors. The program will prepare the counselor to provide comprehensive school counseling programs that serve all students in a K-12 school setting. Counselors will learn to utilize strategies to work with their students' academic, personal/social, and career development needs. Preparation consists of a sequential program that integrates academic knowledge and theory with closely supervised counseling practice. Self-exploration and personal development are integral components of the program.

New Program Description

Program Name and Description

Proposed Program Name:
SOU Masters in Clinical Mental Health Counseling with a School Counseling Credential

PROGRAM-REQUIRED AREAS:

PERSONNEL SERVICES LICENSE PROGRAMS:

☒ Preliminary School Counselor License Program

General description of the proposed program:

The CMHC standard curriculum addresses the eight CACREP standards and domains of: Assessment and Testing, Career Development, Professional Counseling Orientation and Ethical Practice, Group Counseling and Group Work, Human Growth and Development, Counseling and Helping Relationships, Social and Cultural Diversity, and Research and Program Evaluation; and the specialization area of: Clinical Mental Health Counseling.

The Clinical Mental Health in Counseling Master's program along with a School Counselor Course track will prepare students to work as school counselors in Oregon and beyond. As a CACREP-accredited program at SOU, the Master of CMHC with a School Counselor Credential aims to prepare graduates to be leaders and advocates for change in their schools and communities. Students in the School Counselor Course track will take three (3) additional school counseling classes, in addition to fulfilling all of the requirements of a CMHC degree. The three proposed/new classes would be taught in the summer session/quarter with one class offered in the summer between the 1st and 2nd year (Summer 1) and two classes offered in the summer after the 2nd year (Summer 2).

The three new school counseling classes we are proposing to add to the CMHC degree are:

1. COUN 550 – Supporting Diverse Populations in K-12 Schools
2. COUN 551 – Leadership of School Counseling Programs
3. COUN 552 – School Counselor Consultation and Supervision

These three School Counseling courses taken during or after* the CMHC degree program will lead to earning the School Counseling Credential at SOU. This is an SOU designation that can only be earned by current CMHC students.

* While we would like to offer these courses to recent graduates from the CMHC program, there are too many unknowns and possible barriers to appropriately extend this option, at this time. For example, it would seem that TSPC would require these particular students to have had the child/adolescent practicum and school-based internship, in addition to the three SC courses (unless TSPC would count similar school-based post-graduate work experience as an equivalent) in order to qualify for licensure. If TSPC grants approval for the "post-graduate hours" then we would invite recent CMHC graduates to return to SOU to take these three classes to earn the School Counseling Credential. This allowance/access would increase the number of CMHC graduates able to eventually attain the Licensed School Counselor designation; thereby increasing the number of school counselors in Oregon. At this time, we do not plan to offer the School Counseling course track/credential to graduates from other counseling programs.

Name of the school or college where the program is proposed to be:

SOU College of Natural and Social Sciences

Date the new program will be implemented, if approved:
September 2026 to begin the school counseling coursework. Candidates will have the opportunity to choose 3 course school counseling option in the 2026 school year or thereafter.

Proposed degree to be awarded on program completion: Masters in Clinical Mental Health Counseling with the option of obtaining a School Counseling Credential. Based on established SOU Graduate School criteria, students can earn a Master of Arts (MA) or a Master of Science (MS) CMHC degree.

Program Delivery and Variants

Standard delivery:

Location: SOU Social Sciences Department

☒ Campus-based (traditional in person instruction)

☒ Main campus ☐ Branch campus ☐ Other:

☐ Online program

X Hybrid program

Courses are offered:

☒ Daytime | ☒ Evenings | ☒ Weekends Additional description *(if needed)*:
Current Clinical Mental Health Counseling courses are delivered in person on the SOU campus. The additional school counseling courses included in this proposal may be delivered in an in person or hybrid format

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)*: Using data of the cohort availability to determine.

Number of credit hours proposed to be required to complete the program: 100

☐ Semester | ☒ Quarter

edTPA

Indicate here if edTPA is not required for this proposed area: ☒

If edTPA is required, indicate which handbook will be used for each requested endorsement area:

Endorsement:	**Handbook:**	**EPP's lowest passing score:**

Justification for the New Program

Need for new educators in the program area:
There is a shortage of credentialed school counselors statewide with the Preliminary School Counselor License, but particularly in the Southern Oregon region. School Counselors play an essential role in students' academic, social and emotional and career readiness needs. There is a lack of counseling preparatory programs available in the geographic area necessary to provide the workforce pool for the regional school districts.

Other: Currently options available through remote programs are not meeting the needs for credentialed candidates with appropriate background knowledge and skills.

Educator Preparation Provider's Capacity

Faculty structure description (click link for CV):
CMHC Chair & Professor, Victor Chang
CMHC Professor, Cody Christopherson
CMHC Professor, Lindsey Warwick

CMHC Professor, Tiffany Somerville
CMHC Professor, Doug Smith

Financial resources (include, at a minimum, an analysis of proposed operational costs, resources, and revenues):

- The existing program for the Masters in CMHC is currently offered, fully funded and supported by SOU.
- The cost of additional coursework added to existing programs would be covered at current credit rates with minimum course size. Southern Oregon University has an established tuition and fee structure that generates adequate funding at existing course minimums. Current degree seekers have expressed interest in adding this option at above minimum class sizes.

Candidate resources (include, at a minimum, plans for facilities, technology, library, and student services): SOU already has established services including library, technology and classroom facilities. SOU further offers robust student support services including all health services, placement services and housing.

Evidence of institutional approval:
Letter of Support.SOU Provost 2025

EPP Program Development Committee and Liaison Officer

Dr. Victor Chang, CMHC Professor & Chair
Dr. Doug Smith, CMHC Professor
Dr. Tiffany Somerville, CMHC Professor
Amy Muhler, Student Wellness Director in Medford School District
Diane Berry, School Counselor in Ashland School District
Aaron Cooke, Program Manager in Southern Oregon ESD
Kate Vaden, Program Facilitator in Southern Oregon ESD

Program Goals and Objectives

Goals: To increase access to our region for qualified candidates to obtain competency-based training in school counseling. Each year the CMHC program has 30 students admitted in the cohort. The goal would be to encourage 25% of students to choose the school counseling credential option.

How goals relate to goals of other programs: The proposed program supplements the existing CMHC degree at SOU by broadening employment opportunities and viability of career advancement.

Objectives: To increase the workforce pool of school counseling candidates available to

regional K-12 school districts. The measurable outcome would be that 8 candidates per cohort choose school counseling as their employment option each graduation year.

