

Commission Meeting  
Friday, February 6, 2026 8:30 AM Pacific

Department of Administrative Services (DAS)  
East (AKA General Services Building)  
1225 Ferry St SE  
Salem, OR 97301

Libni Coulibaly: Present  
Alfonso Garcia Arriola: Present  
Martha Gross: Absent  
Nicci Harrison: Present  
Samantha Herron: Present  
Mary Hofer: Present  
David Jaimes: Present  
Liliana Jiménez H.: Present  
Carrie Kondor: Present  
Francisco López Atanes: Present  
Katie Lukins: Present  
Rae Ette Newman: Present  
Lydia Smith: Present  
Robert Waltenburg: Present  
Michelle York: Present  
Jon Zwemke: Present

Present: 15, Absent: 1.

Lydia Smith: Absent

Present: 14, Absent: 2.

Francisco López Atanes: Absent

Lydia Smith: Present

Present: 14, Absent: 2.

Liliana Jiménez H.: Absent

Present: 13, Absent: 3.

Liliana Jiménez H.: Present

Present: 14, Absent: 2.

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  
Dr. Alfonso Garcia Arriola  
Samantha Herron  
Vacant

4. **Professional Practices**

Jon Zwemke, Chair  
David Jaimes  
Liliana Jimenez  
Martha Gross  
Dr. Francisco L. Atanes  
Nicci Harrison

5. **Licensure**

Robert Waltenburg, Chair  
Katie Lukins  
Libni Caulibaly  
Mary Hofer  
Lydia Smith

6. **Friday, February 6, 2026**

8:30-11:40 a.m.

**EXECUTIVE SESSION**

7. Call to Order

8. Introductions

9. **PROFESSIONAL PRACTICES HEARINGS, INVESTIGATION MATTERS AND**

**INVESTIGATION REPORTS (EXECUTIVE SESSION)**

9.1. Confidential Agenda

9.1.1. 20.1 APPLICATIONS FOR REINSTATEMENT

9.1.2. 20.2 PRELIMINARY INVESTIGATION REPORTS RECOMMENDING ACTION TO DISMISS

9.1.3. 20.3 PRELIMINARY REPORTS RECOMMENDING NO FURTHER ACTION

9.1.4. 20.4 PRELIMINARY INVESTIGATION REPORTS RECOMMENDING ACTION TO CHARGE

9.1.4.1. 20.4a. PRELIMINARY INVESTIGATION REPORTS RECOMMENDING ACTION TO CHARGE

Sexual Conduct Cases (ORS 339.390) – Director Recommendation – Substantiated

9.1.4.2. 20.4b PRELIMINARY INVESTIGATION REPORTS RECOMMENDING ACTION TO CHARGE - All other Case Types (including cases with unsubstantiated sexual conduct)

9.1.5. 20.5 CASES TO DISCUSS WITH THE COMMISSION

9.1.6. 20.6 CONSIDERATION OF OTHER DISCIPLINE ISSUES

9.1.7. 20.7 CONSIDERATION OF AMENDED NOTICES OF HEARING TO CHARGE

9.1.8. 20.8 STIPULATED ORDERS

9.1.9. 20.9 LETTERS OF INFORMAL REPROVAL

9.1.10. 20.10 MANDATORY REVOCATIONS (Information Only)

9.1.10.1. 20.10a Sexual Conduct Cases- Substantiated

9.1.10.2. 20.10b All other case types (unsubstantiated)

9.1.11. 20.11 INFORMATION ONLY

10. 11:40-11:50 a.m.

**COMMISSION CONSIDERATION OF PROFESSIONAL PRACTICES  
ACTIONS  
(PUBLIC SESSION)**

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

11. 12:00-12:30 p.m.

**LUNCH**

12. 12:00-12:30 p.m

**Public Comment Request Submission**

13. 12:30 - 1:30 p.m

**COMMISSION BUSINESS**

13.1. Chair Newman Call to Order and Welcome

13.2. Introductions

13.3. Executive Director Report

13.4. EDS Update

13.5. Commission Correspondence

13.5.1. School Nurse

13.5.2. EI/ECSE Higher Education Consortium

13.5.3. Adaptive PE, Michelle Dunn

13.6. Adoption of November 2025 Commission Meeting Minutes.

13.7. Senate Bill 3 [2023]

14. 1:30-2:15 p.m

**PRESENTATIONS**

14.1. Oregon Preservice Educator Network (OPEN) update

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

14.3. Coalition of Oregon School Administrators (COSA) update

14.4. Oregon Education Association (OEA) update.

15. 2:30-3:00 p.m.

**LICENSURE**

15.1. Licensure Consent Agenda

15.1.1. Waiver Requests Granted

15.2. Licensure Committee Chair Report

15.3. eLicensing/Communication Update

15.4. Licensure Production Update

16. 3:00 - 3:45 p.m.

**EDUCATOR PREPARATION & PATHWAYS UNIT**

17. Educator Preparation & Pathways Consent Agenda

17.1. Site Visit Schedule

17.2. Agency Waivers Granted (Executive Director Authority)

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

17.4. Oregon State University: New program proposal to provide a Reading Intervention program

17.5. Eastern Oregon University: New program proposal to provide a Principal program

18. Educator Preparation & Pathways Committee Chair Report

19. University of Portland: State Approval of Unit

20. Annual Report Template

21. BASE Community College Consortium

22. Early Literacy Standards Implementation Update

23. 3:45 - 4:30 p.m.

**PROFESSIONAL PRACTICES**

23.1. Professional Practices Committee Chair Report

23.2. Professional Practices Production Report

23.3. Civil Penalties

24. 4:30-4:45 p.m.

**RULES**

24.1. Repeal 584-020-0035 (The Ethical Educator).

24.2. Repeal 584-235-0235 (Oregon Administrator Scholars Program).

25. 4:45-5:00 p.m.

**COMMISSION BUSINESS AFTERNOON ITEMS**

25.1. Proposed Meeting Calendar for 2026-2027

25.2. Chairperson Election

25.3. Vice-Chair Election

25.4. Nominations for Chairperson, Vice-Chairperson and Executive Committee.

25.5. Preference For Committee Assignments in 2026

26. 5:00 p.m.

**ADJOURNMENT**

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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.

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ITEM: EXECUTIVE DIRECTOR UPDATE

ACTION: **INFORMATION ITEM**

INFORMATION:

Legislative and Budget  
Update:

House Bill 5037 (2025) included a budget note directing the agency to undertake a comprehensive review of the Commission's fee amounts and schedules and to submit a report with a recommended solution to a nearing revenue shortfall.

TSPC has submitted this report to respond to the budget note from House Bill 5037 (2025).

Our report includes the following sections:

1. A list of all fees collected by the Commission;
2. Current financial information, including 3 biennia of expenditure and revenue estimates;
3. History of licensing fee amounts and schedules;
4. History of revenue collection and licensure volumes;
5. Assessment of how different funding levels effect customer service, licensure processing, and investigation backlogs;
6. Proposed fee structures and renewal timelines that both increase revenue and streamline licensure fees;
7. Evaluation of any alternative revenue streams or solutions to provide a more stable funding model; and
8. Any other considerations that support improvements toward a more stable and functional fee model.

**Attachments:**

HB 5037 Budget Note and Letter and Report TSPC Updated



# Oregon

Tina Kotek, Governor

TEACHER STANDARDS AND PRACTICES COMMISSION

250 Division Street N.E. Salem, OR 97301

[www.oregon.gov/tspc](http://www.oregon.gov/tspc)



January 16, 2026

The Honorable Kate Lieber, Co-Chair  
The Honorable Tawna Sanchez, Co-Chair  
Joint Committee on Ways & Means  
H-178 State Capitol  
Salem, OR 97310

Dear Co-Chairs Lieber and Sanchez:

## **Nature of the Request**

House Bill 5037 (2025) included a budget note directing the agency to undertake a comprehensive review of the Commission's fee amounts and schedules and to submit a report with a recommended solution to a nearing revenue shortfall.

## **Agency Action**

TSPC has developed a report to respond to the budget note from House Bill 5037 (2025). Our report includes the following sections:

1. A list of all fees collected by the Commission;
2. Current financial information, including 3 biennia of expenditure and revenue estimates;
3. History of licensing fee amounts and schedules;
4. History of revenue collection and licensure volumes;
5. Assessment of how different funding levels affect customer service, licensure processing, and investigation backlogs;
6. Proposed fee structures and renewal timelines that both increase revenue and streamline licensure fees;
7. Evaluation of any alternative revenue streams or solutions to provide a more stable funding model; and
8. Any other considerations that support improvements toward a more stable and functional fee model.

## **Executive Summary**

House Bill 5037 (2025) directed the Teacher Standards and Practices Commission (TSPC) to review its licensure fee amounts and schedules and to report to the Interim Joint Committee on Ways and Means with a recommended solution to an emerging revenue shortfall. Licensure fees are the Commission's primary source of operating revenue and support all core statutory functions, including educator licensure, professional discipline, and accreditation and oversight of educator preparation programs.

This review finds that TSPC's fee structure has changed infrequently over the past two decades and reflects incremental legislative actions rather than a comprehensive recalibration aligned with current operational demands. During the same period, the Commission's statutory responsibilities have expanded significantly. New requirements related to nontraditional licensure pathways, educator workforce data collection and reporting, early literacy preparation standards, and increased professional practices activity have materially increased workload. Many of these responsibilities are fixed in nature and do not scale down when licensure volume declines.

Licensure volume and revenue trends indicate that recent revenue growth was driven largely by temporary, pandemic-related conditions. Licensure activity peaked during the 2022–2023 period and is projected to stabilize at lower levels in the near term, with longer-term declines anticipated as statewide student enrollment continues to decline. Because TSPC is funded entirely through Other Funds, declining licensure volume is expected to result in corresponding revenue decline under the current fee-based model.

The analysis further demonstrates that addressing the projected revenue shortfall through licensure fee increases alone would require fees to more than double to achieve short-term budget stabilization, with additional increases likely required in future biennia. Reliance on fee increases as the sole solution would place increasing financial pressure on educators while failing to establish a durable or predictable funding structure, underscoring the structural limitations of a fee-only funding model.

In addition to revenue constraints, the Commission faces increasing operational risk related to aging information systems. The current licensure and case management systems were not designed to support the scale, complexity, or statutory data requirements now placed on the agency, limiting operational flexibility and increasing reliance on manual processes. The Commission is currently reviewing proposals for the Educator Data System.

The Commission is also experiencing sustained growth in investigative workload within its Professional Practices unit. Reports of alleged educator misconduct continue to increase, and Oregon takes licensure action in a relatively high proportion of cases compared to many other states. This reflects a statutory

framework that requires review and potential action across a broad range of conduct concerns, not solely those involving criminal convictions. While this approach supports early intervention, professional accountability, and public protection, it also generates higher investigative volume and resource demands. Maintaining timely investigations and appropriate disciplinary outcomes will require stable funding to avoid extended case timelines, increased district costs, and impacts to public trust.

Similarly, the Educator Preparation and Pathways unit has experienced significant expansion in scope. Legislative actions and executive directives—including HB 2166 (2021), SB 283 (2023), and Executive Order 23-12 (2023)—have added new preparation standards, licensure pathways, data reporting requirements, interagency coordination responsibilities, and ongoing program monitoring obligations. These responsibilities extend beyond baseline accreditation functions and require sustained staffing capacity and system support.

To inform legislative consideration, the report situates Oregon’s funding structure within a broader national context. Most states fund teacher licensing agencies primarily through the State General Fund, treating licensure and oversight as public responsibilities, with educator fees used secondarily to offset administrative costs. A smaller number of states operate hybrid models that combine fees with limited public funding. Oregon is distinct in operating a fee-only system in which educator-paid fees fund licensure, investigations into educator misconduct, and educator preparation program accreditation. Oregon also does not rely on a robust institution-paid accreditation fee structure, resulting in costs that are commonly borne by colleges and universities in other states being borne by individual educators. Federal Title II-A funds play a limited and restricted role across all states and cannot be used for routine licensure operations, enforcement, or staffing.

To support legislative decision-making, the report evaluates three funding scenarios: no revenue increase, fee increases alone, and a hybrid approach combining targeted fee adjustments with an additional revenue source.

The agency submits this report in response to the HB 5037 budget note and respectfully requests input and guidance from the Interim Joint Committee on Ways and Means regarding potential funding approaches to ensure the continued stability, effectiveness, and long-term sustainability of Oregon’s educator preparation, licensing, and oversight system.

### **Action Requested**

Acknowledge receipt of report and provide recommendations on funding options.

### **Legislation Affected**

None.

Sincerely,

A handwritten signature in blue ink that reads "Rachel Alpert". The signature is written in a cursive style with a long horizontal stroke at the end.

Rachel Alpert  
Executive Director  
[Rachel.Alpert@tspc.oregon.gov](mailto:Rachel.Alpert@tspc.oregon.gov) / (503) 580-7804

# Teacher Standards & Practices Commission

## House Bill 5037 (2025) Budget Note Report

February 2026



**Rachel Alpert**

**Executive Director**

[rachel.alpert@tspc.oregon.gov](mailto:rachel.alpert@tspc.oregon.gov)

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## AGENCY BACKGROUND

TSPC is the state agency responsible for regulating the preparation, licensure, and professional conduct of Oregon's educators. Established in 1965, the Commission was created to maintain and improve performance in the education profession in service of Oregon students and communities.

TSPC carries out this responsibility through three core functions. First, the agency approves and oversees educator preparation programs offered by Oregon colleges and universities to ensure alignment with state standards and statutory requirements.

Second, the Commission licenses teachers, administrators, and other licensed school personnel employed in Oregon's public and private schools, ensuring that individuals entering and remaining in the profession meet established qualifications. Third, TSPC conducts investigations and takes disciplinary action when educators commit crimes or violate the Standards for Competent and Ethical Performance, fulfilling its public-protection role.

TSPC's mission is to ensure Oregon schools have access to well-trained, effective, and accountable education professionals so that all students have the opportunity to reach their full potential. Through its licensure, program approval, and professional practices functions, the Commission supports educator quality statewide while safeguarding student safety and public trust in the education profession.

## ANALYSIS/CONCLUSION

The analysis conducted in response to the House Bill 5037 (2025) budget note demonstrates that the Teacher Standards and Practices Commission's current funding structure is not sufficient to maintain acceptable ending fund balances or support ongoing operations on a sustainable basis. Financial projections show that, absent intervention, the Commission will experience declining and ultimately negative ending fund balances in upcoming biennia, creating significant fiscal and operational risk.

While licensure fees have historically supported the Commission's core functions, the existing fee-only model does not provide the revenue stability necessary to support the Commission's fixed statutory responsibilities—particularly the investigation and adjudication of allegations of educator misconduct. Investigative workload has increased in both volume and complexity, and the Commission must maintain sufficient staffing to manage active cases, reduce case backlogs, and ensure timely, fair, and consistent licensure action in the interest of student safety and public trust. These responsibilities do not scale down when revenues are constrained, and projected negative ending fund balances directly threaten the Commission's ability to sustain timely investigations and avoid prolonged case timelines that carry financial and operational consequences for school districts and educators alike.

The scenarios evaluated in this report illustrate that maintaining current fee levels would result in ending fund balances falling below minimum reserve thresholds, requiring service reductions or staffing cuts to maintain solvency. Conversely, addressing projected deficits through licensure fee increases alone would require substantial and recurring fee escalations over multiple biennia to restore acceptable ending fund balances. Even under those conditions, long-term fiscal stability would remain uncertain, and the financial burden would be borne almost entirely by individual educators.

In contrast, a hybrid funding approach that combines measured licensure fee adjustments with supplemental revenue sources provides a more balanced and sustainable path forward. This approach stabilizes ending fund balances at prudent reserve levels, supports continuity of core regulatory functions, and reduces reliance on repeated fee increases as the primary mechanism for fiscal correction.

## FULL REPORT

**Section 1. Inventory of Fees Collected by the Commission**

This section is intended to establish a clear baseline of existing fee authority and collections to support legislative review of the Commission's funding model and future fee policy considerations.

Pursuant to ORS 342.127, the Commission is authorized to establish and collect fees<sup>1</sup> related to educator licensure, registration, certification, and associated services, subject to a statutory cap of \$350 per fee, unless otherwise specified in rule.

All licensure fees collected by the Commission are used to support all three units within the agency:

1. **Educator Preparation and Pathways** - accreditation of all Oregon college and university educator preparation programs and alternative pathways to licensure
2. **Licensing** – review of applications for licensure and issuance of a license for which applicants are best qualified
3. **Professional Practices** - investigations and enforcement of professional standards

Fee Category	Fee Type	Amount (\$)	What the Fee Covers / How It's Applied
<b>Base Application &amp; Evaluation Fees</b>	Evaluation – In-State	\$182	Standard evaluation for most non-provisional licenses; primary revenue source
	Evaluation – Out-of-State / International	\$247	Includes \$65 additional evaluation cost
	Administrator License Increment	\$189	\$182 base fee + \$7 added administrator fee
<b>Renewal &amp; Ongoing Licensure</b>	Renewal / Reissue / Reauthorization	\$182	Same base fee as initial evaluation
<b>Endorsements &amp; Modifications</b>	Adding Endorsement or Specialization	\$182	Separate transaction unless done with initial license or renewal

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<sup>1</sup> ORS 342.127 – Authorizes the Commission to establish and collect licensure fees and establishes statutory fee caps  
 OAR 584-200-0050 through 584-200-0060 – Establishes licensure fees and related charges by rule

<b>Late Fees (Additive)</b>	Late Fee – 1 Month	\$40	Added to base fee
	Late Fee – 2 Months	\$80	Added to base fee
	Late Fee – 3 Months	\$120	Added to base fee
	Late Fee – 4 Months	\$160	Added to base fee
	Late Fee – 5+ Months	\$200	Maximum late fee
<b>Reinstatements</b>	Reinstatement of Suspended or Expired License	\$382	\$182 base fee + \$200 reinstatement fee
	Reinstatement of Revoked License	\$442	\$182 base fee + \$260 reinstatement fee
<b>Optional / Expedited Services</b>	Expedite Application Fee	\$194	Available only to districts and military spouses
<b>Required Transaction Fees</b>	Fingerprint / Background Clearance	\$61	Includes TSPC processing and OSP check; interacts with statutory cap
	License System Fee (eLicensing)	\$10	Portion retained by TSPC for system development (Tyler settlement)
	Portal Provider Fee	\$5	Portion retained by Tyler Technologies
<b>Legacy / Optional</b>	Gold-Seal Paper License	\$50	Current system cannot assess this fee

This inventory of fees provides the baseline reference point for the analyses that follow in response to the HB 5037 budget note, specifically:

- Section 3 (History of Licensing Fee Amounts and Schedules) builds from this inventory to document how current fee levels were established over time, including prior statutory changes, rulemaking actions, and historical policy decisions that have shaped today's fee structure.
- Section 6 (Proposed Fee Structures and Renewal Timelines) uses this inventory as the starting point for evaluating potential adjustments to fee levels, fee differentiation, and renewal timelines intended to improve revenue adequacy, equity, and administrative efficiency while remaining within statutory authority.

## Section 2: Current Financial and Historical Data Biennia Expenditure and Revenue Estimates

Current Biennium Expenditure and Revenue Projections Compared  
to Last Three Biennia Expenditure and Revenue

	Project AY27	AY2025	AY2023	AY2021
	Projected	ACTUALS	ACTUALS	ACTUALS
<b>Beginning Cash Balance</b>	\$ 9,564,605	\$ 8,834,825	\$ 6,111,530	\$ 3,800,631
<b>REVENUE</b>	\$ 10,659,220	\$ 11,112,472	\$ 12,505,214	\$ 8,198,530
<b>TOTAL TRANSFER IN</b>	\$ 1,792,240	\$ 4,988,702	\$ 5,360,304	\$ 2,518,552
<b>TOTAL REVENUES</b>	\$ 12,451,460	\$ 16,101,174	\$ 17,865,518	\$ 10,717,082
<b>TOTAL TRANSFER OUT intra fund</b>		\$ -	\$ (1,500,670)	
<b>TOTAL AVAILABLE REVENUE</b>	\$ 22,016,065	\$ 24,935,999	\$ 22,476,378	\$ 14,517,713
<b>TOTAL PERSONAL SERVICES</b>	\$ 9,468,077	\$ 7,554,685	\$ 6,227,157	\$ 5,066,268
<b>TOTAL SERVICES &amp; SUPPLIES</b>	\$ 6,815,397	\$ 4,620,419	\$ 2,868,340	\$ 2,097,516
<b>Total Special Payments</b>	\$ 976,339	\$ 3,172,447	\$ 4,546,058	\$ 1,242,399
<b>TOTAL EXPENDITURES</b>	\$ 17,259,813	\$ 15,347,551	\$ 13,641,555	\$ 8,406,183
Accounts Receivable not yet Received		\$ -		
<b>Total AR balance</b>		\$ 2,318		
<b>Ending Cash Balance</b>	\$ 4,756,252	\$ 9,564,605	\$ 8,834,823	\$ 6,111,530

### Section 3: History of Licensing Fee Amounts and Schedules

The Commission has made relatively few changes to its licensure fee structure over time. Fee adjustments have occurred only periodically and generally in response to discrete legislative actions. As a result, current fee levels reflect incremental decisions made across multiple biennia rather than a comprehensive recalibration of the fee model. This approach has limited the agency's ability to systematically align fees with contemporary service demands, licensure volume trends, investigation and enforcement responsibilities, expanded accreditation requirements, and additional programmatic work streams.

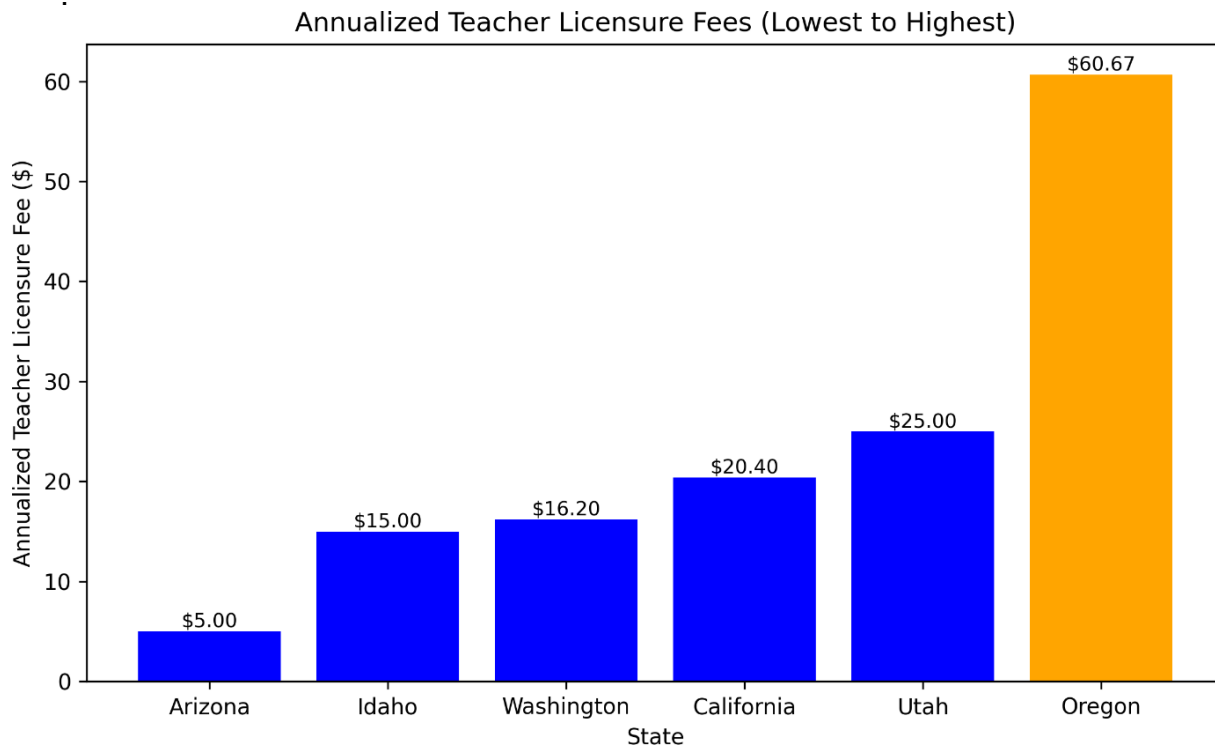
#### Licensing Fee Schedules

Year/Legislation	Base License Fee (Approx.)	Change Driver/Context
Prior to 2015	\$100	Statutory authority set caps
2015	\$140	Fee increase implemented
Post-2019	\$182	Legislative action and rule change Projected revenue insufficient to maintain services

- Limited differentiation across license types**  
 The current fee schedule applies a largely uniform base fee across license types, renewals, endorsements, and reissuances, with limited differentiation based on role, earning capacity, or relative workload. As a result, fee levels do not consistently reflect differences in regulatory oversight or administrative effort. In addition, the existing eLicensing system limits the agency's ability to implement significant structural changes to the fee model.
- Static renewal timelines**  
 License validity periods (e.g., three-year and five-year licenses) have remained largely unchanged and have not been systematically evaluated in relation to revenue stability or workload distribution. System limitations further constrain the agency's ability to modify renewal timelines.
- Incremental additive fees**  
 Additive fees for services such as reinstatement, late renewal, and expedited processing were implemented incrementally to address specific cost pressures. While these fees provide limited cost recovery, they were not designed as part of a comprehensive fee strategy and do not address broader structural funding needs.

To facilitate a clear and consistent comparison across states, the figure below presents annualized teacher licensure fees for selected Western

states, converting total licensure costs to an equivalent annual amount to account for differences in license duration. This normalization allows for a meaningful comparison of fee structures and provides important context for evaluating Oregon's licensure fees relative to neighboring states. As shown, Oregon emerges as a clear outlier in terms of annualized cost, underscoring the limits of relying further on teacher licensure fees and reinforcing the need to identify alternative revenue sources to address the agency's projected budget shortfall



## Section 4: History of Revenue Collection and Licensure Volumes

Because the Commission is historically funded through Other Funds, its revenue has been directly dependent on licensure activity. As licensure volume increases or decreases, fee revenue rises or falls accordingly. Given the anticipated stabilization—and longer-term decline—of licensure volume due to continuing declines in student enrollment, the agency expects to experience a parallel decline in revenue over time. This section therefore examines the implications of these trends for revenue sustainability and the agency’s ability to maintain core college and university accreditation, licensing, oversight, and public-protection functions.

<b>Fiscal Year (Approx.)</b>	<b>Total Licenses Issued (New/Renewal)</b>	<b>Trend</b>	<b>Revenue Implication</b>
<b>2019-2020</b>	17,300	Pre-COVID stable volume.	Stable, but insufficient funding for full operations
<b>2020-2021</b>	21,700	Rise due to COVID-emergency licenses.	Temporary revenue increase
<b>2022-2023</b>	34,400	Peak volume due to continued labor market crisis and substitute licenses.	Temporary spike in revenue
<b>Post-2024 (Projection)</b>	24,000	Anticipated return to a stable, elevated volume.	<b>Insufficient</b> to cover permanent, increased operating costs.

### Current Licensure Volume: Licenses in status Active and Active Grace Period

<b>License Type</b>	<b>License Count</b>
Administrator License for Conditional Assignment	68
American Indian Languages Teacher	14
Charter School Registry - Administrator	120
Charter School Registry - Teaching	718
District Substitute Teaching	889
Emergency Administrator	15
Emergency School Counselor	17
Emergency School Nurse	3
Emergency School Social Worker	1
Emergency Teaching	311
Five-Year Career and Technical Teaching	39
International Visiting Teacher	52

Legacy Administrator	3
Legacy School Counselor	6
Legacy Teaching	430
License for Conditional Assignment	525
Limited Student Services	120
Limited Teaching	95
Preliminary Administrator	2
Preliminary CTE Teaching	427
Preliminary School Counselor	1,895
Preliminary School Psychologist	620
Preliminary School Social Worker	284
Preliminary Teaching	23,947
Principal	3,297
Professional Administrator	2,311
Professional CTE Teaching	24
Professional School Counselor	211
Professional School Nurse	26
Professional School Psychologist	359
Professional School Social Worker	5
Professional Teaching	29,831
Reciprocal Administrator	138
Reciprocal School Counselor	1
Reciprocal Teaching	532
Restricted Administrator	84
Restricted CTE	179
Restricted School Counselor	156
Restricted School Social Worker	22
Restricted Substitute Teaching	5,157
Restricted Teaching	913
Substitute Teaching	2,260
Teacher Leader	20
<b>Total</b>	<b>76,127</b>

## Section 5: Assessment of Funding Effects on Operations

Fluctuations in licensure activity have direct operational implications for the Commission. As licensure volume stabilizes in the near term and is expected to decline over time, available resources to support agency operations are increasingly constrained. This section examines how these conditions affect the Commission's capacity to carry out core accreditation, licensing, oversight, and public-protection responsibilities, particularly in areas where workload demand is high and service expectations are time-sensitive.

### Customer Service and Licensure Processing

- **Understaffing Impact:** The TSPC licensure team operates with a low number of staff handling tens of thousands of applications annually. When license volume increased significantly (2021-2023), processing times experienced a proportional increase.
- **Processing Backlogs:** Processing times rose from an average of 48 days to over 60 days during peak periods. This delay can cause significant staffing disruptions for school districts with direct student/classroom impact.
- **Mitigation:** Despite backlogs, the agency has improved response times to a three-day email target and a yearly average of meeting the 30-day processing time Key Performance Measure (KPM), demonstrating efficient use of limited resources; however, the licensing system itself does not have the capacity to manage the typical spikes in application numbers during the summer months, giving the appearance of backlogs but averaging out over the course of the year.

### Investigation Backlogs (Professional Practices)

- **Case Backlog:** TSPC is currently managing more than 600 active investigative cases - per investigator, caseloads are roughly 1:150.
- **Consequences of Delay:** Extended investigation timelines have measurable consequences. Educators under investigation are frequently placed on paid administrative leave, resulting in substantial costs to school districts. Delays also affect public protection and educator fairness: when allegations are substantiated, prolonged timelines may allow continued employment; when allegations are unfounded, extended investigations can cause unnecessary reputational and professional harm.
- **Funding Solution Impact:** The expenditure limitation included in the 2025–2027 biennium to hire additional positions to address the backlog of cases has enabled progress to address case backlogs. However, without a sustainable, ongoing funding model, the ability to fund the additional expenditure limitation is unlikely to be maintained as licensure-driven revenue declines.

### Educator Preparation and Pathways (Accreditation, Education Initiatives)

- **Scope of responsibility and workload growth:** The Educator Preparation and Pathways unit is responsible for accrediting and monitoring all Oregon educator preparation programs across traditional, nontraditional, and apprenticeship pathways. Over the past several biennia, legislative actions and executive directives—including HB 2166 (2021)<sup>1</sup>, SB 283 (2023)<sup>2</sup>, and Executive Order 23-12 (2023)<sup>3</sup>—have substantially expanded this work through new preparation standards, rulemaking and rule revisions, interagency coordination, workforce data reporting, and the development, implementation, and monitoring of early literacy educator preparation standards. These responsibilities extend beyond baseline accreditation activities and require sustained staffing capacity and specialized expertise.
- **Fixed workload and funding constraints:** Unlike licensure processing, accreditation and program oversight workloads do not scale down as licensure volume declines. Program review cycles, compliance monitoring, rule-based enforcement, and technical assistance to preparation providers remain largely fixed and, in several areas, have increased due to new statutory and policy requirements. As Other Funds revenue becomes constrained, the unit has limited flexibility to absorb reductions without affecting the timeliness, consistency, or depth of accreditation and monitoring activities.
- **Operational and system impacts:** Sustained resource constraints may require prioritization among accreditation and oversight activities, potentially delaying program reviews, limiting proactive monitoring, or reducing support for implementation of new preparation standards,

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<sup>1</sup> HB 2166 (2021): Nontraditional Pathways and Oregon Registered Apprenticeship in Teaching (ORAT) HB 2166 required TSPC to establish and maintain standards for nontraditional educator preparation pathways, including district-based, partnership-based, and apprenticeship models. This work included extensive rule writing and revision, interagency coordination with BOLI, expansion of program approval and monitoring processes, and development of quality assurance systems to ensure nontraditional pathways meet licensure, preparation, and educator equity expectations.

<sup>2</sup> SB 283 (2023): Workforce Data, Licensure Operations, and Pathway Tracking SB 283 expanded TSPC's role in statewide educator workforce data collection and reporting, requiring changes to internal systems, licensure workflows, and data management practices. Additional responsibilities included implementing expedited licensure processes, maintaining new registries, aligning licensure operations to statutory timelines, and supporting data reporting related to nontraditional pathways and apprenticeship outcomes.

<sup>3</sup> Governor's Executive Order 23-12 (2023): Early Literacy Educator Preparation Executive Order 23-12 established the Early Literacy Educator Preparation Council and directed the development of new early literacy preparation standards aligned to the Science of Reading and Oregon's Early Literacy Framework. TSPC provided staff leadership and technical expertise, led rulemaking to adopt Division 420 standards, guided educator preparation providers through implementation, and integrated early literacy and culturally responsive teaching expectations into program approval, monitoring, and improvement processes.

including early literacy requirements. Over time, these pressures may affect the state's ability to ensure educator preparation programs remain aligned with statutory expectations, Commission standards, and statewide workforce and student outcome priorities.

## Section 6: Current Fee Structure and Renewal Timelines

License Type	Application Fee	Term (Years)	Notes
Preliminary Teaching License	\$182	3	Standard educator license; requires PDUs for renewal.
Professional Teaching License	\$182	5	Requires advanced competencies; 125 PDUs for renewal.
Reciprocal Teaching License (Out-of-State)	\$247	1	One-time license for educators from out of state.
Emergency Teaching License	\$182	1	Issued for shortage/emergency staffing situations.
Legacy Teaching License	\$182	3	Renewable; used for certain legacy situations.
Substitute Teaching License	\$182	3	Allows substitute teaching; requires background check.
Restricted Substitute License	\$182	1	District-sponsored; restricted to that district.
Administrator License (Principal)	\$182	3	For school administrators; higher requirements.
Administrator License (Professional Administrator)	\$182	5	Advanced administrator credential.
School Counselor License	\$182	3	Requires approved counseling program.

## Section 7: Evaluation of Alternative Revenue Streams

This section evaluates alternative revenue approaches developed in response to projected negative ending fund balances and the increasing misalignment between the Commission's statutory responsibilities and its exclusive reliance on educator-paid licensure fees. Financial projections demonstrate that, absent corrective action, the Commission's current funding structure will not sustain ongoing operations or maintain an acceptable ending fund balance<sup>4</sup>.

The Commission's funding challenge is not solely the result of near-term revenue fluctuations, but rather reflects a structural limitation inherent in a fee-only model. Licensure fees are the agency's sole ongoing revenue source, yet they are required to support a broad range of fixed public functions, including licensure, investigations into allegations of educator misconduct and subsequent licensure sanctions, and educator preparation program oversight. These functions do not scale proportionally with fee revenue and must be maintained regardless of external conditions. As a result, projected ending fund balances turn negative in future biennia under the status quo, signaling an unsustainable trajectory that requires policy intervention.

To inform legislative consideration, we present three funding scenarios that illustrate the fiscal and service-level implications of different approaches to addressing projected shortfalls. Together, these scenarios highlight the limitations of continued reliance on licensure fees alone and the potential benefits of diversifying revenue sources in alignment with national funding practices.

While all three scenarios are presented for comparison, the Commission recommends **Scenario C**, a hybrid approach combining targeted licensure fee adjustments with additional revenue sources. This approach most effectively stabilizes ending fund balances, moderates the financial burden placed on educators, and aligns Oregon's funding model more closely with those used in most other states.

