Commission Meeting
Wednesday, June 24, 2026 9:00 AM Pacific

Best Western Agate Beach Inn
3019 N Coast Hwy
Newport, Oregon 97365

| | |
|---|---|
| Libni Coulibaly: | Present |
| Alfonso Garcia Arriola: | Present |
| Martha Gross: | Present |
| Nicci Harrison: | Absent |
| Samantha Herron: | Absent |
| Mary Hofer: | Present |
| David Jaimes: | Absent |
| Liliana Jiménez H.: | Absent |
| 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: 12, Absent: 4.

| | |
|---|---|
| Mary Hofer: | Absent |
| Liliana Jiménez H.: | Present |

Present: 12, Absent: 4.

| | |
|---|---|
| Mary Hofer: | Present |

Present: 13, Absent: 3.

1. 8:00-9:00 a.m.
   **Public Comment Request Submission**
2. 9:00-10:30 a.m.
   **COMMISSION BUSINESS**
   - 2.1. Chair Newman Call to Order and Welcome
   - 2.2. Introductions
   - 2.3. Executive Director Update
   - 2.4. Educator Data System Update
   - 2.5. Adoption of April 2026 Commission Meeting Minutes.
3. 10:30-12:00 p.m.
   **LICENSURE**
   - 3.1. Licensure Consent Agenda.
     - 3.1.1. Waiver Requests Granted.
   - 3.2. Licensure Committee Chair Report
   - 3.3. eLicensing/Communication Update

3.4. Licensure Production Update
3.5. Content Knowledge/Endorsement Webpage Updates
3.6. Oregon Licensure Reimbursement Program Update.
3.7. Early Literacy Update.

4. 12:00-12:30 p.m.
**LUNCH**

5. 12:30-1:30 p.m.
**PRESENTATIONS**
5.1. Oregon Association of Colleges for Teacher Education (OACTE) update
5.2. Oregon Education Association (OEA) update
5.3. Coalition of Oregon School Administrators (COSA) update
5.4. Educator Advancement Council (EAC) update

6. 1:30- 2:30 p.m.
**EDUCATOR PREPARATION & PATHWAYS**
6.1. Educator Preparation & Pathways Consent Agenda
6.1.1. Site Visit Schedule
6.1.2. George Fox University: Sunset of School Counseling program
6.1.3. Eastern Oregon University: Major modification request to the undergraduate Special Education Initial Teacher Licensure (SEITL) program for preservice candidates to revise core curriculum, create a dual endorsement program in Elementary – Multiple Subjects and Special Education: Generalist, and change the program name to Undergraduate Dual Multiple Subjects and Special Education Program
6.2. Educator Preparation & Pathways Committee Chair Report
6.3. Eastern Oregon University: State Recognition of Programs
6.4. Linfield University: State Recognition of Programs
6.5. Bachelor of Applied Science in Education (BASE) Unit: Preconditions Application
6.6. Multiple Measures Guidance Update
6.7. Teacher Performance Assessments: edTPA Revision to edTPA Essentials
6.8. Early Literacy Standards Implementation: EPP Progress and Status

7. 2:30- 2:45 p.m.
**PROFESSIONAL PRACTICES**
7.1. Professional Practices Committee Chair Report
7.2. Professional Practices Production Report
7.3. Professional Practices Commission Meeting

8. 2:45-3:30 p.m.
**ADMINISTRATIVE RULES**
8.1. Literacy Standards
8.2. Review of Division 19
8.3. Civil Penalties

9. 3:30 p.m.
**ADJOURNMENT**

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

June 22-24, 2026
**Commission Business**

ITEM: COMMISSION CHAIR REPORT

**INFORMATION ITEM**

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

Data Classification Level: 1 – Published
DO: REINHARDT
Published: 6/15/2026
Amended:

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

June 22-24, 2026
**Commission Business**

| | |
|---|---|
| ITEM: | EXECUTIVE DIRECTOR UPDATE |
| ACTION: | **INFORMATION ITEM** |
| INFORMATION: | |
| Legislative and Budget Update: | TSPC is currently building the Agency Recommended Budget for the 2027-2029 legislative session. We are working with the CFO to develop and refine our current service level (CSL) numbers. Current projections indicate an estimated deficit of approximately $3.7 million. Consequently, licensure fee increase considerations will need to remain before the Commission throughout the coming year. While some cost reductions may be achieved through operational efficiencies and maintaining vacancies, a fee increase and supplemental funding will still be required. Absent these measures, we would be compelled to reduce existing positions.<br><br>Workgroups:<br>**Background Check Portability (Formerly HB 4057)**<br>Legislators: Rep. Wise and Rep. Walters<br>Agencies directly involved: TSPC, ODE, DELC<br><br>Purpose: Explore whether DELC's background check (CBR) can be recognized by TSPC and ODE.<br><br>Update: TSPC, ODE, and DELC have collaborated on a possible proposal for ODE to accept background checks from TSPC and DELC. ODE has proposed similar legislation in the past (ODE accepting TSPC's background checks) and while that legislative concept was introduced, it did not end up moving forward. ODE is waiting for feedback on this proposal.<br><br>**OTIS Investigations, Senate Human Services**<br>Legislator: Sen. Gelser Bluin<br><br>Purpose: Explore the process by which the Office of Training, Investigations and Safety (OTIS) conducts investigations, how people experience these investigations and how those |

investigations interact with other entities that might conduct investigations.

Update: Interim Director Jarch and I have found these work sessions to be very worthwhile. Many of the issues, barriers and concerns that have been noted mirror those we experience, as well. We have been listening to and learning from partner agencies, organizational partners, and constituents, and have identified numerous ways to improve our processes. In July, we will present to this workgroup.

Staffing Update:

Position: Director of Professional Practices
In process.

Position: Investigator
Recruitment continues.

Position: Executive Support Specialist 2
In process.

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

June 23, 2026
**Commission Business**

| | |
|---|---|
| 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. |

**Solution Vendor Procurement:** The primary EDS project activity since the last Commission meeting has centered around completing vendor evaluation and procurement. The intent is to select a solution vendor at the conclusion of Round 2.

The vendors have been notified by DAS State Procurement Services (SPS), via an OregonBuys RFP addendum, how Round 2 evaluations will be conducted. Each vendor must deliver the following:

- A 4-hour System Solution Demonstration; covering 12 pre-defined workflow scenarios
- A revised price proposal; itemizing all the System Implementation services and deliverables
- A "redlined" copy of the State's Sample Software as a Service (SaaS) Contract
- A completed Statewide Information Technology (IT) Security Control Standards spreadsheet

The system solution demonstrations are scheduled to take place on June 29 and 30. The Evaluation Committee will attend all vendors' demonstrations and then convene in the days immediately following to review their individual assessments and participate in a consensus meeting to arrive at a final group award of points. The estimated timeline for concluding Round 2 evaluations and issuing an Intent to Award is early July. After a brief mandatory protest period, TSPC, DAS SPS, DOJ, and the selected vendor will enter directly into contract negotiations.

| No. | SCORED COMPONENT | POINTS |
|---|---|---|
| 1 | SCENARIO 1 – PROGRAM APPROVAL | 2000 |
| 2 | SCENARIO 2 – CANDIDATE INFORMATION COLLECTION | 3000 |
| 3 | SCENARIO 3 – SYSTEM USER ACCESS CREDENTIALS | 2000 |
| 4 | SCENARIO 4 – EDUCATOR APPLICATION SUBMISSION | 3000 |
| 5 | SCENARIO 5 – EDUCATOR BACKGROUND CHECKS | 2000 |
| 6 | SCENARIO 6 – DATA ENTRY FROM EXTERNAL PARTNERS | 2000 |
| 7 | SCENARIO 7 – ACADEMIC EVALUATION OF APPLICATION | 3000 |
| 8 | SCENARIO 8 – REFERRALS | 2000 |
| 9 | SCENARIO 9 – INVESTIGATION AND CASE MANAGEMENT | 3000 |
| 10 | SCENARIO 10 – COMMUNICATION | 2000 |
| 11 | SCENARIO 11 – PAYMENT PROCESSING | 2000 |
| 12 | SCENARIO 12 – SYSTEM CONFIGURATION | 2000 |
| 13 | REVISED PRICE PROPOSAL | 7000 |
| 14 | REDLINED CONTRACT | not scored |
| 15 | STATEWIDE INFORMATION TECHNOLOGY (IT) CONTROL | not scored |

Data Classification Level: I – Published
DO: Keller
Published: 6/15/2026
Amended:

Commission Meeting
Friday, April 10, 2026 8:30 AM Pacific

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

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

Present: 11, Absent: 5.

| | |
|---|---|
| Mary Hofer: | Present |
| Katie Lukins: | Absent |

Present: 11, Absent: 5.

| | |
|---|---|
| Katie Lukins: | Present |

Present: 12, Absent: 4.

| | |
|---|---|
| Mary Hofer: | Absent |

Present: 11, Absent: 5.

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. Friday, April 10, 2026

8:30-11:40 a.m.
**EXECUTIVE SESSION**

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

3.1. Confidential Agenda

3.1.1. 20.1 APPLICATIONS FOR REINSTATEMENT

3.1.2. 20.2 PRELIMINARY INVESTIGATION REPORTS RECOMMENDING ACTION TO DISMISS

3.1.3. 20.3 PRELIMINARY REPORTS RECOMMENDING NO FURTHER ACTION

3.1.4. 20.4 PRELIMINARY INVESTIGATION REPORTS RECOMMENDING ACTION TO CHARGE

3.1.4.1. 20.4a. PRELIMINARY INVESTIGATION REPORTS RECOMMENDING ACTION TO CHARGE
Sexual Conduct Cases (ORS 339.390) – Director Recommendation – Substantiated

3.1.4.2. 20.4b PRELIMINARY INVESTIGATION REPORTS RECOMMENDING ACTION TO CHARGE - All other Case Types (including cases with unsubstantiated sexual conduct)

3.1.5. 20.5 CASES TO DISCUSS WITH THE COMMISSION

3.1.6. 20.6 CONSIDERATION OF OTHER DISCIPLINE ISSUES

3.1.7. 20.7 CONSIDERATION OF AMENDED NOTICES OF HEARING TO CHARGE

3.1.8. 20.8 STIPULATED ORDERS

3.1.9. 20.9 LETTERS OF INFORMAL REPROVAL
Liliana Jiménez H. Alfonso Garcia Arriola. This motion, made by Liliana Jiménez H. and seconded by Alfonso Garcia Arriola, Carried.
Libni Coulibaly: Absent, Nicci Harrison: Absent, David Jaimes: Absent, Francisco López Atanes: Absent, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Samantha Herron: Yea, Mary Hofer: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 12, Nay: 0, Absent: 4

3.1.10. 20.10 MANDATORY REVOCATIONS (Information Only)

3.1.10.1. 20.10a Sexual Conduct Cases- Substantiated

3.1.10.2. 20.10b All other case types (unsubstantiated)

3.1.11. 20.11 INFORMATION ONLY

4. **COMMISSION CONSIDERATION OF PROFESSIONAL PRACTICES ACTIONS (PUBLIC SESSION)**
11:40-11:50 a.m.

4.1. **Professional Practices Consent Agenda (PUBLIC SESSION).**
Made by Liliana Jiménez H. Second by Robert Waltenburg. This motion, made by Liliana Jiménez H. and seconded by Robert Waltenburg, Carried.
Libni Coulibaly: Absent, Nicci Harrison: Absent, David Jaimes: Absent, Francisco López

Atanes: Absent, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Samantha Herron: Yea, Mary Hofer: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 12, Nay: 0, Absent: 4
20.8f. This motion, made by Robert Waltenburg and seconded by Michelle York, Carried.
Libni Coulibaly: Absent, Nicci Harrison: Absent, David Jaimes: Absent, Francisco López Atanes: Absent, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Samantha Herron: Yea, Mary Hofer: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 12, Nay: 0, Absent: 4
20.8e. This motion, made by Michelle York and seconded by Carrie Kondor, Carried.
Libni Coulibaly: Absent, Nicci Harrison: Absent, David Jaimes: Absent, Francisco López Atanes: Absent, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Samantha Herron: Yea, Mary Hofer: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 12, Nay: 0, Absent: 4
20.8d. This motion, made by Rae Ette Newman and seconded by Michelle York, Carried.
Libni Coulibaly: Absent, Nicci Harrison: Absent, David Jaimes: Absent, Francisco López Atanes: Absent, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Samantha Herron: Yea, Mary Hofer: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 12, Nay: 0, Absent: 4
20.8c. This motion, made by Robert Waltenburg and seconded by Michelle York, Carried.
Libni Coulibaly: Absent, Nicci Harrison: Absent, David Jaimes: Absent, Francisco López Atanes: Absent, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Samantha Herron: Yea, Mary Hofer: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 12, Nay: 0, Absent: 4
20.8b. This motion, made by Michelle York and seconded by Robert Waltenburg, Carried.
Libni Coulibaly: Absent, Nicci Harrison: Absent, David Jaimes: Absent, Francisco López Atanes: Absent, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Samantha Herron: Yea, Mary Hofer: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 12, Nay: 0, Absent: 4
20.8a Rae Ette Newman Robert Waltenburg. This motion, made by Rae Ette Newman and seconded by Robert Waltenburg, Carried.
Libni Coulibaly: Absent, Nicci Harrison: Absent, David Jaimes: Absent, Francisco López Atanes: Absent, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Samantha Herron: Yea, Mary Hofer: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon

Zwemke: Yea
Yea: 12, Nay: 0, Absent: 4
20.9. This motion, made by Liliana Jiménez H. and seconded by Rae Ette Newman, Carried. Libni Coulibaly: Absent, Nicci Harrison: Absent, David Jaimes: Absent, Francisco López Atanes: Absent, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Samantha Herron: Yea, Mary Hofer: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 12, Nay: 0, Absent: 4

5. 12:00-12:30 p.m.
**Public Comment Request Submission**

6. 12:00-12:30 p.m.
**LUNCH**

7. 12:30 - 1:00 p.m.
**COMMISSION BUSINESS**

8. Chair Newman Call to Order and Welcome

9. Introductions

10. Executive Director Report

11. Educator Data System Update

12. Educator Equity Report Update

13. Adoption of February 2026 Commission Meeting Minutes.
Pass. This motion, made by Jon Zwemke and seconded by Alfonso Garcia Arriola, Carried. Libni Coulibaly: Absent, Nicci Harrison: Absent, David Jaimes: Absent, Francisco López Atanes: Absent, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Samantha Herron: Yea, Mary Hofer: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 12, Nay: 0, Absent: 4

14. Commission Correspondence

14.1. Adaptive PE, Michelle Dunn

14.2. SB 3 / CTE

15. 1:00-1:45 p.m
**PRESENTATIONS**

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

15.2. Coalition of Oregon School Administrators (COSA) update

15.3. Oregon Education Association (OEA) update.

16. 1:45 -2:15 p.m.
**LICENSURE**

17. Licensure Consent Agenda
Pass. This motion, made by Rae Ette Newman and seconded by Jon Zwemke, Carried.
Libni Coulibaly: Absent, Nicci Harrison: Absent, Mary Hofer: Absent, David Jaimes: Absent, Francisco López Atanes: Absent, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Samantha Herron: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 11, Nay: 0, Absent: 5

17.1. Waiver Requests Granted

18. Licensure Committee Chair Report

19. eLicensing/Communication Update

20. Licensure Production Update

21. 2:15-3:00 p.m
**EDUCATOR PREPARATION & PATHWAYS**

22. Educator Preparation & Pathways Consent Agenda
Pass. This motion, made by Robert Waltenburg and seconded by Liliana Jiménez H., Carried.
Libni Coulibaly: Absent, Nicci Harrison: Absent, Mary Hofer: Absent, David Jaimes: Absent, Francisco López Atanes: Absent, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Samantha Herron: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 11, Nay: 0, Absent: 5

22.1. Site Visit Schedule

22.2. Portland State University (PSU): Sunset of READ Oregon program

22.3. George Fox University (GFU): Major modification request to the Undergraduate Teacher Education (UGTE) program for preservice candidates to revise coursework and program structure

22.4. George Fox University (GFU): Major modification request to the Undergraduate Accelerated Teaching Degree (ATD) program for preservice candidates to restructure the program as a streamlined bachelor's degree licensure pathway

23. Educator Preparation & Pathways Committee Chair Report

24. ORELA/NES Content Knowledge Assessment Revisions
Pass. This motion, made by Jon Zwemke and seconded by Carrie Kondor, Carried.
Libni Coulibaly: Absent, Nicci Harrison: Absent, Mary Hofer: Absent, David Jaimes: Absent, Francisco López Atanes: Absent, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Samantha Herron: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 11, Nay: 0, Absent: 5

25. Early Literacy Standards Implementation: EPP Progress and Status

Pass. This motion, made by Carrie Kondor and seconded by Robert Waltenburg, Carried.
Libni Coulibaly: Absent, Nicci Harrison: Absent, Mary Hofer: Absent, David Jaimes: Absent, Francisco López Atanes: Absent, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Samantha Herron: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 11, Nay: 0, Absent: 5

26. 3:00-3:30 p.m
**PROFESSIONAL PRACTICES**

27. Professional Practices Committee Chair Report

28. Professional Practices Production Report

29. Discussion of Civil Penalties.

30. 3:30-4:00 p.m
**COMMISSION BUSINESS AFTERNOON ITEMS**

30.1. Commission Professional Development.
Michelle York: What professional development has been done in the past?
Martha Gross: Went through sanctions.
Alfonso Garcia Arriola: Technology training.
Samantha Herron: Learn more about the investigation process.
Rae Ette Newman: Encourage everyone to think about other items.

31. 4:00 p.m
**ADJOURNMENT**
Rachel Alpert: Thank you for being here. Really looking forward to the June Commission meeting.
Rae Ette Newman: Directors, please tell your staff, thank you.

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

June 22-24, 2026
**Licensure**

| | |
|---|---|
| ITEM: | LICENSURE CONSENT AGENDA |
| ACTION: | **ACTION ITEM** |
| RECOMMENDATION: | The Executive Director recommends adoption of the following resolution:<br><br>**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:<br><br>7.1a Waiver Requests Granted<br>~~7.1b Teacher Leader License Applications~~<br><br>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.<br><br>No Teacher Leader applications were reviewed for approval during this Commission meeting. |

**Attachments:**

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

Data Classification Level: I – Published
DO: Keller
Published: 6/22/2026
Amended:

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

June 22-24, 2026
**Licensure**

ITEM: WAIVER REQUESTS GRANTED

ACTION: **INFORMATION ITEM**

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

**INFORMATION**:
Since the April 2026 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 |
|---|---|---|
| 7.1a1 | Waiver of Advanced Math Exam based on prep & experience | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |
| 7.1a2 | Waiver of Program Completion Report for program completed in 2007. The applicant held a Restricted Transitional License from 2005-2008 and never submitted evidence of program completion. She left Oregon and applied for the School Psychologist license in 2024. The evaluation staff failed to recognize the missing Program Completion Report and awarded the [Preliminary] School Psychologist license without it. The applicant completed a doctorate in School Psychology from the University of Oregon in 2007 and was awarded a license in Texas. | 584-245-0210 School Psychologist License |
| 7.1a3 | Waiver of Elementary Exam based on prep & experience | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |
| 7.1a4 | Waiver of Elementary Exam based on prep & experience | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |

| Agenda Item | Description | OAR |
|---|---|---|
| 7.1a5 | Waiver of Elementary Exam based on prep & experience | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |
| 7.1a6 | Waiver of Elementary Exam based on prep & experience | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |
| 7.1a7 | Waiver of Elementary Exam based on Multiple Measures | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |
| 7.1a8 | Waiver of requirement to report concerns with issued license within 30 days to have it reviewed without a new application and fee. This was an evaluator error in entering the Expiration Date | 584-200-0030 Application Processing Requirements and Procedures |
| 7.1a9 | Waiver of Elementary Exam based on Multiple Measures | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |
| 7.1a10 | Waiver of Business: Generalist exam | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |
| 7.1a11 | Waiver of Biology exam | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |
| 7.1a12 | Waiver of English Language Arts exam | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |
| 7.1a13 | Waiver of Social Studies exam | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |
| 7.1a14 | Waiver of SPED: Deaf & Hard of Hearing | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |
| 7.1a15 | Waiver of Elementary exam | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |

| Agenda Item | Description | OAR |
|---|---|---|
| 7.1a16 | Adding of Legacy endorsements based on "highly qualified" status. The Commission abolished the Legacy endorsements rule due to lack of requests for these endorsements and agreed to handle the occasional requests via the waiver process | 584-220-0010 Endorsement on Teaching Licenses: General Provisions |
| 7.1a17 | Waiver of ELA exam | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |
| 7.1a18 | Waiver of requirement that the practicum supervisor hold a Professional Teaching License for the applicant to add the Advanced Math endorsement. The supervising teacher would more than meet the qualifications to supervise a student teacher (3 years of experience). The Licensure Committee agreed that this is appropriate supervision and OK to waive the Pro TL requirement for the supervisor | 584-220-0020 Endorsements - Advanced Mathematics |
| 7.1a19 | Waiver of Elementary exam | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |
| 7.1a20 | Waiver of Elementary exam | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |
| 7.1a21 | Waiver of Special Education: Generalist exam | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |
| 7.1a22 | Approval of alternate supervisor for a practicum to add an endorsement to a Preliminary Teaching License. Rural district with no other options available | 584-220-0100 Endorsements - Foundational Social Studies |
| 7.1a23 | Waiver of Elementary exams | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |
| 7.1a24 | Waiver of Foundational Science exam | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |
| 7.1a25 | Waiver of Social Studies exam | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |

| Agenda Item | Description | OAR |
|---|---|---|
| 7.1a26 | Waiver of SPED: Early Intervention exam | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |
| 7.1a27 | Waiver of Biology and Integrated Science exams | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |
| 7.1a28 | Waiver of Elementary Subtest 2 | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |
| 7.1a29 | Waiver of Elementary exams | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |
| 7.1a30 | Waiver of WL: Spanish exam | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |
| 7.1a31 | Waiver of requirement to complete a program to be awarded the Reciprocal/Preliminary license. UT alternative route is competency based and did not require completion of a program to be awarded the Preliminary license | 584-210-0060 Reciprocal Teaching License |
| 7.1a32 | Waiver of requirement to complete a program to be awarded the Reciprocal/Preliminary license. FL alternative route is based on two years of teaching experience at the college level and did not require completion of a program to be awarded the Preliminary license | 584-210-0060 Reciprocal Teaching License |
| 7.1a33 | Waiver of requirement to complete a program to be awarded the Reciprocal/Preliminary Teaching License. Applicant was awarded a "Subject Matter Expert" certificate in AZ based on prior employment experience | 584-210-0060 Reciprocal Teaching License |
| 7.1a34 | Waiver of Advanced Mathematics exam | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |
| 7.1a35 | Waiver of Special Education: Generalists exam | 584-220-0015 (6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidates |

**584-200-0100 Waiver of Licensure Requirements by the Commission**

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

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

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

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

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

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

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

(c) Provide a written statement indicating:

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

**Attachments:** *Available upon request.*

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

June 22-24, 2026
**Licensure**

| | | |
|---|---|---|
| ITEM: | LICENSURE COMMITTEE CHAIR REPORT | |
| ACTION: | **DISCUSSION ITEM** | |
| INFORMATION | Committee Membership: | Robert Waltenburg, Chair |
| | Mary Hofer | Katie Lukins |
| | Libni Caulibaly | Lydia Smith |

The Licensure Committee has not met since the April Commission meeting. Several topics remain on the agenda for discussion, but 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.

NEW June 2026: As we move closer to selecting a vendor to build and host the Educator Data System, staff is beginning to see policy questions that will require Commission action over the next year. One key example of pending policy decisions includes a determination of how the Commission assigns an effective date for the license. Nothing in current rule provides solid guidance on this topic, and to automate the assigning of an Effective Date to a license, the system will need to include clear policy.

At the time of the last Committee meeting, topics under discussion included the following items:

**Endorsements on Teaching Licenses, Adding to the Preliminary**

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

- Completion of a three-quarter hour or two-semester hour **pedagogy course** from an approved teacher preparation program. Staff research found that these courses are available from some Oregon approved programs, but availability for enrollment may be limited due to the synchronous or in-person course requirements as well as enrollment open only to candidates already enrolled in the unit's program. The Committee agreed to continue this as an option.
- Completion of a **60-hour practicum**, supervised by the holder of a Professional Teaching License and properly endorsed in the content area or a closely related content area with permission from TSPC staff. During Covid, the staff created and published a list of acceptable practicum supervisors, keeping the requirement that the supervisor holds a Professional Teaching License. During the April meeting, district staff explained that the problem with

finding supervisors exists mainly in the middle schools where staff tends to be less experienced therefore holding the Preliminary license. After hearing from Commission approved programs that the minimum requirement for cooperating teachers is three (3) years of experience, the Committee agreed to consider a rule change if necessary. ***If a rule change is required, Staff will bring the proposed change to the next Committee meeting.***

**License for Conditional Assignment – Teaching Licenses**

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

**Out of State Applicants with Endorsements Requiring a Program in Oregon**

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

- Elementary Multiple Subjects
- Reading Intervention
- Special Education (Generalist, Deaf and Hard of Hearing, Visually Impaired and Early Intervention)
- English as a Second Language
- Music
- Art
- Physical Education

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

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

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

**Reinstatement PDUs**

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

**Next Meeting**

**Discussion items for the next Licensure Committee meeting**: Topics for the meeting may include:

- Draft Rule language for:
    - License for Conditional Assignment
    - Allowing the holder of a Preliminary Teaching License to supervise a practicum with three years of experience
- Endorsements requiring a program on out of state licenses
- Reinstatement PDUs for teaching licenses
- Rule changes required by Senate Bill 802 [2025] – calculating the allowable time to work without the license
- Tentative: Introduction to Early Literacy rule concepts
- Teacher Leader License review process for initial and renewal applications

**Attachments:**

Licensure Committee Items to be addressed.pdf

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

| Topic | Description | Status |
|---|---|---|
| Endorsements on Teaching Licenses | • Endorsements requiring a program where other states allow adding by testing<br>• 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)<br>• Atypical Assignments rule (related to previous bullet) | Some of these topics have been lingering for many years or are leftover from the Teaching License Redesign in 2016<br>February 2024 – no update<br>April 2024 – no update<br>June 2024 – no update<br>October 2024 – no update<br>February 2025 – no update<br><br>February 2025 Licensure Committee Meeting: Discussed Adding to Preliminary with Test/Practicum. Will take the question of methods course availability to OACTE.<br><br>April 2025 – Committee to review availability of methods courses<br><br>June 2025 – continued review of pedagogy requirement and ~~LCA rule revisions~~ [move to a future meeting]. Introduce Endorsements requiring a program where other states allow testing alone<br><br>October 2025 – no update |
| Reinstatement PDUs | As part of the 2016 Teaching License Redesign, the Redesign Workgroup and the Commission had discussions about what should be required of those returning to teaching. Both groups agreed that in order to be awarded a Preliminary, Professional, Teacher Leader or Legacy Teaching License, in addition to earning the required number of PDUs to "renew", these applicants should be required to present additional PDUs~~.~~ | April 2025 – going to the April Licensure Committee meeting<br><br>June 2025– carried over from the April meeting, going to next LC<br><br>October 2025 – no update |
| Teacher Leader License – Process | Staff requests a review by the Commission of the process for reviewing and awarding the Teacher Leader License | NEW October 2025 |

| Topic | Description | Status |
|---|---|---|
| Rules to align with business processes that may change as a result of the new Educator Data System vendor | • Valid date of licenses – How to determine<br>• Grace Period Clarification – who gets it<br>• Fee Structure: Complete revision with DEI lens<br>• Late Fees – when is it appropriate to charge them?<br>• Renaming or retitling the LCA<br>• Expire date of provisional licenses – should they all be August? | June 2023 update - Before implementation of a new Licensing system, so late 2024 or early 2025<br>February 2025 – no update<br>April 2025 – no update<br>June 2025 – no update<br>October 2025 – no update |
| Reinstatement | Reinstatements due to discipline versus simply letting a license expire – better definition | No deadline |
| Restricted Admin and Principal License working in a district office | • Clarify the Restricted Administrator and Principal licenses are valid for district-wide administrator assignment<br>• Rule interpretation by districts is an issue for some holders of a Principal license<br>For the Licensure Committee agenda when we get to it: **Holders of a Restricted Administrator or Principal License working in a district-office administrative position**: At the time of the Administrator License Redesign, the Commission adopted rules that more clearly defined the roles of these license types. There has been some confusion in the field on assigning the holders of these licenses to district office administrator positions. | September 2023 – Under consideration by Dr. Rosilez<br>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.<br>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.<br>June 2024 – Item will be moved to the next Licensure Committee meeting<br>October 2024 – Still requires discussion by the Committee but is not an urgent topic.<br>February 2025 – no update<br>April 2025 – no update<br>October 2025 – no update |

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

| Topic | Description | Status |
|---|---|---|
| Waivers | The Rules Advisory Committee requests discussion about the waiver process, more transparency in the criteria considered. What is "specific and substantial" evidence? | February 2024 – Staff is working to develop documentation to more clearly define the processes and criteria for waivers<br>April 2024 – webpage and forms to request waivers of content testing are under development<br>June 2024 – work is suspended pending hiring of a resource to assist with form and webpage development<br>October 2024 – no update<br>February 2025 – no update<br>April 2025 – no update<br>June 2025 – no update<br>October 2025 – no update |
| Specializations | • Are Specializations a "value added" to a license?<br>• Is there another way for candidates to demonstrate to employers expertise in these areas?<br>• SEL/TIP<br>• TAG<br>• Acceptability of programs from other states (Adaptive PE, TAG, others?). Are there national standards and are those considered by the other state in program approval? | If it's determined that Specializations are a value-added and should be indicated on the license, then probably Spring 2022 or when EOU and UP will complete a PCR to include SEL/TIP<br>June 2023 – no updates<br>October 2023 – no updates<br>February 2024 – no updates<br>April 2024 – no update<br>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.<br>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.<br>February 2025 – no update<br>April 2025 – no update<br>June 2025 – no update<br>October 2025 – no update |

| Topic | Description | Status |
|---|---|---|
| Specializations: Adaptive PE | Issue brought to the Commission by a teacher wishing to make this an endorsement rather than a specialization. The issue was presented to the Commission under Correspondence during the February 2026 meeting. During the April 2026 meeting, the teacher presented to the full Commission under the Public Comment period. During both meetings, the Commission offered no direction for staff. The teacher expects change and continues to write to the Executive Director and Commission Chair, so in May of 2026, the Commission Chair directed that the issue be added to the Licensure Committee agenda. | |
| School Nurse Redesign | Dependent on ODE and the Board of Nursing progress on a "program" for the Professional School Nurse certificate | Brought to TSPC staff pre-Covid<br>Fall 2022 at the earliest<br>June 2023 – no update<br>October 2023 – no update<br>February 2024 – no update<br>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<br>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<br>October 2024 – no update<br>April 2026 – Warner Pacific University submitted correspondence expressing interest in developing a program. The Commission directed the EP&P Unit staff to work with the program on steps to approval. |

| Topic | Description | Status |
|---|---|---|
| Substitutes | • Who can Sub? (staff to document current rule for Committee review)<br>• OSTA's concern on district selection of subs through third party sub providers<br>• Restricted Subs and 10-day single consecutive assignment limit<br>• Restricted Subs and definition of "sponsor" | April 2023 – some these items may be addressed by the District Sub License. Moving item to the bottom of the list to track additional concerns for future discussion<br>June 2023 – new District Substitute License to be adopted to ease the shortage. OARs and SB283 need review for other possible changes<br>October 2023 - OARs and SB283 need review for other possible changes<br>February 2024 – staff determined that no Commission rule changes resulted from SB 283 [2023]. The District Substitute License is in effect.<br>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.<br>June 2024 – On hold for any outcomes from the Task Force that could affect Commission rule<br>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<br>February 2025 – Staff is watching bills in the 2025 legislative session for any potential impacts to licensure policy<br>April 2025 – no update<br>June 2025 – no update<br>October 2025 – no update |

| Topic | Description | Status |
|---|---|---|
| Military Spouse | Could become a larger discussion about reciprocity dependent on the outcome of work with NASDTEC and the Council of State Governments on an interstate compact. The impacts could be significant, affecting volume of applications, revenue, professional practices procedures and others still unknown. | October 2023 – Oregon has signed the Interstate Compact and will have a seat on the Commission<br>February 2024 – Director Keller attended the first meeting of the Compact Commission in January<br>April 2024 – The Interstate Teacher Mobility (ITM) Compact will take some time to implement by the ITM Commission. No update for this meeting.<br>June 2024 – no update<br>October 2024 – no update<br>February 2025 – no update<br>April 2025 – no update<br>June 2025 – no update<br>October 2025 – no update |
| New June 2026 Online Teaching Rule | This rule was not reviewed at the time of the Teaching License Redesign and may need revisions or clarifications based on current trends and ODE's guidance around online learning and online schools | |

| Topic | Description | Status |
|---|---|---|
| Professional Development for License Renewals | • Native American License renewal<br>• License Renewal/PDU requirements in general – pre-Covid, an Interested Parties group was appointed<br>• Reinstating expired licenses (penalty PDUs apply to teaching licenses only) | March 2022 - Temporary Rule has been filed, suspending the requirement for licensees to submit evidence to TSPC to renew<br>April 2023 – waiting on legislative outcomes to determine next steps<br>June 2023 – no update<br>October 2023 – proposal coming to Commission – Item may need revisiting annually by the Committee<br>February 2024 – permanent rule to suspend this requirement to be considered and adopted<br>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<br><br>June 2024 – PDU work group will convene on July 9.<br><br>October 2024 – The PDU work group met and an update will be presented at this meeting by the Director of Licensure.<br><br>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.<br><br>**Next Committee review: January 2026** |
| Professional School Counselor | • Needs to be more clear that the Advanced Program must be completed after the initial license was issued | 11.2025 – added at the request of staff |

# 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<br>OAR 584-200-0020 (5) | Fall 2025 Committee meeting |

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

June 22-24, 2026
**Licensure**

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

**eLicensing System Update**

Because the agency's work with Tyler Technologies should end 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.

Tyler Technologies did complete one significant bit of data work discovered during the Data Migration Project work. It is possible for an educator to create more than one eLicensing account. This may result in data for a single educator stored in more than one record. Merging these duplicate accounts requires intervention by Tyler Technologies. TSPC submitted a ticket with 313 accounts requiring such action. Tyler Technologies completed that work within 48 hours. The contracted Data Architect will review each weekly file for duplicate accounts and tickets will continuously be submitted to keep the data "clean" in preparation for migration to the new vendor.

**Educator Data System Update**

Staff is excited to view the vendor demonstrations on June 29 and 30, and to move to select a vendor soon after. The work to prepare the data for the new vendor continues and will be of significant value in the work with the new vendor.

**Communications/Newsletter**

One newsletter was distributed since the April 2026 Commission meeting with the primary purpose to announce caution for utilizing programs approved in other states to prepare physical education teachers.

**Attachments:**
TSPC May Updates.pdf

# Teacher Standards and Practices Commission News and Updates

May 19, 2026

## Out of State Programs and the PE Endorsement

Please review important information at this link regarding teachers seeking licensure with a Physical Education endorsement by attending programs located outside of Oregon.

## Emergency Licenses and LCAs for 26-27

With the end of the 25-26 school year fast-approaching, it might be tempting to start thinking about next school year and submitting requests for Emergency Licenses and Licenses for Conditional Assignment (LCAs). Please be aware that for both of these license types, TSPC can only issue the license through June 30 following the application date. So applying for those between now and the end of June will only allow TSPC to issue the license through 6/30/2026.

For those requiring an Emergency license for the 26-27 school year, applications should be submitted after July 1. To maximize the 90 days to work without the license, it might even be advisable to wait to apply until closer to the beginning of school.

For those requiring an LCA for the 26-27 school year, applications should be submitted after September 1 to give TSPC an opportunity to serve those applying for their first Oregon license. The request for the LCA is not due until October 31.

**TSPC Commission Meeting**

The next full Commission meeting is June 22-24, 2026 at the Agate Beach Best Western in Newport.

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## Contact Us

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

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

June 22-24, 2026
**Licensure**

ITEM: LICENSURE PRODUCTION UPDATE

ACTION: **INFORMATION ITEM**

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

**Current Staffing**

| Position | Primary 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, both full time telecommuters) |
| Public Service Representative (PSR) | Email and eLicensing Messages responses, customer care and navigating TSPC processes | 2 full-time, in-office permanent positions |
| Evaluator | Evaluate applications and issue licenses. | 4.5 full time, telecommuters (one assigned .5 FTE to Commission meeting planning and executive assistant duties). |

As we head into the busy summer months, we enter this summer in slightly better shape than in previous years. With the news headlines reporting layoffs rather than staff shortages, the volume of applications received in both May and June exceeded the numbers in previous years. Maintaining the Key Performance Measures (KPMs) can be difficult during these high volume months.

**Background Evaluators**

The work of this team continues to be excellent and timely, which is critical because an applicant's TSPC background check must be cleared prior to beginning a work assignment. This work is critical in allowing new applicants to begin work and to keep classrooms adequately staffed. While these numbers are not captured in eLicensing and available for reporting, the team is generally clearing the background checks within one business day.

**Public Service Representatives**

*Note: This is the update from the April Commission meeting, but it is worth providing this information to the Commission a second time for emphasis on how we are able to serve applicants and educators.*

Emails in February and March continued with questions around adding endorsements, out-of-state applications and requirements for administrator licensing. Staff also responds to many questions about renewing licenses and PDU (professional development unit) requirements, sometimes two or three times to assure educators that PDUs are not required to renew the license. The return of PDU requirements for licenses expiring on or after July 1, 2029, will add a significant volume of work to these two staff members. Licensees struggle to understand their specific requirements and what activities will meet those requirements without spending large amounts of money on college courses. Adding Early Literacy requirements will also increase the workload. As indicated by the statistics spreadsheet, even with the current lower volume of questions, these two staff members struggle to keep the pending email volume to a reasonable level.

**Evaluators**

One evaluator continues to be assigned to the Data Migration Project on a full time basis, leaving three and half evaluators to process the increasing numbers of applications. They are entering the summer season in a good position, but if the number of applications continues to grow, work on the Data Migration Project could be set aside to stay within a reasonable processing time.

**Attachment:**
Licensure Statistics 25-27 Bienium.pdf

## Teacher Standards and Practices Commission Statistics
## FY 2025 - 2027

| | Fiscal Year | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Money Receipted | 25/26 | $506,990 | $638,644 | $478,604 | $426,934 | $315,811 | $303,567 | $458,386 | $393,614 | $428,163 | $441,442 | $514,111 | | $4,906,266 |
| | 24/25 | $442,448 | $616,089 | $406,756 | $410,661 | $307,978 | $287,521 | $434,047 | $361,236 | $386,233 | $425,842 | $506,535 | $691,528 | $5,276,874 |
| | 23/24 | $457,420 | $721,823 | $490,213 | $429,079 | $324,951 | $296,659 | $401,098 | $354,376 | $357,342 | $416,374 | $487,794 | $695,813 | $5,432,942 |
| | 22/23 | $523,425 | $763,927 | $545,262 | $533,766 | $366,753 | $324,446 | $511,237 | $414,793 | $462,172 | $457,497 | $561,037 | $735,451 | $6,199,766 |
| | 21/22 | $449,749 | $556,477 | $425,011 | $566,061 | $477,938 | $377,868 | $596,489 | $441,916 | $459,195 | $577,430 | $527,389 | $742,861 | $6,198,384 |
| | 20/21 | $408,865 | $387,893 | $296,024 | $284,262 | $254,073 | $262,821 | $379,094 | $310,623 | $400,904 | $413,743 | $463,818 | $656,227 | $4,518,347 |
| | 19/20 | $349,431 | $361,730 | $240,309 | $264,275 | $200,476 | $196,215 | $317,914 | $280,079 | $268,061 | $284,801 | $392,411 | $529,304 | $3,685,006 |
| | 18/19 | $346,037 | $362,809 | $230,500 | $218,825 | $177,132 | $168,845 | $260,106 | $187,065 | $226,933 | $284,463 | $329,490 | $388,549 | $3,180,754 |
| | 17/18 | $358,654 | $349,877 | $315,336 | $264,335 | $200,765 | $187,804 | $290,867 | $238,927 | $262,249 | $333,837 | $347,541 | $426,520 | $3,576,712 |
| | 16/17 | $352,502 | $425,062 | $328,323 | $298,262 | $240,863 | $191,672 | $391,425 | $270,178 | $294,103 | $318,785 | $344,880 | $409,372 | $3,865,427 |
| | 15/16 | $320,899 | $316,950 | $233,259 | $210,626 | $186,792 | $285,243 | $151,108 | $286,563 | $348,708 | $312,064 | $373,347 | $424,319 | $3,449,879 |
| Applications Received | 25/26 | 2552 | 3072 | 2252 | 1963 | 1428 | 1363 | 2179 | 1885 | 2037 | 2163 | 2637 | | 23531 |
| | 24/25 | 2247 | 3020 | 1924 | 1855 | 1373 | 1320 | 2078 | 1602 | 1814 | 2092 | 2534 | 3500 | 25359 |
| | 23/24 | 2226 | 3403 | 2319 | 1970 | 1507 | 1289 | 1907 | 1672 | 1681 | 2083 | 2552 | 3614 | 26223 |
| | 22/23 | 2455 | 3592 | 2575 | 2486 | 1678 | 1501 | 2435 | 1963 | 2176 | 2231 | 2891 | 3780 | 29763 |
| | 21/22 | 2344 | 2763 | 2050 | 2651 | 2238 | 1753 | 2810 | 2058 | 2169 | 2940 | 2740 | 3708 | 30224 |
| | 20/21 | 2219 | 2020 | 1541 | 1465 | 1343 | 1372 | 1960 | 1594 | 2033 | 2150 | 2484 | 3474 | 23655 |
| | 19/20 | 2031 | 2027 | 1360 | 1382 | 1076 | 1046 | 1670 | 1413 | 1385 | 1533 | 2160 | 2878 | 19961 |
| | 18/19 | 2283 | 2314 | 1336 | 1550 | 1249 | 1179 | 1704 | 1191 | 1468 | 2006 | 2418 | 2848 | 21546 |
| | 17/18 | 2372 | 2216 | 2074 | 1766 | 1341 | 1154 | 2081 | 1470 | 1694 | 2116 | 2199 | 2754 | 23237 |
| | 16/17 | 2213 | 2329 | 1759 | 1942 | 1457 | 1187 | 2534 | 1722 | 1819 | 1905 | 2261 | 2637 | 23765 |
| | 15/16 | 2387 | 1939 | 1958 | 1776 | 1392 | 2255 | 450 | 614 | 3934 | 2013 | 2334 | 2709 | 23761 |
| Incomplete Applications | 25/26 | 1205 | 1389 | 1565 | 1287 | 844 | 881 | 610 | 620 | 1059 | 927 | 647 | | 11034 |
| | 24/25 | 1252 | 1265 | 1310 | 1573 | 1080 | 886 | 791 | 941 | 915 | 791 | 1013 | 833 | 12650 |
| | 23/24 | 1353 | 1559 | 1144 | 1258 | 886 | 1323 | 876 | 743 | 914 | 1055 | 790 | 847 | 12748 |
| | 22/23 | 1559 | 1725 | 1119 | 1674 | 1899 | 1460 | 1252 | 2003 | 1074 | 949 | 591 | 1214 | 16519 |
| | 21/22 | 873 | 972 | 930 | 1180 | 970 | 1017 | 973 | 1066 | 1187 | 537 | 785 | 2088 | 12578 |
| | 20/21 | 835 | 1046 | 760 | 808 | 710 | 540 | 831 | 693 | 749 | 784 | 765 | 844 | 9365 |
| | 19/20 | 2666 | 737 | 851 | 1190 | 832 | 1021 | 972 | 713 | 898 | 824 | 714 | 861 | 12279 |
| Licenses Issued | 25/26 | 2406 | 2577 | 2728 | 2723 | 2080 | 2279 | 1657 | 1647 | 2750 | 2124 | 1600 | | 24571 |
| | 24/25 | 2243 | 2149 | 2027 | 2665 | 2233 | 2158 | 2046 | 2038 | 1812 | 1662 | 1890 | 1557 | 24480 |
| | 23/24 | 2573 | 2789 | 2253 | 2476 | 2037 | 3299 | 2120 | 1840 | 1704 | 1797 | 1347 | 1679 | 25914 |
| | 22/23 | 2560 | 2928 | 2486 | 2820 | 2717 | 2844 | 2468 | 3027 | 2473 | 2042 | 1438 | 2104 | 29907 |
| | 21/22 | 1914 | 2275 | 2194 | 2177 | 2274 | 2132 | 2561 | 2264 | 1945 | 1747 | 1494 | 2801 | 25778 |
| | 20/21 | 2106 | 2156 | 1750 | 1850 | 1724 | 1386 | 2067 | 1651 | 1791 | 1498 | 1666 | 1762 | 21407 |
| | 19/20 | 1840 | 1964 | 2177 | 2607 | 1918 | 1888 | 1508 | 1329 | 1522 | 1199 | 1187 | 1980 | 21119 |
| | 18/19 | 2267 | 2210 | 1788 | 1570 | 1704 | 1846 | 1490 | 1153 | 1171 | 319 | 693 | 887 | 17098 |
| | 17/18 | 2016 | 1963 | 1767 | 1486 | 1887 | 1504 | 1665 | 1530 | 1721 | 1217 | 1548 | 1225 | 19529 |
| | 16/17 | 2173 | 2090 | 1947 | 2370 | 1861 | 1922 | 2262 | 2063 | 2442 | 1712 | 1874 | 2482 | 25198 |
| | 15/16 | 1696 | 1526 | 1771 | 1862 | 1281 | 2300 | 867 | 992 | 898 | 1499 | 2589 | 2226 | 19507 |
| Applications Average Days Pending | 25/26 | 34 | 40 | 37 | 38 | 32 | 23 | 17 | 22 | 17 | 8 | 10 | | |
| | 24/25 | 36 | 47 | 49 | 51 | 48 | 34 | 24 | 15 | 9 | 10 | 13 | 21 | 30 |
| | 23/24 | 43 | 46 | 48 | 56 | 62 | 42 | 22 | 16 | 15 | 13 | 15 | 26 | 34 |
| | 22/23 | 74 | 72 | 79 | 77 | 81 | 77 | 70 | 46 | 33 | 29 | 35 | 41 | 60 |
| | 21/22 | 36 | 55 | 60 | 61 | 61 | 58 | 64 | 50 | 54 | 65 | 74 | 73 | 59 |
| | 20/21 | | | | 48 | 36 | 34 | 33 | 22 | 24 | 27 | 30 | 46 | 33 |
| Email/Message Average Daily Pending | 25/26 | 95 | 106 | 130 | 124 | 109 | 43 | 92 | 70 | 116 | 128 | 50 | | |
| | 24/25 | 464 | 316 | 308 | 202 | 75 | 34 | 52 | 47 | 98 | 113 | 77 | 159 | 162 |
| | 23/24 | 505 | 185 | 275 | 261 | 372 | 140 | 218 | 277 | 315 | 264 | 333 | 353 | 292 |
| | 22/23 | 726 | 835 | 1268 | 2519 | 2380 | 2458 | 911 | 616 | 647 | 161 | 133 | 366 | 1085 |
| | 21/22 | 359 | 550 | 870 | 933 | 844 | 892 | 948 | 1097 | 1910 | 1592 | 1864 | 916 | 1065 |
| | 20/21 | 244 | 205 | 141 | 81 | 81 | 74 | 123 | 121 | 167 | 156 | 246 | 342 | 137 |
| | 19/20 | NA | NA | NA | NA | NA | NA | NA | 447 | 207 | 118 | 209 | 271 | 250 |

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

June 22-24, 2026
**Licensure**

| | |
|---|---|
| ITEM: | Content Knowledge/Endorsement Webpage Updates<br>**DISCUSSION/INFORMATION ITEM** |
| INFORMATION: | Staff will provide an update to the Commission regarding Content Knowledge/Endorsement webpage updates. |
| ATTACHMENTS: | 3.5.1_Endorsements_Content Knowledge_webpage_updates_June 2026 slides |

Data Classification Level: 1 – Published
DO: MONDRAGON
Published: 6/18/2026
Amended:

# Endorsement + Content Knowledge Webpage + Screener Updates

High-level Commission overview

Dr. Shara Mondragon
Director Elizabeth Keller

Contributing Staff:
Linda Conrad
Tiffany Butteris
Jonathon Gibbins
Licensure Team

June 2026

# Why this work matters

The work makes complex endorsement and content knowledge information easier to find, understand, and act on.