Program Alignment to State Standards

TABLE SHOWING EDUCATIONAL PROGRAM PLAN (EPP) ALIGNED TO PROGRAM STANDARDS

Program Curriculum & Course Syllabi

Curriculum and Research-Based Rationale for School Counselor Credential Program:
The curriculum for this proposed school counselor preliminary licensure program integrates essential coursework in counseling theory, practice, and ethics, while also incorporating specialized training in leading a school in a Comprehensive School Counseling Plan. These three additional courses added to the current Clinical Mental Health Counselors Master's degree ensures that future school counselors are equipped with the knowledge to address diverse student needs effectively and equitably.
Key components of the curriculum include:

- The Master's in CMHC already is an established and CACREP-accredited program.
- The CMHC Standard Curriculum includes the following courses:
    - COUN 502 – The Helping Relationship
    - COUN 504 – Individual Counseling Practicum
    - COUN 506 – Group Counseling Practicum
    - COUN 507 – Selected Electives (example 1, example 2, example 3, example 4)
    - COUN 510 – Internship (taken multiple terms)
    - COUN 521 – Assessment
    - COUN 525 – Substance Use Disorders & Psychopharmacology
    - COUN 531 – Community Counseling
    - COUN 542 – Applied Research Design
    - COUN 549 – Career Counseling
    - COUN 570 – Advanced Human Growth & Development
    - COUN 571 – Counseling Theories
    - COUN 573 – Mental Health Profession
    - COUN 574 – Group Counseling
    - COUN 575 – Advanced Crisis Intervention Strategies
    - COUN 576 – Family and Couples Counseling
    - COUN 581 – Ethics and Roles
    - COUN 583 – Advanced Psychopathology
    - COUN 585 – Treatment Planning & Consultation
    - COUN 586 – Multicultural Mental Health

- The School Counselor Credential track includes the following courses:
    - COUN 550 – Supporting Diverse Populations in K-12 Schools
    - COUN 551 – Leadership of School Counseling Programs

    - COUN 552 – School Counselor Consultation and Supervision

- Core counseling courses covering developmental psychology, trauma-informed care, and counseling techniques.
- Specialized training in assessment, intervention planning, and student support strategies.
- Coursework aligned to the American School Counseling Association (ASCA) framework for **Define, Deliver, Manage** and **Evaluate** a school counseling program.
- Use of student and school data to promote success of all students to graduation and beyond.

Research-Based Rationale for the Curriculum:
The curriculum for this proposed program is grounded in evidence-based practices and aligns with established professional standards, ensuring that school counselor candidates receive comprehensive and research-supported training. The program adheres to the following standards and frameworks:

1. **Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards**: These standards guide the core components of counselor education, ensuring best practices in ethical decision-making, diversity, career development, and intervention techniques.
2. **American School Counselor Association (ASCA) National Model**: The curriculum aligns with the ASCA framework, emphasizing a data-driven approach to student success through academic, career, and social/emotional development.
3. **Council for Exceptional Children (CEC) Professional Preparation Standards**: Given the increasing need for school counselors to work with students requiring special education services, the curriculum incorporates CEC-aligned strategies to enhance intervention planning and individualized student support.
4. **Danielson Evaluation Tool**: The program will align with the Charlotte Danielson Evaluation tool for School Counselors. This tool, derived from the Danielson

Framework for Teaching, provides a validated approach for assessing school counseling effectiveness. The theory of action emphasizes a school counseling program that emphasizes using data to ensure student success outcomes, making it an essential component in the training of school counselors.

By integrating these research-backed methodologies, the proposed school counselor credential program ensures that candidates are prepared to support student learning, mental health, and academic achievement through evidence-based counseling strategies. The curriculum fosters a deep understanding of intervention techniques, student advocacy, aligning with best practices in school counseling and educational support services.

CURRENT LIST OF FACULTY CVs FOR CMHC PROGRAM (linked)
PROPOSED SYLLABI FOR SCHOOL COUNSELING COURSES (linked)

Clinical Practices

The structure for clinical practice is firmly established in the CMHC program. As proposed, the internships and the supervision and evaluation for the added School Counseling courses will give ample opportunity to apply the candidate's learning to the role of a school counselor in a school setting. Additionally, we plan to implement a specialized child & adolescent-focused practicum sequence, just for CMHC students who've chosen the School Counseling Credential track.

Students seeking the school counselor credential would complete the entire clinical practicum and internship sequence as described in our CMHC Practicum and Internship Manual. The pre-practicum begins in the students' first term in the program with COUN 502, where students practice and receive supervision in basic helping skills with fellow cohort members. Practicum begins in the second term and students are required to complete 100 hours of practicum, with a minimum of 40 hours of direct service. In their second term, students are enrolled in COUN 504, where they further practice and refine counseling skills, again under site supervisor and faculty supervision, with a clientele of K-12 students. In their third term, students are enrolled in COUN 506, which includes practice and refinement of group counseling skills, again with students at local school-based practicum sites. Students would be supervised by site supervisors and faculty. Students seeking the school counseling credential would participate in a child-adolescent-focused practicum sequence that would mirror the practicum sequence for other CMHC students, with the sole difference being the age of the practicum clientele.

We are grateful to our local partners: Medford School District 549C and Ashland School District 5 for their eager cooperation in providing local school-based practicum sites.

Beginning in the summer of their second year in the program and extending through the

subsequent academic year, all CMHC students complete a 600 hour internship in an applied setting outside the university. As part of the overall 600 hour requirement, students must complete a minimum of 240 hours of direct service. The internship includes enrollment in COUN 510, which involves group supervision on campus and also requires a minimum of one hour of individual supervision at their site. For students seeking the school counseling credential, the internship site would be in a K-12 public or private school setting, with supervision provided by a credentialed school counselor.

See COUN 510 - Internship and COUN 552 - Supervision and Consultation for School Counseling, in particular, for school counselor clinical preparation. All site supervisors must have the demonstrated professional post-graduate work experience (a minimum of 2-3 years) and the requisite credentials (e.g. Licensed School Counselor, Licensed Professional Counselor, etc.). We use this form to verify each site supervisor's credentials.

Student Observations/Evaluations over Clinical Training Sequence

Course/Term	Brief Description	Assessment and Evaluator
COUN 502 - The Helping Relationship 1st term	Counseling skills foundational class. Students work with one another.	Weekly group supervision with adjunct faculty. Introduction of the Counselor Competencies Scale-Revised (CCS-R)
COUN 504 - Individual Counseling Practicum 2nd term	Individual counseling skills with designated clientele (adults: SOU undergraduate students; children/adolescents: students from MSD 549C and ASD 5). 50 hours total, 20 hours direct service.	Weekly individual/triadic and group supervision from site supervisor and faculty. Mid-term and end-of-term student evaluations using the CCS-R. Mid-term and end-of-term clinical faculty review meeting where all supervisors review the progress, skills, and dispositions of each student - overseen by the Clinical Coordinator.
COUN 506 - Group Counseling Practicum 3rd term	Group counseling skills with designated clientele (adults: SOU undergraduate students; children/adolescents: students from MSD 549C and ASD 5). 50 hours total, 20 hours direct service.	Weekly individual/triadic and group supervision from site supervisor and faculty. Mid-term and end-of-term student evaluations using the CCS-R. Mid-term and end-of-term clinical faculty review meeting where all supervisors review the progress, skills, and dispositions of each student - overseen by the Clinical

		Coordinator. This flows into the Advancement to Candidacy meeting - where each student is holistically evaluated and the faculty decide that they are ready to proceed to Internship and the 2nd year of the program.
COUN 510 - Internship 4th - 7th terms	Approximately 16-20 hour/week internship in the 2nd year at an off-campus site. For SC Credential track students, this will be a K-12 school setting. Students are placed into internships via a matching process facilitated by the CMHC Clinical Coordinator. Interns must complete a minimum of 600 hours, including 240 hours of direct service. Each internship also includes the maintenance of institutional MOAs with each site; along with the completion for each student of an: Internship Agreement and an Internship and Supervision Plan.	Weekly individual/triadic supervision provided by site supervisor. Weekly group supervision from faculty supervisor. End-of-term evaluation by site supervisor using CCS-R. Two site visits at the beginning and end of a student's internship conducted by a faculty supervisor. Ongoing communication between site supervisor, faculty supervisor (changes by term), and the Clinical Coordinator.