The scenarios are summarized as follows:

- **Scenario A** examines the impacts of maintaining current fee levels with no revenue increase
- **Scenario B** evaluates addressing projected shortfalls through licensure fee increases alone

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<sup>4</sup> For purposes of this analysis, an acceptable ending fund balance is defined as a minimum of three months of operating expenditures, with a desired target of six months to provide sufficient capacity to manage revenue volatility, workload fluctuations, system investments, and unforeseen operational demands.

- **Scenario C** evaluates a hybrid approach that combines measured fee adjustments with additional revenue sources to support long-term operational sustainability

### **Scenario A: No Revenue Increase**

Scenario A assumes no changes to the Commission's current fee structure and no introduction of alternative revenue sources. Under this scenario, projected expenditures exceed revenues in upcoming biennia, resulting in ending fund balances that fall below acceptable levels and ultimately become negative.

As ending fund balances decline below the minimum three-month threshold, the Commission would be required to reduce staffing or curtail services to remain solvent. Such reductions would directly affect licensure processing capacity, investigative timelines related to allegations of educator misconduct and subsequent licensure sanctions, and the scope and consistency of educator preparation program oversight. These outcomes would increase operational risk, shift costs to school districts through delays and extended investigations, and impair the Commission's ability to meet statutory obligations.

Scenario A does not provide a viable or sustainable path forward and would leave the Commission unable to maintain acceptable ending fund balances necessary for stable operations.

The biennial projections chart below illustrates the agency's negative ending cash balances beginning in the next biennium:

- 2027-2029: **-\$5,920,710.75**
- 2029-2031: **-\$16,966,604.50**
- 2031-2033: **-\$30,234,711.48**

	AY23	AY25 LAB	AY27 LAB	AY29	AY31	AY33
Beginning Cash	6,111,530.00	8,834,823.00	9,570,886.00	3,138,662.00	(5,920,710.75)	(16,966,604.50)
Revenue	16,364,848.00	9,985,148.00	9,264,602.00	9,264,602.00	9,264,602.00	9,264,602.00
Transfer In ODE		4,300,000.00	1,792,240.00			
Fee Increase						
Sub Total Revenue		23,119,971.00	20,627,728.00	12,403,264.00	3,343,891.25	(7,702,002.50)
PS Expenditures	6,227,157.00	7,885,956.00	9,354,725.00	10,570,839.25	11,945,048.35	13,497,904.64
S&S	2,575,972.00	4,496,850.00	2,105,297.00	2,191,614.18	2,281,470.36	2,375,010.64
SFS Charges			1,901,760.00	2,091,936.00	2,301,129.60	2,531,242.56
SGSC			563,630.00	619,993.00	681,992.30	750,191.53
AG			882,109.00	1,014,425.35	1,166,589.15	1,341,577.53
Prof Svcs including IT	292,368.00	207,439.00	1,721,545.00	1,835,166.97	1,934,265.99	2,036,782.08
Special Payments	4,546,058.00	5,682,799.00	960,000.00		-	-
Sub Total Expenditures			17,489,066.00	18,323,974.75	20,310,495.75	22,532,708.98
Ending Cash	8,834,823.00	4,846,927.00	3,138,662.00	(5,920,710.75)	(16,966,604.50)	(30,234,711.48)
Avg Month Exp		761,376.83	688,711.08	763,498.95	846,270.66	938,862.87
Months of Cash		6.37	4.56	(7.75)	(20.05)	(32.20)
Total Expenditures			17,489,066.00	18,323,974.75	20,310,495.75	22,532,708.98
Total Revenue			11,056,842.00	9,264,602.00	9,264,602.00	9,264,602.00
Difference			(6,432,224.00)	(9,059,372.75)	(11,045,893.75)	(13,268,106.98)

### Scenario B: Fee Increase Only

Scenario B assumes that projected negative ending fund balances are addressed exclusively through increases to educator licensure fees. Financial projections indicate that under this approach, licensure fees would need to increase by more than 100 percent over the next several biennia to restore solvency and maintain acceptable ending fund balances, defined as at least three months of operating expenditures.

While Scenario B could temporarily achieve acceptable ending fund balances, it would do so by placing the entire cost of statewide licensure, investigations into allegations of educator misconduct and subsequent licensure sanctions, and oversight functions, on individual educators. Even at these increased levels, maintaining the desired six-month ending fund balance would require additional future fee increases as operating costs continue to rise.

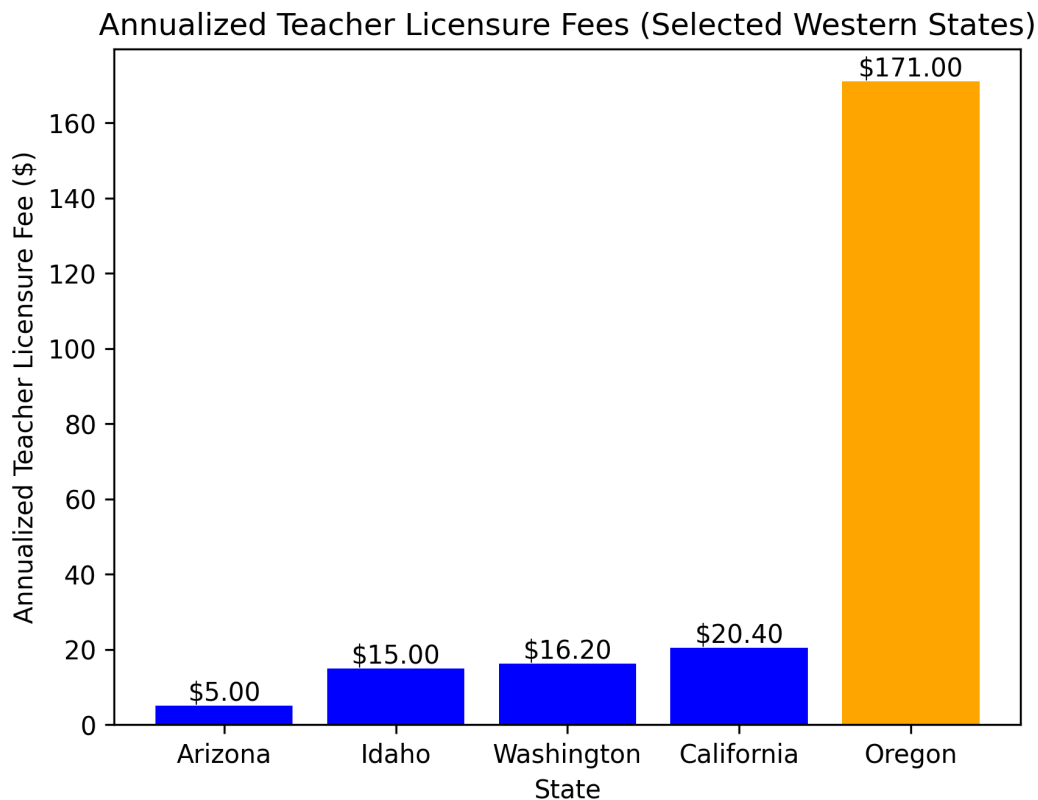
This approach would significantly increase the financial burden on educators, push Oregon further outside national norms, and perpetuate a structurally unstable funding model that relies on repeated fee increases to sustain fixed public responsibilities. For these reasons, Scenario B is not recommended as a standalone solution.

The projections chart below illustrates the required percentage increases to licensure

fees in upcoming biennia and their complementary ending fund balances:

- 2027-2029: 71% fee increase is projected to yield 0.11 months of ending fund balance
- 2029-2031: *An additional 50% fee increase* is projected to yield 3.17 months of ending fund balance (total fee increase of 121%)
- 2031-2033: *An additional 10% fee increase* is projected to yield 5.7 months of ending fund balance (total fee increase of 131%)

Rates to meet goal ending balance				
1.71				
Revenue Calculator	fee amount	# of fees	Total Revenue Estimate	Months of EFB
New Fee	311.22	24,000	7,469,280.00	
Out of State Fee	422.37	3,000	1,267,110.00	
Renewal Fee	311.22	21,000	6,535,620.00	
<b>Estimates Revenue AY29</b>	<b>1,044.81</b>	<b>48,000</b>	<b>15,272,010</b>	0.11
Rates to meet goal ending balance				
1.50				
Revenue Calculator	fee amount	# of fees	Total Revenue Estimate	Months of EFB
New Fee	466.83	24,000	11,203,920.00	
Out of State Fee	633.56	3,000	1,900,665.00	
Renewal Fee	466.83	21,000	9,803,430.00	
<b>Estimates Revenue AY31</b>	<b>1,567.22</b>	<b>48,000</b>	<b>22,908,015</b>	3.17
Rates to meet goal ending balance				
1.10				
Revenue Calculator	fee amount	# of fees	Total Revenue Estimate	Months of EFB
New Fee	513.51	24,000	12,324,312.00	
Out of State Fee	696.91	3,000	2,090,731.50	
Renewal Fee	513.51	21,000	10,783,773.00	
<b>Estimates Revenue AY33</b>	<b>1,723.94</b>	<b>48,000</b>	<b>25,198,817</b>	5.7



This graph illustrates the consequences of addressing projected revenue needs exclusively through licensure fee increases, showing that Oregon's annualized teacher licensure fee would significantly exceed those of neighboring Western states.

### Scenario C: Hybrid Two-Part Solution (Recommended)

Scenario C proposes a hybrid funding model that combines moderate, targeted increases to educator licensure fees with supplemental revenue from broader education funding sources to support the Commission's core regulatory functions. This approach reflects the understanding that educator licensure and investigations into allegations of educator misconduct and resulting sanctions serve a statewide public interest and should not be funded exclusively by individual educators through licensure fees.

Across the nation, states fund teacher licensure agencies using a mix of State General Fund appropriations, educator-paid fees, and limited supplemental revenue sources. Funding approaches vary based on policy choices about whether licensure and enforcement activities are treated primarily as public responsibilities or user-funded services. Most states—including Montana, North Carolina, Texas, Utah, and Washington—rely primarily on State General Fund support, with educator fees used to offset administrative costs rather than sustain core operations. Other states, such as Arizona, California, and Idaho, employ hybrid models that combine educator fees with limited public funding, resulting in a greater share of costs borne by educators.

Oregon currently operates a fee-only funding model, under which educator-paid fees fully support licensure operations and misconduct investigations. Unlike most states, Oregon does not rely on significant General Fund support, concentrating regulatory costs on individual educators and teacher candidates. Fee-heavy models such as this can affect workforce entry costs, equity, and the long-term sustainability of the educator workforce.

Under Scenario C, licensure fees would continue to play a role in supporting agency operations but would be calibrated to avoid the large, recurring increases required under a fee-only approach. Supplemental revenue would allow the Commission to stabilize ending fund balances at or above the minimum three-month operating threshold while working toward a prudent six-month ending fund balance. This structure provides the fiscal capacity needed to maintain core services, fund legislatively authorized increases to address case backlogs, and manage operational risk without imposing disproportionate cost increases on educators alone.

By aligning Oregon's funding approach more closely with national norms and distributing regulatory costs more equitably across the public beneficiaries of educator oversight, Scenario C represents the most balanced and sustainable option for maintaining acceptable ending fund balances while ensuring the continued effectiveness, equity, and stability of Oregon's educator licensure and oversight system.

### How Selected States Fund Teacher Licensing Agencies

Primary Funding Sources with Federal Title II-A Noted (Alphabetical by State)

State	Licensing Authority	Primary Funding Source	Secondary / Supplemental Sources	Overall Model
Arizona	Arizona State Board of Education	Educator fees	State General Fund	Hybrid
California	California Commission on Teacher Credentialing	Educator & program fees	Limited State General Fund; Federal Title II-A	Hybrid
Idaho	Idaho State Department of Education	Educator fees	State General Fund	Hybrid
Montana	Montana Board of Public Education	State General Fund	Minimal educator fees; Federal Title II-A	Primarily General Fund
North Carolina	North Carolina State Board of Education	State General Fund	Educator fees; Federal Title II-A	Primarily General Fund
Oregon	Teacher Standards and Practices Commission	Educator & program fees	None	Fee-only
Texas	Texas Education Agency	State General Fund	Certification fees; Federal Title II-A	Primarily General Fund (embedded)
Utah	Utah State Board of Education	State General Fund	Educator fees; Federal Title II-A	Primarily General Fund
Washington	Washington Professional Educator Standards Board	State General Fund	Educator fees; Federal Title II-A	Primarily General Fund

#### Notation on Federal Title II-A Funds:

- Title II-A (Supporting Effective Instruction) funds are federal formula grants received by all states.
- These funds may support educator preparation, mentoring, induction, and standards-related work.
- Title II-A funds do NOT pay for routine licensure operations such as application processing, enforcement, or staffing.
- States must rely on State General Fund appropriations and/or educator fees to operate licensing systems.

## Sample Scenario C Hybrid Funding Model: Phased Fee Increases with Supplemental Revenue

Under Scenario C, the Commission would implement a two-part, phased-in licensure fee adjustment combined with a supplemental revenue source to stabilize funding, maintain acceptable ending fund balances, and reduce reliance on educator-paid fees alone. This model is designed to address near-term fiscal pressures while enabling longer-term structural improvements following implementation of the Educator Data System (EDS).

### Phased Fee Increases

- **Phase 1: Interim Fee Increase (Effective July 1, 2026)**

Establish an immediate, uniform increase to the base licensure fee, raising standard licensure fees from **\$182 to \$200** effective July 1, 2026. This adjustment would provide near-term revenue relief, slow the erosion of ending fund balances, and reduce the magnitude of future increases required to maintain operations. This interim phase reflects the operational limitations of the current eLicensing system, which cannot support a comprehensive overhaul of the fee structure.

- **Phase 2: Tiered Fee Structure Following EDS Implementation (Effective July 1, 2027)**

This tiered fee structure is designed to reflect relative pay differences among first-time licensed educators, experienced educators, school principals, and district-level administrators. By aligning fees more closely with earning capacity, the model improves equity, moderates impacts on early-career educators, and more appropriately distributes regulatory costs. Phase 2 would be implemented effective July 1, 2027, following deployment of the Educator Data System (EDS), which would provide the technical capacity to support a more refined, tiered licensure fee structure aligned with license type, professional role, and relative earning capacity.

Under Phase 2, licensure fees could be structured as follows:

- \$200** — First-time teacher license
- \$250** — Renewals for teacher license
- \$300** — Principal license
- \$350** — Professional (district-level) administrator license

### Supplemental Revenue

Reroute a portion of other education agency funding to TSPC through the State School Fund Carve Out. The amount of supplemental revenue needed is dependent upon:

1. The percentage increase in licensure fees recommended by the legislature
2. Target ending fund balance recommended by the legislature

## **Section 8: Other Considerations and Conclusion**

The analysis conducted in response to the House Bill 5037 (2025) budget note demonstrates that the Teacher Standards and Practices Commission's current funding structure is not sufficient to maintain acceptable ending fund balances or support ongoing operations on a sustainable basis. Financial projections show that, absent intervention, the Commission will experience declining and ultimately negative ending fund balances in upcoming biennia, creating significant fiscal and operational risk.

While licensure fees have historically supported the Commission's core functions, the existing fee-only model does not provide the revenue stability necessary to support the Commission's fixed statutory responsibilities—particularly the investigation and adjudication of allegations of educator misconduct. Investigative workload has increased in both volume and complexity, and the Commission must maintain sufficient staffing to manage active cases, reduce case backlogs, and ensure timely, fair, and consistent licensure action in the interest of student safety and public trust. These responsibilities do not scale down when revenues are constrained, and projected negative ending fund balances directly threaten the Commission's ability to sustain timely investigations and avoid prolonged case timelines that carry financial and operational consequences for school districts and educators alike.

The scenarios evaluated in this report illustrate that maintaining current fee levels would result in ending fund balances falling below minimum reserve thresholds, requiring service reductions or staffing cuts to maintain solvency. Conversely, addressing projected deficits through licensure fee increases alone would require substantial and recurring fee escalations over multiple biennia to restore acceptable ending fund balances. Even under those conditions, long-term fiscal stability would remain uncertain, and the financial burden would be borne almost entirely by individual educators.

In contrast, a hybrid funding approach that combines measured licensure fee adjustments with supplemental revenue sources provides a more balanced and sustainable path forward. This approach stabilizes ending fund balances at prudent reserve levels, supports continuity of core regulatory functions, and reduces reliance on repeated fee increases as the primary mechanism for fiscal correction.

The agency submits this report to inform legislative deliberations and respectfully requests guidance from the Interim Joint Committee on Ways and Means regarding funding options that will ensure stable ending fund balances and the long-term sustainability of Oregon's educator licensure, preparation, and professional accountability system.

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ITEM: EDUCATOR DATA SYSTEM (EDS) UPDATE

ACTION: **INFORMATION ITEM**

INFORMATION This agenda item is to provide the Commission with an overview of accomplishments and planned activities regarding the Educator Data System project.

### **Stage Gate 2 Approval**

The EDS Project reached a significant milestone when, on 10/30/25, endorsement was received by Enterprise Information Services (EIS) to advance from Stage 2 (Resource and Planning & Analysis) to Stage 3 (Implementation Planning).

### **Solution Vendor Procurement**

As part of Stage 2 activities, the EDS Project Team and DAS State Procurement Services (SPS) drafted and conducted the review/approval process for an Open Market solicitation for a Solution Vendor to provide both the Educator Data System and all the implementation services necessary to set-up and deploy the solution. Once Stage Gate 2 approval was granted by the state's IT project oversight team (EIS), the Request For Proposal (RFP) was cleared to advertise in the OregonBuys procurement system.

At the conclusion of the vendor response period, seven (7) proposals were received and evaluated by DAS SPS. Six (6) of the proposals met the proposal requirements and were advanced to Round 1 Evaluation. The proposing solution vendors to be evaluated are:

- Ignyte Group, Inc.
- inLumon
- Level Data, LLC
- Neurocraft Data Services, Inc.
- Reconnect, Inc.
- System Automation

The timeline for procurement activities, from issuing the RFP to contract execution, is anticipated to last for approximately eight months. Round 2 Evaluation and Contracting dates are preliminary, and may change as the entire process advances.

#### Request for Proposal Activities:

10/31/25 RFP goes live in OregonBuys  
01/16/26 Solution Vendor proposals due

#### Round 1 Evaluation Activities:

01/27/26 Evaluation Committee kick-off meeting  
02/27/26 Proposal Review/Scoring completed  
03/04/26 Notice of Competitive Range Issued

Round 2 Evaluation Activities:

04/08/26 System Demonstrations completed  
04/20/26 Issuance of Notice of Intent to Award  
04/27/26 Award Protest Period Ends

Contracting Activities:

05/18/26 Software-as-a-Service (SaaS) contract drafted  
06/22/26 Contract reviewed by DOJ, EIS, IQMS, DAS SPS  
06/30/26 Contract signed and executed

The Evaluation Committee is comprised of both Evaluators and Advisors. Evaluators are State of Oregon employees who will review all vendor proposals and assign scores for all the criteria requested in the RFP. Advisors comprise a wide range of subject matter experts who will also review all the vendor proposals and support the evaluation process by supplying the Evaluators with written analysis/recommendations of the technical and procedural information contained in the proposals.

ROLE	NAME	ORG	UNIT Representation
Evaluator	Elizabeth Keller	TSPC	Licensure - Management
Evaluator	Eric Jaroch	TSPC	Professional Practices
Evaluator	Richelle Krotts	TSPC	EP&P - Educator Prep Liaison
Evaluator	Maria Odle	TSPC	Licensure - Evaluator
Evaluator	Michelle Poliakon	TSPC	Professional Practices - Investigator
Evaluator	Michael Gurley	TSPC	Project Manager
Advisor	Kevin Cooley	TSPC	Professional Practices - Legal Liaison
Advisor	Jim Horton	TSPC	Professional Practices - Investigator
Advisor	Sharon Chinn	EPP	Lewis & Clark - Director, Educational Career and Licensing Services
Advisor	Keylah Boyer	SD	North Clackamas SD - Associate Director of Human Resources
Advisor	Jennifer Duvall	SD	Corvallis School District - Human Resources Director
Advisor	Uma Vijaiamernath	EIS	Oregon Cyber Security Services - Business Security Advisor
Advisor	Cristin Baer	TSPC	Contractor – Resource Data Inc. - Data Migration specialist

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ITEM: SCHOOL NURSE

ACTION: **INFORMATION ITEM**

INFORMATION: The purpose of this item is for the Commission to receive and discuss correspondence.

Staff received correspondence from Warner Pacific University's School of Nursing inquiring about licensing requirements for school nurses. The Director of Licensure responded to questions and received a reply suggesting possible further conversation. Staff occasionally meets with representatives from the Oregon Board of Nursing and the Oregon Department of Education to discuss the possibility of strengthening Oregon's school nurse preparation and certification requirements, but no agency has capacity to engage in the work and the appetite for creating and approving programs has been limited.

The Executive Director requests direction from the Commission on any further action(s) resulting from this request.

**Attachments:**



## Early Intervention/Early Childhood Special Education Higher Education Consortium

January 21, 2026

Rachel Alpert, Executive Director  
Oregon Teacher Standards and Practices Commission  
250 Division Street NE  
Salem, OR 97301

Subject: Concern about ODE authorization in EI/ECSE and risk to EI/ECSE licensure

Dear Director Alpert,

On behalf of the **Early Intervention/Early Childhood Special Education (EI/ECSE) Higher Education Consortium**, we are writing to raise serious concerns regarding current workforce preparation and hiring practices in Oregon that are placing licensed EI/ECSE preparation programs, and ultimately service quality for infants and young children with disabilities, at significant risk.

**The issue:** Oregon's increasing reliance on Oregon Department of Education's (ODE) alternative authorization, coupled with district hiring of individuals without a TSPC EI/ECSE endorsement is undermining the state's EI/ECSE educator preparation infrastructure. **ODE's alternative authorization was never envisioned to replace EI/ECSE licensure.** However, it is now being used as a substitute.

As a result, one of Oregon's three TSPC-accredited EI/ECSE higher education licensure programs has been recommended for closure and a second program is at serious risk, despite persistent evidence demonstrating robust programming and workforce shortages across the state.

### **The facts:**

1. Oregon has only three institutions of higher education that prepare licensed EI/ECSE teachers. These programs offer flexible completion options, including synchronous and asynchronous delivery both at the undergraduate and graduate level.
2. Districts are increasingly:
  - a. Hiring individuals with ODE authorization in place of licensure, and
  - b. Hiring individuals who do not hold the appropriate EI/ECSE license or any credential and then placing them into an authorization pathway after hire.
3. These practices have led to:
  - a. Increased difficulty finding licensed cooperating teachers to mentor licensure students during required TSPC EI/ECSE field placements;
  - b. Poor teacher candidate experiences, particularly when candidates are placed with unlicensed or underprepared mentors; and
  - c. Increased burden on licensed EI/ECSE administrators and providers to train those with the authorization after their hire.



## Early Intervention/Early Childhood Special Education Higher Education Consortium

4. A recent statewide survey of EI/ECSE teachers, administrators, and community partners found that 96% of respondents (n=46) disagreed with the statement: "ODE authorization ensures the same level of professional preparation as a TSPC teacher licensure program."
5. These trends are occurring in the context of a documented workforce shortage. Nationally, 45 states reported special education teacher shortages in 2024-25, and the Office of Special Education Program's January 2025 guidance indicates that approximately 45% of schools report special education vacancies. In Oregon, recent Annenberg Institute November 2025 findings document historic lows in paraprofessional retention, with the greatest instability in communities serving low-income families while there is very little turnover among EI/ECSE licensed providers.
6. Elimination of even one EI/ECSE licensure program has significant implications for Oregon's ability to meet its federal obligations under IDEA Part C and Part B, Section 619 especially during a time when ODE is investigating adequate service level and caseload issues.
7. Empirical evidence (i.e., longitudinal studies, randomized control trials, brain research) consistently confirms that what happens during a child's first three years of life is extremely important and impacts a young child's developmental trajectory, *especially* for infants and toddlers with disabilities.

**The requested action:** We respectfully request TSPC's partnership in examining the current use of authorization within EI/ECSE and its unintended consequences for licensure pathways, preparation quality, and high quality EI/ECSE service sustainability.

**We seek dialogue regarding:**

- the appropriate role of authorization relative to licensure;
- safeguards to prevent authorization from functioning as a replacement for comprehensive preparation; and
- strategies to stabilize and protect Oregon's EI/ECSE licensure programs.

**This matter demands immediate attention.** We are concerned over the increasing use of ODE authorization in place of TSPC licensure. We must ensure that Oregon adequately meets the federal mandate to provide high-quality public education and services to infants and young children with disabilities and their families and ensure positive developmental outcomes. We cannot do this without the preparation of highly qualified, well-trained professionals. TSPC's Early Intervention endorsement needs to be required for practicing providers.

Thank you for your continued commitment to educator standards for infants and young children with disabilities. We look forward to the opportunity to engage in this important conversation.

Early Intervention/Early Childhood Special Education  
Higher Education Consortium



Sincerely,

A handwritten signature in black ink, appearing to read "Hollie Hix-Small".

Hollie Hix-Small, Ph.D.  
Professor, Portland State University

A handwritten signature in black ink, appearing to read "Cindy Ryan".

Cindy Ryan, EdD  
Associate Professor, Western Oregon University

A handwritten signature in black ink, appearing to read "Sara Schmitt".

Sara Schmitt, Ph.D.  
Professor, University of Oregon

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ITEM: EARLY INTERVENTION/EARLY CHILDHOOD ENDORSEMENT

ACTION: INFORMATION ITEM

INFORMATION: The Commission has provided an endorsement for Early Intervention/Early Childhood Education for the past several decades. Additionally, the Commission has approved programs to prepared educators in Special Education: Early Intervention.

The Early Intervention Endorsement is an **optional endorsement** area. In other words, the Early Intervention Endorsement program is to the Special Education generalist as the former Early Childhood Endorsement was to Elementary Multiple Subjects.

A quick explanation of Early Intervention is provided below:

EARLY INTERVENTION (PART C – IDEA)  
(Information provided by Wrightslaw)

### What is Early Intervention?

Early intervention is the process of providing services, education and support to young children who are deemed to have an established condition, those who are evaluated and deemed to have a diagnosed physical or mental condition (with a high probability of resulting in a developmental delay), an existing delay or a child who is \*at-risk of developing a delay or special need that may affect their development or impede their education. The purpose of early intervention is to lessen the effects of the disability or delay. Services are designed to identify and meet a child's needs in five developmental areas, including: physical development, cognitive development, communication, social or emotional development, and adaptive development. Early intervention programs and services may occur in a variety of settings, with a heavy emphasis on natural environments. These programs and/or services are proven to be most effective when started as soon as the delay or disability is identified.

[This link to [Wrightslaw](#) provides a comprehensive summary of early intervention services.]

### **Letter from Early Intervention Advocates:**

**The Letter:** A group of representatives of the Early Intervention community have sent a letter to the Commission with the following introduction: (Agenda Item 4.7a)

The issue: The new TSPC licensure structure has eliminated the “Birth-to-3” age range within its Early Intervention endorsement. *Oregon’s licensure candidates pursuing an endorsement in Early Intervention will no longer be required to receive content knowledge and practical preparation in the provision of services to infants and toddlers with disabilities and their families.*

**Staff's Response:** The first sentence is completely correct. The second sentence is an erroneous conclusion that has been reached by the advocates. Yes, the Commission **did** change the GRADE LEVEL AUTHORIZATIONS for all licenses, but it did not in ANY way change or eliminate the structure and content of already approved licensure programs or endorsement areas.

In other words, the current Commission Approved Early Intervention programs are intended to prepare candidates to work on identifying children birth to 3<sup>rd</sup> grade. Merely because the license doesn't end with 3<sup>rd</sup> grade or 4<sup>th</sup> grade, doesn't negate the focus of the preparation – e.g., identifying very young children for services and providing such services.

Movement to the K-12 authorization, once fully understood, offers the broadest professional options for both professional teachers and school districts.

### **The Letter:**

The facts:

1. Empirical evidence\* (i.e., longitudinal studies, randomized control trials, brain research) consistently confirms that what happens during a child's first three years of life is extremely important and impacts a young child's developmental trajectory, especially for infants and toddlers with disabilities.
2. Licensure/endorsement promotes and validates high quality teacher preparation.

The solution: Reinstate "Birth-to-3" in the TSPC endorsement for Early Intervention to ensure that Oregon's licensure programs are preparing their teaching candidates to provide high quality services to infants and toddlers with disabilities and their families.

### **Staff's Response:**

It is not the character of the license that confines or defines the preparation program, it is the Commission's standards and expectations that define the preparation program. The proposed solution assumes that the only way that higher education "knows" that they must still deliver Early Intervention Programs with the curriculum and structure approved by the Commission (to prepare candidates to recognize and provide services to very young children with potential disabilities) is **ONLY** by the grade levels on the license. The Commission's program review process (and thus the Commission) should be reviewing all of these programs (particularly since it is a special education program) to ensure the program adheres to acceptable standards of preparation.

Further, it makes no sense that a candidate specially prepared to work with infants and toddlers would use that license to good or even marginal effect above the third grade.

Staff agrees with the substance of the body of the letter, but does not agree that to continue to prepare candidates appropriately, the Commission must make this one exception with regard to the grade level authorizations adopted.

Attached are examples of the confusing quagmire created by the previous grade authorization designations. Agenda Item 4.7c represents grade level authorizations from 1965 to 1999. Agenda Item 4.7d represents grade level authorizations from 1999 to 2015.

Attachments:

[4.7a Final Letter for TSPC](#)

[4.7b List of Agencies](#)

[4.7c Authorizations codes pre 1999](#)

[4.7d Authorizations 1999-2015](#)

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ITEM: ADAPTIVE PE, MICHELLE DUNN

ACTION: **INFORMATION ITEM**

INFORMATION: The purpose for this item is for the Commission to receive and discuss correspondence.

The Executive Director received correspondence from an individual requesting consideration by the Commission to rename the specialization to an endorsement. When a content area is labeled as an “endorsement”, districts would be required to hire teachers holding the endorsement into work assignments identified as requiring the specialized preparation.

During the 2012-2016 Teaching License Redesign, the Commission agreed to a definition of Specialization:

Oregon Administrative Rule 584-225-0010: Specializations:  
General Provisions

- (1) Purpose of Specializations: A specialization on an Oregon educator license is an optional indication of specialized expertise or preparation in an area the Commission recognizes as “added value” on a license. A specialization indicates the educator has demonstrated exceptional knowledge, skills and related abilities in that area. A specialization must meet standards or requirements set by the Commission.
- (2) A specialization is distinguished from an endorsement in that a specialization is not required to teach or work in the specialized area, whereas an endorsement is required to work in the subject-matter area.

The Adapted Physical Education Specialization requires that the applicant holds a Preliminary, Professional, Teacher Leader or Legacy Teaching license with a Physical Education endorsement. The specialization may be added by completion of a Commission-approved program. Oregon State University is the only approved program offering the specialization.

The Executive Director requests direction from the Commission on any possible action(s) resulting from this request or how to respond to the individual. The individual intends to speak at the February Commission meeting as part of the Public Comment period.

**From:** [Michelle Dunn](#)  
**To:** [TSPC Contact \\* TSPC](#)  
**Subject:** Re: Adapted PE Question  
**Date:** Tuesday, November 4, 2025 10:21:23 PM

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Dear TSPC Representative,

Thank you for your response and for providing context regarding the historical district decisions around the Adaptive Physical Education (APE) Specialization. I appreciate the Commission's awareness of staffing challenges and catering to district needs across Oregon.

To clarify, my inquiry is not about *whether* the endorsement should exist, but rather *how* to propose revisions to the current Adaptive PE Specialization so it may be considered for update to an Adapted Physical Education Endorsement or language updates.

To ensure I understand current TSPC practice correctly:

1. Is it accurate that any licensed Physical Education teacher in Oregon with a PE endorsement or multiple subject endorsement is qualified to teach Adaptive PE for students with or without disabilities?
2. If so, does this make the current Adaptive PE Specialization redundant and potentially lower professional standards for specialized instruction in suitably Adapted PE services, particularly that specifically services students who have more moderate to severe impairment needs for equity and equal access under IDEA?
3. [https://oregon.public.law/statutes/ors\\_329.496](https://oregon.public.law/statutes/ors_329.496) (Section 4 a-b), "shall have suitably **adapted physical education** "

Maintaining only an "optional" specialization limits professional growth pathways and does not align with best practices in special education and inclusive PE. Many states now offer an Adapted PE Endorsement that strengthens teacher preparation and compliance with IDEA.

Could you please advise on the formal steps or documentation required to submit a proposal for consideration of a revision to add Adapted PE endorsement or atleast update adaptive to adapted to align with current state PE law and regulation language for revisions?

Thank you for your time and commitment to advancing educator standards

in Oregon.

Sincerely,  
Michelle Dunn, MS, CAPE  
Oregon Adapted PE Specialist

On Tue, Nov 4, 2025 at 5:13 AM TSPC Contact \* TSPC <[Contact.TSPC@tspc.oregon.gov](mailto:Contact.TSPC@tspc.oregon.gov)> wrote:

Hi Michelle. This question comes to TSPC every 3 or 4 years, and each time, the Commission agrees that Adapted PE must remain a Specialization. Making it an endorsement would require all districts to hire teachers with the endorsement to cover courses identified as requiring the endorsement. That would place a hardship on Oregon's small, rural districts in particular, but larger districts have also spoken against making the change as they struggle to fill positions due to the ongoing teacher shortage. And the availability of approved programs offering the endorsement is problematic.

Licensure isn't the only means teachers have to demonstrate added competence, skills or knowledge in a particular field. Districts may set a higher standard and require added preparation for specific work assignments.

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**From:** Michelle Dunn [michelle.l.dunn89@gmail.com](mailto:michelle.l.dunn89@gmail.com)-  
**Sent:** Sunday, November 2, 2025 11:13 PM  
**To:** TSPC Contact \* TSPC [Contact.TSPC@tspc.oregon.gov](mailto:Contact.TSPC@tspc.oregon.gov)-  
**Subject:** Adapted PE Question

Hi TSPC board,

I am writing to inquire how to make revisions to the current outdated Adaptive PE Specialization. How do we get this to be an Adapted PE Endorsement?

I look forward to hearing and reading the policies for procedures and processes to make revisions and updates for future educators in Oregon who want an Adapted PE Endorsement and not just a Specialization "Optional" or "added value", but going deeper into the discipline to provide IDEA and quality Adapted PE services in our state.

Thank you for your time and feedback on this matter.

Michelle Dunn

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: Commission Handbook

## 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 1<sup>st</sup> 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 University 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 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 1<sup>st</sup>, 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.

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ITEM: SENATE BILL 3 (2023)

ACTION: **INFORMATION ITEM**

INFORMATION: The purpose of this item is to ask that the Commission consider issuing a blanket statement to the effect that the Commission would not take enforcement action against holders of Preliminary or Professional CTE licenses who teach Personal Financial Education (PFE) and Higher Education & Career Path Skills (HECPS) courses during the 2026–27 and 2027–28 academic years.

SB 3 requires Oregon students graduating in 2027 or later to earn 0.5 credit in HECPS and 0.5 credit in PFE. OAR 581-021-0003 states that HECPS and PFE must be taught by licensed educators.

Eligible licenses are teaching licenses under OAR 584-210-0170 Atypical Assignments. To be eligible to teach the Atypical Assignments, educators must hold a Preliminary, Professional, Teacher Leader, Reciprocal or Legacy Teaching License. CTE licenses are not eligible to teach courses under the Atypical Assignments rule.

Commission rule under Assignment and Endorsement Authorization for all CTE licenses states that the CTE license “...qualifies the teacher to teach in: An instructional assignment from prekindergarten through grade 12 in an Oregon Department of Education approved Career and Technical Education program[s] and within the scope of the subject-matter endorsement. The scope of the endorsement shall be determined by the National Center for Educational Statistics (NCES) course codes included in the recommendation from the Oregon Department of Education.”

TSPC Staff created some confusion in email advice to the Oregon Department of Education stating that CTE licenses were eligible to teach under the Atypical Assignments rule.