1

## Reduce navigation burden

Move connected guidance into one clearer public entry point so educators do not have to piece together requirements across multiple pages.

2

## Clarify available pathways

Show the major content knowledge options in plain language: approved tests, out-of-state equivalency, experience, and Multiple Measures.

3

## Improve consistency

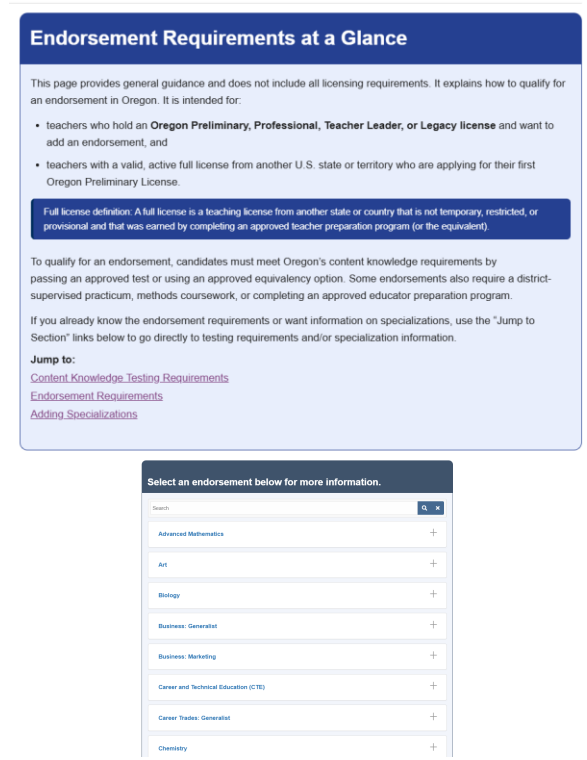
Use a guided screener and follow-up emails to provide more consistent next-step instructions before staff review.

**Bottom line**

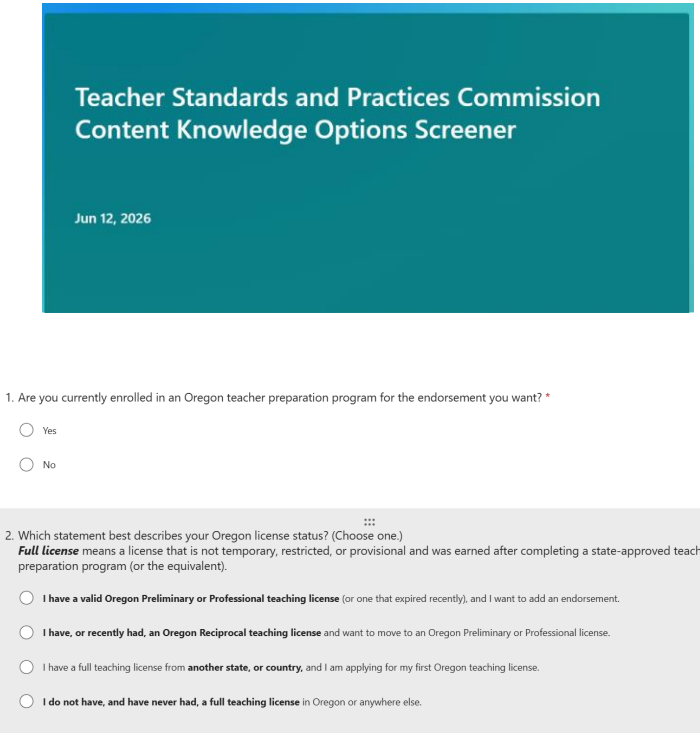
**A more guided front door helps educators identify the right starting point before contacting staff or submitting materials.**

# What was completed

Two connected products were drafted and tested together: a public webpage and a helper screener.




**Draft webpage**



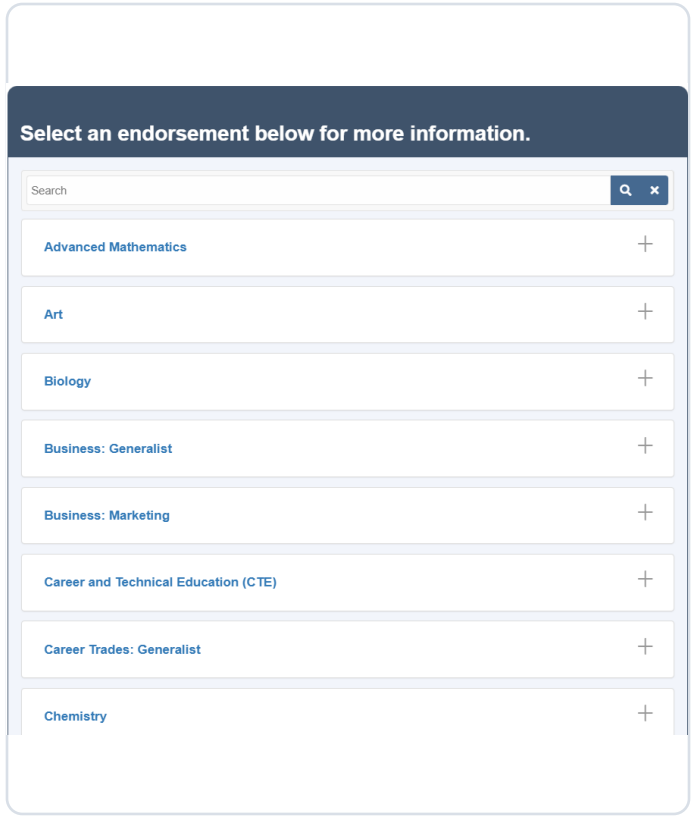

**Helper screener**

## Completed highlights

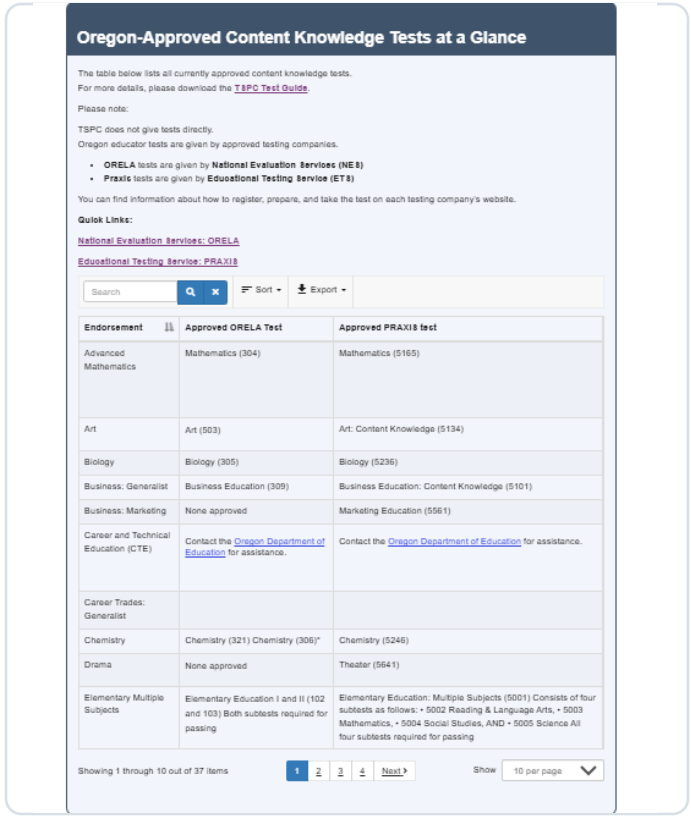
- Consolidated endorsement and testing information
- Added a direct helper link to the screener
- Drafted scenario-based questions and logic paths
- Connected responses to customized guidance emails

# Webpage highlights

The draft page brings endorsement, testing, and specialization information into a more usable structure.




Searchable endorsement accordion




Approved test table

## HIGH-LEVEL CONTENT IMPROVEMENTS

- A single page connects endorsements, content knowledge, tests, and specializations.
- Audience and scope are stated up front so users can self-identify quickly.
- The accordion lets users find requirements by endorsement instead of scrolling every subject.
- Plain-language reminders clarify program-required areas, practicum/methods coursework, and K–12 structure.
- Testing information is grouped into an at-a-glance table for faster review.

# Content Knowledge Screener highlights

The screener is a helper tool — not an application — that routes users toward more relevant next steps.

**Educator status**
License / program situation

→

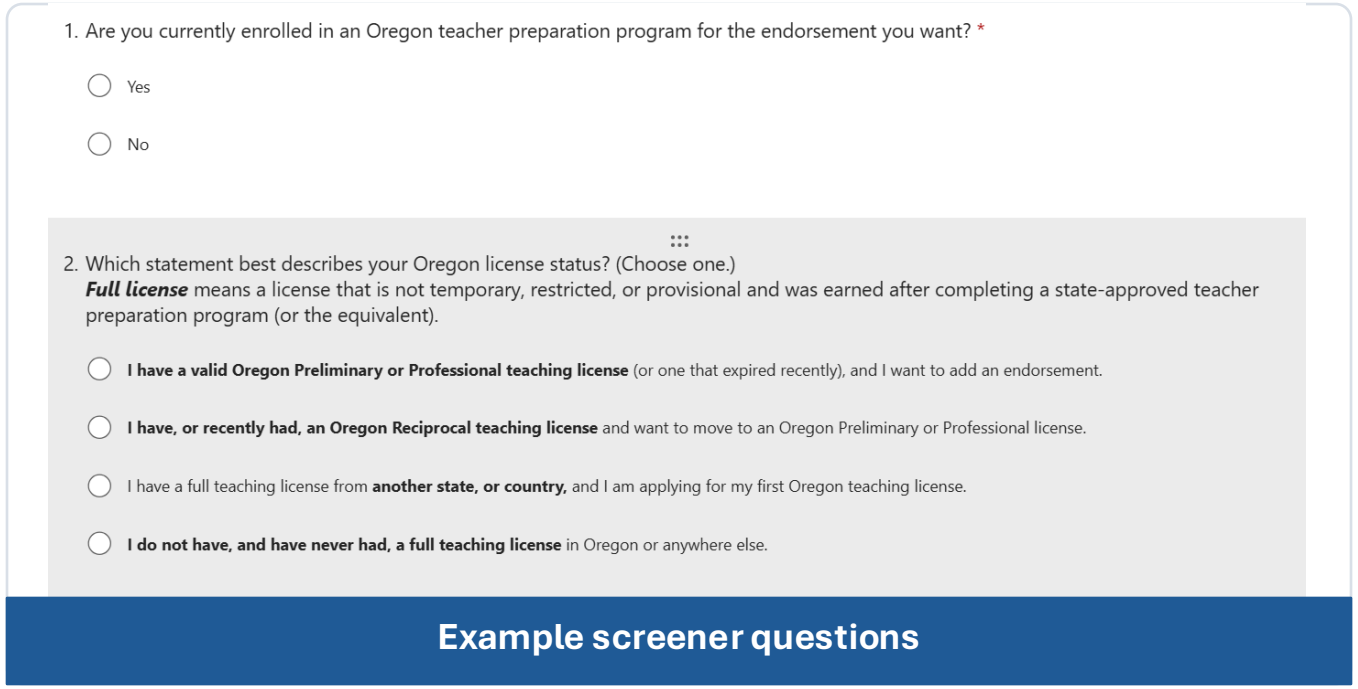
**Testing history**
Passed, attempted, or not yet taken

→

**Possible pathway**
Test, equivalency, experience, Multiple Measures

→

**Guidance email**
Customized next-step instructions




**Example screener questions**

## Design

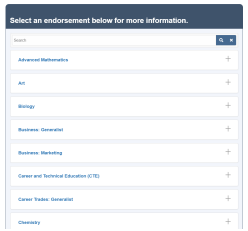
- Optional helper, not a queue or application
- Simpler terms with repeated warnings where needed
- Final decisions remain with TSPC evaluators and Oregon rules

# High-level demonstration

A simple user journey: from finding requirements to receiving a customized next-step email.

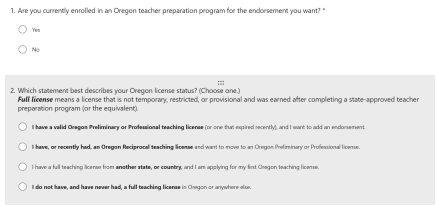
**Scenario shown** — **An educator wants to add an endorsement and needs to understand which content knowledge option may apply.**

## 1 Start on webpage




Search or open the endorsement section to see requirements and testing options.

## 2 Use the screener




Answer status, program, and testing-history questions in plain language.

## 3 Route to pathway

- **Approved test**
- **Equivalency**

The response points toward the likely starting point: test, equivalency, experience, or Multiple Measures.

## 4 Receive guidance email

**Customized guidance email**

Next steps
Documents
Review reminder

The email provides next steps, document reminders, and a final-review disclaimer.

**Commission takeaway** — **The demostration shows a guided front door — not a final eligibility decision — before evaluator review.**

# Where this work goes next

The remaining work is refinement, validation, and publication readiness.

| | | |
|---|---|---|
| 1 | **Incorporate feedback** | Apply high-value wording, accessibility, and user-experience refinements. |
| 2 | **Validate the tool** | Test key scenarios, links, form logic, and guidance-email outputs. |
| 3 | **Prepare to publish** | Confirm final webpage structure and identify legacy content to retire or redirect. |
| 4 | **Monitor and adjust** | Track common questions after launch and refine areas that still cause confusion. |

**Discussion focus** **Are there any questions/concerns before moving from draft/testing toward publication readiness?**

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

June 22-24, 2026
**Licensure**

| | |
|---|---|
| ITEM: | Oregon Licensure Reimbursement Program Update<br>**INFORMATION ITEM** |
| INFORMATION: | Staff will provide an update to the Commission regarding the Oregon Licensure Reimbursement Program. |
| ATTACHMENTS: | 3.6.1 Oregon Licensure Reimbursement Program Update Slides |

Data Classification Level: 1 – Published
DO: MONDRAGON
Published: 6/18/2026
Amended:

# Licensure Expense Reimbursement & Voucher Programs

## 2025–27 Biennium Progress Update

Supporting educators by reducing upfront licensure and assessment costs

Dr. Shara Mondragon
Director Elizabeth Keller

Prepared for Commission review and discussion

# Two complementary models for reducing licensure costs

Reimbursement and voucher approaches address different points in the educator cost experience.

**REIMBURSEMENT MODEL**

**Educator pays eligible expenses upfront** → **Documentation and eligibility review** → **Reimbursement paid after approval**

Best fit: costs already incurred, renewing or adding eligible credentials, or expenses that cannot be covered through pre-paid testing vouchers.

**VOUCHER MODEL**

**Agency/EPP prepares voucher order** → **Voucher orders processed through approved test vendors** → **Candidate receives a prepaid testing voucher through their EPP which is redeemed when they register for the test.**

Best fit: assessment costs where an approved program can distribute vouchers and reduce the barrier before the candidate pays out of pocket.

Program budget: $960,000 through the interagency agreement between TSPC and the Educator Advancement Council.

# Rule qualifications: who can be supported

OAR 584-200-0130 centers support on linguistic inclusion and current-biennium licensure activity.

Core rule frame: eligible recipients must meet a linguistic inclusion qualifier and have applied for or been issued an eligible Oregon license, endorsement, specialization, or renewal on or after July 1 of the current biennium.

## 1. Qualifying connection

- Speaker of an eligible World Language
- American Indian Languages Teaching License
- ESOL, World Language, ASL, Bilingual, or Dual Language pathway
- Degree or minor aligned to an approved World Language endorsement

## 2. Eligible licensure action

- Teacher, administrator, or personnel service license activity
- Applied for or issued on/after July 1 of the current biennium

## 3. Eligible direct costs

- TSPC fees, fingerprints, and approved assessments
- Transcripts, official documents, and foreign transcript evaluation
- Approved remedial coursework support, eligible mileage

Documentation matters: costs must be actual, direct, documented, and not waived, refunded, prepaid through a voucher, or reimbursed by another entity. A Clinical Practices Clearance alone is not an eligible expense until a licensure application is submitted.

# Executive summary: current biennium progress

Current data reflects reimbursement payments through May 2026 and voucher orders summarized at the academic-year/order-batch level.

**$63.9K**

**Reimbursement paid**

256 records processed through May 2026

**$36.9K**

**Voucher face value**

190 vouchers / 114 candidates

**~$100.7K**

**Cost relief represented**

Reimbursement paid + voucher value in current records

**Current reimbursement activity:** 256 processed records, $63,853 reimbursed, and an average reimbursement of $249.43 per record.
**Current voucher order activity:** 190 vouchers with $36,888 in estimated face value, some candidates qualified for more than one voucher.

# Current biennium: reimbursement activity

Through May 2026, the program has continued to process eligible reimbursement requests under the current rule framework.

**256**

**Records processed**

Jul 2025–May 2026

**$63,853**

**Total reimbursed**

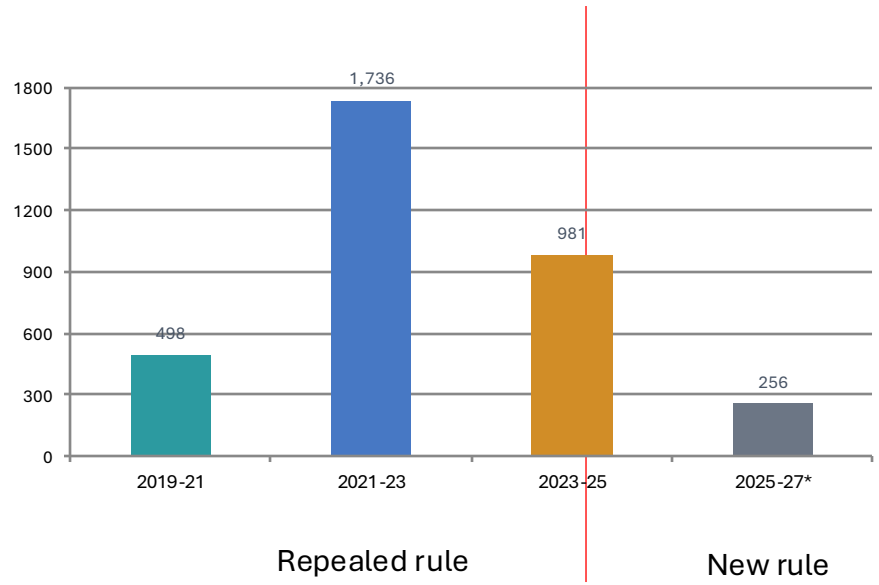
Paid reimbursement activity

**$249**

**Average per record**

Current biennium average

**Reimbursement records processed by biennium**

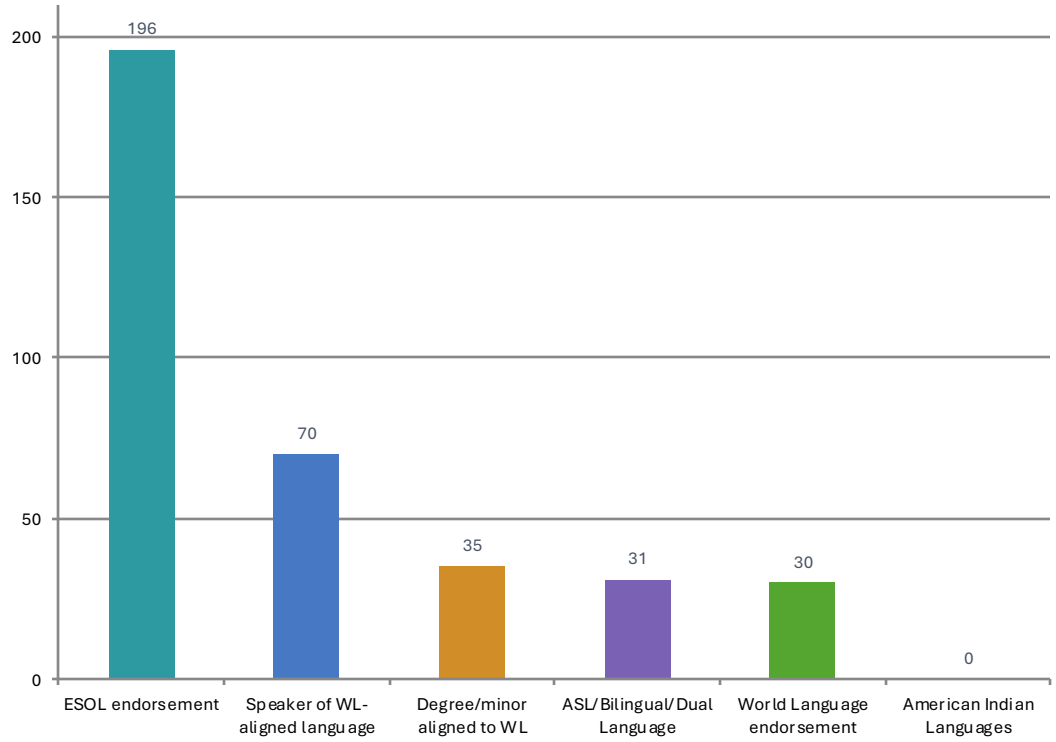



Interpretation note: current reimbursement data is partial-year/biennium-to-date, not a final biennium comparison.

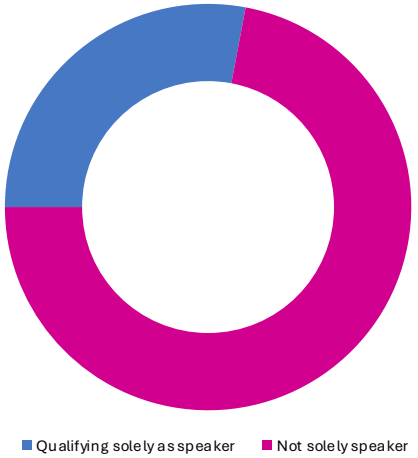
# OLER applicant profile: eligibility pathways

Application response data shows how applicants are identifying their linguistic inclusion connection.

### Eligibility criteria selections




### Qualifying solely as speaker?




**28%**

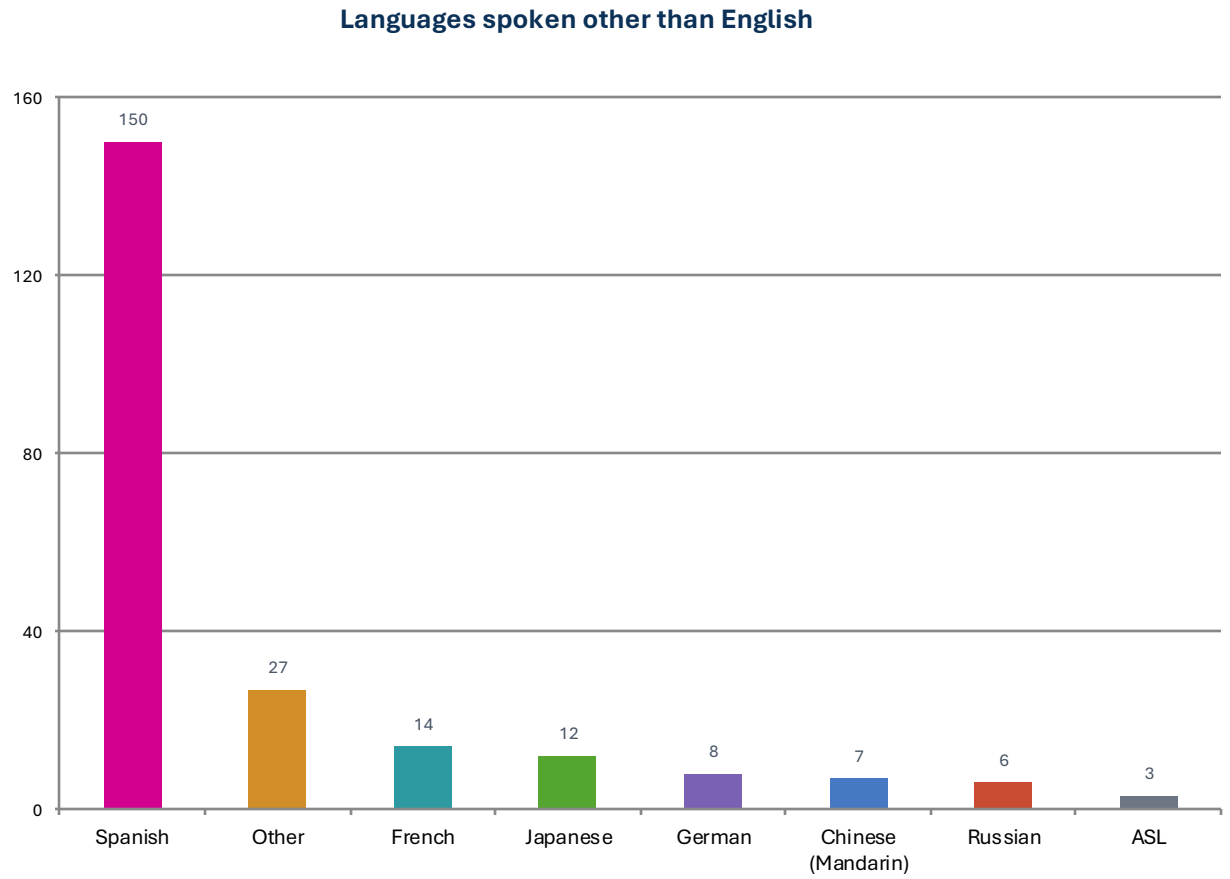
of responses indicate qualifying solely as a speaker pathway; most report another license, endorsement, specialization, or degree/minor connection.

Data note: eligibility criteria is a multi-select item, so selections may exceed the number of respondents.

*Source: OLER data PDF, page 1.*

# OLER applicant profile: languages reported

Spanish is the most frequently reported language, with smaller representation across additional languages.




**150**
**Spanish language selections**
Largest language category reported

**27**
**Other language selections**
Second-largest category

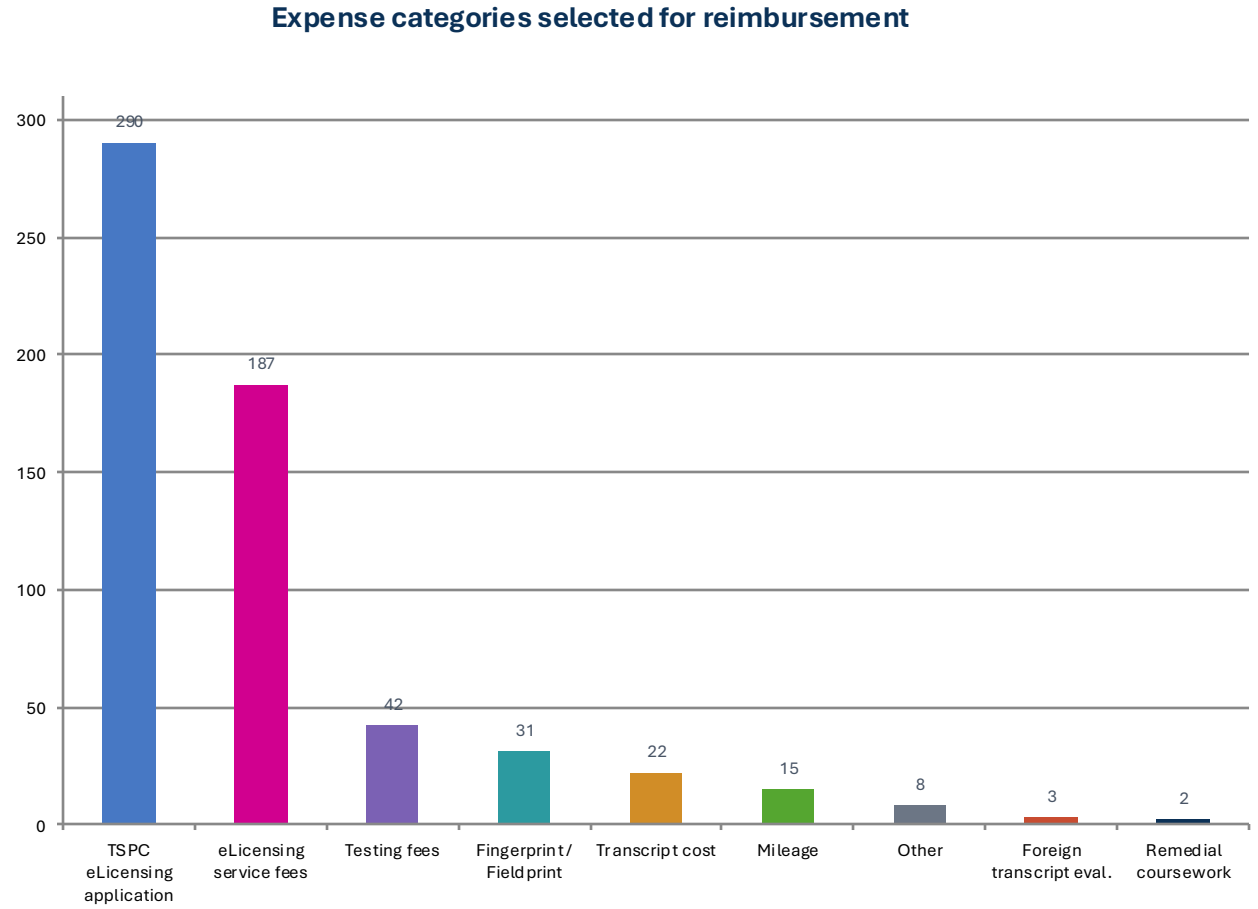
**6+**
**Additional listed languages**
French, Japanese, German, Mandarin, Russian, ASL

Interpretation note: this is a language response profile, not a count of unique multilingual educators. Some respondents may select more than one language.

*Source: OLER data PDF, page 2. Latin and Native/Tribal language options showed zero selections in this snapshot.*

# OLER applicant profile: expenses requested

Reported expenses cluster around licensure application costs and eLicensing service fees, with testing and fingerprint costs also visible.




Most common selections are core licensure transaction costs: TSPC application fees and portal/service fees.

Testing fee selections remain important, but vouchers may increasingly reduce the need for applicants to pay eligible assessment costs upfront.

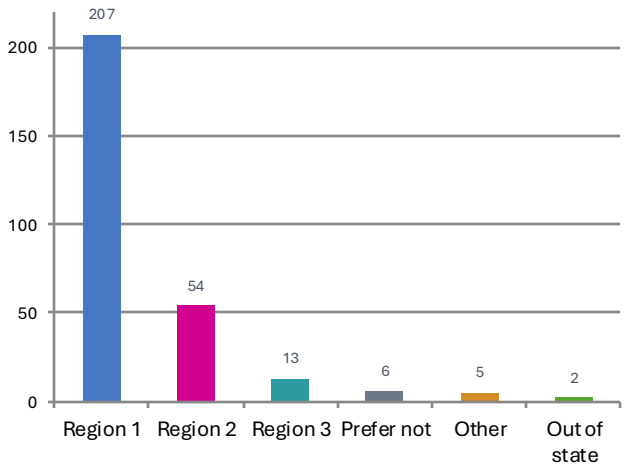
Data note: expense categories are multi-select and represent requested/selected categories, not approved payment totals.

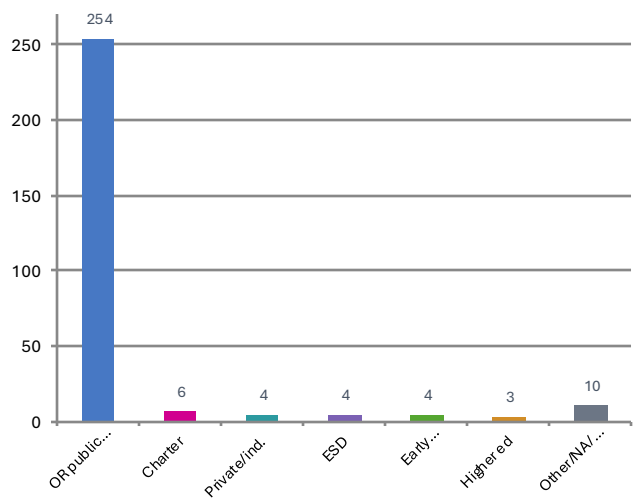
*Source: OLER data PDF, page 3.*

# OLER applicant profile: Oregon reach and work setting

Application responses suggest most current applicants are Oregon-based and primarily connected to K-12 public school settings.




**296**
**Oregon residents**
97% of state responses

This profile supports a current-biennium access story: the program is reaching Oregon educators, especially K-12 public school educators, while geographic distribution can be monitored more closely over time.

*Source: OLER data PDF, pages 4-6. Region map is from the PDF response summary.*

# Voucher orders: report by academic year (2025-26)

Voucher orders are prepared only one or two times per year due to capacity constraints.

**190**
**Voucher items**
Across participating EPPs

**114**
**Unique candidates**
Some qualified for more than one voucher

**$36,888**
**Estimated face value**
Not actual redeemed expenditures

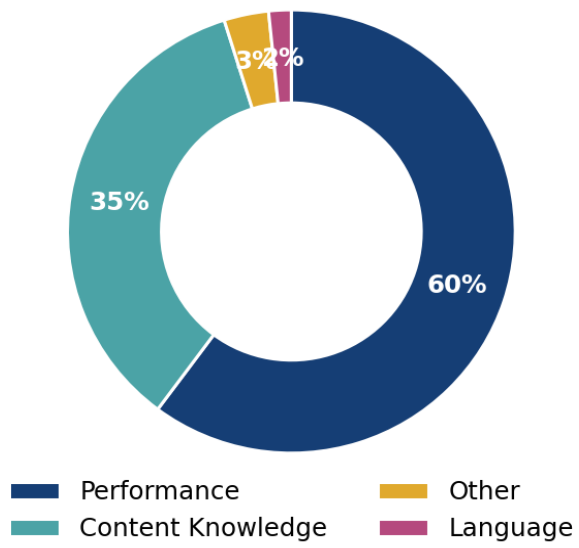
Over half of Oregon approved EPPs have participated in the voucher program.

*Source: 2025-27 Voucher Order Summary Report, academic year summary.*

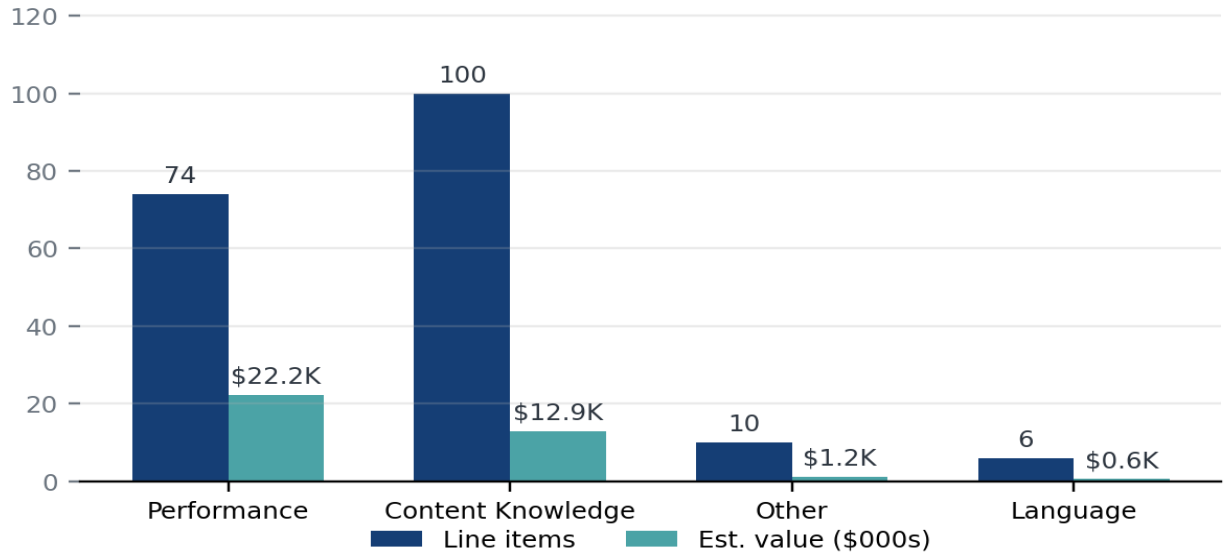
# Voucher order mix: performance and content knowledge

The order-prepped data shows two main areas of support: performance assessment vouchers and content knowledge vouchers.

**Estimated value by voucher type**




**Vouchers and estimated value by type**

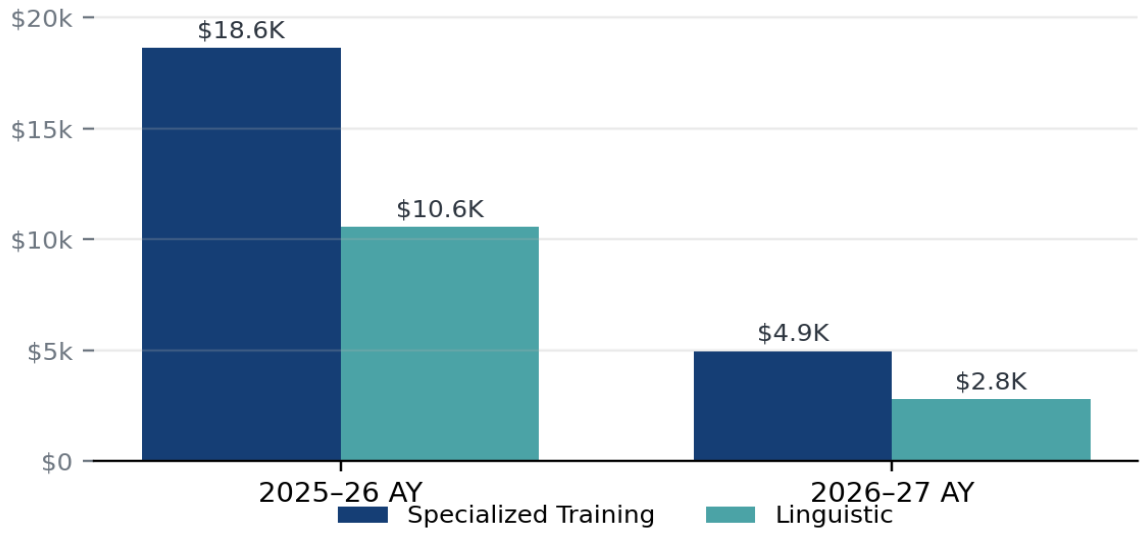



Performance vouchers are the largest value category ($22,200 / about 60% of estimated value). Content Knowledge vouchers are the largest volume category (100 line items / about 53% of items).

# Voucher activity also reflects pathway priorities

Current orders support both Specialized Training and Linguistic pathway qualifiers.

**Estimated voucher value by pathway**




Both pathways are represented, supporting the program's access and linguistic inclusion goals.

*Source: 2025–27 Voucher Order Summary Report, pathway summary.*

# What the data suggests for program review

## WHAT IS WORKING

- Reimbursement processing continues under the current eligibility framework.
- Voucher orders show substantial 2025-26 activity and a clear reporting structure.
- Applicant response data provides a better picture of who is applying and which costs are selected.

## WHAT TO MONITOR

- Whether access is distributed as intended across pathways, EPPs, endorsement areas, and Oregon regions.
- How voucher availability affects reimbursement demand over the full biennium.
- Other suggestions?

## HOW TO REPORT GOING FORWARD

- Use biennium-to-date for reimbursements.
- Use academic-year/order-batch summaries for vouchers.
- Other suggestions?

**Discussion/Questions**

*Sources: current reimbursement summary, OLER response PDF, and 2025-27 voucher summary workbook.*

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

June 22-24, 2026
**Licensure**

| | |
|---|---|
| ITEM: | Early Literacy Update<br>**INFORMATION ITEM** |
| INFORMATION: | Staff will provide the Commission with an update on Early Literacy-related work. |
| ATTACHMENTS: | 3.7.1 Early Literacy Update June 2026 Commission |

Data Classification Level: 1 – Published
DO: MONDRAGON
Published: 6/18/2026
Amended:

# Early Literacy

## June 2026 Update

### Teachers Standards and Practices Commission

*Presented by*

Rachel Alpert, Executive Director • Elizabeth Keller, Director

Dr. Bill Rhoades, Director • Dr. Shara Mondragon, Special Initiatives Lead

**Standards • Alignment • Recommendations • Implementation**



Building shared background for objectives,
system capacity, and coordinated recommendations.



# What this update is designed to do

Build shared context before pathway options come forward.

**Primary focus for this update**

**Later — after questions are better understood**




This update is intended to orient the Commission to the current work, not to present final options. Staff are reviewing the ELEPC recommendations in relation to agency roles, statewide early literacy efforts, and practical considerations before returning with more developed next steps.

### Common Acronyms for This Work

**EO**: Executive Order
**EL**: Early Literacy
**ELEPC:** Early Literacy Educator Preparation Council
**EPP:** Educator Preparation Program(s)
**TSPC:** Teacher Standards and Practices Commission
**ODE**: Oregon Department of Education
**EAC**: Educator Advancement Council

# Why this work is in front of us

The work follows Governor's Office direction and ELEPC recommendations.

### Governor's Office

EO 23-12 elevated early literacy as a statewide priority.

### ELEPC recommendations

The Council identified preparation, professional learning, and licensure questions for continued state work.

### Partner discussions

TSPC, ODE, and EAC are examining roles, capacity, and implementation realities.

### Next Steps

Feasible pathways come forward after readiness questions are better understood.

**This work requires coordinated, cross-agency engagement rather than a standalone TSPC initiative.**

## Today's conversation

- **Informational and context-setting**
- **Focused on system readiness**
- **Preparing to return later with options**

**Common Acronyms for This Work**

**EO**: Executive Order
**EL**: Early Literacy
**ELEPC:** Early Literacy Educator Preparation Council
**EPP:** Educator Preparation Program(s)
**TSPC:** Teacher Standards and Practices Commission
**ODE**: Oregon Department of Education
**EAC**: Educator Advancement Council

TSPC OF OREGON

# TSPC early literacy workstreams

Preservice alignment is established; in-service professional learning questions are being explored. Both workstreams respond to ELEPC recommendations, but they are at different stages of implementation.

## Preservice




### Preservice

How can Oregon educator preparation programs align coursework, assessments, and clinical experiences to ensure new teachers are prepared with the knowledge and skills needed to meet the needs of Oregon's emerging readers?