The table below also has further information about the KPIs and specific measurements related to our clinical training sequence (COUN 504, 506, and 510).

TABLE SHOWING EDUCATIONAL PROGRAM PLAN (EPP) ALIGNED TO PROGRAM STANDARDS

Key Transitions

The following table reflects the timeline, processes, transition stages, and decision points for an individual candidate progressing and completing this program.

Stage & Term/Year	Individual Candidate/Student	CMHC Process/Actions
Admissions -	Candidates can access the	The CMHC faculty and staff, in

October 31, 2025	CMHC application on our website and apply online. The application usually closes in early Feb (2026).	partnership with SOU admissions, conducts a competitive and comprehensive admissions process. Admitted students are informed by early March.
Matriculation - Spring 2026	Admitted students choose to accept and matriculate. Deposits due April 2026.	The CMHC Program Chair and Program Assistant work with individual admitted students to build the Fall 2026 cohort.
Orientation - Fall term 2026	Matriculated students attend a 1/2 day orientation prior to program start.	CMHC faculty, staff, and graduate assistants conduct a comprehensive orientation. Students are informed about all CMHC and SOU policies, standards, and requirements, as outlined in the CMHC Graduate Student Handbook.
Advising - Entire program	Each student is assigned a faculty advisor who will serve as their advisor throughout the program.	
Program start September 2026	Students will need to choose their track: adult-oriented standard track vs. the SC Credential track.	See CMHC Standard Curriculum and CMHC + SC Curriculum - DRAFT.
Advancement to Candidacy - end of Spring term 2027	Students complete their first year in the program.	Advancement to Candidacy meeting - where each student is holistically evaluated by the CMHC faculty and we decide whether they are ready to proceed to Internship and the 2nd year of the program.
Internship - Summer/Fall 2027 to Spring 2028	Students complete their second year in the program and their internship.	Ongoing student evaluation and monitoring, including student support, retention, remediation, and gatekeeping procedures by all faculty, with the faculty advisor often serving a lead role, pertaining to each of their advisees.
Commencement - June 2028	Students fulfill all requirements of the CMHC program and apply for	The CMHC faculty and staff evaluate that the student has completed all CMHC requirements including:

	graduation.	● Passing each course with a P or B- or better. ● Completing/passing every KPI in the program. ● Conducting themselves with the appropriate dispositions. ● Completing non-academic program requirements (e.g. completing their own 10 hours of individual and group counseling) ● Passing the CMHC Exit Exam ● Completion of all necessary documentation.
SC Credential - September 2028	Students successfully complete COUN 550, COUN 551, and COUN 552.	The CMHC faculty verify that students have completed their last two summer classes: COUN 551 and COUN 552 (along with COUN 550 in the prior summer). The School Counseling credential will be awarded before the start of the next fall term.

Assessments & Rubrics/Scoring Guides

The CMHC Master's program has a robust and comprehensive Assessment Plan that meets SOU and CACREP assessment goals/needs. See linked assessment plan. The Assessment Plan includes the measurement and tracking of 14 Key Performance Indicators (KPIs) each with multiple data sources and measurements over the 2-year program. Note that we will add KPIs 15 and 16 to the Assessment Plan (and related reporting) when we update the Assessment Plan for 2025-26.

SOU CMHC ASSESSMENT PLAN

Please refer to the TSPC Educator Prep Program Alignment to Standards table for more information about program KPIs and how we assess them in each CMHC course. See the School Counseling course syllabi for their KPIs and more details on the related measurements pertinent to each KPI and course.

CMHC COURSE SYLLABI

Due to FERPA restrictions, we cannot share individual student examples of the assignments that serve as measurements of our program KPIs. There are many exemplary exam scores, research papers, presentations, reports, demonstrations, etc. that demonstrate our students' aptitude and that contribute to our assessment of their progress as well as program assessment goals.

One tool that we use, the Counseling Activity Self-Efficacy Scale (CASES), serves as an effective self-evaluation and self-monitoring tool for students to gauge their self-efficacy related to counseling skills. We administer this tool twice through the program: the first time during their first practicum experience (COUN 504 - 1st year winter term) and the second time during their last term of internship (COUN 510 - second year spring term). We often see 25-30% improvement in self-efficacy over the reporting time.

Counseling Activity Self-Efficacy Scale (CASES)

Our annual surveys to key stakeholders are important program assessment tools that collect data that we use to continually improve the program. The Assessment Coordinator disseminates, analyzes, and reports the survey data annually. Below are some examples of stakeholder surveys.

New Student Survey
Graduating Student Survey
Alumni Survey
Employer Survey

Program Data Collection Plan

How will the unit collect data showing evidence of candidate content knowledge?
Each course has objectives and assessments matched to the course content knowledge (such as projects, papers, presentations, exams, reflections, experiential activities, etc.) Additionally, certain course assignments serve as KPIs for overall assessment purposes. Each term, course faculty document students' achievement/completion of their course's KPIs and related measures. Students must attain a B- or better and complete the course KPI/KPIs to pass each didactic class. Additionally, each clinical course (COUN 504, 506, and 510) must be passed each term. The Assessment Coordinator ensures that this data is collected from each relevant faculty member each term. Additionally, CCS-R data is exported from Tevera in the relevant terms to further monitor clinical progress and dispositions. KPIs include overall and specific scores from the comprehensive CMHC Exit Exam (CEE) that measures overall CMHC content knowledge and is aligned with the National Counseling exam and CACREP standards. Students must complete the CEE with a passing score to graduate.

How will the unit collect data showing the tools for evaluating the clinical practice?
The Counselor Competencies Scale-Revised (CCS-R) includes ratings from practicum supervisors and internship site supervisors on students counseling skills and dispositions. Students must earn satisfactory ratings in order to pass practicum and internship.

How will the unit collect data showing evidence of candidate competency?
The Counselor Competencies Scale-Revised (CCS-R) includes ratings from practicum supervisors and internship site supervisors on students counseling skills and dispositions. Students must earn satisfactory ratings in order to pass practicum and internship.

How will the unit collect data that shows tools for follow-up with candidates after program completion?
Every year, the CMHC Assessment Coordinator collects survey data from immediate past graduates, alumni, and area agencies to gather feedback about graduates' performance as practicing counselors. Monitoring outcomes for graduates within the first year of completion is already a standard practice at SOU. Additionally, we seek to follow-up with our graduates on a more informal basis well past graduation.

Employer Survey

Alumni Survey

Program Implementation

Provide a projected timeline for the implementation of the proposed program:

Fall 2025: TSPC approval and SOU curriculum approval.

Fall 2025: School Counseling courses added to 2026 course catalog.

Fall 2025: Updates to the CMHC application and website will provide prospective applicants information about the School Counseling credential track.

Winter 2026: Applications for the existing CMHC graduate program will be reviewed and acceptance extended to qualified students. We anticipate that a portion of applicants will include students interested in seeking the School Counseling credential.

Spring 2026: Admitted students matriculate to CMHC program. The CMHC program finalizes practicum sites for the 2026-27 academic year.

Fall 2026-Spring 2027: All students will begin the CMHC first year course sequence, including the clinical practicum sequence during their first year.

Summer 2027: Students seeking the School Counseling credential would begin taking the School Counseling course offerings.