Guidance to the field created additional confusion for districts, Career and Technical Education (CTE) coordinators, and CTE educators about the Commission’s Assignment and Authorization rule for CTE licenses. The guidance states that CTE licensed

educators may teach Senate Bill 3 (SB 3) Personal Financial Education (PFE) and Higher Education & Career Path Skills (HECPS) courses. With the Commission's agreement to set aside potential discipline of any misassignment of CTE licensed teachers, ODE can give further consideration to the allowable licensure and endorsement for these two courses and work with the Commission on any potential rule changes required to correctly identify the teachers best prepared to deliver instruction for these two courses.

**Attachments:**

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ITEM: Atypical Assignment Additions

ACTION: **ACTION ITEM**

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

**RESOLVED, that** OAR 584-210-0170 is amended and becomes effective July 1, 2024.

INFORMATION: The Interim Executive Director recommends the amendment of permanent rules in the Licensure Division, effective July 1, 2024.

Item 7.1 allows teachers with a valid, active, and unrestricted license to be assigned to teach Higher Education and Career Path Skills (HECPS). Also allows for such teachers to teach at approved Recovery Schools.

The proposed rules were reviewed at the Rules Advisory Committee meeting on April 22, 2024, and the Notice of Proposed Rulemaking was filed with the Secretary of State on April 24, 2024 (see attachment below.)

The public comment period on the proposed rules was open from May 1, 2024, through May 31, 2024. The agency also held a public hearing on May 15, 2024, at 2:00 p.m. and received no oral testimony from the public on these rules.

The Licensure Committee discussed the proposed rules on June 3, 2024, and the rule was approved for the full June Commission meeting.

If approved by the Commission at the June 2024 meeting, the permanent rules will become effective on July 1, 2024.

PERMANENT RULES FOR ADOPTION						
Rule Summary	Program Area	Type of Change	Rule Number	Rule Title	Summary of Change	Public Comment
7.1a	Licensure	Amend	584-210-0170	Atypical Assignments	Allows for teachers with a valid, active, and unrestricted license to be assigned to teach Higher Education and Career Path Skills (HECPS). Also allows for such teachers to teach at approved Recovery Schools.	No comment submitted

**Attachments**

7.1b 20240424\_Notice\_Proposed\_Rulemaking\_Atypical\_Assignment\_Additions

# Enrolled Senate Bill 3

Sponsored by Senators WAGNER, KNOPP, DEMBROW, SMITH DB, THATCHER; Senators ANDERSON, MANNING JR, PATTERSON, SOLLMAN, STEINER, TAYLOR, Representatives BOWMAN, BYNUM, CRAMER, OWENS, RUIZ, SOSA (at the request of GoWest Credit Union Association)

CHAPTER .....

AN ACT

Relating to diploma requirements; creating new provisions; and amending ORS 329.007, 329.025, 329.045 and 329.451.

**Be It Enacted by the People of the State of Oregon:**

**SECTION 1.** ORS 329.451, as amended by section 1, chapter 175, Oregon Laws 2021, and section 6, chapter 81, Oregon Laws 2022, is amended to read:

329.451. (1)(a) At or before grade 12, a school district or public charter school shall award a high school diploma to a student who completes the requirements established by subsection (2) of this section.

(b) A school district or public charter school shall award a modified diploma to a student who satisfies the requirements established by subsection (7) of this section, an extended diploma to a student who satisfies the requirements established by subsection (8) of this section or an alternative certificate to a student who satisfies the requirements established by subsection (9) of this section.

(c) A school district or public charter school may not deny a student who has the documented history described in subsection (7)(b) or (8)(b) of this section the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason that the student has the documented history.

(d) A school district or public charter school may award a modified diploma or extended diploma to a student only upon receiving consent as provided by subsection (6) of this section.

(2)(a) In order to receive a high school diploma from a school district or public charter school, a student must satisfy the requirements established by the State Board of Education and the school district or public charter school and, while in grades 9 through 12, must complete at least 24 total credits, which must include at least:

- (A) Three credits of mathematics;
- (B) Four credits of language arts; *[and]*
- (C) One half-credit of civics[.];
- (D) One half-credit of higher education and career path skills; and**
- (E) One half-credit of personal financial education.**

(b) If a school district or public charter school requires a student to complete more than 24 total credits, as provided by paragraph (a) of this subsection, the school district or public charter school may only require the student to complete additional credits for:

(A) Subjects for which the State Board of Education has established academic content standards under ORS 329.045;

(B) Courses provided as part of a career and technical education program; or

(C) Courses that provide, or qualify to provide, credit at post-secondary institutions of education.

(c)(A) A school district or public charter school that requires students to satisfy any requirements not specified by paragraph (a) of this subsection or by rule of the State Board of Education must grant to a student a waiver of the requirements established by the school district or public charter school if the student is or, at any time from grade 9 to 12, was:

(i) A foster child, as defined in ORS 30.297;

(ii) Homeless, as determined under rules adopted by the State Board of Education based on standards adopted by the Department of Human Services;

(iii) A runaway, as determined under rules adopted by the State Board of Education based on standards adopted by the Department of Human Services;

(iv) A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education;

(v) A child of a migrant worker, as determined under rules adopted by the State Board of Education; or

(vi) Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

(B)(i) For any student identified under subparagraph (A) of this paragraph, a school district or public charter school must accept any credits earned by the student in an educational program in this state and apply those credits toward requirements specified by paragraph (a) of this subsection or by rule of the State Board of Education if the credits satisfied those requirements in that educational program in this state.

(ii) As used in this subparagraph, “educational program in this state” means an educational program that is:

(I) Provided by a school district, a public charter school, the Youth Corrections Education Program or the Juvenile Detention Education Program; or

(II) Funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

**(d) The State Board of Education may adopt by rule requirements for courses, including teachers of courses, related to higher education and career path skills and personal financial education that allow the courses to satisfy multiple credit requirements for a high school diploma, including mathematics.**

(3) A student providing work samples to demonstrate proficiency in Essential Learning Skills as may be required under subsection (2) of this section must be allowed to use accommodations described in the student’s individualized education program or the student’s plan developed in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794. As used in this subsection, the term “accommodations”:

(a) Includes, but is not limited to:

(A) Additional time to demonstrate proficiency.

(B) The ability to demonstrate proficiency in an alternative location that is secure and proctored.

(C) The use of text-to-speech or speech-to-text technology or other assistive technology.

(b) Does not include modifications that lower the proficiency standards or that are used solely to earn modified credit.

(4) A student may satisfy the requirements of subsection (2) of this section in less than four years. If a student satisfies the requirements of subsection (2) of this section and a school district or public charter school has received consent as provided by subsection (6) of this section, the school district or public charter school shall award a high school diploma to the student.

(5) If a school district or public charter school has received consent as provided by subsection (6) of this section, the school district or public charter school may advance the student to the next grade level if the student has satisfied the requirements for the student's current grade level.

(6)(a) For the purpose of receiving consent as provided by subsections (1)(d), (4) and (5) of this section, consent shall be provided by:

(A) The parent or guardian of the student, if the student:

(i) Is under 18 years of age and is not emancipated pursuant to ORS 419B.550 to 419B.558; or

(ii) Has been determined not to have the ability to give informed consent regarding the student's education pursuant to a protective proceeding under ORS chapter 125; or

(B) The student, if the student is 18 years of age or older or is emancipated pursuant to ORS 419B.550 to 419B.558.

(b) For the purpose of awarding a modified diploma or extended diploma as provided by subsection (1)(d) of this section or of awarding a high school diploma as provided by subsection (4) of this section, consent must be received during the school year for which the diploma will be awarded.

(7) A school district or public charter school shall award a modified diploma only to students who have demonstrated the inability to meet the full set of academic content standards for a high school diploma with reasonable modifications and accommodations. To be eligible for a modified diploma, a student must:

(a) Satisfy the requirements for a modified diploma established by the State Board of Education; and

(b) Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers or have a documented history of a medical condition that creates a barrier to achievement.

(8) A school district or public charter school shall award an extended diploma only to students who have demonstrated the inability to meet the full set of academic content standards for a high school diploma with reasonable modifications and accommodations. To be eligible for an extended diploma, a student must:

(a) While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits earned in a self-contained special education classroom and shall include:

(A) Two credits of mathematics;

(B) Two credits of language arts;

(C) Two credits of science;

(D) Three credits of history, geography, economics or civics;

(E) One credit of health;

(F) One credit of physical education; and

(G) One credit of the arts or a world language; and

(b) Have a documented history of:

(A) An inability to maintain grade level achievement due to significant learning and instructional barriers;

(B) A medical condition that creates a barrier to achievement; or

(C) A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

(9) A school district or public charter school shall award an alternative certificate to a student who does not satisfy the requirements for a high school diploma, a modified diploma or an extended diploma if the student meets requirements established by the board of the school district or public charter school.

(10) A student shall have the opportunity to satisfy the requirements of subsection (7), (8) or (9) of this section by the later of:

(a) Four years after starting grade nine; or

(b) The student reaching the age of 21 years, if the student is entitled to a public education until the age of 21 years under state or federal law.

(11)(a) A student may satisfy the requirements described in subsection (7), (8) or (9) of this section in less than four years if consent is provided in the manner described in subsection (6)(a) of this section.

(b) The consent provided under this subsection must be written and must clearly state that the parent, guardian or student is waiving the time allowed under subsection (10) of this section. A consent may not be used to allow a student to satisfy the requirements of subsection (7), (8) or (9) of this section in less than three years.

(c) A copy of all consents provided under this subsection for students in a school district must be forwarded to the district superintendent.

(d) Each school district must provide to the Superintendent of Public Instruction information about the number of consents provided during a school year.

(12)(a) A student who qualifies to receive or receives a modified diploma, an extended diploma or an alternative certificate shall:

(A) Have the option of participating in a high school graduation ceremony with the class of the student; and

(B) Have access to instructional hours, hours of transition services and hours of other services that are designed to:

(i) Meet the unique needs of the student; and

(ii) When added together, provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school.

(b)(A) The number of instructional hours, hours of transition services and hours of other services that are appropriate for a student shall be determined by the student's individualized education program team. Based on the student's needs and performance level, the student's individualized education program team may decide that the student will not access the total number of hours of instruction and services to which the student has access under paragraph (a)(B) of this subsection.

(B) A school district may not unilaterally decrease the total number of hours of instruction and services to which the student has access under paragraph (a)(B) of this subsection, regardless of the age of the student.

(c) If a student's individualized education program team decides that the student will not access the total number of hours of instruction and services to which the student has access under paragraph (a)(B) of this subsection, the school district shall annually:

(A) Provide the following information in writing to the parent or guardian of the student:

(i) The school district's duty to comply with the requirements of paragraph (a)(B) of this subsection; and

(ii) The prohibition against a school district's unilaterally decreasing the total number of hours of instruction and services to which the student has access.

(B) Obtain a signed acknowledgment from the parent or guardian of the student that the parent or guardian received the information described in subparagraph (A) of this paragraph.

(C) Include in the individualized education program for the student a written statement that explains the reasons the student is not accessing the total number of hours of instruction and services to which the student has access under paragraph (a)(B) of this subsection.

(d) For purposes of paragraph (a)(B) of this subsection, transition services and other services designed to meet the unique needs of the student may be provided to the student through an interagency agreement entered into by the school district if the individualized education program developed for the student indicates that the services may be provided by another agency. A school district that enters into an interagency agreement as allowed under this paragraph retains the responsibility for ensuring that the student has access to the number of service hours required to be provided to the student under this subsection. An agency is not required to change any eligibility criteria or enrollment standards prior to entering into an interagency agreement as provided by this paragraph.

(13) A school district or public charter school shall:

(a) Ensure that students have on-site access to the appropriate resources to achieve a high school diploma, a modified diploma, an extended diploma or an alternative certificate at each high school in the school district or at the public charter school.

(b) Provide literacy instruction to all students until graduation.

(c) Annually provide, to the parents or guardians of a student who has the documented history described in subsection (8)(b) of this section, information about the availability of a modified diploma, an extended diploma and an alternative certificate and the requirements for the diplomas and certificate:

(A) Beginning in grade five; or

(B) Beginning after a documented history described in subsection (8)(b) of this section has been established.

(14) A school district or public charter school shall allow a student to participate in the high school graduation ceremony with the class of the student and to wear:

(a) Native American items of cultural significance as provided by ORS 332.112; or

(b) A dress uniform issued to the student by a branch of the Armed Forces of the United States if the student:

(A) Qualifies to receive a high school diploma, a modified diploma, an extended diploma or an alternative certificate under this section; and

(B) Has completed basic training for, and is an active member of, a branch of the Armed Forces of the United States.

**SECTION 2. (1) The amendments to ORS 329.451 by section 1 of this 2023 Act become operative on January 1, 2027.**

**(2) The amendments to ORS 329.451 by section 1 of this 2023 Act apply to high school diplomas awarded on or after January 1, 2027.**

**(3) Notwithstanding subsections (1) and (2) of this section, a school district, a public charter school or an education service district may request a waiver of the credit requirements under ORS 329.451 (2)(a)(D) and (E) for the students of the district or school if the district or school is able to demonstrate to the satisfaction of the Department of Education, based on rules adopted by the State Board of Education, that the district or school is unable to provide courses necessary for students to satisfy the credit requirements described in ORS 329.451 (2)(a)(D) and (E) due to a lack of educators qualified to provide the courses. A waiver provided under this subsection is valid for one school year only and, for a district or school that receives a waiver, the requirements of ORS 329.451 (2)(a)(D) and (E) apply to high school diplomas awarded on or after January 1, 2028.**

**(4) The State Board of Education, the Department of Education, school districts, public charter schools and education service districts may take any necessary actions before the operative date specified in subsection (1) of this section to:**

**(a) Ensure that students who will be awarded high school diplomas on or after January 1, 2027, are able to satisfy the credit requirements of ORS 329.451, as amended by section 1 of this 2023 Act; or**

**(b) If the school district, public charter school or education service district requires a waiver under subsection (3) of this section:**

**(A) Request a waiver for students who will be awarded high school diplomas on or after January 1, 2027, and before January 1, 2028; and**

**(B) Ensure that students who will be awarded high school diplomas on or after January 1, 2028, are able to satisfy the credit requirements of ORS 329.451, as amended by section 1 of this 2023 Act.**

**SECTION 3.** ORS 329.007 is amended to read:

329.007. As used in this chapter, unless the context requires otherwise:

(1) "Academic content standards" means expectations of student knowledge and skills adopted by the State Board of Education under ORS 329.045.

(2) "Administrator" includes all persons whose duties require an administrative license.

(3) “Board” or “state board” means the State Board of Education.

(4) “Community learning center” means a school-based or school-linked program providing informal meeting places and coordination for community activities, adult education, child care, information and referral and other services as described in ORS 329.157. “Community learning center” includes, but is not limited to, a community school program as defined in ORS 336.505, family resource centers as described in ORS 417.725, full service schools, lighted schools and 21st century community learning centers.

(5) “Department” means the Department of Education.

(6) **“Higher education and career path skills” means instruction that provides guidance on:**

**(a) Applying for jobs, including preparing a resume or filling out a job application and developing job interview skills;**

**(b) Applying for admission to a post-secondary institution of education, including applying for financial aid and scholarships;**

**(c) Applying for post-secondary learning and job training opportunities and programs that do not require a four-year degree, including apprenticeships and how to meet the prerequisites for those opportunities and programs;**

**(d) Developing career-related skills, including improving employability skills, taking advantage of community-based experiential learning and gaining knowledge of career opportunities; and**

**(e) Seeking assistance, including accessing community resources and acting as a self-advocate for mental, physical and financial well-being.**

[(6)] (7) “History, geography, economics and civics” includes, but is not limited to, Oregon Studies.

[(7)] (8) “Language arts” includes reading, writing and other communications in any language, including English.

[(8)] (9) “Oregon Studies” means history, geography, economics and civics specific to the State of Oregon. Oregon Studies instruction in Oregon government shall include municipal, county, tribal and state government, as well as the electoral and legislative processes.

[(9)] (10) “Parents” means parents or guardians of students who are covered by this chapter.

(11) **“Personal financial education” means instruction that provides guidance on:**

**(a) Credit scores, including how to build credit, the costs and benefits of borrowing money on credit and the long-term impacts of high or low credit scores;**

**(b) Investments, asset building and debt, including how to open a bank account, different types of bank accounts, compound interest, the total cost of loan repayment, comparing investment options and types of investments and understanding different types of retirement accounts;**

**(c) Strategies for creating a budget, tracking and modifying spending patterns and understanding insurance products, including exploring common costs associated with rentals and home ownership;**

**(d) Taxes, including accessing tax credits, understanding tax cycles, being familiar with state and federal tax forms and being familiar with federal, state, regional and local taxes; and**

**(e) Building financial well-being, including evaluating the impact of behavioral economics and the psychology of money, explaining trends in financial health and evaluating consumer skills, including fraud and identity theft prevention.**

[(10)] (12) “Public charter school” has the meaning given that term in ORS 338.005.

[(11)] (13) “School district” means a school district as defined in ORS 332.002, a state-operated school or any legally constituted combination of such entities.

[(12)] (14) “Teacher” means any licensed employee of a school district who has direct responsibility for instruction, coordination of educational programs or supervision of students and who is

compensated for such services from public funds. “Teacher” does not include a school nurse, as defined in ORS 342.455, or a person whose duties require an administrative license.

[(13)] (15) “The arts” includes, but is not limited to, literary arts, performing arts and visual arts.

[(14)] (16) “World languages” includes sign language, heritage languages and languages other than a student’s primary language.

[(15)] (17) “21st Century Schools Council” means a council established pursuant to ORS 329.704.

**SECTION 4.** ORS 329.007, as amended by section 6, chapter 253, Oregon Laws 2019, and section 3, chapter 178, Oregon Laws 2021, is amended to read:

329.007. As used in this chapter, unless the context requires otherwise:

(1) “Academic content standards” means expectations of student knowledge and skills adopted by the State Board of Education under ORS 329.045.

(2) “Administrator” includes all persons whose duties require an administrative license.

(3) “Board” or “state board” means the State Board of Education.

(4) “Community learning center” means a school-based or school-linked program providing informal meeting places and coordination for community activities, adult education, child care, information and referral and other services as described in ORS 329.157. “Community learning center” includes, but is not limited to, a community school program as defined in ORS 336.505, family resource centers as described in ORS 417.725, full service schools, lighted schools and 21st century community learning centers.

(5) “Department” means the Department of Education.

(6) **“Higher education and career path skills” means instruction that provides guidance on:**

**(a) Applying for jobs, including preparing a resume or filling out a job application and developing job interview skills;**

**(b) Applying for admission to a post-secondary institution of education, including applying for financial aid and scholarships;**

**(c) Applying for post-secondary learning and job training opportunities and programs that do not require a four-year degree, including apprenticeships and how to meet the prerequisites for those opportunities and programs;**

**(d) Developing career-related skills, including improving employability skills, taking advantage of community-based experiential learning and gaining knowledge of career opportunities; and**

**(e) Seeking assistance, including accessing community resources and acting as a self-advocate for mental, physical and financial well-being.**

[(6)] (7) “History, geography, economics and civics” includes, but is not limited to, Holocaust and genocide studies and Oregon Studies.

[(7)] (8) “Holocaust and genocide studies” means studies on the Holocaust, genocide and other acts of mass violence that comply with the requirements described in ORS 329.494.

[(8)] (9) “Language arts” includes reading, writing and other communications in any language, including English.

[(9)] (10) “Oregon Studies” means history, geography, economics and civics specific to the State of Oregon. Oregon Studies instruction in Oregon government shall include municipal, county, tribal and state government, as well as the electoral and legislative processes.

[(10)] (11) “Parents” means parents or guardians of students who are covered by this chapter.

(12) **“Personal financial education” means instruction that provides guidance on:**

**(a) Credit scores, including how to build credit, the costs and benefits of borrowing money on credit and the long-term impacts of high or low credit scores;**

**(b) Investments, asset building and debt, including how to open a bank account, different types of bank accounts, compound interest, the total cost of loan repayment, comparing investment options and types of investments and understanding different types of retirement accounts;**

(c) **Strategies for creating a budget, tracking and modifying spending patterns and understanding insurance products, including exploring common costs associated with rentals and home ownership;**

(d) **Taxes, including accessing tax credits, understanding tax cycles, being familiar with state and federal tax forms and being familiar with federal, state, regional and local taxes; and**

(e) **Building financial well-being, including evaluating the impact of behavioral economics and the psychology of money, explaining trends in financial health and evaluating consumer skills, including fraud and identity theft prevention.**

[(11)] (13) “Public charter school” has the meaning given that term in ORS 338.005.

[(12)] (14) “School district” means a school district as defined in ORS 332.002, a state-operated school or any legally constituted combination of such entities.

[(13)] (15) “Teacher” means any licensed employee of a school district who has direct responsibility for instruction, coordination of educational programs or supervision of students and who is compensated for such services from public funds. “Teacher” does not include a school nurse, as defined in ORS 342.455, or a person whose duties require an administrative license.

[(14)] (16) “The arts” includes, but is not limited to, literary arts, performing arts and visual arts.

[(15)] (17) “World languages” includes sign language, heritage languages and languages other than a student’s primary language.

[(16)] (18) “21st Century Schools Council” means a council established pursuant to ORS 329.704.

**SECTION 5.** ORS 329.025 is amended to read:

329.025. It is the intent of the Legislative Assembly to maintain a system of public elementary and secondary schools that allows students, parents, teachers, administrators, school district boards and the State Board of Education to be accountable for the development and improvement of the public school system. The public school system shall have the following characteristics:

(1) Provides equal and open access and educational opportunities for all students in the state regardless of their linguistic background, culture, race, gender, capability or geographic location;

(2) Assumes that all students can learn and establishes high, specific skill and knowledge expectations and recognizes individual differences at all instructional levels;

(3) Provides each student an education experience that supports academic growth beyond proficiency in established academic content standards and encourages students to attain aspirational goals that are individually challenging;

(4) Provides special education, compensatory education, linguistically and culturally appropriate education and other specialized programs to all students who need those services;

(5) Supports the physical and cognitive growth and development of students;

(6) Provides students with a solid foundation in the skills of reading, writing, problem solving and communication;

(7) Provides opportunities for students to learn, think, reason, retrieve information, use technology and work effectively alone and in groups;

(8) Provides for rigorous academic content standards and instruction in mathematics, science, language arts, history, geography, economics, civics, **higher education and career path skills, personal financial education**, physical education, health, the arts and world languages;

(9) Provides increased learning time;

(10) Provides students an educational background to the end that they will function successfully in a constitutional republic, a participatory democracy and a multicultural nation and world;

(11) Provides students with the knowledge and skills that will provide the opportunities to succeed in the world of work, as members of families and as citizens;

(12) Provides students with the knowledge and skills that lead to an active, healthy lifestyle;

(13) Provides students with the knowledge and skills to take responsibility for their decisions and choices;

(14) Provides opportunities for students to learn through a variety of teaching strategies;

- (15) Emphasizes involvement of parents and the community in the total education of students;
- (16) Transports children safely to and from school;
- (17) Ensures that the funds allocated to schools reflect the uncontrollable differences in costs facing each district;
- (18) Ensures that local schools have adequate control of how funds are spent to best meet the needs of students in their communities; and
- (19) Provides for a safe, educational environment.

**SECTION 6.** ORS 329.045 is amended to read:

329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the State Board of Education shall regularly and periodically review and revise its Common Curriculum Goals, performance indicators and diploma requirements.

(b) The review and revision conducted under this section shall:

(A) Include Essential Learning Skills and rigorous academic content standards in mathematics, science, language arts, history, geography, economics, civics, **higher education and career path skills, personal financial education**, physical education, health, the arts and world languages.

(B) Involve teachers and other educators, parents of students and other citizens and shall provide ample opportunity for public comment.

(C) Encourage increased learning time. As used in this subparagraph, “increased learning time” means a schedule that encompasses a longer school day, week or year for the purpose of increasing the total number of school hours available to provide:

(i) Students with instruction in core academic subjects, including mathematics, science, language arts, history, geography, economics, civics, **higher education and career path skills, personal financial education**, the arts and world languages;

(ii) Students with instruction in subjects other than the subjects identified in sub-subparagraph (i) of this subparagraph, including health and physical education;

(iii) Students with the opportunity to participate in enrichment activities that contribute to a well-rounded education, including learning opportunities that may be based on service, experience or work and that may be provided through partnerships with other organizations; and

(iv) Teachers with the opportunity to collaborate, plan and engage in professional development within and across grades and subjects.

(c) Nothing in this subsection prevents a school district or public charter school from maintaining control over course content, format, materials and teaching methods.

(2) The State Board of Education shall continually review and revise all adopted academic content standards necessary for students to successfully transition to the next phase of their education.

(3)(a) School districts and public charter schools must offer students instruction in mathematics, science, language arts, history, geography, economics, civics, **higher education and career path skills, personal financial education**, physical education, health, the arts and world languages.

(b) Instruction required under paragraph (a) of this subsection must:

(A) Meet the academic content standards adopted by the State Board of Education; and

(B) Meet the requirements adopted by the State Board of Education and the board of the school district or public charter school.

*[(4) School districts and public charter schools are encouraged to offer students courses or other educational opportunities in civics and financial literacy to allow every student who wants to receive instruction in civics and financial literacy to be able to receive the instruction.]*

**SECTION 7.** ORS 329.045, as amended by section 1, chapter 202, Oregon Laws 2019, and section 6, chapter 178, Oregon Laws 2021, is amended to read:

329.045. (1)(a) In order to achieve the goals contained in ORS 329.025, the State Board of Education shall regularly and periodically review and revise its Common Curriculum Goals, performance indicators and diploma requirements.

(b) The review and revision conducted under this section shall:

(A) Include Essential Learning Skills and rigorous academic content standards in mathematics, science, language arts, history, geography, economics, civics, **higher education and career path skills, personal financial education**, physical education, health, the arts and world languages.

(B) Ensure that the academic content standards for history, geography, economics and civics include sufficient instruction on the histories, contributions and perspectives of individuals who:

- (i) Are Native American;
- (ii) Are of African, Asian, Pacific Island, Chicano, Latino or Middle Eastern descent;
- (iii) Are women;
- (iv) Have disabilities;
- (v) Are immigrants or refugees; or
- (vi) Are lesbian, gay, bisexual or transgender.

(C) Involve teachers and other educators, parents of students and other citizens and shall provide ample opportunity for public comment.

(D) Encourage increased learning time. As used in this subparagraph, “increased learning time” means a schedule that encompasses a longer school day, week or year for the purpose of increasing the total number of school hours available to provide:

(i) Students with instruction in core academic subjects, including mathematics, science, language arts, history, geography, economics, civics, **higher education and career path skills, personal financial education**, the arts and world languages;

(ii) Students with instruction in subjects other than the subjects identified in sub-subparagraph (i) of this subparagraph, including health and physical education;

(iii) Students with the opportunity to participate in enrichment activities that contribute to a well-rounded education, including learning opportunities that may be based on service, experience or work and that may be provided through partnerships with other organizations; and

(iv) Teachers with the opportunity to collaborate, plan and engage in professional development within and across grades and subjects.

(c) Nothing in this subsection prevents a school district or public charter school from maintaining control over course content, format, materials and teaching methods.

(2) The State Board of Education shall continually review and revise all adopted academic content standards necessary for students to successfully transition to the next phase of their education.

(3)(a) School districts and public charter schools must offer students instruction in mathematics, science, language arts, history, geography, economics, civics, **higher education and career path skills, personal financial education**, physical education, health, the arts and world languages.

(b) Instruction required under paragraph (a) of this subsection must:

(A) Meet the academic content standards adopted by the State Board of Education; and

(B) Meet the requirements adopted by the State Board of Education and the board of the school district or public charter school.

*[(4) School districts and public charter schools are encouraged to offer students courses or other educational opportunities in civics and financial literacy to allow every student who wants to receive instruction in civics and financial literacy to be able to receive the instruction.]*

**SECTION 8. Notwithstanding any other provision of law, the General Fund appropriation made to the Department of Education by section 1 (1), chapter \_\_\_\_\_, Oregon Laws 2023 (Enrolled House Bill 5014), for the biennium beginning July 1, 2023, for operations, is increased by \$426,367, for developing academic content standards in higher education and career path skills and in personal financial education.**

**Passed by Senate June 20, 2023**

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Lori L. Brocker, Secretary of Senate

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Rob Wagner, President of Senate

**Passed by House June 21, 2023**

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Dan Rayfield, Speaker of House

**Received by Governor:**

.....M,....., 2023

**Approved:**

.....M,....., 2023

.....  
Tina Kotek, Governor

**Filed in Office of Secretary of State:**

.....M,....., 2023

.....  
Secretary of State

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

February 6, 2026  
**Presentation**

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ITEM: Oregon Preservice Educator Network

ACTION: **INFORMATION ITEM**

INFORMATION: The purpose for this item is for Oregon Preservice Education Network to provide updates on its activities that are pertinent to the charge of the Commission.

**Attachments:**

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

February 6, 2026  
**Presentation**

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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:**

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

February 6, 2026  
**Presentation**

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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:**

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

February 6, 2026  
**Presentation**

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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:**

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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~~

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.

Note: “MMs” and “MMA” refer to Multiple Measures options.

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 Pedagogy 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

<b>Agenda Item</b>	<b>Description</b>	<b>OAR</b>
1.a12	Waiver of ESOL exam- via MMs	584-220-0015(1a) MMs CK option
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

<b>Agenda Item</b>	<b>Description</b>	<b>OAR</b>
1.a28	Waiver of requirement to complete an advanced program to be awarded the Professional Administrator License	584-235-0030 Professional Administrator License
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.
1.a34	Waiver of ESOL test based on experience	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a35	Waiver of exams to add Foundational English Language Arts and Foundational Social Studies based on HQ designation.	584-200-0100 Waiver of Licensure Requirements by the Commission
1.a36	Waiver of Elementary exams	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a37	Waiver of Agricultural Science exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a38	Waiver of Elementary exams	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a39	Waiver of WL Spanish exam (MMA)	584-220-0015(1a) MMs CK option
1.a40	Waiver of Elementary exams (MMA)	584-220-0015(1a) MMs CK option
1.a41	Executive Director review of experience and TSPC advice to be awarded the Principal license	584-235-0020 Principal License
1.a42	Executive Director review of FL alternative route program to add a Reading Intervention endorsement to the Professional Teaching License	584-220-0165 Reading Intervention
1.a43	Waiver of General Science exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a44	Waiver of requirement to hold an active and valid license from another state to	584-210-0060 Reciprocal Teaching License

Data Classification Level: I – Published

DO: Keller

Published:

Amended:

<b>Agenda Item</b>	<b>Description</b>	<b>OAR</b>
	be awarded the Reciprocal Teaching License	
1.a45	Waiver of Advanced Program to be awarded the Professional Administrator License	584-235-0030 Professional Administrator License
1.a46	Waiver of requirement to complete a program to add Music endorsement to the Preliminary/Professional Teaching License	584-220-0150 Music [Endorsements]
1.a47	Waiver of requirement to complete an Advanced Program and experience to be awarded the Professional Teaching License. The applicant earned a doctorate in an area related to her endorsement in 2018 and completed her teacher preparation program in 2022.	584-210-0040 Professional Teaching License
1.a48	Waiver of ELA and ESOL exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a49	Waiver of Elementary exams	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a50	Waiver of PE exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a51	Waiver of Elementary exams	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a52	Waiver of Elementary exams	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a53	Waiver of Elementary exams	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a54	Waiver of prohibition to hold a License for Conditional Assignment in an endorsement included on a prior Restricted Teaching License	584-210-0170 Atypical Assignments
1.a55	Waiver of Social Studies Exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a56	Waiver of Advance Math Exam (MMA)	584-220-0015(1a) MMs CK option
1.a57	Waiver of Biology and P.E. exams	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates
1.a58	Executive Director review of advanced program to be awarded the Professional School Counselor License	OAR 584-245-0120 Professional School Counselor
1.a59	Waiver of Advanced Program to be awarded the Professional School Counselor License	OAR 584-245-0120 Professional School Counselor

## 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.*

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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	<ul style="list-style-type: none"> <li>• Endorsements requiring a program where other states allow adding by testing</li> <li>• 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)</li> <li>• Atypical Assignments rule (related to previous bullet)</li> </ul>	<p>Some of these topics have been lingering for many years or are leftover from the Teaching License Redesign in 2016</p> <p>February 2024 – no update            April 2024 – no update            June 2024 – no update            October 2024 – no update            February 2025 – no update</p> <p>February 2025 Licensure Committee Meeting: Discussed Adding to Preliminary with Test/Practicum. Will take the question of methods course availability to OACTE.</p> <p>April 2025 – Committee to review availability of methods courses</p> <p>June 2025 – continued review of pedagogy requirement and <del>LCA rule revisions</del> [move to a future meeting]. Introduce Endorsements requiring a program where other states allow testing alone</p> <p>October 2025 – no update</p>
Reinstatement PDUs	<p>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-</p>	<p>April 2025 – going to the April Licensure Committee meeting</p> <p>June 2025– carried over from the April meeting, going to next LC</p> <p>October 2025 – no update</p>
Teacher Leader License – Process	<p>Staff requests a review by the Commission of the process for reviewing and awarding the Teacher Leader License</p>	<p>NEW October 2025</p>

Topic	Description	Status
Rules to align with business processes that may change as a result of the new Educator Data System vendor	<ul style="list-style-type: none"> <li>Valid date of licenses – How to determine</li> <li>Grace Period Clarification – who gets it</li> <li>Fee Structure: Complete revision with DEI lens</li> <li>Late Fees – when is it appropriate to charge them?</li> <li>Renaming or retitling the LCA</li> <li>Expire date of provisional licenses – should they all be August?</li> </ul>	<p>June 2023 update - Before implementation of a new Licensing system, so late 2024 or early 2025</p> <p>February 2025 – no update</p> <p>April 2025 – no update</p> <p>June 2025 – no update</p> <p>October 2025 – no update</p>
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	<ul style="list-style-type: none"> <li>Clarify the Restricted Administrator and Principal licenses are valid for district-wide administrator assignment</li> <li>Rule interpretation by districts is an issue for some holders of a Principal license</li> </ul> <p>For the Licensure Committee agenda when we get to it: <b>Holders of a Restricted Administrator or Principal License working in a district-office administrative position:</b> 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.</p>	<p>September 2023 – Under consideration by Dr. Rosilez</p> <p>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.</p> <p>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.</p> <p>June 2024 – Item will be moved to the next Licensure Committee meeting</p> <p>October 2024 – Still requires discussion by the Committee but is not an urgent topic.</p> <p>February 2025 – no update</p> <p>April 2025 – no update</p> <p>October 2025 – no update</p>

Topic	Description	Status
<p>Early Literacy Educator Preparation Council Licensure Requirements recommendations</p>	<p>In May of 2023, Governor Kotek issued Executive Order 23-12 to create the Early Literacy Educator Preparation Council. According to the <a href="#">Governor’s website</a> “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.”</p>	<p>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.</p> <p>June 2024 – Staff expects recommendations from the Council in the coming weeks</p> <p>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.</p> <p>February 2025 – Staff is working with ODE and other partners to determine when changes to licensure requirements will be recommended.</p> <p>April 2025 – Refer to the Early Literacy Update on the full Commission agenda</p> <p>June 2025 – update provided as a standalone item</p> <p>October 2025 – staff is considering some rule concepts</p>

Topic	Description	Status
Waivers	<p>The Rules Advisory Committee requests discussion about the waiver process, more transparency in the criteria considered. What is “specific and substantial” evidence?</p>	<p>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</p>
Specializations	<ul style="list-style-type: none"> <li>• Are Specializations a “value added” to a license?</li> <li>• Is there another way for candidates to demonstrate to employers expertise in these areas?</li> <li>• SEL/TIP</li> <li>• TAG</li> <li>• 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?</li> </ul>	<p>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</p>

Topic	Description	Status
School Nurse Redesign	Dependent on ODE and the Board of Nursing progress on a “program” for the Professional School Nurse certificate	<p>Brought to TSPC staff pre-Covid Fall 2022 at the earliest</p> <p>June 2023 – no update</p> <p>October 2023 – no update</p> <p>February 2024 – no update</p> <p>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</p> <p>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</p> <p>October 2024 – no update</p>

Topic	Description	Status
Substitutes	<ul style="list-style-type: none"> <li>• Who can Sub? (staff to document current rule for Committee review)</li> <li>• OSTA’s concern on district selection of subs through third party sub providers</li> <li>• Restricted Subs and 10-day single consecutive assignment limit</li> <li>• Restricted Subs and definition of “sponsor”</li> </ul>	<p>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</p> <p>June 2023 – new District Substitute License to be adopted to ease the shortage. OARs and SB283 need review for other possible changes</p> <p>October 2023 - OARs and SB283 need review for other possible changes</p> <p>February 2024 – staff determined that no Commission rule changes resulted from SB 283 [2023]. The District Substitute License is in effect.</p> <p>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.</p> <p>June 2024 – On hold for any outcomes from the Task Force that could affect Commission rule</p> <p>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</p> <p>February 2025 – Staff is watching bills in the 2025 legislative session for any potential impacts to licensure policy</p> <p>April 2025 – no update</p> <p>June 2025 – no update</p> <p>October 2025 – no update</p>

Topic	Description	Status
Military Spouse	<p>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.</p>	<p>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</p>

Topic	Description	Status
Professional Development for License Renewals	<ul style="list-style-type: none"> <li>• Native American License renewal</li> <li>• License Renewal/PDU requirements in general – pre-Covid, an Interested Parties group was appointed</li> <li>• Reinstating expired licenses (penalty PDUs apply to teaching licenses only)</li> </ul>	<p>March 2022 - Temporary Rule has been filed, suspending the requirement for licensees to submit evidence to TSPC to renew</p> <p>April 2023 – waiting on legislative outcomes to determine next steps</p> <p>June 2023 – no update</p> <p>October 2023 – proposal coming to Commission – Item may need revisiting annually by the Committee</p> <p>February 2024 – permanent rule to suspend this requirement to be considered and adopted</p> <p>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</p> <p>June 2024 – PDU work group will convene on July 9.</p> <p>October 2024 – The PDU work group met and an update will be presented at this meeting by the Director of Licensure.</p> <p>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.</p> <p><b>Next Committee review: January 2026</b></p>
Professional School Counselor	<ul style="list-style-type: none"> <li>• Needs to be more clear that the Advanced Program must be completed after the initial license was issued</li> </ul>	<p>11.2025 – added at the request of staff</p>

## 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

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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 any major changes will require analysis to determine the cost of implementing significant changes.