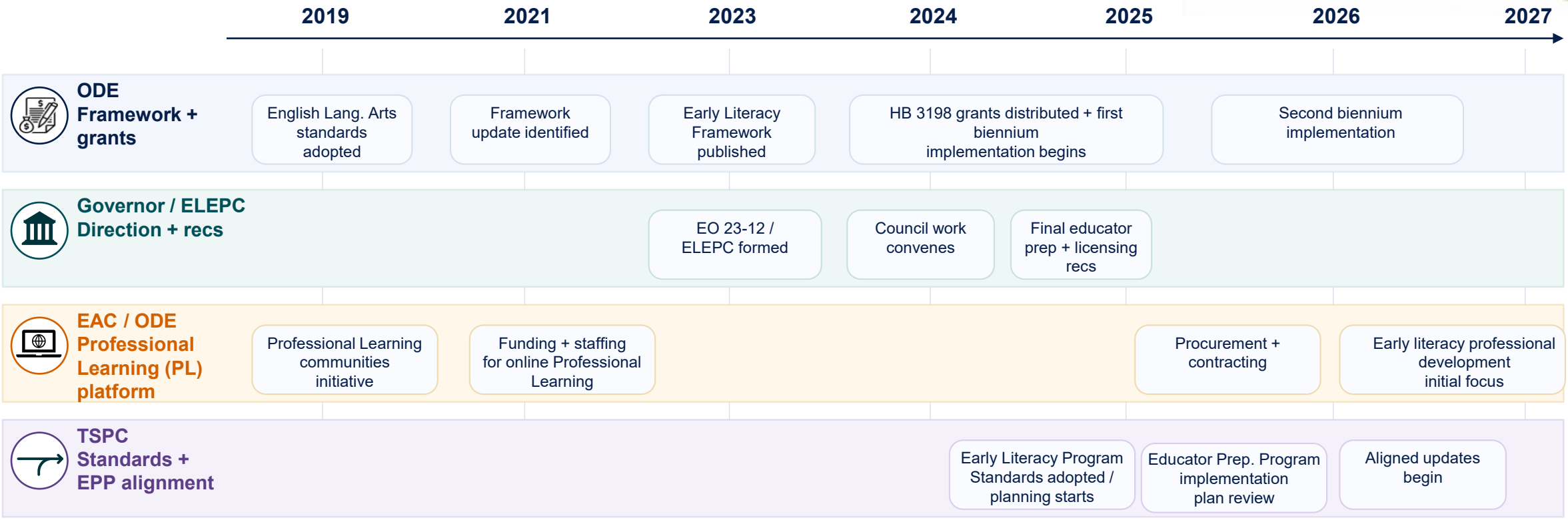
**Common Acronyms for This Work** EL: Early Literacy ELEPC: Early Literacy Educator Preparation Council EPP: Educator Preparation Program(s)

# Statewide early literacy landscape

Four related workstreams shape the implementation environment for recommendations.

## IMPLEMENTATION ROADMAP

Note: Roadmap highlights selected milestones; not all years or initiatives are shown.




This visual is not a full inventory of Oregon early literacy initiatives. It highlights selected efforts that intersect with Commission-related early literacy workstreams.

This exploration is responsive to ELEPC recommendations that TSPC work with partner agencies to consider licensure and renewal pathways aligned to the new standards.

**Common Acronyms for This Work**
**EO**: Executive Order
**EL**: Early Literacy
**ELEPC:** Early Literacy Educator Preparation Council
**EPP:** Educator Preparation Program(s)
**TSPC:** Teacher Standards and Practices Commission
**ODE**: Oregon Department of Education
**EAC**: Educator Advancement Council

# Questions, Comments, and Wonderings

What should staff keep in mind as this work continues?



**As staff continue partner discussions and readiness planning, we welcome Commission questions, comments, and considerations.**

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

June 22-24, 2026
**Presentation**

| | |
|---|---|
| ITEM: | Oregon Association of Colleges for Teacher Education (OACTE) update |
| ACTION: | **INFORMATION ITEM** |
| INFORMATION: | The purpose for this item is for OACTE leadership to provide an update on educator preparation provider (EPP) activities. |

**Attachments:**

Data Classification Level: 1 – Published
DO: Reinhardt
Published: 6/15/2026
Amended:

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

June 22-24, 2026
**Presentation**

| | |
|---|---|
| ITEM: | Oregon Education Association (OEA) update |
| ACTION: | **INFORMATION ITEM** |
| INFORMATION: | The purpose for this item is to allow the Oregon Education Association to provide updates on its activities that are pertinent to the charge of the Commission. |

**Attachments:**

Data Classification Level: 1 – Published
DO: Reinhardt
Published: 6/15/2026
Amended:

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

June 22-24, 2026
**Presentation**

| | |
|---|---|
| ITEM: | Coalition of Oregon School Administrators (COSA) update |
| ACTION: | **INFORMATION ITEM** |
| INFORMATION: | The purpose for this item is to allow the Coalition of Oregon School Administrators to provide updates on its activities that are pertinent to the charge of the Commission. |

**Attachments:**

Data Classification Level: 1 – Published
DO: Reinhardt
Published: 6/15/2026
Amended:

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

June 22-24, 2026
**Presentation**

| | |
|---|---|
| ITEM: | Oregon Education Association (OEA) update |
| ACTION: | **INFORMATION ITEM** |
| INFORMATION: | The purpose for this item is for OEA to provide an update. |

**Attachments:**

Data Classification Level: 1 – Published
DO: Reinhardt
Published: 6/18/2026
Amended:

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

June 22-24, 2026
**Educator Preparation and Pathways**

ITEM: EDUCATOR PREPARATION AND PATHWAYS CONSENT AGENDA

ACTION: **AGENDA ITEMS**

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

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

INFORMATION: The Executive Director recommends adoption by single consent motion the following listed items, which are identified on the agenda by a double asterisk, as follows:

6.1.1 Site Visit Schedule;

**Sunset:**

6.1.2 George Fox University (GFU): Sunset of School Counseling program;

**Major modification:**

6.1.3 Eastern Oregon University (EOU): Major modification request to the undergraduate Special Education Initial Teacher Licensure (SEITL) program for preservice candidates to revise core curriculum, create a dual endorsement program in Elementary – Multiple Subjects and Special Education: Generalist, and change the program name to Undergraduate Dual Multiple Subjects and Special Education 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:**

6.1.1: Site Visit Schedule
6.1.2: George Fox University (GFU): Sunset of School Counseling program
6.1.3: Eastern Oregon University (EOU): Major modification request to the undergraduate Special Education Initial Teacher Licensure (SEITL) program for preservice candidates to revise core curriculum, create a dual endorsement program in Elementary – Multiple Subjects and Special Education: Generalist, and change the program name to Undergraduate Dual Multiple Subjects and Special Education Program

| | |
|---|---|
| ITEM: | SITE VISIT SCHEDULE |
| ACTION: | **ACTION ITEM** |
| RECOMMENDATIONS: | The Executive Director recommends adoption of the following resolutions:<br><br>**RESOLVED,** that the Commission adopt the revised Site Visit Schedule, as provided in Attachment 6.1.1a. |
| INFORMATION: | The purpose of this item is to address revisions to the Site Visit Schedule since the schedule was last adopted at the April 2026 Commission meeting. |

## Site visit schedule:

The revised Site Visit Schedule is provided as Attachment 6.1.1a. Tracked changes are used for items with proposed revisions to the Site Visit Schedule adopted April 2026.

**Attachment:**

6.1.1a: Site Visit Schedule

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

June 22-24, 2026
Educator Preparation and Pathways

ITEM: **SITE VISIT SCHEDULE** (Sorted by Site Visit Date)
ACTION: **INFORMATION ITEM** (Consent Agenda)

## Site Visits: 9/1/2025 – 8/31/2031

| University/ College (Unit) *National Accreditor* i, ii | *Approximately 2 yrs. before site visit:* Program Reports due *(EPP)* | *5 mo.'s later:* Recognition Report (TSPC response to Program Reports) *(TSPC: Agency)* | *3 (+) mo.'s later:* Program Recognition *(Commission meeting)* | Self-Study or Quality Assurance Report *(EPP)* | Site Visit | Site Visit Report *(CAEP or AAQEP & TSPC)* | CAEP or AAQEP AC mtg. *(Accred. Decision)* | C. Mtg. (Ex. Dir., On-Site & Optional EPP Rejoinder) *(Unit Approval)* | State Approval Status and Comments |
|---|---|---|---|---|---|---|---|---|---|
| **9/1/2025 – 8/31/2026** | | | | | | | | | |
| Lewis & Clark College<br>*CAEP accredited* | 4/30/2024 (Received) | Fall 2024 | 2/2025 | July 13, 2025 | ***Previous:*** 4/2-6/2005 4/1-3/2012 12/8-10/2019<br>**April 13-15, 2026** | May 2026 | October 2026 | February 2027 | 6/2020: State approval of Unit \| ***Approved with conditions until 12/31/2026.***<br>10/2023: Changed: PR, Spring 2024 to 4/30/2024 (confirmed)<br>2/2025: Received State Recognition of Programs (program approval).<br>4/2025: Site visit dates est: April 13-15, 2026 \| set SVR date 30 days after SV \| added C Mtg (2/2027) |
| **9/1/2026 – 8/31/2027** | | | | | | | | | |
| Eastern Oregon University<br>*AAQEP accredited* | 5/31/2025 (received) | Spring 2026 | ***Previous:*** June 2020 | November 2026 | ***Previous:*** 4/3-5/2006 10/11-14/2014 5/24-25/2021<br>~~**Spring 2027**~~**May 24-27, 2027** | 30 days later | | | 11/2021: State Approval of Unit \| ***Approved through June 30, 2028 (AAQEP & TSPC).***<br>**6/2026: Site visit dates est: May 24-27, 2027** |
| **9/1/2027 – 8/31/2028** | | | | | | | | | |
| Linfield University<br>*CAEP accredited*<br>*Applying to AAQEP for accreditation* | 11/7/2025 (received) | Spring 2026 | ***Previous:*** 4//2019 | | ***Previous:*** 4/10-12/2006 3/3-6/2013 10/25-27/2020<br>**Fall 2027** | | | | 6/2021: State Approval of Unit \| ***Approved-through 12/31/2028 (AAQEP & TSPC).***<br>3-4/2022: Added Program Reports due Fall 2025 |



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| University/ College (Unit) *National Accreditor* i, ii | *Approximately 2 yrs. before site visit:* Program Reports due *(EPP)* | *5 mo.'s later:* Recognition Report (TSPC response to Program Reports) *(TSPC: Agency)* | *3 (+) mo.'s later:* Program Recognition *(Commission meeting)* | Self-Study or Quality Assurance Report *(EPP)* | Site Visit | Site Visit Report *(CAEP or AAQEP & TSPC)* | CAEP or AAQEP AC mtg. *(Accred. Decision)* | C. Mtg. (Ex. Dir., On-Site & Optional EPP Rejoinder) *(Unit Approval)* | State Approval Status and Comments |
|---|---|---|---|---|---|---|---|---|---|
| Corban University<br>*AAQEP accredited* | 12/18/25 (received) | Summer 2026 | ***Previous:*** June 2020 | | ***Previous:*** 11/13-15/2006 10/27-29/2013 12/6-7/2021<br>**Fall 2027** | | | | 3-4/2022: State Approval of Unit \| ***Approved-through 12/31/2028.*** |
| George Fox University<br>*AAQEP accredited* | Spring 2026 | | ***Previous:*** 11/2019 | | ***Previous:*** 10/13-17/2007 10/13-15/2013 4/13-14/2021<br>**Spring 2028** | | | | 11/2021: State Approval of Unit \| ***Approved through June 30, 2028 (AAQEP)***<br>2/2022: ***Approved through 12/31/2028 (TSPC)*** |
| University of Oregon<br>*AAQEP accredited* | Spring 2026 | | ***Previous:*** Nov. 2018 | | ***Previous:*** 5/17-18/2009 5/17-18/2021<br>**Spring 2028** | | | | 11/2021: State Approval of Unit \| ***Approved through 6/30/28 (AAQEP)***<br>2/2022: ***Approved through 12/31/2028 (TSPC)*** |
| **9/1/2028 – 8/31/2029** | | | | | | | | | |
| Warner Pacific University<br>*AAQEP accredited* | Fall 2026 | TBD | ***Previous:*** 11/2018 2/2020: *(PE/Music)*<br>**TBD** | | ***Previous:*** 2/22-24/2010 8/25-27/2013: (full follow-up site visit) 9/27-28/2021<br>**Fall 2028** | | | | 2/2022: State Approval of Unit \| ***Approved through 12/31/2028***<br>3-4/2022: Changed: PR due: Fall 2026 \| SV: Change f/Spring 2028 to Fall 2028 |
| Pacific University<br>*AAQEP accredited* | Spring 2027 | | ***Previous:*** February 2020 | | ***Previous:*** 3/1-5/2008 3/9-11/2014 4/7-8/2022<br>**Spring 2029** | | | | 10/2022: State Approval of Unit \| ***Approved through 6/30/2029*** |
| **9/1/2029 – 8/31/2030** | | | | | | | | | |
| Western Oregon University<br>*CAEP accredited* | Fall 2027 | | ***Previous:*** 4/2021 | | ***Previous:*** 10/13-17/2007 11/15-17/2015 11/6-8/2022 | | | | 6/2023: State Approval of Unit \| ***Approved through 6/30/2030*** |



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| University/ College (Unit) *National Accreditor* i, ii | *Approximately 2 yrs. before site visit:* Program Reports due *(EPP)* | *5 mo.'s later:* Recognition Report (TSPC response to Program Reports) *(TSPC: Agency)* | *3 (±) mo.'s later:* Program Recognition *(Commission meeting)* | Self-Study or Quality Assurance Report *(EPP)* | Site Visit | Site Visit Report *(CAEP or AAQEP & TSPC)* | CAEP or AAQEP AC mtg. *(Accred. Decision)* | C. Mtg. (Ex. Dir., On-Site & Optional EPP Rejoinder) *(Unit Approval)* | State Approval Status and Comments |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | **Fall 2029** | | | | |
| Oregon State University<br>*CAEP accredited* | Fall 2027 | | ***Previous:*** 2/2021 | | ***Previous:*** 4/4-8/2009 3/4/2010 (focused) 4/19-21/2015 10/16-18/2022<br>**Fall 2029** | | | | 6/2023: State Approval of Unit \| ***Approved through 6/30/2030*** |
| Portland State University<br>AAQEP accredited | Spring 2028 | | ***Previous:*** ***11/2021*** | | ***Previous:*** ***11/1-4/2009 10/11-13/2015 1/23-24/2023***<br>**Spring 2030** | | | | 6/2023: State Approval of Unit \| ***Approved through 12/31/2030***<br>4/2024: Corrected: PR due: Spring 2028 \| SV: Corrected from Fall 2029 to Spring 2030 |
| Southern Oregon University<br>*AAQEP accredited* | Spring 2028 | | ***Previous:*** 2/2022 | | ***Previous:*** 4/20-22/2009 4/24-26/2016 & 4/9-11/2017: (focused) 4/25-26/2023<br>**Spring 2030** | | | | 10/2023: State Approval of Unit \| ***Approved through 6/30/2030*** |
| **9/1/2030 – 8/31/2031** | | | | | | | | | |
| Bushnell University<br>*AAQEP accredited* | Spring 2029 | | ***Previous:*** 2/2023 | | ***Previous:*** 3/18-20/2002 3/16-18/2009 4/2013: *M.Ed.* 10/14-16/19 4/9-11/2024<br>**Spring 2031** | | | | 10/2024: State Approval of Unit \| *Approved through 6/30/2031* |
| **9/1/2032 – 8/31/2033** | | | | | | | | | |



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Fall = October, November, December

| University/ College (Unit) *NATIONAL ACCREDITOR* i, ii | *Approximately 2 yrs. before site visit:* Program Reports due *(EPP)* | *5 mo.'s later:* Recognition Report (TSPC RESPONSE TO PROGRAM REPORTS) *(TSPC: Agency)* | *3 (±) mo.'s later:* Program Recognition *(Commission meeting)* | Self-Study or Quality Assurance Report *(EPP)* | Site Visit | Site Visit Report *(CAEP or AAQEP & TSPC)* | CAEP or AAQEP AC mtg. *(Accred. Decision)* | C. Mtg. (EX. DIR., ON-SITE & OPTIONAL EPP REJOINDER) *(Unit Approval)* | State Approval Status and Comments |
|---|---|---|---|---|---|---|---|---|---|
| University of Portland<br><br>*AAQEP accredited* | Fall 2030 | | ***Previous:***<br>4//2019<br>2/2022<br>4/2025 | | Previous:<br>9/10-12/2005<br>9/9-11/2012<br>10/4-6/2020<br>9/9-11/2025<br><br>**Fall 2032** | | | | 2/2026: State Approval of Unti \|Approved through 6/30/3033. |



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

| University/ College *(Responsible party)* | Implementation / program start date (Expected) (Confirmed) | Focused Program Review process start date *(EPP - when two data cycles are or will be available)* | *3 mo.'s later:* Focused Program Review Report due to TSPC *(EPP)* | *2 mo.'s later:* Team response to Focused Program Report to EPP *(Team: TSPC)* | *2 (+/- ) mo.'s later:* Focused Review Program Recognition *(Commission)* | State Approval Status and Comments |
|---|---|---|---|---|---|---|
| Bushnell University | 7/3/2022 (Expected) | Spring 2026 (Expected) | | | | 3-4/2022: New program: Health program for UG & G pre-service candidates, cond. approved eff. 7/3/2022. Focused program review required when two cycles of data are available, tentatively scheduled for Spring 2026, to consider removal of conditions. |
| Bushnell University | 7/1/2023 (Expected) | Fall 2026 (Expected) | | | | 2/2023: Major modification: G School Counseling program major mod approved, effective 7/1/2023. Focused program review to commence after two cycles of data are available, estimated to be Fall 2026. |
| Corban University | Fall 2025 (Expected) | Spring 2028 (Expected) | | | | 4/2025: New program: Principal License, cond. Approved eff. Fall 2025. Focused program review to commence after two cycles of data are available, estimated to be Spring 2028. |
| Eastern Oregon University | Fall 2026 (Expected) | Fall 2028 | | | | 2/2026: New program: Principal License, cond. Approved eff. Fall 2026. Focused program review to commence after two cycles of data are available, estimated to be Fall 2028. |
| George Fox University | August 2026 (Expected) | Spring 2031 | | | | 4/2026: Major modification: UG Teacher Education program major mod approved, effective August 2026. Focused program review may be required when two cycles of data are available, estimated to be Spring 2031. |
| George Fox University | August 2026 (Expected) | Spring 2028 | | | | 4/2026: Major modification: UG Teacher Education program major mod approved, effective August 2026. Focused program review may be required when two cycles of data are available, estimated to be Spring 2028. |
| Oregon State University | 6/1/2021 (Expected) 9/22/2021 (Confirmed) | 9/15/2023 (Tentative) 6/30/2025 (Confirmed) | 9/30/2025 | 11/29/2025 | Feb. 2026 | 2/2021: Elementary Education (CBEE) U-grad program (pre-svc.) approved, eff. 6/1/21. Focused PR to commence after two cycles of data available following implementation of modifications, estimated to be 9/15/21.<br>4/2021: Changed est. two cycles date for item approved 2/2021, from 9/15/21 to 9/15/23.<br>6/2022: Changed: Imp., 9/22/21 (confirmed) \| start, 6/30/24 (confirmed) \| FPR due, 9/30/24 \| TR2FPR, 11/29/24 \| C mtg., 2/2025.<br>10/2024: Changed: start, 6/30/25 (confirmed; program suspended one year, add'l year needed for data) \| FPR due, 9/30/25 \| TR2FPR, 11/29/25 \| C mtg., 2/2026 |
| Oregon State University | June 2025 (Expected) | Spring 2028 | Fall 2028 | | | 2/2025: New program: Special Education: Generalist program for G pre-service candidates, cond. approved eff. 2/7/2025. Focused program review required when two cycles of data are available, tentatively scheduled for Fall 2028, to consider removal of conditions. |
| Oregon State University | Fall 2026 (Expected) | Fall 2028 | | | | 2/2026: New program: Reading Intervention endorsement, cond. Approved eff. Fall 2026. Focused program review to commence after two cycles of data are available, estimated to be Fall 2028. |
| Pacific University | 5/15/2020 (Expected) 9/2020 (Confirmed) | TBD: Low Ns – revisit 6/2023 | | | | 2/2020: New program: Undergraduate Single-Subject (B.Ed.) with ESOL variant program for pre-service candidates conditionally approved, effective 5/15/20. Focused program review required prior to 5/15/22 to consider removal of conditions.<br>6/2022: Changed: Imp., 9/2020 (confirmed) \| start, TBD: Low Ns, revisit 6/2023 |

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| University/ College *(Responsible party)* | Implementation / program start date (Expected) (Confirmed) | Focused Program Review process start date *(EPP - when two data cycles are or will be available)* | *3 mo.'s later:* Focused Program Review Report due to TSPC *(EPP)* | *2 mo.'s later:* Team response to Focused Program Report to EPP *(Team: TSPC)* | *2 (+/- ) mo.'s later:* Focused Review Program Recognition *(Commission)* | State Approval Status and Comments |
|---|---|---|---|---|---|---|
| Pacific University | 7/20/2022 (Expected) | September 2024 (Expected) | August 2025 | | | 3-4/2022: New program: G Residency alternative program (E-MS and secondary program variations) for pre-service candidates, conditionally approved eff. 7/20/2022. Focused program review required when two cycles of data are available, tentatively scheduled for September 2024, to consider removal of conditions.<br>10/2022: Major modification: Residency Teacher License program (pre-service) to add World Language: Spanish and World Language: French endorsements, major mod approved, effective 10/13/22. Focused program review to commence after two cycles of data are available, estimated to be July 2025.<br>6/2023: Major modification: Residency Teacher License program (pre-service) to add World Language: German, World Language: Chinese, World Language: Japanese and World Language: Russian endorsements, major mod approved, effective 8/1/23. Focused program review to commence after two cycles of data are available, estimated to be August 2026<br>4/2025: FPR date revised to include all modifications to the Residency Teacher License program. |
| Pacific University | Fall 2025 | Summer 2027 | | | | 6/2025: New program: School Social Work, conditionally approved eff. Fall 2025. Focused program review may be required to commence after two cycles of data are available, estimated to be Summer 2027. |
| Portland State University | 8/1/22 (Expected) | Spring 2025 (Expected) | | | | 2/2022: Major modification: Principal program approved, effective 8/1/2022. Focused program review required to commence after two cycles of data are available, estimated to be Spring 2025. |
| Portland State University | 8/1/22 (Expected) | Spring 2025 (Expected) | | | | 2/2022: Major modification: Professional Administrator program approved, effective 8/1/2022. Focused program review required to commence after two cycles of data are available, estimated to be Spring 2025. |
| Portland State University | Fall 2024 (Expected) | Fall 2026 (Expected) | | | | 6/2023: New program: Licensure in Elementary Education Program (LEEP) with ESOL endorsement program for UG pre-service candidates, cond. approved eff. Fall 2024. Focused program review required when two cycles of data are available, tentatively scheduled for Fall 2026, to consider removal of conditions |
| Portland State University | September 2024 (Expected) | July 2027 (Expected) | | | | 6/2023: Major modification: Graduate Teacher Education Program change to Licensure in Elementary Education Program (LEEP) with ESOL endorsement program for G pre-service candidates, cond. approved eff. September 2024. Focused program review required when two cycles of data are available, tentatively scheduled for July 2027, to consider removal of conditions |
| Portland State University | September 2025 | Fall 2027 | | | | 6/2025: Major modification: G Added Elementary - MS program for in-service candidates approved, effective September 2025. Focused program review may be required to commence after two cycles of data are available, estimated to be Fall 2027. |
| Portland State University | September 2025 | Fall 2029 | | | | 6/2025: Major modification: G Bilingual Teacher Pathway – Secondary program for pre-service candidates approved, effective September 2025. Focused program review may be required to commence after two cycles of data are available, estimated to be Fall 2029. |



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| University/ College *(Responsible party)* | Implementation / program start date (Expected) (Confirmed) | Focused Program Review process start date *(EPP - when two data cycles are or will be available)* | *3 mo.'s later:* Focused Program Review Report due to TSPC *(EPP)* | *2 mo.'s later:* Team response to Focused Program Report to EPP *(Team: TSPC)* | *2 (+/- ) mo.'s later:* Focused Review Program Recognition *(Commission)* | State Approval Status and Comments |
|---|---|---|---|---|---|---|
| Southern Oregon University | June 2022 (Expected) | Spring 2025 (Expected) | | | | 2/2022: Major modification: Principal program approved, effective June 2022. Focused program review required to commence after two cycles of data are available, estimated to be Spring 2025. |
| Southern Oregon University | June 2022 (Expected) | Spring 2025 (Expected) | | | | 2/2022: Major modification: Professional Administrator program approved, effective June 2022. Focused program review required to commence after two cycles of data are available, estimated to be Spring 2025. |
| Southern Oregon University | 7/20/2022 (Confirmed) | TBD: Low Ns – revisit 6/2025 | | | | 3-4/2022: New program: G & PG Reading program for in-service candidates, conditionally approved eff. 7/20/2022. Focused program review required when two cycles of data are available, tentatively scheduled for September 2024, to consider removal of conditions.<br>4/2025: Changed: start, TBD: Low Ns, revisit 6/2025. |
| Southern Oregon University | Fall 2026 (Expected) | Fall 2030 | | | | 2/2026: New program: School Counseling program, cond. Approved eff. Fall 2026. Focused program review to commence after two cycles of data are available, estimated to be Fall 2030. |
| Warner Pacific University | 11/2/2018 (Expected) Fall 2022 (Expected) | Fall 2025 (Expected) | | | | 11/2018: New program: SPED: Generalist program approved with conditions. Focused program review required prior to Fall 2021 to consider removal of conditions.<br>6/2022: Will implement fall 2022 if student enrollment is sufficient.<br>4/2024: Two cycles of data anticipated by Fall 2025. |
| Warner Pacific University | 5/1/2020 (Expected) 5/1/2020 (Confirmed) | January 2025 (Confirmed) | | | | 4/2020: New program: MAT Physical Education endorsement program conditionally approved, effective May 1, 2020. Focused program review required when two cycles of data are available after full implementation, tentatively planned for June 2021, to consider removal of conditions.<br>6/2022: Changed: FPR start, May 2023 (confirmed), additional year due to expected low N \| FPR report, 8/2023 \| Review team report, 10/2023 \| C meeting, 2/2024<br>4/2024: Changed: FPR start, January 2025 (confirmed), additional time due to low N \| FPR report, 4/2025 \| Review team report, 6/2025 \| C meeting, 10/2025 |
| Warner Pacific University | July 2025 | Fall 2027 | | | | 6/2025: New program: G ESOL for in-service candidates, conditionally approved eff. July 2025. Focused program review may be required to commence after two cycles of data are available, estimated to be Fall 2027. |
| Warner Pacific University | July 2025 | Fall 2028 | | | | 6/2025: Major modification: UG BSED program for pre-service candidates change to provide dual Elementary – MS and SPED: Gen, conditionally approved eff. July 2025. Focused program review may be required to commence after two cycles of data are available, estimated to be Fall 2028. |
| Western Oregon University | Fall 2021 (Expected) Fall 2022 (Confirmed) | TBD: Low Ns – revisit 6/2025 | | | | 11/2021: New program: UG Drama endorsement program conditionally approved, effective Fall 2021. Focused program review required to begin when two cycles of data are available after full implementation, tentatively planned for June 2024, to consider removal of conditions.<br>2/2022: Implementation date changed, Fall 2021 to Fall 2022.<br>4/2025: Changed: start, TBD: Low Ns, revisit 6/2025. |



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

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

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

| University/ College *(Responsible party)* | Implementation / program start date (Expected) (Confirmed) | Focused Program Review process start date *(EPP - when two data cycles are or will be available)* | *3 mo.'s later:* Focused Program Review Report due to TSPC *(EPP)* | *2 mo.'s later:* Team response to Focused Program Report to EPP *(Team: TSPC)* | *2 (+/- ) mo.'s later:* Focused Review Program Recognition *(Commission)* | State Approval Status and Comments |
|---|---|---|---|---|---|---|
| Western Oregon University | Fall 2021 (Expected) Fall 2022 (Confirmed) | TBD: Low Ns – revisit 6/2025 | | | | 11/2021: New program: UG Music endorsement program conditionally approved, effective Fall 2021. Focused program review required to begin when two cycles of data are available after full implementation, tentatively planned for June 2024, to consider removal of conditions.<br>2/2022: Implementation date changed, Fall 2021 to Fall 2022.<br>4/2025: Changed: start, TBD: Low Ns, revisit 6/2025. |
| Western Oregon University | 9/2022 (Expected) | June 2025 (Expected) | | | | 6/2022: New program: SPED: EI & EC program for UG pre-service candidates, cond. approved eff. 9/2022. Focused program review required when two cycles of data are available, tentatively scheduled for 6/2025, to consider removal of conditions. |
| Western Oregon University | 9/2022 (Expected) | June 2025 (Expected) | | | | 6/2022: New program: SPED: Generalist program for UG pre-service candidates, cond. approved eff. 9/2022. Focused program review required when two cycles of data are available, tentatively scheduled for 6/2025, to consider removal of conditions. |
| Western Oregon University | Summer 2023 (Expected) | Fall 2025 (Expected) | | | | 6/2023: New program: Art Teacher Education program for UG pre-service candidates, cond. approved eff. Summer 2023. Focused program review required when two cycles of data are available, tentatively scheduled for Fall 2025, to consider removal of conditions |
| Western Oregon University | Spring 2024 (Expected) | Fall 2026 (Expected) | | | | 4/2024: New program: Principal program, cond. approved eff. Spring 2024. Focused program review required when two cycles of data are available, tentatively scheduled for Fall 2026, to consider removal of conditions |



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## Program Recognition and Unit Approval/National Accreditation Dates
## Sorted by Next Site Visit Date (all EPPs achieved national accreditation by July 2024)

| Programs | National Accreditation Achieved (Site Visit Date) | National Accreditor | State Recognition of Programs | State Approval of Unit | Next Acccreditation Site Visit | Site Visit History |
|---|---|---|---|---|---|---|
| Lewis & Clark College | December 8-10, 2019 | CAEP | February 2025 | June 2020 | April 13-15, 2026 | April 2005, April 2012, Dec. 2019 |
| University of Portland | Oct. 4-6, 2020 (CAEP) | AAQEP | April 2015 | February 2026 | Fall 2032 | Sept. 2005, Sept. 2012, Oct. 2020, Sept. 2025 |
| Eastern Oregon Univ. | May 24-25, 2021 | AAQEP | April 2020 | November 2021 | Spring 2027 | April 2006, Oct. 2014, May 2021 |
| Linfield University | Oct. 25-27, 2020 | CAEP | April 2019 | June 2021 | Fall 2027 | April 2006, March 2013, Oct. 2020 |
| Corban University | Dec. 6-7, 2021 | AAQEP | June 2020 | March/April 2022 | Fall 2027 | Nov. 2006, Oct. 2013, Dec. 2021 |
| George Fox University | April 13-14, 2021 | AAQEP | November 2019 | November 2021 | Spring 2028 | Oct. 2007, Oct. 2013, April 2021 |
| University of Oregon | May 17-18, 2021 | AAQEP | November 2018 | November 2021 | Spring 2028 | May 2009, May 17-18, 2021 |
| Warner Pacific University | Sept. 27-28, 2021 | AAQEP | November 2018 | February 2022 | Fall 2028 | Feb. 2010, Aug. 2013 (follow-up), Dec. 2021 |
| Pacific University | April 7-8, 2022 | AAQEP | November 2019 | October 2022 | Spring 2029 | March 2008, March 2014, April 2022 |
| Western Oregon Univ. | Nov. 6-8, 2022 | CAEP | April 2021 | June 2023 | Fall 2029 | Oct. 2007, Nov. 2015, Nov. 2022 |
| Oregon State Univ. | Oct. 16-18, 2022 | CAEP | February 2021 | June 2023 | Fall 2029 | April 2009, April 2015, Oct. 2022 |
| Portland State Univ. | Jan. 23-24, 2023 | AAQEP | November 2021 | June 2023 | Spring 2030 | Nov. 2009, Oct. 2015, Jan. 2023 |
| Southern Oregon Univ. | April 25-26, 2023 | AAQEP | February 2022 | October 2023 | Spring 2030 | April 2009, April 2016, April 2023 |
| Bushnell Univ. | April 9-11, 2024 | AAQEP | February 2023 | October 2024 | Spring 2031 | March 2002, March 2009, Oct. 2019, April 2024 |

## Site Visits by Semester

| YEAR | EPP(S) | YEAR | EPP(S) | YEAR | EPP(S) |
|---|---|---|---|---|---|
| Fall 2024 | | Fall 2028 | WPU | Fall 2032 | UP |
| Sp. 2025 | | Sp. 2029 | Pacific | Sp. 2033 | |
| Fall 2025 | UP | Fall 2029 | OSU, WOU | Fall 2033 | |
| Sp. 2026 | L & C | Sp. 2030 | PSU, SOU | Sp. 2034 | |
| Fall 2026 | | Fall 2030 | | Fall 2034 | |
| Sp. 2027 | EOU | Sp. 2031 | Bushnell | Sp. 2035 | |
| Fall 2027 | Corban, Linfield | Fall 2031 | | Fall 2035 | |
| Sp. 2028 | GFU, UO | Sp. 2032 | | Sp. 2036 | |

[i] Oregon has two program review options: State review and Specialized Professional Association (SPA) review. EPPs that use the SPA Option for some or all of their programs must provide their most recent SPA review reports to TSPC for program review (with their other program review reports) and for unit review (when Quality Assurance Reports [AAQEP] or Self-Study Reports [CAEP] are due.

[ii] CAEP and AAQEP have additional steps that are not included in this schedule. This tool is designed to align and clarify TSPC and EPP timelines.



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

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

June 22-24, 2026
**Educator Preparation & Pathways**

| | |
|---|---|
| ITEM: | GEORGE FOX UNIVERSITY: SUNSET OF SCHOOL COUNSELING PROGRAM |
| ACTION: | **ACTION ITEM** |
| RECOMMENDATIONS: | The Executive Director recommends adoption of the following:<br><br>**RESOLVED,** that the Commission approves George Fox University's request to eliminate their School Counseling program, effective May 5, 2028;<br><br>**RESOLVED FURTHER,** that recommendations for licensure in this area will be accepted through May 5, 2028. |
| INFORMATION: | Per OAR 584-400-0090 – Elimination of Programs, Education Preparation Providers (EPPs) are required to notify the Commission of plans to eliminate a state recognized licensure, endorsement, or specialization program.<br><br>Notifications to eliminate programs are required to include:<br>• The date the program will be eliminated (for active programs), or the date the program was eliminated (for inactive programs);<br>• The reason for the elimination; and<br>• Teach-out plan details, to ensure enrolled candidates are able to complete the program.<br><br>The purpose of this item is to consider a request from George Fox University to sunset their School Counseling program. |

On May 19, 2026, George Fox University notified the Commission of their intent to eliminate the Master of Arts School Counseling degree program, as provided in Attachment 6.1.2a. The program leads to an Oregon School Counselor license. The program has been on moratorium since August 26, 2024.

*For active programs:*
The Commission is requested to approve submission of Program Completion Reports (PCRs) for candidates who complete the program during the teach-out period through May 5, 2028. George Fox University will continue to recommend candidates who meet all program requirements prior to the elimination date of May 5, 2028, and within the allowable period for recommendation. The EPP will notify candidates of recency requirements related to licensure application timelines.

### Teach-out plan:

At the time of notification, 10 candidates remained enrolled in the program and will be provided the opportunity to complete all program requirements, including required coursework, practicum

experiences, and internship experiences. Nine candidates are expected to complete the program in Spring 2027, with an additional candidate expected to complete in Spring 2028.

Candidates will continue to receive advising, instructional support, and access to resources necessary to complete the program during the teach-out period. Upon completion of degree requirements, candidates will be recommended by George Fox University for the School Counselor License and will remain eligible to apply for licensure in accordance with TSPC Program Completion Report requirements.

The program will remain active through the completion of all currently enrolled candidates and will be officially sunset following the completion and recommendation of the final candidate, anticipated in Spring 2028.

**Attachment:**
6.1.2a: GFU School Counseling sunset notification

GEORGE FOX UNIVERSITY
Graduate School of Counseling | 12753 SW 68th Ave. #P510 , Portland, OR 97223

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

May 21, 2026

Dear Rachel,

Per 584-400-0090 (1), this is our official notification of the sunsetting of the George Fox University (GFU) Master of Arts (MA) in School Counseling Degree program. Notification of these details were included in an email to Richelle and Bill on May 19, 2026 from Marc Shelton.

1a. May 5, 2028 is the date the GFU School Counselor program will be discontinued as an active program—no new admissions were made after August 26, 2024.

1b. The reason for sunsetting is due to low application/enrollment/completer numbers.

1c. Our teach-out plan provides student access to all required courses including practicum and internship experiences. Eleven candidates have completed and were conferred with the MA in School Counseling degree after spring commencement 2026, nine will complete in spring 2027, and one final candidate in spring 2028. All candidates will be confirmed as completers as school counselors before the program is officially sunsetted, as verified by TSPC staff. After program completion and the conferral of degree, all candidates will be recommended by GFU for School Counselor licenses and all will qualify for license applications within 3 years, as provided by TSPC's PCR process.

Sincerely,



Lorraine DeKruyf, PhD
Professor of Counseling
Director and Clinical Director, School Counseling Program
503.554.6147
ldekruyf@georgefox.edu

cc: Bill Rhoades, Director of Educator Preparation and Pathways
Richelle Krotts, Educator Preparation Liaison

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

June 22-24, 2026
**Educator Preparation & Pathways**

| | |
|---|---|
| ITEM: | EASTERN OREGON UNIVERSITY: MAJOR MODIFICATION OF UNDERGRADUATE SPECIAL EDUCATION INITIAL TEACHER LICENSURE (SEITL) PROGRAM |
| ACTION: | **ACTION ITEM** |
| RECOMMENDATIONS: | The Educator Preparation and Pathways Committee recommends adoption of the following:<br><br>**RESOLVED,** the Commission approves Eastern Oregon University's (EOU) major modification request, as included in Attachment 6.3.1a, to redesign its undergraduate Special Education Initial Teaching Licensure program as a dual endorsement Preliminary Teaching program in Elementary – Multiple Subjects and Special Education: Generalist, effective Fall 2026; and<br><br>**RESOLVED FURTHER,** that the modified program may undergo a focused program review, if requested by TSPC, after two cycles of program data have been collected following implementation, which is estimated to be Summer 2029. |
| INFORMATION: | OAR 584-400-0080, *Unit or Program Modifications,* requires educator preparation providers (EPPs) to receive approval for major modifications to approved programs. A major modification is defined as a change that substantively alters the program or unit as currently recognized or approved by the Commission.<br><br>Eastern Oregon University's major modification request was deemed necessary due to substantial program revisions. |

**Major Modification Request:**
Eastern Oregon University (EOU) has requested a major modification to its undergraduate Special Education Initial Teaching Licensure (SEITL) program to create the Undergraduate Dual Multiple Subjects and Special Education program for preservice candidates. The proposed redesign combines preparation in Elementary — Multiple Subjects and Special Education: Generalist within a single dual endorsement Preliminary Teaching program through revised coursework, program sequencing, and clinical practice experiences.

The modification is intended to reduce duplication across programs, increase coherence between coursework and clinical experiences, and better prepare candidates to serve diverse learners in inclusive educational settings. Key program revisions include co-enrolled coursework across endorsement areas and strengthened emphasis on literacy instruction, assessment literacy, inclusive practices, collaboration, and data-informed instructional decision-making.

EOU has confirmed that candidates currently enrolled in the existing Special Education-only pathway will be able to complete the program through Academic Year 2027 (Fall 2027 through Summer 2028) under an approved teach-out plan. Implementation of the modified program is planned for Fall 2026.

At its May 28, 2026, meeting, the Educator Preparation and Pathways Committee determined to recommend approval to the full Commission and placement of the item on the program consent agenda.

**Attachment:**
6.3.1a: EOU UG SEITL to Dual Elem-MS and SPED_Gen MM form and narrative

Teacher Standards and Practices Commission
250 Division Street NE, Salem, OR, 97301-1012
Phone: 503-378-3586 | Fax: 503-378-3758
www.oregon.gov/tspc

# TSPC Major Modification Request Form (OAR 584-400-0080)

## CONTACT INFORMATION

| | |
|---|---|
| **Institution:** Eastern Oregon University | **Program name:** Dual Enrollment: Special Education & Multiple Subjects |

***PROVIDE FOR BOTH THE CURRENT LEVEL AND REQUESTED LEVEL, EVEN IF THEY ARE THE SAME.***

**Current level:** ☒ Undergraduate *(always initial/pre-service)* ☐ Graduate ☐ Post-Graduate *(always advanced/in-service)*
***AND*** ☒ Initial/Pre-service ☐ Advanced/In-service

**Requested level:** ☒ Undergraduate *(always initial/pre-service)* ☐ Graduate ☐ Post-Graduate *(always advanced/in-service)*
***AND*** ☒ Initial/Pre-service ☐ Advanced/In-service

| | |
|---|---|
| **Requested Start Date:** Fall 2026 | **Commission meeting requested:** |

**Reason for the Request – Change in:**
This modification request is due to substantial modifications in the following area(s) *(check all that apply)*:

*Substantive changes to the Unit:*
- ☐ Core mission and goals;
- ☐ Legal status, form of control, or ownership;
- ☐ Administration, if the change is a result of the unit head's termination by the institution;
- ☐ Offerings of academic programs for credit through contractual relationship with external organizations;
- ☐ Structure or content that results in the EPP no longer meeting Oregon statutes or administrative rules.

*Substantive changes to the programs:*
- ☐ Degree level of the program;
- ☐ Core curriculum *(The sequence of courses and/or key transition points in the program that are utilized to meet state standards)*;
- ☐ Core clinical practices *(The sequence, structure, and/or length of the experiences in the clinical practice that are utilized to meet state standards)*;
- ☐ Additions of single-subject endorsement areas within a state-recognized Preliminary Teaching License program.
- ☒ Other *(Please describe)*: Modification for our undergraduate special education initial teacher licensure program to a dual endorsement program multiple subjects and special education.

## ADDITIONAL INFORMATION

Along with this form, the EPP is required to submit a narrative report to TSPC that includes all items listed below that are applicable to this modification request. The following items are applicable to this request *(check all that apply)*:

- ☒ A description of the proposed modifications.
- ☒ Proof that the modification will not affect the program's approval status or reduce the quality of the program in any way.
- ☒ Proof of official institutional approval of the modified program.
- ☒ Goals or objectives, learning activities, and competency of the modified program.
- ☒ Procedures used to develop the modified program.
- ☒ Procedures to be used to evaluate the modified program, once implemented.
- ☒ Recommendations from the consortium or other partners.
- ☒ A description of the clinical practices for the modified program.

| | |
|---|---|
| **Name: Rae Ette Newman** | **Email Address:** rnewman@eou.edu |

**Signature:** RVN

**Date:** 5/7/26

Submit via email to: Richelle.Krotts@tspc.oregon.gov
*Use of electronic signature is acceptable.*

Major Modification
EOU
Undergraduate
Dual Enrollment: Special Education & Multiple Subjects

**A description of the proposed modifications.**

The special education initial teacher licensure program has been redesigned to confer a preliminary teaching license with dual elementary multiple-subjects (EMS) and special education-generalist (SPED) endorsements. Beginning in the fall term, all teacher candidates complete a common set of introductory courses designed to provide foundational knowledge and experiences across both dual-endorsement pathways offered within the program.

Following the first term, candidates select their intended dual-endorsement pathway and complete the coursework required to satisfy the specific endorsement requirements for that pathway. Candidates pursuing the EMS & SPED pathway continue to co-enroll in selected courses alongside candidates pursuing the alternate dual-endorsement pathway (i.e., Elementary Multiple Subjects with ESOL & Reading), supporting interdisciplinary collaboration and shared foundational preparation across programs.

The co-enrolled courses shared between pathways are those required for the EMS endorsement. In making this modification, the College of Education intends to reduce redundancy, increase efficiency, and provide shared learning experiences across programs.

The redesigned program strengthens clinical integration by more intentionally aligning coursework with supervised field experiences, particularly within the shared EMS coursework taken within both dual endorsement pathways. This co-enrollment structure creates consistent opportunities for candidates to connect theory to practice within different instructional contexts while learning alongside peers preparing for related roles. Course sequencing has also been refined to support a more coherent developmentally appropriate progression of candidate knowledge and skills across both endorsement areas.

The updated program maintains alignment with InTASC Standards, Oregon TSPC Program Standards, and the College of Education Program Outcomes, while placing

increased emphasis on assessment literacy, culturally responsive practice, collaboration, and data-informed instructional decision making.

Together, these modifications are designed to better prepare candidates for the complex instructional, legal, and collaborative responsibilities of licensed special education professionals, particularly within integrated service delivery models that require strong coordination across general and special education contexts.

| **Prefix** | **Course Title** | **Credit** | **Notes** |
|---|---|---|---|
| EDU 309 | Foundations of Teaching & School Community Experience | 3 | Co-enrolled |
| EDU 313 | Development & Individual Differences | 3 | Co-enrolled |
| ED 361 | Foundations of Second Language Education (no change) | 3 | Co-enrolled |
| SPED 323 | Exceptionalities and Legal Foundations of Special Education | 3 | Co-enrolled |
| EDU 319 | Foundations of Teaching & Learning | 2 | Co-enrolled |
| EDU 314 | Intro to Literacy | 3 | Co-enrolled |
| EDU 324 | Communities of Care | 3 | Co-enrolled |
| SPED 326 | Inclusive Practices and IEP Development | 3 | |
| ED 421 | Second Language Acquisition and ESOL Strategies (no change) | 3 | Co-enrolled |
| SPED 315 | Assessment in Special Education | 3 | |
| EDU 318 | Literacy Methods I | 4 | Co-enrolled |
| MTHE 323 | Elementary Mathematics Methods | 4 | Co-enrolled |
| SPED 324 | Positive Behavioral Supports for Exceptional Learners | 3 | |
| SPED 328 | Communication and Assistive Technology Supports | 3 | |
| EDU 3xx | Field Experience | 2 | |
| EDU 404 | Field Experience: Managing the Classroom for Efficient Learning | 1 | Co-enrolled |
| EDU 322 | Literacy Methods II | 5 | Co-enrolled |
| EDU 415 | Integrated Humanities Methods | 4 | Co-enrolled |

| | | | |
|---|---|---|---|
| SPED 418 | Individualized Instruction Design For Exceptional Learners | 3 | |
| EDU 317 | Integrated STEAM Methods | 4 | Co-enrolled |
| SPED 415 | Post Secondary Transition Planning for Exceptional Learners | 3 | |
| SPED 406 | Teacher Performance Seminar | 1 | |
| SPED 411 | Student Teaching I | 5 | |
| EDU 407 | Student Teaching Seminar | 2 | Co-enrolled |
| EDU 417 | Student Teaching | 10 | Co-enrolled |
| | Total | 80 | |

**Proof that the modification will not affect the program's approval status or reduce the quality of the program in any way**.