Fall 2027-Spring 2028: All students will complete the second year CMHC course sequence, which includes a supervised internship in a field setting. For students seeking the school counseling credential, that setting would be in a k-12 public or private school.

Summer 2027: Students seeking the school counseling credential would again have an opportunity to complete the School Counseling course offerings.

Program Recruitment and Retention

Program recruitment and retention narrative:

The CMHC program recruits from the region and beyond via social media marketing, the SOU website, our accrediting agency's website, college fairs, and endorsements from our many local partners throughout the community. Over the past several years, we've had many more qualified applicants that we've been able to accept into our CMHC program. The application

process requires submission of transcripts, letters of recommendation, and written responses to prompts seeking to evaluate a student's suitability for graduate work in this field.

Recently, we have been fortunate to be awarded multiple grants to enhance the region's behavioral health workforce including recent grant funding through OHA for recruitment of culturally and/or linguistically diverse candidates. This grant award of $1.8 million will cover tuition reimbursement and stipends for multiple students over the 2023 to 2026 academic years. We have also been recently awarded a second, smaller OHA grant for similar purposes. We will continue to seek such grant funding, including funding specific to the training of school-based mental health professionals.

With the inclusion of the School Counselor Credential, we believe further marketing, advertising and word-of-mouth efforts will drive demand for our program. We will rely on our community partners such as the Southern Oregon ESD and local/regional school districts to recruit prospective CMHC students. We anticipate that opportunities for promotion within school districts and for current licensed professional counselors (LPCs) working in other settings would further drive interest in the school counseling credential.

As far as student retention is concerned, we have a very high retention rate (exceeding 90%) and a 100% employment rate (of those seeking employment post-graduation) for our graduates. Given the identified need for additional school counselors, we are confident that these retention and employment rates would continue.

We conduct Information sessions for prospective students providing an overview of the CMHC program and we anticipate having further informational sessions to discuss the School Counselor Credential track. Additionally, we will market the opportunity to current students and, as described above, if approved, we will market it to past graduates of the CMHC program.

The CMHC program partners includes a wide range of agencies, clinics, and mental health providers who host student interns via our Internship Fair and Internship Matching Process which takes place in April of students' first year in the CMHC program. We anticipate great interest from current and prospective school districts to partner with us by offering a suitable internship for our students in the SCC track. As an example, at our recently concluded internship fair, participants included potential host sites from schools and agencies in our region who were actively recruiting for interns in school-based settings.

Partnership Efforts

Collaborative efforts between the EPP and districts or other appropriate partners:
SOU and the CMHC program have developed strong partnerships with Southern Oregon ESD, Ashland School District 5 and Medford School District 549C. We would seek further partnership, if needed, with the Phoenix-Talent School District and the Central Point District. Additionally, we have strong collaborative relationships with our School of Education colleagues who are intrinsically connected to regional school districts and school administrators and personnel.

As evidenced by the following letters of support, SOU and our two partner school districts have strong relationships in our community and we have garnered much support from our community partners, including:

- State Representative Pam Marsh
- Central Point School District
- Medford School District
- Phoenix-Talent School District
- Jackson Care Connect CCO
- Oregon School Counseling Association
- United Way of Jackson County

Degree Authorization

The SOU Provost and Administration wholeheartedly support this endeavor. Please see the attached letter.
Letter of Support from SOU Provost 2025

Addendum (optional)

CURRENT LIST OF FACULTY CVs FOR CMHC PROGRAM

CMHC ASSESSMENT PLAN

CMHC GRADUATE HANDBOOK

CMHC PRACTICUM & INTERNSHIP MANUAL

CMHC SYLLABI FOR ALL COURSES

COMMUNITY SUPPORT LETTERS

SOU PROVOST LETTER OF SUPPORT

TSPC EDUCATIONAL PROGRAM PLAN ALIGNMENT TO STATE STANDARDS

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

October 10, 2025
Educator Preparation and Pathways

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 September 18, 2025, Educator Preparation and Pathways Committee (EP&PC) meeting.

September 18, 2025, EP&PC meeting:

Welcome:

Chair York welcomed EP&PC members, guests, and TSPC staff. It was noted that Commissioner Ying's service to the committee has ended and Commissioner Roberts was unable to attend; quorum was maintained with Chair York and Commissioner Kondor present. Chair York 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 one new program proposal.

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 September 18th meeting, EP&PC members determined to recommend Commission approval of the proposal and to place the item on the program consent agenda:

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

  SOU proposed a new School Counseling program option designed as an additional pathway for candidates enrolled in its CACREP-accredited Clinical Mental Health Counseling (CMHC) program, with coursework anticipated to begin in September 2026. Candidates will complete the full 90-credit CMHC program along with 10 additional credits in courses focused specifically on K–12 school counseling: *Supporting Diverse Populations in K–12 Schools, Leadership of School Counseling Programs,* and *School Counselor Consultation and Supervision.* These courses are scheduled across summers between and after the first two years of the CMHC core program. Practicum and internship experiences for school counseling candidates will be situated in K–12 settings and integrated into SOU's established clinical structure for counseling preparation.

  Commissioners commended the proposal as a thoughtful approach to addressing urgent workforce needs in Southern Oregon and noted the program's integration of school-based practice as a strength.

  Approved unanimously.

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 rule at the May 2025 meeting. A second review and determination of next steps was conducted at this meeting. EP&PC members recommended forwarding this rule to the full Commission for approval in October 2025.

- *Administrator Literacy Program Standards (OAR 584-430-0300)*
  The proposed rule establishes expectations for literacy leadership within administrator preparation programs. Developed through a collaborative workgroup of EPP representatives, the standard was designed as a dedicated addition rather than being embedded across existing administrator standards. It emphasizes three areas of leadership: foundational knowledge of evidence-based literacy instruction, guiding curriculum and assessment related to early literacy, and building systems of professional learning to support staff.

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.

Early Literacy Implementation Update:

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. Commissioners noted the value of the structured, collaborative approach between TSPC and EPPs in supporting high-quality implementation of the new standards.

Future EP&PC meetings (all 3:30-5:30 p.m.):

January 15, 2026
March 19, 2026

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

October 10, 2025
Educator Preparation and Pathways

ITEM: EARLY LITERACY STANDARDS IMPLEMENTATION 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 the proposed OAR 584-430-0300 Administrator Standards for Early Literacy, 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, refinement, and redesign
- 2026-2027: Full implementation

Collaboration Across the Field
Since our June 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 early literacy standards. Educator Preparation Programs (EPPs) remain deeply engaged in developing their implementation plans. Activities have included:

- **The submission of Rough Draft Plans at the end of June 2025:** All EPPs submitted their initial drafts for the required programs in June, outlining course sequences, strategies for embedding the standards into coursework, into clinical practice and assessment systems, and initial thoughts about plans for professional learning for faculty, supervisors, and mentors.
- **TSPC staff review & feedback:** The EP&P unit at TSPC reviewed each of the drafts and shared feedback on the plans with EPPs based on their submissions and the identified “look fors” in their documents.
- **Fall Check-Ins:** TSPC staff are currently in the process of meeting with each EPP team to clarify feedback, to answer questions, to support program teams in refining their plans, and to clarify what staff will be looking for as EPPs submit their next revision. The check-ins also provide an opportunity

for TSPC staff to receive feedback about the process that can help them adjust and improve.