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, charging of fingerprint fees, and redirection of two application types to the correct processing logic. These items create an inconvenience for applicants, districts and TSPC staff, but they are not "showstoppers".

### **Educator Data System Update**

**October 2025 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.

**February 2026 Update:** The RFP was successfully released in November with a submission deadline of January 16, 2026. As of this writing [1/12/2026], the responses are not yet available. Procurement staff advises that most vendors will submit on the date the responses are due.

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. Districts were without the weekly data file from late August until the middle of October.

One newsletter was sent between the October 2025 and February 2026 Commission meetings to announce the departure of Director of Professional Practices Edgar and the interim appointment of Eric Jaroch to lead the unit.

On January 15, 2026, a second newsletter was sent to some 7000 recipients to announce TSPC's participation in the 2026 Oregon Professional Educator's Fair (OPEF) on March 19.

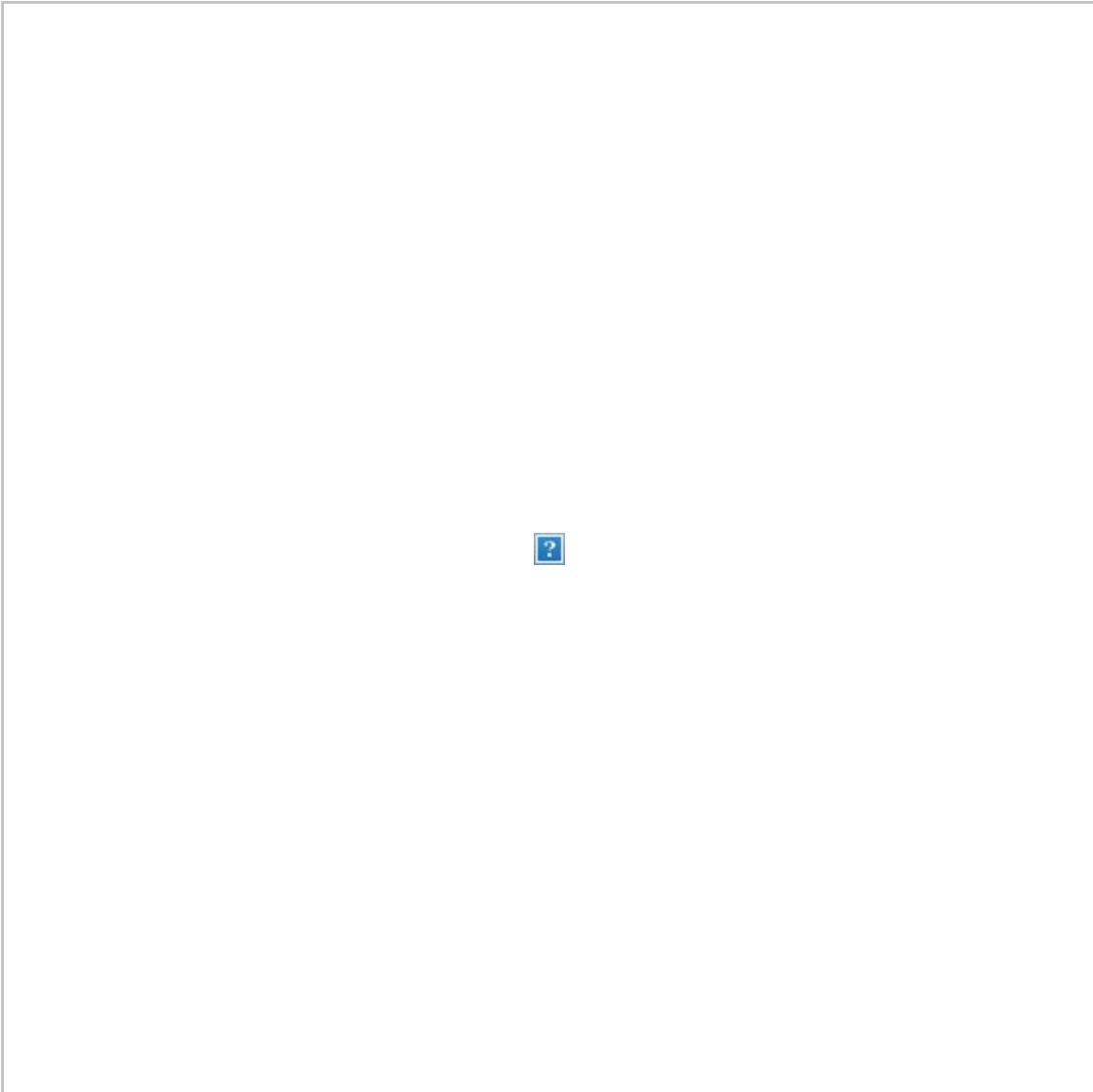
### **Attachments:**

3a Licensure – January 2026 Newsletter – TSPC Staffing Announcement.pdf

3.b Licensure – January 2026 – OPEF announcement.pdf

**From:** [TSPC](#)  
**To:** [KELLER Elizabeth \\* TSPC](#)  
**Subject:** Career Fair 2026  
**Date:** Friday, January 16, 2026 10:02:29 AM

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January 15, 2026

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## Oregon Professional Educator Career Fair

Please see information about the [Oregon Professional Educator Fair](#), coming to Salem, Oregon on Thursday, March 19, 2026.

Representatives from TSPC will be on hand to answer your licensure questions.

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## Contact Us

Email help:

eLicensing Login or technical problems: [online.tspc@tspc.oregon.gov](mailto:online.tspc@tspc.oregon.gov)

Licensure questions: [contact.tspc@tspc.oregon.gov](mailto:contact.tspc@tspc.oregon.gov)

Background check status: [finger\\_printing@tspc.oregon.gov](mailto:finger_printing@tspc.oregon.gov)

*This newsletter is intended to provide general information only.*

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

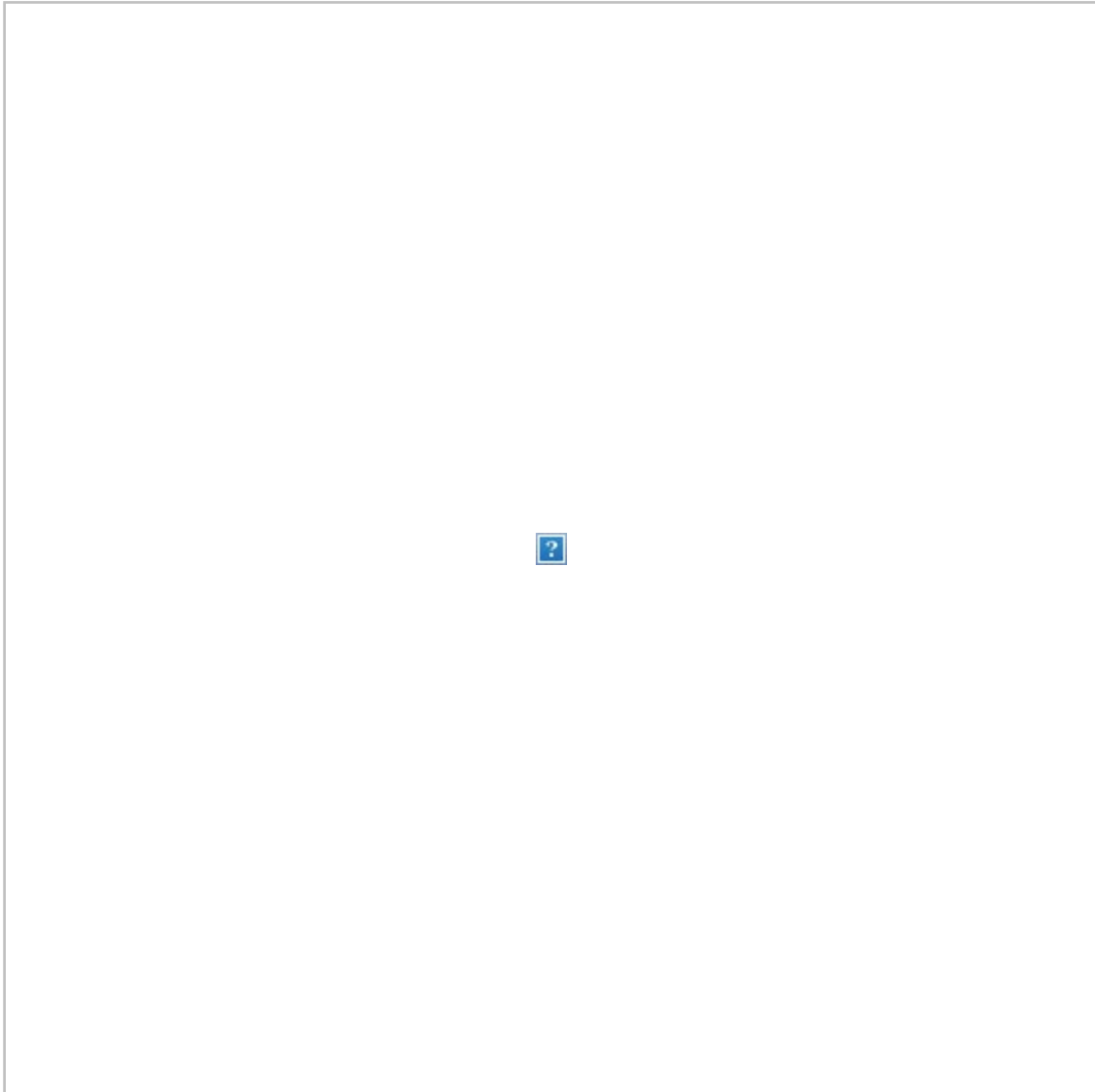
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**From:** [Elizabeth Keller](#)  
**To:** [KELLER Elizabeth \\* TSPC](#)  
**Subject:** TSPC Staffing Announcement  
**Date:** Tuesday, January 13, 2026 5:06:47 PM

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January 13, 2026

## Director of Professional Practices - Personnel Change

TSPC is sorry to announce the departure of Cristina Edgar, Director of Professional Practices. Cristina has served Oregon's educators at TSPC for 20 years, beginning as a public service representative, then many years as an investigator and most recently as the Director of Professional Practices. Her last day at TSPC was Friday, December 19, 2025. We wish her well in future endeavors.

Until a permanent replacement is found, districts should reach out to Interim Director of Professional

Practices Eric Jaroch at [eric.jaroch@tspc.oregon.gov](mailto:eric.jaroch@tspc.oregon.gov) or your assigned investigator. You can find your assigned investigator at [this link](#). Additional staff is always available for questions at [complaints.tspc@tspc.oregon.gov](mailto:complaints.tspc@tspc.oregon.gov).

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### **TSPC Commission Meeting**

The next full Commission meeting is February 6, 2026.

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### **Contact Us**

**Email help:**

eLicensing Login or technical problems: [online.tspc@tspc.oregon.gov](mailto:online.tspc@tspc.oregon.gov)

Licensure questions: [contact.tspc@tspc.oregon.gov](mailto:contact.tspc@tspc.oregon.gov)

Background check status: [finger.printing@tspc.oregon.gov](mailto:finger.printing@tspc.oregon.gov)

**Districts:** Please contact your TSPC representative if you have questions about licenses for educators in your district.

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

*This newsletter is intended to provide general information only.*

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

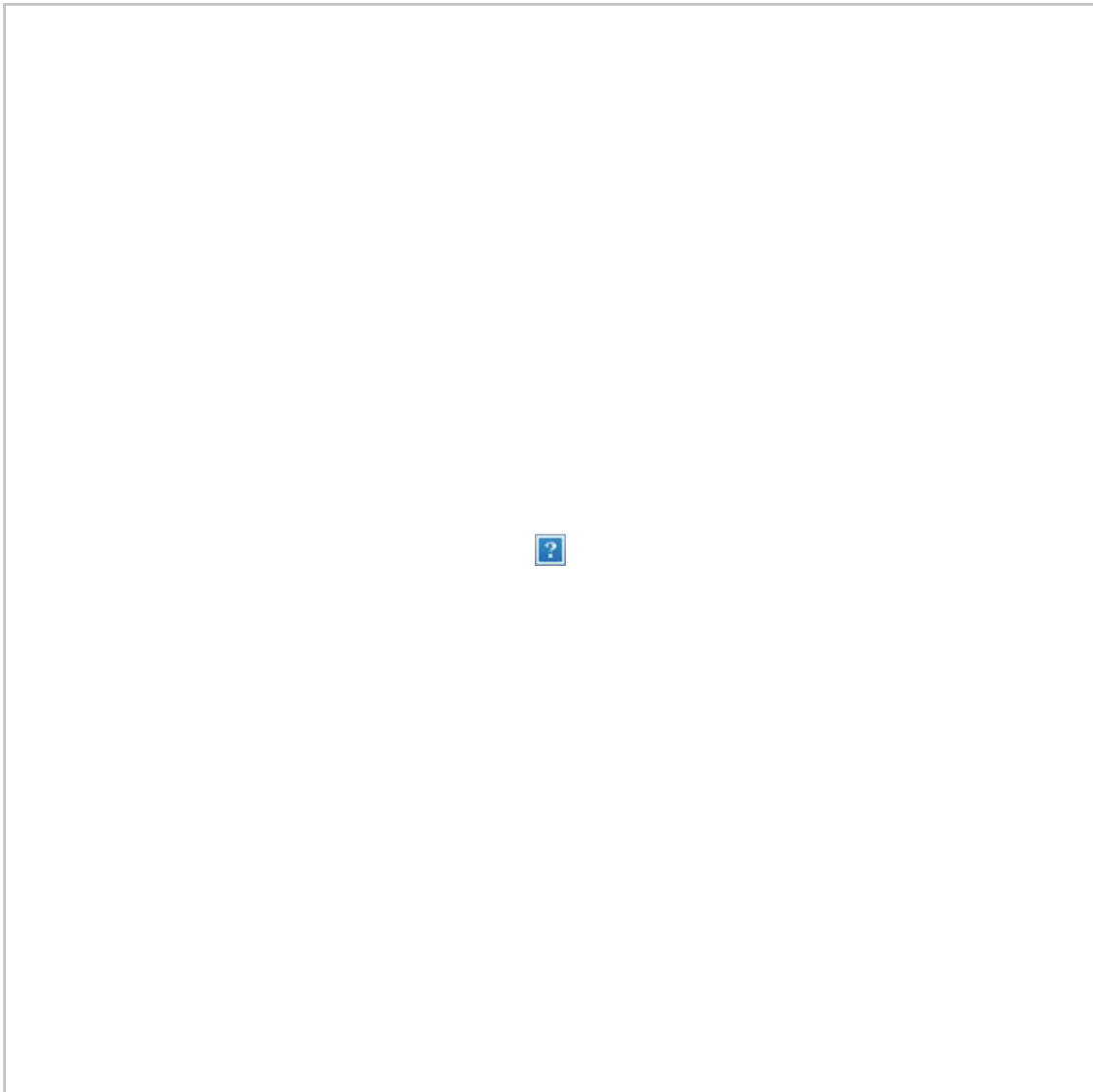
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**From:** [TSPC](#)  
**To:** [KELLER Elizabeth \\* TSPC](#)  
**Subject:** Career Fair 2026  
**Date:** Friday, January 16, 2026 10:02:29 AM

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January 15, 2026

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## Oregon Professional Educator Career Fair

Please see information about the [Oregon Professional Educator Fair](#), coming to Salem, Oregon on Thursday, March 19, 2026.

Representatives from TSPC will be on hand to answer your licensure questions.

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## Contact Us

Email help:

eLicensing Login or technical problems: [online.tspc@tspc.oregon.gov](mailto:online.tspc@tspc.oregon.gov)

Licensure questions: [contact.tspc@tspc.oregon.gov](mailto:contact.tspc@tspc.oregon.gov)

Background check status: [finger\\_printing@tspc.oregon.gov](mailto:finger_printing@tspc.oregon.gov)

*This newsletter is intended to provide general information only.*

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

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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 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, the 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 use by the Oregon Department of Education and school districts using the Visions (aka Infinite Visions, iVisions or 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. 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

**October 2025 Update:** 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 Oregon State Police (OSP) and Tyler Tech are not technical in nature, they are quite detailed, requiring access to multiple software programs 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.

While learning the process, staff discovered issues with Tyler Technology's display of the background clearance date and sending the clearance email to applicants when appropriate. Tyler Technologies found the issue and offered a possible solution, but TSPC staff had concerns about unintended consequences. The background check process automation is difficult to test as it requires developer manipulation of files in the Test environment.

**February 2026 Update:** Staff created new work processes to manually handle much of the background clearance work. While the departure of the key IT staff member caused some disruption in processing, staff has learned a great deal about the background check process and how it might be improved with a new vendor. Given what has been discovered and learned, this work should see vast improvements with implementation of the new system.

Staff will continue to analyze the process and try to return to the automated background clearance routine. Timely completion of the background clearance is essential in getting applicants into the classroom as soon as possible.

## Public Service Representatives

**October 2025 Update:** 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 and the other moved to a different agency around the same time. One brand new PSR was hired in April and two more in August. High volume of applications and slower processing times resulted 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 limited backup.

**February 2026 Update:** During late December, the email volume dropped significantly and at times, the two PSRs were completely caught up. But early January saw a significant increase in emails as educators started thinking about their career plans for the 26-27 school year. Many of the questions received are around adding endorsements, applicants from other states and requirements for administrator licensing.

## Evaluators

**October 2025 Update:** The Evaluators 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 (KPM) 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.

**February 2026 Update:** As of mid-November, the team was able to begin meeting the 30-day KPM and has maintained it through early January. The timing is excellent as one evaluator is nearly full time on the Data Migration File project and a second evaluator is assigned as the primary representative on the RFP Review Team. A third evaluator is out on leave for five weeks, so the team will keep a close eye on the processing times and adjust accordingly.

### Attachment:

Licensure Statistics 25-27 Bienium.pdf



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:

- 17.1 Site Visit Schedule;
- 17.2 Agency Waivers Granted (Executive Director Authority);
- New program proposals:**
- 17.3 Southern Oregon University: New program proposal to provide a School Counseling program;
- 17.4 Oregon State University: New program proposal to provide a Reading Intervention program;
- 17.5 Eastern Oregon University: New program proposal to provide a Principal 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:**

- 17.1: Site Visit Schedule
- 17.2: Agency Waivers Granted (Executive Director Authority)
- 17.3: Southern Oregon University: New program proposal to provide a School Counseling program
- 17.4: Oregon State University: New program proposal to provide a Reading Intervention program
- 17.5: Eastern Oregon University: New program proposal to provide a Principal program

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 17.1.1.

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 17.1.1. Tracked changes are used for items with proposed revisions to the Site Visit Schedule adopted June 2025.

**Attachment:**

17.1.1: Site Visit Schedule

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) <i>NATIONAL ACCREDITOR i, ii</i>	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 REJOINER) (Unit Approval)	State Approval Status and Comments
<b>9/1/2025 – 8/31/2026</b>									
University of Portland  <i>CAEP accredited Transitioning to AAQEP</i>	5/30/2024 (Received)	Winter 2025	<i>Previous:</i> <a href="#">4/2019</a> <a href="#">2/2022</a>  (Art and Drama)  6 months prior to site visit		<i>Previous:</i> <a href="#">9/10-12/2005</a> <a href="#">9/9-11/2012</a> <a href="#">10/4-6/2020</a>  <b>September 9-11, 2025</b>	October 2025	<b>November 2025</b>	February 2026	<a href="#">6/2021</a> : State Approval of Unit   <b>Approved-through 6/30/2027.</b> <a href="#">2/2022</a> : State Recognition of Programs addendum (Art and Drama). <a href="#">3-4/2022</a> : Added Program Reports due Fall 2024 <a href="#">6/2022</a> : Changed: PR, Fall 2024 to Spring 2024   Pr. Rec.: 6 mo. prior to SV   SV, Fall 2026 to Fall 2025. <a href="#">10/2023</a> : Changed: PR, Spring 2024 to 5/30/2024 (confirmed) <a href="#">10/2024</a> : Site visit dates est: September 9-11, 2025   set SVR date 30 days after SV   added C Mtg (2/2026) <a href="#">4/2025</a> : Received State Recognition of Programs (program approval).
Lewis & Clark College  <i>CAEP accredited</i>	4/30/2024 (Received)	Fall 2024	<a href="#">2/2025</a>	July 13, 2025	<i>Previous:</i> <a href="#">4/2-6/2005</a> <a href="#">4/1-3/2012</a> <a href="#">12/8-10/2019</a>  <b>April 13- 15, 2026</b>	May 2026	October 2026	February 2027	<a href="#">6/2020</a> : State approval of Unit   <b>Approved with conditions until 12/31/2026.</b> <a href="#">10/2023</a> : Changed: PR, Spring 2024 to 4/30/2024 (confirmed) <a href="#">2/2025</a> : Received State Recognition of Programs (program approval). <a href="#">4/2025</a> : Site visit dates est: April 13-15, 2026   set SVR date 30 days after SV   added C Mtg (2/2027)

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 REJOINER) (Unit Approval)	State Approval Status and Comments
<b>9/1/2026 – 8/31/2027</b>									
Eastern Oregon University <i>AAQEP accredited</i>	5/31/2025 <i>(received)</i>		<i>Previous:</i> <a href="#">June 2020</a>			<i>Previous:</i> <a href="#">4/3-5/2006</a> <a href="#">10/11-14/2014</a> <a href="#">5/24-25/2021</a>  Spring 2027			<a href="#">11/2021</a> : State Approval of Unit   <b>Approved through June 30, 2028 (AAQEP &amp; TSPC).</b>
<b>9/1/2027 – 8/31/2028</b>									
Linfield University <i>CAEP accredited</i> <i>Applying to AAQEP for accreditation</i>	<del>Fall</del> <del>2025</del> <a href="#">11/7/202</a> <del>5</del> <i>(received)</i>		<i>Previous:</i> <a href="#">4/2019</a>			<i>Previous:</i> <a href="#">4/10-12/2006</a> <a href="#">3/3-6/2013</a> <a href="#">10/25-27/2020</a> Fall 2027			<a href="#">6/2021</a> : State Approval of Unit   <b>Approved-through 12/31/2028 (AAQEP &amp; TSPC).</b> <a href="#">3-4/2022</a> : Added Program Reports due Fall 2025
Corban University <i>AAQEP accredited</i>	<del>Fall</del> <del>2025</del> <a href="#">12/18/25</a> <i>(received)</i>		<i>Previous:</i> <a href="#">June 2020</a>			<i>Previous:</i> <a href="#">11/13-15/2006</a> <a href="#">10/27-29/2013</a> <a href="#">12/6-7/2021</a> Fall 2027			<a href="#">3-4/2022</a> : State Approval of Unit   <b>Approved-through 12/31/2028.</b>
George Fox University <i>AAQEP accredited</i>	Spring 2026		<i>Previous:</i> <a href="#">11/2019</a>			<i>Previous:</i> <a href="#">10/13-17/2007</a> <a href="#">10/13-15/2013</a> <a href="#">4/13-14/2021</a> Spring 2028			<a href="#">11/2021</a> : State Approval of Unit   <b>Approved through June 30, 2028 (AAQEP)</b> <a href="#">2/2022</a> : <b>Approved through 12/31/2028 (TSPC)</b>
University of Oregon <i>AAQEP accredited</i>	Spring 2026		<i>Previous:</i> <a href="#">Nov. 2018</a>			<i>Previous:</i> <a href="#">5/17-18/2009</a> <a href="#">5/17-18/2021</a> Spring 2028			<a href="#">11/2021</a> : State Approval of Unit   <b>Approved through 6/30/28 (AAQEP)</b> <a href="#">2/2022</a> : <b>Approved through 12/31/2028 (TSPC)</b>
<b>9/1/2028 – 8/31/2029</b>									
Warner Pacific University <i>AAQEP accredited</i>	Fall 2026	TBD	<i>Previous:</i> <a href="#">11/2018</a> <a href="#">2/2020</a> : (PE/Music)  TBD			<i>Previous:</i> <a href="#">2/22-24/2010</a> <a href="#">8/25-27/2013</a> : (full follow-up site visit) <a href="#">9/27-28/2021</a> Fall 2028			<a href="#">2/2022</a> : State Approval of Unit   <b>Approved through 12/31/2028</b> <a href="#">3-4/2022</a> : Changed: PR due: Fall 2026   SV: Change f/Spring 2028 to Fall 2028

Data Classification Level: I – Published  
DO: Krotts | Page 2

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

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

**TSPC's definition of seasons:**  
Winter = January, February, March  
Spring = April, May, June  
Summer = July, August, September  
Fall = October, November, December

University/ College (Unit) <i>NATIONAL ACCREDITOR iii, iv</i>	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 REJOINER) (Unit Approval)	State Approval Status and Comments
Pacific University  <i>AAQEP accredited</i>	Spring 2027		<a href="#">Previous: February 2020</a>		<a href="#">Previous: 3/1-5/2008 3/9-11/2014 4/7-8/2022</a>  Spring 2029				<a href="#">10/2022</a> : State Approval of Unit   <b>Approved through 6/30/2029</b>
<b>9/1/2029 – 8/31/2030</b>									
Western Oregon University  <i>CAEP accredited</i>	Fall 2027		<a href="#">Previous: 4/2021</a>		<a href="#">Previous: 10/13-17/2007 11/15-17/2015 11/6-8/2022</a>  Fall 2029				<a href="#">6/2023</a> : State Approval of Unit   <b>Approved through 6/30/2030</b>
Oregon State University  <i>CAEP accredited</i>	Fall 2027		<a href="#">Previous: 2/2021</a>		<a href="#">Previous: 4/4-8/2009 3/4/2010 (focused) 4/19-21/2015 10/16-18/2022</a>  Fall 2029				<a href="#">6/2023</a> : State Approval of Unit   <b>Approved through 6/30/2030</b>
Portland State University  <i>AAQEP accredited</i>	Spring 2028		<a href="#">Previous: 11/2021</a>		<a href="#">Previous: 11/1-4/2009 10/11-13/2015 1/23-24/2023</a>  Spring 2030				<a href="#">6/2023</a> : State Approval of Unit   <b>Approved through 12/31/2030</b> <a href="#">4/2024</a> : Corrected: PR due: Spring 2028   SV: Corrected from Fall 2029 to Spring 2030
Southern Oregon University  <i>AAQEP accredited</i>	Spring 2028		<a href="#">Previous: 2/2022</a>		<a href="#">Previous: 4/20-22/2009 4/24-26/2016 &amp; 4/9-11/2017: (focused) 4/25-26/2023</a>  Spring 2030				<a href="#">10/2023</a> : State Approval of Unit   <b>Approved through 6/30/2030</b>

<b>University/ College (Unit)</b> <i>NATIONAL ACCREDITOR iii, iv</i>	<i>Approximately 2 yrs. before site visit:</i> <b>Program Reports due</b> <i>(EPP)</i>	<i>5 mo.'s later:</i> <b>Recognition Report (TSPC RESPONSE TO PROGRAM REPORTS)</b> <i>(TSPC: Agency)</i>	<i>3 (±) mo.'s later:</i> <b>Program Recognition (Commission meeting)</b>	<b>Self-Study or Quality Assurance Report</b> <i>(EPP)</i>	<b>Site Visit</b>	<b>Site Visit Report (CAEP or AAQEP &amp; TSPC)</b>	<b>CAEP or AAQEP AC mtg. (Accred. Decision)</b>	<b>C. Mtg.</b> <i>(EX. DIR., ON- SITE &amp; OPTIONAL EPP REJOINER)</i> <i>(Unit Approval)</i>	<b>State Approval Status and Comments</b>										
<b>9/1/2030 – 8/31/2031</b>										Bushnell University  <i>AAQEP accredited</i>	Spring 2029		<i>Previous:</i> <a href="#">2/2023</a>		<i>Previous:</i> <a href="#">3/18-20/2002</a> <a href="#">3/16-18/2009</a> <a href="#">4/2013: M.Ed.</a> <a href="#">10/14-16/19</a> 4/9-11/2024  <b>Spring 2031</b>				<a href="#">10/2024</a> : State Approval of Unit   <i>Approved through 6/30/2031</i>
Bushnell University  <i>AAQEP accredited</i>	Spring 2029		<i>Previous:</i> <a href="#">2/2023</a>		<i>Previous:</i> <a href="#">3/18-20/2002</a> <a href="#">3/16-18/2009</a> <a href="#">4/2013: M.Ed.</a> <a href="#">10/14-16/19</a> 4/9-11/2024  <b>Spring 2031</b>				<a href="#">10/2024</a> : State Approval of Unit   <i>Approved through 6/30/2031</i>										

## Focused Program Reviews (Sorted by Educator Preparation Provider [EPP])

University/ College <i>(Responsible party)</i>	Implementation / program start date  (Expected) (Confirmed)	Focused Program Review process start date  <i>(EPP - when two data cycles are or will be available)</i>	<i>3 mo.'s later:</i> Focused Program Review Report due to TSPC  <i>(EPP)</i>	<i>2 mo.'s later:</i> Team response to Focused Program Report to EPP  <i>(Team: TSPC)</i>	<i>2 (+/-) mo.'s later:</i> Focused Review Program Recognition  <i>(Commission)</i>	State Approval Status and Comments
Bushnell University	7/3/2022 (Expected)	Spring 2026 (Expected)				<a href="#">3-4/2022</a> : 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)				<a href="#">2/2023</a> : 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)				<a href="#">4/2025</a> : 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	<a href="#">2/2021</a> : 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. <a href="#">4/2021</a> : Changed est. two cycles date for item approved 2/2021, from 9/15/21 to 9/15/23. <a href="#">6/2022</a> : Changed: Imp., 9/22/21 (confirmed)   start, 6/30/24 (confirmed)   FPR due, 9/30/24   TR2FPR, 11/29/24   C mtg., 2/2025. <a href="#">10/2024</a> : 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			<a href="#">2/2025</a> : 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				<a href="#">2/2020</a> : 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. <a href="#">6/2022</a> : Changed: Imp., 9/2020 (confirmed)   start, TBD: Low Ns, revisit 6/2023

University/ College <i>(Responsible party)</i>	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 August 2025			<p><a href="#">3-4/2022</a>: 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.</p> <p><a href="#">10/2022</a>: 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.</p> <p><a href="#">6/2023</a>: 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</p> <p><a href="#">4/2025</a>: FPR date revised to include all modifications to the Residency Teacher License program.</p>
<a href="#">Pacific University</a>	<a href="#">Fall 2025</a>	<a href="#">Summer 2027</a>				<a href="#">6/2025</a> : 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)				<a href="#">2/2022</a> : 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)				<a href="#">2/2022</a> : 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)				<a href="#">6/2023</a> : 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)				<a href="#">6/2023</a> : 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
<a href="#">Portland State University</a>	<a href="#">September 2025</a>	<a href="#">Fall 2027</a>				<a href="#">6/2025</a> : 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.
<a href="#">Portland State University</a>	<a href="#">September 2025</a>	<a href="#">Fall 2029</a>				<a href="#">6/2025</a> : 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.