The proposed modifications do not alter program requirements, candidate competencies, or alignment with InTASC Standards, Oregon TSPC Program Standards, or institutional expectations. All required coursework, clinical experiences, and assessments remain intact.

Changes are limited to course delivery (e.g., co-enrollment), sequencing, and strengthened clinical integration. Faculty review confirmed that content coverage and rigor are maintained. As such, the modifications are not expected to adversely affect program approval status and are intended to improve program coherence and candidate experience.

**Proof of official institutional approval of the modified program.**
The modified program was reviewed and approved through established institutional governance processes. Linked are the official agendas and meeting minutes documenting institutional review and approval of the modified program. These materials provide evidence of approval through established governance processes.

College of Education: Agenda Minutes
Educational Policy and Curriculum Committee: Agenda Minutes
EOU Senate: Agenda Minutes

**Goals or objectives, learning activities, and competency of the modified program.**

**EOU Educator Preparation Program Outcomes**

All graduates of EOU's educator preparation programs will have a foundation in:

1. justifying instructional decision based on the developmental, academic, and cultural needs to support all learners
2. fostering a positive, low-risk learning environment for all learners;
3. applying understanding of content area(s) with sufficient breadth and depth to support student development and learning as defined by state and national standards;
4. employing multiple methods of assessment to monitor growth and guide instruction;
5. exhibit the established dispositions of a professional educator in a culturally responsive manner;
6. use instructional technology and engage students in appropriate technologies to support learning and engage learners using 21st century skills.

Additionally, graduates of EOU's elementary educator preparation programs will be able to:

7. teach reading effectively to all elementary students, including instruction in dyslexia and language acquisition.

***Goals/Objectives***

Program goals emphasize preparation of candidates to support diverse learners in inclusive settings through evidence-based instruction, assessment, individualized planning, and collaborative practice. These goals align with College of Education outcomes related to:

- Justifying instructional decisions based on developmental, academic, and cultural needs;
- Fostering positive, low-risk learning environments for all learners;
- Demonstrating culturally responsive professional dispositions; and
- Applying content knowledge aligned with state and national standards.
-

***Learning Activities***

Learning activities include coursework in elementary education, ESOL, and special education; supervised field experiences; lesson planning; assessment practice; and IEP development. These activities support candidate proficiency in:

- Employing multiple methods of assessment to monitor growth and guide instruction;

- Applying inclusive instructional practices and behavior supports;
- Using instructional and assistive technologies to support learning and engagement; and
- Integrating 21st century skills into instructional practice.

***Competencies***

Program competencies prepare completers to:

- Deliver inclusive, standards-based instruction;
- Use assessment data to guide instructional decision-making;
- Develop and implement IEPs and individualized supports;
- Apply behavior, communication, and assistive technology strategies; and
- Collaborate effectively with families and educational professionals.

These competencies align with College of Education expectations for culturally responsive, evidence-based professional practice.

**Procedures used to develop the modified program.**

A review of the existing SEITL program was conducted in relation to the undergraduate program to identify areas of overlap in curriculum, assessments, and clinical experiences. Department chairs worked collaboratively to examine program components and determine where duplication existed.

The program now incorporates co-enrollment of candidates in general education and special education within shared courses. This structure was implemented to reduce duplication across programs and to provide opportunities for candidates to engage with common content and instructional practices. Co-enrollment supports exposure to multiple perspectives and promotes efficiency in course delivery while maintaining program-specific requirements. This approach was identified through the program review process and implemented as part of ongoing program improvement efforts.

**Procedures to be used to evaluate the modified program, once implemented.**

Following implementation, the program will be evaluated through a systematic, data-driven continuous improvement process. Multiple measures will be used to ensure validity and triangulation of findings.

Student feedback will serve as the primary source of evidence. Targeted survey items will be developed and administered to gather candidate perceptions related

specifically to the modified components of the program, including their impact on learning, preparedness, and overall program quality.

Faculty feedback will be collected as a secondary measure to assess implementation fidelity, instructional effectiveness, and observed candidate performance in relation to the program modifications.

In addition, the program will engage in a structured data review process in which quantitative data from students are analyzed collectively. Data will be disaggregated, as appropriate, to identify patterns, trends, and areas of strength and need.

**Recommendations from the consortium or other partners.**

Feedback regarding the proposed plan and modifications were received through discussions with the program advisory council and partner stakeholders (PPT, slide #78). Advisory council members expressed support for the modified program structure, noting its potential to increase candidate enrollment and provide candidates with an additional endorsement option.

Partners also identified the expanded endorsement opportunity as a potential strategy to support educator retention and reduce burnout by increasing professional flexibility and employment opportunities for candidates.

**A description of the clinical practices for the modified program.**

| Prefix | Course Title | Description of Clinical Practice |
|---|---|---|
| EDU 309 | Foundations of Teaching & School Community Experience | This course/experience integrates foundational professional studies with a structured school-based field experience. Candidates examine the historical, legal, ethical, and cultural foundations of education while actively participating in a supervised practicum within a school setting. Through observation, stakeholder engagement, guided reflection, and applied professional analysis, candidates connect theory to practice and develop an understanding of school culture, professional standards, and educator responsibilities. Field experiences include exposure to diverse learning environments and collaboration with educators serving students with varied academic, linguistic, and learning needs, providing foundational preparation for candidates pursuing dual endorsement in multiple subjects and either Special Education or Reading/ESOL. Emphasis is placed on professional dispositions, ethical practice, and reflective |

| | | |
|---|---|---|
| | | growth within authentic school contexts. |
| EDU 309M | Field Experience | This field experience is completed concurrently with the mathematics methods course and provides candidates with structured opportunities to apply research-based mathematics instruction in authentic classroom settings. Candidates participate in supervised field experiences that emphasize mathematics content knowledge, instructional planning, differentiation, assessment, and equitable teaching practices for diverse learners. Through observation, small-group instruction, guided teaching, and reflective practice, candidates develop skills in supporting mathematical reasoning, problem solving, and student engagement across varied learning needs. The experience is designed to support collaboration between general education and special education candidates, preparing them to implement inclusive mathematics instruction and evidence-based interventions within diverse classroom environments. Emphasis is placed on data-informed instruction, accessibility, and instructional strategies that promote success for all learners within the dual-endorsement program. |
| EDU 404 | Field Experience: Managing the Classroom for Efficient Learning | The Structured Practicum is an opportunity for candidates to participate in the public school setting during the beginning weeks of their second school year in the program. Candidates will shadow a Mentor Teacher for the first 15 consecutive contract days and engage in all activities of a classroom teacher, including in-service, classroom preparation, and initial teaching experiences. Candidates complete the practicum within their endorsement area and participate in instructional and collaborative practices aligned to their dual-endorsement pathway in general education and special education. This experience focuses on viewing the setup of classroom management, establishing classroom routines and learning environments, and developing professional responsibilities during the opening weeks of the school year. |
| EDU 405 | Field Experience: Structured Literacy | This structured practicum experience provides candidates with opportunities to apply evidence-based foundational literacy instruction in authentic school settings while enrolled in previous and/or concurrent literacy coursework. Candidates implement structured literacy practices through one-on-one and small-group instruction focused on phonological and phonemic awareness, phonics, word recognition, and other foundational reading skills using program-approved curricula and assessment practices.<br><br>Candidates collaborate with classroom teachers, special educators, and field placement staff to plan, deliver, monitor, and adjust instruction for diverse learners. The practicum emphasizes data-informed instruction, classroom management strategies appropriate for individualized and small-group settings, and professional communication among students, families, and school personnel.<br><br>This experience supports candidates pursuing dual endorsement pathways by preparing general education and special education candidates to implement inclusive, |

| | | |
|---|---|---|
| | | evidence-based literacy instruction that addresses varied academic and learning needs. Emphasis is placed on professional dispositions, reflective practice, and literacy instruction that promotes success for all learners. |
| SPED 411 | Student Teaching I | A 10-week, full-time student teaching experience in a special education classroom completed under the supervision of a special education-endorsed mentor teacher. The placement is designed to support the teacher candidate's gradual assumption of instructional, assessment, classroom management, collaboration, and case management responsibilities. Over the course of the placement, candidates progressively increase their level of independence and professional responsibility, culminating in full responsibility for the classroom and instructional program for a minimum of three consecutive weeks. This experience fulfills the special education clinical practice requirement within the dual-endorsement program for multiple subjects and special education. |
| EDU 417 | Student Teaching | A 10-week, full-time student teaching experience in a general education classroom completed under the supervision of a general education teacher. This placement is designed to support the candidate's knowledge of instruction, assessment, classroom management, and collaboration with other general education teachers at the candidate's grade level. Over the course of the placement, candidates gradually increase their independence and assume responsibility for classroom instruction for a minimum of 3 weeks. This experience fulfills the general education clinical practice requirement within the dual-endorsement program for multiple subjects and special education. |

# Program Alignment to Standards
# Sample Table: Special Education: Program Standards
# (for SPED: Generalist and SPED: Visually Impaired)

EOU Special Education Generalist & Multiple Subject Endorsement

| **Name of program:** Dual ***SpEd Generalist & Multiple Subjects endorsement*** | | | |
|---|---|---|---|
| **Program Standards** OAR 584-400-0460 | Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Special Education: Generalist endorsement | | |
| | **Course** | **Assessments**: *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| ***Reading Instruction: Program Standards***<br><br>Candidates demonstrate the ability to provide classroom instruction that aligns with Oregon State Board of Education standards for early childhood, 1st, 2nd, and 3rd-grade literacy and reading standards. | EDU 318 | EDU 318<br>-Foundational Literacy Project, Part II<br><br>EDU 405<br>-Daily Structured Literacy Instruction Plans | EDU 405 |
| ***Reading Instruction: Program Standards***<br><br>Candidates demonstrate the ability to implement evidence-based reading instructional strategies to enable public school students to become proficient readers by the end of 3rd-grade. | EDU 318<br><br>EDU 322 | EDU 318<br>-Foundational Literacy Project, Part II | EDU 405 |
| ***Dyslexia Instruction: Program Standards***<br><br>Candidates demonstrate the ability to identify the characteristics that may | EDU 318 | EDU 318<br>-Understanding & Recognizing Dyslexia | Clinical Practices |

# Program Alignment to Standards
# Sample Table: Special Education: Program Standards
# (for SPED: Generalist and SPED: Visually Impaired)

| **Name of program:** Dual ***SpEd Generalist & Multiple Subjects endorsement*** | | | |
|---|---|---|---|
| **Program Standards** OAR 584-400-0460 | Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Special Education: Generalist endorsement | | |
| | **Course** | **Assessments**: *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| predict or are associated with dyslexia.<br><br>Note: The standards for dyslexia instruction apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students.<br><br>Note: Program alignment with the dyslexia instruction standards must be consistent with the knowledge and practice standards of an international organization on dyslexia. | | | |
| ***Dyslexia Instruction: Program Standards***<br><br>Candidates demonstrate the ability to understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may | EDU 318<br><br>EDU 322 | EDU 318<br>-Foundational Literacy Project, Part II<br><br>EDU 322<br>-Profiles of Readers Case Study<br><br>EDU 405<br>-Daily Structured Literacy Instruction Plans | EDU 405 |

# Program Alignment to Standards
# Sample Table: Special Education: Program Standards
# (for SPED: Generalist and SPED: Visually Impaired)

| **Name of program:** Dual ***SpEd Generalist & Multiple Subjects endorsement*** | | | |
|---|---|---|---|
| **Program Standards** OAR 584-400-0460 | Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Special Education: Generalist endorsement | | |
| | **Course** | **Assessments**: *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| predict or are associated with dyslexia.<br><br>Note: The standards for dyslexia instruction apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students.<br><br>Note: Program alignment with the dyslexia instruction standards must be consistent with the knowledge and practice standards of an international organization on dyslexia. | | | |
| ***Dyslexia Instruction: Program Standards***<br><br>Candidates demonstrate the ability to administer, interpret and apply screening and progress monitoring assessments for students who demonstrate characteristics that may | EDU 318<br><br>EDU 322 | EDU 318<br>-Foundational Literacy Project: Part I<br><br>EDU 405<br>-Literacy Assessments<br>-Data Collection & Reporting | EDU 405 |

# Program Alignment to Standards
# Sample Table: Special Education: Program Standards
# (for SPED: Generalist and SPED: Visually Impaired)

| **Name of program:** Dual ***SpEd Generalist & Multiple Subjects endorsement*** | | | |
|---|---|---|---|
| **Program Standards** OAR 584-400-0460 | Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Special Education: Generalist endorsement | | |
| | **Course** | **Assessments**: *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| predict or are associated with dyslexia.<br><br>Note: The standards for dyslexia instruction apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students.<br><br>Note: Program alignment with the dyslexia instruction standards must be consistent with the knowledge and practice standards of an international organization on dyslexia. | | | |
| ***Dyslexia Instruction: Program Standards***<br><br>Candidates demonstrate the ability to apply dyslexia assessment and instruction knowledge to pedagogy practice.<br><br>Note: The standards for dyslexia instruction apply to all students the | EDU 318 | EDU 318<br>-Foundational Literacy Project: Part I<br><br>EDU 405<br>-Daily Structured Literacy Instruction Plans -Literacy Assessments<br>-Data Collection & Reporting | EDU 405 |

# Program Alignment to Standards
# Sample Table: Special Education: Program Standards
# (for SPED: Generalist and SPED: Visually Impaired)

| **Name of program:** Dual ***SpEd Generalist & Multiple Subjects endorsement*** | | | |
|---|---|---|---|
| **Program Standards** OAR 584-400-0460 | Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Special Education: Generalist endorsement | | |
| | **Course** | **Assessments**: *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| candidate is being prepared to teach, including English Language Learner (ELL) students.<br><br>Note: Program alignment with the dyslexia instruction standards must be consistent with the knowledge and practice standards of an international organization on dyslexia. | | | |
| ***Subject Test:*** *OAR 584-400-0460 (2) (c):*<br><br>The program requires candidates to complete the Commission-approved test for SPED: Generalist or SPED: Visually Impaired. | All program courses | Program Assessment: NES 602: Special Education Test | |
| ***Teacher Performance Assessment:*** *OAR 584-400-0460 (2) (e)*<br><br>The program requires candidates to complete edTPA (SPED: Generalist) | All program courses | Program Assessment: Professional Teaching Portfolio (PTP) | SPED 411 |

# Program Alignment to Standards
# Sample Table: Special Education: Program Standards
# (for SPED: Generalist and SPED: Visually Impaired)

| **Name of program:** Dual ***SpEd Generalist & Multiple Subjects endorsement*** | | | |
|---|---|---|---|
| **Program Standards** OAR 584-400-0460 | Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Special Education: Generalist endorsement | | |
| | **Course** | **Assessments**: *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| or the Oregon Work Sample (SPED: VI). | | | |
| ***Clinical Practices:*** *OAR 584-400-0460 (2) (f)*<br><br>The program requires candidates to complete field experiences that include supervised teaching or internships in classroom environments with students who are "individuals with exceptionalities" across the full range of disabilities. | Courses | EDU 309; EDU 309M: -Reflections on interventions<br>-End of practicum self-assessment | EDU 309<br><br>EDU 309M<br><br>EDU 404<br><br>EDU 405<br><br>SPED 411<br><br>EDU 417 |
| ***Cultural Competency and Equitable Practice*** *OAR 584-400-0460 (2) (g)*<br><br>The program integrates principles of cultural competency and equitable practice in each competency standard through the entire SPED: Generalist endorsement program. | The Dual Undergraduate program integrates principles of cultural competency and equitable practice throughout its entire scope and sequence, ensuring these values are deeply embedded in each competency standard. Beginning with foundational coursework (e.g., *EDU 309: Foundations of Teaching & School Community Experience; ED: 361: Foundations of Second Language Education; ED 421: Second Language Acquisition and ESOL Strategies; SPED 323: Exceptionalities and Legal Foundations)* candidates are introduced to the ways cultural, linguistic, and ability differences intersect with educational experiences and the importance of equity through compliance with IDEA and the recognition of linguistic diversity with respect to the systemic barriers students with disabilities and cultural and linguistic Diversity may face.<br><br>Throughout methods and assessment courses (e.g., EDU 318: Literacy Methods I; MTHE 323: Elementary Mathematics Methods; SPED 328: Communication and Assistive Technology Supports; EDU 322: Literacy Methods II; EDU 415: Integrated Humanities Methods; SPED 418: Individualized Instructional Design for Exceptional Learners; and EDU 317: Integrated STEAM Methods) candidates are taught to design and adapt instruction and supports that are culturally responsive and accessible for all learners. The program also highlights inclusive pedagogy (e.g., SPED 326: Inclusive Practices and IEP Development), by requiring candidates to critically examine ableism, advocate for student voice, and engage in asset-based approaches. | | |

# Program Alignment to Standards
# Sample Table: Special Education: Program Standards
# (for SPED: Generalist and SPED: Visually Impaired)

| **Name of program:** Dual ***SpEd Generalist & Multiple Subjects endorsement*** | | | |
|---|---|---|---|
| **Program Standards** OAR 584-400-0460 | Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Special Education: Generalist endorsement | | |
| | **Course** | **Assessments**: *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| | Integrated practicum experiences (e.g., EDU 309: Foundations of Teaching & School Community Experience; ED 309M: Field Experience; and EDU 405: Structured Literacy )provide candidates with opportunities to apply these principles in real classroom settings, where they learn to build respectful, collaborative relationships with students and families from diverse backgrounds. The culminating student teaching experiences (e.g., SPED 411: Student Teaching I;, and EDU 417: Student Teaching reinforce these values through guided reflection, mentoring, and professional growth.<br><br>Together, these courses and field experiences ensure that candidates leave the program equipped not only with technical expertise, but also with a deep commitment to culturally competent, equitable practice in service of all learners. | | |
| ***Standard 1: Learner Development and Individual Learning Differences:*** *OAR 584-400-0460 (3)*<br><br>Candidates demonstrate the ability to understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. | SPED 323<br><br>EDU 318<br><br>EDU 322<br><br>ED 361<br><br>ED 421 | SPED 323<br>-Focus Student Report<br><br>EDU 318<br>-Understanding & Recognizing Dyslexia<br><br>EDU 322<br>-Profiles of Readers Case Study<br><br>ED 421<br>-Sheltered Instruction Mini Unit | Clinical Practices |
| ***Standard 2: Learning Environments****: OAR 584-400-0460 (4)*<br><br>Candidates demonstrate the ability to create safe, inclusive, culturally | SPED 326<br><br>SPED 324 | SPED 326<br>-Inclusive Classroom Design Proposal<br><br>SPED 324<br>-Comprehensive Classroom Management Plan<br>-Development of PBIS for Focus Student | Clinical Practices |

# Program Alignment to Standards
# Sample Table: Special Education: Program Standards
# (for SPED: Generalist and SPED: Visually Impaired)

| **Name of program:** Dual ***SpEd Generalist & Multiple Subjects endorsement*** | | | |
|---|---|---|---|
| **Program Standards** OAR 584-400-0460 | Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Special Education: Generalist endorsement | | |
| | **Course** | **Assessments**: *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. | | | |
| ***Standard 3: Content Knowledge:*** *OAR 584-400-0460 (5)*<br><br>Candidates demonstrate the ability to use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. | EDU 314<br><br>SPED 326<br><br>MTHE 323 | EDU 314<br>-Essential Components of Reading Parent Presentation<br><br>SPED 326<br>-Inclusive Lesson Plan<br><br>MTHE 323<br>-Assessment/Lesson Planning Project | Clinical Practices |
| ***Standard 4: Assessment:*** *OAR 584-400-0460 (6)*<br><br>Candidates demonstrate the ability to use multiple methods of assessment and data sources in | SPED 315<br><br>SPED 324<br><br>ED 430 | SPED 315<br>-Graphing, Reporting, and Interpreting Fictional Student Data<br>-Student Evaluation Report<br><br>SPED 324<br>-Functional Analysis of Student Behavior | Clinical Practices |

# Program Alignment to Standards
# Sample Table: Special Education: Program Standards
# (for SPED: Generalist and SPED: Visually Impaired)

| **Name of program:** Dual ***SpEd Generalist & Multiple Subjects endorsement*** | | | |
|---|---|---|---|
| **Program Standards** OAR 584-400-0460 | Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Special Education: Generalist endorsement | | |
| | **Course** | **Assessments**: *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| making educational decisions. | | ED 430<br>-Sheltered Instruction Mini Unit | |
| ***Standard 5: Instructional Strategies:*** *OAR 584-400-0460 (7)*<br><br>Candidates demonstrate the ability to select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. | SPED 324<br><br>EDU 319<br><br>ED 430 | SPED 324<br>-Positive Replacement Behavior Lesson Plan<br><br>EDU 319<br>-Preparation for Professional Teaching Portfolio: Section II: Planning<br><br>EDU 405<br>-Daily Structured Literacy Instruction Plans<br><br>ED 421<br>-Sheltered Instruction Mini Unit | EDU 405 |
| ***Standard 6: Professional Learning and Ethical Practice:*** *OAR 584-400-0460 (8)*<br><br>Candidates demonstrate the ability to use foundational knowledge of the field and their professional, ethical principles and practice standards to inform their special education practice, to engage in life-long | SPED 323<br><br>EDU 319 | SPED 323<br>-8 Core Principles of Special Education: Reflective Essay<br><br>EDU 319<br>-Self-Analysis of Teaching using the Danielson Framework<br><br>EDU 309, EDU 309M<br>-End-of-Practicum Self-Assessment | EDU 309<br><br>EDU 309M |

# Program Alignment to Standards
# Sample Table: Special Education: Program Standards
# (for SPED: Generalist and SPED: Visually Impaired)

| **Name of program:** Dual ***SpEd Generalist & Multiple Subjects endorsement*** | | | |
|---|---|---|---|
| **Program Standards** OAR 584-400-0460 | Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the Special Education: Generalist endorsement | | |
| | **Course** | **Assessments**: *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| learning, and to advance the profession. | | | |
| ***Standard 7: Collaboration:*** *OAR 584-400-0460 (9)*<br><br>Candidates demonstrate the ability to collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. | SPED 326<br><br>SPED 323 | SPED 326<br>-Collaboration Models Report<br><br>SPED 323<br>-Special Education Focus Student Report & Presentation<br><br>SPED 326<br>-Observing and Reporting on an IEP Meeting | Clinical Practices |

# Program Alignment to Standards
# Sample Table: Preliminary Teaching License: Elementary Multiple-Subjects

Eastern Oregon University: Initial Teacher Preparation (Undergraduate, Multiple Subjects)

| **Name of program: Preliminary Teaching License - Elementary Multiple-Subjects (*ONLY if seeking ESOL endorsement)** | | | |
|---|---|---|---|
| **Program Standards** | Report any courses, assessments, and/or clinical practices that align to the required standards for the: **Preliminary Teaching License: Elementary-Multiple Subjects endorsement** | | |
| | **Courses** | **Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| *Reading Instruction: Program Standards*<br><br>Candidates demonstrate the ability to provide classroom instruction that aligns with Oregon State Board of Education standards for early childhood, 1st, 2nd, and 3rd-grade literacy and reading standards. | EDU 318 Literacy Methods I | EDU 318<br>-Foundational Literacy Project, Part II<br><br>EDU 405<br>-Daily Structured Literacy Instruction Plans | EDU 405 Field Experience: Structured Literacy |
| *Reading Instruction: Program Standards*<br><br>Candidates demonstrate the ability to implement evidence-based reading instructional strategies to enable public school students to become proficient readers by the end of 3rd-grade. | EDU 318 Literacy Methods I<br><br>EDU 322 Literacy Methods II | EDU 318<br>-Foundational Literacy Project, Part II | EDU 405 Field Experience: Structured Literacy |
| *Dyslexia Instruction: Program Standards*<br><br>Candidates demonstrate the ability to identify the characteristics that may predict or are associated with dyslexia.<br><br>Note: The standards for dyslexia instruction apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students.<br><br>Note: Program alignment with the dyslexia instruction standards must be consistent with | EDU 318 Literacy Methods I | EDU 318<br>-Understanding & Recognizing Dyslexia | EDU 405 Field Experience: Structured Literacy |

# Program Alignment to Standards
## Sample Table: Preliminary Teaching License: Elementary Multiple-Subjects

| **Name of program: Preliminary Teaching License - Elementary Multiple-Subjects (*ONLY if seeking ESOL endorsement)** | | | |
|---|---|---|---|
| **Program Standards** | Report any courses, assessments, and/or clinical practices that align to the required standards for the: **Preliminary Teaching License: Elementary-Multiple Subjects endorsement** | | |
| | **Courses** | **Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| the knowledge and practice standards of an international organization on dyslexia. | | | |
| *Dyslexia Instruction: Program Standards*<br><br>Candidates demonstrate the ability to understand how to provide evidence-based reading instruction to all students, including students who demonstrate characteristics that may predict or are associated with dyslexia.<br><br>Note: The standards for dyslexia instruction apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students.<br><br>Note: Program alignment with the dyslexia instruction standards must be consistent with the knowledge and practice standards of an international organization on dyslexia. | EDU 318 Literacy Methods I<br><br>EDU 322 Literacy Methods II | <u>EDU 318</u><br>-Foundational Literacy Project, Part II<br><br><u>EDU 322</u><br>-Profiles of Readers Case Study<br><br><u>EDU 405</u><br>-Daily Structured Literacy Instruction Plans | EDU 405 Field Experience: Structured Literacy |
| *Dyslexia Instruction: Program Standards*<br><br>Candidates demonstrate the ability to administer, interpret and apply screening and progress monitoring assessments for students who demonstrate characteristics that may predict or are associated with dyslexia. | EDU 318 Literacy Methods I<br><br>EDU 322 Literacy Methods II | <u>EDU 318</u><br>-Foundational Literacy Project: Part I<br><br><u>EDU 405</u><br>-Literacy Assessments<br>-Data Collection & Reporting | EDU 405 Field Experience: Structured Literacy |

# Program Alignment to Standards
## Sample Table: Preliminary Teaching License: Elementary Multiple-Subjects

| **Name of program: Preliminary Teaching License - Elementary Multiple-Subjects (*ONLY if seeking ESOL endorsement)** | | | |
|---|---|---|---|
| **Program Standards** | Report any courses, assessments, and/or clinical practices that align to the required standards for the: **Preliminary Teaching License: Elementary-Multiple Subjects endorsement** | | |
| | **Courses** | **Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| Note: The standards for dyslexia instruction apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students.<br><br>Note: Program alignment with the dyslexia instruction standards must be consistent with the knowledge and practice standards of an international organization on dyslexia. | | | |
| *Dyslexia Instruction: Program Standards*<br><br>Candidates demonstrate the ability to apply dyslexia assessment and instruction knowledge to pedagogy practice.<br><br>Note: The standards for dyslexia instruction apply to all students the candidate is being prepared to teach, including English Language Learner (ELL) students.<br><br>Note: Program alignment with the dyslexia instruction standards must be consistent with the knowledge and practice standards of an international organization on dyslexia. | EDU 318 Literacy Methods I | EDU 318<br>-Foundational Literacy Project: Part I<br><br>EDU 405<br>-Daily Structured Literacy Instruction Plans<br>-Literacy Assessments<br>-Data Collection & Reporting | EDU 405 Field Experience: Structured Literacy |
| ***Preliminary Teaching License-Elem MS/****Subject Test*<br><br>The program requires candidates to complete the Commission-approved test for Elementary Multiple-Subjects. | Courses | Elementary Subtest 1 and Subtest 2<br><br>OR<br><br>Multiple Measures | N/A |

# Program Alignment to Standards
## Sample Table: Preliminary Teaching License: Elementary Multiple-Subjects

| **Name of program: Preliminary Teaching License - Elementary Multiple-Subjects (*ONLY if seeking ESOL endorsement)** | | | |
|---|---|---|---|
| **Program Standards** | Report any courses, assessments, and/or clinical practices that align to the required standards for the: **Preliminary Teaching License: Elementary-Multiple Subjects endorsement** | | |
| | **Courses** | **Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| ***Preliminary Teaching License-Elem MS/****Clinical Practices*<br><br>The program requires candidates to complete field experiences that include supervised teaching or internships in Elementary Multiple Subjects classrooms. | Courses | Assessments | EDU 309 Foundations of Teaching & School Community<br><br>EDU 309M Field Experience<br><br>EDU 404 Field Experience: Managing the Classroom for Efficient Learning<br><br>EDU 405 Field Experience: Structured Literacy<br><br>EDU 409: Applied Classroom Management<br><br>EDU 417 Student Teaching |
| ***Preliminary Teaching License- Elem MS/****Cultural Competency and Equitable Practice*<br><br>The program integrates principles of cultural competency and equitable practice in each competency standard through the entire Preliminary Teaching License program. | The College of Education outcome #5 states, *"exhibit the established dispositions of a professional educator in a culturally responsive manner."* The crafting of this outcome was intentional to highlight the priority of instilling culturally responsive and equitable practices in the educators that we prepare. Undergraduate dual Elementary-Multiple Subjects and ESOL candidates complete a full ESOL concentration, in which every course supports the development of cultural competency and equitable practices. In addition, within the elementary-multiple subjects component of the dual program, candidates take EDU 320 Exceptionalities, which specifically addresses different aspects of culturally responsive and equitable practices as the primary focus of the courses. In field experience and student teaching courses, candidates apply their understanding of culturally responsive and equitable practices, and university supervisors and mentor teachers evaluate candidates' ability to do so, providing feedback for areas of growth. In addition, other coursework supports educators' thinking and making decisions through a culturally responsive and equitable lens. | | |
| ***Preliminary Teaching License-Elem MS/****Learner Development*<br><br>The teacher understands how children learns grow and develop, recognizing | EDU 406 Student Teaching Seminar<br><br>EDU 322 Elementary Reading Methods<br><br>EDU 317 Integrated STEAM Methods | Professional Teacher Performance Assessment | EDU 309 Foundations of Teaching & School Community<br><br>EDU 309M Field Experience |

# Program Alignment to Standards
## Sample Table: Preliminary Teaching License: Elementary Multiple-Subjects

| **Name of program: Preliminary Teaching License - Elementary Multiple-Subjects (*ONLY if seeking ESOL endorsement)** | | | |
|---|---|---|---|
| **Program Standards** | Report any courses, assessments, and/or clinical practices that align to the required standards for the: **Preliminary Teaching License: Elementary-Multiple Subjects endorsement** | | |
| | **Courses** | **Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. [InTASC Standard #1] | EDU 415 Integrated Humanities Methods<br><br>EDU 409 Applied Classroom Management | | EDU 404 Field Experience: Managing the Classroom for Efficient Learning<br><br>EDU 405 Field Experience: Structured Literacy<br><br>EDU 409 Applied Classroom Management<br><br>EDU 417 Student Teaching |
| ***Preliminary Teaching License-Elem MS/****Learning Differences*<br><br>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. [InTASC Standard #2] | EDU 406 Student Teaching Seminar<br><br>EDU 319 Foundations of Teaching & Learning<br><br>SPED 323 Exceptionalities & Legal Foundations<br><br>EDU 318 Literacy Methods I<br><br>EDU 322 Literacy Methods II<br><br>EDU 317 Integrated STEAM Methods<br><br>EDU 415 Integrated Humanities Methods<br><br>ED 421 Second Language Acquisition and ESOL Strategies | Student Teaching Evaluations<br><br>Professional Teacher Performance Assessment | EDU 309 Foundations of Teaching & School Community<br><br>EDU 309M Field Experience<br><br>EDU 404 Field Experience: Managing the Classroom for Efficient Learning<br><br>EDU 405 Field Experience: Structured Literacy<br><br>EDU 409 Applied Classroom Management<br><br>EDU 417 Student Teaching<br><br>ED 421L Practicum* |

# Program Alignment to Standards
# Sample Table: Preliminary Teaching License: Elementary Multiple-Subjects

| **Name of program: Preliminary Teaching License - Elementary Multiple-Subjects (*ONLY if seeking ESOL endorsement)** | | | |
|---|---|---|---|
| **Program Standards** | Report any courses, assessments, and/or clinical practices that align to the required standards for the: **Preliminary Teaching License: Elementary-Multiple Subjects endorsement** | | |
| | **Courses** | **Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| | | | |
| ***Preliminary Teaching License-Elem MS/****Learning Environments*<br><br>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. [InTASC Standard #3] | EDU 406 Student Teaching Seminar<br><br>EDU 409 Applied Classroom Management<br><br>EDU 324 Communities of Care<br><br>EDU 318 Literacy Methods I<br><br>EDU 319 Foundations of Teaching & Learning<br><br>SPED 323 Exceptionalities & Legal Foundations<br><br>EDU 407 Student Teaching Seminar<br><br>EDU 415 Integrated Humanities Methods | Student Teaching Evaluations<br><br>Professional Teacher Performance Assessment<br><br>University Supervisor Observation | EDU 309 Foundations of Teaching & School Community<br><br>EDU 309M Field Experience<br><br>EDU 404 Field Experience: Managing the Classroom for Efficient Learning<br><br>EDU 405 Field Experience: Structured Literacy<br><br>EDU 409 Applied Classroom Management<br><br>EDU 417 Student Teaching |
| ***Preliminary Teaching License-Elem MS/****Content Knowledge*<br><br>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and | EDU 406 Student Teaching Seminar<br><br>EDU 317 Integrated STEAM Methods<br><br>EDU 318 Literacy Methods I<br><br>SPED 323 Exceptionalities & Legal Foundations | Content Area Tests<br><br>Professional Teacher Performance Assessment<br><br>University Supervisor Observations | EDU 405 Field Experience: Structured Literacy<br><br>EDU 409: Applied Classroom Management<br><br>EDU 417 Student Teaching |

## Program Alignment to Standards
## Sample Table: Preliminary Teaching License: Elementary Multiple-Subjects

| **Name of program: Preliminary Teaching License - Elementary Multiple-Subjects (*ONLY if seeking ESOL endorsement)** | | | |
|---|---|---|---|
| **Program Standards** | Report any courses, assessments, and/or clinical practices that align to the required standards for the: **Preliminary Teaching License: Elementary-Multiple Subjects endorsement** | | |
| | **Courses** | **Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| meaningful for learners to assure mastery of the content. [InTASC Standard #4] | EDU 322 Literacy Methods II<br><br>EDU 415 Integrated Humanities Methods<br><br>MTHE 323 Elementary Mathematics Methods | | |
| ***Preliminary Teaching License-Elem MS/****Application of Content*<br><br>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. [InTASC Standard #5] | EDU 406 Student Teaching Seminar<br><br>ED 361 Foundations of Second Language Education<br><br>EDU 319 Foundations of Teaching & Learning<br><br>EDU 317 Integrated STEAM Methods<br><br>EDU 318 Literacy Methods I<br><br>EDU 322 Literacy Methods II<br><br>EDU 415 Integrated Humanities Methods<br><br>MTHE 323 Elementary Mathematics Methods<br><br>ED 421 Second Language Acquisition and ESOL Strategies | Student Teaching Evaluations<br><br>Professional Teacher Performance Assessment<br><br>University Supervisor Observation | EDU 309M Field Experience<br><br>EDU 406 Field Experience: Structured Literacy<br><br>EDU 409 Applied Classroom Management<br><br>EDU 417 Student Teaching<br><br>ED 421L Practicum* |

## Program Alignment to Standards
## Sample Table: Preliminary Teaching License: Elementary Multiple-Subjects

| **Name of program: Preliminary Teaching License - Elementary Multiple-Subjects (*ONLY if seeking ESOL endorsement)** | | | |
|---|---|---|---|
| **Program Standards** | Report any courses, assessments, and/or clinical practices that align to the required standards for the: **Preliminary Teaching License: Elementary-Multiple Subjects endorsement** | | |
| | **Courses** | **Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| ***Preliminary Teaching License-Elem MS/****Assessment*<br><br>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. [InTASC Standard #6] | EDU 406 Student Teaching Seminar<br><br>ED 361 Foundations of Second Language Education<br><br>EDU 318 Literacy Methods I<br><br>EDU 319 Foundations of Teaching & Learning<br><br>EDU 411 Assessment and Data Use in Teaching<br><br>SPED 323 Exceptionalities & Legal Foundations<br><br>EDU 322 Literacy Methods II<br><br>EDU 415 Integrated Humanities Methods<br><br>ED 421 Second Language Acquisition and ESOL Strategies | Student Teaching Evaluations<br><br>Professional Teacher Performance Assessment<br><br>University Supervisor Observation | EDU 417A Student Teaching I<br><br>EDU 404 Field Experience: Structured Literacy<br><br>EDU 417 Student Teaching<br><br>ED 421L Practicum* |
| ***Preliminary Teaching License-Elem MS/****Planning for Instruction*<br><br>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and | EDU 406 Student Teaching Seminar<br><br>ED 361 Foundations of Second Language Education<br><br>EDU 317 Integrated STEAM Methods | Student Teaching Evaluations<br><br>Professional Teacher Performance Assessment | EDU 404 Field Experience: Structured Literacy<br><br>EDU 409 Applied Classroom Management |

## Program Alignment to Standards
## Sample Table: Preliminary Teaching License: Elementary Multiple-Subjects

| **Name of program: Preliminary Teaching License - Elementary Multiple-Subjects (*ONLY if seeking ESOL endorsement)** | | | |
|---|---|---|---|
| **Program Standards** | Report any courses, assessments, and/or clinical practices that align to the required standards for the: **Preliminary Teaching License: Elementary-Multiple Subjects endorsement** | | |
| | **Courses** | **Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| pedagogy, as well as learners and the community context. [InTASC Standard #7] | EDU 318 Literacy Methods I<br><br>EDU 319 Foundations of Teaching & Learning<br><br>SPED 323 Exceptionalities & Legal Foundations<br><br>EDU 322 Literacy Methods II<br><br>EDU 415 Integrated Humanities Methods<br><br>MTHE 323 Elementary Mathematics Methods<br><br>ED 421 Second Language Acquisition and ESOL Strategies | | ED 421L Practicum<br><br>EDU 417 Student Teaching<br><br>ED 421L Practicum* |
| ***Preliminary Teaching License-Elem MS/****Instructional Strategies*<br><br>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. [InTASC Standard #8] | EDU 406 Student Teaching Seminar<br><br>ED 361 Foundations of Second Language Education<br><br>EDU 317 Integrated STEAM Methods<br><br>EDU 318 Literacy Methods I<br><br>EDU 319 Foundations of Teaching & Learning | Student Teaching Evaluations<br><br>Professional Teacher Performance Assessment<br><br>University Supervisor Observation | EDU 404 Field Experience: Structured Literacy<br><br>EDU 409 Applied Classroom Management<br><br>EDU 417 Student Teaching<br><br>ED 421L Practicum* |

## Program Alignment to Standards
## Sample Table: Preliminary Teaching License: Elementary Multiple-Subjects

| **Name of program: Preliminary Teaching License - Elementary Multiple-Subjects (*ONLY if seeking ESOL endorsement)** | | | |
|---|---|---|---|
| **Program Standards** | Report any courses, assessments, and/or clinical practices that align to the required standards for the: **Preliminary Teaching License: Elementary-Multiple Subjects endorsement** | | |
| | **Courses** | **Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| | SPED 323 Exceptionalities & Legal Foundations<br><br>EDU 322 Literacy Methods II<br><br>EDU 415 Integrated Humanities Methods<br><br>MTHE 323 Elementary Mathematics<br><br>ED 421 Second Language Acquisition and ESOL Strategies | | |
| ***Preliminary Teaching License-Elem MS/****Professional Learning and Ethical Practice*<br><br>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. [InTASC Standard #9] | EDU 406 Student Teaching Seminar<br><br>EDU 309 Foundations of Teaching & School Community Experience<br><br>EDU 409 Applied Classroom Management<br><br>SPED 323 Exceptionalities & Legal Foundations<br><br>EDU 322 Literacy Methods II<br><br>EDU 407 Student Teaching Seminar<br><br>EDU 415 Integrated Humanities Methods | Student Teaching Evaluations<br><br>Professional Teacher Performance Assessment<br><br>University Supervisor Observation | EDU 309 Foundations of Teaching & School Community Experience<br><br>EDU 309M Field Experience<br><br>EDU 404 Field Experience: Managing the Classroom for Efficient Learning<br><br>EDU 405 Field Experience: Structured Literacy<br><br>EDU 409 Applied Classroom Management<br><br>EDU 417 Student Teaching<br><br>ED 421L Practicum* |

## Program Alignment to Standards
## Sample Table: Preliminary Teaching License: Elementary Multiple-Subjects

| **Name of program: Preliminary Teaching License - Elementary Multiple-Subjects (*ONLY if seeking ESOL endorsement)** | | | |
|---|---|---|---|
| **Program Standards** | Report any courses, assessments, and/or clinical practices that align to the required standards for the: **Preliminary Teaching License: Elementary-Multiple Subjects endorsement** | | |
| | **Courses** | **Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| | ED 421 Second Language Acquisition and ESOL Strategies | | |
| ***Preliminary Teaching License-Elem MS/*** *Leadership and Collaboration*<br><br>The teacher demonstrates leadership by taking responsibility for student learning and by collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth and development, learning, and well-being. [InTASC Standard #10] | EDU 406 Student Teaching Seminar<br><br>EDU 309 Foundations of Teaching & School Community Experience<br><br>SPED 323 Exceptionalities & Legal Foundations<br><br>EDU 407 Student Teaching Seminar | Student Teaching Evaluations | EDU 309 Foundations of Teaching & School Community Experience<br><br>EDU 309 Field Experience<br><br>EDU 404 Field Experience: Managing the Classroom for Efficient Learning<br><br>EDU 405 Field Experience: Structured Literacy<br><br>EDU 409 Applied Classroom Management<br><br>EDU 417 Student Teaching<br><br>ED 421L Practicum* |
| ***Preliminary Teaching License- Elem MS: Development, Learning, and Motivation Standard***<br><br>— Candidates know, understand, and use the major concepts, principles, theories, and research related to | EDU 406 Student Teaching Seminar<br><br>EDU 314 Intro to Literacy<br><br>ED Foundations of Second Language Education | Student Teaching Evaluations<br><br>Professional Teacher Performance Assessment<br><br>University Supervisor Observation | EDU 309A Introductory Field Experience<br><br>EDU 309C Year One Spring Field Experience |

## Program Alignment to Standards
## Sample Table: Preliminary Teaching License: Elementary Multiple-Subjects

| **Name of program: Preliminary Teaching License - Elementary Multiple-Subjects (*ONLY if seeking ESOL endorsement)** | | | |
|---|---|---|---|
| **Program Standards** | Report any courses, assessments, and/or clinical practices that align to the required standards for the: **Preliminary Teaching License: Elementary-Multiple Subjects endorsement** | | |
| | **Courses** | **Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. | EDU 318 Literacy Methods I<br><br>EDU 319 Foundations of Teaching & Learning<br><br>SPED 323 Exceptionalities & Legal Foundations<br><br>EDU 322 Literacy Methods II<br><br>EDU 415 Integrated Humanities Methods<br><br>EDU 409 Applied Classroom Management<br><br>ED 421 Second Language Acquisition and ESOL Strategies | | EDU 404 Field Experience: Managing the Classroom for Efficient Learning<br><br>EDU 405 Field Experience: Structured Literacy<br><br>EDU 409 Applied Classroom Management<br><br>EDU 417 Student Teaching<br><br>ED 421 Practicum* |
| ***Preliminary Teaching License- Elem MS: Curriculum Standard/***Reading, Writing, and Oral Language<br><br>— Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills | EDU 406 Student Teaching Seminar<br><br>EDU 314 Introduction to Literacy<br><br>EDU 318 Literacy Methods I<br><br>SPED 323 Exceptionalities & Legal Foundations<br><br>EDU 322 Literacy Methods II<br><br>EDU 415 Integrated Humanities Methods | Elementary Education Subtest 1<br><br>OR<br><br>Multiple Measures | EDU 309 Foundations of Teaching and School Community Experience<br><br>EDU 309M Field Experience<br><br>EDU 404 Field Experience: Managing the Classroom for Efficient Learning<br><br>EDU 405 Field Experience: Structured Literacy<br><br>EDU 409 Applied Classroom Management |

## Program Alignment to Standards
## Sample Table: Preliminary Teaching License: Elementary Multiple-Subjects

| **Name of program: Preliminary Teaching License - Elementary Multiple-Subjects (*ONLY if seeking ESOL endorsement)** | | | |
|---|---|---|---|
| **Program Standards** | Report any courses, assessments, and/or clinical practices that align to the required standards for the: **Preliminary Teaching License: Elementary-Multiple Subjects endorsement** | | |
| | **Courses** | **Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| to many different situations, materials, and ideas. | ED 421 Second Language Acquisition and ESOL Strategies<br><br>ED 446 Sociolinguistics* | | EDU 417 Student Teaching<br><br>ED 421 Practicum* |
| ***Preliminary Teaching License - Elem MS: Curriculum Standard/***Science<br><br>— Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science. | EDU 317 Integrated STEAM Methods | Elementary Education Subtest 1<br><br>OR<br><br>Multiple Measures | EDU 409 Applied Classroom Management<br><br>EDU 417 Student Teaching |
| ***Preliminary Teaching License - Elem MS: Curriculum Standard/*** Mathematics<br><br>— Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, | EDU 406 Student Teaching Seminar<br><br>MTHE 323 Elementary Math Methods | Elementary Education Subtest 2<br><br>OR Multiple Measures | EDU 309M Field Experience<br><br>EDU 417 Student Teaching |