Next Steps

Second Plan Submissions: EPPs will submit their second iteration of implementation plans by December 31, 2025, using support from tools and guidance developed by TSPC staff, resources and tools created with support from Education Northwest during our Community of Practice sessions, and with the local expertise available within and among their institutions.

- **Winter — Presentation to TSPC Staff:** After plans have been submitted, EPPs will meet again with TSPC staff to share aspects of their planning processes, their collaborations, their learning, highlights and celebrations within programs, current challenges and those yet to come, aspects of their planning still under construction, and other unique and nuanced aspects of engaging in this work within their program(s). This will occur between January and March 2026.
- **Spring — Recommendations to the Commission:** After TSPC staff review the implementation plans and the presentations from EPPs, recommendations for approval of the plans will be shared with the Commission at a Commission meeting.

Administrator Standards and Implementation Plans

After development by a work group made up of representatives from Oregon EPPs offering administrator preparation programs, revised Administrator Standards for Early Literacy (OAR 584-430-0300) were presented to EP&PC in May and to the Rules Advisory Committee in June. A public hearing was held on September 9th, and the final drafts of the rules were shared with EP&PC on September 18th.

EPPs submitted implementation plan outlines based on the revised administrator standards over the summer, which have since been reviewed. Administrator program staff and faculty are now joining their colleagues from other programs at their institutions for Fall check-ins.

TSPC staff have been appreciative of the level of engagement by our Oregon EPPs, and these collective efforts support a thoughtful and informed implementation of Oregon's Early Literacy Standards by the 2026–2027 academic year. We believe that continuing these collaborative processes will ensure Oregon's future educators will be prepared with strong evidence-based reading aligned literacy practices to support all students in becoming proficient readers.

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

October 10, 2025
Professional Practices

ITEM: PROFESSIONAL PRACTICES COMMITTEEE CHAIR REPORT

ACTION: **DISCUSSION ITEM/POSSIBLE ACTION ITEM**

INFORMATION: The Professional Practices Committee:

The Professional Practices Committee met on September 23, 2025. The Committee reviewed Division 19 of the Commission's administrative rules. After review, the attached edits are recommended by the Committee for discussion and consideration.

Staffing Updates:
On September 26, 2025, TSPC has posted 4 investigator 2 positions for application. The posting will remain open until all positions are filled. The first review of application will occur on October 13th and every week thereafter to establish a list of candidates to interview.

The Following Agenda items have been selected for Discussion at the next Professional Practices Committee Meeting in January.

a. Discussion and Development of Rules related to civil penalties
b. Review patron complaint guide and District Guide for submitting complaints and reports.
c. Review of the future role of *Model Code of Educator Ethics* (Currently Division 20)

Next Meeting of Professional Practices Committee: January 13, 2026

Attachment:
Proposed Edits to Division 19

Data Classification Level: I – Published
DO: Edgar
Published: 10/6/2025
Amended:

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

October 10, 2025
Professional Practices

ITEM: PROFESSIONAL PRACTICES PRODUCTION REPORT

ACTION: **INFORMATION ITEM**

INFORMATION: The following information compiled using the following dates March June 13, 2025 – October 1, 2025. This compiled statistic indicates the number of cases pending in each category.

Cases Under Consideration:

	October 2024	February 2025	April 2025	June 2025	August & October* 2025
Final Orders					
Proposed Orders / Actions (Cases from "Other Discipline Issues")	2	0	1	2	1
Stipulated Orders	9	8	10	7	9
Default Orders (informational)	5	9	3	8	15
Mandatory Revocations	0	1	2	1	2
Letters of Informal Reproval	8	8	2	4	4
Total	24	26	18	22	31
Preliminary Investigations Reports that were Administratively closed	33	64	19	28	62
Preliminary Investigation Reports Recommending Action to Dismiss	0	5	3	6	10
Preliminary Investigation Reports Recommending No Further Action	1	1	1	4	6
Preliminary Investigation Reports Recommending Action to Charge	23	19	15	21	22
Cases to Discuss Before the Commission	0	2	5	0	1
Total Investigation Reports:	24	91*	43	59	100**
Average Length of Investigations (in Months):	13.2	12.5*	11.7	8.4	11.73**
Percent Completed in less than six (6) months:	21%	17%*	25%	53%	57.14%**
Consideration of Amended Notices to Charge	1	0	1	2	3
Applications for Reinstatement Pursuant to OAR 584-050-0018	0	0	1	0	0
Consideration of Other Discipline Issues	2	0	1	2	1
Termination of Monitoring Period	1	3	0	2	0
Total	5	3	3	4	4

- * prior to February 2025 administratively closed cases were not included in total investigation reports, length of investigations and percentage completed in less than six months.
- **October stats include cases from August's special/interim meeting

Data Classification Level: 1 – Published
DO: Wood/Icefire
Published: 10/6/2025
Amended:

Cases Pending an Investigation:

Cases Under Investigation	111	169	109	112	84*
Cases Pending Disposition in Other Venue	37	42	48	45	44
New Cases Received Since Last Meeting - Patron Complaints	65	68	78	24	46
New Cases Received Since Last Meeting - District Complaints	56	56	50	43	41
Total	**439***	**515***	**578***	***607**	**588***

- 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	16
Cases Waiting for Final Order	4	2	4	2	1
Cases Pending Before the Court of Appeals	0	0	0	0	0

House Bill 3351 Actions:

Delayed Under Provisions of HB3351 Since Last Meeting	10	12	2	11	7
Reinstated Under Provisions of HB3351 Since Last Meeting	0	0	3	0	5

Professional Practices Historical Context:

Investigation Reports	Previous Year: 2024 Averages Per Meeting	October 2024 Meeting:
Preliminary Investigation Reports Recommending Action to Dismiss	1.5	0
Preliminary Investigation Reports Recommending No Further Action	2.5	1
Preliminary Investigation Reports Recommending Action to Charge	19.25	23
Total Investigation Reports Considered:	**98**	**24**
Total Cases Administratively closed	**77****	**33**

** administratively closed cases started tracking at the October 2024 meeting.

Data Classification Level: 1 – Published
DO: Wood/Icefire
Published: 10/6/2025
Amended:

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

October 10, 2025
Administrative Rules

ITEM: 28.1. Adopt 584-430-0300 Admin Literacy: Program Standards

ACTION: **ACTION ITEM**

RECOMMENDATION: The Executive Director recommends adoption of the following resolution:

RESOLVED, that OAR 584-430-0300 is adopted effective November 1, 2025.

INFORMATION: 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.

The Rules Advisory Committee was consulted on July 16, 2025.

Notices to Interested Parties and Legislators were sent on September 4, 2025.

A Public Hearing was held on September 9, 2025, and there were no public comments submitted.

Program Area	Type of Change	Rule Number	Rule Title	Summary of Change	Public Comment
EPP	Adopt (permanent)	584-430-0300	Admin Literacy: Program Standards	Implements admin literacy program standards developed by the Early Literacy Educator Preparation Council	None

Data Classification Level: 1 – Published
DO: Sieng
Published: 10/7/25

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
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)

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

October 10, 2025
Administrative Rules

ITEM: 28.2. Adopt 584-200-0125 Oregon Licensure Expense Reimbursement

ACTION: **ACTION ITEM**

RECOMMENDATION: The Executive Director recommends adoption of the following resolution:

RESOLVED, that OAR 584-200-0125 is adopted effective November 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, 2025.

Notices to Interested Parties and Legislators were sent on May 7, 2025.