University/ College <i>(Responsible party)</i>	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)				<a href="#">2/2022</a> : 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)				<a href="#">2/2022</a> : 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				<a href="#">3-4/2022</a> : 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. <a href="#">4/2025</a> : Changed: start, TBD: Low Ns, revisit 6/2025.
University of Oregon	Fall 2022	July 2024	December 15, 2024 (received)	May 2025	<del>June 2025</del> <a href="#">June 2025</a>	<del><a href="#">10/2022</a>: 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.</del> <a href="#">10/2024</a> : Changed:   FPR due, 12/15/24   TR2FPR, 2/15/25   C mtg., 4/2025. <a href="#">6/2025</a> : <a href="#">State Recognition of Program</a>
Warner Pacific University	11/2/2018 (Expected) Fall 2022 (Expected)	Fall 2025 (Expected)				<a href="#">11/2018</a> : New program: SPED: Generalist program approved with conditions. Focused program review required prior to Fall 2021 to consider removal of conditions. <a href="#">6/2022</a> : Will implement fall 2022 if student enrollment is sufficient. <a href="#">4/2024</a> : Two cycles of data anticipated by Fall 2025.
Warner Pacific University	5/1/2020 (Expected) 5/1/2020 (Confirmed)	January 2025 (Confirmed)				<a href="#">4/2020</a> : 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. <a href="#">6/2022</a> : 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 <a href="#">4/2024</a> : 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
<a href="#">Warner Pacific University</a>	<a href="#">July 2025</a>	<a href="#">Fall 2027</a>				<a href="#">6/2025</a> : <a href="#">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.</a>
<a href="#">Warner Pacific University</a>	<a href="#">July 2025</a>	<a href="#">Fall 2028</a>				<a href="#">6/2025</a> : <a href="#">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.</a>

University/ College <i>(Responsible party)</i>	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				<a href="#">11/2021</a> : 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. <a href="#">2/2022</a> : Implementation date changed, Fall 2021 to Fall 2022. <a href="#">4/2025</a> : Changed: start, TBD: Low Ns, revisit 6/2025.
Western Oregon University	Fall 2021 (Expected) Fall 2022 (Confirmed)	TBD: Low Ns – revisit 6/2025				<a href="#">11/2021</a> : 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. <a href="#">2/2022</a> : Implementation date changed, Fall 2021 to Fall 2022. <a href="#">4/2025</a> : Changed: start, TBD: Low Ns, revisit 6/2025.
Western Oregon University	9/2022 (Expected)	June 2025 (Expected)				<a href="#">6/2022</a> : 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)				<a href="#">6/2022</a> : 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)				<a href="#">6/2023</a> : 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)				<a href="#">4/2024</a> : 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)**

<b>Programs</b>	<b>Site Visit Date (national accreditation achieved)</b>	<b>National Accreditor</b>	<b>State Recognition of Programs</b>	<b>State Approval of Unit</b>	<b>Post-Accred. Site Visit Date</b>	<b>Site Visit History</b>
Lewis & Clark College	December 8-10, 2019	CAEP	February 2025	June 2020	April 13-15, 2026	April 2005, April 2012, Dec. 2019
University of Portland	Oct. 4-6, 2020	CAEP	April 2019	June 2021	September 9-11, 2025	Sept. 2005, Sept. 2012, Oct. 2020
Eastern Oregon Univ.	May 24-25, 2021	AAQEP	April 2020	November 2021	Spring 2027	April 2006, Oct. 2014, May 2021
Linfield University	Oct. 25-27, 2020	CAEP	April 2019	June 2021	Fall 2027	April 2006, March 2013, Oct. 2020
Corban University	Dec. 6-7, 2021	AAQEP	June 2020	March/April 2022	Fall 2027	Nov. 2006, Oct. 2013, Dec. 2021
George Fox University	April 13-14, 2021	AAQEP	November 2019	November 2021	Spring 2028	Oct. 2007, Oct. 2013, April 2021
University of Oregon	May 17-18, 2021	AAQEP	November 2018	November 2021	Spring 2028	May 2009, May 17-18, 2021
Warner Pacific University	Sept. 27-28, 2021	AAQEP	November 2018	February 2022	Fall 2028	Feb. 2010, Aug. 2013 (follow-up), Dec. 2021
Pacific University	April 7-8, 2022	AAQEP	November 2019	October 2022	Spring 2029	March 2008, March 2014, April 2022
Western Oregon Univ.	Nov. 6-8, 2022	CAEP	April 2021	June 2023	Fall 2029	Oct. 2007, Nov. 2015, Nov. 2022
Oregon State Univ.	Oct. 16-18, 2022	CAEP	February 2021	June 2023	Fall 2029	April 2009, April 2015, Oct. 2022
Portland State Univ.	Jan. 23-24, 2023	AAQEP	November 2021	June 2023	Spring 2030	Nov. 2009, Oct. 2015, Jan. 2023
Southern Oregon Univ.	April 25-26, 2023	AAQEP	February 2022	October 2023	Spring 2030	April 2009, April 2016, April 2023
Bushnell Univ.	April 9-11, 2024	AAQEP	February 2023	October 2024	Spring 2031	March 2002, March 2009, Oct. 2019, April 2024

**Site Visits by Semester**

<b>YEAR</b>	<b>EPP(S)</b>	<b>YEAR</b>	<b>EPP(S)</b>	<b>YEAR</b>	<b>EPP(S)</b>
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	

<sup>i</sup> 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.

<sup>ii</sup> 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.

<sup>iii</sup> 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.

<sup>iv</sup> CAEP and AAQEP have additional steps that are not included in this schedule. This tool is designed to align and clarify TSPC and EPP timelines.

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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*

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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. Due to the cancellation of the October meeting, the item is now being brought forward for consideration at the February 2026 Commission meeting.

Information regarding the program request is included as Attachment 17.3.1. The attachment includes comprehensive descriptions of the proposed program and supporting documentation.

**Attachments:**

17.3.1: SOU New School Social Counseling Program Proposal



## Southern Oregon University

# Masters in Clinical Mental Health Counseling with a School Counseling Credential

### **Institution Contacts:**

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Sciences  
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541-552-6802

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CMHC Program Chair  
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541-552-6638

Dr. Lindsey Warwick  
CMHC Clinical Coordinator  
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**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

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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 1<sup>st</sup> and 2<sup>nd</sup> year (Summer 1) and two classes offered in the summer after the 2<sup>nd</sup> 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  
 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 <a href="#">Counselor Competencies Scale-Revised (CCS-R)</a>
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 <a href="#">CCS-R</a> . 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 <a href="#">CCS-R</a> . 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	<p>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.</p> <p>Students are placed into internships via a <a href="#">matching process</a> facilitated by the CMHC Clinical Coordinator.</p> <p>Interns must complete a minimum of 600 hours, including 240 hours of direct service.</p> <p>Each internship also includes the maintenance of institutional MOAs with each site; along with the completion for each student of an: <a href="#">Internship Agreement</a> and an <a href="#">Internship and Supervision Plan</a>.</p>	<p>Weekly individual/triadic supervision provided by site supervisor. Weekly group supervision from faculty supervisor. End-of-term evaluation by site supervisor using <a href="#">CCS-R</a>. 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.</p>

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	<a href="#">CMHC application</a> 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 <a href="#">CMHC Graduate Student Handbook</a> .
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 <a href="#">CMHC Standard Curriculum</a> and <a href="#">CMHC + SC Curriculum - DRAFT</a> .
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.	<ul style="list-style-type: none"> <li>● Passing each course with a P or B- or better.</li> <li>● Completing/passing every KPI in the program.</li> <li>● Conducting themselves with the appropriate dispositions.</li> <li>● Completing non-academic program requirements (e.g. completing their own 10 hours of individual and group counseling)</li> <li>● Passing the CMHC Exit Exam</li> <li>● Completion of all necessary documentation.</li> </ul>
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](#)

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ITEM: OREGON STATE UNIVERSITY: READING INTERVENTION 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 Oregon State University (OSU) State Recognition with Conditions for a Reading Intervention program, based upon a favorable review of the submitted proposal documents;

**RESOLVED FURTHER**, that OSU 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 2028; and

**RESOLVED FURTHER**, that OSU is to be commended for developing a Reading Intervention Endorsement that intentionally expands statewide access for rural, place-bound, and working educators, and embeds literacy instruction for multilingual learners across coursework and clinical experiences.

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.

Oregon State University (OSU) has requested Commission approval to offer a new Reading Intervention Endorsement. The proposed endorsement is a 15-credit program offered at both the undergraduate and graduate levels and is intended to serve both pre-service and in-service educators. The program is scheduled to begin in Fall 2026.

Coursework is designed to be delivered primarily online in an asynchronous format, with in-person options available, increasing statewide access for working educators. The program emphasizes evidence-based reading instruction, including foundational skills, language comprehension, writing, assessment, and intervention, with explicit attention to dyslexia and developmental language disorder. Literacy instruction for multilingual learners is embedded throughout coursework and clinical experiences.

Candidates complete a 90-hour literacy internship that includes structured experiences in both whole-class literacy instruction and small-group reading intervention, with at least 40 hours dedicated specifically to intervention settings.

The proposed program is aligned to the [OAR 584-420-0440](#) Reading Interventionist: Program Standards and [OAR 584-420-0015](#) Literacy: Program Standards. OSU developed the program in collaboration with district partners in response to statewide demand for educators prepared to serve as reading interventionists, literacy specialists, and instructional leaders within multi-tiered systems of support (MTSS).

At their January 2026 meeting, members of the Educator Preparation and Pathways Committee reviewed the proposal and recommended approval to the full Commission. Two cycles of program data are expected to be available by Fall 2028 to support future focused program review.

Information regarding the program request is included as Attachment 17.4.1.

**Attachment:**

17.4.1: OSU New Reading Intervention Program Proposal



**Oregon State**  
University

# OREGON STATE UNIVERSITY

## NEW PROGRAM PROPOSAL: READING INTERVENTIONIST

This proposal was first provided  
to TSPC on: 10/15/2025 and  
resubmitted 12/23/2025

**New Program Proposal:**

**OREGON STATE  
UNIVERSITY**  
Corvallis, Oregon

### **Institution Contacts:**

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# NEW PROGRAM PROPOSAL

## Oregon State University

### New Program Description

#### 1.1 Program Name and Description

***Proposed Program Name: Reading Intervention Endorsement***

***The program proposal submitted is for:***

***Note: To click a box, double-click the box and select [Checked]. To remove, double-click and select [Not checked].***

- Preliminary Teaching License: Elementary – Multiple Subjects (undergraduate)
- Preliminary Teaching License: Elementary – Multiple Subjects (graduate)
- Preliminary Teaching License: Single-subject areas (undergraduate)

*Please indicate the single-subject endorsement area(s) offered by your preliminary license program:*

- Advanced Mathematics (includes Foundational)
- Agricultural Science
- Biology
- Business: Generalist
- Business: Marketing
- Career Trades Generalist
- Chemistry
- English Language Arts (includes Foundational ELA)
- Family and Consumer Sciences
- Health
- Integrated Science (includes Foundational Science)
- Physics
- Social Studies (includes Foundational Social Studies)
- Speech (Forensics)
- World Language:
  - Chinese
  - French
  - Japanese
  - German
  - Latin
  - Russian
  - Spanish
- Preliminary Teaching License: Single-subject areas (graduate)
 

*Please indicate the single-subject endorsement area(s) offered by your preliminary license program:*

  - Advanced Mathematics (includes Foundational)
  - Agricultural Science
  - Biology
  - Business: Generalist
  - Business: Marketing
  - Career Trades Generalist
  - Chemistry
  - English Language Arts (includes Foundational ELA)
  - Family and Consumer Sciences
  - Health
  - Integrated Science (includes Foundational Science)
  - Physics
  - Social Studies (includes Foundational Social Studies)
  - Speech (Forensics)
  - World Language:

- Chinese
- French
- Japanese
- German
- Latin
- Russian
- Spanish

**PROGRAM-REQUIRED AREAS:**

- Art – includes:  Undergraduate  Graduate  Post-graduate
- Drama – includes:  Undergraduate  Graduate  Post-graduate
- Elementary – Multiple Subjects – includes:  Graduate  Post-graduate  
*(Only check if this report is for an advanced program. Initial reports are submitted in the Preliminary Teaching License: Elementary – Multiple Subjects report)*
- ESOL – includes:  Undergraduate  Graduate  Post-graduate
- Library Media – includes:  Undergraduate  Graduate  Post-graduate
- Music – includes:  Undergraduate  Graduate  Post-graduate
- Physical Education (PE) – includes:  Undergraduate  Graduate  Post-graduate
- Reading Intervention – includes:  Undergraduate  Graduate  Post-graduate
- SPED: Deaf and Hard-of-Hearing – includes:  Undergraduate  Graduate  Post-graduate
- SPED: Early Intervention – includes:  Undergraduate  Graduate  Post-graduate
- SPED: Generalist – includes:  Undergraduate  Graduate  Post-graduate
- SPED: Visually Impaired – includes:  Undergraduate  Graduate  Post-graduate

**DUAL PROGRAM AREA REQUESTS:**

- Name: \_\_\_\_\_ – includes:  Undergraduate  Graduate  Post-graduate

**ADMINISTRATOR AND PERSONNEL SERVICES LICENSE PROGRAMS:**

- Teacher Leader License Program
- Principal License Program
- Professional Administrator License Program
- Initial School Counselor License Program
- Continuing School Counselor License Program
- Initial School Psychology License Program
- Continuing School Psychology License Program
- Initial School Social Worker License Program
- Continuing School Social Worker License Program

**SPECIALIZATIONS:**

- Adaptive Physical Education Specialization
- American Sign Language Specialization
- Autism Spectrum Disorder Specialization
- Dual Language Specialization
- Early Childhood Education Specialization
- Mathematics Instructional Leader: PreK-8 Specialization
- Mathematics Instructional Leader: 6-12 Specialization
- Talented and Gifted Specialization

***General description of the proposed program:***

The proposed Reading Intervention Endorsement will be a 15-credit program that develops candidates' knowledge, skills, and abilities in reading intervention and literacy instruction. The program will serve both pre-service and in-service teachers and will be offered via online and in-person modalities. The program will stand out from offerings at other universities in Oregon in three ways: (1) the program will be accessible to individuals statewide, while also offering in-person options; (2) the program is deeply informed by classroom practice and has been designed in collaboration with district partners; and (3) building on Oregon State University's faculty expertise in both literacy and education for multilingual students, the program will infuse a focus on literacy for multilingual students across program coursework.

The first three courses in the program sequence will focus on providing students with a deep understanding of research-based reading models and the teaching of foundational reading and writing skills, instructional strategies to foster comprehension, reading and writing development across K-12 grades, and reading difficulties, including dyslexia and developmental language disorder. In the last two courses, students advance to acquire skills necessary to lead school-wide literacy initiatives, including planning for schoolwide assessment, organizing for effective reading intervention within an MTSS framework, and participating in and providing professional development for colleagues. Throughout the program, an emphasis will be placed on evidence-based instructional practices for multilingual students. These courses have been designed based on the Oregon Reading Intervention Endorsement Program Standards and the recently adopted (June 2025) TSPC Literacy Program Standards for EPPs. At the end of the program, all candidates will complete a rigorous internship, gaining experience in implementing evidence-based literacy practices and reading intervention and demonstrating their capacity to act as a reading interventionist and literacy leader at their schools. We anticipate that students will primarily complete this option after having earned their initial license. That is, that candidates will complete our first three literacy courses as part of their initial license pathway, and then take the final two courses (and additional internship experience) at a later date. It is possible for initial licensure candidates to complete this reading endorsement option as part of their program but will

require extra courses and internship hours to do so. As a result, we believe this will not be common. It is also possible that we will have current elementary teachers who seek to add these additional courses. If they have had the complete versions of the required courses that include full alignment to the new literacy standards, those individuals will complete only the final courses in the series. If, however, they have taken an older version of these courses, they will be required to re-take the initial three courses as part of the endorsement option.

OSU is a national leader in online education, ranked in the top 10 by U.S. News and World Report every year for the past decade. The online versions of the Reading Interventionist Endorsement courses will be constructed in close collaboration with deeply skilled Instructional Designers from ECampus, OSU's online learning division. Online courses will be offered asynchronously, enhancing their accessibility for working professionals and others for whom their geographic location or other life circumstances makes in-person attendance challenging.

The impetus to create this program at OSU came from our district partners, who were eager to support the development of a Reading Intervention Endorsement that included an online, asynchronous option and that infused a focus on multilingual students throughout program coursework.

**Name of the school or college where the program is proposed to be housed (College of Education, School of Music, School of Social Work):**      **College of Education**

**Date the new program will be implemented, if approved:**      **9/1/2026**

**Proposed degree to be awarded on program completion:**      **Reading Intervention Endorsement**

## 2.1 Program Delivery and Variants

**Standard delivery:**

Location:      Corvallis, OR

Campus-based (traditional in person instruction)

X Main campus     X Branch campus     Other:

Online program

Hybrid program

Courses are offered:

Daytime |  Evenings |  Weekends

Additional description (if needed): Online asynchronous, options to take in person and at main and branch locations therefore students can engage at any time.

**Delivery variant(s)** (if applicable, describe variation circumstances. Duplicate this section for additional variances:

N/A (Select if the proposed program does not have any delivery variances.)

Location:

- Campus-based (traditional in person instruction)  
 Main campus     Branch campus     Other:  
 Online program  
 Hybrid program

Courses are offered:

- Daytime |  Evenings |  Weekends

Additional description (if needed):

**Number of credit hours proposed to be required to complete the program:** 15

Semester |  X Quarter

### 3.1 edTPA

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

### 4.1 Justification for the New Program

Literacy proficiency remains a critical area of concern in Oregon and across the U.S., where only 28% and 32% of fourth-grade students, respectively, performed at or above the proficient level in reading in 2022 (ODE, 2024). Moreover, a shortage of teachers fully prepared to deliver research-based reading instruction continues to limit schools' capacity to improve students' literacy skills (National Council on Teacher Quality, 2020). Without targeted efforts to expand and strengthen the reading specialist workforce, these trends are unlikely to change.

Recognizing this urgency, OSU's College of Education has been building capacity to launch a reading endorsement program by expanding literacy faculty expertise, developing coursework focused on evidence-based reading practices, and partnering with Oregon school districts that have called for more reading-endorsed teachers and literacy coaches.

OSU is well positioned to meet this need through an accessible, fully online reading endorsement program. An online model will enable Oregon's working teachers to complete the endorsement without relocating or commuting long distances, expanding statewide

capacity to deliver effective, research-based reading instruction, while undergraduates continue to have the option to attend classes in-person. The ability to complete the program entirely online removes barriers while maintaining the high standards of instruction for which OSU is recognized.

In addition to expanding access, the proposed program will be distinctive in its commitment to culturally sustaining pedagogies and strength-based approaches to literacy development. By equipping teachers with evidence-based methods and the theoretical understandings that inform these practices, the new reading endorsement will help Oregon schools ensure that every child has the opportunity to become a confident, proficient reader.

Please see [Appendix A](#) for letters of support from some of our partner school districts, who see a critical need for teachers with reading endorsements.

### **Need for new educators in the program area**

Through the Early Literacy Success Initiative, Oregon has committed over \$120 million to raise K–5 literacy outcomes, including \$90 million in direct grants to schools (Baumhardt, 2023). These grants require districts to hire literacy coaches, specialists, and interventionists who hold a Reading Intervention Endorsement or an equivalent literacy-focused credential (ODE, 2023a). As a result, the demand for educators with specialized training in evidence-based literacy instruction has grown rapidly.

At the same time, the 2023 Oregon Early Literacy Framework signals a shift in educator licensure expectations (ODE, 2023b). Proposed updates will require new teachers to demonstrate deep knowledge of research-based practices for literacy development, intervention, and assessment. Many current teachers will also need opportunities for continuing education to study these new standards.

Despite this growing demand, many Oregon districts do not yet have enough endorsed educators to meet the requirements for these new literacy-focused roles, and especially to meet the demand for literacy specialists who are able to meet the needs of multilingual learners. Schools across the state are actively seeking qualified reading specialists to access state literacy funds and to implement more effective, research-aligned literacy instruction for students who need it most.

Establishing a reading intervention endorsement program at OSU will address this workforce gap. By equipping current teachers and future educators with the specialized skills and credentials they need, our university will help districts meet state compliance mandates and improve literacy outcomes for Oregon K-5 students.

### **References**

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Oregon Department of Education. (2024, November 25). *Oregon Statewide Report Card: 2023–24 School Year*. Oregon Department of Education. Retrieved July 31, 2025, from <https://www.oregon.gov/ode/schools-and-districts/reportcards/Documents/rptcd2024.pdf>

## 5.1 Educator Preparation Provider's Capacity

*List faculty names and linked vita for each faculty member:*

[Holly Boyd-Berman, Senior Instructor](#)

[Soria Colomer, Associate Professor](#)

[Annie Delbridge, Assistant Professor of Practice in Literacy Education](#)

[Amanda Kibler, Professor](#)

[June Morris, Assistant Professor of Practice](#)

[Beth Rankin, Assistant Professor of Practice](#)

[Rachael Schuetz, Associate Professor of Practice](#)

[Karen Thompson, Associate Professor](#)

*Faculty structure description:* As of the 2025-26 academic year, Oregon State University's College of Education (OSU CoEd) currently employs a total of 8 FTE with expertise in literacy education, including three tenured professors and a recent hire of an Assistant Professor of Practice with specialized expertise in early literacy. Together they hold a collective wealth of knowledge and experience including deep expertise in classroom teaching (K-12), ESOL and Dual Language teaching, literacy research, coaching and professional development, and more. (See above for faculty CVs)

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

*Candidate resources (include, at a minimum, plans for facilities, technology, library, and student services):*

*Evidence of institutional approval:*

The proposed program will be sustained through a combination of financial resources. We anticipate 25-35 students each year in the program (between UG and Graduate students electing to complete the sequence) which will provide more than sufficient revenue to sustain the program. In addition, we are provided with central support through our memorandum of understanding with OSU's Ecampus arm, which has committed to provide an additional \$30,000 in support for course development.

The proposed endorsement pathway will be offered to existing BA/BS in Elementary Education . This degree are already offered through Ecampus with the structures and supports needed to ensure student success. With this additional endorsement pathway, we are expanding not only our instructional faculty FTE but also the staffing required to fully support students from matriculation through graduation and beyond. Namely, we are allocating 0.15 FTE in license and placement specialists to support this program as well as an additional 0.15 FTE in academic advising support.

We offer faculty expertise which includes a number of highly trained literacy-focused professors. These include Dr. Annie Delbridge, Assitant Professor of Practice recently hired for her expertise in early literacy. Other faculty include Dr. Amanda Kibler, Professor of Education, Dr. Soria Colomer, Associate Professor of Education, Dr. Karen Thompson, Associate Professor of Education, Dr. Rachael Sheutz, Associate Professor of Practice, June Morris, Assistant Professor of Practice, Dr. Beth Rankin, Assistant Professor of Practice. Our faculty not only contribute to the support for this program in our college, as many have been involved in the early literacy standards work in Oregon over the past several years including multiple faculty involved in the literacy working groups. In addition, Dr. Susan Gardner (Dean of the College of Education) co-chaired the statewide EPP Early Literach standards committee.

Oregon State University is also supporting literacy education statewide though our Professional Development and Education (PDE) offerings. Dr. Amanda Kibler has been the primary faculty member involved in designing and delivering these key learning opportunities for Oregon Educators and a total of 122 individuals have completed (or are currently enrolled) in this coursework.

Finally, OSU is currently designing a unified MAT option for educators with plans to embed the Reading Specialist endorsement pathway as an option for our students.

Because one program option will exist on our top-ranked Ecampus platform, OSU already has in place extensive resources to support learners and faculty alike. Specifically, all of the library materials required for the program are already available in electronic format to our learners. [The Valley Library](#) is home to over 339 databases, including online access to top education journals. Any print media can be provided within days to students via Interlibrary Loan.

The proposed courses received initial approval by Oregon State University’s Curriculum Council during the Summer of 2025.

## 6.1 EPP Program Development Committee and Liaison Officer

Authors: Amanda Kibler (Professor), Karen Thompson (Associate Professor), Soria Colomer (Associate Professor), Annie Delbridge (Assistant Professor of Practice), Brian Doore (DAA)  
Liaison: Brian Doore (Director, Data, Accreditation, and Assessment)

## 7.1 Program Goals and Objectives

*Program Goals: The goal of the Reading Interventionist Endorsement program is derived directly from Oregon state guidance for EPPs. Our goal is for candidates in our program to “demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in a reading intervention learning environment.”*

*How goals relate to goals of other programs:*

The Reading Interventionist Endorsement program at OSU aligns with the College of Education’s vision, which is “to be a leader in innovative and socially-just research, teaching and engagement through responsive approaches for supporting current and future change agents in education, counseling and higher education in Oregon and beyond.”

Across all OSU licensure programs, candidates build knowledge, skills, professional dispositions, and cultural competencies to become the most effective teachers possible. The reading intervention endorsement program builds upon knowledge of literacy teaching and learning gained in the undergraduate elementary and secondary programs. It also intersects with our ESOL endorsement program in their shared emphasis on understanding and supporting multilingual learners in developing their language and literacy knowledge. In addition, the reading intervention endorsement program intersects with our Master of Arts in Teaching in Special Education, with a shared emphasis on inclusive practices and strength-based approaches.

*Objectives: The objectives of the programs are derived directly from the Oregon State Standards for Reading Interventionist programs:*

Objective 1: Candidates demonstrate the knowledge and skills related to foundational reading knowledge and dispositions.

Objective 2: Candidates demonstrate the knowledge and skills related to instructional reading strategies and curriculum materials.

Objective 3: Candidates demonstrate the knowledge and skills related to reading assessment, diagnosis and evaluation.

Objective 4: Candidates demonstrate the ability and understand the importance of creating a literate environment.

Objective 5: Candidates understand the importance of participation in professional development related to reading instructional skills.

Objective 6: Candidates demonstrate the ability to provide leadership, guidance and supervision of paraprofessionals.

## 8.1 Program Alignment to State Standards

Table 1: Alignment to State Standards

<b>Name of program:</b> Reading Intervention Endorsement			
<b>Program Standards</b>	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Reading Intervention		
	<b>Course</b>	<b>Assessments:</b> <i>For example: licensing tests, edTPA, work samples, evaluations, course exams</i>	<b>Clinical Practices</b>
<b><i>Reading Intervention: Program Standards/Subject Test</i></b> The program requires candidates to complete the Commission-approved test for Reading Intervention.		Candidates will pass the PRAXIS Reading Specialist exam (test 5302) <b>Key Assessment 1</b>	n/a
<b><i>Reading Intervention: Program Standards/Clinical Practices</i></b> The program requires candidates to complete field experiences that include supervised teaching or internships in reading intervention learning environments.	<a href="#"><u>ED 443/543 Literacy Internship in Multilingual Settings</u></a>	Candidates will plan, teach, receive feedback, and reflect upon <b>four formal teaching observations</b> , two in whole-class literacy instruction and two in small group reading intervention instruction. <a href="#"><u>Observation protocol</u></a>	<a href="#"><u>ED 443/543 Literacy Internship in Multilingual Settings</u></a> Candidates will complete a 90-hour internship, with at least 40 hours in a reading intervention setting. Candidates will be supervised by a Cooperating Teacher

		<p><a href="#">for whole group instruction.</a></p> <p><a href="#">Observation protocol for small group reading intervention.</a> (Key Assessment 2)</p> <p>Candidates will complete a <a href="#">Portfolio Project assessment</a>, showcasing and documenting their mastery of program standards. (Key Assessment 3)</p> <p>Candidates will complete a <b>team evaluation</b>, focusing on professional dispositions and mastery of program standards. <a href="#">Team Evaluation</a> (Key Assessment 4)</p>	<p>with a reading endorsement or a Master’s degree and significant literacy teaching experience, and an OSU University Field Supervisor with the same qualifications at minimum.</p>
<p><b>Reading Intervention: Program Standards/Cultural Competency and Equitable Practice</b> The program integrates principles of cultural competency and equitable practice in each competency standard through the entire Reading Intervention endorsement program.</p>	<p>As evidenced in our course syllabi and selected instructional materials (textbooks), the reading interventionist program at OSU incorporates a focus on preparing teachers to work in a culturally and linguistically sustaining manner with multilingual students in all learning environments. As an example, in the first course in the sequence (Reading Foundations), candidates complete the module “Understanding Readers and Creating Culturally and Linguistically Sustaining Classrooms.” This sets the stage for the entire program, where multilingual learners and culturally sustaining teaching remains a focus throughout. In the second course (Language Comprehension), candidates complete a Racial Justice Tool Kit/Book evaluation. Candidates’ final teaching portfolio at the end of the program includes a focus on serving multilingual learners in the literacy classroom and/or reading intervention environment.</p>		
<p><b>Reading Intervention: Program Standards</b> Candidates demonstrate the knowledge and skills related to foundational reading knowledge and dispositions.</p>	<p>ED 449/549: Literacy Methods 1: Reading in the Elementary Classroom</p>	<p><a href="#">ED 449/549 Use and Analysis of Literacy Assessment in Phonemic Awareness</a></p> <p><a href="#">ED 449/549 Use and Analysis of Literacy Assessment in Phonics</a></p>	<p><a href="#">ED 443/543 Literacy Internship in Multilingual Settings</a></p> <p><a href="#">Small-group reading intervention lesson observation, Team evaluation</a></p>

		<a href="#">ED 449/549 Use and Analysis of Literacy Assessment in Fluency (Program Assessment 1)</a>  ED 449/549: <a href="#">Dyslexia Presentation (Program Assessment 3)</a>	
<b>Reading Intervention: Program Standards</b> Candidates demonstrate the knowledge and skills related to instructional reading strategies and curriculum materials.	<a href="#">ED 434/534: Literacy Methods 2: Language Comprehension and Literacy in the Elementary Classroom</a>	434/534: <a href="#">Literacy Lesson sequence (Program Assessment 2)</a>	<a href="#">ED 443/543 Literacy Internship in Multilingual Settings Whole-class literacy lesson observation , Team Evaluation</a>
<b>Reading Intervention: Program Standards</b> Candidates demonstrate the knowledge and skills related to reading assessment, diagnosis, and evaluation.	<a href="#">449/549: Literacy Methods 1: Reading in the Elementary Classroom</a>  <a href="#">ED 442/542: Literacy Leadership and Assessment in Multilingual Settings</a>	ED 449/549: <a href="#">Dyslexia Module and Project (Program Assessment 3)</a>  <a href="#">ED 449/549 Use and Analysis of Literacy Assessment in Phonemic Awareness</a>  <a href="#">ED 449/549 Use and Analysis of Literacy Assessment in Phonics</a>  <a href="#">ED 449/549 Use and Analysis of Literacy Assessment in Fluency (Program Assessment 1)</a>  ED 442/542: <a href="#">Analysis (UG) or Schoolwide Plan (GRAD) for Assessment, Placement, Instruction, &amp; Referral</a>	<a href="#">ED 443/543 Literacy Internship in Multilingual Settings Team Evaluation, Reading Internship Portfolio</a>

		(Program Assessment 4)	
<b>Reading Intervention: Program Standards</b> Candidates demonstrate the ability, and understand the importance of, creating a literate environment.	<a href="#">ED 442/542: Literacy Leadership and Assessment in Multilingual Settings</a>	ED 442/542: <a href="#">Analysis (UG) or Schoolwide Plan (GRAD) for family/community Literacy Partnerships</a> (Program Assessment 5)	<a href="#">ED 443/543 Literacy Internship in Multilingual Settings</a>  <a href="#">Team Evaluation, Reading Internship Portfolio</a>
<b>Reading Intervention: Program Standards</b> Candidates demonstrate the ability to understand the importance on participation in professional development related to reading instructional skills.	<a href="#">ED 442/542: Literacy Leadership and Assessment in Multilingual Settings</a>	<a href="#">Team Evaluation</a>  ED 442/542: <a href="#">Analysis (UG) or Schoolwide Plan (GRAD) for Professional Learning and Program Change</a> (Program Assessment 6)	<a href="#">ED 443/543 Literacy Internship in Multilingual Settings</a>  <a href="#">Team Evaluation, Reading Internship Portfolio</a>
<b>Reading Intervention: Program Standards</b> Candidates demonstrate the ability to provide leadership, guidance, and supervision of paraprofessionals.	<a href="#">ED 442/542: Literacy Leadership and Assessment in Multilingual Settings</a>	<a href="#">Team Evaluation</a>  ED 442/542: <a href="#">Analysis (UG) or Schoolwide Plan (GRAD) for Professional Learning and Program Change</a> (Program Assessment 6)	<a href="#">ED 443/543 Literacy Internship in Multilingual Settings</a>  <a href="#">Team Evaluation</a>

## 9.1 Program Curriculum & Course Syllabi

Table 2: Syllabi

Endorsement Courses		Credits
ED 449/549	<a href="#">Literacy Methods 1: Reading in the Elementary Classroom</a>	3
ED 434/534	<a href="#">Literacy Methods 2: Language Comprehension and Literacy in the Elementary Classroom</a>	3

ED 435/535	<a href="#">Literacy Methods 3: Writing in the K-12 Classroom</a>	3
ED 442/542	<a href="#">Literacy Leadership and Assessment in Multilingual Settings</a>	3
ED 443/543	<a href="#">Literacy Internship in Multilingual Settings</a>	3
	<b>Total Credits</b>	<b>15</b>

### Research-based rationale for the curriculum

We relied on Oregon’s **Literacy: Program Standards (OAR 584-420-0015)** to guide the development of this Reading Endorsement curriculum for K–12 teachers. These standards require reading specialists and teachers to demonstrate knowledge and application of effective literacy instruction for all students, including explicit, systematic, and culturally and linguistically sustaining practices that support students’ diverse identities, languages, and lived experiences.

The standards emphasize that educators must understand models of reading development, the structure of language, and the complex and reciprocal relationship between key literacy components such as oral language, phonemic awareness, phonics, decoding and word recognition, fluency, spelling, vocabulary, writing, motivation and background knowledge. Teachers must be able to design instruction that integrates these key components effectively and to apply practices that are research-based and culturally sustaining. Candidates learn to design literacy instruction that aligns with the [Oregon Early Literacy Framework](#), provide targeted interventions guided by meaningful assessment data, and select culturally relevant instructional materials that reflect the communities they serve. They also gain practical experience implementing these approaches in classrooms and field placements, ensuring they are prepared to meet the diverse needs of multilingual learners and students with reading challenges.

Grounded in these principles, our program incorporates research on culturally sustaining pedagogy (Paris & Alim, 2017) and translanguaging (García et al., 2025). These approaches place students’ languages, cultures, and identities at the center of literacy development, aligning with Oregon’s standards that promote asset-based views of multilingualism and the benefits of developing multiple literacies.

By completing this endorsement, Oregon educators will be equipped to strengthen core reading instruction, help students become proficient readers by third grade (as required by ORS 342.147), and foster school-wide cultures of literacy that promote belonging, equity, and respect for students’ languages and identities. This program ensures every student has access to effective literacy instruction that reflects the latest research and upholds Oregon’s commitment to inclusive, culturally sustaining education.

### Sample course schedule:

### Course Schedule- In-service Teacher Pathway (Graduate Level)

Winter Year 1: ED 535 Writing in the K-12 Classroom

Spring Year 1: ED 549 Reading in the Elementary Classroom

Fall Year 2: ED 534 Language Comprehension and Literacy in the Elementary Classroom

Winter Year 2: ED 542 Literacy Leadership and Assessment in Multilingual Settings

Spring Year 2: ED 543 Reading Internship

### Course Schedule- Pre-service Teacher Pathway (Undergraduate Level)

Spring Year 1: ED 449 Reading in the Elementary Classroom

Fall Year 2: ED 434 Language Comprehension and Literacy in the Elementary Classroom

Winter Year 2: ED 435 Writing in the K-12 Classroom; ED 542 Literacy Leadership and Assessment in Multilingual Settings

Spring Year 2: ED 443 Reading Internship

### References

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Paris, D., & Alim, H. S. (2017). *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World*. Teachers College Press.

García, O., Kleifgen, J. A., & Cervantes-Soon, C. (2025). *Educating Emergent Bilinguals: Policies, Programs, and Practices for Multilingual Learners* (2nd ed.). Teachers College Press.

## 10.1 Clinical Practices

**Background clearance prior to student contact:**

Prior to placement in any school setting in or outside Oregon, pre-service candidates (or others not currently employed in an Oregon school district) will be required to complete and submit in SLL their background check and fingerprinting documentation. This documentation will be reviewed by EPP Placement staff or their designees to ensure all required documentation is complete. Potential candidates will be required to complete this documentation after admission to the program and cannot proceed to placement without this documentation in place.

**Table 3: Schedule of Observations and Measures**

<b>Activity</b>	<b>At Admission to Reading Intervention Program</b>	<b><a href="#">ED 443/543: Literacy Internship</a></b>	<b>Prior to PCR Submitted</b>
<i>US OBS</i>		1,2	
<i>CT OBS</i>		1,2	
<i>Application</i>	X		
<i>Team Eval</i>		1	
<i>Time Log</i>		1	
<i>NES/Praxis Content Mastery</i>			X
<i>Notes</i>			(90 Hours)

**Overview of the internship experience:**

All candidates will complete a 90-hour Literacy Internship ([ED 443/543](#)) with at least 40 hours completed teaching reading intervention. During the internship, candidates will teach whole class literacy lessons, as well as small group reading intervention, supervised by a building teacher with a Reading Endorsement and/or a master’s degree and significant experience teaching literacy, as well as an OSU University Supervisor with the same qualifications or above. Candidates will administer and analyze assessment data and use results to plan intervention accordingly. Candidates will also participate in professional development, IEP meetings, and other duties required of a reading specialist. Candidates will complete four formal teaching observations, two of which will occur in a small-group reading intervention environment, as well as a final team evaluation. In addition, candidates will complete a final Reading Internship Portfolio project, showing their mastery of the reading program standards as part of their internship.