## Program Alignment to Standards
## Sample Table: Preliminary Teaching License: Elementary Multiple-Subjects

| **Name of program: Preliminary Teaching License - Elementary Multiple-Subjects (*ONLY if seeking ESOL endorsement)** | | | |
|---|---|---|---|
| **Program Standards** | Report any courses, assessments, and/or clinical practices that align to the required standards for the: **Preliminary Teaching License: Elementary-Multiple Subjects endorsement** | | |
| | **Courses** | **Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| communication, connections, and representation. | | | |
| ***Preliminary Teaching License - Elem MS: Curriculum Standard/*** *Social studies*<br><br>— Candidates know, understand, and use the major concepts and modes of inquiry from the social studies — the integrated study of history, geography, the social sciences, and other related areas — to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. | EDU 415 Integrated Humanities Methods<br><br>EDU 407 Student Teaching Seminar | Elementary Education Subtest 1<br><br>OR<br><br>Multiple Measures | EDU 409 Applied Classroom Management<br><br>EDU 417 Student Teaching |
| ***Preliminary Teaching License - Elem MS***: ***Curriculum Standard/*** *The Arts*<br><br>— Candidates know, understand, and use — as appropriate to their own understanding and skills — the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and | EDU 317 Integrated STEAM Methods<br><br>EDU 415 Integrated Humanities Methods | Elementary Education Subtest 2<br><br>OR<br><br>Multiple Measures | EDU 309 Field Experience<br><br>EDU 404 Field Experience: Managing the Classroom for Efficient Learning<br><br>EDU 409 Applied Classroom Management<br><br>EDU 417 Student Teaching |

## Program Alignment to Standards
## Sample Table: Preliminary Teaching License: Elementary Multiple-Subjects

| **Name of program: Preliminary Teaching License - Elementary Multiple-Subjects (*ONLY if seeking ESOL endorsement)** | | | |
|---|---|---|---|
| **Program Standards** | Report any courses, assessments, and/or clinical practices that align to the required standards for the: **Preliminary Teaching License: Elementary-Multiple Subjects endorsement** | | |
| | **Courses** | **Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| engagement among elementary students. | | | |
| ***Preliminary Teaching License - Elem MS: Curriculum Standard/*** *Health education*<br><br>— Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health. | EDU 317 Integrated STEAM Methods | Elementary Education Subtest 2<br><br>OR<br><br>Multiple Measures | EDU 409 Applied Classroom Management<br><br>EDU 417 Student Teaching |
| ***Preliminary Teaching License - Elem MS: Curriculum Standard/*** *Physical Education*<br><br>— Candidates know, understand, and use — as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students. | EDU 317 Integrated STEAM Methods | Elementary Education Subtest 2<br><br>OR<br><br>Multiple Measures | EDU 409 Applied Classroom Management<br><br>EDU 417 Student Teaching |

## Program Alignment to Standards
## Sample Table: Preliminary Teaching License: Elementary Multiple-Subjects

| **Name of program: Preliminary Teaching License - Elementary Multiple-Subjects (*ONLY if seeking ESOL endorsement)** | | | |
|---|---|---|---|
| **Program Standards** | Report any courses, assessments, and/or clinical practices that align to the required standards for the: **Preliminary Teaching License: Elementary-Multiple Subjects endorsement** | | |
| | **Courses** | **Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| ***Elementary Multiple-Subjects: Instruction Standard/****Integrating and applying knowledge for instruction*<br><br>— Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community. | EDU 406 Student Teaching Seminar<br><br>EDU 314 Introduction to Literacy<br><br>ED 361 Foundations of Second Language Education<br><br>EDU 318 Literacy Methods I<br><br>EDU 319 Foundations of Teaching & Learning<br><br>SPED 323 Exceptionalities & Legal Foundations<br><br>EDU 322 Literacy Methods II<br><br>EDU 415 Integrated Humanities Methods<br><br>MTHE 323 Elementary Math Methods<br><br>407 Student Teaching Seminar | Student Teaching Evaluations<br><br>Professional Teacher Performance Assessment<br><br>University Supervisor Observation | EDU 309 Foundations of Teaching & School Community Experience<br><br>EDU 309M Field Experience<br><br>EDU 404 Field Experience: Managing the Classroom for Efficient Learning<br><br>EDU 405 Field Experience: Structured Literacy<br><br>EDU 409 Applied Classroom Management<br><br>EDU 417 Student Teaching<br><br>ED 421L Practicum* |
| ***Preliminary Teaching License - Elem MS: Instruction Standard/*** *Adaptation to diverse students*<br><br>— Candidates understand how elementary students differ in their development and approaches to | EDU 406 Student Teaching Seminar<br><br>ED 361 Foundations of Second Language Education<br><br>EDU 319 Foundations of Teaching & Learning | Student Teaching Evaluations<br><br>Professional Teacher Performance Assessment | EDU 309A Introductory Field Experience<br><br>EDU 309C Year One Spring Field Experience |

## Program Alignment to Standards
## Sample Table: Preliminary Teaching License: Elementary Multiple-Subjects

| **Name of program: Preliminary Teaching License - Elementary Multiple-Subjects (*ONLY if seeking ESOL endorsement)** | | | |
|---|---|---|---|
| **Program Standards** | Report any courses, assessments, and/or clinical practices that align to the required standards for the: **Preliminary Teaching License: Elementary-Multiple Subjects endorsement** | | |
| | **Courses** | **Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| learning, and create instructional opportunities that are adapted to diverse students. | SPED 323 Exceptionalities & Legal Foundations<br><br>EDU 407 Student Teaching Seminar<br><br>EDU 415 Integrated Humanities Methods<br><br>ED 421 Second Language Acquisition and ESOL Strategies<br><br>ED 446 Sociolinguistics* | | EDU 409A Year Two Managing the Classroom for Efficient Learning<br><br>EDU 409B Year Two Fall Field Experience<br><br>EDU 417A Student Teaching I<br><br>EDU 417B Student Teaching II<br><br>ED 421L Practicum* |
| ***Preliminary Teaching License - Elem MS: Instruction Standard/*** *Development of critical thinking and problem solving*<br><br>— Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving. | EDU 406 Student Teaching Seminar<br><br>ED 361 Foundations of Second Language Education<br><br>EDU 317 Integrated STEAM Methods<br><br>EDU 319 Foundations of Teaching & Learning<br><br>EDU 415 Integrated Humanities Methods<br><br>MTHE 323 Elementary Math Methods<br><br>407A Student Teaching Seminar | Student Teaching Evaluations<br><br>Professional Teacher Performance Assessment<br><br>University Supervisor Observation | EDU 309 Foundations of Teaching & School Community Experience<br><br>EDU 309M Field Experience<br><br>EDU 404 Field Experience: Managing the Classroom for Efficient Learning<br><br>EDU 405 Field Experience: Structured Literacy<br><br>EDU 409 Applied Classroom Management<br><br>EDU 417 Student Teaching |

## Program Alignment to Standards
## Sample Table: Preliminary Teaching License: Elementary Multiple-Subjects

| **Name of program: Preliminary Teaching License - Elementary Multiple-Subjects (*ONLY if seeking ESOL endorsement)** | | | |
|---|---|---|---|
| **Program Standards** | Report any courses, assessments, and/or clinical practices that align to the required standards for the: **Preliminary Teaching License: Elementary-Multiple Subjects endorsement** | | |
| | **Courses** | **Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| | | | ED 421L Practicum* |
| ***Preliminary Teaching License - Elem MS: Instruction Standard/*** *Active engagement in learning*<br><br>— Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K–6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments. | ED 361 Foundations of Second Language Education<br><br>EDU 319 Foundations of Teaching & Learning<br><br>EDU 409 Applied Classroom Management<br><br>407 Student Teaching Seminar | Student Teaching Evaluations<br><br>Professional Teacher Performance Assessment<br><br>University Supervisor Observation | EDU 309 Foundations of Teaching & School Community Experience<br><br>EDU 309M Field Experience<br><br>EDU 404 Field Experience: Managing the Classroom for Efficient Learning<br><br>EDU 405 Field Experience: Structured Literacy<br><br>EDU 409 Applied Classroom Management<br><br>EDU 417 Student Teaching<br><br>ED 421L Practicum* |

## Program Alignment to Standards
## Sample Table: Preliminary Teaching License: Elementary Multiple-Subjects

| **Name of program: Preliminary Teaching License - Elementary Multiple-Subjects (*ONLY if seeking ESOL endorsement)** | | | |
|---|---|---|---|
| **Program Standards** | Report any courses, assessments, and/or clinical practices that align to the required standards for the: **Preliminary Teaching License: Elementary-Multiple Subjects endorsement** | | |
| | **Courses** | **Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| ***Preliminary Teaching License - Elem MS: Instruction Standard/*** *Communication to foster collaboration*<br><br>— Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. | EDU 409 Applied Classroom Management<br><br>EDU 406 Student Teaching Seminar<br><br>EDU 324 Communities of Care<br><br>407 Student Teaching Seminar | Student Teaching Evaluations<br><br>Professional Teacher Performance Assessment<br><br>University Supervisor Observation | EDU 309 Foundations of Teaching & School Community Experience<br><br>EDU 309M Field Experience<br><br>EDU 404 Field Experience: Managing the Classroom for Efficient Learning<br><br>EDU 405 Field Experience: Structured Literacy<br><br>EDU 409 Applied Classroom Management<br><br>EDU 417 Student Teaching |
| ***Preliminary Teaching License - Elem MS: Assessment Standard/*** *Assessment for instruction*<br><br>— Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. | EDU 406 Student Teaching Seminar<br><br>EDU 314 Introduction to Literacy<br><br>ED 361 Foundations of Second Language Education<br><br>EDU 318 Literacy Methods I<br><br>EDU 319 Foundations of Teaching & Learning<br><br>EDU 322: Literacy Methods II | Student Teaching Evaluations<br><br>Professional Teacher Performance Assessment<br><br>University Supervisor Observation | EDU 309 Foundations of Teaching & School Community Experience<br><br>EDU 309M Field Experience<br><br>EDU 404 Field Experience: Managing the Classroom for Efficient Learning<br><br>EDU 405 Field Experience: Structured Literacy |

## Program Alignment to Standards
## Sample Table: Preliminary Teaching License: Elementary Multiple-Subjects

| **Name of program: Preliminary Teaching License - Elementary Multiple-Subjects (*ONLY if seeking ESOL endorsement)** | | | |
|---|---|---|---|
| **Program Standards** | Report any courses, assessments, and/or clinical practices that align to the required standards for the: **Preliminary Teaching License: Elementary-Multiple Subjects endorsement** | | |
| | **Courses** | **Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| | SPED 323 Exceptionalities & Legal Foundations<br><br>EDU 407 Student Teaching Seminar<br><br>EDU 411 Assessment and Data Use in Teaching | | EDU 409 Applied Classroom Management<br><br>EDU 417 Student Teaching |
| ***Preliminary Teaching License - Elem MS: Professionalism Standard/****Professional growth, reflection, and evaluation*<br><br>— Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally. | EDU 406 Student Teaching Seminar<br><br>EDU 309 Foundations of Teaching & School Community Experience<br><br>EDU 309 Applied Classroom Management<br><br>EDU 324 Communities of Care<br><br>EDU 407 Student Teaching Seminar<br><br>MTHE 323 Elementary Math Methods | Student Teaching Evaluations<br><br>Professional Teacher Performance Assessment<br><br>University Supervisor Observation | EDU 309 Foundations of Teaching & School Community Experience<br><br>EDU 309M Field Experience<br><br>EDU 404 Field Experience: Managing the Classroom for Efficient Learning<br><br>EDU 405 Field Experience: Structured Literacy<br><br>EDU 409 Applied Classroom Management<br><br>EDU 417 Student Teaching |

## Program Alignment to Standards
## Sample Table: Preliminary Teaching License: Elementary Multiple-Subjects

| **Name of program: Preliminary Teaching License - Elementary Multiple-Subjects (*ONLY if seeking ESOL endorsement)** | | | |
|---|---|---|---|
| **Program Standards** | Report any courses, assessments, and/or clinical practices that align to the required standards for the: **Preliminary Teaching License: Elementary-Multiple Subjects endorsement** | | |
| | **Courses** | **Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams* | **Clinical Practices** |
| ***Preliminary Teaching License - Elem MS: Professionalism Standard/*** *Collaboration with families, colleagues, and community agencies*<br><br>— Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children. | EDU 324 Communities of Care<br><br>EDU 409 Applied Classroom Management<br><br>SPED 323 Exceptionalities & Legal Foundations<br><br>EDU 407 Student Teaching Seminar | Student Teaching Evaluations | EDU 309 Foundations of Teaching & School Community Experience<br><br>EDU 309M Field Experience<br><br>EDU 404 Field Experience: Managing the Classroom for Efficient Learning<br><br>EDU 405 Field Experience: Structured Literacy<br><br>EDU 409 Applied Classroom Management<br><br>EDU 417 Student Teaching |

**Supplemental Information**

Eastern Oregon University's Undergraduate Elementary Education – Multiple Subjects with Special Education Dual Endorsement Preliminary Teaching License program is structured as a two-year, cohort-based program. As a dual endorsement program, candidates are required to complete extensive clinical experiences in both elementary multiple subjects and special education settings. Candidates will complete a minimum of 600 clinical hours in a multiple-subjects elementary classroom and an additional 330 clinical hours in a special education classroom setting. These experiences are designed to ensure candidates develop the pedagogical knowledge, instructional practices, and professional competencies necessary to effectively serve diverse learners across both endorsement areas.

During the final clinical experience, candidates are supported and evaluated by university supervisors and mentor teachers (cooperating teachers). During their final placements in both special education and multiple subjects, candidates receive formal observations conducted by university supervisors (4 in each) and mentor teachers (4 in each), as well as formal evaluations (2 in each). The observations and evaluations assess candidate performance, instructional effectiveness, professionalism, and readiness for licensure. These measures provide ongoing feedback and ensure candidates demonstrate competency in meeting program and state licensure standards prior to program completion.

In Academic Year 2027, candidates currently enrolled in the special education licensure program will enter their final year of teach-out. Because the program is delivered in a cohort model, candidates are completing the coursework required in their final year of program.

| | |
|---|---|
| ITEM: | EDUCATOR PREPARATION AND PATHWAYS COMMITTEE CHAIR REPORT |
| ACTION: | **INFORMATION ITEM** |
| INFORMATION: | The purpose of this item is to provide updates on program items addressed at the May 28, 2026, Educator Preparation and Pathways Committee (EP&PC) meetings. |

## May 28, 2026, EP&PC meeting:

### Welcome:

Chair York welcomed EP&PC members, guests, and TSPC staff, and confirmed that quorum was met.

### 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 major modification request from Eastern Oregon University.

Agency staff conducted an initial review of the request to identify potential questions or concerns before providing materials to EP&PC members in advance of the meeting. After reviewing and discussing the proposal at the May 28th meeting, EP&PC members unanimously determined to recommend Commission approval of the request and placement on the program consent agenda for the June 2026 Commission meeting:

- *Eastern Oregon University (EOU)*: Major modification to the undergraduate Special Education Initial Teacher Licensure (SEITL) program for preservice candidates to revise core curriculum, create a dual endorsement program in Elementary – Multiple Subjects and Special Education: Generalist, and change the program name to Undergraduate Dual Multiple Subjects and Special Education Program

  The proposed modification redesigns the existing undergraduate Special Education Initial Teaching Licensure program as a dual endorsement Preliminary Teaching program in Elementary – Multiple Subjects and Special Education: Generalist. The redesign integrates elementary and special education preparation through revised coursework, program sequencing, and expanded clinical practice experiences intended to strengthen candidate preparation for inclusive instructional settings and collaborative instructional responsibilities across general and special education contexts. Implementation of the modified program is planned for Fall 2026 and includes a teach-out plan for candidates currently enrolled in the existing Special Education-only pathway.

## Rule Proposals and 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 a second review of proposed rule revisions intended to align multiple program standards with Oregon's current literacy standards and remove references to previous reading and dyslexia standards.

The proposed revisions update standards for Elementary Multiple Subjects, Reading Interventionist, Special Education, Principal, and Professional Administrator preparation programs. The committee reviewed the proposed language following review by the Rules Advisory Committee and unanimously recommended forwarding the rule revisions to the full Commission for consideration and approval.

### Initial Consideration:
EP&PC members reviewed proposed revisions to Oregon's School Counseling Program Standards. The proposed revisions are intended to align standards with current national and state school counseling frameworks, strengthen alignment between school counselor preparation and comprehensive school counseling program implementation, and improve clarity, consistency, and measurability of program expectations.

The committee unanimously supported the proposed direction and timeline for rule development, including future review through the Rules Advisory Committee process and return to EP&PC for second review prior to Commission consideration.

## 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.

### Multiple Measures Guidance Update
This item is addressed as item 6.6.

### Teacher Performance Assessments: edTPA Revision to edTPA Essentials
This item is addressed as item 6.7.

### Bachelor of Applied Science in Education (BASE) Unit: Preconditions Application
This item is addressed as item 6.5.

### Early Literacy Implementation Update
This item is addressed as item 6.8.

## Future EP&PC meetings (all 3:45-5:45 p.m.):
September 24, 2026
January 14, 2027
March 18, 2027

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

June 22-24, 2026
**Educator Preparation and Pathways**

ITEM: EASTERN OREGON UNIVERSITY: STATE RECOGNITION OF PROGRAMS

ACTION: **ACTION ITEM**

RECOMMENDATION: **RESOLVED,** that the Commission commends Eastern Oregon University for the intentional integration of coursework, assessments, and clinical experiences that support candidates in developing and applying professional knowledge and skills progressively throughout their preparation programs;

**RESOLVED FURTHER,** that the Commission commends Eastern Oregon University for its sustained efforts to revise coursework, clinical experiences, and program structures to strengthen alignment with state standards and support coherent candidate preparation across programs; and

**RESOLVED FURTHER,** that, upon a favorable review of the program review team reports and Executive Director's Summary Report, the Commission grant "State Recognition" for the following Eastern Oregon University programs:

- Preliminary Teaching License: Elementary — Multiple Subjects with optional ESOL (undergraduate level for pre-service candidates);
- Preliminary Teaching License: Elementary — Multiple Subjects (graduate level for pre-service candidates);
- Preliminary Teaching License: Secondary Single Subjects (graduate level for pre-service candidates), including:
    - Advanced Mathematics (includes Foundational Mathematics);
    - Agricultural Science;
    - Biology;
    - Business: Generalist;
    - Chemistry;
    - English Language Arts (including Foundational English Language Arts)
    - Health;
    - Integrated Science (including Foundational Science);
    - Physics;
    - Social Studies (including Foundational Social Studies);
    - World Language: Spanish;
    - Art (K-12);
    - Music (K-12); and

    - Physical Education (K-12);
- Preliminary Teaching License: Special Education: Generalist (undergraduate level for pre-service candidates)
- ESOL Endorsement (graduate level for in-service candidates);
- Reading Intervention Endorsement (graduate level for in-service candidates); and
- Special Education: Generalist Endorsement (graduate level for in-service candidates)

INFORMATION: OAR 584-400-0070, *State Recognition: Continuing Programs (Program Review Process),* provides guidelines for the state's program review process, otherwise known as State Recognition of Continuing 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. EPPs may either submit reports to a national process (SPA review) or to the state program review process. They may also choose to use both review processes.

**Attachments:**
6.3.1: Executive Director Recommendation Summary
6.3.2: Eastern Oregon University Program Reports and addendum information (secure server)
6.3.3: Program review team reports and program review team summary (secure server)

# OREGON TEACHER STANDARDS AND PRACTICES COMMISSION

# EXECUTIVE DIRECTOR
# STATE RECOGNITION OF PROGRAMS
# RECOMMENDATIONS TO COMMISSIONERS

## EASTERN OREGON UNIVERSITY

**La Grande, Oregon**

# Executive Director's Summary of Findings

### Systemic Areas for Improvements (AFI):

The following areas of the EPP's programs were found to be in need of improvement for all programs, as measured against the standards.

| AREA FOR IMPROVEMENT (AFI) #1 |
|---|
| **Area for Improvement (AFI):**<br>None |
| **Rationale:** |
| **Condition(s):** |

### Program – Specific Areas for Improvement (AFI)

The following program was found to be in need of additional improvements, as measured against the standards.

| AREA FOR IMPROVEMENT (AFI) #1 |
|---|
| **Area for Improvement (AFI):**<br>None |
| **Rationale:** |
| **Condition(s):** |

# Commendations

### Executive Director's Recommendations for Commendation

The Executive Director found the following to be examples of areas for commendations and recommended these areas be called out for special acknowledgement. The following commendations are recommended for acknowledgement by the Commission:

**Commitment to Intentional Program Design and Candidate Development**

The Commission commends Eastern Oregon University for the intentional integration and scaffolding of standards across coursework, assessments, and clinical experiences to support candidate development over time. Reviewers noted multiple examples of thoughtful program design that support candidates in developing and applying knowledge and skills progressively throughout their preparation experiences.

**Commitment to Ongoing Program Revision and Alignment**
The Commission commends Eastern Oregon University for its ongoing efforts to revise and align programs in response to state standards, professional expectations, and program improvement efforts. Across multiple programs, reviewers identified evidence of active refinement to coursework, clinical experiences, and standards alignment intended to strengthen candidate preparation and program coherence.

# Executive Director's Recommendations

## Executive Director's Recommendations to the Commission

The Executive Director has authority to recommend one of the following designations to the Commission:

- Approval with a designation of "State Recognition,"
- Approval with conditions with a designation of "Recognition with Conditions," or
- Non-approval.

The Commission may accept or reject the Executive Director's recommendations.

**Recommendations to the Commission:**
The Executive Director recommends the following Eastern Oregon University programs be approved with a designation of "State Recognition."

- Preliminary Teaching License: Elementary — Multiple Subjects with optional ESOL (undergraduate level for pre-service candidates);
- Preliminary Teaching License: Elementary — Multiple Subjects (graduate level for pre-service candidates);
- Preliminary Teaching License: Secondary Single Subjects (graduate level for pre-service candidates), including:
    - Advanced Mathematics (includes Foundational Mathematics);
    - Agricultural Science;
    - Biology;
    - Business: Generalist;
    - Chemistry;
    - English Language Arts (including Foundational English Language Arts)
    - Health;
    - Integrated Science (including Foundational Science);
    - Physics;
    - Social Studies (including Foundational Social Studies);
    - World Language: Spanish;
    - Art (K-12);
    - Music (K-12); and
    - Physical Education (K-12);

- Preliminary Teaching License: Special Education: Generalist (undergraduate level for pre-service candidates)
- ESOL Endorsement (graduate level for in-service candidates);
- Reading Intervention Endorsement (graduate level for in-service candidates); and
- Special Education: Generalist Endorsement (graduate level for in-service candidates)

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

June 22-24, 2026
**Educator Preparation and Pathways**

ITEM: LINFIELD UNIVERSITY: STATE RECOGNITION OF PROGRAMS

ACTION: **ACTION ITEM**

RECOMMENDATION: **RESOLVED,** that the Commission commends Linfield University for providing a range of flexible program delivery options, including in-person, online, hybrid, evening, and licensure-only pathways, that expand access to educator preparation for candidates with varied professional and personal circumstances while maintaining alignment with program and licensure requirements; and

**RESOLVED FURTHER,** that, upon a favorable review of the program review team reports and Executive Director's Summary Report, the Commission grant "State Recognition" for the following Linfield University programs:

- Preliminary Teaching License: Elementary — Multiple Subjects with optional ESOL or Special Education: Generalist endorsement (undergraduate level for preservice candidates);
- Preliminary Teaching License: Secondary Single Subjects with optional ESOL (undergraduate level for preservice candidates), including:
    - Advanced Mathematics (including Foundational Mathematics);
    - Biology;
    - Chemistry;
    - English Language Arts (including Foundational English Language Arts)
    - Foundational Science;
    - Health;
    - Physics;
    - Social Studies (including Foundational Social Studies);
    - World Language: French;
    - World Language: Spanish
- Preliminary Teaching License: Art, Music, or Physical Education with optional ESOL (undergraduate level for preservice candidates);
- ESOL Endorsement (graduate level for in-service candidates); and
- Special Education: Generalist Endorsement (graduate level for in-service candidates)

INFORMATION: OAR 584-400-0070, *State Recognition: Continuing Programs (Program Review Process),* provides guidelines for the state's program review

process, otherwise known as State Recognition of Continuing 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. EPPs may either submit reports to a national process (SPA review) or to the state program review process. They may also choose to use both review processes.

**Attachments:**

6.4.1: Executive Director Recommendation Summary
6.4.2: Linfield University Program Reports and addendum information (secure server)
6.4.3: Program review team reports and program review team summary (secure server)

# OREGON TEACHER STANDARDS AND PRACTICES COMMISSION

# EXECUTIVE DIRECTOR
# STATE RECOGNITION OF PROGRAMS
# RECOMMENDATIONS TO COMMISSIONERS

## LINFIELD UNIVERSITY

## McMinnville, OR

# Executive Director's Summary of Findings

### Systemic Areas for Improvements (AFI):

The following areas of the EPP's programs were found to be in need of improvement for all programs, as measured against the standards.

| AREA FOR IMPROVEMENT (AFI) #1 |
|---|
| **Area for Improvement (AFI):** None |
| **Rationale:** |
| **Condition(s):** |

### Program – Specific Area for Improvement (AFI)

The following program was found to be in need of additional improvements, as measured against the standards.

| AREA FOR IMPROVEMENT (AFI) #1 |
|---|
| **Area for Improvement (AFI):** None |
| **Rationale:** |
| **Condition(s):** |

# Commendations

### Executive Director's Recommendations for Commendation

The Executive Director found the following to be examples of areas for commendations and recommended these areas be called out for special acknowledgement. The following commendations are recommended for acknowledgement by the Commission:

**Commitment to Flexible Program Delivery and Access**

The Commission commends Linfield University for providing flexible program delivery models that support access for both preservice and in-service educators. Across multiple programs, Linfield University offers a range of delivery options, including in-person, online, hybrid, evening, and licensure-only pathways, designed to meet the needs of candidates with varied

professional and personal circumstances while maintaining alignment to program and licensure requirements.

# Executive Director's Recommendations

## Executive Director's Recommendations to the Commission

The Executive Director has authority to recommend one of the following designations to the Commission:

- Approval with a designation of "State Recognition,"
- Approval with conditions with a designation of "Recognition with Conditions," or
- Non-approval.

The Commission may accept or reject the Executive Director's recommendations.

**Recommendations to the Commission:**
The Executive Director recommends the following Linfield University programs be approved with a designation of "State Recognition."

- Preliminary Teaching License: Elementary — Multiple Subjects with optional ESOL or Special Education: Generalist endorsement (undergraduate level for preservice candidates);
- Preliminary Teaching License: Secondary Single Subjects with optional ESOL (undergraduate level for preservice candidates), including:
    - Advanced Mathematics (including Foundational Mathematics);
    - Biology;
    - Chemistry;
    - English Language Arts (including Foundational English Language Arts)
    - Foundational Science;
    - Health;
    - Physics;
    - Social Studies (including Foundational Social Studies);
    - World Language: French; and
    - World Language: Spanish.
- Preliminary Teaching License: Art, Music, or Physical Education with optional ESOL (undergraduate level for preservice candidates);
- ESOL Endorsement (graduate level for in-service candidates); and
- Special Education: Generalist Endorsement (graduate level for in-service candidates);

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

June 22-24, 2023
**Educator Preparation and Pathways**

ITEM: BACHELOR OF APPLIED SCIENCE IN EDUCATION (BASE) COMMUNITY COLLEGE CONSORTIUM: NEW UNIT PRECONDITIONS PROPOSAL

ACTION: **ACTION ITEM**

RECOMMENDATIONS: The Educator Preparation and Pathways Committee recommends adoption of the following:

**RESOLVED,** that the Commission determines that the BASE Community College Consortium has satisfied the preconditions required under OAR 584-410-0005 and approves the consortium as an Oregon Educator Preparation Provider unit based upon a favorable review of the submitted application and New Unit Preconditions Review Report; and

**RESOLVED FURTHER,** that approval of the BASE Community College Consortium as an Educator Preparation Provider unit does not constitute approval of any licensure program or endorsement program; and

**RESOLVED FURTHER,** that any proposed licensure or endorsement programs developed by the BASE Community College Consortium must complete TSPC's program approval process and receive Commission approval prior to implementation or recommendation of candidates for Oregon licensure

INFORMATION: OAR 584-400-0015 (1), provides the Teacher Standards and Practices Commission the authority to establish standards for approval of Educator Preparation Providers (EPPs) as outlined in the *TSPC Program Review and Standards Handbook*.

OAR 584-410-0005, State Approval of Unit: Preconditions for First-Time Unit or Program Approval, requires prospective Educator Preparation Providers to satisfy specified preconditions and receive Commission approval prior to applying for approval to offer educator preparation licensure programs in Oregon.

OAR 584-400-0060 (3)(a-b), *State Recognition: New Programs,* requires educator 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.

The BASE (Bachelor of Applied Science in Education) Community College Consortium has submitted a Preconditions Application to the Teacher Standards and Practices Commission seeking approval as a new Oregon Educator Preparation Provider (EPP) unit. The consortium consists of Chemeketa Community College, Columbia Gorge Community College, Linn-Benton Community College, Rogue Community College, and Treasure Valley Community College.

On April 9, 2026, the Higher Education Coordinating Commission (HECC) approved the consortium's application to offer a Bachelor of Applied Science in Education degree. The consortium subsequently received approval of the degree program from its regional accreditor, the Northwest Commission on Colleges and Universities (NWCCU). Following these approvals, the consortium submitted its Preconditions Application to TSPC for review and consideration.

For purposes of educator preparation, the BASE Community College Consortium would function as a single Educator Preparation Provider unit rather than as individual institutions. If approved, 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 endorsement.

The proposed BASE model is designed to expand access to educator preparation opportunities across multiple regions of Oregon through locally delivered, place-based preparation, flexible scheduling and hybrid instructional models, clinical experiences embedded within candidates' home communities, and small cohort structures intended to support paraprofessionals, career changers, and other place-bound candidates. Consortium representatives have indicated that these design elements are intended to increase access to teacher preparation opportunities, particularly in rural and underserved regions of Oregon.

Agency staff reviewed the consortium's Preconditions Application and supporting materials and determined that the consortium demonstrated the organizational capacity, governance structure, leadership, resources, and planning necessary to satisfy the requirements of OAR 584-410-0005 for first-time Educator Preparation Provider approval.

Approval of the Preconditions Application would establish the BASE Community College Consortium as a recognized Oregon Educator Preparation Provider unit and allow the consortium to submit licensure program applications to TSPC through a separate program approval process. Approval of the unit does not constitute approval of any licensure program, endorsement program, or specialization area.

Information regarding the new unit request is included as Attachments 6.5.1 and 6.5.2.

**Attachments:**

6.5.1: BASE Consortium Preconditions Application
6.5.2: BASE Consortium New Unit Precondition Review Report

# NEW UNIT PRECONDITIONS PROPOSAL

# Bachelor's of Applied Science in Education Consortium

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## PURPOSE

This application is submitted in alignment with OAR 584-410-0005 for first-time unit approval. The Bachelor of Applied Science in Education (BASE) Consortium which is currently seeking to become an Oregon Educator Preparation Provider (EPP) has been intentionally designed to meet and exceed all TSPC preconditions through a comprehensive, evidence-based, and equity-centered approach to educator preparation. The BASE Consortium is a collaborative group seeking Oregon EPP approval as a unit and is composed of five Oregon community colleges: Chemeketa (CCC), Linn-Benton (LBCC), Rogue (RCC), Treasure Valley (TVCC), and Columbia Gorge (CGCC). The consortium seeks first-time EPP Unit approval through TSPC following approval of the BASE degree by the Higher Education Coordinating Commission (HECC) under ORS 341.009 on April 9, 2026 documented in Appendix Q: HECC Program Approvals.

The purpose of this application is to demonstrate that the BASE Consortium has established the governance structures, institutional authority, policies, candidate protections, clinical partnerships, assessment systems, and continuous improvement processes required to prepare candidates who meet Oregon licensure standards. Central to this work is a shared conceptual framework that guides all aspects of program design and implementation, ensuring coherence across coursework, clinical experiences, and assessment systems while centering community-rooted preparation, inclusive pathways, and reflective professional practice. This document is organized to align directly with TSPC preconditions and provides a comprehensive narrative, supported by referenced appendices, to allow for a clear and complete review of each requirement.

The sections that follow address: (1) governance and authority of the Educator Preparation Provider; (2) policies, procedures, and candidate protections; (3) leadership, resources, and institutional capacity; (4) candidate preparation including admissions, curriculum, and program design; (5) clinical experiences and partnerships; (6) assessment systems and candidate evaluation; (7) continuous improvement processes; and (8) the conceptual framework guiding the program. Each section includes a detailed summary of the systems and structures in place, with explicit references to appendices that provide supporting documentation and additional evidence.

The BASE model reflects a coordinated, statewide response to educator workforce needs by leveraging a community college consortium structure that maintains rigorous academic and clinical expectations while expanding access for place-bound, working, and historically underserved candidates. This model is intentionally designed to remove barriers to entry and completion while maintaining high standards for educator preparation, ensuring that candidates experience clear, supported, and transparent pathways from admission through licensure. Through this model, the consortium builds on existing community college pathways and regional partnerships to strengthen the educator pipeline, particularly in rural, bilingual, elementary, and special education contexts.

The BASE Unit which is currently seeking to become an Oregon EPP is established with appropriate legal authority, governance structures, and institutional oversight to operate as an Educator Preparation Provider. A shared consortium governance model ensures coordinated decision-making, clearly defined roles and responsibilities, and consistent implementation across participating colleges, while maintaining alignment with institutional and state requirements. The BASE Unit which is currently seeking to become an Oregon EPP demonstrates organizational capacity through established systems for program oversight,

candidate support, assessment, data management, and continuous improvement. These systems are designed not only for compliance, but to ensure that candidates are consistently supported through accessible resources, clear expectations, and equitable program practices across all institutions. Centralized data validation and reporting authority will reside with the EPP Unit lead at Chemeketa. All clinical experiences will meet shared consortium standards and admission processes will be aligned across institutions using shared criteria.

The BASE Unit which is currently seeking to become an Oregon EPP will upon approval prepare candidates for Oregon teacher licensure in elementary multiple subjects with the option of adding a K-12 Special Education Generalist endorsement through a coherent and standards-aligned program of coursework, clinical experiences, and performance-based assessments. Program design reflects ongoing collaboration with TSPC, HECC, the Oregon Department of Education (ODE), and regional partners to ensure alignment with licensure standards, workforce needs, and educator preparation expectations. Clinical partnerships are central to this design, reflecting a shared responsibility model in which school districts actively contribute to candidate development, supervision, and evaluation within authentic, place-based settings.

Throughout this document, the narrative provides sufficient detail to demonstrate alignment with TSPC requirements with summaries of supporting materials, while appendices offer additional evidentiary documentation of policies, procedures, and evidence of implementation. These materials collectively demonstrate the infrastructure and resources necessary to support program delivery, including qualified faculty, coordinated advising and student support systems, clinical placement processes, and access to instructional and library resources. In addition, the consortium-wide data system supports the monitoring of candidate progress, program outcomes, and workforce impact, with established processes for ongoing evaluation and continuous improvement.

The unit's policies, procedures, and operational framework align with TSPC standards for educator preparation. In addition, the BASE Consortium is currently a full member of the Association for Advancing Quality in Educator Preparation (AAQEP), and consortium members have actively engaged in AAQEP-supported training and professional learning to build a shared understanding of national accreditation expectations, evidence systems, and continuous improvement practices. This engagement reflects a proactive and coordinated approach to accreditation readiness and positions the consortium to pursue initial accreditation as part of a long-term commitment to program quality and accountability. The BASE consortium plans to apply for full membership in May 2026 and schedule our site visit and submission timeline for the Initial Accreditation Report (IAR) before the end of May 2026.

With this application and the accompanying evidence, the BASE Unit represents a coordinated, statewide effort to expand educator preparation capacity, reduce barriers to licensure, and develop a sustainable, community-based pipeline of well-prepared, diverse educators for Oregon schools. This work is grounded in a commitment to transparency, candidate success, and continuous improvement, ensuring that all candidates are supported through clear expectations, equitable access to resources, and meaningful clinical and academic experiences. Collectively, the evidence demonstrates that the BASE Consortium fully meets TSPC precondition requirements.

## NEW UNIT DESCRIPTION

The Bachelor of Applied Science in Education (BASE) Consortium is a collaborative effort among five Oregon community colleges working to expand affordable, high-quality pathways into the teaching profession, particularly for rural, bilingual, working, and place-devoted students. Designed to meet Oregon's educator workforce needs, the program combines rigorous coursework, strong clinical partnerships, and shared statewide systems to prepare candidates for elementary and special education licensure while reducing

barriers to entry and completion. Grounded in equity, community partnerships, and continuous improvement, the consortium is building a sustainable pipeline of well-prepared educators through coordinated governance, shared resources, and standards-aligned educator preparation practices.

# DOMAIN 1: Governance and Authority

## Criteria 1A: Institutional Recognition of Unit

**Rule Alignment: (2)(a)**

The BASE Consortium demonstrates clear, collaborative, and well-documented governance and authority structures that fully meet the expectations outlined in OAR 584-410-0005(2)(a-b). The consortium model reflects a shared commitment among partner institutions to collectively design, deliver, and continuously improve a high-quality educator preparation program while maintaining clearly defined roles and responsibilities. Institutional recognition of the unit which is seeking to become an Oregon Educator Preparation Provider (EPP) is formally established through coordinated agreements that ensure accountability, consistency, and alignment across all participating colleges.

Appendix A: Consortium Agreement Signed provides the executed consortium agreement and signed letters from each participating institution, which explicitly identify the BASE Consortium as the designated Educator Preparation Provider. These documents affirm institutional commitment to the program, establish Chemeketa Community College as the lead responsible college for licensure preparation, and define the governance structure through which the consortium operates. The agreement outlines the authority of the consortium to function as a unified EPP, if approved, while honoring the contributions and responsibilities of each partner institution.

This governance framework ensures that decision-making processes, program oversight, and accountability mechanisms are transparent, coordinated, and responsive to both institutional and state requirements. It supports effective communication across colleges, alignment of policies and practices, and shared responsibility for candidate outcomes. At the same time, the structure allows each institution to maintain its local identity and responsiveness to community needs within a cohesive, statewide model.

Collectively, these elements demonstrate that the BASE Consortium is formally recognized, institutionally supported, and structurally equipped to operate as an Educator Preparation Provider. The clearly articulated governance and authority framework ensures compliance with Rule (2)(a) and provides a strong foundation for program quality, accountability, and continuous improvement.

## Criteria 1B: Designated Unit Leadership

**Rule Alignment: (2)(b)**

The leadership structure is outlined in Appendix P: EPP Unit structure and authority lead by the Dean of Education at Chemeketa Community College, who serves as the designated EPP Unit Head, if approved. The EPP Unit Head holds final authority over licensure and program decisions across institutions. This role includes responsibility for program oversight, compliance with TSPC standards, coordination across consortium institutions, and implementation of assessment and continuous improvement systems.

The Unit operates within a consortium model that includes ongoing collaboration with designated leads and faculty at LBCC, RCC, TVCC, and CGCC. Shared governance structures support joint decision-making, consistent program implementation, and coordinated oversight across participating institutions. A consortium management

committee will include representatives from each college and will be responsible for resolving any policy or procedural issues not resolved through the home college structures.

In addition, the Unit will include a dedicated program coordinator at each institution responsible for managing day-to-day operations, including clinical placement coordination, partnership communication, and support for candidate progress and field experiences.

Appendix A: Consortium Agreement Signed provides detailed documentation of the governance structure, including leadership roles and reporting relationships. This documentation demonstrates that authority is clearly defined and operationalized across institutions.

The consortium governance model ensures both centralized leadership and distributed responsibility. Institutional representatives participate in shared decision-making processes related to curriculum, assessment, clinical partnerships, and program improvement.

Collectively, this evidence demonstrates that the BASE Consortium fully meets the criteria for governance and authority with clear, complete, and well-supported documentation.

## DOMAIN 2: Policies, Procedures, and Candidate Protections

### Criteria 2A: Operational Policies and Procedures

**Rule Alignment: (2)(c)**
The BASE Consortium has developed a comprehensive and coherent set of policies and procedures that guide all aspects of program operation, ensuring consistency, transparency, and alignment with TSPC expectations.

In Appendix B: BASE general policies and procedures manual the consortium provides detailed documentation of operational policies, including faculty responsibilities, program governance, data management, and inter-institutional coordination.

***Candidate Preparation***
The BASE program is designed to ensure that candidates are prepared through a coherent, standards-aligned sequence of coursework and clinical experiences.

Appendix E: Admission Requirements outlines the admissions requirements, which include academic criteria, prerequisite coursework, and demonstrated experience in educational settings. These requirements ensure that candidates enter the program with the foundational knowledge and readiness needed for success.

Appendix F: BASE Coursework and Outcomes provides a detailed overview of the program structure, including coursework sequences, learning outcomes, and integration with clinical practice. The curriculum map demonstrates statewide literacy standard alignment, social emotional learning standard alignment focused on inclusive practices, culturally responsive teaching, and data-informed instruction, aligning with TSPC and InTASC standards outlined in. Additionally Appendix O: TPA Artifact & Course Alignment demonstrates the connections between the coursework and the field experiences and the completion of the TPA by candidates.

Written policies and procedures related to candidate support, appeals, and due process are included in Appendix C: Candidate Handbook and Appendix D: Clinical Experience Policies and include detailed policies on our admission procedures, teacher education waiver policies, and student appeal and grievance processes. Collectively, these documents clearly outline program expectations, candidate responsibilities, application requirements, selection criteria, and processes for academic appeals, grievances, program decisions, and waivers.

All policies are clearly defined, aligned with institutional procedures across participating colleges, and accessible to candidates through program handbooks, advising, and orientation materials. These processes include defined timelines, documentation requirements, and decision-making structures to ensure consistency and transparency.

These materials provide clear, accessible, and well-documented systems that support candidate rights, ensure due process, and establish transparent pathways for support, appeal, and resolution.

***Clinical Experiences***

The BASE Consortium provides a structured and comprehensive clinical experience model that ensures candidates develop the skills and competencies required for licensure.

Appendix G: Example Consortium MOU is a draft MOU that provides an example of how the consortium will outline the roles and responsibilities of the consortium and partner districts, including expectations for placement, supervision, and evaluation.

Clinical experiences follow a scaffolded progression from observation (practicum field experience) to full-time clinical field experience and are outlined in Appendix R: Clinical Practice Progress Checklist, incorporating co-teaching, gradual release of responsibility, and structured feedback cycles.

Candidates are supervised by qualified Clinical Teachers and faculty, ensuring alignment with TSPC standards and consistency across placements.

This model ensures that clinical experiences are meaningful, sustained, and integrated with coursework, fully meeting the expectations for the TSPC preconditions.

***Assessment System***

The BASE Consortium has developed a comprehensive, multi-layered assessment system that uses multiple measures to evaluate candidate performance and program effectiveness.

Appendix K: Assessment Plan provides a detailed description of this system, including program, course, and candidate assessments. The included assessment diagram illustrates the multi-layered structure of the system, demonstrating how assessments build from foundational readiness to summative evaluation.

Key components include course-embedded assessments, clinical evaluations, professional dispositions assessments, and the Teacher Performance Assessment (TPA).

The summative teacher performance assessment overview is provided in Appendix S: TPA overview chart. The TSPC template for TPA alignment is detailed in Appendix L: TSPC TPA Template, and the Appendix H: TPA Handbook provides detailed information on the summative assessment used to determine candidate readiness for licensure.

This system ensures that candidate progress is monitored continuously and that data are used to inform both individual support and program improvement.

Collectively, this evidence demonstrates a comprehensive and coherent assessment system, meeting the expectations for the TSPC preconditions.

***Continuous Improvement***

The BASE Consortium employs a systematic approach to continuous improvement, using data from multiple sources to evaluate program effectiveness and inform decision-making.

Appendix M: Data Collection provides documentation of the shared data system, including processes for data collection, analysis, and reporting. Assessment data are reviewed regularly through consortium meetings, allowing faculty and leadership to identify trends, address areas for improvement, and ensure alignment with program goals.

Data sources include candidate performance, clinical evaluations, TPA results, and feedback from completers and employers. This structured approach ensures that the program remains responsive to candidate needs and workforce demands, fully meeting the expectations for TSPC Preconditions.

## Criteria 2B: Candidate Rights and Transparency

**Rule Alignment: (2)(c)**

The BASE Consortium demonstrates a strong commitment to transparency, equity, and candidate support through a comprehensive and clearly communicated framework of candidate-facing policies and procedures. These policies are intentionally designed to ensure that all candidates have access to consistent, accurate, and accessible information about program expectations, requirements, and supports, regardless of their home institution or pathway through the program.

Appendix C: Teacher Candidate Handbook and Appendix D: Clinical Experience Policies provide detailed, candidate-centered guidance outlining expectations for admission, progression, professional conduct, assessment, clinical experiences, and program completion. These documents are written to support clarity and accessibility, enabling candidates to understand their responsibilities, monitor their progress, and successfully navigate program milestones. Together, they establish transparent pathways through the program and reinforce a shared understanding of expectations across all consortium institutions.

Candidate rights and protections are further supported through institutionally aligned policies outlined in Appendix B: General Policies and Procedures Manual. These include provisions related to Title IX, academic integrity, grievance procedures, and access to student support services. The consortium model ensures that candidates remain grounded in the policies and protections of their home institution while also benefiting from coordinated cross-institutional processes that promote consistency and fairness across the program. When issues extend across institutions, established communication and resolution pathways ensure timely and equitable responses.

The accessibility section in Appendix B: General Policies and Procedures demonstrates compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, outlining clear processes for requesting and implementing accommodations, defining faculty responsibilities, and ensuring coordination across institutions. These processes are designed to reduce barriers and promote full participation for candidates with disabilities, reflecting the consortium's commitment to inclusive and equitable learning environments.