Public Hearings were held on May 16, 2025, June 18, 2025, and September 9, 2025, and there were no public comments submitted.

Program Area	Type of Change	Rule Number	Rule Title	Summary of Change	Public Comment
Licensure	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.	none

Attachments

Secretary of State Notice of Proposed Rulemaking

Data Classification Level: 1 – Published
DO: Sieng
Published: 10/7/25

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 1:28 PM
ARCHIVES DIVISION
SECRETARY OF STATE

FILING CAPTION: Adopt 584-200-0125 (Oregon Licensure Expense Reimbursement Program)

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)

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):

none

WAS AN ADMINISTRATIVE RULE ADVISORY COMMITTEE CONSULTED? YES

ADOPT: 584-200-0125

RULE SUMMARY: 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.

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 (5) below. Pre-paid assessment fees provided by TSPC under section (6) 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, ORS 342.165, ORS 342.127

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

October 10, 2025
Administrative Rules

ITEM: 28.3. Amend 548-200-0020 Personnel Required to Hold Licenses or Charter School Registrations

ACTION: **ACTION ITEM**

RECOMMENDATION: The Executive Director recommends adoption of the following resolution:

RESOLVED, that OAR 584-200-0020 is amended effective November 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 Commission adopted a temporary rule on June 25, 2025.

The Rules Advisory Committee was consulted on July 16, 2025 on whether or not to file this as a permanent rule within 180 days as required by statute. Required notices to interested parties and legislators were sent on September 4, 2025. A public hearing was held on September 9, 2025 and no public comment was received.

Program Area	Type of Change	Rule Number	Rule Title	Summary of Change	Public Comment
Licensure	Adopt	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.	A Public Hearing was held on September 9, 2025 and no public comment was received

Data Classification Level: 1 – Published
DO: Sieng
Published: 10/7/25

Attachments

Temporary Rule

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 10:16 AM
ARCHIVES DIVISION
SECRETARY OF STATE

FILING CAPTION: Amend 584-200-0020 (Personnel Required to Hold Licenses or Charter School Registrations)

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)

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 has an emergency clause and takes effect on July 1, 2025.

DOCUMENTS RELIED UPON, AND WHERE THEY ARE AVAILABLE

Senate Bill 802 (2025) Enrolled -
https://olis.oregonlegislature.gov/liz/2025R1/Downloads/MeasureDocument/SB802/Enrolled

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

AMEND: 584-200-0020

RULE SUMMARY: This rule adoption implements Senate Bill 802 (2025), which 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 has an emergency clause and takes effect on July 1, 2025. A temporary rule was approved by the Teacher Standards and Practices Commission on June 25, 2025 and was submitted on July 31, 2025.

CHANGES TO RULE:

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 o~~f submission of the application~~n 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 clearninghouse 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;¶
(B) Providing satisfactory responses to character questions in the form and manner prescribed by the Commission;~~¶~~
~~(C) A criminal records check as provided in ORS 181A.195 and a background check through an interstate clearinghouse of revoked and suspended licenses;~~ and¶
(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 o~~f submission of the application~~n 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).
Statutory/Other Authority: ORS 342, SB 205 (2017), SB 802 (2025)
Statutes/Other Implemented: ORS 342.120 - 342.430, 342.455 - 342.495, 342.553, SB 802 (2025)

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 10:22 AM
ARCHIVES DIVISION
SECRETARY OF STATE

FILING CAPTION: Repeal 584-020-0035 (The Ethical Educator)

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)

This is a proposal to repeal an existing rule. This rule has not been used for many years as there are other rules that cover conduct which may fall under a rule such as this. Additionally, case law interpretation has limited the Commissions use of this rule.

DOCUMENTS RELIED UPON, AND WHERE THEY ARE AVAILABLE

none

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

REPEAL: 584-020-0035

RULE SUMMARY: This is a proposal to repeal an existing rule. This rule has not been used for many years as there are other rules that cover conduct which may fall under a rule such as this. Additionally, case law interpretation has limited the Commissions use of this rule.

CHANGES TO RULE:

~~584-020-0035~~
~~The Ethical Educator ¶~~

~~The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of the students, the district, and the profession.¶~~
~~(1) The ethical educator, in fulfilling obligations to the student, will:¶~~
~~(a) Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family;¶~~
~~(b) Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues; and¶~~
~~(c) Maintain an appropriate professional student-educator relationship by:¶~~
~~(A) Not demonstrating or expressing professionally inappropriate interest in a student's personal life;¶~~
~~(B) Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;¶~~
~~(C) Reporting to the educator's supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator; and¶~~
~~(D) Honoring appropriate adult boundaries with students in conduct and conversations at all times.¶~~
~~(2) The ethical educator, in fulfilling obligations to the district, will:¶~~
~~(a) Apply for, accept, offer, or assign a position of responsibility only on the basis of professional qualifications, and will adhere to the conditions of a contract or the terms of the appointment;¶~~
~~(b) Conduct professional business, including grievances, through established lawful and reasonable procedures;¶~~
~~(c) Strive for continued improvement and professional growth;¶~~
~~(d) Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and¶~~
~~(e) Not use the district's or school's name, property, or resources for noneducational benefit or purposes without approval of the educator's supervisor or the appointing authority.¶~~
~~(3) The ethical educator, in fulfilling obligations to the profession, will:¶~~
~~(a) Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;¶~~
~~(b) Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities;¶~~
~~(c) Respond to requests for evaluation of colleagues and keep such information confidential as appropriate; and¶~~
~~(d) Respond to requests from a Commission representative for information, furnish documents to the Commission, and participate in interviews with a Commission representative relating to a Commission investigation, except subject to the exercise of any legal right or privilege.~~
~~Statutory/Other Authority: ORS 342~~
~~Statutes/Other Implemented: ORS 342.143, 342.175 - 342.190~~

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

October 10, 2025
Administrative Rules

ITEM: 28.4. Repeal 584-020-0030 The Ethical Educator

ACTION: **ACTION ITEM**

RECOMMENDATION: The Executive Director recommends adoption of the following resolution:

RESOLVED, that OAR 584-020-0030 is repealed effective November 1, 2025.

INFORMATION: This is a proposal to repeal an existing rule. This rule has not been used for many years as there are other rules that cover conduct which may fall under a rule such as this. Additionally, case law interpretation has limited the Commissions use of this rule.

The Rules Advisory Committee was consulted on July 16 and there was no objection. Required notices to interested parties and legislators was sent on September 4, 2025. A public hearing was held on September 9, 2025 and no public comment was received.

Program Area	Type of Change	Rule Number	Rule Title	Summary of Change	Public Comment
Professional Practices	Repeal	584-020-0030	The Ethical Educator	Repeals a rule that has not been used for many years that has also been limited by case law interpretation	A Public Hearing was held on September 9, 2025 and no public comment was received

Attachments

Secretary of State Notice of Proposed Rulemaking

Data Classification Level: 1 – Published
DO: Sieng
Published: 10/7/25

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 10:29 AM
ARCHIVES DIVISION
SECRETARY OF STATE

FILING CAPTION: Repeal 584-235-0205 through 583-235-0235 (Oregon Administrator Scholars Program)

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)

Administration of the Oregon Administrator Scholars Program is being transferred to the Oregon Department of Education - Educator Advancement Council.