**Observations and other measures of teaching effectiveness:**

Candidates will receive at least two observations by their Clinical Teacher (one focused on whole-class literacy instruction and one in small-group reading intervention teaching), at least two observations by their University Supervisor (one focused on whole-class literacy instruction and one in small-group reading intervention teaching) and at least one team evaluation.

## 11.1 Key Transitions

The program will include three primary transition points that correspond with significant milestones in the candidate’s path towards readiness for endorsement. At the first transition point, the program will review the candidate’s application. These transition points will be clearly communicated to prospective and current students to promote transparency in our program expectations and reduce possible conflicts in candidate vs. program expectations.

**Table 4: Transition Points**

Transition Point	Evidence
<b>Entry to program</b> <i>Undergraduate level: Undergraduate candidates will be officially admitted to the Reading Intervention Endorsement program following successful completion of the first course in the sequence.</i> <i>Graduate level: Participants entering the program at the graduate level will submit their application to the program prior to beginning coursework.</i>	<i>Application review (Candidate statement, Transcripts, Resume)</i> <i>Undergraduate and graduate candidates declare their intent to earn the Reading Endorsement by submitting an application to the program.</i>
<i>Entry to Literacy Internship (<a href="#">ED 443/543</a>).</i>	<i>Successfully completed coursework (all prior courses in the Reading Endorsement program completed successfully with a grade of C or better).</i>
<i>Completion &amp; Recommendation for Licensure</i>	<i>At least four required formal observations completed successfully, Portfolio Project scoring at least a 3 on all indicators, Team Evaluation completed successfully, passing score of PRAXIS Reading exam (test 5302).</i>

## 12.1 Assessments & Rubrics/Scoring Guides

### 12.1.1 Assessment #1: Reading Specialist Praxis Test 5302.

The Reading Specialist Praxis Test (5302) is the state-approved content mastery test for reading interventionists. This test has documented reliability and validity for this purpose. The evidence of this can be reviewed here: <https://praxis.ets.org/on/demandware.static/-/Library-Sites-ets-praxisLibrary/default/pdfs/5302.pdf>

### 12.1.2 Assessment #2: Team Evaluation

The Team Evaluation is based on the program objectives, reflecting a broad range of key teaching skills including knowledge of foundational skills, instructional strategies and curriculum materials, knowledge of assessment and evaluation practices, creating a literate environment, professional development, and literacy leadership. All candidates are expected to meet all standard areas. The team evaluation is administered by the university supervisor as well as the cooperating teacher at the completion of the literacy internship and serves as a summative assessment.

### 12.1.3 Assessment #3: Classroom Observations

Candidates in the Reading Endorsement program will complete a minimum of four formal observations; two in whole-class literacy teaching and two in a small-group reading intervention setting.

For the whole-class observations, candidates may choose to focus their lessons on reading comprehension, vocabulary, or writing instruction. The small group reading intervention lessons will focus on needed foundational reading skills for struggling readers, based on assessment data.

Candidates will follow a complete observation cycle for all four formal observations. They will submit a full lesson plan to their observer several days prior to teaching to allow time for evaluation of the lesson plan, feedback, and revisions. The following [observation protocol](#) will be used for evaluation of the whole-class literacy lessons. This protocol is based on the OSU observation protocol for initial licensure elementary education, with **five added indicators** that are literacy-specific and aligned to the reading endorsement program standards, including literate environment, vocabulary teaching, reading materials, reading comprehension, and writing instruction. The following small group protocol will be used for [reading intervention observations](#) in a small group. This protocol was designed to capture key teaching skills in a reading intervention environment, such as pacing, direct instruction, and feedback. Following each lesson observation, candidates will meet with their observer to debrief the lesson and discuss strengths and areas of growth. The candidate will then complete a final teaching reflection.

Candidates are expected to score at “proficient” or above on all reading-specific domains. If proficiency is not shown, candidates will meet with their observer to discuss and may be asked to plan an additional observation. When observations occur during a term is to be negotiated among the three partners.

#### 12.1.4 Assessment #4: [Reading Internship Portfolio](#)

The purpose of the Reading portfolio is as a summative assessment, requiring candidates to demonstrate what they have learned throughout the program coursework and encouraging reflective practice. The portfolio is split into five sections: context, instruction, assessment, professionalism and reflection.

### 13.1 Program Data Collection Plan

**Overview:**

Candidates will demonstrate content knowledge through coursework in the Reading Intervention Endorsement program. As shown in the syllabi (see links above), course assessments are linked to course learning outcomes, which align with 584-420-0440 Reading Intervention: Program Standards, OAR 584-420-0015 Literacy: Program Standards, and InTASC Standards as shown in the tables presented in the Key Assessment section above. Key assessments will be submitted using the Watermark Student Learning and Licensure system and scored by course instructors, University Supervisors, and/or Cooperating Teachers as appropriate to the given assessment. The SLL system is also used to collect associated candidate information such as fingerprinting / background checks, ETS/ORELA scores, FERPA acknowledgements, and other required program data.

**How will the unit collect data showing evidence of candidate content knowledge?**

**Content Mastery:** To measure our candidates content mastery, we will employ a wide range of measures in their program courses. In addition, we will specifically track and report on the following key measures. In the table below, we show these assessments and our planned administration and reporting cycle:

- 1) Praxis Content Mastery Test (described above)
- 2) Literacy Internship Portfolio
- 3) Observations

Table 5: Program Data Collection Points

Measure	Assessment Stage	Time in Program	Review and analysis cycles
Praxis Content Mastery	Final	Y2	Annual

Reading Portfolio	Final	Y2	Annual
Teaching Observations (4)	Final	Y2	Annual

***How will the unit collect data showing the tools for evaluating the clinical practice?***

**Clinical Practice:** To measure our candidates’ performance in the clinical setting, we use an integrated set of observational, dispositional, and reflective evaluations. Some of these measures are derived from the University of Washington’s 5D+ rubrics, although they have been heavily modified for use in our program and are no longer directly linked to the validity and reliability claims of that instrument. They do, however, maintain their alignment to key InTASC teaching standards and have been used as the foundation for OSU’s approved Local Assessment Option. In addition, we will specifically track and report on the following key measures. In the table below, we show these assessments and our planned administration and reporting cycle:

- 1) Classroom Observations (described above)
- 2) Literacy Internship Portfolio
- 3) Team Evaluation (described above)

Table 6: List of Measures

Measure	Assessment Stage	Time in Program
Teaching Observations (4)	Final	Final Term
Reading Portfolio	Final	Final Term
Team Evaluation	Final	Final Term

***How will the unit collect data showing evidence of candidate competency?***

**Candidate Competency:** To measure our candidates’ overall competency, we will use the following instruments, mentioned above.

- 1) Teaching Observations (described above)
- 2) Team Evaluation (described above)

Table 7: Measures of Candidate Competency

Measure	Assessment Stage	Time in Program	Review and analysis cycles
Teaching Observations- 4	Final	Final Term	Annual
Team Evaluation	Final	Final Term	Annual

***How will the unit collect data that shows tools for follow-up with candidates after program completion?***

**Completion Survey & Licensure Request Form:** The [Completion Survey](#) gathers data on the candidates' reflections on the program that will use for program improvement. We also utilize the [Graduating Exit Survey](#) as it collects specific information about the candidate's future plans including what school they may be teaching at, or what other next steps they are planning. Together, these instruments provide the program with a comprehensive view of candidates' perceptions of the quality of their experience and key data about their next career steps.

**Completer interviews:** As part of our ongoing accreditation efforts, we conduct a series of completer interviews. The [protocol](#) for these interviews includes questions about the completer's current employment, the nature of their position, reflections on the preparation they received at OSU, and on suggestions they have for program improvement. These data are collected annually and include a stratified random selection of completers across all teacher preparation programs. Students completing the reading endorsement sequence will be represented in future interviews.

## 14.1 Program Implementation

*This section requires the submission of evidence or documentation that speaks to the implementation of the proposed program. Evidence may be provided as a narrative report and/or included as an addendum to this proposal.*

*Provide a projected timeline for the implementation of the proposed program:* The proposed program is projected to be implemented in Fall Term of 2026. Course development is currently taking place.

See Appendix D for our proposed schedule of courses.

## 15.1 Program Recruitment and Retention

*This section requires the EPP to provide evidence or documentation that addresses the proposed program's student personnel services and procedures, including selective recruitment, counseling, admissions, and policies for retention. Evidence may be provided as a narrative report and/or as an addendum to this proposal.*

*Program recruitment and retention narrative:*

OSU's College of Education is committed to a holistic student support philosophy, what we refer to as "wraparound support." This philosophy is enacted from the moment the prospective student expresses interest in our program through their graduation from our institution. The philosophy includes comprehensive marketing and student recruitment examples (see [Appendix E](#) for the OSU CoEd Recruitment and Marketing Plans), conducted by our two full-time marketing professionals and our

undergraduate and graduate student success teams. Dedicated recruiters for undergraduate and graduate students connect with prospective students and work with them to prepare to apply to OSU and our programs. Once admitted, every student is assigned a success team member to work with them throughout their degree and provides them with individualized support, including retention and engagement opportunities, tailored to their unique needs and situation. Once in our programs, we also fully support our students through providing student mentoring, including affinity mentoring for our underrepresented students, and co-curricular engagement through opportunities such as our Kappa Delta Pi chapter. We provide our students with wraparound support for life's emergencies and the many out-of-pocket expenses that are related to licensure, providing upwards of \$100,000 in donor-provided emergency funds and licensure support funds each year. We also work to ensure that our students are placed in practica and internship settings that are supportive. We have recently hired additional placement specialists to provide students with placements throughout Oregon and beyond and ensure that cooperating teachers are provided with appropriate training and ongoing professional development.

In addition, the College of Education's Marketing and Communication Office will support the endorsement through a variety of recruitment and promotion strategies, concentrating on current in-person and hybrid students, and working K-12 educators who are interested in boosting their credentials. These efforts will be patterned after our successful promotional efforts for Early Literacy from a Multilingual Perspective Course which began in 2024 and included elements such as:

- A comprehensive marketing plan
- Promotional videos (links below)
- Direct mailers to K-12 schools in Oregon, Washington and California. (Example attached)
- Classroom poster development (pending)
- Social media posts, both paid and free
- Website features
- Email marketing
- Creation of flyers, handouts and other promotional assets (example attached)

Videos:

[About the Early Literacy from a Multilingual Perspective Course with Dr. Amanda Kibler](#)

[Teachers' Roundtable: Discussing Early Literacy for Multilingual Learners](#)

## 16.1 Partnership Efforts

*This section requires the EPP to describe partnership efforts in the development of the new program, as provided in [OAR 584-410-0090: EPP Partnerships](#).*

*Collaborative efforts between the EPP and districts or other appropriate partners:*

OSU's College of Education partners extensively with districts across Oregon. As noted above, the impetus for this program came from district partners, who were eager to have a Reading Intervention Endorsement program that included an online asynchronous option and a focus on literacy for multilingual students. Our Reading Intervention Endorsement program builds from a professional development course offering that we developed and taught in collaboration with educators from the West Linn-Wilsonville, Woodburn, and Beaverton school districts. This course, entitled Teaching Early Literacy from a Multilingual Perspective, was first offered in 2024. Subsequently, it has been designated as an approved Early Literacy Professional Development offering by the Oregon Department of Education and has been offered in several additional terms since to educators across the state, with teacher leaders from our district partners often serving as instructors for the course. As we developed the syllabi for our Reading Intervention Endorsement, we drew on lessons from this initial course offering. We also held multiple sessions with district partners to get their input on course learning objectives and other aspects of program design. We continue to partner with local districts to evaluate curricular / training needs with the most recent work focused on providing support for practicing teachers seeking elementary multiple subjects endorsement (which will include a particular focus on early literacy). School districts have also expressed interest in having in-service teachers earn their Reading Endorsement through our new program. One benefit of additional teachers in our partner districts having this endorsement is a further strengthening of Cooperating Teachers' expertise in supporting our Teacher Candidates.

## 17.1 Degree Authorization

*Not Applicable – this endorsement pathway does not lead to an academic degree.*

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ITEM:	EASTERN OREGON UNIVERSITY: PRINCIPAL NEW PROGRAM PROPOSAL
ACTION:	<b>ACTION ITEM</b>
RECOMMENDATIONS:	<p>The Educator Preparation &amp; Pathways Committee of the TSPC recommends adoption of the following resolutions:</p> <p><b>RESOLVED</b>, that the Commission grants Eastern Oregon University (EOU) State Recognition with Conditions for a Principal licensure program, based upon a favorable review of the submitted proposal documents;</p> <p><b>RESOLVED FURTHER</b>, that EOU be approved to implement the new program beginning Fall 2026;</p> <p><b>RESOLVED FURTHER</b>, 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 2028; and</p> <p><b>RESOLVED FURTHER</b>, that the Commission commends EOU for designing a Principal preparation program that intentionally centers equity-focused, context-responsive leadership and addresses the unique needs of rural school communities.</p>
INFORMATION:	<p><a href="#">OAR 584-400-0060</a>, 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.</p>

Eastern Oregon University (EOU) has requested Commission approval to offer a new Master of Arts in Educational Leadership designed to prepare candidates for the Oregon Principal License. The proposed program is scheduled to begin in Fall 2026. The program consists of 40 quarter credits, delivered through eight 5-credit courses, and may be completed in one or two years. Coursework is offered fully online, with asynchronous instruction supported by synchronous sessions to accommodate working educators.

The program emphasizes equity-centered, data-informed, and context-responsive school leadership. Program design and clinical experiences reflect leadership responsibilities commonly encountered in rural school settings, including context-specific decision-making, instructional leadership across multiple roles, and collaboration within limited administrative capacity environments.

and evaluations supporting consistent application of program standards across placements.

The program incorporates expectations from the Administrator Standards for Early Literacy, embedding leadership responsibilities related to literacy, instructional improvement, and student success across coursework and clinical practice. The proposal describes structured preparation and training for site mentors and university supervisors to support consistent application of these standards.

At their January 2026 meeting, the Educator Preparation and Pathways Committee voted to recommend approval of the Eastern Oregon University Master of Arts in Educational Leadership Principal program to the full Commission and placement of the item on the program consent agenda.

Information regarding the program request is included as Attachment 17.5.1, which contains the full program proposal and supporting documentation.

**Attachment:**

17.4.1: EOU New Principal Program Proposal



**Eastern Oregon University**

# NEW PROGRAM PROPOSAL: Master of Arts in Educational Leadership

**Institution Contacts:**

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**New Program Proposal:**

**EASTERN OREGON  
UNIVERSITY  
La Grande, Oregon**

**This proposal was provided to TSPC on: November 25, 2025**

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# NEW PROGRAM PROPOSAL

## Eastern Oregon University

### New Program Description

#### Program Name and Description

**Proposed Program Name:** Master of Arts in Educational Leadership

**ADMINISTRATOR AND PERSONNEL SERVICES LICENSE PROGRAMS:**

- Teacher Leader License Program
- Principal License Program
- Professional Administrator License Program
- Initial School Counselor License Program
- Continuing School Counselor License Program
- Initial School Psychology License Program
- Continuing School Psychology License Program
- Initial School Social Worker License Program
- Continuing School Social Worker License Program

**General description of the proposed program:**

The proposed Master of Arts in Educational Leadership program is based on the Teacher Standards and Practices Commission Principal License: Program Standards (as outlined in [OAR 584-430-0100](#)). The program prepares candidates to apply for a principal license (as outlined in [OAR 584-235-0020](#)). The proposed program is 40 credits (aligned with the minimum required by rule 584-430-0100(2)(c) and other principal administrator licensure programs in Oregon). The credits are divided into eight 5-credit courses with content delivered asynchronously alongside synchronous sessions. Candidates can complete the program in 1-2 years.

Each candidate will receive mentorship from course instructors, a university supervisor, and a mentor administrator throughout the program. Clinical practices experiences are woven throughout the program in order to work towards the minimum of 300 hours requirement, culminating in a 5-credit clinical practices and portfolio course at the end of the program, which meets the requirements set out in Standard 8, requiring a 300-hour minimum, including 3 quarter credits of concentrated experience. Upon successful completion of the program, students can apply for licensure through TSPC.

**Name of the school or college where the program is proposed to be housed (College of Education, School of Music, School of Social Work):** College of Education

**Date the new program will be implemented, if approved:** Fall 2026

**Proposed degree to be awarded on program completion:** Master of Arts in Educational Leadership

## Program Delivery and Variants

**Standard delivery:**

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):

Courses in the Principal Administrator Licensure program are delivered online via asynchronous modules in Canvas and synchronous 90 minute bi-weekly evening meetings via Zoom.

**Number of credit hours proposed to be required to complete the program:** 40

- Semester |  Quarter

## edTPA

EdTPA is not required.

## Justification for the New Program

**Need for new educators in the program area:** The market demand for K-12 principals in Oregon reflects broader educational trends and local demographic shifts. As of 2024, Oregon is in need of school leaders, driven by factors such as retirement rates, population growth in certain districts, and increasing administrative responsibilities. Rural areas often experience more difficulty in attracting and retaining qualified principals. According to IPEDS 2020 data, education is the second largest discipline accounting for 18 percent of master's-level graduates. Graduates for master's-level education leadership has increased by 4% annually. As of 2020, nationally, only 44 percent of programs were offered online.

Labor indicators show that there will be an 8% growth in employment needs. It is projected that between 2020-2030, there will be an average of 22 thousand openings. A masters degree is the typical level needed for entry into school administration and is a licensure requirement.

The EOU College of Education meets twice with the Advisory Council. Participants (administrators, mentor teachers, current students, alumni, and university supervisors) continually bring up the need for an administration program with a focus on rural schools.

EOU conducted surveys with administrators (N=54) and prospective candidates (N=35). Administrators had a range of preference in modalities and also recognized expansion of possibilities based on new technology. Both administrators and prospective candidates emphasized the need to acknowledge demands of full lives.

Prospective candidates prefer an online, asynchronous program (80%), followed by an online, synchronous program (57%). Flexible pacing is important to 88.5% of candidates. 91.4% of candidates desire to finish within 2 years.

Both administrators and prospective candidates highlighted the importance of authentic and relevant coursework taught by administrators with recent experience in order to prepare candidates for what will actually be required of them, especially as rural administrators.

The EOU program is aligned with the feedback we received from administrators and prospective candidates.

## **Educator Preparation Provider's Capacity**

Due to the unique focus of the Master of Arts in Educational Leadership program, we will utilize in-service administrators with experience in rural environments. All instructors delivering the program will have experience in K-12 education, including leadership roles, as well as holding graduate degrees.

Instructors will be evaluated by students using the current EOU end-of-course evaluation. In addition, they will be reviewed annually by the Deans'/Director's designee in consultation with their respective programs. Evaluation will be based on specific program standards that map the general criteria guidelines. Syllabus components for all online courses must conform to EOU requirements as defined by EPCC. Characteristics to be considered include good organization of syllabi and course materials, effective course design, faculty student interactions and timeliness, and student learning outcomes and assessment.

### ***List faculty names and attach vita for each faculty member:***

[Erin Lair, EdS](#), consultant on the program and lead instructor for the program, has been serving in a variety of administrative roles in K12 education for the past 15 years. These positions have included a K-12 Vice Principal, Elementary Principal, Director of

Technology, Director of School Improvement, and Superintendent. The districts she served in these positions spanned rural and suburban, and small (15 students) to large-midsize (6500 students). Mrs. Lair has experience leading in a traditional district setting, a charter setting, and at a regional Education Service District (ESD). Her background in education leadership provides a wide range of knowledge and understanding of school leadership, from budgets to bus duty. Mrs. Lair has developed teacher mentorship models, supported preservice educators and novice administrators, and has worked tirelessly to advocate for and grow new leaders throughout her career.

***Faculty structure description:***

The Master of Arts in Education Leadership program will add to EOU's highly-regarded College of Education course and degree offerings. This licensure degree will parallel the structures and evaluation models within the portfolio of Education programs. The program will rely on the lead instructor in coordination with the Dean of the College of Education as well as the registrar and student success faculty. The lead instructor will manage direct aspects of the student experience and course-to-course requirements. Additionally, current in-service administrators from across the Eastern Oregon region will provide adjunct instructional support in coordination and at the request of the lead instructor. Leveraging highly qualified, practicing administrators to support pre-service administrators through their learning will provide a broad and varied perspective for the learners.

The lead instructor will work closely with the Dean of the College of Education to ensure program alignment within the broader context of the college as well as in providing supervision, evaluation, and support and TSPC requirements.

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

Attached is the EOU [Financial Resources](#) as proposed.

***Candidate resources (include, at a minimum, plans for facilities, technology, library, and student services):***

***Facilities*** - This program is fully online. There are no anticipated facilities needed.

***Library*** - The College of Education has worked with the EOU library to ensure the adequacy of our materials and databases. In addition, students will have comprehensive library access. They can use the EOU online library at any time, with 24/7 live chat support from library representatives available to assist them.

***Academic Advising*** – The College of Education provides comprehensive advising support throughout a student's academic journey:

1. Initial Contact: When prospective students request information, they are assigned a College of Education advisor as their primary contact.
2. Ongoing Support: Once a student declares education as their major, the same advisor continues to work with them until program completion, ensuring consistency and personalized guidance.

3. Advising Accessibility: EOU advisors, based on campus, offer flexible appointment options:

- o Face-to-face meetings
- o Phone consultations
- o Zoom video conferences

**Financial Aid Assistance** - The EOU Financial Aid office is located on the La Grande campus. Financial Aid representatives are available for appointments via face-to-face, phone, or Zoom.

**Informational Technology** - The EOU IT office is located on the La Grande campus. IT representatives are available for appointments via face-to-face, phone, or Zoom. Knowledge Base, on the IT website, is a centralized repository of information for all EOU students and staff regarding a wealth of information that can help them navigate anything at EOU.

**Course Registration** – EOU's program operates on a cohort model. Throughout the program, students benefit from a streamlined registration process:

1. A dedicated college advisor manages course registration for all students.
2. The advisor shares class schedules with the cohort in advance.
3. Students provide written consent, authorizing the advisor to register them for upcoming terms.

This system ensures cohesion within the group and simplifies the registration process for students.

**Access to book/text purchases** – Before the program begins, the College of Education will provide all students with a comprehensive book list. Students have several options for acquiring their required texts:

1. Purchase online from the EOU bookstore
2. Buy in person at the EOU campus bookstore in La Grande
3. Rent or purchase from any other retailer of their choice

It's worth noting that multiple courses in the program use Open Educational Resources (OERs) instead of traditional textbooks, reducing the overall cost for students.

**Evidence of institutional approval:**

EOU has received the following approvals:

- College of Education Approval: September 18, 2024

- [Agenda](#) (This presentation/vote was part of our convocation meeting agenda.)
- [Minutes](#)
- EOU Educational Policy Curriculum Committee: October 15, 2024
  - [Agenda](#)
  - [Minutes](#)
- EOU Faculty Senate Approval: November 5, 2024
  - [Agenda](#)
  - [Minutes](#)
- EOU BOT: Academic and Student Affairs Committee: April 30, 2024
  - [Agenda](#)
  - [Minutes](#)
- EOU Board of Trustees: May 21, 2025
  - [Agenda](#)
  - [Minutes](#)
- [HECC Approval: June 30, 2025](#)
- [NWCCU Approval: July 30, 2025](#)

## EPP Program Development Committee and Liaison Officer

The development committee was comprised of the following members:

- **Dr. Amanda Villagomez**, Professor, College of Education
- **Dr. Rae Ette Newman**, Dean, College of Education
- **Mrs. Erin Lair**, EdS, Former Superintendent, Educational Leadership Consultant

## Program Goals and Objectives

The following goals and objectives will drive this program:

*Goal 1: Candidates will model inclusive leadership that ensures every student's success and fosters a community of care and belonging.*

*1.1 Develop and communicate a coherent vision for teaching and learning that reflects shared core values, ethical principles, and equity-centered beliefs.*

*1.2 Model ethical decision-making, transparency, and integrity in professional practice.*

*1.3 Demonstrate cultural responsiveness by recognizing and addressing systemic inequities that impact student access, engagement, and achievement.*

*1.4 Foster inclusive school cultures that value diversity, belonging, and collaborative relationships among students, staff, and families.*

*Goal 2: Candidates will lead continuous improvement of teaching and learning through evidence-based instructional leadership, supervision, resource management and professional development.*

*2.1 Lead instructional improvement through observation, coaching, and supervision that enhance teacher effectiveness and student learning.*

*2.2 Use data and research to align curriculum, instruction, and assessment with school goals and student needs.*

*2.3 Manage fiscal, human, and material resources strategically to support equitable outcomes and school improvement priorities.*

*Goal 3: Candidates will use data, collaborative problem-solving, stakeholder input and reflective practice to identify gaps, design effective strategies, and advance student achievement.*

*3.1 Analyze schoolwide and student data to identify, analyze, and address problems of practice.*

*3.2 Engage stakeholders in evidence-based decision-making processes that support schoolwide learning and accountability.*

*How goals relate to goals of other programs:*

The goals of the Administrator Program align closely with the broader goals of other EOU educator preparation programs by promoting the continuous evolution of teaching and learning through career advancement. Like our teacher preparation and advanced endorsement programs, this program emphasizes reflective practice, equity-driven leadership, and data-informed decision-making. It extends the educator development continuum by preparing experienced teachers to become instructional leaders who foster collaborative school cultures, support effective teaching, and drive systemic improvement. In this way, the program supports a seamless progression from classroom expertise to schoolwide leadership that advances learning outcomes for all students.

## Program Alignment to State Standards

The [linked table](#) (provided by TSPC) is designed to illustrate the alignment of the Professional Standards for Educational Leaders (PSEL) standard areas to the EOU Master of Arts in Educational Leadership .

## Program Curriculum & Course Syllabi

*Curriculum:*

This program requires 40 quarter credits and is designed to be completed in two years, with a one year option. Throughout the program, candidates are able to begin accruing practicum hours as required by TSPC. This program will require 300 practicum hours, divided across the Professional Standards for Educational Leaders (PSEL) standard areas and tracked for accumulation within each course of the program. TSPC requires 300 hours for licensure.

*Research-based rationale for the curriculum:*

NREA recently published a report entitled [Why Rural Matters](#). This is the most updated version of an ongoing research series exploring the assets and challenges of rural education. In this most recent report, it is noted that nearly 1 in 5 students in the United States attend a rural school. Additionally, rural students are increasingly racially, ethnically, and linguistically diverse. Thus, it is imperative that programs are available to align with the needs of rural intersectionality in education, and that leaders are prepared for the unique strengths and challenges that come within these contexts.

The research calls for leadership preparation that understands place, culture, and systems. As such, the curriculum resources used throughout this program will layer the important PSEL standards for principals with the value of place. Data analysis and case studies will center on rurality and examples of context-specific realities within rural schools. Further the report articulates the rural struggle with access to well-being supports, operational systems, and community partnerships. Our curriculum alignment- in courses like Foundations and Values as well as Student Success and Well-Being- will center on realistic access and gaps central to rural education.

Through the Eastern Oregon University College of Education’s Advisory Counsel, we will be able to further capture best practices for rural leadership by leveraging the regional experience of leaders in rural schools. There, many of the experienced school leaders have been able to successfully adapt standard principal leadership programs into their rural contexts.

*Course syllabi:*

[EDLD 520: Foundations and Values: Equity, Ethics, and Mission](#)

[EDLD 521: Structures and Systems: School Improvement](#)

[EDLD 522: Budget and Finance](#)

[EDLD 523: Student Success and Well-Being](#)

[EDLD 524: Principal as an Instructional Leader](#)

[EDLD 525: Supervision, Evaluation, and Development](#)

[EDLD 526: Management and Operations](#)

[EDLD 527: Clinical Practices and Portfolio](#)

## Clinical Practices

The clinical practices within this program are built to be completed in either a single year or two-year pathway. In a single year, each parenthetical course pair is taken in the same term; thus, the clinical practices will be completed at the end of that term. In the case of a two-year path, the first course in each set will be taken for each phase followed by the second course from each phase in year two. The clinical practices in a two-year cycle will be partially completed through each of the courses with each phase fully completed as the candidate moves through year-two. Practicum logs will open for tracking upon entry into the program and general benchmarks will require 75 hours per phase depending on the candidates time pathway. Similarly, a focus on formal evaluations will be in the second of the two parenthetical courses in each phase such that candidates moving through the program in a two-year cycle will have most formal observations and evaluations completed in year two.

Phase	Clinical Practices
Phase 1 (EDLD 520, EDLD25)	<ul style="list-style-type: none"> <li>• Candidate self-reflection on dispositions reviewed with mentor</li> <li>• 75 hours of approved practicum experiences</li> </ul>
Phase 2 (EDLD 521, EDLD 526)	<ul style="list-style-type: none"> <li>• 75 hours of approved practicum experiences</li> </ul>

	<ul style="list-style-type: none"> <li>● 1 formal observation by faculty supervisor</li> <li>● 1 formal observation by mentor</li> </ul>
Phase 3 (EDLD 523, EDLD 522)	<ul style="list-style-type: none"> <li>● 75 hours of approved practicum experiences</li> <li>● 1 formal observation by faculty supervisor</li> <li>● 1 formal observation by mentor</li> </ul>
Phase 4 (EDLD 524, EDLD 527)	<ul style="list-style-type: none"> <li>● Candidate final reflection on dispositions</li> <li>● 75 hours of approved practicum</li> <li>● 1 formal evaluation by mentor</li> <li>● 1 formal evaluation by faculty supervisor</li> </ul>

**Total:** 300 hours of logged practicum time; 4 formal observations (2 completed by mentor and 2 completed by faculty supervisor); 2 formal evaluations (1 completed by each of faculty supervisor and mentor)

## Key Transitions

### Transition 1: Program Admit

All students must submit an application. Review of the application will verify

Assessment	Frequency	Minimum Threshold of Achievement	Use of Results
Application	Once	N/A	Used in screening for admission
GPA	Once	3.0 minimum for Consideration (For GPA lower than 3.0 a letter of explanation or district recommendation will be considered)	Used in screening for admission
Admissions Interview	Once	Minimum of 8 pts	Used in screening for admission
Teaching Experience	Once	Minimum of 3 yrs or have 3 years upon program completion	Used in screening for admission

### Transition 2: Phase Progression

This is review completed at the end of every phase of the program (see clinical practices)

<b>Assessment</b>	<b>Frequency</b>	<b>Minimum Threshold of Achievement</b>	<b>Use of Results</b>
GPA	End of each phase	3.0 minimum	Used for screening for program retention and mastery of content prior to application in clinical settings.
Observations	Throughout phases	Observations are used to document progress and proficiency toward established standards. Meeting the minimum threshold requires evidence of demonstrated proficiency, rather than attainment of a specific point total.	Document candidate development with CoE, state, professional, and national standards

### Transition 3: Program Completion

<b>Assessment</b>	<b>Frequency</b>	<b>Minimum Threshold of Achievement</b>	<b>Use of Results</b>
Capstone Project	Once	21 points on portfolio rubric (rating 3 or higher)	Used in screening for exit from program and licensure recommendation
Evaluations	Once (Both the university supervisor and the mentor complete evaluations, then meet to agree on a final consensus score.)	Rated 3 or higher in all indicators	Used in screening for exit from program and licensure recommendation
Practicum Hours	Once	300 Hours	Used to ensure ongoing demonstration of leadership dispositions and professional practices

## Assessments & Rubrics/Scoring Guides

### Assessment #1: [Leadership Philosophy Paper](#)

**Course:** EDLD 520: Foundations and Values: Equity, Ethics, and Mission

**Description and Use:**

This initial assessment will require candidates to articulate their leadership philosophy based on research, ethical frameworks, and current experiences. In this paper, candidates will describe how mission, vision, and values guide their leadership.

**Timing and Use:** Administered during the first term as a baseline for identifying current leadership dispositions and identity.

**PSEL Alignment:** Standards 1 (Mission, Vision, and Core Values), 2 (Ethics and Professional Norms), and 10 (School Improvement).

[Assessment Rubric](#)

### Assessment #2: [School Improvement Plan](#)

**Course:** EDLD 521: Structures and Systems: School Improvement, EDLD 522: Budget and Finance, EDLD 523: Student Success and Well-being, EDLD 524 Instructional Leadership

**Description and Use:**

Candidates complete a comprehensive School Improvement Plan utilizing schoolwide and student data. This assessment will be completed over the duration of three courses, each building in aspects of a comprehensive school improvement plan. The assessment requires identification of existing data and resources, followed by analysis of student achievement, demographic, and climate data to identify priorities, set measurable goals, and design improvement strategies with stakeholder engagement. The plan will map required financial resources from within the school or district budget and will showcase evidence of culturally-responsive leadership practices and equity-based decision-making that support student well-being.

**Timing:** Administered mid-program.

**PSEL Alignment:** Standards 3 (Equity and Cultural Responsiveness), 4 (Curriculum, Instruction, and Assessment), 5 (Community of Care and Support for Students), and 9 (Operations and Management).

[Assessment Rubric](#)

### **Assessment #3: Internship**

**Courses:** EDLD 524: Principal as Instructional Leader, EDLD 527: Clinical Practices and Portfolio

**Description and Use:**

The internship integrates all PSEL domains through supervised leadership practice in authentic school settings. Candidates are assessed on observable competencies by both university supervisors and site mentors using structured observations, goal reflections, and evidence logs. These observations and PSEL experience logs begin at the outset of the program and culminate in this deliverable in the final course.

**Timing:** Conducted throughout the program.

**PSEL Alignment:** All standards.

[Internship Log and Experiences Checklist](#)

### **Assessment #4: Capstone Leadership Project and Presentation**

**Courses:** *EDLD 527: Clinical Practices and Portfolio*

**Description and Use:**

Candidates design and implement a Capstone Leadership Project addressing a real problem of practice identified through internship experiences with particular focus on improvement planning, fiscal decision-making, and equitable outcomes. The project culminates in a written report and formal presentation to a faculty panel, demonstrating a strong understanding of leadership competencies and ways to have a measurable impact on a school system. This capstone could be expanded from the School Improvement Plan or focus on a separate area of candidate interest. The portfolio includes satisfactory final evaluations completed by the faculty supervisor and mentor.

**Timing:** Final semester of the program.

**PSEL Alignment:** Standards 1 (Mission and Vision), 4 (Curriculum, Instruction, and Assessment), 9 (Operations and Management), and 10 (School Improvement).

[Assessment Rubric](#)

### **Assessment #5: Principal Observations**

**Courses:** *Second and Third Phases*

**Description and Use:**

Candidates will have the opportunity to work with both their University Supervisor and mentor in four observation settings. These observations are intended to encompass as many of the standard areas as possible to inform evaluators and candidates of proficiency or areas of need. The observations will be completed throughout the second and third phases of the program as candidates are working to accrue practicum hours. These observations will inform the candidate, supervisor, and mentor of progress toward proficiency. If the candidate is showing a gap in progress in meeting any specific or multiple standards area, either the University supervisor or mentor can request additional observations with targeted areas for improvement prior to moving forward in the program.

**Timing:** Second and third phases

**PSEL Alignment:** All standards.

[Observation and Evaluation Forms](#)

**Assessment #6: Principal Evaluation**

**Courses:** *EDLD 527: Clinical Practices and Portfolio*

**Description and Use:**

This program will culminate in two formal evaluations- one completed by each of the University Supervisor and Mentor. These final evaluations will provide a comprehensive assessment of proficiency across all ten PSEL standards. Two satisfactory evaluations will accompany all other key assessments in a candidate's capstone portfolio. It is expected that a successful candidate in this administrator program will meet each standard at a level 3 or 4.

**Timing:** Final semester of the program.

**PSEL Alignment:** All standards.

[Observation and Evaluation Forms](#)

## Program Data Collection Plan

*How will the unit collect data showing evidence of candidate content knowledge?*

EOU will collect multiple measures of candidate content knowledge across the program's key assessments. Primary evidence will be generated through the Principal Evaluation Form, which is administered at multiple points in the program by trained site supervisors. This instrument is aligned to the Professional Standards for Educational Leaders (PSEL) and includes indicators that directly assess candidates' understanding of core leadership content, including instructional leadership, data-informed decision making, equity and cultural responsiveness, school operations, and organizational systems.