Collectively, this comprehensive policy framework ensures that all candidates are informed, supported, and treated equitably throughout their program experience. The intentional alignment of candidate-facing documents, institutional policies, and cross-consortium coordination demonstrates that the BASE Consortium fully meets the expectations outlined in Rule (2)(c) and is well-positioned to uphold candidate rights and transparency across all program components.

# DOMAIN 3: Conceptual Framework and Vision
## Criteria 3A: Conceptual Framework Quality

**Rule Alignment: (2)(d)**

The BASE conceptual framework establishes a cohesive and equity-centered foundation for program design, implementation, and continuous improvement. Grounded in the principles of community-rooted preparation, inclusive and accessible pathways, professional excellence, and reflective practice, the framework reflects the consortium's shared commitment to preparing educators who are responsive to the diverse strengths, identities, and needs of the communities they serve. It centers culturally and linguistically sustaining practices, collaboration, and a deep understanding of local contexts, ensuring that candidates are prepared to teach and lead in a wide range of educational settings.

Appendix N: BASE Conceptual Framework provides detailed documentation of the framework, including its guiding principles and alignment with professional and accreditation standards. The framework serves as the organizing structure for all aspects of the program, informing curriculum design, instructional approaches, candidate supports, assessment systems, and clinical experiences. It establishes a common vision across consortium institutions, ensuring that program components are intentionally designed to reinforce shared outcomes and expectations for candidate learning and performance.

The consistent and intentional application of the conceptual framework promotes coherence across coursework, clinical practice, and assessment processes. Candidates engage in structured opportunities to connect theory to practice, reflect on their development, and demonstrate growth aligned with program competencies. Faculty and partners use the framework to guide instructional decision-making, supervision, and evaluation, creating a shared language and set of expectations across institutions and clinical sites.

Through this integrated approach, the conceptual framework supports both candidate success and program effectiveness. It provides a clear foundation for continuous improvement by aligning data collection, analysis, and program refinement with the framework's core principles. Collectively, these elements demonstrate that the BASE conceptual framework is well-defined, consistently implemented, and fully aligned with the expectations outlined in Rule (2)(d), ensuring high-quality educator preparation across the consortium.

# DOMAIN 4: Capacity for Accreditation and Program Delivery
## Criteria 4A: Readiness for National Accreditation

**Rule Alignment: (2)(e)**

The BASE Consortium demonstrates strong institutional capacity to support program implementation and candidate success through a comprehensive, collaborative, and equity-centered approach. Leadership, personnel, and resource allocation are clearly documented and aligned with program needs, reflecting a coordinated multi-institutional model designed to ensure consistency, quality, and continuous improvement across all partner colleges.

The BASE Consortium further demonstrates readiness for national accreditation through its active affiliate membership with the Association for Advancing Quality in Educator Preparation and sustained engagement in accreditation training. As documented in Appendix J: AAQEP training tracking sheet, consortium representatives from each partner college have participated in AAQEP-sponsored trainings, developing a shared understanding of accreditation expectations, evidence requirements, and continuous improvement processes. This collective

engagement reflects a proactive and unified approach to accreditation readiness and ensures that program systems, assessment structures, and continuous improvement practices are being developed in alignment with AAQEP standards. The BASE Consortium will prepare and submit its application for initial accreditation following NWCCU approval at each partner institution, pursuing 5-year initial accreditation status and establishing a foundation for transition into the 7-year continuous improvement cycle. Three of the five colleges (CCC, LBCC, and TVCC) have received NWCCU approval which required a minor substantive change. These three institutions already have BAS degrees offered. Two colleges are in the process of major substantiate changes as this is their first BAS degree and expect approval in the next few months.

Appendix I: Program Applications for HECC provides detailed information on faculty qualifications, demonstrating that instructors meet or exceed expectations established by the Northwest Commission on Colleges and Universities and the Teacher Standards and Practices Commission for baccalaureate-level instruction and educator preparation. Current Consortium Faculty bring extensive experience in PK–12 education, teacher preparation, and equity-centered instructional practices, ensuring that candidates receive high-quality instruction, supervision, and mentorship. The consortium structure further strengthens instructional capacity by leveraging collective expertise across institutions.

Appendix E: BASE Admissions Requirements outlines institutional resources, including budget allocations, facilities, learning management systems, and library resources. These resources support both in-person supervision of field experiences and flexible delivery through hybrid and online instruction, ensuring accessibility for diverse candidate populations, including place-bound and working adults. This infrastructure is intentionally designed to reduce barriers while maintaining rigorous academic and clinical expectations.

Additionally, the program is supported by strong partnerships with regional school districts and educational organizations, which provide high-quality clinical placement opportunities and contribute to candidate supervision and evaluation. These partnerships reflect a shared responsibility model for candidate development and ensure alignment between program preparation and workforce needs.

These combined resources, partnerships, and demonstrated investments in accreditation preparation confirm that the BASE Consortium has the capacity to deliver a high-quality educator preparation program and fully meets the preconditions criteria for national accreditation readiness.

## Criteria 4B: Unit Capacity (Leadership, Budget, Personnel, Resources)

**Rule Alignment:** (3)

The BASE Consortium Unit which is seeking to become an Oregon EPP unit demonstrates clear and sufficient unit capacity through well-defined leadership structures, institutional authority, qualified personnel, dedicated financial resources, and comprehensive physical and technological infrastructure. Collectively, these elements ensure the program is fully equipped to prepare candidates who meet professional, state, and institutional standards for educator licensure, consistent with TSPC expectations. These elements are described in detail in Appendix I: Program Application for HECC which includes the HECC degree program application for each of the five colleges with evidence that supports the unit capacity.

Leadership and authority for the BASE Unit are firmly established within existing institutional governance structures across all participating colleges. Each institution operates under accredited higher education systems governed by Boards of Education and executive leadership teams, including Presidents, Chief Academic Officers, and Deans. These entities maintain the authority to allocate resources, approve curriculum, hire faculty, and ensure compliance with regulatory and accreditation requirements. Within this structure, the Dean of Education at

Chemeketa Community College will serve as the designated EPP Unit Head, if approved, described in Appendix P: EPP Unit structure and authority, Appendix A: Consortium Agreement, and Appendix T: Shared Services Draft MOU, providing centralized oversight for program implementation, coordination across consortium partners, and alignment with TSPC standards. This role includes responsibility for assessment system oversight, candidate preparation, and continuous improvement processes, ensuring that leadership is both clearly defined and operationalized across the consortium .

The consortium governance model further strengthens unit capacity by establishing shared leadership and collaborative decision-making processes across institutions. Each participating college designates a representative at the level of dean or director, who contributes to coordinated curriculum development, candidate assessment, and program implementation. This structure ensures consistency in program delivery while maintaining institutional autonomy for resource allocation and local partnership development. The governance framework, as outlined in the consortium agreement and supporting appendices, demonstrates a high level of organizational coherence and shared accountability for program quality.

Personnel capacity is demonstrated through a highly qualified faculty workforce that meets or exceeds Northwest Commission on Colleges and Universities (NWCCU) expectations for baccalaureate-level instruction. Faculty members hold at minimum a master's degree in their field, with many possessing doctoral degrees and extensive experience in PK–12 education. Faculty responsibilities include delivering coursework, supervising clinical experiences, assessing candidate performance, and providing mentorship throughout the program. In addition to academic faculty, the program leverages clinical educators, including cooperating teachers and supervisors, who bring current, relevant school-based expertise. This combination of academic and clinical personnel ensures that candidates receive both rigorous instruction and high-quality, practice-based preparation.

Financial and resource capacity is supported through institutional budgets and program-specific funding allocations across consortium colleges. These resources support faculty positions, program coordination, candidate supervision, instructional materials, and operational needs essential for program sustainability. The distributed funding model allows each institution to contribute resources while maintaining alignment with shared program expectations. This approach outlined in the draft Appendix T: Shared Services Draft MOU and Appendix A: Consortium Agreement ensures both stability and scalability of the program across diverse institutional contexts.

The BASE Consortium which is seeking to become an Oregon EPP, also benefits from robust physical and technological infrastructure. Participating colleges provide access to classrooms, collaborative learning environments, and library resources that support candidate learning. Additionally, learning management systems (LMS), digital library collections, and other information technology tools enable flexible, hybrid, and online course delivery. These resources are particularly critical for supporting the program's target population of working adults and place-bound students, ensuring equitable access to high-quality instruction regardless of location.

Clinical partnerships further extend the unit's capacity by providing essential sites for field experiences and clinical placements. Formal agreements with regional school districts ensure that candidates engage in structured, supervised clinical practice aligned with TSPC licensure standards, InTASC Model Core Teaching Standards, and AAQEP expectations. These partnerships provide access to experienced mentor teachers, authentic classroom environments, and opportunities for candidates to demonstrate instructional competence in real-world settings. In addition, PreK–12 partners contribute to advisory and program review processes, ensuring that the program remains responsive to workforce needs and evolving educational contexts.

Finally, the integration of leadership, personnel, financial resources, infrastructure, and partnerships is supported by coordinated systems for assessment and continuous improvement. Program leadership oversees the implementation of a shared assessment system, and data are reviewed collaboratively across consortium institutions to inform

program refinement and ensure alignment with professional expectations. These systems are documented in the student handbook, TPA handbook, and assessment materials included in the appendices.

In totality, the evidence demonstrates that the BASE Consortium possesses the leadership, authority, personnel, budget, facilities, and technological resources necessary to effectively operate an Educator Preparation Provider. The unit's capacity is clearly articulated, well-supported, and operationalized across institutions, meeting the expectations by providing clear, complete, and well-supported evidence of its ability to prepare candidates who meet Oregon licensure standards.

## APPENDICES - Linked

Appendix A: Consortium Assigned Agreement
Appendix B: BASE General Policies and Procedures Manual
Appendix C: Teacher Candidate Handbook
Appendix D: Clinical Experience Policies
Appendix E: BASE Admission Requirements
Appendix F: BASE Coursework and Outcomes
Appendix G: Example Consortium MOU
Appendix H: TPA Handbook
Appendix I: Program Applications for HECC
Appendix J: AAQEP Training Tracking Sheet
Appendix K: Assessment Plan
Appendix L: TSPC TPA Alignment Template
Appendix M: Data Collection
Appendix N: BASE Conceptual Framework
Appendix O: TPA Artifact & Course Alignment
Appendix P: EPP Unit Structure and Authority
Appendix Q: HECC Program Approvals
Appendix R: Clinical Practice Progression Checklist
Appendix S: TPA Overview Chart
Appendix T: Shared Services MOU




**OREGON TEACHER STANDARDS AND PRACTICES COMMISSION**

# NEW UNIT PRECONDITIONS PROPOSAL REVIEW REPORT

**Application Reviewer:**

*Dr. Bill Rhoades*
Director of Education Preparation and Pathways
*Teacher Standards & Practices Commission*

## BACHELOR OF APPLIED SCIENCE IN EDUCATION (BASE) CONSORTIUM

**Oregon**

**This report was issued on:**
***May 28, 2026***

# Table of Contents

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EXECUTIVE DIRECTOR RECOMMENDATION ..... 9

# Purpose

This review tool has been developed to align with OAR 584-410-0005 and is intended for used in the review of first-time Unit approval applications submitted by an institution of higher education, school district, education service district, or other entity sponsoring or providing an educator preparation program under OAR 584-410-0010.

This document provides a structured rubric for evaluating whether a proposed Unit has demonstrated sufficient evidence to support consideration for state Unit approval prior to licensure program approval.

**Instructions to reviewers:**
Use the descriptions below to determine whether each rubric area is rated as Met, Partially Met, or Not Met.

**Met** = Fully meets or exceeds requirement; clear, complete, and well-supported evidence.

**Partially Met** = Overall, the requirement is generally met, but areas for improvement were found, clarification is needed, and/or provided evidence is weak.

**Not Met** = Weaknesses are serious and must be addressed prior to consideration for state approval; missing, unclear, or insufficient evidence.

# New Unit Description

### New Unit Description:

The Bachelor of Applied Science in Education (BASE) Consortium is a collaborative effort among five Oregon community colleges working to expand affordable, high-quality pathways into the teaching profession, particularly for rural, bilingual, working, and place-devoted students. Designed to meet Oregon's educator workforce needs, the program combines rigorous coursework, strong clinical partnerships, and shared statewide systems to prepare candidates for elementary and special education licensure while reducing barriers to entry and completion. Grounded in equity, community partnerships, and continuous improvement, the consortium is building a sustainable pipeline of well-prepared educators through coordinated governance, shared resources, and standards-aligned educator preparation practices.

# First-Time Unit Approval Requirements

## DOMAIN 1: Governance and Authority

### *Criteria 1A: Institutional Recognition of Unit*

- **Rule Alignment: OAR 584-410-0005 (2)(a)**

1. **Letter from Institution Administrative Body Authorization.** The unit has provided a letter from the institution's administrative body recognizing and identifying the professional educational unit as having responsibility and authority for the preparation of licensed educators.
   - ☒ **Met:** The institution's authorization letter was included; Letter clearly identifies the unit, its authority, and institutional commitment to educator preparation.
   - ☐ **Partially Met:** Letter present but lacks clarity in authority or scope. *Provide a description of the missing information and/or weaknesses:* _____
   - ☐ **Not Met:** The authorization letter was missing or did not adequately establish the unit's responsibility and authority for educator preparation. *Provide a description of the deficiencies and/or missing evidence:* _____
   - ☒ **Additional comments:** *A Consortium Agreement with signed letters from each participating institution was provided. The agreement explicitly identifies the BASE Consortium as the designated Educator Preparation Provider.*

### *Criteria 1B: Designated Unit Leadership*

- **Rule Alignment: (2)(b)**

2. Evidence that a dean, director, or chair has been officially designated as head of the unit and is assigned the authority and responsibility for its overall administration and operation was provided:
   - ☒ **Met:** Evidence was provided identifying an officially designated unit leader with defined authority, responsibilities, and reporting structure.
   - ☐ **Partially Met:** Evidence of a designated unit leader was provided, but clarification or additional documentation is needed regarding the leader's authority, responsibilities, or reporting structure. *Provide a description of the missing information and/or weaknesses:* _____
   - ☐ **Not Met:** Evidence was not provided, or did not adequately demonstrate, that a qualified individual has been officially designated to lead and administer the unit. *Provide a description of the deficiencies and/or missing evidence:* _____

☒ **Additional comments:** *The Consortium Agreement identifies Chemeketa Community College as the lead institution for the Educator Preparation Provider (EPP) unit with institutional authority for licensure, accreditation, and regulatory compliance. The Dean of Education at Chemeketa Community College has been designated to serve as the EPP Unit Head.*

## DOMAIN 2: Policies, Procedures, and Candidate Protections

### *Criteria 2A: Operational Policies and Procedures*

**Rule Alignment: (2)(c)**

3. Written policies and procedures that guide the operations of the unit were provided.
   - ☒ **Met:** Written policies and procedures guiding the operations of the unit (admissions, waivers, appeals, handbooks) were provided.
   - ☐ **Partially Met:** Some policies or procedures guiding unit operations were missing, unclear, or incomplete. *Provide a description of the missing information and/or weaknesses:* _____
   - ☐ **Not Met:** Written policies and procedures guiding the operations of the unit were not provided. *Provide a description of the deficiencies and/or missing evidence:* _____
   - ☒ **Additional comments:** *Documents and handbooks were provided that describe guidance for operations of the unit. Key documents submitted as part of the application include the BASE General Policies and Procedures Manual, Admission Requirements, the Candidate Handbook, and Clinical Experience Policies.*

### *Criteria 2B: Candidate Rights and Transparency*

**Rule Alignment: (2)(c)**

4. Written policies and procedures that guide candidate support, appeals, and due process were provided.
   - ☒ **Met:** All required unit policies and procedures were provided. Processes for candidate support, appeals, and due process are clear, accessible, and appropriately defined.
   - ☐ **Partially Met:** Some policies or procedures were missing, unclear, incomplete, or difficult to access. Additional clarification or documentation is needed regarding candidate support, appeals, or due process protections. *Provide a description of the missing information and/or weaknesses:* _____
   - ☐ **Not Met:** Policies and procedures related to candidate support, appeals, and due process were not provided or did not adequately

demonstrate defined candidate protections. *Provide a description of the deficiencies and/or missing evidence:* _____

☒ **Additional comments:** *This guidance is provided primarily through the Candidate Handbook, the Admission Requirements guidance, the Clinical Experience Policies guidance, and in the BASE General Policies and Procedures Manual. The General Policies and Procedures Manual includes links to each institution's candidate rights guidance.*

### *Supporting Evidence:*

**a. Student Handbook:**

☒ **Met:** Student handbook was provided.

☐ **Partially Met:** A student handbook was provided, but some missing, unclear, or incomplete. *Provide a description of the missing information and/or weaknesses:* _____

☐ **Not Met:** Student handbook information was not provided. *Provide a description of the deficiencies and/or missing evidence:* _____

☒ **Additional comments:** *A Candidate Handbook is provided for the unit and further guidance is provided in the Admission Requirements document, the Clinical Experience Policies document, and in the BASE General Policies and Procedures Manual.*

**b. Admission Procedures:**

☒ **Met:** Admission procedures were provided.

☐ **Partially met:** Admission procedures were provided, but some information was missing, unclear or incomplete. *Provide a description of the missing information and/or weaknesses:* _____

☐ **Not met:** Admission procedures were not provided. *Provide a description of the deficiencies and/or missing evidence:* _____

☒ **Additional comments:** *Admission procedures are addressed in the Candidate Handbook, in the Admission Requirement guidance document, and in the BASE General Policies and Procedures Manual.*

**c. Candidate Waiver Policies:**

☒ **Met:** Candidate waiver policies were provided.

☐ **Partially Met:** Candidate waiver policies were provided, but some information was missing, unclear, or incomplete. *Provide a description of the missing information and/or weaknesses:* _____

☐ **Not Met:** Candidate waiver policies were not provided. *Provide a description of the deficiencies and/or missing evidence:* _____

☒ **Additional comments:** *The Candidate Handbook provides policies related to waivers as does the Clinical Practices Policies document and the BASE General Policies and Procedures Manual.*

**d. Candidate Appeal Rights:**

- ☒ **Met:** Candidate appeal rights information was provided.
- ☐ **Partially Met:** Some candidate appeal rights were included, but some information was missing, unclear, or incomplete. *Provide a description of the missing information and/or weaknesses:* _____
- ☐ **Not Met:** Candidate appeal rights information was not provided. *Provide a description of the deficiencies and/or missing evidence:* _____
- ☒ **Additional comments:** *The Candidate Handbook and the Clinical Practice Policies documents provide guidance and outline policies related to student appeal rights. The General Policies and Procedures Manual also includes links to each institution's candidate rights and responsibilities guidance.*

## DOMAIN 3: Conceptual Framework and Vision

### *Criteria 3A: Conceptual Framework Quality*

**Rule Alignment: (2)(d)**

5. The unit's conceptual framework that establishes the shared vision for preparing educators to work in PK-12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, leadership, service, and unit accountability was provided.
   - ☒ **Met:** The conceptual framework was provided and demonstrates a coherent, research-informed vision that guides unit operations and educator preparation.
   - ☐ **Partially Met:** The conceptual framework was provided, but portions were unclear, incomplete, insufficiently developed, or lacked clear alignment to unit operations or educator preparation practices. *Provide a description of the missing information and/or weaknesses:* _____
   - ☐ **Not Met:** The conceptual framework was not provided. *Provide a description of the deficiencies and/or missing evidence:* _____
   - ☒ **Additional comments:** *The BASE Consortium has provided a Conceptual Framework grounded in a Community-Rooted Preparation model that builds on the pillars of Inclusive and Accessible Pathways, Professional Excellence, and Reflective and Ethical Practice. The framework puts forward a vision of preparing educators who are Practice-ready and Professionally Competent. The framework presents a program that aims to support educator workforce development*

*across Oregon, emphasizing support for rural communities, bilingual settings, elementary classrooms, and for special education.*

## DOMAIN 4: Capacity for Accreditation and Program Delivery

### *Criteria 4A: Readiness for National Accreditation*

**Rule Alignment: (2)(e)**

6. The unit evidence of the capacity to meet national accreditation requirements within four years.
   - ☒ **Met:** Evidence demonstrates a clear plan, timeline, leadership structure, and organizational capacity to pursue and meet national accreditation requirements within four years.
   - ☐ **Partially Met:** Evidence of planning and capacity for national accreditation was provided, but some information was unclear, incomplete, insufficiently developed, or lacked feasibility. *Provide a description of the missing information and/or weaknesses:* _____
   - ☐ **Not met:** Evidence demonstrates capacity to meet national accreditation requirements within four years was not provided. *Provide a description of the deficiencies and/or missing evidence:* _____
   - ☒ **Additional comments:** *The BASE Consortium has provided evidence that it is currently a full member of the Association for Advancing Quality in Educator Preparation (AAQEP), and consortium members have been actively engaged in AAQEP-supported training and professional learning. The Consortium's next steps toward meeting the national accreditation requirement include coordination with AAQEP to develop an Initial Accreditation Report (IAR) submission and associated site visit timeline.*

7. **For In-State Units.** If the college or university is an Oregon public institution, approval from Oregon Higher Education Coordinating Commission (HECC) or its equivalent authorizing body was obtained.
   - ☒ **Met:** Evidence of HECC or equivalent authorizing body approval was provided.
   - ☐ **Partially Met:** Evidence of HECC or equivalent authorizing body approval was provided, but some information was unclear, incomplete, or lacked verification. *Provide a description of the missing information and/or weaknesses:* _____

- ☐ **Not Met:** Evidence of HECC or equivalent authorizing body approval was not provided. *Provide a description of the deficiencies and/or missing evidence:* _____
- ☐ **N/A**
- ☒ **Additional comments:** *The BASE Consortium has provided evidence that the Office of Community Colleges and Workforce Development administered by the Higher Education Coordination Commission completed its review of the Bachelor of Applied Science in Education degree and after evaluation of submitted materials approved the program for implementation.*

8. **For Out-of-State Units.** For out-of-state distance education institutions with candidate placements in Oregon, evidence of authorization through the Oregon Higher Education Coordinating Commission (HECC), the National Council for State Authorization Reciprocity Agreements (NC-SARA), or another applicable authorization process was provided.
   - ☐ **Met:** Evidence of applicable authorization for out-of-state distance education activities and candidate placements in Oregon was provided.
   - ☐ **Partially Met:** Evidence of authorization was provided, but some information was unclear, incomplete, or lacked verification. *Provide a description of the missing information and/or weaknesses:* _____
   - ☐ **Not Met:** Evidence of authorization for out-of-state distance education activities and candidate placements in Oregon was not provided. *Provide a description of the deficiencies and/or missing evidence:* _____
   - ☒ **N/A**
   - ☐ **Additional comments:** _____

## *Criteria 4B: Unit Capacity (Leadership, Budget, Personnel, Resources)*

**Rule Alignment: (3)**

9. The Unit has sufficient capacity.
   - ☒ **Met:** Evidence demonstrates sufficient staffing, budget, facilities, technology, and other resources to support unit operations and educator preparation activities.
   - ☐ **Partially Met:** Evidence generally demonstrates sufficient capacity, but some information was missing, unclear, incomplete, or raised concerns regarding adequacy or sustainability. *Provide a description of the missing information and/or weaknesses:* _____
   - ☐ **Not met:** Evidence was not provided or did not demonstrate sufficient unit capacity to support educator preparation activities. *Provide a description of the deficiencies and/or missing evidence:* _____

☒ **Additional comments:** *The BASE Consortium has provided evidence (primarily in the Consortium Agreement and the draft shared services MOU) that they have the unit capacity to support unit operations and educator preparation activities.*

# Analysis of New Unit Application

After a comprehensive review of the submitted Preconditions Application materials, TSPC staff have determined that the BASE Consortium has provided sufficient evidence to demonstrate that it has met the requirements for approval as an Educator Preparation Provider (EPP) in Oregon. Staff review included analysis of the consortium's governance structure, institutional partnerships, operational capacity, fiscal and administrative systems, candidate support structures, and alignment with applicable Oregon statutes, administrative rules, and Commission expectations for educator preparation providers. Based on the evidence submitted, staff conclude that the BASE Consortium has demonstrated the foundational organizational and programmatic capacity necessary to be approved as an Oregon Educator Preparation Provider.

# Executive Director Recommendation

The TSPC Executive Director recommends to the Commission the approval of the Bachelor of Applied Science in Education (BASE) Consortium Preconditions Application for recognition as an Educator Preparation Provider unit.




# BASE

AN EDUCATION CONSORTIUM




# BASE Consortium: TSPC Educator Preconditions Preparation Proposal

6/24/2026




# Why BASE?
# The Workforce Challenge

The need, according to Oregon K-12 principals and district superintendents in small, rural, and remote schools and districts in Oregon:

1. Rural and remote districts face a limited supply of qualified teachers because few are willing or able to relocate to these communities.
2. Districts were hiring substitute teachers, teachers with temporary, emergency, and restricted licenses, or uncertified staff to fill classroom positions.
3. School employees interested in becoming teachers were place-bound and needed accessible pathways

Five Oregon community colleges were approached, Columbia Gorge, Chemeketa, Linn-Benton, Rogue, and Treasure Valley. In response, they chose to emulate the newly formed BSN Consortium by creating an education consortium to meet the needs of their rural and remote communities

# Need for program

| Evidence of Need | Key Findings |
| --- | --- |
| • Oregon Employment Department labor market data<br>• Surveys of principals and superintendents<br>• Student interest surveys<br>• Letters of support from 15 districts/organizations | • Persistent shortages in rural areas<br>• High demand for Special Education and ESL endorsements<br>• Place-bound working adults need accessible pathways<br>• Low community college transfer/completion rates to university programs |

# Higher Education Consortium Approval




Alignment with five program approval standards:

**Need** – documented demand for program

**Collaboration** – input from K–12 partners, students, advisory committee

**Alignment** – TSPC licensure requirements, transfer pathways, workforce goals

**Design** – curriculum, clinical experiences, student supports

**Capacity** – faculty, facilities, resources, sustainability

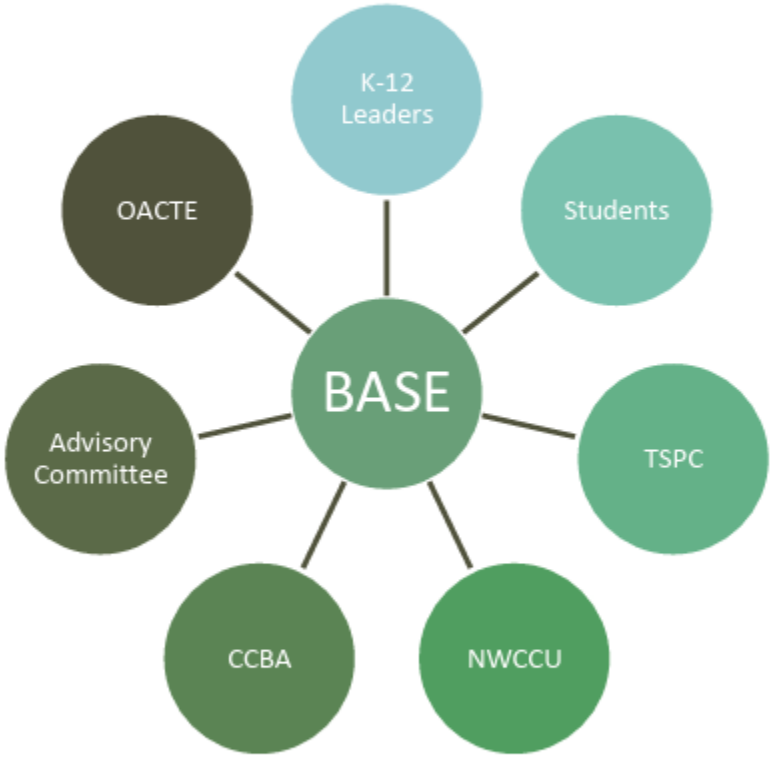
HIGHER EDUCATION COORDINATING COMMISSION

# Bachelor of Applied Science Program Standards

## Standard B: Collaboration

### BASE Engaged With:

- K–12 principals and superintendents
- Current and prospective students
- Teacher Standards and Practices Commission (TSPC)
- Northwest Commission on Colleges and Universities (NWCCU)
- Community College Baccalaureate Association (CCBA)
- Active advisory committee across all regions
- University partners through OACTE invitation






HIGHER EDUCATION COORDINATING COMMISSION

RCC
Rogue Community College

Southern OREGON UNIVERSITY

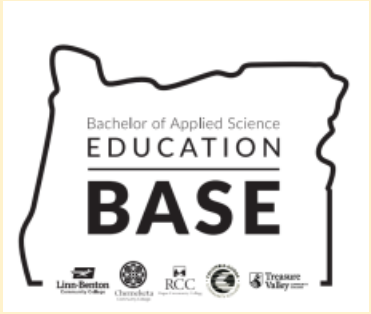
Goals of the collaboration

- Increase the supply of licensed teachers in Southern Oregon
- Improve the stability of the teacher workforce in Southern Oregon
- Recapture students from online, for-profit institutions
- Increase enrollment in all education programs at both Rogue Community
- College and Southern Oregon University
- Provide a seamless pathways from undergraduate to graduate degrees
- Collaborate to test teacher preparation models and practices

# Widening the Top of the Funnel



- Who aren't we reaching yet? Or not reaching enough of?
- Non-licensed school employees (educational assistants or teachers aides) who wish to become licensed.
- Students who might not otherwise transfer
- Adult learners with full-time jobs or other responsibilities
- Place-devoted students, particularly in rural Jackson and Josephine County
- Those with significant experience in the field that could earn credit for prior
  learning
- Expanding support for bilingual populations




# Who We Will Serve

- Working adults already employed in schools
- Rural and remote communities
- Educational assistants and classified staff
- Students unable to relocate for university programs
- Limited to 50 students per cohort across the state per year (~6-10 per college)




# Program Design

- 5 colleges collaborate to offer program = 1 EPP
- Bachelor's of Applied Science in Education
- Elementary Multiple Subjects
- Option for Special Education Generalist Endorsement
- Evening, hybrid, and work-based delivery

# Meeting High Quality Standards

- All reviewed domains met for TSPC preconditions
- Curriculum developed is mapped to TSPC competencies, InTASC-aligned outcomes, and AAQEP quality framework
- Continuous assessment and improvement process (HECC, NWCCU, TSPC, AAQEP)

# Clinical Experience Framework

- Observation → Practicum → Clinical Field Experiences = 900 hours in local classrooms
- Supported mentor teachers and site supervisors
- Performance-based assessments

# Quality Assurance

- Shared assessment system
- Faculty coordination across colleges
- Advisory committee oversight
- Data review and continuous improvement

# Expected Outcomes

- Increase local teacher pipeline
- Improve retention in rural districts
- Expand access to licensure for those students going out of state or unable to access transfer pathways
- Strengthen rural Elementary and Special Education workforce

# Discussion and Next Steps

- TSPC review and feedback
- Educator preparation approval process
- Partnership opportunities
- Questions and discussion

# Multiple Measures Guidance Updates

## Draft changes for June 2026

Purpose: Build context for decision-making, highlight key guidance updates and decision points, and seek Commission input and approval.

**FOR REVIEW & DISCUSSION**
**Reference Document: 6.6.1**

Dr. Shara Mondragon

# Multiple Measures Guidance Updates

## Draft changes for June 2026

*Acknowledgment*

With gratitude to our EPP partners for their sustained engagement, time, and valuable input.

OPTIONS OVERVIEW

# Content Knowledge options: one system, five routes

APPROVED TEST / PROGRAM OPTIONS

MULTIPLE MEASURES (MMs) OPTIONS

| CK 1 | CK 2 | CK 3 | CK 4 | CK 5 |
|---|---|---|---|---|
| Subject Matter Test | Program Completion (only when no approved exam available) | Major + Coursework | Test + Supplemental Data | Holistic Evaluation (coursework, experience, etc.) |

Coursework: • Must be from an accredited institution • Requires official transcripts • Must be directly aligned to the endorsement area • Must be non-remedial • May be completed before or during program enrollment

Testing: • Must be a TSPC-approved assessment • Includes PRAXIS and ORELA options

Supplemental Data: • Clinical observations completed by EPP supervisor and cooperating teachers • Content and/or program coursework GPA • An emerging option recommended today, which includes a module or task offered through approved testing providers

Experience: • Relevant teaching and/or cultural experience



Source: Multiple Measures CK Guidance draft changes for June 2026 (EPPs)

# Who is served — and who evaluates?

## Program required

Currently enrolled in an Oregon-approved EPP and completing an endorsement program for initial licensure (pre-service) or an added endorsement.

## Non-program required

Typically, these inservice educators are not enrolled in an Oregon-approved EPP.

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EPP-led evaluation
EPPs determine when and how to apply MM options for enrolled candidates — admission, program progression, or licensure recommendation.

TSPC-led waiver review
TSPC evaluates in-service candidates pursuing non-program-required added endorsements and certain reciprocal-license situations.

MMs usage* rose steadily — 4%, 6%, 9%, 14%, 17%, 24% across 2019–20 to 2024–25.

Nearly half of all MMs use occurring among Elementary Multiple Subjects candidates.

*Based on Program Completion Report data



Source: Multiple Measures CK Guidance draft changes for June 2026 (EPPs)

BIG PICTURE

# What is in the guidance, and what are the updates?

*The update strengthens consistency while preserving the barrier-reduction intent of Multiple Measures.*

**Clarifies who evaluates what**

**Organizes CK Options 3, 4, and 5**

**Adds vendor pathway for Bridge/FLEX**

**Changes clinical assessment instrument requirements**

DRAFT REVIEW THEMES

- Better distinction between pre-service and in-service candidates and eligibility differences.
- More explicit approval process for clinical assessment instruments, reducing redundancy
- Expanded guidance for several options
- Performance assessment guidance integration



Source: Multiple Measures CK Guidance draft changes for June 2026 (EPPs)

# CK Option 3: Major & Coursework

## What the update clarifies

Decision point

- Major title may match the endorsement area, or content may be reviewed for equivalency.
- If the major does not clearly match, transcript review should show substantial additional coursework comparable to a typical major.
- Appendix One names acceptable majors and subject-specific domains.
- Newly added endorsement: Drama (coursework aligned with approved test)

## Coursework expectations

30 semester / 45 quarter hours
of content-specific coursework

Grade rule: C or higher, unless overall GPA across required coursework is 2.75+

Pass/No Pass may count

## EPP documentation role

Verify major, coursework, content alignment, credit-hour threshold, grade/GPA threshold, and record successful completion on the PCR or other required documentation.



Source: Multiple Measures CK Guidance draft changes for June 2026 (EPPs)

# CK Option 4: three sub-measures

Decision point

## 4A
## Distinct Content-Focused

For endorsements listed in Appendix One of guidance, typically a stand-alone subject-specific content test. Candidate must attempt the approved content test; may qualify by scoring 70+ on the matrix.

EPP documentation:

Evidence: test score + content GPA and/or clinical assessment data.

## 4B
## Methods-Aligned

For program-heavy assessment areas such as ESOL, Library Media, Reading Intervention, Speech, and Special Education. Designed for cohesive program-based evaluation.

EPP documentation:

Evidence: program-aligned GPA + clinical assessment and/or test score.

## 4C
## Bridge / FLEX

New vendor-developed supplemental option for candidates who narrowly miss passing an approved test and complete assigned vendor modules or tasks. EPPs may require test attempt here.

Initial recommendation: Elementary MS test series; future areas depend on vendor readiness and TSPC approval.

**Common threshold: CK Option 4A and 4B matrices require a minimum of 70 / 100 points. Option 4C requires an official score report showing the approved Bridge or FLEX benchmark has been met through second or follow-up attempt pass.**

# Clinical assessment approval and scoring

**Before points can be awarded for clinical assessment data**

**1**
**Use TSPC-approved clinical assessment instrument**

**2**
**If not previously approved, submit the instrument and evaluation process for review**

**3**
**Most new assessment instruments will follow the standard minor-revision process.**

---

## 4A scoring

Minimum five iterations. Points calculated from highest-rated cooperating teacher iteration and highest-rated EPP supervisor/faculty iteration.

## 4B scoring

At least three documented classroom observations. Use average of final evaluations to determine proficiency.

**Decision point**

**Confirm whether the updated approval process are appropriate to maintain intent of process**



Source: Multiple Measures CK Guidance draft changes for June 2026 (EPPs)

# CK Option 5: Holistic Evaluation

**Option 5 allows candidates to demonstrate content expertise through a portfolio of academic, professional, and lived experiences.**

COURSEWORK | TEACHING EXPERIENCE | WORK EXPERIENCE | ALTERNATIVE LEARNING | CULTURAL PRACTICE

## Process in the draft guidance

1. Review transcript first (CK Option 3)
2. Map evidence to each endorsement domain
3. Use one framework per domain
4. Calculate credit equivalency
5. Summarize total credit across domains
6. Retain portfolio artifacts for audit

## Experience Credit equivalency

**36 clock hours = 1 quarter credit**

**Semester Units = Quarter Units ÷ 1.5**

First-time users should consult TSPC before finalizing credit equivalency for this option.

**Recommendation: Minor wording to ensure better alignment with Oregon learning standards and some form changes for clarity.**



Source: Multiple Measures CK Guidance draft changes for June 2026 (EPPs)

PENDING ALIGNMENT

# Performance assessment guidance

Decision point

**Update 2019 Multiple Measures performance assessment language and incorporate performance options into Multiple Measures guidance document.**

## Structure to review

Three options:
1. Nationally normed teacher performance assessment (e.g., edTPA)
2. Oregon Work Sample **is now Local Assessment Option**
3. Nationally normed assessment + supplemental clinical data

## Updates

- Aligned clinical observation language with CK Option 4A, including clearer approval expectations for clinical assessment instruments and at least five iterations of tool.
- Clarified that proficiency must be demonstrated by the end of an approved assessment series.



Source: Multiple Measures CK Guidance draft changes for June 2026 (EPPs)

# Commission Approval and Implementation Guardrails

| Documentation | Reporting | Authority |
|---|---|---|
| EPPs retain all evidence used to support Multiple Measures decisions for enrolled candidates, including matrices, scoring documentation, transcripts, portfolio artifacts, and PCR/additional forms. | Annual reports should include analysis of how completers demonstrate content knowledge competency through Multiple Measures or other Commission-accepted methods. | OAR prevails over guidance. TSPC may revise or rescind guidance as rules, Commission decisions, or policy needs evolve. Executive Director may approve midcycle changes. |

Decision point

**Highlights for Discussion / Consideration**

Staff are seeking Commission approval of the June 2026 Multiple Measures guidance updates, including:

- New and revised Content Knowledge pathways
- Updated guidance for clinical assessment instruments
- Overall refinements to improve clarity, consistency, documentation, and implementation

**Commission Input and Approval Requested:**
Please share any questions, concerns, or requests for additional information before staff request approval of the final guidance.



Source: Multiple Measures CK Guidance draft changes for June 2026 (EPPs)

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

June 23-24, 2025
**Educator Preparation and Pathways**

ITEM: **MULTIPLE MEASURES GUIDANCE**

ACTION: **ACTION ITEM**

INFORMATION: Commission staff seek input and approval of recent revisions to the Multiple Measures (MMs) guidance documents. These materials support licensure flexibility by outlining alternatives to standardized testing for demonstrating content knowledge. Since the Commission's last review, staff have incorporated feedback from Educator Preparation Providers (EPPs), TSPC staff, testing partners, and other stakeholders and made updates intended to improve clarity, consistency, accessibility, and implementation of the guidance.

**Background:**
Each year, staff provide the Commission with an update on the Multiple Measures (MMs) program and bring forward recommended revisions for Commission consideration prior to any approval of updated guidance. Over the past year, staff have gathered feedback on the implementation of the current guidance, including opportunities to improve consistency in documentation and evaluation processes, expand candidate access to available options, and clarify when a clinical observation tool must undergo formal approval procedures.

The proposed revisions are intended to:
• Clarify existing Multiple Measures options;
• Improve consistency in review and documentation practices;
• Expand available pathways in selected endorsement areas; and
• Integrate performance-based Multiple Measures options into the broader guidance document.

**Key Revisions Include:**

- **Content Knowledge (CK) Option 3:** Proposed revisions would add Drama to the list of endorsement areas eligible under Option 3 and provide additional clarification regarding major equivalency, coursework, and supporting evidence used to demonstrate content knowledge.
- **CK Option 4:** Proposed revisions further distinguish among the existing Option 4 pathways, including test-plus-supplemental-data options, program-aligned pathways, and newly proposed vendor-supported alternatives such as FLEX or Bridge options, where approved. The revisions also clarify when clinical observation tools must undergo review and approval as part of the Multiple Measures process.
- **CK Option 5:** Guidance has been revised to support more consistent holistic evaluation of candidate evidence, including coursework, verified experience, alternative academic learning, cultural practice, and other evidence aligned to endorsement standards.
- **Performance-Based Options:** Proposed revisions integrate the performance-based Multiple Measures options into the primary guidance document to create a more complete

and accessible resource for candidates, EPPs, and TSPC staff. The revisions also include recommendations to align Performance Option 3 with the documentation and processes recommended for approval for content-knowledge use—drawing on the already-approved requirement on the CK 4A side for at least five applications of the instrument by university faculty and the cooperating teacher— and clarifying when the instrument itself requires review and approval.

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

**Commission Input and Action Requested:**

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

**Attachment:**

6.6.1: Multiple Measures CK Guidance June 2025 _Draft changes for June 2026
6.6.2: Multiple Measures Guidance Updates June 2026 Slides

Note: This document contains draft changes for Commission consideration (June 2026). Please review this draft **only for content and recommended revisions**. Formatting will be finalized after the Commission provides input and approves the final published version.




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Note: Table of Contents Updates will be made at a later time.

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# INTRODUCTION

In June 2019, the Oregon Teacher Standards and Practices Commission (TSPC) approved the Multiple Measures Assessment Options, also referred to as Multiple Measures. These options provide candidates with additional ways to demonstrate readiness for educator licensure or added endorsements. This approach reflects best practice in educational assessment by allowing candidates to demonstrate readiness through a variety of high-quality evidence—rather thanrelying solely on standardized tests to meet certain content knowledge and performance requirements

Multiple Measures Assessment Options offer a more comprehensive, equitable, and strengths-based method for evaluating what candidates know and are prepared to do as educators. Depending on the licensure requirement, this may include recognition of coursework, academic achievement, clinical experience, professional background, demonstrated teaching performance, and lived or cultural expertise.

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

To explore additional resources for Educator Preparation Programs (EPPs), please visit the **TSPC Preparation and Advancement** page. Helpful materials are available under the **Resources for EPPs** section. For more information about content testing options for added endorsements that do not require completion of a program, please visit the TSPC endorsement-related webpages.

# AGENCY STAFF

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

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# COMMON TERMS

The table below includes a list of commonly used acronyms and terms found throughout this document. This quick reference is intended to support your understanding of key terms used throughout, e the guidance.

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

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# WHO THIS GUIDANCE APPLIES TO

This guidance applies to two primary groups of individuals pursuing Oregon teaching licensure or added endorsements through approved Multiple Measures (MMs) options. The definitions below clarify how group is referenced throughout the document.

## ➢ PRE-SERVICE CANDIDATES

Individuals who are:

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

## ➢ IN-SERVICE EDUCATORS/APPLICANTS

Individuals who are:

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

# RESPONSIBLE PARTIES: CANDIDATE EVALUATION

## ➢ PRE-SERVICE CANDIDATES: EPP-LED EVALUATION

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

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

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

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

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

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

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

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

In-service educators may be asked to have one or more test attempts on file in order to request a Multiple Measures evaluation.

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

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

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# CONTENT KNOWLEDGE OPTIONS OVERVIEW

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

## ➢ TEST PROGRAM OPTIONS

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

### CK Option 1: Subject Matter Test

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

### CK Option 2: Program Completion

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

## ➢ MULTIPLE MEASURES OPTIONS

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

### CK Option 3: Major & Coursework

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

### CK Option 4: Test/Program Plus Supplemental Data

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

### CK Option 5: Holistic Evaluation

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

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

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

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

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

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

## ➢ COURSEWORK USED TO MEET MULTIPLE MEASURES REQUIREMENTS

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

### Accreditation & Verification

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

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

### Relevance to the Endorsement Area

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

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

### Course Level and Format

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

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## Timing of Coursework

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

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# ➢ CK OPTION 3 REQUIREMENTS

*The candidate* must complete a bachelor's degree or higher from an approved institution in the United States, or the foreign equivalent of such degree approved by the Commission (OAR 584-210-0030). The degree must include a major that aligns with the endorsement area, as defined and approved by TSPC. If the major title does not directly correspond to a TSPC-approved endorsement area (see examples in Appendix A), the candidate may still be eligible if their transcript includes substantial additional coursework—generally at least 15 semester credits or 22.5 quarter credits beyond the standard 30 semester/ 45 quarter credits—demonstrating content comparable to a typical major in the endorsement area. This additional coursework should include some upper-division content relevant to the endorsement.

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

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

## **Content Coursework and Grade Requirements f**or CK Option 3

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

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

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

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

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

## Documentation

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

- Verifying that the major, coursework, and content alignment meet the Multiple Measures requirements using official transcripts,
- Confirming that the candidate has met the total credit hour, grade or GPA threshold, and\Recording successful completion of this option on the Program Completion Report (PCR) (or other documentation as appropriate, see page 8).

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# ➢ CK OPTION 4 REQUIREMENTS

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

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

To accommodate variations in assessment structures across endorsement areas, CK Option 4 is divided into three distinct sub-measures: Content Option 4A and Content Option 4B are primarily offered through Oregon-approved Educator Preparation Providers (EPPs). In-service candidates who are not enrolled in an Oregon-approved EPP will not be eligible to receive points in the Clinical Experience Observation category. These candidates must therefore meet the minimum required points through GPA and test scores only.Candidates and EPPs should refer to the appropriate matrix to guide evaluation and documentation.