DOCUMENTS RELIED UPON, AND WHERE THEY ARE AVAILABLE

none

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

RULES PROPOSED:
584-235-0205, 584-235-0215, 584-235-0225, 584-235-0235

REPEAL: 584-235-0205

RULE SUMMARY: Administration of the Oregon Administrator Scholars Program is being transferred to the Oregon Department of Education - Educator Advancement Council.

CHANGES TO RULE:

~~584-235-0205~~
~~Oregon Administrator Scholars Program Definitions~~
~~(1) "Diverse" means culturally or linguistically diverse characteristics of a person, including:¶~~
~~(a) Origins in any of the black racial groups of Africa but is not Hispanic;¶~~
~~(b) Hispanic culture or origin, regardless of race;¶~~
~~(c) Origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands;¶~~
~~(d) Origins in any of the original peoples of North America, including American Indians or Alaskan Natives; or¶~~
~~(e) A first language that is not English.¶~~
~~(2) "Eligible institution" means any institution that has an administrator program offered by an education preparation provider. ¶~~
~~(3) "Good standing" means the qualified student is maintaining satisfactory academic progress as defined by the eligible institution in accordance with federal Title IV regulations and guidelines.¶~~
~~(4) "Half-Time Enrollment" means registration and payment of required fees as a half-time student, at an eligible institution or combination of eligible institutions, based on the definition of "half-time" of the candidate's EPP institution, generally a minimum of three semester hours or four quarter credit-hours per academic term.¶~~
~~(5) "Oregon Resident." For the purposes of the Oregon Administrators Scholars Program, a student's residency is established by either:¶~~
~~(a) Continuous residency in this state for the 12 months preceding enrollment in an eligible program of an eligible institution in Oregon, or¶~~
~~(b) Has worked in an education position continuously in Oregon for at least three years immediately prior to the time of application.¶~~
~~(c) At the time of application, the student must not work outside of Oregon.~~
~~Statutory/Other Authority: ORS 342.165, ORS 342.437~~
~~Statutes/Other Implemented: ORS 342.437~~

REPEAL: 584-235-0215

RULE SUMMARY: Administration of the Oregon Administrator Scholars Program is being transferred to the Oregon Department of Education - Educator Advancement Council.

CHANGES TO RULE:

~~584-235-0215~~
~~Oregon Administrator Scholars Program Student Eligibility Requirements~~
~~In order to be eligible, a student must:¶~~
~~(1) Be enrolled in an administrator preparation program in the current or previous academic year and in good standing at an eligible institution.¶~~
~~(2) Meet the definition of diverse in OAR 584-235-0205; and¶~~
~~(3) Be an Oregon resident.~~
~~Statutory/Other Authority: ORS 342.165, ORS 342.437~~
~~Statutes/Other Implemented: ORS 342.437~~

REPEAL: 584-235-0225

RULE SUMMARY: Administration of the Oregon Administrator Scholars Program is being transferred to the Oregon Department of Education - Educator Advancement Council.

CHANGES TO RULE:

~~584-235-0225~~
~~Oregon Administrator Scholars Program Conditions of Awards~~
~~(1) To be eligible for the full amount of the scholarship, the student must be enrolled or accepted for enrollment as at least a half-time graduate student in an administrator preparation program at an eligible institution. ¶~~
~~(2) A student enrolled or accepted for enrollment as less than a half-time graduate student in an administrator preparation program at an eligible institution shall be eligible for partial scholarships.¶~~
~~(3) Except for section 2, scholarships awarded through this program shall be up to the amount of $12,000 per academic year, for a maximum of two years. Priority for awards shall be given to first-time recipients.¶~~
~~(4) Partial scholarship award will be based on the actual expenses paid for coursework registration, tuition, fees, required texts and materials verified by receipt or other documentation acceptable to the Executive Director and submitted by the candidate to TSPC.~~
~~Statutory/Other Authority: ORS 342.147~~
~~Statutes/Other Implemented: ORS 342.437~~

AMEND: 584-235-0235

RULE SUMMARY: Administration of the Oregon Administrator Scholars Program is being transferred to the Oregon Department of Education - Educator Advancement Council.

CHANGES TO RULE:

584-235-0235
Oregon Administrator Scholars Program Application Process
(1) Students shall complete and submit an application to TSPC. The application shall include documentation establishing award eligibility, including but not limited to transcripts for terms already completed and verification from the EPP for eligible terms not yet completed.¶
(2) TSPC shall issue scholarship awards directly to the student. The student shall be responsible for the return to TSPC of any funds not spent on eligible tuition, books and course materials, and course-related expenses.
Statutory/Other Authority: ORS 342
Statutes/Other Implemented: Chapter 641 Oregon Laws 2021, ORS 342.437

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 11:54 AM
ARCHIVES DIVISION
SECRETARY OF STATE

FILING CAPTION: [Corrected] Repeal 584-235-0235 (Oregon Administrator Scholars Program Application Process)

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)

Administration of the Oregon Administrator Scholars Program is being transferred to the Oregon Department of Education - Educator Advancement Council.

DOCUMENTS RELIED UPON, AND WHERE THEY ARE AVAILABLE

none

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

REPEAL: 584-235-0235

RULE SUMMARY: This is a corrected filing. The previous notice filing amended the rule. The corrected filing repeals the rule as intended. Administration of the Oregon Administrator Scholars Program is being transferred to the Oregon Department of Education - Educator Advancement Council.

CHANGES TO RULE:

~~584-235-0235~~
~~Oregon Administrator Scholars Program Application Process~~
~~(1) Students shall complete and submit an application to TSPC. The application shall include documentation establishing award eligibility, including but not limited to transcripts for terms already completed and verification from the EPP for eligible terms not yet completed.¶~~
~~(2) TSPC shall issue scholarship awards directly to the student. The student shall be responsible for the return to TSPC of any funds not spent on eligible tuition, books and course materials, and course-related expenses.~~
~~Statutory/Other Authority: ORS 342~~
~~Statutes/Other Implemented: Chapter 641 Oregon Laws 2021, ORS 342.437~~

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

October 10, 2025
Administrative Rules

ITEM: 28.5. Repeal 584-235-0235 Oregon Administrator Scholars Program

ACTION: **ACTION ITEM**

RECOMMENDATION: The Executive Director recommends adoption of the following resolution:

RESOLVED, that OAR 584-235-0205 through 584-235-0235 is repealed effective November 1, 2025.

INFORMATION: The Oregon Administrator Scholars Program has ended. Remaining funds will be distributed by the Oregon Department of Education – Educator Advancement Council.

The Rules Advisory Committee was consulted on July 16 and there was no object. Required notices to interested parties and legislators was sent on September 4, 2025. A public hearing was held on September 9, 2025 and no public comment was received.

Program Area	Type of Change	Rule Number	Rule Title	Summary of Change	Public Comment
EPP	Repeal	584-235-0205 through 584-235-0235	Oregon Administrator Scholars Program	The Oregon Administrator Scholars Program has ended.	A Public Hearing was held on September 9, 2025 and no public comment was received

Attachments

Secretary of State Notice of Proposed Rulemaking

Data Classification Level: 1 – Published
DO: Sieng
Published: 10/7/25

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

October 10, 2025
Administrative Rules

ITEM: 28.6. Temporarily Amend 584-200-0125 Oregon License Expense Reimbursement Program

ACTION: **ACTION ITEM**

RECOMMENDATION: The Executive Director recommends adoption of the following resolution:

RESOLVED, that OAR 584-200-0125 is temporarily amended effective November 1, 2025.