To supplement these evaluations, the program will triangulate additional data sources—such as signature course assessments, content-focused projects, and course-embedded

performance tasks—to verify that candidates demonstrate mastery of leadership content before progressing to practicum and before program completion. These data will be aggregated and analyzed annually to identify candidate trends, cohort-level strengths and needs, and areas for programmatic improvement.

*How will the unit collect data showing the tools for evaluating the clinical practice?*

The unit will employ a coordinated set of tools to systematically evaluate candidate performance during clinical practice. These tools include:

- **Clinical Practice Tracker:** Candidates' progress will be documented through a tracking system that records required clinical hours, leadership activities, and completion of key practicum benchmarks. This tracker provides ongoing formative data about candidate engagement and readiness and allows faculty to monitor progress in real time.
- **Formal Observations:** University supervisors and site mentors will conduct structured observations using standardized observation protocols aligned to program learning outcomes and the PSEL standards. Observation data will capture evidence of candidates' leadership behaviors, application of content knowledge, communication skills, equity-centered practices, and effectiveness in authentic school settings.
- **Evaluation Instruments:** At designated checkpoints, candidates will receive summative evaluations from both their site mentors and university supervisors. These evaluations use rubrics aligned to the PSEL standards and program competencies, ensuring consistent measurement across placements and allowing for comparison across candidates and cohorts.

Data from these three tools will be collected electronically, aggregated each term, and reviewed by program faculty to assess individual candidate progress, ensure fairness and consistency of scoring, and guide program improvement efforts.

*How will the unit collect data showing evidence of candidate competency?*

EOU collects multiple forms of performance-based evidence to evaluate candidate competency throughout the program. The primary source of data is the Comprehensive Portfolio, which candidates complete during their clinical practice. This portfolio includes:

- **Formal Observations:** Documentation from university supervisors and site mentors assessing candidates' application of leadership knowledge and skills in authentic school environments.
- **Summative Evaluations:** Evaluation instruments aligned to program competencies and the PSEL standards, providing comprehensive assessments of candidate readiness and growth.
- **Capstone Project:** A culminating project that demonstrates candidates' ability to integrate leadership theory, research, and evidence-based decision-making into practice.
- **Clinical Practice Log:** A verified record of required hours and leadership activities that demonstrates adequate breadth and depth of field experiences.

EOU also gathers competency evidence from candidates' Spring Symposium presentations, during which candidates formally present their portfolio work, applied learning, and leadership growth. Faculty use a standardized presentation rubric to assess candidates' ability to communicate their learning, justify professional decisions with evidence, and demonstrate overall readiness for program completion.

All competency data are collected electronically, stored within EOU's assessment management system, and reviewed annually by program faculty to ensure candidate readiness and to inform ongoing program improvement.

*How will the unit collect data that shows tools for follow-up with candidates after program completion?*

EOU collects follow-up data on program completers using several tools designed to track placement, professional progress, and employer perceptions. The unit maintains candidate contact information gathered at exit and uses it to conduct post-program surveys that capture employment status, leadership roles, and perceptions of program preparation.

EOU also gathers exit survey data that include candidate feedback on program effectiveness and anticipated placement plans. These data are combined with district-reported information on employment outcomes. Updates from partnering school districts are shared regularly through College of Education Advisory Committee meetings, where regional superintendents and HR representatives provide information on EOU completer hiring, performance, and retention.

Together, these tools allow EOU to systematically collect and review post-completion data to monitor program impact and inform continuous improvement efforts.

EOU will be analyzing data by cohort. We will have two cycles of data completed by summer of 2028.

## Program Implementation

Implementation of the proposed program will follow Eastern Oregon University's established academic and operational processes for launching new graduate programs. Upon final approval, the College of Education will collaborate with the Registrar's Office, the Office of Academic Affairs, and relevant support units to ensure the program is fully integrated into institutional systems, including the catalog, admissions materials, and advising structures.

Faculty assignments, course scheduling, and field experience placements will be coordinated through the College of Education to align with existing programs in teacher and administrator preparation. Program delivery will utilize EOU's hybrid and online instructional platforms, ensuring accessibility for candidates across rural regions of Oregon. Marketing and recruitment activities will be implemented in partnership with the university's marketing and admissions offices, targeting in-service teachers and district partners identified through existing relationships.

## Program Recruitment and Retention

*Program recruitment and retention narrative:*

**Selective Recruitment:** This program was developed in direct response to feedback from Eastern Oregon University's (EOU) stakeholders, particularly through the College of Education Advisory Council, which has consistently identified the need for a rural-based principal preparation and licensure program. Recruitment will prioritize districts with established and ongoing partnerships with EOU, focusing on educators who currently serve in rural or remote schools.

As Oregon’s officially designated rural university, EOU is uniquely positioned to meet this need. Of the 197 school districts in Oregon, nearly two-thirds ( $\frac{2}{3}$ ) are small and rural. The program is designed to provide context-specific leadership preparation aligned to the realities of rural education. The majority of candidates will be in-service teachers seeking to advance their certification into a K–12 Principal License. Recruitment efforts will leverage EOU’s existing relationships with schools and districts engaged in other College of Education programs, as well as broader communication strategies through EOU’s marketing and recruitment channels.

Additionally, alumni networks and regional school leaders will be engaged as ambassadors for the program, assisting in identifying and recruiting educators who demonstrate leadership potential and commitment to serving rural communities.

**Counseling:** Counseling and advising services for the program will be provided through existing College of Education structures. Each candidate will be assigned a faculty mentor to guide them through coursework, practicum placement, and licensure completion. The mentor will ensure that students receive individualized support aligned with their professional goals and district contexts.

Program faculty and advisor will maintain regular communication with candidates to monitor progress, address challenges, and provide ongoing mentoring. Candidates will also have access to EOU’s student support services, including academic advising, financial aid counseling, and career services.

**Admissions:** Admissions procedures will align with the College of Education’s graduate program standards and Oregon Teacher Standards and Practices Commission (TSPC) requirements for Principal Licensure. Applicants must hold a valid teaching license, and demonstrate at least three years of successful licensed teaching experience (by program completion).

The admissions process will include a review of professional and academic qualifications, a written statement of leadership philosophy, letters of recommendation (including from a current administrator), and an interview with program faculty. The selection process emphasizes candidates’ leadership potential, commitment to equity, and interest in serving rural and underserved school communities.

**Policies for Retention:** Retention strategies are intentionally embedded throughout the program’s design to promote candidate success, persistence, and completion. From the outset, candidates benefit from a program structure that reflects the realities of rural education and leadership. Because the content and field experiences are context-specific, participants are more likely to find the coursework meaningful and directly applicable to their professional roles.

As candidates progress through the program, faculty advisors maintain ongoing contact to monitor academic performance and overall progress toward licensure. When challenges arise, advisors and faculty collaborate to provide timely intervention, individualized support, and referrals to campus resources. This proactive approach helps address barriers early and fosters continued engagement.

To further strengthen retention, the program employs a cohort model that emphasizes collaboration and peer support. Regular cohort meetings, mentoring, and shared learning experiences build a professional network among candidates, which contributes to a strong sense of community and accountability.

## Partnership Efforts

*Collaborative efforts between the EPP and districts or other appropriate partners:*

This program is strongly backed by the members of the Advisory Council named throughout this proposal. The members of the Advisory Council represent a large cross-section of the districts that place the majority of EOU's teacher candidates both as pre-service and, ultimately, as hired teaching staff. Similarly, these districts have elevated the need for EOU to continue support of all K-12 licensed roles with the principal program. It is through these pre-existing district relationships that there are supports for recruitment, practicum placement, mentorship, and the opportunity for graduates to apply for licensed positions upon completion of the program.

## Degree Authorization

At EOU, the Registrar's Office functions as the internal office responsible for coordinating degree program records and compliance; however, it does not serve as a formal degree-authorizing body. All new academic programs at EOU undergo the institution's established shared governance process, including review and approval by the Educational Policies and Curriculum Committee (EPCC), the Faculty Senate, the Provost, and the University President. Final approval is then granted by the EOU Board of Trustees, followed by review by the Oregon Teacher Standards and Practices Commission (TSPC), Oregon Higher Education Coordinating Commission (HECC) and the Northwest Commission on Colleges and Universities (NWCCU).

- College of Education Approval: September 18, 2024
  - [Agenda](#) (This presentation/vote was part of our convocation meeting agenda.)
  - [Minutes](#)
- EOU Educational Policy Curriculum Committee: October 15, 2024
  - [Agenda](#)
  - [Minutes](#)
- EOU Faculty Senate Approval: November 5, 2024
  - [Agenda](#)
  - [Minutes](#)
- EOU BOT: Academic and Student Affairs Committee: April 30, 2025
  - [Agenda](#)
  - [Minutes](#)
- EOU Board of Trustees: May 21, 2025
  - [Agenda](#)
  - [Minutes](#)
- [HECC Approval: June 30, 2025](#)

- [NWCCU Approval: July 30, 2025](#)

## Addendum (optional)

“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. (NOTICE OF PROPOSED RULEMAKING, 7/31/2025)” [This Table is created from the proposed standards](#)

To ensure consistency of knowledge and application of the standards, both site mentors and EPP supervisors will receive structured training and will be required to demonstrate proficiency in the relevant standards as they support candidates.

- **Site Mentors:**  
All site mentors must demonstrate knowledge of the applicable standards. Administrators licensed prior to the adoption of the current standards will be required to either (a) document prior professional learning aligned to the standards, (b) complete EOU-approved standards training, or (c) complete EOU’s standards training. This ensures a common understanding of expectations regardless of licensure date.
- **EPP Supervisors:**  
EPP supervisors will be required to either (a) document prior professional learning aligned to the standards, (b) complete EOU-approved standards training, or (c) complete EOU’s standards training.

Collectively, these requirements ensure that all individuals supporting candidates—regardless of role or licensure timeline, possess a shared, verified understanding of the standards and apply them consistently across.

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, and January 15, 2026, Educator Preparation and Pathways Committee (EP&PC) meetings.

### 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 18<sup>th</sup> 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.

## January 15, 2026, EP&PC meeting:

### Welcome and Call to Order:

Chair York again welcomed EP&PC members, guests, and TSPC staff and noted that quorum was maintained with Chair York and Commissioner Kondor present.

### EP&PC review of program requests:

This meeting included two new program proposals. After reviewing and discussing the proposals at the January 15<sup>th</sup> meeting, EP&PC members determined to recommend Commission approval of the proposal and to place the item on the program consent agenda:

- Oregon State University (OSU): New program proposal to provide a Reading Intervention program

OSU proposed a new Reading Intervention program designed to prepare educators to serve as reading interventionists, literacy specialists, and instructional leaders within multi-tiered systems of support (MTSS), with program implementation anticipated to begin in Fall 2026. The proposed endorsement is a 15-credit program offered at both the undergraduate and graduate levels and is intended for both pre-service and in-service educators. Coursework is designed to be delivered primarily online through asynchronous instruction, with in-person options available to increase statewide access for working and place-bound educators. The program emphasizes evidence-based reading instruction, including foundational skills, language comprehension, writing, assessment, and intervention, with explicit attention to dyslexia and developmental language disorder. A central feature of the program is the integration of literacy instruction for multilingual learners across coursework and clinical experiences. Candidates complete a 90-hour literacy internship that includes structured experiences in both whole-class literacy instruction and small-group reading intervention, with a substantial portion of the experience focused specifically on intervention settings.

Committee members noted the program's strong alignment to Oregon Reading Intervention Endorsement Program Standards and the recently adopted Literacy Program Standards, as well as its intentional design to expand access and meet statewide literacy workforce needs.

*Approved unanimously.*

- Eastern Oregon University (EOU): New program proposal to provide a Principal program

Master of Arts in Educational Leadership designed to prepare candidates for the Oregon Principal License, with program implementation anticipated to begin in Fall 2026. The proposed program consists of 40 quarter credits delivered through eight 5-credit courses and may be completed in one or two years. Coursework is offered fully online, with asynchronous instruction supported by synchronous sessions to accommodate working educators. The program emphasizes equity-centered, data-informed, and context-responsive school leadership, with program design and clinical experiences reflecting leadership responsibilities commonly encountered in rural school communities. The program also incorporates expectations from the recently adopted Administrator Literacy program standards, embedding leadership responsibilities related to literacy, instructional improvement, and student success across coursework and clinical practice, with structured preparation for site mentors and university supervisors to support consistent application of these standards.

Committee members noted the program's intentional attention to rural leadership contexts, integration of literacy leadership expectations, and alignment of coursework and clinical practice to principal preparation standards.

## Information Items

Information items are non-discussion updates and information for EP&PC members, which can be called out for discussion at the meeting on request. Both information items will be presented at the February 6, 2026, full Commission meeting.

### **BASE Community College Consortium:**

This item is addressed as item 21.

### **Early Literacy Implementation Update:**

This item is addressed as item 22.

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

March 19, 2026

May/June 2026 (*date to be determined*)

ITEM: UNIVERSITY OF PORTLAND: STATE APPROVAL OF UNIT

ACTION: **ACTION ITEM**

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

**RESOLVED**, that, based upon review of the evidence supplied through the University of Portland Program Reports, AAQEP Quality Assurance Report (QAR), Site Visit on September 9–11, 2025, AAQEP Quality Review Team Report, AAQEP Accreditation Action Report, and other evidence, the Commission finds that the AAQEP standards for accreditation and the TSPC State-specific unit-level standards are met;

**RESOLVED FURTHER**, that the University of Portland is commended for its intentional integration of social, emotional, and culturally responsive practices across coursework and clinical experiences, preparing candidates to address the academic, social, emotional, cultural, and linguistic needs of diverse learners through aligned program expectations and clinical evaluations;

**RESOLVED FURTHER**, that the University of Portland is commended for its effective use of multiple data sources to support program review and continuous improvement, incorporating candidate performance data, stakeholder input, and completer outcomes to inform reflection, planning, and ongoing program refinement;

**RESOLVED FURTHER**, that the Commission establishes the next site visit date for University of Portland as Fall 2032; and

**RESOLVED FURTHER**, that the Commission extends Approval of University of Portland to June 30, 2033.

INFORMATION:

**Previous Unit Approval:** June 2021 (State Approval of Unit - CAEP Accreditation)

For this unit review cycle, the University of Portland pursued national accreditation through the Association for Advancing Quality in Educator Preparation (AAQEP). UP submitted its Quality Assurance Report (QAR) in June 2025, and an AAQEP Quality Review Team conducted a site visit September 9–11, 2025.

The AAQEP Accreditation Action Report issued in November 2025 granted the University of Portland accreditation for seven years with no Areas for Improvement (AFIs) or stipulations.

<b>Timeline of Unit Approval Process – University of Portland</b>	
September 2012	Commission granted State Approval of Unit
April 2019	Commission granted State Recognition of Programs
June 2021	Commission granted State Approval of Unit (CAEP)
April 2025	Commission granted State Recognition of Programs
June 2025	Quality Assurance (Self Study) Report submitted to AAQEP
September 9-11, 2025	AAQEP Site Visit
November 2025	AAQEP accreditation for 7 years
February 6, 2026	Executive Director's Recommendations to Commission
February 6, 2026	Commission to consider approval of University of Portland unit

**Attachments:**

- 19.1: University of Portland Executive Director's Recommendations
- 19.2: University of Portland QAR (secure server)
- 19.3: University of Portland QRT (secure server)
- 19.4: AAQEP Decision Letter - University of Portland (secure server)
- 19.5: AAQEP Accreditation Action Report - University of Portland



# OREGON TEACHER STANDARDS AND PRACTICES COMMISSION

## Executive Director's Recommendations

### Accreditation Site Visit Team:

**Michael Cawdery, Ph.D.**  
Professor and Coordinator of Associate  
in Science in Teaching Program  
University of Hawai'i – Leeward  
Community College

**Sarah Pennington, Ph.D.**  
Associate Professor  
Montana State University

**Carrie Ashcraft, Ph.D.**  
Assistant Professor and Director of  
Accreditation  
Utah Valley University

**John Garrow, M.Ed.**  
Retired Local Oregon Practitioner and  
Administrator

### Accreditation Site Visit to:

**UNIVERSITY OF PORTLAND**  
Eugene, Oregon

**Site visit: September 9-11, 2025**

This report was issued: **January 21, 2026**

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# Summary of Executive Director Findings

## University of Portland

AAQEP Standard	Met	Not Met	AFI/Stipulation
<b>1. Candidate/Completer Performance</b> - Program completers perform as professional educators with the capacity to support success for all students.	X		None
<b>2. Completer Professional Competence and Growth</b> - Program completers adapt to working in a variety of contexts and grow as professionals.	X		None
<b>3. Quality Program Practices</b> - The program has the capacity to ensure that its completers meet Standards 1 and 2.	X		None
<b>4. Program Engagement in System Improvement</b> - Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.	X		None

State-Specific Standards (Woven throughout and highlighted in AAQEP Standard 4e)	Met	Not Met	AFI/Stipulation
<b>Culturally Sustaining Practices to Promote Equity</b> – <a href="#">OAR 584-410-0070</a>	X		None
<b>Social and Emotional Development to Promote Equity</b> – <a href="#">OAR 584-410-0075</a>	X		None
<b>English Language Learners</b> - <a href="#">OAR 584-410-0080</a>	X		None
<b>Educator Preparation Provider Partnerships</b> – <a href="#">OAR 584-410-0090</a>	X		None
<b>Verification of Candidate Recommendations (Field Audit)</b> – <a href="#">OAR 584-410-0100</a>	X		None

# Introduction of Institution

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University of Portland (UP) is a private, independently governed Catholic university founded in 1901 and located in Portland, Oregon. Sponsored by the Congregation of Holy Cross, the University offers undergraduate and graduate programs across the arts, sciences, humanities, and professional fields. The University maintains a student-faculty ratio of approximately 12:1 and enrolls both undergraduate and graduate students across multiple schools and colleges, including the School of Education (SOED).

The School of Education prepares candidates for licensure and advanced credentials through undergraduate and graduate programs leading to Oregon Preliminary Teaching Licenses, add-on endorsements, and administrator licenses. Programs included in this accreditation review span initial teacher preparation, endorsements in areas such as English for Speakers of Other Languages (ESOL), Reading Intervention, and Special Education: Generalist, as well as Principal and Professional Administrator licensure pathways. These programs are delivered through a combination of face-to-face and online modalities designed to meet the needs of both pre-service candidates and practicing educators.

Clinical preparation is a central component of UP's educator preparation programs. The School of Education partners with a wide range of public and private schools across the Portland metropolitan region and surrounding areas to support supervised field experiences and clinical practice. These partnerships support placements across diverse school contexts and student populations and are intended to align academic preparation with professional practice.

University of Portland has held national accreditation in educator preparation for several decades, including prior accreditation through the Council for the Accreditation of Educator Preparation (CAEP). In preparation for this review cycle, UP transitioned to accreditation through the Association for Advancing Quality in Educator Preparation (AAQEP) and submitted its Quality Assurance Report (QAR) in June 2025. The AAQEP Quality Review Team conducted an on-site visit in September 2025 as part of the accreditation process.

# Summary of Accreditation Process

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Timeline of Unit Approval Process – University of Portland	
September 2012	Commission granted State Approval of Unit
April 2019	Commission granted State Recognition of Programs
June 2021	Commission granted State Approval of Unit (CAEP)
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<i>February 6, 2026</i>	Commission to consider approval of <b>University of Portland</b> unit

# Professional Education Unit Standards:

## Executive Director Recommendations and Comments

The following is a summary of the Executive Director’s recommendation to the Commission related to the TSPC findings on the Professional Education Unit Standards. These recommendations are based on findings outlined in the *University of Portland Quality Assurance Report (QAR) (June 2025)*, *AAQEP Quality Review Team Report (QRT) (October 2025)*, and *AAQEP Accreditation Action Report (November 2025)*. **(NOTE: The aspects of each of the four AAQEP standards have been placed in italics under each standard below.)**

### Executive Director’s Recommendation on Findings – University of Portland

The Executive Director provides the following recommendations on the Accreditation Site Review Team Findings:

#### University of Portland: Standard 1: Candidate/ Completer Performance

Standard 1: Candidate/ Completer Performance	AAQEP Accreditation Team Finding	Executive Director Recommendation
Programs	Standard Met	Accept the Finding
Areas for Improvement	None	Accept the Finding
Strengths	N/A	Accept the Finding

#### University of Portland: Summary of Findings (Standard 1 from AAQEP Quality Review Team Report)

University of Portland provided the AAQEP Quality Review Team with sufficient evidence in support of Standard 1. This evidence included institutional data as well as information gathered through interviews conducted during the site visit.

*1a: Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought*  
Evidence reviewed by the Quality Review Team indicates that candidates and completers demonstrate appropriate content knowledge and pedagogical skill aligned with the credentials sought. Performance on licensure assessments, program-embedded assessments, and clinical evaluations shows that candidates are prepared to plan and deliver instruction consistent with state standards and professional expectations. Employer and supervisor feedback further supports that completers enter the profession with the foundational knowledge required for effective practice.

*1b: Learners; learning theory (including social, emotional, and academic dimensions); and application of learning theory*

The QRT found evidence that candidates apply learning theory effectively in instructional planning and practice, including attention to social, emotional, and academic dimensions of learning. Coursework, clinical reflections, and assessment artifacts demonstrate that candidates connect theory to practice in varied learning contexts. Interview data from candidates and completers further confirms that preparation in learning theory informs instructional decision-making.

*1c: Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning*

Evidence reviewed by the QRT indicates that culturally responsive practice is integrated across coursework and clinical experiences. Candidates demonstrate awareness of intersectionality and the influence of culture, identity, and language on learning, as reflected in program assessments and clinical evaluations. Feedback from supervisors and employers indicates that completers are able to work effectively with diverse learners and adapt instruction to meet varied student needs.

*1d: Assessment of and for student learning; assessment and data literacy; use of data to inform practice*

The QRT found that candidates demonstrate competence in assessment literacy, including the use of formative and summative assessments to inform instruction. Program assessments and clinical evaluations show that candidates are able to analyze student data and adjust instructional strategies accordingly. Evidence from coursework and clinical practice supports that candidates are prepared to use data to support student learning and monitor progress.

*1e: Creation and development of positive learning and work environments*

Evidence reviewed by the QRT indicates that candidates are prepared to create and sustain positive learning environments. Coursework and clinical assessments reflect attention to classroom management, relationship-building, and inclusive practices. Supervisors and employers report that completers demonstrate professionalism and are able to establish supportive learning environments that promote student engagement and well-being.

*1f: Dispositions and behaviors required for successful professional practice.*

The QRT found evidence that candidates demonstrate professional dispositions aligned with expectations for ethical conduct, collaboration, and reflective practice. Dispositions are assessed throughout the program and monitored during clinical experiences. Feedback from faculty,

supervisors, and employers indicates that completers consistently demonstrate professionalism and readiness for professional responsibilities.

### University of Portland: Standard 2: Completer Professional Competence and Growth

Standard 2: Completer Professional Competence and Growth	AAQEP Accreditation Team Finding	Executive Director Recommendation
Programs	Standard Met	Accept the Finding
Areas for Improvement	None	Accept the Finding
Strengths	N/A	Accept the Finding

### University of Portland: Summary of Findings (Standard 2 from AAQEP QRT)

All six aspects of standard two were addressed in the evidence provided for the standard. The evidence shows that completers have the capacity to:

*2a: Understand and engage local school and cultural communities; communicate and foster relationships with families/guardians/caregivers in a variety of communities.*

The QRT found evidence that program completers are prepared to engage effectively with local school communities and to communicate with families and caregivers across diverse contexts. Coursework, clinical experiences, and interview data indicate that completers understand the importance of collaboration with families and community partners and are able to build relationships that support student learning and well-being.

*2b: Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts.*

Evidence reviewed by the QRT indicates that completers demonstrate culturally responsive practices in a range of educational settings. Program assessments and clinical evaluations reflect the ability to adapt instruction to meet the needs of diverse learners, including students from varied cultural,

linguistic, and socioeconomic backgrounds. Feedback from employers and supervisors supports that completers are prepared to work effectively in diverse school communities.

*2c: Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts*

The QRT found that completers demonstrate the capacity to establish and sustain productive learning environments. Evidence from coursework, clinical evaluations, and employer feedback indicates that completers use strategies that promote student engagement, positive behavior, and inclusive classroom climates across varied school settings.

*2d: Support student's growth in international and global perspectives*

Evidence reviewed by the QRT indicates that completers are introduced to international and global perspectives through coursework and program experiences. Completers demonstrate an awareness of broader social, cultural, and global contexts that influence teaching and learning, and are able to incorporate these perspectives into their professional practice as appropriate to their role and setting.

*2e: Establish goals for their own professional growth, engage in self-assessment, goal setting, and reflection*

The QRT found evidence that completers engage in ongoing professional growth through structured self-assessment, reflection, and goal-setting. Program requirements, including reflective assignments and clinical evaluations, support completers' ability to evaluate their own practice and identify areas for continued development. Interview data indicates that completers view reflection as an integral component of their professional practice.

*2f: Collaborate with colleagues to support professional learning*

Evidence reviewed by the QRT indicates that completers are prepared to collaborate with colleagues in support of professional learning and student success. Coursework and clinical experiences provide opportunities for collaborative planning and shared problem-solving. Employer and supervisor feedback further indicates that completers demonstrate the ability to work effectively within professional learning communities and school teams.

## University of Portland: Standard 3: Quality Program Practices

Standard 3: Quality Program Practices	AAQEP Accreditation Team Finding	Executive Director Recommendation
Programs	Standard Met	Accept the Finding
Areas for Improvement	None	Accept the Finding
Strengths	N/A	Accept the Finding

### University of Portland: Summary of Findings (Standard 3 from AAQEP QRT)

Evidence was drawn from the Quality Assurance Report and supporting appendices, including materials related to curriculum alignment, clinical practice, and quality assurance, to demonstrate that University of Portland:

*3a: Offers coherent curricula with clear expectations that are aligned with state and national standards, as applicable (See Appendix C)*

The Quality Review Team found evidence that program curricula are coherent and aligned with applicable state and national standards. Curriculum maps, course syllabi, and program documentation demonstrate clear expectations for candidate learning and progression. Faculty interviews corroborated that alignment is reviewed and updated to ensure consistency across programs and instructional delivery.

*3b: Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships with P-12 schools and districts*

Evidence reviewed by the QRT indicates that University of Portland provides structured clinical experiences supported by established partnerships with P–12 schools. Clinical practice requirements are clearly articulated, and supervision structures support candidate development across varied school contexts. Feedback from clinical supervisors and partners affirms the effectiveness of these experiences in preparing candidates for professional practice.

*3c: Engages multiple stakeholders, including completers, local educators, schools, and districts, in data collection, analysis, planning, improvement, and innovation*

The QRT found evidence that multiple stakeholders are engaged in program improvement processes. Input from completers, faculty, and school partners is incorporated through surveys, advisory structures, and feedback mechanisms. These processes support program planning and ongoing

refinement, with stakeholder perspectives informing decisions related to curriculum and clinical practice.

*3d: Enacts admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards*

Evidence reviewed by the QRT demonstrates that admission and candidate monitoring processes are aligned with state requirements and professional standards. Program documentation describes clear expectations at key transition points, and monitoring practices support candidate progress toward program completion. These processes are designed to identify support needs and promote candidate success throughout preparation.

*3e: Engages in continuous improvement of programs and program components, and investigates opportunities for innovation, through an effective quality assurance system*

The QRT found evidence of an established quality assurance system that supports continuous improvement. Data from multiple measures are reviewed to inform program-level decisions, and faculty engage in ongoing examination of assessment quality and effectiveness. The QRT noted that continued attention to data use and refinement of instruments supports University of Portland's capacity for sustained improvement and innovation.

*3f: Maintains capacity for quality reflected in staffing, resources, operational processes, and institutional commitment*

Evidence reviewed by the QRT indicates that University of Portland maintains sufficient capacity to support program quality. Faculty qualifications, staffing structures, and institutional resources align with program needs. Operational processes and institutional commitment provide stability and support for educator preparation programs, contributing to consistent implementation across offerings.

## University of Portland: Standard 4: Program Engagement in System Management

Standard 4: Program Engagement in System Management	AAQEP Accreditation Team Finding	Executive Director Recommendation
Programs	Standard Met	Accept the Finding
Areas for Improvement	None	Accept the Finding
Strengths	N/A	Accept the Finding

### University of Portland: Summary of Findings (Standard 4)

Evidence was drawn from the Quality Assurance Report and supporting appendices, including materials related to workforce needs, completer outcomes, and state requirements. University of Portland provided evidence that it:

*4a: Engages with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes*

The Quality Review Team found evidence that University of Portland engages meaningfully with high-need schools and districts through clinical placements, partnerships, and service-oriented initiatives. Program documentation and interview data indicate that candidates complete field and clinical experiences in diverse school contexts, including settings serving historically underserved student populations. These engagements support candidate preparation while also contributing to partner schools and communities.

*4b: Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support*

Evidence reviewed by the QRT indicates that programs are responsive to workforce needs. Program offerings, endorsements, and clinical placements align with areas of demand within the state and region. Data provided in the QAR and confirmed through interviews demonstrate attention to recruitment, preparation, and support of candidates entering high-need licensure areas.

*4c: Supports completers' entry into and/or continuation in their professional role, as appropriate to the credential or degree being earned*

The QRT found evidence that completers are supported as they transition into professional roles. Program structures include career preparation activities, mentoring, and access to professional networks. Interview data and completer feedback indicate that graduates are prepared to enter the profession and have access to resources that support ongoing professional learning.

*4d: Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession and uses that information to improve programs*

Evidence reviewed by the QRT indicates that the institution collects and analyzes data related to completer employment, effectiveness, and retention. Data sources described in the QAR demonstrate that completers are successfully employed in education settings and continue in the profession. These data are reviewed as part of the broader quality assurance system to inform program improvement.

*4e: Meets obligations and mandates established by the state, states, or jurisdiction within which it operates:*

The QRT found evidence that University of Portland meets applicable state obligations and mandates related to educator preparation. Documentation provided in the QAR and supporting materials demonstrates alignment with Oregon requirements, including program approval expectations and state-specific standards. The QRT determined that evidence was sufficient to support this aspect of the standard.

*4f: Investigates its own effectiveness relative to its institutional and/or programmatic mission and commitments*

Evidence reviewed by the QRT indicates that the institution examines its effectiveness relative to stated mission and commitments through data collection, reflection, and program review processes. Information gathered through assessments, stakeholder feedback, and internal review structures is used to evaluate program outcomes and inform ongoing improvement efforts.

# Accreditation Decision:

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## Final Recommendation –University of Portland

February 6, 2026

The Executive Director recommends: **Approval for the full term of seven years to University of Portland.** [See AAQEP Accreditation Action Report, (November 2025)]. The term of accreditation lasts through or until University of Portland ceases to be a member in good standing of AAQEP or TSPC, whichever comes first.

## Commission Accreditation Actions to Date

### Previous Accreditation:

June 2021 (State Approval of Unit - CAEP Accreditation)

### Program Approval:

April 2025 (State Recognition of Programs)

## Commission Accreditation Procedure

### Executive Director's Recommendations

As part of the unit approval process, the Executive Director considers the applicable requirements and standards set forth in OAR Chapter 584. In accordance with **OAR 584-400-0010** and **OAR 584-400-0015**, the Commission's review of an Educator Preparation Provider (EPP) is based on evidence demonstrating compliance with unit standards and applicable state-specific standards.

In developing recommendations for the Commission's consideration, the Executive Director reviews information including, but not limited to:

- a) Information and evidence submitted by the Educator Preparation Provider;
- b) Findings and recommendations of the national accreditation review team recognized by the Commission;
- c) Results of staff review and verification activities, including review of candidate records and other documentation as applicable; and
- d) Additional information obtained through surveys, data collections, or other sources utilized by the Commission in support of its approval responsibilities.

**Commission Action on Unit Approval**

Consistent with **OAR 584-400-0015** and **OAR 584-410-0010**, the Executive Director prepares recommendations for Commission action regarding unit approval following completion of the accreditation review process. Based on review of the evidence and applicable standards, the Executive Director may recommend Commission action that includes approval, approval with conditions or Areas for Improvement, or denial of unit approval, as appropriate under rule.

The Executive Director submits recommendations to the Commission for consideration as part of the unit approval process. The Commission reviews the recommendations and takes action in accordance with its statutory and rule-based authority.

ITEM: BASE COMMUNITY COLLEGE CONSORTIUM UPDATE

ACTION: **INFORMATION ITEM**

INFORMATION: The purpose of this item is to provide the Commission with an overview of the required state approval process the BASE Community College Consortium must complete prior to offering licensure programs in Oregon, including coordination across the Higher Education Coordinating Commission, the Teacher Standards and Practices Commission, and relevant accreditors.

### **Background**

A consortium of five Oregon community colleges — Chemeketa Community College, Columbia Gorge Community College, Linn-Benton Community College, Rogue Community College, and Treasure Valley Community College — has formed the BASE Community College Consortium (Bachelor of Applied Science in Education) to pursue a shared approach to educator preparation. The consortium is preparing to submit a preconditions application to the Teacher Standards and Practices Commission (TSPC) seeking recognition as a new Educator Preparation Provider (EPP) Unit. If approved to move forward, the consortium intends to develop educator preparation programs leading to the Preliminary Teaching License with endorsements in Elementary – Multiple Subjects and an optional Special Education: Generalist, following completion of required unit and program approval processes.

### **Program Model Overview**

The proposed BASE program model is structured to support access to educator preparation across multiple regions of the state and includes the following design features:

- Locally delivered, place-based preparation anchored at participating community colleges, allowing candidates to complete coursework and clinical experiences within their home communities;
- Flexible scheduling and hybrid instructional models designed to accommodate working adults and paraprofessionals;
- Clinical experiences embedded in candidates' home communities, supporting sustained engagement with local schools and districts; and
- Small cohort sizes, intended to support individualized preparation for paraprofessionals, career-changers, and other place-bound candidates.

The consortium has indicated that these design elements are intended to expand access to teacher preparation opportunities, particularly in rural and underserved regions of Oregon.

The BASE Community College Consortium is currently an AAQEP Affiliate Member and has indicated its intent to pursue national accreditation as part of the Educator Preparation Provider unit approval process.

### **HECC Approval – Applied Baccalaureate Degree**

Oregon statute authorizes community colleges to propose applied baccalaureate degrees through the Higher Education Coordinating Commission (HECC). In 2024, the BASE Community College Consortium submitted a Declaration of Intent to HECC to pursue a Bachelor of Applied Science in Education.

The BASE degree proposal has advanced through HECC’s applied baccalaureate approval process, which includes three phases:

- Phase 1: Statement of Need, documenting regional workforce demand, student access considerations, and alignment with state priorities;
- Phase 2: Notice of Application, including detailed program design elements and an opportunity for public comment; and
- Phase 3: Final Submission, providing the complete degree proposal for HECC Commission review.

Materials submitted at each phase are evaluated using rubrics aligned to HECC standards. The BASE degree proposal is currently scheduled for HECC Commission consideration in April 2026. If approved, the degree program would subsequently be subject to evaluation for accreditation by the Northwest Commission on Colleges and Universities (NWCCU).

### **TSPC Unit Approval – Educator Preparation Provider Recognition**

The consortium must apply for and meet TSPC preconditions for unit approval under [OAR 584-410-0005](#). TSPC rules allow approval of an Educator Preparation Provider that is an institution of higher education, a school district in this state, an education service district in this state, or another qualifying entity that sponsors educator preparation programs ([OAR 584-410-0010](#)).

For purposes of educator preparation, the BASE Community College Consortium would function as a single EPP unit rather than as individual institutions. Unit approval focuses on governance, organizational capacity, staffing, data systems, candidate support, and alignment with TSPC educator preparation standards. Approval of the unit would establish the consortium as a recognized Oregon EPP; approval of licensure programs is a separate process.