Option 4C is available only through Oregon-approved test vendors and only for designated endorsement areas. Candidates may select this option if the endorsement they are seeking is approved for Option 4C and they meet all other eligibility requirements outlined in this guidance.CK Option 4 Sub-Measures: Approved Endorsements

(See corresponding sections for full requirements and conditions.)

| Sub-Measure | Approved Endorsements |
|---|---|
| 4A (Distinct Content Focused Option) | Approved only for the endorsement areas listed in Appendix One. |
| 4B (Program aligned Option) | • English to Speakers of Other Languages (ESOL)<br>• Library Media<br>• Reading Intervention<br>• Speech<br>• Special Education (any area) |
| 4C (Test Provider Option) | Elementary Multiple Subjects |

**Note:** Each CK Option 4 sub-measure includes additional requirements, eligibility criteria, and conditions for use. Candidates and EPPs should review the detailed guidance in the corresponding section of this document before selecting or applying a sub-measure.

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## TSPC-approved Clinical Assessment Instrument

For both CK Option 4A and 4B, **Educator Preparation Providers (EPPs)** must use the clinical assessment instrument that has been approved by TSPC through the most recent program review and approval process or through prior approval for Multiple Measures use.

EPPs seeking to use any clinical assessment instrument not previously approved must obtain prior TSPC approval **approval** before points can be awarded in the Clinical Experience section.

## Approval Process

Requests for approval of clinical assessment instruments should be submitted via email to the **TSPC Director of Educator Preparation and Pathways** or their designated representative; these requests will typically follow the minor modification process outlined in the Program Review and Standards Handbook.

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**4A: Candidate Scoring Based on Clinical Assessment**

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

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

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

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

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

**4B: Candidate Scoring Based on Clinical Assessment**

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

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

Refer to Appendix Two for more details.

## ➢ CK OPTION 4A – DISTINCT CONTENT OPTIONS (APPENDIX ONE ALIGNED)

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

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

The CK Option 4a Matrix incorporates the following components:

The candidate's content test score

- GPA in endorsement-aligned, non-remedial coursework (20 S/30 Q credit minimum requirement) and/or
- Clinical assessment data collected using a TSPC-approved evaluation tool

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

### Documentation for CK Option 4A

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

- Official score report for the TSPC-approved content test
- GPA calculation based on non-remedial, endorsement-aligned coursework (see Appendix One for course domains) and/or
- Clinical assessment data from at least five applications of a TSPC-approved instrument

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

Recording completion via MMs on the Program Completion Report (PCR) (or other documentation as appropriate, see page 8).Retaining all supporting documentation, including the completed matrix and scoring documentation demonstrating that the candidate achieved the minimum 70-point threshold, in the candidate's file for audit and verification purposes.

## ➢ CK OPTION 4B – PROGRAM-ALIGNED OPTION

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

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

### Endorsements Currently Eligible for Content Knowledge Option 4B:

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

**Non-Oregon-Prepared Candidates** must attempt the approved content test to be considered for eligibility under this option; these candidates must meet the minimum required points through program GPA and test scores only.

For candidatesenrolled in Oregon-approved programs, submission of a test score may not be required Instead, eligibility is determined by:

- GPA calculated from relevant program coursework (20 S/30 Q credit minimum requirement).
- Clinical assessment of content knowledge gathered through a TSPC-approved EPP evaluation tool and/or
- The candidate's content test score (if applicable)

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

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

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### Documentation for CK Option 4B:

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

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

  and/or

- Official score report for the TSPC-approved content test
- Recording completion via MMs on the Program Completion Report (PCR) (or other documentation as appropriate, see page 8).

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

## ➢ CK OPTION 4C- FLEX AND BRIDGE OPTIONS

CK Option 4C provides candidates with an approved alternative method for demonstrating content knowledge through vendor-developed supplemental options. This option is intended for candidates who narrowly miss passing the approved content test and are able to demonstrate competency through an assigned task or module. Option 4C is available only for TSPC-approved tests and only in endorsement areas designated and approved by TSPC.

TSPC may accept Praxis Bridge and/or Pearson FLEX measures of content-area equivalency when the testing vendor confirms that the option assesses the same content as the TSPC-approved test. These alternative options may appear under different test codes, as vendors often assign unique numbers to distinguish them; however, the content must remain equivalent to the approved assessment. Upon adoption of this guidance, TSPC may permit testing vendors that have the capability to do so to notify candidates who may qualify for these options, including individuals who tested within the previous three years.

Not all Praxis Bridge or Pearson FLEX assessments will be approved for use. TSPC will maintain and publish a list of assessments approved for CK Option 4C, including their effective dates and any associated conditions. For the inaugural year, CK Option 4C will be available only for the Elementary Multiple Subjects test series. Additional endorsement areas may be added by the TSPC Executive Director based on vendor readiness, content alignment, and identified needs. Any additions or changes will be reported to the Commission at least annually.

**Eligibility Requirements for CK Option 4C**

For in-service candidates who are not affiliated with an Oregon-approved EPP, TSPC may require an attempt of the FLEX or Bridge option when an approved option is available. Educator Preparation Providers may also choose to require an attempt for their enrolled candidates based on program needs.

Candidates may use the FLEX or Bridge options only when the following conditions are met:

- TSPC has approved the FLEX or Bridge option for the specific endorsement test sought by the candidate.
- TSPC has established effective dates for the approved alternative test option.
- The candidate meets all vendor-defined eligibility requirements for the specific option.

**Praxis Bridge Eligibility**

To qualify for the Praxis Bridge option, candidates must meet all of the following criteria:

- The candidate has attempted a Praxis assessment for which a Bridge option has been approved by TSPC.
- The candidate has earned a score within one Standard Error of Measurement (1 SEM) of Oregon's passing score.

Eligible candidates will receive notification directly from ETS, and approved Bridge options will appear in the candidate's Praxis account. Eligibility applies only to the specific assessment attempted and does not carry over to other tests unless those tests are also approved and the candidate meets the 1 SEM requirement.

Candidates who do not initially meet Oregon's passing score may be offered the opportunity to complete specified content modules (or tasks) under the Bridge process. Successful completion will be documented on the official Praxis score report and may be used to satisfy the content knowledge requirement for CK Option 4C.

**Pearson FLEX Options**

TSPC may adopt Pearson FLEX or similar alternative options when content equivalency with the TSPC-approved test has been confirmed. FLEX eligibility will be based on a "close to passing" score as determined by the vendor for the specific assessment. Additional guidance— including eligible endorsement areas, candidate requirements, and vendor notification processes—will be published as these options become available and approved by the TSPC Executive Director or their designee.

## Documentation for CK Option 4C:

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

- Official score report for the TSPC-approved content test indicating that they met the Bridge or FLEX score benchmark.
- Recording completion via MMs on the Program Completion Report (PCR) (or other documentation as appropriate, see page 8).



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# ➢ CK Option 5 – Holistic Evaluation Requirements

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

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

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

## Holistic Evaluation Definitions

### Alternative Academic Learning

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

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

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

### Coursework

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

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

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

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## Cultural Practice

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

## P–20 Teaching Experience

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

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

## Subject Matter Experts

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

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

## Verified Work Experience (non-teaching)

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

# CK Option 5: Documentation and Process

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

## Sufficiency of Knowledge within Each Standard

1) Candidates may demonstrate content knowledge through a combination of:
   - Credit-bearing coursework
   - Verified work experience relevant to the endorsement
   - P–20 teaching experience
   - Alternative academic learning
   - Cultural practice
2) All evidence presented must align directly with the overall scope of the TSPC endorsement standard and the related Oregon Learning Standards. Because evidence may be evaluated at the domain level rather than line by line, , subject matter experts should assist when evidence is unclear or indirect to ensure it appropriately reflects the e domain(s) being assessed.

   - **Coursework should be evaluated first** using the domains outlined in CK Option 3. This ensures candidates receive the maximum applicable credit toward each domain and helps identify areas requiring additional evidence.

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

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

Before using this option for the first time, EPPs should consult with the designated TSPC staff to receive guidance on applying the framework to the intended endorsement area.

## Documentation

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

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

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### Documentation Process

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

As part of this process:

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

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

(INSERT UPDATED PERFORMANCE GUIDANCE)

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# PERFORMANCE OPTIONS

**A Multiple Measures Approach to Teacher Performance Assessment Guidance Information**

**Rationale**

- Utilizing multiple measures in assessment is a strengths-based approach that will allow candidates to demonstrate the knowledge and skills required to be effective in the classroom.
- Utilizing multiple measures as an assessment policy supports efforts to diversify the teaching profession and helps provide all students with the teachers they need to learn and be successful.
- A multiple measures approach models for teacher candidates an approach to assessment that will be applicable in their practice.

**Proposed model for teacher performance assessment**

All candidates recommended for licensure[1] will need to complete one of the following three options in demonstrating their preparation for the classroom.

**(1) Option one: nationally normed teacher performance assessment** (per current policy)

- Requirement: Take and pass the TPSC-approved teacher performance assessment based on the established cut score.
- Documentation: Candidate submits passing score to TPSC; EPP notates successful completion on Program Completion Report (PCR).[2]

**(2) Option two:** Local Assessment Option

Note: Oregon-approved Educator Preparation Programs seeking approval for a Local Assessment Option should contact the Director of Educator Preparation and Pathways (or their designee) for additional information.

- Requirement: Candidate completes Commission-approved Local Assessment Option
- Documentation: EPP administers and scores Local Assessment Option noting satisfactory completion on PCR.

**(3) Option three: nationally normed teacher performance assessment with supplemental data**

- Requirement: Candidate completes a nationally normed teacher performance assessment and scores within one standard error of measurement (SEM) of the established cut score.[3] Candidate scores proficient or greater on each domain of the EPP's clinical assessment instrument.
- Documentation: Candidate submits score on nationally normed teacher performance assessment to TSPC;[4] EPP verifies score on nationally normed teacher performance assessment, and provides scores demonstrating proficiency attainment by the end of the assessment series, demonstrated through at least five applications of the approved instrument,

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[1] EPPs may determine the applicability of multiple measures options, including prior to matriculation (as part of the admissions process) or after candidate completion *only* for programs into which the candidate matriculated.

[2] "Normed teacher performance assessment" currently means edTPA. This wording allows for the possible addition of future assessments.

3 1 SEM adjustments per number of rubrics in the handbook:

- 13-rubric handbooks: Cut-score = 29 | 1 SEM = 24
- 15-rubric handbooks: Cut-score = 35 | 1 SEM = 30
- 18-rubric handbooks: Cut-score = 42 | 1 SEM = 37

[4] EPPs verify candidates meet teacher performance assessment requirements in rule for initial teacher programs through a verification statement on the Program Completion Report. The actual candidate scores are not submitted to TSPC but required to be kept with candidate records. TSPC may audit at any time EPP records or evidence that are used to demonstrate competency within this multiple measures framework.

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- The EPP university supervisor and the cooperating teacher must each complete at least two of the clinical assessment instruments; Collectively, five assessments should be conducted across multiple observation periods to ensure a representative evaluation over time. Observation periods may occur within a single term or across terms, depending on program structure.
- **TSPC-approved Clinical Assessment Instrument:**
    - Educator Preparation Providers (EPPs) must use the clinical assessment instrument that has been approved by TSPC through the most recent program review and approval process or through prior approval for Multiple Measures use.
    - EPPs seeking to use any clinical assessment instrument not previously approved must obtain prior TSPC approval before utilizing the instrument for Multiple Measures purposes.
- **Approval Process**
    - Requests for approval of clinical assessment instruments should be submitted via email to the TSPC Director of Educator Preparation and Pathways or their designated representative; these requests will typically follow the minor modification process outlined in the Program Review and Standards Handbook.
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# DISCLAIMER & ADDITIONAL PROVISIONS

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

Because this guidance was developed using Oregon Learning Standards, endorsement standards, and the content typically covered in Oregon-approved pathways, candidates prepared outside these programs may find that some expectations differ from their prior training. In such cases, TSPC may require additional evidence or coursework to verify that the

candidate meets the full scope of Oregon's content expectations for the endorsement.TSPC reserves the right to revise or rescind this guidance in accordance with its rulemaking authority. All determinations and procedures described herein are subject to change based on statutory updates, Commission decisions, or policy revisions.

# ➢ MULTIPLE MEASURES SYSTEMS – ADDITIONAL PROVISIONS

## Holistic Assessment Disclaimer

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

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

## Reporting

EPPs must include in their **annual reports** an analysis of how program completers demonstrate content knowledge competency through Multiple Measures, or another method acceptable to the Commission

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

## Multiple Measures Guidance Authority

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

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

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- Expansion or clarification of eligible options, including establishing equivalencies.

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

## Waiver Authority

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

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

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# APPENDIX ONE: CONTENT KNOWLEDGE OPTION 3

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

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

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

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

**Coursework:** In addition to holding a degree with a major in the endorsement area, CK Option 3 candidates must complete at least 30 semester hours (or 45 quarter hours) of content-specific, non-remedial coursework aligned to the endorsement standards. Exceptions to this requirement are rare; *please refer to endorsement areas listed in the table on page 22 for specific requirements; the number in parentheses refers to courses, not credits.*

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

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

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## ➢ CK OPTION 3 COURSEWORK REQUIREMENTS BY ENDORSEMENT AREA

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

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

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| | | |
|---|---|---|
| **Career Trades Generalist** | **Computer Science, Technology, Engineering, Architecture, Manufacturing, Construction Management** | **Fundamentals of Technology/Engineering (2)**<br>**Design and Application of Products/Systems (1)**<br>**Energy, Materials/Build Environment (1)**<br>**Computation/Technology/Computer Science (1)**<br>**Classroom/Lab Safety (1)**<br>**Methods in STEM, CTE, curriculum design/assessment or aligned pedagogy (1)** |
| **Chemistry** | **Chemistry, Chemical Engineering, Biochemistry** | **Chemical Reactions/Energy (3)**<br>**Matter/Atomic Structure (1)**<br>**Stoichiometry/Solutions(1)**<br>**Nature of Science (1)** |
| **Drama** | **Theater Arts, Drama, Performing Arts (PA)** | **Acting/Voice/Performance Techniques (2)**<br>**Production/Design/Performing Arts Safety Practices (2)**<br>**Theatre History/Dramatic Literature/Criticism (1)**<br>**Theatre/Performing Arts Instruction, Programming, or aligned pedagogy (1)** |
| **Elementary—Multiple Subjects** | **Any** | **Humanities/Language Arts (4)**<br>**Social Sciences (1)**<br>**Ethnic Studies or Aligned Pedagogy (1)**<br>**Mathematics (3) -**Math 211, 212, 213 or equivalent* methods coursework is acceptable<br>**Science (3)**<br>**Art, Health, or Fitness/PE (2)** |
| **English Language Arts, including Foundational ELA** | **English, English-based degrees (e.g., Comparative Literature, Linguistics, Creative Writing, Journalism)** | **Literary Analysis (3)**<br>**Composition/Writing (2)**<br>**Literacy/Language Conventions (1)**<br><br>**Note: High school-level ELA candidates** should complete coursework that reflects deeper engagement with literary theory and critical analysis. In contrast, **middle school-level (Foundational ELA) candidates** may meet requirements through introductory literature and foundational English coursework. |
| **Family and Consumer Science** | **Human Development, Child and Family Studies or Counseling, Psychology, Sociology, Nutrition/Dietetics, Consumer Science, Interior Design, Apparel or Textiles, Hospitality Management, Health Education, Finance** | **Human development and Relationships/Communication (2)**<br>**Resource Management/Consumer Skills (1)**<br>**Foods and Nutrition (1)**<br>**Student Supervision/Career Dev or aligned pedagogy (1)** |

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|---|---|---|
| **Health** | **Public Health, Kinesiology** | **Health Promotion/Risk Reduction (2)**<br>**Health Advocacy/Literacy (2)**<br>**Health Across Lifespan (1)** |

* Courses may count if they require candidates to demonstrate foundational K–8 math content knowledge—whether through course performance, prerequisites, or integrated pedagogy—even if they are not direct equivalents to the MTH/MATH 211–213 sequence.



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| **Integrated Science, including Foundational Science** | **Biology, Chemistry, Physics, Earth Sciences** | **Physical Science (2)**<br>**Life Science (2)**<br>**Earth/Space Science (2)**<br>**Nature of Science (1)**<br><br>**Integrated Science** candidates should demonstrate coursework that reflects intermediate to advanced understanding in most core science domains, extending beyond introductory-level content. |
| **Mathematics** (Advanced), **including Foundational** | **Math, Statistics, Math & Computer Science** | **Patterns/Algebra/Functions (2)**<br>**Mathematical Processes/Number Sense (1)**<br>**Measurement/Geometry (1)**<br>**Trigonometry/Calculus (1)**<br>**Statistics/Discrete Math (1)**<br><br>**Foundational Mathematics** candidates may qualify under the same coursework guidance, with the exception of the Trigonometry/Calculus requirement. |
| **Music** | **Music (Studio, Theory, Ed)** | **Music Methodology & Performance (3)**<br>**Aural/Analysis Skills (1)**<br>**Music Theory & Composition (1)**<br>**Music History/Culture (1)** |
| **Physical Education** | **Kinesiology, PE** | **Growth/Motor Development (2)**<br>**PE Program or aligned pedagogy (2)**<br>**Movement Activities (1)** |
| **Physics** | **Physics, Astronomy, Engineering** | **Modern Physics (3)**<br>**Mechanics (1)**<br>**Electricity & Magnetism (1)**<br>**Nature of Science (1)** |
| **Social Studies, including Foundational** | **History, Ethnic Studies, Political Science/Gov't, Geography**<br>Or similar social science majors aligned with breath of Oregon student learning standards | **No coursework review required** |
| | **Other general Social Studies majors, including Anthropology, Psychology, Sociology, or Economics/Finance** | **History/Shared History (3)**<br>**Ethnic Studies or aligned pedagogy (1) -** Ethnic Studies coursework, including coursework from more broadly related fields as defined by Oregon House Bill (HB) 2845<br>**Geography/Cultures (2)**<br>**Government, Econ, or Political Science (2)**<br><br>**Foundational Social Studies** candidates may qualify under Multiple Measures using the same coursework guidance but may satisfy the History/Shared History requirement with two courses instead of three. |

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

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# APPENDIX TWO: CONTENT KNOWLEDGE OPTION 4

## ➢ CK OPTION 4A EVALUATION RUBRIC AND DOCUMENTATION FORM

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

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

Candidate Name: _____ Endorsement Area: _____

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

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

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

### 2. Content Area GPA (Max 30 pts)

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

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

### 3. Clinical Experience Observation (Max 30 pts)

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

| Rubric Proficiency | Points |
|---|---|
| ≥90% of elements at/above acceptable level | ☐ 30 |
| ≥80% of elements at acceptable level | ☐ 20 |
| ≥70% of elements at acceptable level | ☐ 10 |

### Final Scoring Summary

Total Points Earned: _____ / 100 (Minimum 70 points required)

Institution Name: _____

Instructor/EPP Designee Name: _____

Signature: _____ Date: _____

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# CK OPTION 4B EVALUATION RUBRIC AND DOCUMENTATION FORM

**Oregon-Prepared Candidates:** Applies only to candidates who completed an Oregon preparation program and are seeking the **ESOL, Reading Intervention, Speech, or Special Education (SPED)** endorsements.

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

Candidate Name: _____ Endorsement Area: _____

## 1. GPA in Program-Aligned Coursework (Max 40 points)

Based on a minimum of 20 semester or 30 quarter hours aligned to endorsement or program standards (OAR 584-220-/420-). Completion of a TSPC-approved ESOL, RI, Speech or SPED program may substitute this requirement. Use overall program GPA or aligned coursework GPA as appropriate.

| GPA Range | Points |
|---|---|
| 3.5 – 4.0 | ☐ 40 |
| 3.0 – 3.49 | ☐ 30 |
| 2.65 – 2.99 | ☐ 20 |

## 2. Clinical Experience Observation (Max 30 points)

Based on approved assessment tool. At least three documented classroom observations are required. Use average of final evaluations to determine score.

| Rubric Proficiency | Points |
|---|---|
| ≥81–99% of elements at/above acceptable level | ☐ 30 |
| ≥71–80% of elements at acceptable level | ☐ 20 |
| ≥60–70% of elements at acceptable level | ☐ 10 |

## 3. Subject Matter Test Score (Max 30 points)

| Test Score Range | Points |
|---|---|
| 95–99% of passing score | ☐ 30 |
| 90–94% of passing score | ☐ 20 |
| 85–89% of passing score | ☐ 10 |

## Final Scoring Summary

Grand Total: _____ / 100 (Minimum 70 points required)

Institution Name: _____

Instructor/EPP Designee Name: _____

Signature: _____ Date: _____

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# APPENDIX THREE: CONTENT KNOWLEDGE OPTION 5

## ➢ INSTRUCTIONS FOR COMPLETING THE CK OPTION 5 HOLISTIC EVALUATION RUBRIC AND FINAL CREDIT SUMMARY

**Overview:**
Refer to the Holistic Evaluation Option Framework in **Appendix Three** for guidance. All endorsement areas are eligible under CK Option 5, but not all are listed. Programs should use the framework as a reference and contact TSPC if criteria for a specific endorsement are missing. This option allows candidates to demonstrate subject-area competency through a combination of coursework, verified experience, and alternative evidence. Note: In cases where the Commission determines that a domain has been sufficiently met based on an approved test score or coursework, a separate evaluation of that domain may not be required.

### Step 1: Coursework Review and Domain Assignment

Before completing any holistic evaluation forms:

- Begin by reviewing the candidate's transcript.
- Identify completed coursework that aligns with the **content domains** for the endorsement area sought.
- Use this transcript review to assign **initial credit hour values** to each domain, as applicable.
- Only coursework that meets the minimum grade criteria (C or higher, with additional documentation for C-) and is not remedial may be applied.
- Refer to the *endorsement standards, Appendix One, or other resource as appropriate* to ensure coursework is distributed appropriately across all domains.

### Step 2: Complete a Domain Rubric for Each Required Domain

For each domain in the endorsement area:

1. **Use the Holistic Evaluation Rubric table** to document additional evidence beyond coursework (e.g., teaching experience, cultural practice, work-based learning).
2. **Check all applicable types of equivalencies** being used (Coursework, Teaching Experience, Alternative Academic Learning, etc.).
3. **Describe the experience**, identify the setting (school, organization, etc.), and list aligned content standards.
4. **Attach and reference supporting artifacts** using assigned artifact numbers (e.g., Resume – Artifact #1, Observation Notes – Artifact #2).
5. Use the provided **credit equivalency formulas** (e.g., PDUs × 0.05 or [AWH × 0.0278] × Weeks) to calculate and document the total credit hour equivalency for the domain (see page 32 of this appendix for more information ).

**Note:** Each domain must be completed individually. The form must be filled out in full with sufficient documentation for the experience to be evaluated. A portfolio may be submitted when traditional documentation is not available. Prior to finalizing credit equivalency under this option, first-time users are encouraged to consult with TSPC for guidance.



### Step 3: Transfer Scores to Final Credit Summary Sheet

Once the domain rubrics have been completed:

- Record the **total credit hours awarded for each domain** on the **Final Credit Summary Rubric**.
- Ensure the total across all domains meets or exceeds the credit hour requirements for the endorsement, as outlined in the relevant Oregon Administrative Rule (OAR).
- The total credit must reflect both breadth **and depth of knowledge** across the endorsement content standards.

## Step 4: Review and Sign

- The Final Credit Summary Sheet must be completed and signed by the authorized designee.
- All documentation, including individual domain rubrics and supporting artifacts, must be retained by the EPP and made available upon request by TSPC.

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# CK OPTION 5: HOLISTIC EVALUATION FRAMEWORK

Use one framework per endorsement domain to document credit equivalency. Attach all supporting artifacts.

Candidate Name: _____ Endorsement Area: _____

Domain Area: _____

Does the candidate meet the minimum required credits as demonstrated through coursework or by meeting the tested-domain benchmark?

☐Yes ☐No

**If yes**, enter the coursework or testing details only—**no additional evidence is required**.
**If no**, enter the coursework credit information, then complete the evaluation by providing the **equivalency details in the space below**.

| Equivalency Type | Title/Duties | Aligned Standards (Yes /No) | Organization/ Employer | Documentation (Artifact #) | Hours/Weeks (AWH / Weeks) | | Formula for Credit Equivalency | Credit or Equivalency |
|---|---|---|---|---|---|---|---|---|
| Coursework/ Testing | | | | Official transcript or Test report required | | | # PDUs × 0.05 Q or (AWH × 0.0278) × W | |
| Alternative Academic Learning | | | | | | | # PDUs × 0.05 Q or (AWH × 0.0278) × W | |
| Teaching Experience | | | | | | | # PDUs × 0.05 Q or (AWH × 0.0278) × W | |
| Work Experience (Non-Teaching) | | | | | | | # PDUs × 0.05 Q or (AWH × 0.0278) × W | |
| Cultural Practice | | | | | | | # PDUs × 0.05 Q or (AWH × 0.0278) × W | |

Total Credit Equivalency for This Domain: _____ awarded of _____ required.

Domain # _____ of _____

Institution Name: _____

Instructor/EPP Designee Name: _____

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Signature: _____ Date: _____



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## ➢ CK OPTION 5: HOLISTIC EVALUATION FINAL DOMAIN SUMMARY RUBRIC FOR TOTAL CREDIT EQUIVALENCY

Use this form to summarize credit equivalency across all required domains for the endorsement area sought.

Candidate Name: _____ Endorsement Area: _____

| Domain # | Standards Domain | Credits Awarded | Credits Required | ✓Meets Credit Minimum/✗DNM |
|---|---|---|---|---|
| 1 | _____ | _____ | _____ | ☐✓ ☐✗ |
| 2 | _____ | _____ | _____ | ☐✓ ☐✗ |
| 3 | _____ | _____ | _____ | ☐✓ ☐✗ |
| 4 | _____ | _____ | _____ | ☐✓ ☐✗ |
| 5 | _____ | _____ | _____ | ☐✓ ☐✗ |
| 6 | _____ | _____ | _____ | ☐✓ ☐✗ |
| 7 | _____ | _____ | _____ | ☐✓ ☐✗ |
| 8 | _____ | _____ | _____ | ☐✓ ☐✗ |

Total Credit Hours (All Domains): _____ (Minimum Required: 30 Semester / 45 Quarter Hours)

Institution Name: _____

Instructor/EPP Designee Name: _____

Signature: _____ Date: _____

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# ➢ HOLISTIC ASSESSMENT OPTION: WORK EXPERIENCE CREDIT FORMULA

Credit for relevant professional, alternative, or culturally grounded experience will be calculated using the formula provided below. This approach allows for the conversion of real-world work experience into estimated college-level credit equivalency to support a holistic review of a candidate's preparation.

---

## Work Experience Credit Conversion Basis

- **36 clock hours = 1 quarter credit**
- **1 hour of experience = 0.0278 quarter credits**

---

## Formula for Estimating Quarter Credit Equivalency:

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### Quarter Credit Units (QU)

$$QU = (\text{Average Weekly Hours} \times 0.0278) \times \text{Weeks Worked}$$

Semester Equivalency Calculation Example

*Formula:*

$$\text{Semester Units (SU)} = \text{Quarter Units (QU)} \div 1.5$$

or

$$SU = (\text{Average Weekly Hours} \times 0.0185) \times \text{Weeks Worked}$$

*Scenario:* An educator has relevant work experience aligned with their sought endorsement. They worked part-time (10 hours/week) for 6 months, which we estimate as 26 weeks.

*Inputs:*

- Average Weekly Hours (AWH): 10
- Weeks Worked: 26

**Step 1** – Quarter Credit Calculation:

QU = (10 × 0.0278) × 26 = 7.23 quarter credits

**Step 2 –** Semester Credit Conversion:

SU = 7.23 ÷ 1.5 = 4.82 semester credits

*Result:*

- Quarter Credit Equivalency: 7.23
- Semester Credit Equivalency: 4.82

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

June 22-24, 2026
**Educator Preparation and Pathways**

ITEM: TEACHER PERFORMANCE ASSESSMENTS: EDTPA TO EDTPA ESSENTIALS

ACTION: **INFORMATION ITEM**

INFORMATION: The purpose of this item is to provide the Commission with an update regarding Pearson's revision of the edTPA teacher performance assessment to edTPA Essentials and to outline potential considerations for Oregon's educator preparation and licensure systems.

**Background:**
ORS 342.147 directs the Teacher Standards and Practices Commission (TSPC) to establish standards for approved educator preparation programs and requires preparation programs to evaluate candidates using multiple measures, including at least one measure that is locally determined by the Educator Preparation Provider (EPP) and approved by the Commission.

TSPC rules related to teacher performance assessments are outlined in OAR 584-400-0120. Under these rules, Oregon preservice teacher candidates in applicable endorsement areas must complete a Commission-approved teacher performance assessment prior to recommendation for licensure. Approved assessment options include the nationally scored edTPA, a Local Assessment Option aligned to the Oregon teacher performance assessment framework, and a Multiple Measures option connected to edTPA performance expectations.

Oregon began reviewing edTPA in 2011 and adopted the assessment through a multi-year implementation process between 2014 and 2018. The assessment was originally adopted to strengthen consistency and rigor in teacher performance assessment practices across Educator Preparation Providers and to provide a common framework for evaluating candidate readiness for licensure. Over time, Oregon expanded its performance assessment system to include Commission-approved Local Assessment Option and Multiple Measures pathways aligned to the broader Oregon teacher performance assessment framework.

**Revisions to edTPA:**
Pearson, the national provider for edTPA, has announced a substantial redesign of the assessment titled edTPA Essentials, scheduled for implementation beginning in August 2026. The revised assessment is intended to provide a more streamlined and flexible version of the current edTPA while reducing candidate workload, simplifying submission requirements, and allowing greater flexibility for Educator Preparation Providers.

The current edTPA structure generally includes three major tasks related to planning, instruction, and assessment. The revised edTPA Essentials model reorganizes the assessment into two independently submitted tasks focused on instructional decision-making and implementation and assessment and analysis of student learning.

Additional changes include:
- Reduction in the number of handbook areas and task structures;
- Revised rubric organization and scoring alignment;
- Reduced artifact and video submission requirements;
- Modular task completion and registration processes; and
- Updated instructional framework language and candidate support systems.

Pearson provided an initial orientation regarding edTPA Essentials to Oregon Educator Preparation Providers in May 2026. Oregon EPPs and TSPC staff are continuing to review draft materials, implementation guidance, and emerging information related to potential impacts on current educator preparation program structures and Commission-approved performance assessment systems.

At this time, TSPC staff have engaged stakeholders in additional review for the purpose of building better understanding of implementation needs for Oregon EPPs, alignment with current Oregon rules and approval structures, potential impacts to Commission-approved Local Assessment Option and Multiple Measures systems, and future Commission policy considerations related to approved teacher performance assessments in Oregon.

TSPC staff anticipate returning to EP&PC and the Commission with additional informational updates, implementation considerations, and potential recommendations related to edTPA Essentials as review and stakeholder engagement continue.

**Attachment:**
6.7.1: edTPA Essentials Overview for Oregon EPPs

# edTPA Essentials

## Overview

May 14, 2026

**Dr. Lori Kroeger**
Lead, Partnership Management
Lori.Kroeger@pearson.com

**Dr. Tracie Végh**
Advanced Specialist
Tracie.Vegh@pearson.com

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# edTPA Essentials Overview

edTPA Essentials

| Feature | edTPA | edTPA Essentials |
|---|---|---|
| **Number of Tasks** | 3 tasks: Planning; Instruction; Assessment | 2 tasks: Instructional Decision Making & Implementation; Assessment & Analyzing Student Learning |
| **Number of Handbooks** | 32 handbooks | 5 handbooks: Early Childhood; Multiple Subject; Single Subject; Special Education Multiple Subject; Special Education Single Subject |
| **Number of Rubrics** | 15 rubrics (5 per task) | 12 rubrics (6 per task) |
| **Rubric Alignment** | Unaligned rubric progressions across all fields | Aligned rubric progression expectations across all fields |
| **Continuity Requirement** | Fixed design that requires all evidence across the 3 tasks from single group | Modular design that allows the candidate to feature different groups across the 2 tasks |

edTPA Essentials

# edTPA Essentials Design

**Foundational instructional competencies**

- Grounded in content standards and knowledge of students
- Meaningful, authentic instructional experiences

**Two, independent tasks**

- Can be completed in any order
- Supports flexible program sequencing

**Targeted, streamlined evidence**

- Evidence that supports instructional reasoning
- Fewer uploads, reducing condition codes

edTPA Essentials

# edTPA Essentials Submission

## Two, independent registrations

- Register on the same day or months apart—good for one year
  - $150 per registration; Multiple vouchers per candidate
- Begin on the second Task prior to receiving scores for the first

## Two, independent submissions

- Can be submitted on the same day
- 14 rolling S&R windows

## One score report

- Numerical scores for the first Task will be identified
- Second Task score section will remain blank until scored
- Total score will remain “In Progress” until both Tasks are scored

edTPA Essentials

# edTPA Essentials Framework

## High quality, evidence-based instruction

- Content standards and learning goals
- Knowledge of students and learning context
- Direct, systematic, and explicit

## Universal Design for Learning (UDL)

- Provide multiple means of engagement to support learner motivation
- Use multiple representations to support understanding
- Offer multiple ways for students to demonstrate learning

## Multi-Tiered System of Supports (MTSS)

- Analyze assessment data to identify students who need additional support
- Design lessons targeted to specific learning needs
- Provide feedback and instructional responses aligned to those needs

edTPA Essentials

# edTPA Essentials Framework

**Anchors of Instruction**

These provide the instructional focus for the learning segment

Anchors are used to:

- Ground instruction in meaningful, discipline-specific work
- Support coherence across all fields
- Provide a shared reference point for discussion, analysis, and application

Candidates are not evaluated on the type of anchor selected, but on how effectively the anchor supports learning goals and student understanding.

edTPA Essentials

# edTPA Essentials Framework

**Task 1: Instructional Decision Making & Implementation**

- Candidates plan, teach, and reflect on a short learning segment focusing on instructional decision making.

**Task 2: Assessment & Analysis of Student Learning**

- Candidates analyze student learning and plan extension lesson based on assessment evidence and reflection.

edTPA Essentials

# edTPA Essentials Framework

| Instructional Cycle Component | Task 1 | Task 2 |
|---|---|---|
| **Planning** | Strong emphasis | Moderate emphasis |
| **Instruction** | Strong emphasis | Moderate emphasis |
| **Assessment** | Limited (used to reflect) | Strong emphasis |
| **Analysis / Reflection** | Moderate (instructional effectiveness) | Strong (student learning & impact) |

edTPA Essentials

# edTPA Essentials Fields

| EC | MS | SE, MS | SE, SS | SS |
|---|---|---|---|---|
| • Task 1, Instructional Decision Making and Implementation in **Literacy**<br>• Task 2, Assessment and Analysis of Student Learning in **Mathematics** | • Task 1, Instructional Decision Making and Implementation in **Literacy**<br>• Task 2, Assessment and Analysis of Student Learning in **Mathematics** | • Task 1, Instructional Decision Making and Implementation in **Literacy**<br>• Task 2, Assessment and Analysis of Student Learning in **Mathematics** | • Task 1, Instructional Decision Making and Implementation in **Literacy**<br>• Task 2, Assessment and Analysis of Student Learning in the **academic content** | • Task 1, Instructional Decision Making and Implementation in the **academic content**<br>• Task 2, Assessment and Analysis of Student Learning in the **academic content** |

edTPA Essentials

# Rubric Alignment

**Level 1**

•Signifies missing or mis-aligned evidence.

**Level 2**

•Signifies limited details or analysis

**Level 3**

•Signifies readiness to teach, not just "average" performance

**Level 4**

•Signifies deliberate decision making; differentiation is evident

**Level 5**

•Signifies advanced beginning practice; critical thinking is evident

edTPA Essentials

# Rubric Evidence

**Prompts**

- Each rubric has dedicated prompts
- Prompts designed to reach 3+

**Artifacts**

- Each rubric requires an artifact

**Video**

- One video per Task

**Work Samples**

- Evidence of student understanding
- Multiple formats

**Embedded Evidence**

- Tables / Rich-text editor
- Voice-to-text

edTPA Essentials

# Guidance and Supports

edTPA Essentials

# Support Materials

## Candidate Supports

- Brief videos for  a variety of topics
  - Assessment Overview
  - Task Deep Dives
  - UDL
  - MTSS

## Educator Preparation Program Supports

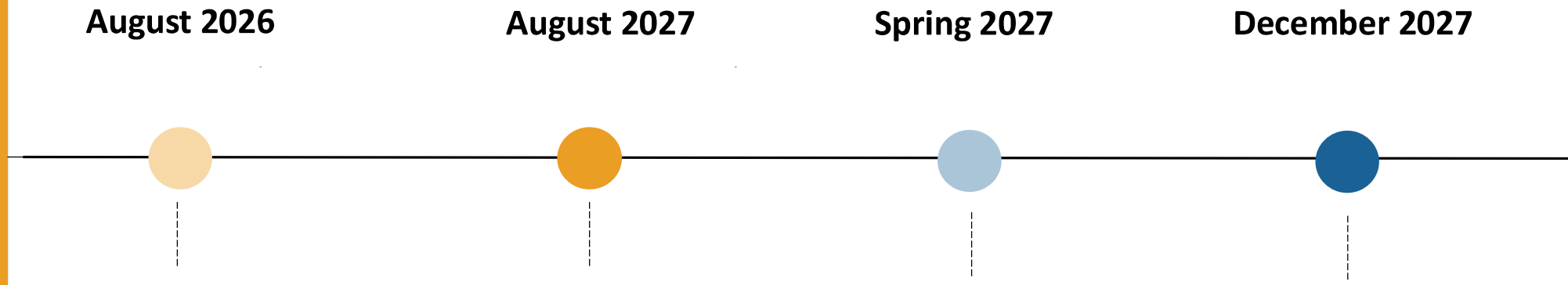
- EPP Implementation Guide
- Crosswalks and Alignments
  - AAQEP
  - CAEP
  - InTASC

edTPA Essentials

# Implementation Timeline

edTPA Essentials

# Timeline




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edTPA Essentials

# Questions and Discussion

edTPA Essentials

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

June 22-24, 2026
**Educator Preparation and Pathways**

ITEM: EARLY LITERACY STANDARDS IMPLEMENTATION: EPP PROGRESS AND STATUS

ACTION: **ACTION ITEM**

RECOMMENDATIONS: The Executive Director recommends adoption of the following:

**RESOLVED**, that, based upon the evidence provided by Educator Preparation Providers (EPPs) through their participation in work groups and communities of practice, iterative submission of implementation planning materials, and ongoing engagement with TSPC staff through formal and informal check-ins and presentations, the Commission acknowledges the progress made toward alignment with the Commission-adopted Early Literacy Standards and accepts the staff recommendation that the following EPPs are on track for full implementation in the 2026–2027 academic year:

- Warner Pacific University
- Corban University
- Eastern Oregon University
- University of Oregon
- Pacific University
- George Fox University

**RESOLVED FURTHER**, that the Commission commends Educator Preparation Providers for their sustained and collaborative engagement in implementation planning, including participation in communities of practice, transparent planning processes, and ongoing program refinement to support alignment with the Early Literacy Standards; and

**RESOLVED FURTHER**, that the Commission affirms the importance of continued support, monitoring, and structured opportunities for collaboration as EPPs move into full implementation and ongoing refinement of literacy-aligned program components; and

**RESOLVED FURTHER**, that the Commission affirms its commitment to continued review of EPP alignment with Early Literacy Standards as part of its ongoing oversight of educator preparation in Oregon.

## INFORMATION:

In July 2024, the Commission adopted Early Literacy Standards informed by the recommendations of the Early Literacy Educator Preparation Council (ELEPC), established under Executive Order 23-12. These standards establish expectations for Educator Preparation Providers to align coursework, clinical experiences, instructional materials, and assessment systems with evidence-based literacy practices as outlined in OAR 584-420-0015 and OAR 584-430-0300.

The Commission also adopted a phased implementation timeline:

- 2024–2025: Capacity Building
- 2025–2026: Program Alignment and Redesign
- 2026–2027: Full Implementation

Since adoption of the Early Literacy Standards, the Commission has received regular updates on standards implementation planning and EPP progress at the following meetings:

- October 2024 – Early Literacy Standards Update
- April 2025 – Early Literacy Preparation Standards Update
- June 2025 – Early Literacy Preparation Standards Update
- February 2026 – Early Literacy Standards Implementation Update
- April 2026 – Early Literacy Standards Implementation: EPP Progress and Status

These updates have provided the Commission with ongoing opportunities to review implementation planning, monitor progress, and engage in discussion regarding EPP readiness for full implementation.

**BACKGROUND:**

Over the past 18 months, EPPs have engaged in a structured, iterative, and collaborative implementation planning process supported by TSPC staff. This work has included participation in foundation-building communities of practice, ongoing and systematic check-ins with staff, submission of draft and revised implementation plans, and formal presentations describing program design, strengths, challenges, and key learnings.

Through this process, EPPs have made significant progress in examining and refining program components to strengthen alignment with the Early Literacy Standards. Efforts have included reviewing and refining coursework, clinical experiences, assignments, instructional materials, and assessment systems to improve coherence and ensure sufficient depth and opportunity for candidates to develop and apply evidence-based literacy practices. This process has included multiple cycles of submission, feedback, and refinement, supporting progressive alignment of programs over time.

EPPs have also identified common challenges, including integrating new requirements within existing program structures, aligning state-specific standards, and ensuring consistent depth and practice opportunities across program components. These insights have informed ongoing collaboration with TSPC staff and will continue to shape implementation efforts as programs move into full implementation.

Since the April 2026 Commission meeting, all 14 Oregon EPPs have submitted updates to their Winter 2026 implementation plans and accompanying presentations. TSPC staff have continued reviewing implementation materials, meeting with individual EPPs, and supporting ongoing preparation for full implementation. EPP representatives have expanded collaborative communities of practice through monthly Cross EPP meetings, sharing implementation strategies, tools, resources, and lessons learned as programs pilot and refine literacy-aligned coursework, field experiences, instructional materials, and assessments.

With Commission approval of this item, all Oregon Educator Preparation Providers will have received Commission recognition that they are on track for full implementation of the Early Literacy Standards beginning in the 2026–2027 academic year.

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

June 24, 2026
**Professional Practices**

ITEM: PROFESSIONAL PRACTICES COMMITTEEE CHAIR REPORT

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

INFORMATION: <u>The Professional Practices Committee:</u>

The Professional Practices Committee met on May 20, 2026.

An update on the status of the civil penalties process was provided.

Division 19 edits were discussed and approved to be brought before the full Commission.

Director Jaroch spoke about the Professional Practices production report statistics.

Staffing Updates:

Investigator Kasshawna Knoll left TSPC at the end of May to take on the role of Principal at Bethany Charter School. We are almost finished with a hiring process to fill her vacancy as well as fill the last investigator position approved by the legislature.

**Next Meeting of Professional Practices Committee:** September 30, 2026

Data Classification Level: I – Published
DO: Jaroch
Published: 6/18/2026
Amended:

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

June 22-24, 2026
**Professional Practices**

ITEM: PROFESSIONAL PRACTICES PRODUCTION REPORT

ACTION: **INFORMATION ITEM**

INFORMATION: The following information compiled using the following dates April 2, 2026 – June 11, 2026. This compiled statistic indicates the number of cases pending in each category.

**Cases Under Consideration:**

| | **August & October*** 2025 | **February 2026** | **April 2026** | **June 2026** |
|---|---|---|---|---|
| **Final Orders** | | | | |
| Proposed Orders / Actions (Cases from "Other Discipline Issues") | 1 | 0 | 1 | **3** |
| Stipulated Orders | 9 | 4 | 6 | **12** |
| Default Orders (informational) | 15 | 3 | 18 | **7** |
| Mandatory Revocations | 2 | 2 | 1 | **1** |
| Letters of Informal Reproval | 4 | 0 | 5 | **7** |
| **Total** | 31 | 9 | 31 | **30** |
| | | | | |
| Preliminary Investigations Reports that were Administratively closed | 62 | 91 | 54 | **41** |
| Preliminary Investigation Reports Recommending Action to Dismiss | 10 | 3 | 1 | **2** |
| Preliminary Investigation Reports Recommending No Further Action | 6 | 1 | 2 | **1** |
| Preliminary Investigation Reports Recommending Action to Charge | 22 | 19 | 22 | **44** |
| Cases to Discuss Before the Commission | 1 | 3 | 1 | **1** |
| **Total Investigation Reports:** | 100** | 114 | 79 | **88** |
| **Average Length of Investigations (in Months):** | 11.73** | 16.25 | 17.20 | **16.59** |
| **Percent Completed in less than six (6) months:** | 57.14%** | 15% | 23.75% | **29.54%** |
| | | | | |
| Consideration of Amended Notices to Charge | 3 | 0 | 1 | 2 |
| Applications for Reinstatement Pursuant to OAR 584-050-0018 | 0 | 1 | 0 | 1 |
| Consideration of Other Discipline Issues | 1 | 0 | 1 | 3 |
| Termination of Monitoring Period | 0 | 4 | 2 | 1 |
| **Total** | **4** | **5** | **4** | **7** |

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

Data Classification Level: 1 – Published
DO: Wood
Published: 06/18/2026
Amended:

**Cases Pending an Investigation:**

| | | | | |
|---|---|---|---|---|
| Cases Under Investigation | 84* | 131 | 98 | 111 |
| Cases Pending Disposition in Other Venue | 44 | 36 | 36 | 29 |
| New Cases Received Since Last Meeting - Patron Complaints | 46 | 77 | 76 | 80 |
| New Cases Received Since Last Meeting - District Complaints | 41 | 81 | 46 | 51 |
| **Total** | **588*** | **577*** | **577*** | **575*** |

- * 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 | 16 | 17 | 22 | 19 |
| Cases Waiting for Final Order | 1 | 4 | 3 | 2 |
| Cases Pending Before the Court of Appeals | 0 | 0 | 0 | 0 |

**House Bill 3351 Actions:**

| | | | | |
|---|---|---|---|---|
| Delayed Under Provisions of HB3351 Since Last Meeting | 7 | 12 | 17 | 29 |
| Reinstated Under Provisions of HB3351 Since Last Meeting | 5 | 2 | 6 | 5 |

**Professional Practices Historical Context:**

| **Investigation Reports** | Previous Year: 2025 Averages Per Meeting | April 2026 Meeting: |
|---|---|---|
| Preliminary Investigation Reports Recommending Action to Dismiss | 6 | 6 |
| Preliminary Investigation Reports Recommending No Further Action | 3 | 4 |
| Preliminary Investigation Reports Recommending Action to Charge | 19 | 21 |
| | | |
| **Total Investigation Reports Considered:** | **73** | **59** |
| **Total Cases Administratively closed** | **43** | **28** |

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

Jun 24, 2026
**Administrative Rules**

ITEM: 8.1 Literacy Standards

ACTION: **ACTION ITEM**

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

**RESOLVED, that** OAR 584-420-0345, 584-420-0440, 584-420-0460, 584-430-0100, and 584-430-0200 are amended effective July 21, 2026.