INFORMATION: Due to budgetary delays, a 90-day extension for submitting reimbursement requests will be temporarily adopted.

Program Area	Type of Change	Rule Number	Rule Title	Summary of Change	Public Comment
Licensure	Amend (temporary)	584-200-0135	Oregon License Expense Reimbursement Program	A 90-day extension for submitting reimbursement is needed due to budgetary delays	N/A

Attachments

None

Data Classification Level: 1 – Published
DO: Sieng
Published: 10/7/25

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

October 10, 2025
Commission Business

ITEM:	PROPOSED MEETING CALENDAR FOR 2026-2027
ACTION:	**ACTION ITEM**
RECOMMENDATION:	The Executive Committee recommends the following resolution: **RESOLVED that**, the Commission adopts the dates listed below for the 2026-2027 meeting schedule.
INFORMATION:	**Re: Setting the dates –** Pursuant to the Commission Handbook, the Executive Committee is charged with setting the meeting dates for the Commission as follows:

The Executive Committee determines prior to the first meeting of the calendar year, the meeting dates and locations for July through June meetings of the following year. In setting the meeting sites, the Committee endeavors to select locations which minimize the expenditure of resources.

The Commission has needs to adopt the calendar for the next two years to give Commissioners time to work with their districts far in advance and to allow staff to make adequate arrangements for meeting locations.

Below are the meeting dates established by Commission action last year for the 2025-2026 school year:

- June 12, 2025 (Thursday) Executive Zoom
- June 16-17, 2025 (Monday-Tuesday)
- October 2, 2025 (Thursday) Executive Zoom
- October 10, 2025 (Friday)
- January 29, 2026 (Thursday) Executive Zoom
- February 6, 2026 (Friday) In person
- April 2, 2026, (Thursday) Executive Zoom
- April 10, 2026 (Friday) In person

Please consider the following dates proposed dates for 2025-2026 school year:

- June 11, 2026 (Thursday) Executive Zoom
- June 22-24, 2026 (Monday-Tuesday)
- October 1, 2026 (Thursday) Executive zoom
- October 9, 2026 (Friday)
- January 28, 2027 (Thursday) Executive zoom
- February 5, 2027 (Friday) In person
- April 1, 2027, (Thursday) Executive zoom
- April 9 2027 (Friday) In person

Meeting locations to be determined in consideration of factors including the agency budget, rental

space availability, and others.

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

October 10, 2025
Commission Business

ITEM:	CHAIRPERSON ELECTION
ACTION:	**ACTION ITEM**
RECOMMENDATION:	The Executive Committee will sit as this year's Nominating Committee. During the Executive Committee Meeting on October 2, 2025, the Committee identified a slate of nominees for Chairperson of the Commission. The Committee received the consent of each Commissioner nominated to place their name before the Commission as a nominee.
INFORMATION:	The Committee submits nominees in accordance with Handbook Policy 2200 for the position of Chairperson. Nominations from the floor will be solicited under at this meeting.

Voting shall occur in the following order: Chair, vice chair, executive committee members. Nominees who are not elected to one position may elect to run for another position not yet voted on.

Because this is a virtual meeting, ballots will be cast anonymously via Zoom polling. After nominations are closed, the Executive Director will ask Commissioners to respond to a poll requesting each of their votes for Commission Chair. ONLY COMMISSIONERS MAY VOTE. Following the vote, the results will be displayed. If for some reason, Zoom polling is not operable, Commissioners will be asked to send their vote to Heidi Reinhardt via the Zoom chat function. The person receiving the most votes will be announced. In the event only one individual is nominated for a position, the Chair may conduct a voice vote in lieu of the Zoom voting.

Attachment:
NONE

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

October 10, 2025
Commission Business

ITEM:	VICE-CHAIR ELECTION
ACTION:	**ACTION ITEM**
RECOMMENDATION:	The Executive Committee will sit as this year's Nominating Committee. During the Executive Committee Meeting on October 2, 2025, the Committee identified a slate of nominees for Vice-Chairperson of the Commission. The Committee received the consent of each Commissioner nominated to place their name before the Commission as a nominee.
INFORMATION:	The Committee submits nominees in accordance with Handbook Policy 2200 for the position of Vice-Chairperson. Nominations from the floor will be solicited under meeting.

Voting shall occur in the following order: Chair, vice chair, executive committee members. Nominees who are not elected to one position, may choose to run for another position not yet voted on.

Because this is a virtual meeting, ballots will be cast anonymously via Zoom polling. After nominations are closed, the Executive Director will ask Commissioners to respond to a poll requesting each of their votes for Commission Vice-Chair. ONLY COMMISSIONERS MAY VOTE. Following the vote, the results will be displayed. If for some reason, Zoom polling is not operable, Commissioners will be asked to send their vote to Heidi Reinhardt via the Zoom chat function. The person receiving the most votes will be announced. In the event only one individual is nominated for a position, the Chair may conduct a voice vote in lieu of the Zoom voting.

Attachment:
NONE

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

October 10, 2025
Commission Business

ITEM:	NOMINATIONS FOR CHAIRPERSON, VICE-CHAIRPERSON AND EXECUTIVE COMMITTEE
ACTION:	**ACTION ITEM**
INFORMATION:	At the last meeting of the calendar year, TSPC elects a Chairperson, Vice-Chairperson, and Executive Committee members. The Executive Committee consists of four officers plus the immediate past Chairperson. The number of Executive Committee "at large" members needed this year will be dependent on the outcome of the Chair election. Officers and Executive Committee members shall serve for one year commencing January 1, 2026.

Nominations are proposed by a nominating committee appointed by the Executive Committee. The Executive Committee will sit as this year's Nominating Committee. The Committee received the consent of each of the below-listed Commissioners to place his or her name on the ballot.

The Committee nominates the following slate in accordance with Handbook Policy 2200:

Chair (voted first)

(Following the election of the Chair, nominees not elected may choose to run for another position.)

Vice-Chair (voted for second)

(Following the election of the Vice-Chair, nominees not elected may choose to run for another position.)

Executive Committee (* vote for no more than 3) (voted on last)

Nominations from the floor are in order according to the Handbook for Commissioners (Policy 2214). All nominations must be given to a member of the Nominating Committee by 12:00 p.m. on Friday, October 17, 2025. Elections for Chair, Vice-Chairperson and Executive Committee members will be held during the afternoon of the meeting under Commission Business.

Voting shall occur in the following order: Chair, Vice-chair, and Executive Committee. Nominees, who are not elected to one position, may elect to run for another position not yet voted upon.

The current Executive Committee is:

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

Data Classification: Level 1 – Published
DO: Reinhardt
Published: 9/29/2025
Amended:

* Current Chairs of Commission Standing Committees.

If the chair of any standing committee is not already a member of the Executive Committee, they then serve as a non-voting member of the Executive Committee.

Because this is a hybrid meeting, ballots will be cast anonymously via Zoom polling. After nominations are closed, the Executive Director will ask Commissioners to respond to a poll requesting each to vote for no more than THREE candidates to serve on the Executive Committee. ONLY COMMISSIONERS MAY VOTE. Following the vote, the results will be displayed. If for some reason, Zoom polling is not operable, Commissioners will be asked to send their vote to Heidi Reinhardt via the Zoom chat function. The persons receiving the most votes will be announced.

Attachment:
NONE