### **TSPC Program Approval – Licensure Programs**

Following unit approval, the consortium would be required to submit separate program applications to TSPC for each proposed licensure program or endorsement. Program review evaluates curriculum, clinical practice, supervision, assessments, and alignment with Oregon program, unit, and licensure standards. Based on this review, the Commission determines whether each program is approved, approved with conditions, or denied.

#### **Attachment:**

21.1: BASE Consortium Process of Approval

# Bachelor of Applied Science in Education (BASE) Consortium

Expanding Oregon's Teacher Pipeline - Locally, Affordably, and Responsibly

## Approval Process Overview

- Standards for approval of an Educator Preparation Provider (EPP) allow approval of an institution of higher education, a school district in this state, an education service district in this state, or any other entity in this state that sponsors or provides an educator preparation program ([OAR 584-410-0010](#)).
- Oregon statute [ORS 341.009](#) authorizes community colleges to propose Applied Baccalaureate degrees. In 2024, a consortium of five Oregon community colleges—Chemeketa, Columbia Gorge, Linn-Benton, Rogue, and Treasure Valley—submitted a Declaration of Intent to the Oregon Higher Education Coordinating Commission (HECC).
- HECC reviews proposed Applied Baccalaureate degrees through a multi-phase approval process. Upon HECC approval of the Bachelor of Applied Science in Education (BASE), the consortium must meet the preconditions for Unit approval under TSPC rule [584-410-0005](#) to be formally recognized as an Oregon Educator Preparation Provider (EPP).
- Following Unit approval, the BASE Consortium must obtain state approval for new licensure programs and endorsements under TSPC rule [584-400-0060](#).

## HECC - Approval Process Highlights

<i>Internal College Planning &amp; Local Outreach and Approval 2024</i>	<ul style="list-style-type: none"><li>● Community colleges engage stakeholders and partners to assess workforce needs and regional demand.</li><li>● Institutional leadership initiates discussions among community college and university presidents.</li><li>● Participating community colleges formally announce their intent to offer the BASE to regional Educator Preparation Provider (EPP) partners in Spring 2024.</li><li>● The consortium submits a Declaration of Intent to the HECC (<a href="#">here</a>).</li><li>● Community college leadership and faculty develop and approve the degree concept, including curriculum design and resource planning.</li><li>● Community college governing boards formally approve the program's structure, learning outcomes, alignment with institutional mission, and associated resource commitments, in accordance with <a href="#">OAR 589-006-0150</a>.</li></ul>
<i>Phase 1: Statement of Need (SON) May, 2025</i>	<ul style="list-style-type: none"><li>● Each community college prepares a Statement of Need demonstrating regional workforce or educational demand and showing how the program addresses unmet needs without undue duplication (<a href="#">here</a>).</li><li>● Colleges use a data-informed approach, including employer demand analysis, school district surveys, Oregon Employment Department forecasts, and HECC equity metrics.</li><li>● Programs must meet all HECC standards for Phase 1 and are evaluated using an established review rubric (<a href="#">here</a>).</li><li>● Educator Preparation Providers (EPPs), individually and collectively, respond to the Consortium and the HECC facilitates meetings with BASE Consortium representatives.</li></ul>
<i>Phase 2: Notice of Application (NOA) November, 2025</i>	<ul style="list-style-type: none"><li>● BASE Consortium representatives attend OACTE meetings to answer questions and present program overview.</li><li>● Programs must meet all HECC standards for Phase 2 and are evaluated using an established review rubric (<a href="#">here</a>).</li><li>● Curriculum Committees at each community college review and approve all course offerings, assessments, and program outcomes.</li></ul>

<p><i>Phase 3: Full Program Application December, 2025</i></p>	<ul style="list-style-type: none"> <li>● All information from the Statement of Need and Notice of Action, along with all final course proposals, must be submitted through CCWD’s Program and Course Approval System (Webforms) for final review.</li> <li>● The proposed BASE program is scheduled for consideration at the HECC public Commission meeting in April 2026.</li> </ul>
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## TSPC - Approval Process Highlights

<p><i>TSPC Unit Approval</i></p>	<ul style="list-style-type: none"> <li>● Review eligibility and governance. Verify that the organization has appropriate legal authority, governance structures, decision-making processes, and fiscal capacity to operate an Educator Preparation Provider (EPP), consistent with <a href="#">OAR 584-410-0005</a>.</li> <li>● Evaluate organizational capacity. Confirm that the proposed Unit has the infrastructure, staffing, policies, and systems necessary to support educator preparation, including assessment, candidate support, data management, and continuous improvement.</li> <li>● Ensure alignment with TSPC standards. Determine that the Unit’s policies, procedures, and operational framework align with TSPC standards for educator preparation, but not approving individual licensure programs or endorsements at this stage.</li> <li>● The Unit must be established as an approved Educator Preparation Provider, before the organization may seek approval for specific licensure programs and endorsements under <a href="#">OAR 584-400-0060</a>.</li> <li>● The Unit must show progress in becoming Nationally Accredited. The BASE is currently an AAQEP Affiliate Member.</li> </ul>
<p><i>TSPC Program Approval</i></p>	<ul style="list-style-type: none"> <li>● The EPP submits a formal program application to TSPC for each proposed licensure program or endorsement, in accordance with <a href="#">OAR 584-400-0060</a>. The application includes program design, coursework, clinical experiences, assessments, and alignment to licensure standards.</li> <li>● TSPC reviews the program for alignment with, Oregon licensure standards, required clinical practice, practicum, and supervision expectations, Candidate assessment systems, and performance measures.</li> <li>● The review emphasizes evidence that candidates will demonstrate required knowledge, skills, and professional dispositions. The program must show how assessments are used to support candidate progress and continuous improvement.</li> <li>● Following review, the Commission makes a formal determination to, approve the program, approve with conditions, or deny approval.</li> </ul>

## Meeting the Need - Community Support

*"In our small rural district of just 200 students, 15–20% of our teachers are on emergency licenses. We need a teacher pathway that values experience through credit for prior learning, focuses on special education, and keeps costs affordable. A community college-based program could make becoming a licensed teacher realistic for people already serving our kids." ~ Alsea School District*

*"We support students and families in North Wasco, Dufur, South Wasco, Condon, Sherman County School District, and Hood River School District - Student numbers are in the 8000 range combined. We need bilingual educators. We have to recruit teachers from outside of Oregon. I assist districts in recruiting teachers and staff for their schools. On two occasions, we have hired teachers from Mexico on J-1 visas to support the Dual Language Program and general classroom instruction." ~ Columbia Gorge ESD*

*"We serve about 900 students, yet 6–10% of our teachers are on emergency licenses. Recruiting is tough—we rely on word of mouth and lose candidates to higher-paying districts. A teacher pathway that offers credit for prior learning and place-based clinical practices would help us grow our own educators and keep them in our schools." ~ Gervais School District*

*“The BASE program is thoughtfully designed to build on the strengths of the consortium and Chemeketa’s successful associate degrees in education-related fields, offering students a seamless transition into a bachelor’s degree while remaining rooted in their home communities. The use of flexible scheduling, credit for prior learning, hybrid instruction, and paid practicum opportunities ensures that this program will not only prepare excellent teachers but also improve retention, particularly among those from historically marginalized groups.” ~ Brian Turner, Keizer Public Schools*

## Proposed Timeline

<i>HECC Presentation for Approval</i>	The proposed BASE program is scheduled for consideration at the HECC public Commission meeting in April 2026.
<i>TSPC Unit Approval</i>	
<i>TSPC Program Approval</i>	
<i>Students Enrolled</i>	

## BASE Contacts

Karla Hale, PhD, Dean, Education Programs Chemeketa Community College, [karla.hale@chemeketa.edu](mailto:karla.hale@chemeketa.edu)

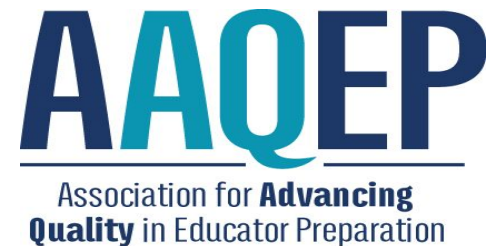
Kanoe Bunney, PhD, Education Program Coordinator, Linn Benton Community College, [bunneyk@linnbenton.edu](mailto:bunneyk@linnbenton.edu)

# Process Orientation

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## Bachelor of Applied Science in Education Community College Consortium



# The BASE Consortium

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**Five Oregon community colleges collaborating on a shared approach to educator preparation:**

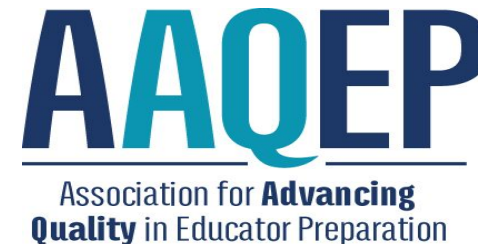
- Chemeketa Community College
- Columbia Gorge Community College
- Linn-Benton Community College
- Rogue Community College
- Treasure Valley Community College

# Purpose

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- Overview of state, regional, and national approval and accreditation processes
- Clarify the roles of HECC, TSPC, NWCCU and AAQEP in approval and accreditation processes
- Summarize current status and probable next steps



# Consortium Goals and Design Features



## Goals:

- Bachelor of Applied Science (BAS) in Education
- Become an Oregon EPP
- Offer Programs for Preliminary Teaching License
  - **–Elementary – Multiple Subjects**
  - **–Optional Special Education: Generalist**

## Features:

- Locally delivered, place-based preparation
- Hybrid and flexible scheduling
- Clinical experiences in home communities
- Small cohorts for individualized support

# Expected Outcomes

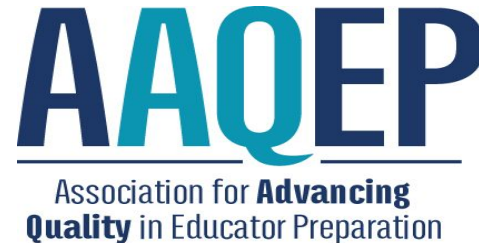
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- Expand access to educator preparation statewide
- Support rural and underserved regions
- Serve paraprofessionals and career-changers
- Strengthen local district partnerships

# Key Points of Review and Approval

- Internal Coordination and Agreement -Consortium
- HECC Approval for Bachelor of Applied Science
- NWCCU Regional Accreditation of Degree
- TSPC Unit Approval (Approve to be an EPP)
- TSPC Program Approval (Approve program leading to licensure)
- AAQEP (National Accreditation of the EPP Unit)



# HECC Degree Program Approval and Accreditation



1. Intent to Apply:
2. Phase 1: Statement of Need:
3. Phase 2: Notice of Application:
4. Phase 3: Final Submission -Commission Review:

## After HECC Approval:

- NWCCU accreditation for degree



**NWCCU**  
NORTHWEST COMMISSION ON  
COLLEGES AND UNIVERSITIES

# TSPC: Unit Approval

1. Apply for and meet preconditions for unit approval
2. Consortium would operate as one unit (EPP)
3. Approval focuses on:
  - Governance
  - Organizational Capacity
  - Staffing
  - Data Systems Candidate Support
  - Alignment to TSPC Educator Preparation Standards



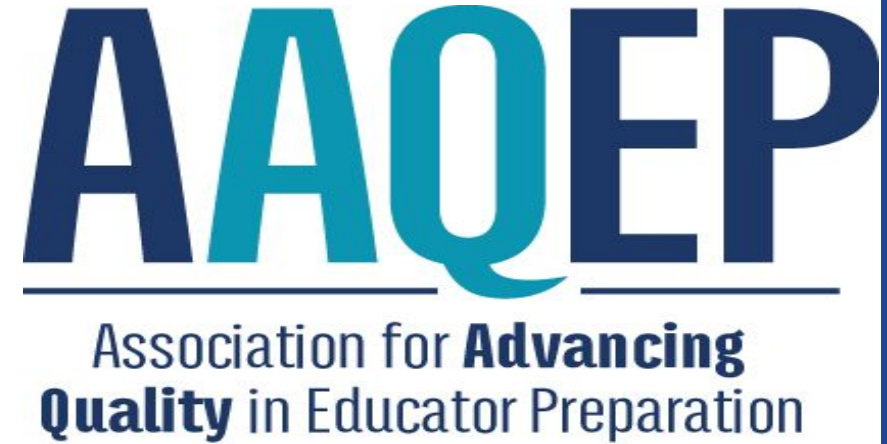
# TSPC Program Approval

1. Follows unit approval
2. Consortium submits program applications for each proposed licensure program or endorsement. Program review evaluates:
  - Curriculum
  - Clinical Practice
  - Assessment
  - Supervision
  - Alignment to Oregon program, unit, and licensure standards



# National Accreditation (AAQEP)

1. Must be able to be nationally accredited within 4 years
2. The BASE Consortium is currently an affiliate member of AAQEP





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 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

### **Progress to Date**

Over the past 18 months, Educator Preparation Providers (EPPs) have been deeply engaged, working with TSPC and internal and external partners in planning for implementation across coursework, clinical practice, and assessment systems.

Key milestones include:

- October 2024 through May 2025  
Participation in four Community of Practice Sessions: Co-Planned and facilitated by Education Northwest
- April-May 2025  
Spring Check-ins: TSPC staff meetings with individual EPP planning teams to clarify elements of planning tools and expectations.
- June 2025  
Rough Draft Plans Submitted: All EPPs submitted initial implementation plans; administrator programs submitted draft plans during Summer 2025.
- Summer 2025  
Plan Review and Feedback: Educator Preparation and Pathways (EP&P) staff reviewed drafts using identified “look-fors” and generated high level feedback on the rough drafts.

- Fall 2025  
Check-ins: EP&P staff met individually with each EPP to provide targeted feedback, clarify expectations, and support plan refinement going forward.
- Guidance and Tools: TSPC provided updated guidance and resource documents and a structured presentation template to support the next iterations of planning.
- Ongoing Communication: EPPs received regular updates reinforcing timelines, expectations, and available resources.

### **Current Status (Winter 2026)**

- Updated Plans Submitted: The majority of EPPs have submitted revised implementation plans and scheduled winter presentations with EP&P staff.
- Staff Review: EP&P staff have begun deeper reviews of revised plans in conjunction with these meetings.
- Winter Conversations (Jan–Mar 2026): EPPs are presenting highlights of their planning, early implementation efforts, collaboration, challenges, and remaining areas under development.

### **Capacity Building Into and Through Implementation**

In parallel with plan refinement, EPPs are:

- Organizing work sessions, seminars, and Communities of Practice around key elements of implementation;
- Facilitating opportunities for engagement of faculty, supervisors, and mentors in professional learning;
- Coordinating with districts in support of elements related to clinical practice;
- Launching and/or piloting phased implementation of revised coursework and clinical experiences during Winter and Spring 2026;

### **Commission Consideration**

TSPC staff will bring implementation plan readiness recommendations to the Commission for consideration during the April and June 2026 Commission meetings.

# Status Update

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## Early Literacy Standards Educator Preparation Providers Implementation and Planning

### **Strengthening Literacy Preparation and Support for Oregon's Educators**

Recommendations from  
the Early Literacy Educator  
Preparation Council

Submitted per [Executive Order 23-12](#)  
June 18, 2024

# Purpose

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## 1. To update Commissioners on implementation progress for Early Literacy Educator Preparation Council

### Recommendations:

- OAR 584-420-0015 — Literacy: Program Standards
- OAR 584-430-0300 — Administrator Standards for Early Literacy

## 2. Share milestones, current status, and next steps

### **Strengthening Literacy Preparation and Support for Oregon's Educators**

Recommendations from the Early Literacy Educator Preparation Council

Submitted per [Executive Order 23-12](#)  
June 18, 2024

# Early Literacy Educator Preparation Council (ELEPC)

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1. Established May 2023 by Governor Tina Kotek (Executive Order 23-12)
2. Broad stakeholder representation
3. Charged with strengthening educator preparation in literacy instruction
4. Submitted standards recommendations June 2024
5. TSPC adopted standards July 2024

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# Implementation Timeline

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## Council Recommended a Phased Approach

- **2024–25:** Foundation-building
- **2025–26:** Program alignment, refinement, redesign
- **2026–27:** Full implementation

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# Progress to Date

## 1. All Educator Preparation Providers (EPPs) Participate

- Elementary Multiple Subjects, Special Education Generalist, Reading Intervention, and Administrator Programs

## 2. Planning to implement standards throughout:

- Coursework and Syllabi
- Clinical practice
- Activities and Assignments
- Assessment systems
- With support for diverse learners

## 3. Ongoing collaboration with TSPC and partners

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# Key Milestones (2024-2025)

- 1. 4 Community of Practice Sessions for Foundation Building**
  - Tool and resource development
- 2. Spring 2024 Check-ins With EP&P Staff in April**
  - Individual meetings with EPP teams
  - Clarified tools and expectations
- 3. Rough Draft Plan Submission & Initial Review in June**
  - EP&P staff conducted reviews using “look-fors”
  - High-level feedback provided to EPPs

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# Key Milestones (2025-2026)

- **Fall Check-Ins: TSPC and EPPs**
  - Preparation for Winter Implementation Plan Updates
- Shared Updated guidance and tools
- Guidance for presentation and related templates

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# Current Status (Winter 2026)

## EPPs Have Shared Updated Plans (December)

### TSPC Staff Review

- Staff analysis of revised plans underway
- Feedback aligned to standards and readiness

## Winter Check-in/Presentation Underway

- Highlights of progress
- Highlights of process
- Early implementation efforts
- Explore challenges and needs

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# Commission Consideration

## Upcoming Actions

- Staff readiness recommendations to Commission
- Presented at:
  - April 2026 Commission meeting
  - June 2026 Commission meeting

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June 18, 2024

# Summary

1. Strong statewide engagement from EPPs
2. Structured, phased implementation underway
3. Plans moving from design to practice
4. Continued review, dialogue, and feedback
5. Commission approval will support and signal full 2026–27 rollout

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Submitted per [Executive Order 23-12](#)  
*June 18, 2024*





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ITEM: PROFESSIONAL PRACTICES COMMITTEE 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.

The January committee meeting was cancelled.

Staffing Updates:

On December 23, 2025, TSPC hired Eric Jaroch to fill the vacancy left by Christina Edgar's departure. He will be filling the role of Interim Director of Professional Practices for six months or until a permanent replacement has been found. The recruitment process for this position is being finalized.

On September 26, 2025, TSPC posted 4 investigator 2 positions. On February 2, 2026, Leah Hutton began as a new Investigator 2. Interviews with additional candidates are scheduled for the week of February 9.

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

- a. Discussion and Development of Rules related to civil penalties

**Next Meeting of Professional Practices Committee: TBD**

**Attachment:**

Proposed Edits to Division 19

## [Teacher Standards and Practices Commission](#)

### [Chapter 584](#)

#### Division 19

#### RULES FOR INVESTIGATIONS/HEARINGS

##### [584-019-0003](#)

#### Notice of Opportunity for Hearing and Hearing Procedures

(1) The Commission delegates to the Executive Director the authority to draft the contents of the Notice of Hearing and Notice of Opportunity for Hearing when:

(a) The Executive Director denies the issuance, renewal or re-instatement of a license, charter school registration, school nurse certificate, or PA-1 clearance for student teaching under OAR 584-050-0006.

(b) When the Commission determines that there is sufficient cause to justify a hearing under ORS 342.176(5); or

(c) When the Executive Director has information that the educator has violated any term or condition of probation.

(2) The Commission delegates to the Executive Director the authority to amend the Notice of Hearing or Notice of Opportunity for Hearing.

(3) The Commission will review, approve or reject all Amended Notices of Hearing at the next Commission meeting following the Executive Director's issuance of the Amended Notice. The educator who is the subject of an Amended Notice may file objections to the amendments prior to the Commission meeting. The Commission's decision to review, approve or reject the Amended Notice will be in executive session under ORS 342.176.

(4) If the Commission rejects the Amended Notice of Hearing, the Executive Director will withdraw the Amended Notice, and the prior Notice of Hearing or Notice of Opportunity for Hearing will stand as the Commission's notice to the educator.

(5) Contested case hearings will be held in accordance with OAR 137-003-0501 through 137-003-0700.

Statutory/Other Authority: ORS 342

Statutes/Other Implemented: ORS 342.175 - 342.190

#### History:

TSPC 1-2015, f. & cert. ef. 2-10-15

TSPC 5-2009, f. & cert. ef. 10-5-09

TSPC 7-2007, f. & cert. ef. 12-14-07

TSPC 9-2005, f. & cert. ef. 11-15-05

##### [584-019-0010](#)

#### Discovery and Subpoenas

(1) Through the Executive Director, the Commission shall consider requests to take the testimony of a material witness by deposition for purposes of discovery or perpetuation of the witness's testimony when the witness is unavailable for hearing. A perpetuation deposition will be authorized only upon agreement of the educator and the Commission or upon a showing that the witness cannot testify at the hearing because of physical or mental illness or extreme hardship.

(2) The Executive Director may issue subpoenas in support of discovery as provided under OAR 137-003-0570 and 137-003-0572.

(3) The educator or the Commission may request that the other party produce for inspection or provide copies of any designated documents or any tangible things which are relevant to the proceeding and are not otherwise exempt from disclosure. The educator or the Commission may charge a fee to reimburse for the actual cost of producing or copying documents.

(4) The educator or the Commission may issue requests for admissions as provided under OAR 137-003-0570.

Statutory/Other Authority: ORS 342

Statutes/Other Implemented: ORS 342.175 - 342.190

History:

TSPC 9-2005, f. & cert. ef. 11-15-05

TSPC 4-2001, f. & cert. ef. 9-21-01

TS 4-1997, f. 9-25-97, cert. ef. 10-4-97

TS 7-1989, f. & cert. ef. 12-13-89

[584-019-0015](#)

Evidence

(1) Irrelevant, immaterial, or unduly repetitious evidence shall be excluded, but erroneous rulings on evidence shall not preclude Commission action on the record unless shown to have substantially prejudiced the rights of a party. All other evidence of a type commonly relied upon by reasonably prudent persons in conduct of their serious affairs shall be admissible. Objections to evidentiary offers may be made and shall be noted in the record. Any part of the evidence may be received in written form.

(2) All evidence shall be offered and made a part of the record in the case, except for matters stipulated to and except as provided in section (4) of this rule. No other factual information or evidence shall be considered in the determination of the case. Documentary evidence may be received in the form of copies or excerpts, or by incorporation by reference. The burden of presenting evidence to support a fact or position rests on the opponent fact or position.

(3) The educator and the other party shall have the right of cross examination of witnesses who testify and shall have the right to submit rebuttal evidence.

(4) The administrative law judge or the Commission may take notice of judicially cognizable facts and general, technical, or scientific facts as provided under OAR 137-003-0615.

(5) The administrative law judge shall have discretion to require the parties to submit prior to the hearing date documents which may be introduced as evidence, names and addresses of witnesses, and other information to facilitate the hearing. The administrative law judge shall have discretion to require the parties to submit proposed findings of fact and conclusions of law.

Statutory/Other Authority: ORS 342

Statutes/Other Implemented: ORS 342.175 - 342.190

History:

TSPC 4-2001, f. & cert. ef. 9-21-01

TS 4-1997, f. 9-25-97, cert. ef. 10-4-97

TS 7-1989, f. & cert. ef. 12-13-89

#### [584-019-0025](#)

##### Mutual Disclosure Prior to Contested Case Hearings

(1) Not less than ten days prior to the hearing date, the educator and the Commission staff will disclose to one another in writing the following information:

- (a) The name, address and telephone number of each person that the disclosing party may call as a witness at the hearing; and
- (b) A copy of all documents that the disclosing party may introduce as evidence at the hearing.

(2) For good cause shown, the Executive Director may modify the disclosure requirements under section (1) of this rule.

(3) The administrative law judge at the hearing may refuse to accept testimony or evidence that has not been disclosed in compliance with this rule.

Statutory/Other Authority: ORS 342

Statutes/Other Implemented: ORS 342.175 - 342.190

History:

TSPC 7-2007, f. & cert. ef. 12-14-07

TSPC 4-2001, f. & cert. ef. 9-21-01

TS 4-1997, f. 9-25-97, cert. ef. 10-4-97

TS 6-1993, f. & cert. ef. 12-7-93

#### [584-019-0035](#)

##### Settlement of Cases Prior to Hearing

(1) A "Settlement Agreement" is a written agreement in a disciplinary proceeding that includes:

- (a) A stipulation to an order that is signed by the educator;
- (b) A consent by the educator to a negotiated default order; or
- (c) An agreement between the educator and the commission staff to resolution of a disciplinary matter without a contested hearing.

(2) The Executive Director will not accept a settlement agreement unless it is signed by the educator and the educator's attorney, if any.

(3) All matters not settled in accordance with subsection (2) of this rule will be determined through a contested case hearing in accordance with OAR 137-003-0501 through 137-003-0700 or will be determined through entry of a default order or voluntary surrender of the educator's license, school nurse certificate or charter school registration.

Statutory/Other Authority: ORS 342

Statutes/Other Implemented: ORS 342.175, 342.176, 342.177, 342.180 & 342.190

History:

TSPC 7-2007, f. & cert. ef. 12-14-07

TS 4-1997, f. 9-25-97, cert. ef. 10-4-97

TS 6-1996, f. & cert. ef. 12-9-96

#### [584-019-0040](#)

##### Commission Final Orders in Contested Cases

(1) In all contested cases, the Commission will notify the parties, the administrative law judge and the Office of Administrative Hearings that the Commission itself will issue the

Final Order and each Administrative law judge Proposed Order will include a statement to that effect.

(2) If the recommended action in the Proposed Order is adverse to the educator, the Proposed Order will contain a statement that the educator may file written exceptions to the Commission and may file a request for oral argument to the Commission. The statement will inform the educator that written exceptions or a request for oral argument must be filed with the Commission at the Commission's office within fourteen days of the date of the Proposed Order in order for the exceptions or the request for oral argument to be considered. The Commission need not allow oral argument on the Proposed Order. The Executive Director may permit oral argument in those cases in which the Director believes oral argument may be appropriate or helpful to the Commissioners in making a final determination.

Statutory/Other Authority: ORS 342

Statutes/Other Implemented: ORS 342.175 - 342.190

History:

TSPC 7-2007, f. & cert. ef. 12-14-07

TSPC 4-2001, f. & cert. ef. 9-21-01

TSPC 1-2001, f. & cert. ef. 1-17-01

[584-019-0100](#)

Procedures for an Investigation of a Sexual Conduct Report

(1) For the purpose of this rule, the following definitions apply:

(a) "Commission Licensee" means a person whom the Teacher Standards and Practices Commission has the authority to investigate or discipline because the person:

(A) Is enrolled in an approved educator preparation program;

(B) Is an applicant for a Teacher Standards and Practices Commission license or registration;

(C) Holds a license, registration, or certificate issued by the Teacher Standards and Practices Commission; or

(D) Has held a license or registration issued by the Teacher Standards and Practices Commission at any time during the previous five years.

(b) "Law Enforcement Agency" has the meaning given that term in ORS 419B.005.

(c) "Sexual Conduct" means any conduct defined by ORS 339.370(12).

(2) The TSPC Executive Director or agency designee determines whether a complaint or report received by TSPC is to be investigated as a 'Sexual Conduct Investigation' under ORS 339.390, or is to be investigated as a 'Preliminary Investigation' under ORS 342.176. This determination is made based upon:

(a) Information made available to TSPC through the initial received complaint or report; and

(b) Information obtained by TSPC after receiving the initial complaint or report.

(c) TSPC may designate an active TSPC investigation as a 'Sexual Conduct Investigation' at any point in the investigation process when information obtained or received by TSPC indicates the alleged conduct meets the definition of 'Sexual Conduct'.

(d) "Student" as defined in ORS 339.370(13)

(3) Persons or entities authorized to receive copies of commission investigation documentation, materials, or reports under ORS 339.390(7) shall submit a formal written

request to the agency Executive Director or agency designee requesting copies of the requested materials.

(a) Law enforcement agencies and other state entities who receive commission investigation documents, materials, and reports shall maintain the confidentiality of the documents, materials, and reports in accordance with ORS 339.390(7).

(b) Commission Licensees who violate the confidentiality established by ORS 339.390(7) are subject to sanctions on the licensee's TSPC-issued professional license.

(c) A completed Sexual Conduct Investigation report shall not be made available under ORS 339.390(7) unless it has been previously reviewed by the TSPC Commission.

(d) TSPC shall redact the Executive Director's recommendation from a Sexual Conduct Investigation report made available under this rule.

Statutory/Other Authority: ORS 342

Statutes/Other Implemented: ORS 342.176, ORS 339.390 & Chapter 391, 2021 Oregon Laws

History:

[TSPC 6-2024, minor correction filed 04/09/2024, effective 04/09/2024](#)

[TSPC 14-2021, adopt filed 11/09/2021, effective 11/09/2021](#)

[TSPC 8-2021, temporary adopt filed 08/10/2021, effective 08/15/2021 through 02/10/2022](#)



**DEPARTMENT OF JUSTICE**  
GENERAL COUNSEL DIVISION  
**MEMORADUM**

**THIS DOCUMENT IS A CONFIDENTIAL COMMUNICATION FROM ATTORNEY TO CLIENT. NEITHER THE DOCUMENT NOR ITS CONTENTS SHOULD BE ROUTINELY CIRCULATED BEYOND THE IMMEDIATE ADDRESSEES UNLESS COUNSEL IS FIRST CONSULTED. THIS DOCUMENT SHOULD NOT BE ATTACHED TO OR MADE A PART OF AN AGENDA FOR ANY PUBLIC MEETING, NOR SHOULD IT BE DISCUSSED BY ANY PUBLIC BODY IN OPEN SESSION WITHOUT FIRST CONSULTING WITH COUNSEL.**

DATE: September 17, 2025

TO: Professional Practices Committee members

FROM: Raul Ramirez, Assistant Attorney General  
Business Activities Section

SUBJECT: Consideration of revisions to Division 19 of the Commission's rules

**Introduction**

As part of this committee's consideration of issues to recommend to the Commission, Professional Practices Director Cristina Edgar asked me to review Division 19 of the Commission's rules relating to investigations and hearings. I have attached a copy of the rules with suggested revisions and updates. I have also included comments to help the committee understand the reason for my recommendations. I believe this format will allow you to more readily see the proposed changes for you to consider.

ITEM: PROFESSIONAL PRACTICES PRODUCTION REPORT

ACTION: **INFORMATION ITEM**

INFORMATION: The following information compiled using the following dates **October 2, 2025 – January 29, 2026**. This compiled statistic indicates the number of cases pending in each category.

**Cases Under Consideration:**

	April 2025	June 2025	August & October* 2025	February 2026
<b>Final Orders</b>				
Proposed Orders / Actions (Cases from “Other Discipline Issues”)	1	2	1	<b>0</b>
Stipulated Orders	10	7	9	<b>4</b>
Default Orders (informational)	3	8	15	<b>3</b>
Mandatory Revocations	2	1	2	<b>2</b>
Letters of Informal Repeval	2	4	4	<b>0</b>
<b>Total</b>	18	22	31	<b>9</b>
Preliminary Investigations Reports that were Administratively closed	19	28	62	<b>91</b>
Preliminary Investigation Reports Recommending Action to Dismiss	3	6	10	<b>3</b>
Preliminary Investigation Reports Recommending No Further Action	1	4	6	<b>1</b>
Preliminary Investigation Reports Recommending Action to Charge	15	21	22	<b>19</b>
Cases to Discuss Before the Commission	5	0	1	<b>3</b>
<b>Total Investigation Reports:</b>	<b>43</b>	59	100**	<b>65</b>
<b>Average Length of Investigations (in Months):</b>	<b>11.7</b>	8.4	11.73**	<b>16.25</b>
<b>Percent Completed in less than six (6) months:</b>	<b>25%</b>	53%	57.14%**	<b>15%</b>
Consideration of Amended Notices to Charge	1	0	3	0
Applications for Reinstatement Pursuant to OAR 584-050-0018	1	0	0	1
Consideration of Other Discipline Issues	1	2	1	0
Termination of Monitoring Period	0	2	0	4
<b>Total</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>5</b>

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

**Cases Pending an Investigation:**

Cases Under Investigation	109	112	84*	131
Cases Pending Disposition in Other Venue	48	45	44	36
New Cases Received Since Last Meeting - Patron Complaints	78	24	46	77
New Cases Received Since Last Meeting - District Complaints	50	43	41	81
<b>Total</b>	<b>578*</b>	<b>607*</b>	<b>588*</b>	<b>577*</b>

- \* 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	17	14	16	17
Cases Waiting for Final Order	4	2	1	4
Cases Pending Before the Court of Appeals	0	0	0	0

**House Bill 3351 Actions:**

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

**Professional Practices Historical Context:**

<b>Investigation Reports</b>	Previous Year: 2025 Averages Per Meeting	February 2025 Meeting:
Preliminary Investigation Reports Recommending Action to Dismiss	6	5
Preliminary Investigation Reports Recommending No Further Action	3	1
Preliminary Investigation Reports Recommending Action to Charge	19	19
<b>Total Investigation Reports Considered:</b>	<b>73</b>	<b>25</b>
<b>Total Cases Administratively closed</b>	<b>43</b>	<b>64</b>

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ITEM: CIVIL PENALTIES

ACTION: **DISCUSSION**

INFORMATION: Discussion and Development of Rules related to civil penalties

**Background:**

During the last legislative session, SB805 amended ORS 342.176 to authorize the Teacher Standards and Practices Commission (TSPC) to impose civil penalties in educator misconduct cases.

**Key Provisions:**

- Applies to complaints filed **on or after January 1, 2026**.
- Directs TSPC to **adopt administrative rules** establishing civil penalties.
- Sets a **maximum penalty of \$1,000 per single violation**.
- Requires that **all funds collected** from civil penalties be deposited in the **State Treasury**, credited to the **TSPC Account**.
- 

**Action Needed:**

- Initiate rulemaking to define penalty structure and procedures.
- Ensure compliance with statutory requirements for fund disposition.

**Questions for discussion:**

- How does TSPC structure their schedule of civil penalties?
- How does TSPC collect the penalties imposed and what are the ramifications to an educator not paying the penalty?
- Should civil penalties be limited to those cases that don't already have a financial impact (Letters of Reprimand and Letters of Reapproval)?

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

**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

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

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

none

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WAS AN ADMINISTRATIVE RULE ADVISORY COMMITTEE CONSULTED? YES

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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

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

none

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WAS AN ADMINISTRATIVE RULE ADVISORY COMMITTEE CONSULTED? YES

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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~~

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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 2026-2027 school year:

- June 11, 2026 (Thursday) Executive Zoom
- June 22-24, 2026 (Monday-Tuesday)
- October 1, 2026 (Thursday) Executive zoom
- October 9, 2026 (Friday) In person
- 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.

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ITEM: CHAIRPERSON ELECTION

ACTION: **ACTION ITEM**

RECOMMENDATION: The Executive Committee will sit as this year's Nominating Committee. During the Executive Committee Meeting on January 29, 2026, 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

February 6, 2026  
**Commission Business**

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**BALLOT FOR  
CHAIRPERSON  
ELECTION**  
(Vote for One)

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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 January 29, 2026, 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

February 6, 2026  
Commission Business

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**BALLOT FOR**  
**VICE-CHAIRPERSON**  
**ELECTION**  
(Vote for One)

_____	_____
_____	_____

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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, February 6, 2026. 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

\* 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

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# BALLOT FOR ELECTION OF EXECUTIVE COMMITTEE MEMBERS

(select 2\*)

_____	_____
_____	_____
_____	_____
_____	_____

The nominating Committee also nominates the following for Committee Vice Chairs (non-Executive Committee)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\* The Executive Committee consists of the Chair, Vice-Chair, two Executive Committee (at large) members plus the immediate past Chairperson.