INFORMATION: Technical amendments are being made to align with appropriate literacy standards.

The Rules Advisory Committee was consulted on April 29, 2026 and there was no objection. Required notices to interested parties and legislators was sent on June 1, 2026. A public hearing was held on June 18, 2026 and no public comment was received.

| Program Area | Type of Change | Rule Number | Rule Title | Summary of Change | Public Comment |
|---|---|---|---|---|---|
| EPP | Amend | 584-420-0345, 584-420-0440, 584-420-0460, 584-430-0100, and 584-430-0200 | Elementary Education – Multiple Subjects: Program Standards; Reading Intervention: Program Standards; Special Education: Generalist: Program Standards; Principal License: Program Standards; Professional Administrator License; Program Standards | Technical Amendments. | A Public Hearing was held on June 18, 2026 and no public comment was received. |

**Attachments**

Secretary of State Notice of Proposed Rulemaking

Data Classification Level: 1 – Published
DO: Sieng
Published: 6/24/25

OFFICE OF THE SECRETARY OF STATE
TOBIAS READ
SECRETARY OF STATE

MICHAEL KAPLAN
DEPUTY SECRETARY OF STATE

ARCHIVES DIVISION
STEPHANIE CLARK
DIRECTOR

800 SUMMER STREET NE
SALEM, OR 97310
503-373-0701

# NOTICE OF PROPOSED RULEMAKING

INCLUDING STATEMENT OF NEED & FISCAL IMPACT

CHAPTER 584

**TEACHER STANDARDS AND PRACTICES COMMISSION**

**FILED: 05/29/2026 2:53 PM**

ARCHIVES DIVISION SECRETARY OF STATE

FILING CAPTION: Amend 584-420-0345 Elementary Education — Multiple Subjects: Program Standards

LAST DAY AND TIME TO OFFER COMMENT TO AGENCY: 06/24/2026 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 97303

Filed By:
Patrick Sieng
Rules Coordinator

HEARING(S)

*Auxiliary aids for persons with disabilities are available upon advance request. Notify the contact listed above.*

DATE: 06/18/2026
TIME: 11:00 AM
OFFICER: Patrick Sieng

IN-PERSON HEARING DETAILS
ADDRESS: Teacher Standards & Practices Commission, 250 Division St NE, Salem, OR 97301

REMOTE HEARING DETAILS
MEETING URL: Click here to join the meeting
PHONE NUMBER: 503-446-4951
CONFERENCE ID: 56836825

NEED FOR THE RULE(S):

Updated from meeting reading instruction and dyslexia standards to literacy standards

DOCUMENTS RELIED UPON, AND WHERE THEY ARE AVAILABLE:

None

STATEMENT IDENTIFYING HOW ADOPTION OF RULE(S) WILL AFFECT RACIAL EQUITY IN THIS STATE:

Racial equity in this state may be affected because adoption of these rules have the potential to significantly improve both literacy outcomes and classroom inclusivity for students of color across the state.

FISCAL AND ECONOMIC IMPACT:

No fiscal and economic impact.

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).*

Minimal fiscal impact to state agencies, units of local government, members of the public, and small businesses

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

Small businesses were informed of the Rule Advisory Committee

WAS AN ADMINISTRATIVE RULE ADVISORY COMMITTEE CONSULTED? YES

AMEND: 584-420-0345

RULE SUMMARY: Updated from meeting reading instruction and dyslexia standards to literacy standards

CHANGES TO RULE:

584-420-0345
Elementary Education - Multiple Subjects: Program Standards ¶

(1) Candidates who are prepared for the Elementary Education - Multiple Subjects endorsement will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in elementary education learning environments.¶
(2) The Commission may provide approval to an educator preparation program that prepares candidates for an Elementary Education - Multiple Subjects endorsement only if it includes:¶
(a) Content that will enable candidates to gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook;¶
(b) Content that will enable candidates to meet ~~reading instruction requirements as provided in OAR 584-420-0015;¶~~
~~(c) Content that will enable candidates to meet dyslexia instruction~~literacy standards requirements as provided in OAR 584-420-001~~6~~5;¶
(~~d~~c) A requirement for candidates to complete the Commission-approved test for Elementary-Multiple Subjects or meet the requirements of at least one Multiple Measures content knowledge assessment option for this endorsement area;¶
(~~e~~d) A requirement for candidates to complete a teacher performance assessment as provided in OAR 584-400-0120;¶
(~~f~~e) Field experiences that include supervised teaching or internships in elementary education classrooms; and integration of principles of cultural competency and equitable practice in each competency standard through the entire Elementary Education - Multiple Subjects Endorsement program.¶
(3) DEVELOPMENT, LEARNING, AND MOTIVATION. Standard 1: Development, Learning, and Motivation - Candidates know, understand, and use the major concepts, principles, theories, and research related to

development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.¶
(4) CURRICULUM. Standard 2: Reading, Writing, and Oral Language - Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.¶
(5) Standard 3: Science - Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.¶
(6) Standard 4: Mathematics - Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.¶
(7) Standard 5: Social Studies - Candidates know, understand, and use the major concepts and modes of inquiry from the social studies - the integrated study of history, geography, the social sciences, and other related areas - to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.¶
(8) Standard 6: The Arts - Candidates know, understand, and use - as appropriate to their own understanding and skills - the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.¶
(9) Standard 7: Health education - Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.¶
(10) Standard 8: Physical education - Candidates know, understand, and use - as appropriate to their own understanding and skills-human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.¶
(11) INSTRUCTION. Standard 9: Integrating and applying knowledge for instruction - Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.¶
(12) Standard 10: Adaptation to diverse students - Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.¶
(13) Standard 11: Development of critical thinking and problem solving - Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.¶
(14) Standard 12: Active engagement in learning - Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.¶
(15) Standard 13: Communication to foster collaboration - Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.¶
(16) ASSESSMENT. Standard 14: Assessment for instruction - Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.¶
(17) PROFESSIONALISM. Standard 15: Professional growth, reflection, and evaluation - Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.¶
(18) Standard 16: Collaboration with families, colleagues, and community agencies - Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.
Statutory/Other Authority: ORS 342.165
Statutes/Other Implemented: ORS 342.147

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# NOTICE OF PROPOSED RULEMAKING

INCLUDING STATEMENT OF NEED & FISCAL IMPACT

CHAPTER 584

**TEACHER STANDARDS AND PRACTICES COMMISSION**

**FILED: 05/29/2026 3:07 PM**

ARCHIVES DIVISION SECRETARY OF STATE

FILING CAPTION: Amend 584-420-0440 Reading Interventionist: Program Standards

LAST DAY AND TIME TO OFFER COMMENT TO AGENCY: 06/24/2026 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.*

*A public rulemaking hearing may be requested in writing by 10 or more people, or by a group with 10 or more members, within 21 days following the publication of the Notice of Proposed Rulemaking in the Oregon Bulletin or 28 days from the date the Notice was sent to people on the agency mailing list, whichever is later. If sufficient hearing requests are received, the notice of the date and time of the rulemaking hearing must be published in the Oregon Bulletin at least 14 days before the hearing.*

CONTACT:
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250 Division St NE
Salem, OR 97301

Filed By:
Patrick Sieng
Rules Coordinator

NEED FOR THE RULE(S):

Amend 584-420-0440 Reading Interventionist: Program Standards

DOCUMENTS RELIED UPON, AND WHERE THEY ARE AVAILABLE:

None

STATEMENT IDENTIFYING HOW ADOPTION OF RULE(S) WILL AFFECT RACIAL EQUITY IN THIS STATE:

Racial equity in this state may be affected because adoption of these rules have the potential to significantly improve both literacy outcomes and classroom inclusivity for students of color across the state.

FISCAL AND ECONOMIC IMPACT:

No fiscal and economic impact.

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).*

Minimal fiscal impact to state agencies, units of local government, members of the public, and small businesses

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

Small businesses were informed of the Rule Advisory Committee

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WAS AN ADMINISTRATIVE RULE ADVISORY COMMITTEE CONSULTED? YES

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AMEND: 584-420-0440

RULE SUMMARY: Technical Amendments. Corrected title to match endorsement name; Updated from meeting reading instruction and dyslexia standards to literacy standards; Corrected the referenced TPA rule from old, redacted rule reference

CHANGES TO RULE:

584-420-0440
Reading Interventionist: Program Standards ¶

(1) Candidates who are prepared for the Reading Intervention endorsement will 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.¶
(2) The Commission may provide approval to an educator preparation program that prepares candidates for a Reading Intervention endorsement only if it includes:¶
(a) Content that will enable candidates to gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook;¶
(b) Content that will enable candidates to meet ~~reading instruction requirements as provided in OAR 584-420-0015;¶~~
~~(c) Content that will enable candidates to meet dyslexia instruction requirement~~literacy standards as provided in OAR 584-420-001~~6~~5;¶
(~~d~~c) A requirement for candidates to complete the Commission-approved test for Reading Intervention~~s~~;¶
(~~e~~d) A requirement for candidates to complete a teacher performance assessment as provided in OAR 584-~~017-110~~400-0120;¶
(~~f~~e) Field experiences that include supervised teaching or internships in reading intervention learning environments; and¶
(~~g~~f) Integration of principles of cultural competency and equitable practice in each competency standard through the entire Reading Intervention endorsement program.¶
(3) Standard 1: Candidates demonstrate the knowledge and skills related to foundational reading knowledge and dispositions.¶
(4) Standard 2: Candidates demonstrate the knowledge and skills related to instructional reading strategies and curriculum materials.¶
(5) Standard 3: Candidates demonstrate the knowledge and skills related to reading assessment, diagnosis and evaluation.¶
(6) Standard 4: Candidates demonstrate the ability and understand the importance of creating a literate environment.¶
(7) Standard 5: Candidates understand the importance o~~n~~f participation in professional development related to reading instructional skills.¶
(8) Standard 6: Candidates demonstrate the ability to provide leadership, guidance and supervision of paraprofessionals.
Statutory/Other Authority: ORS 342
Statutes/Other Implemented: ORS 342.120 - 342.430; 342.455-342.495, 342.553

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# NOTICE OF PROPOSED RULEMAKING

INCLUDING STATEMENT OF NEED & FISCAL IMPACT

CHAPTER 584

**TEACHER STANDARDS AND PRACTICES COMMISSION**

**FILED: 05/29/2026 3:14 PM**

ARCHIVES DIVISION SECRETARY OF STATE

FILING CAPTION: Amend 584-420-0460 Special Education: Program Standards

LAST DAY AND TIME TO OFFER COMMENT TO AGENCY: 06/24/2026 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.*

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Filed By:
Patrick Sieng
Rules Coordinator

HEARING(S)

*Auxiliary aids for persons with disabilities are available upon advance request. Notify the contact listed above.*

DATE: 06/18/2026
TIME: 11:00 AM
OFFICER: Patrick Sieng

IN-PERSON HEARING DETAILS
ADDRESS: Teacher Standards & Practices Commission, 250 Division St NE, Salem, OR 97301

REMOTE HEARING DETAILS
MEETING URL: Click here to join the meeting
PHONE NUMBER: 503-446-4951
CONFERENCE ID: 568368125

NEED FOR THE RULE(S):

Amend 584-420-0460 Special Education: Program Standards

DOCUMENTS RELIED UPON, AND WHERE THEY ARE AVAILABLE:

None

STATEMENT IDENTIFYING HOW ADOPTION OF RULE(S) WILL AFFECT RACIAL EQUITY IN THIS STATE:

Racial equity in this state may be affected because adoption of these rules have the potential to significantly improve both literacy outcomes and classroom inclusivity for students of color across the state.

FISCAL AND ECONOMIC IMPACT:

Minimal fiscal impact to state agencies, units of local government, members of the public, and small businesses

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).*

Minimal fiscal impact to state agencies, units of local government, members of the public, and small businesses

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

Small businesses were informed of the Rule Advisory Committee

WAS AN ADMINISTRATIVE RULE ADVISORY COMMITTEE CONSULTED? YES

AMEND: 584-420-0460

RULE SUMMARY: Technical Amendments. Corrected title to match endorsement name; Updated from meeting reading instruction and dyslexia standards to literacy standards; Corrected an error that had put the dyslexia standard and requirement for passing the content test together in a single item; corrected the endorsement name in the test reference; Corrected the referenced TPA rule from old, redacted rule reference

CHANGES TO RULE:

584-420-0460
Special Education: Program Standards ¶

(1) Candidates who are prepared for special education: generalist endorsements will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in the special education population.¶
(2) The Commission may provide approval to an educator preparation program or course of study that prepares candidates for a special education: generalist endorsement only if it includes:¶
(a) Content that will enable candidates to gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook;¶
(b) Content that will enable candidates to meet reading instruction requirements as provided in OAR 584-420-0015;¶
(c) Content that will enable candidates to meet dyslexia instruction requirements as provided in OAR 584-420-0016, a requirement for candidates to complete the Commission-approved subject- matter test for special education;¶
(~~e~~d) A requirement for candidates to complete a teacher performance assessment as provided in OAR 584-017-1100;¶
(~~f~~e) Field experiences that include supervised teaching or internships in classroom environments with students who are "individuals with exceptionalities" across the full range of disabilities.¶
(~~g~~f) Integration of principles of cultural competency, cultural responsive pedagogy and equitable practices are

imbedded in each competency standard through the entire special education: generalist endorsement program.¶
(3) Standard 1: Candidates demonstrate the ability to understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.¶
(4) Standard 2: Candidates demonstrate the ability to create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.¶
(5) Standard 3: Candidates demonstrate the ability to use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.¶
(6) Standard 4: Candidates demonstrate the ability to use multiple methods of assessment and data sources in making educational decisions.¶
(7) Standard 5: Candidates demonstrate the ability to select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.¶
(8) Standard 6: Candidates demonstrate the ability to use foundational knowledge of the field and their professional, ethical principles and practice standards to inform their special education practice, to engage in life-long learning, and to advance the profession.¶
(9) Standard 7: Candidates demonstrate the ability to collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
Statutory/Other Authority: ORS 342
Statutes/Other Implemented: ORS 342.120 - 342.430~~;~~, ORS 342.~~4~~55~~-~~3, ORS 342.4~~95,~~ 55-342.~~553~~495

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# NOTICE OF PROPOSED RULEMAKING

INCLUDING STATEMENT OF NEED & FISCAL IMPACT

CHAPTER 584

**TEACHER STANDARDS AND PRACTICES COMMISSION**

**FILED: 05/29/2026 3:18 PM**

ARCHIVES DIVISION SECRETARY OF STATE

FILING CAPTION: Amend 584-430-0100 Principal License: Program Standards

LAST DAY AND TIME TO OFFER COMMENT TO AGENCY: 06/24/2026 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:
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Salem, OR 97301

Filed By:
Patrick Sieng
Rules Coordinator

HEARING(S)

*Auxiliary aids for persons with disabilities are available upon advance request. Notify the contact listed above.*

DATE: 06/18/2026
TIME: 11:00 AM
OFFICER: Patrick Sieng

IN-PERSON HEARING DETAILS
ADDRESS: Teacher Standards & Practices Commission, 250 Division St NE, Salem, OR 97303

REMOTE HEARING DETAILS
MEETING URL: Click here to join the meeting
PHONE NUMBER: 503-446-4951
CONFERENCE ID: 568368125

NEED FOR THE RULE(S):

Amend 584-430-0100 Principal License: Program Standards

DOCUMENTS RELIED UPON, AND WHERE THEY ARE AVAILABLE:

None

STATEMENT IDENTIFYING HOW ADOPTION OF RULE(S) WILL AFFECT RACIAL EQUITY IN THIS STATE:

Racial equity in this state may be affected because adoption of these rules have the potential to significantly improve both literacy outcomes and classroom inclusivity for students of color across the state.

FISCAL AND ECONOMIC IMPACT:

Minimal fiscal impact to state agencies, units of local government, members of the public, and small businesses

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).*

Minimal fiscal impact to state agencies, units of local government, members of the public, and small businesses

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

Small businesses were informed of the Rule Advisory Committee

WAS AN ADMINISTRATIVE RULE ADVISORY COMMITTEE CONSULTED? YES

AMEND: 584-430-0100

RULE SUMMARY: Technical Amendments.

CHANGES TO RULE:

584-430-0100
Principal License: Program Standards
(1) Purpose of the Program:-To prepare candidates for the Principal License.-Program completers must demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of pre-kindergarten to grade 12 students.¶
(2) To receive state recognition of a Principal License Program, the program must include:¶
(a) Clinical practices as the foundation of the program, with coursework as a support to the practical learning experience. In addition, the EPP must meet the minimum Commission standards for clinical practices, as provided in subsection (10) of this rule;~~ and~~ ¶
(b) Practical experience and content that will enable candidates to gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook.~~¶~~
~~(c) A~~; and¶
(c) Content and clinical practices that will enable candidates to meet administrator literacy standards as provided in OAR 584-430-0300; and a minimum of 40 quarter or 27 semester hours.-¶
(3) Standard 1: Mission, Vision, and Core Values. Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for: 1) an inclusive, shared mission and vision; 2) a set of core values of high-quality education, equity, and inclusion; 3) a support system; 4) a school improvement process designed to prioritize addressing race and other group-based inequities; and 5) the development of partnerships between schools, preschool and early childhood education programs, and postsecondary education, which recognize their importance to successful student learning.-Program completers must understand and demonstrate the ability to:¶
(a) (MISSION AND VISION) Develop, advocate for, and implement a collaboratively developed, and data-informed mission and vision for the school rooted in the values of equity and inclusion;¶

(b) (VALUES) Articulate, advocate, model, and cultivate a set of core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust;-¶
(c) (SUPPORT SYSTEM) Build, maintain, and evaluate a coherent, inclusive system of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student; and¶
(d) (IMPROVEMENT) Engage staff and school community to develop, implement and evaluate a comprehensive, continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school and address gaps in resources, opportunities, and outcomes for historically marginalized groups.-¶
(4) Standard 2: Ethics, Professional Norms, and Sociopolitical Leadership. Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for: 1) professional norms; 2) decision-making; 3) educational values; 4) ethical behavior, and (5) sociopolitical awareness. Program completers must understand and demonstrate the ability to:-¶
(a) (PROFESSIONAL NORMS) Enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationships with other school personnel and students, as provided in 584-020-0035, the Ethical Educator;¶
(b) (DECISION-MAKING) Evaluate the moral and legal consequences of decisions;-¶
(c) (VALUES) Model essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity;¶
(d) (ETHICAL BEHAVIOR) Model ethical behavior in their actions and relationships with other school personnel and students, as provided in 584-020-0035, the Ethical Educator; and¶
(e) (SOCIOPOLITICAL) Understands, values, and responds to the larger political, social, economic, legal, and cultural context including the state of Oregon's and the local community's cultural, social, intellectual, and political resources to promote student learning and school improvement.¶
(5) Standard 3: Equity and Cultural Leadership. Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for: 1) equitable protocols; 2) equitable opportunity and access; 3) culturally responsive practices; 4) an inclusive school community; and 5) promotion of cultural pluralism.-Program completers must understand and demonstrate the ability to:¶
(a) (EQUITABLE PROTOCOLS) Develop, implement, train and evaluate equitable guidelines, procedures and decisions that ensure each student and stakeholder is treated fairly, respectfully, and with an understanding of culture and context, including teacher and administrator practices, procedures and decisions related to disciplinary referral, discipline, suspension and expulsion of students and the effects and potential for disproportionality of the discipline practices on marginalized populations;-¶
(b)-(EQUITABLE OPPORTUNITY AND ACCESS) Ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success;-¶
(c) (RESPONSIVE PRACTICE) Develop responsive practices among teachers and staff so they are able to recognize, confront, and alter institutional biases that result in student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status;¶
(d) (INCLUSIVE SCHOOL COMMUNITY) Build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner and free from biases, including the capacity to name and address how power, privilege, whiteness, racism, ableism, sexism, ageism, heterosexism, xenophobia and other forms of "othering" operate to sustain inequities for historically marginalized students and families; and-¶
(e) (PLURALISM) Promote the preparation of students to live productively in and contribute to the diverse pluralistic cultural contexts of a global society.¶
(6) Standard 4: Instructional Leadership. Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments and equity lens necessary for inclusive and culturally responsive: 1) learning systems; 2) instructional practices; 3) assessment systems; and 4) learning supports. Program completers must understand and demonstrate the ability to:¶
(a) (LEARNING SYSTEM) Develop, align, and implement coherent and inclusive systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student;¶
(b) (INSTRUCTIONAL PRACTICE) Promote challenging and engaging instructional practice consistent with

knowledge of learning theory, child development, and culturally responsive pedagogy and practice;¶
(c) (ASSESSMENT SYSTEM) Employ technically appropriate system of assessment and data collection, management, analysis, and use to monitor student progress and improve instruction with a focus on addressing the ways in which the learning and organizational conditions of the school produce disparate outcomes for students based on their race, class, culture and language, gender and sexual orientation, and disability or special status; and¶
(d) (LEARNING SUPPORTS) Employ effective and appropriate technologies, staffing, professional development, structures, and communication to support equitable access to learning for each student.-¶
(7) Standard 5: Community and External Leadership. Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for meaningful, reciprocal, inclusive, and mutually beneficial: 1) communication; 2) engagement; 3) partnerships, including, but not limited to early childhood and postsecondary education providers; and 4) advocacy. Program completers must understand and demonstrate the ability to:¶
(a) (COMMUNICATION) Maintain effective two-way communication with families and the community;-¶
(b) (ENGAGEMENT) Engage and develop a welcoming environment for families, early learning partners, community, and school personnel in strengthening student learning in and out of school;¶
(c) (PARTNERSHIPS) Build and sustain productive partnerships with communities and public and private sectors to promote school improvement and student development; and-¶
(d)-(ADVOCACY) Identify needs of the school, district, students, families, and the community, with a focus on prioritizing groups whose needs have historically gone unmet due to their race, class, culture and language, gender and sexual orientation, and disability or special status.-¶
(8) Standard 6: Operations and Management. Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for: 1) management and operation; 2) equitable distribution of resources; 3) communication systems; and 4) legal compliance. Program completers must understand and demonstrate the ability to:¶
(a) (MANAGEMENT AND OPERATION SYSTEMS) Develop, monitor, and evaluate school management and operation systems to address and support each student's learning needs;¶
(b) (EQUITABLE DISTRIBUTION OF RESOURCES) Plan for, seek, acquire, and manage resources, including the planning and responsibility for school budgeting; physical resources; technological resources; data; and other resources to support student learning, collective professional capability and community, and family engagement with attention to equitably distributing resources to students who have been historically marginalized;-¶
(c)-(COMMUNICATION SYSTEMS) Develop and coordinate communication systems to deliver actionable information for classroom, school improvement, and community engagement; and¶
(d) (LEGAL COMPLIANCE) Comply with applicable laws, rights, policies, and regulations as appropriate so as to promote student and adult success, including the principal's responsibility to:¶
(A) Assure proper assignment of licensed teachers, administrators and other licensed school personnel within their school;-¶
(B) Supervise the conduct of all school personnel volunteers, who have direct contact with students in their school;¶
(C) Monitor and supervise the utilization of volunteers for school functions;¶
(D) Monitor and supervise the access of non-school personnel and visitors to the school campus;-¶
(E) Properly authorize out-of-school suspension and expulsions of the students under their authority;-¶
(F) Properly authorize the expenditure of public funds under their authority; and¶
(G) Properly conduct investigations of complaints and employee misconduct to assure the safety of Oregon school children.-¶
(9) Standard 7: Human Resource Leadership. Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for: 1) human resources; 2) professional culture; 3) workplace conditions; and 4) supervision and evaluation. Program completers must understand and demonstrate the ability to:¶
(a) (HUMAN RESOURCE MANAGEMENT) Develop and implement a human resource management system that recruits, hires, and supports, develops, and retains effective, culturally responsive, caring, and diverse educational personnel and creates leadership pathways for effective succession;¶
(b)-(PROFESSIONAL CULTURE) Develop and sustain a professional culture of engagement, trust, equity, inclusion, and commitment to shared vision, goals, and objectives pertaining to the education of the whole child;¶
(c) (WORKPLACE CONDITIONS) Develop workplace conditions that promote employee leadership, well-being, and professional growth; and-¶
(d)-(SUPERVISION AND EVALUATION) Implement research-anchored, equity-focused systems of supervision and

evaluation, including mentorship and support of newly-assigned educators, that provide actionable feedback about instruction and culturally responsive and other professional practices, promoting collective accountability.¶
(10) Standard 8: Clinical Practice Program completers who successfully complete a Principal preparation program engaged in a substantial and sustained educational leadership clinical practices experience that developed their ability to promote the success and well-being of each student, teacher and leader through clinical practice within a building setting, monitored and evaluated by a qualified, on-site mentor.¶
(a) (FIELD EXPERIENCES) Candidates are provided coherent, authentic, experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in Principal License Program Standards (1) through (7).¶
(b) (AUTHENTIC) Candidates are provided a minimum of 2 semester or 3 quarter credits of concentrated (10-15 hours per week) Principal clinical experiences, with a minimum of 300 hours of total clinical practice experiences provided throughout the program. The clinical practice experience must include authentic leadership activities within a building setting and must include experience in both the elementary and secondary levels.¶
(c) (MENTOR) Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; understands the specific school context; is present for a significant portion of the clinical practice; is selected collaboratively by the candidate, a representative of the school and/or district, and program faculty; and is provided with training by the supervising institution.¶
(d) (OBSERVATIONS AND EVALUATIONS) Candidates are provided a minimum number of observations and evaluations, as provided:¶
(A) Faculty Supervisor: The faculty supervisor must conduct evaluations and observations of the administrator candidate during their clinical practice, including:¶
(i) At least two formal observations of the candidate, which include information on the administrator's performance from the mentor; and¶
(ii) At least one formal evaluation of the candidate.¶
NOTE: The faculty supervisor must meet Commission requirements, as provided in 584-400-0140, Clinical Practices.¶
(B) Mentor: The mentor must conduct evaluations and observations of the administrator candidate during the clinical practice, including:¶
(i) At least two formal observations of the candidate; and¶
(ii) At least one formal evaluation of the candidate.¶
~~(11) Implementation of Standards: The Commission may not deny approval of a Principal License program for failure to comply with the standards until August 1, 2022 if the EPP:¶~~
~~(a) Develops a plan to comply with the standards; and¶~~
~~(b) Submits the plan to the Commission prior to August 1, 2021. ¶~~
~~(12) A plan submitted under this section may phase in implementation of the requirements if implementation is completed by August 1, 2022, which is the beginning of the fourth academic year following the date the Commission first adopts the Principal License standards.~~
Statutory/Other Authority: ORS 342
Statutes/Other Implemented: ORS 342.120 - 342.430, ORS 342.455 - 342.495~~;~~, ORS 342.553

OFFICE OF THE SECRETARY OF STATE
TOBIAS READ
SECRETARY OF STATE

MICHAEL KAPLAN
DEPUTY SECRETARY OF STATE

ARCHIVES DIVISION
STEPHANIE CLARK
DIRECTOR

800 SUMMER STREET NE
SALEM, OR 97310
503-373-0701

# NOTICE OF PROPOSED RULEMAKING

INCLUDING STATEMENT OF NEED & FISCAL IMPACT

CHAPTER 584

**TEACHER STANDARDS AND PRACTICES COMMISSION**

**FILED: 05/29/2026 3:22 PM**

ARCHIVES DIVISION SECRETARY OF STATE

FILING CAPTION: Amend 584-430-0200 Professional Administrator License: Program Standards

LAST DAY AND TIME TO OFFER COMMENT TO AGENCY: 06/24/2026 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: 06/18/2026
TIME: 11:00 AM
OFFICER: Patrick Sieng

IN-PERSON HEARING DETAILS
ADDRESS: Teacher Standards & Practices Commission, 250 Division St NE, Salem, OR 97301

REMOTE HEARING DETAILS
MEETING URL: Click here to join the meeting
PHONE NUMBER: 503-446-4951
CONFERENCE ID: 568368125

NEED FOR THE RULE(S):

Amend 584-430-0200 Professional Administrator License: Program Standards

DOCUMENTS RELIED UPON, AND WHERE THEY ARE AVAILABLE:

None

STATEMENT IDENTIFYING HOW ADOPTION OF RULE(S) WILL AFFECT RACIAL EQUITY IN THIS STATE:

Racial equity in this state may be affected because adoption of these rules have the potential to significantly improve both literacy outcomes and classroom inclusivity for students of color across the state.

FISCAL AND ECONOMIC IMPACT:

Minimal fiscal impact to state agencies, units of local government, members of the public, and small businesses

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).*

Minimal fiscal impact to state agencies, units of local government, members of the public, and small businesses

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

Small businesses were informed of the Rule Advisory Committee

WAS AN ADMINISTRATIVE RULE ADVISORY COMMITTEE CONSULTED? YES

AMEND: 584-430-0200

RULE SUMMARY: Technical Amendments. Added item to point to administrator literacy standards; Removed (11) Implementation of Standards since the referenced dates passed several years ago

CHANGES TO RULE:

584-430-0200
Professional Administrator License: Program Standards
(1) Completers of the Professional Administrator License program will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of pre-kindergarten to grade 12 students.¶
(2) To receive state recognition of a Professional Administrator License Program, the program must include:¶
(a) Clinical practices as the foundation of the program, with coursework as a support to the practical learning experience. In addition, the EPP must meet the minimum Commission standards for clinical practices, as provided in subsection (10) of this rule;~~-~~¶
(b) Practical experience and content that will enable candidates to gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook;~~ and~~¶
~~(c) A~~¶
(c) Content and clinical practices that will enable candidates to meet administrator literacy standards as provided in OAR 584-430-0300; and a minimum of 27 quarter or 18 semester hours.~~-~~¶
(3) Standard 1: Mission, Vision, and Core Values. Leadership candidates who successfully complete a Professional Administrator License preparation program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for: (1) an inclusive, shared mission and vision; (2) a set of core values of high-quality education, equity, and inclusion; (3) continuous and sustainable district and school improvement process designed to prioritize addressing race and other group-based inequities; and (4) The development of partnerships between schools, preschool and early childhood education programs, and postsecondary education, which recognize their importance to successful student learning. Program completers must understand and demonstrate the ability to:¶
(a) (MISSION AND VISION) Analyze and communicate a data-informed shared mission and vision for the school

district rooted in the values of equity and inclusion and focused on the academic success and overall well-being of each student and district and school personnel;¶
(b) (VALUES) Promote core democratic values that define the district's culture and stress the imperative of child-centered education including high expectations and student support, equity, inclusiveness, social justice, openness, caring, and trust; and¶
(c) (IMPROVEMENT) Program completers understand and demonstrate the capability to analyze, plan for, and promote comprehensive, continuous, sustainable, and evidence-based school and district improvement.¶
(4) Standard 2: Ethics and Professionalism Leadership candidates who successfully complete a Professional Administrator License program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, and commitments, and equity lens necessary for: (1) professional norms; (2) modeling of ethical behavior; (3) responsibility; and (4) values. Program completers must understand and demonstrate the ability to:-¶
(a) (PROFESSIONAL NORMS) Enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement in their actions, decision-making, and relationships with others school personnel and students, as provided in 584-020-0035, the Ethical Educator;¶
(b) (MODEL) Model ethical behavior in their personal conduct, relationships with others, decision-making, and stewardship of the district's resources;-¶
(c) (RESPONSIBILITY) Ensure that unethical and unprofessional actions are addressed promptly and appropriately throughout the organization through proper training and supervision of their school personnel, including the proper investigation and resolution of misconduct complaints; and¶
(d) (VALUES) Promote essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity.¶
(5) Standard 3: Equity and Cultural Leadership. Leadership candidates who successfully complete a Professional Administrator License preparation program promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for: (1) equitable treatment; (2) equitable opportunity and access; (3) culturally and individually responsive practice; (4) a healthy district culture; and (5) equitable systems. Program completers must understand and demonstrate the ability to:¶
(a) (EQUITABLE TREATMENT) Develop, implement, train and evaluate equitable district policies and systems that ensure that each student and stakeholder is treated fairly, respectfully, and with an understanding of culture and context, including teacher and administrator practices, procedures and decisions related to disciplinary referral, discipline, suspension and expulsion of students and the effects and potential for disproportionality of the discipline practices on marginalized populations;¶
(b)-(EQUITABLE OPPORTUNITY AND ACCESS) Ensure that each student has equitable access to resources and support such as effective teachers, learning opportunities, academic, social and behavioral support;-¶
(c) (CULTURALLY AND INDIVIDUALLY RESPONSIVE PRACTICE) Support the development of culturally responsive practices among teachers and staff so they are able to recognize, confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status; and¶
(d) (DISTRICT CULTURE) Build and maintain an inclusive, responsive, safe, caring, and healthy district culture that provides coherent systems of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student.-¶
(e) (EQUITABLE SYSTEMS) Name and address the ways in which power, privilege, whiteness, racism, ableism, sexism, ageism, heterosexism, xenophobia and other forms of "othering" operate to sustain inequities for marginalized students and families;¶
(6) Standard 4: Instructional Leadership. Leadership candidates who successfully complete a Professional Administrator License preparation program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary through: (1) inclusive and culturally responsive systems of learning and instruction; (2) instructional capacity; (3) professional development of principals and other licensed personnel; and (4) principal and other licensed personnel effectiveness. Program completers must understand and demonstrate the ability to:¶
(a) (SYSTEMS OF LEARNING AND INSTRUCTION) Analyze and manage district-wide use of coherent, inclusive, culturally responsive, and technologically appropriate systems of curriculum, instruction, assessment, student services, and instructional resources that embody high expectations for student learning and align with academic standards across grade levels;¶
(b) (INSTRUCTIONAL CAPACITY) Plan for the support of principals and other school leaders to develop collective and individual instructional capacity of teachers and other staff members;¶
(c) (PROFESSIONAL DEVELOPMENT OF PRINCIPALS AND OTHER LICENSED PERSONNEL) Promote systems of support, coaching, and professional development for individual principal or other licensed school professional to help them grow as culturally responsive instructional leaders.¶

(d) (PRINCIPAL AND OTHER LICENSED SCHOOL PERSONNEL EFFECTIVENESS) Analyze and use research-anchored, equity-focused systems of principal and other licensed educator supervision, evaluation, and feedback to improve practice, including mentorship and support of newly-assigned principals and other licensed school personnel.¶
(7) Standard 5: Community and External Leadership. Leadership candidates who successfully complete a Professional Administrator License program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for meaningful, reciprocal, inclusive, and mutually beneficial: (1) community engagement; (2) productive partnerships, including, but not limited to early childhood and postsecondary education providers; (3) two-way communication; and (4) representation. Program completers must understand and demonstrate the ability to:¶
(a) (COMMUNICATION) Engage and develop a welcoming environment for families, early learning partners, community, public, private, and non-profit sectors in meaningful ways;¶
(b) (PARTNERSHIPS) Sustain productive partnerships with communities and public, private, and non-profit sectors to recognize and celebrate school and community improvement;¶
(c) (TWO-WAY COMMUNICATION) Maintain ongoing, two-way communication with families and the community to develop an understanding of the diverse interests, needs, and resources of the district community in the service of student development and educational improvement; and¶
(d) (REPRESENTATION) Represent the district and engage various stakeholders in building an appreciation of the overall context in which decisions are made in the service of student learning and development.¶
(8) Standard 6: Management of People, Data, and Processes. Leadership candidates who successfully complete a Professional Administrator License program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for effectively managed and equitable: (1) district systems; (2) resources and resources distribution; (3) human resources; and (4) policies and procedures. Program completers must understand and demonstrate the ability to:¶
(a) (MANAGING SYSTEMS) Equitably manage the district's systems, including administration, management, governance, finance, and operations;¶
(b) (RESOURCES AND EQUITABLE DISTRIBUTION) Plan for, seek, acquire, and manage fiscal resources, including the planning and responsibility for school budgeting; physical resources; technological resources; data; and other resources to support student learning, collective professional capability and community, and family engagement with attention to equitably distributing resources to students who have been historically marginalized due to their race, class, culture and language, gender and sexual orientation, and disability or special status; and¶
(c) (HUMAN RESOURCES) Manage the growth of individual and collective capability through systems of hiring, retention, development, supervision of school and district personnel, and pathways for effective, culturally responsive, and diverse leadership succession, including the mentorship, appropriate assignment and support of newly-educators.¶
(d) (POLICIES AND PROCEDURES) Promote effective and equitable policies and procedures that protect the welfare and safety of students and staff across the district.¶
(9) Standard 7: Policy, Governance, Advocacy, and Sociopolitical Leadership. Leadership candidates who successfully complete a Professional Administrator License program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary to: (1) understand and foster Board relations; (2) understand and manage effective systems for district governance; (3) understand and ensure compliance with policy, laws, rules and regulations; (4) understand and respond to local, state and national decisions; and (5) advocate for the needs and priorities of the district. Program completers must understand and demonstrate the ability to:¶
(a) (BOARD RELATIONS) Foster a respectful and responsive relationship with the District's Board of education;¶
(b) (DISTRICT GOVERNANCE) Manage effective systems for district governance;¶
(c) (LEGAL) Ensure compliance with applicable policy, laws, rules, and regulations from a district-wide perspective;¶
(d) (POLICY AND SOCIOPOLITICAL ENGAGEMENT) Understands, values, and employs to the larger political, social, economic, legal, and cultural context including the state of Oregon's and the local community's cultural, social, intellectual, and political resources to promote student learning and school improvement; and¶
(e) (ADVOCACY) Advocate for the needs and priorities of the district, with a focus on prioritizing groups whose needs have historically gone unmet due to their race, class, culture and language, gender and sexual orientation, and disability or special status.¶
(10) Standard 8: Clinical Practice Program completers engaged in a substantial and sustained educational leadership clinical practices experience that developed their capability to promote the success and well-being of each student, teacher, and leader through field experiences and clinical practice within a district setting, monitored and evaluated by a qualified, on-site mentor.¶

(a) (FIELD EXPERIENCES) Candidates are provided a coherent, authentic, district-based individualized plan for clinical practices of a minimum of 200 hours in consideration of the administrator previous experience and capabilities and that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in Professional Administrator License program standards (1) through (7).¶
(b) (MENTOR) Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the clinical practice; is selected collaboratively by the candidate, a representative of the district, and program faculty; and is provided with training by the supervising institution.¶
(c) (OBSERVATIONS AND EVALUATIONS) Candidates are provided a minimum number of observations and evaluations, as provided:¶
(A) Faculty Supervisor: The faculty supervisor must conduct evaluations and observations of the administrator candidate during their clinical practice, including:¶
(i) At least one formal observations of the candidate, conducted at approximately the middle of the clinical experience; and¶
(ii) At least one formal evaluation of the candidate, conducted at the completion of the clinical experience and includes the candidate's successful completion of the clinical experience plan and their ability to meet the standards of the Professional Administrator License.¶
(B) Mentor: The mentor must conduct evaluations and observations of the administrator candidate during the clinical practice, including:¶
(i) At least two formal observations of the candidate; and¶
(ii) At least one formal evaluation of the candidate.¶
~~(11) Implementation of Standards: The Commission may not deny approval of a Professional Administrator License program for failure to comply with the standards until August 1, 2022 if the (EPP):¶~~
~~(a) Develops a plan to comply with the standards; and¶~~
~~(b) Submits the plan to the Commission prior to August 1, 2021.¶~~
~~(12) A plan submitted under this section may phase in implementation of the requirements if implementation is completed by August 1, 2022, which is the beginning of the fourth academic year following the date the Commission first adopts the Professional Administrator License standards.~~
Statutory/Other Authority: ORS 342
Statutes/Other Implemented: ORS 342.120 - 342.430, ORS 342.455 - 342.495; 342.553

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

June 24, 2026
**Professional Practices**

| | |
|---|---|
| ITEM: | DIVISION 19 REVIEW |
| ACTION: | **DISCUSSION** |
| INFORMATION: | Discussion of Proposed Division 19 edits |

**Background:**

The Professional Practices Subcommittee has discussed edits to TSPC's Division 19 and is bringing the proposed edits to the full Commission.

**Action Needed:**

- Review suggested edits
- If suggested edits are acceptable, move to adopt the suggested changes

Data Classification Level: 1 – Published
DO: Wood/Icefire
Published: 6/18/2026
Amended:

DAN RAYFIELD
Attorney General

BENJAMIN GUTMAN
Interim Deputy Attorney General

**DEPARTMENT OF JUSTICE**
GENERAL COUNSEL DIVISION
**MEMORADUM**

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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.

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 compliant 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

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

June 24, 2026
**Professional Practices**

| | |
|---|---|
| ITEM: | CIVIL PENALTIES |
| ACTION: | **DISCUSSION/ADOPTION OF RULES** |
| INFORMATION: | Update on Civil Penalties Rule Making Process |

**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. The Commission recommended moving forward with draft rules for civil penalties during the April meeting.

**Update:**

- April 29, 2026, Rules Advisory Committee meeting. Good discussion, no recommended changes.
- June 1, 2026, Rules approved and published by the Secretary of State to their bulletin.
- June 18, 2026, Public hearing held.
- June 24, 2026, Last day for public comment.
- July 21, 2026, Effective date of the rules.

**Action Needed:**

- Discussion and potential adoption of Rules

Data Classification Level: 1 – Published
DO: Wood/Icefire
Published: 6/18/2026
Amended:

OFFICE OF THE SECRETARY OF STATE
TOBIAS READ
SECRETARY OF STATE

MICHAEL KAPLAN
DEPUTY SECRETARY OF STATE

ARCHIVES DIVISION
STEPHANIE CLARK
DIRECTOR

800 SUMMER STREET NE
SALEM, OR 97310
503-373-0701

# NOTICE OF PROPOSED RULEMAKING

INCLUDING STATEMENT OF NEED & FISCAL IMPACT

CHAPTER 584

**TEACHER STANDARDS AND PRACTICES COMMISSION**

**FILED: 05/29/2026 2:17 PM**

ARCHIVES DIVISION SECRETARY OF STATE

FILING CAPTION: Adopt 584-050-0155 Civil Penalties

LAST DAY AND TIME TO OFFER COMMENT TO AGENCY: 06/24/2026 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 SE
Salem, OR 97303

Filed By:
Patrick Sieng
Rules Coordinator

HEARING(S)

*Auxiliary aids for persons with disabilities are available upon advance request. Notify the contact listed above.*

DATE: 06/18/2026
TIME: 11:00 AM
OFFICER: Patrick Sieng

IN-PERSON HEARING DETAILS
ADDRESS: Teacher Standards & Practices Commission, 250 Division St NE, Salem, OR 97301

REMOTE HEARING DETAILS
MEETING URL: Click here to join the meeting
PHONE NUMBER: 1-503-446-4951
CONFERENCE ID: 568368125

NEED FOR THE RULE(S):

Implementation of Senate Bill 804 (2025)

DOCUMENTS RELIED UPON, AND WHERE THEY ARE AVAILABLE:

https://olis.oregonlegislature.gov/liz/2025R1/Measures/Overview/SB805

STATEMENT IDENTIFYING HOW ADOPTION OF RULE(S) WILL AFFECT RACIAL EQUITY IN THIS STATE:

The imposition of civil penalties has the potential to affect racial equity in this state. If applied strictly to combat discrimination, it serves as a powerful mechanism to protect marginalized students. However, if the referral pipelines from school districts suffer from systemic bias, the financial and regulatory weight of these penalties can disproportionately penalize educators of color, undermining Oregon's efforts to diversify its teaching workforce.

FISCAL AND ECONOMIC IMPACT:

Fiscal impact of this rule will result in approximately $40,000 per biennium in penalties collected by the commission.

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).*

Licensed educators facing disciplinary action by the commission may be subject to civil penalties up to $1,000. State agencies, units of local government, and small businesses will not be affected by this rule. Previously adopted expenditures in Professional Practices Unit personnel and an Educator Data System will allow the commission to comply with the rule at no additional costs.

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

Small businesses are not affected by the rule, but all interested parties were included in notice and Rule Advisory Committee.

WAS AN ADMINISTRATIVE RULE ADVISORY COMMITTEE CONSULTED? YES

ADOPT: 584-050-0155

RULE SUMMARY: Adoption of this rule implements Senate Bill 804 (2025), giving the commission authority to impose civil penalties. The commission shall adopt rules establishing the monetary amount of a civil penalty that may be imposed under this section. The maximum monetary amount of a civil
penalty for a single violation may not exceed $1,000. The commission may adopt rules necessary for the administration and enforcement.

CHANGES TO RULE:

584-050-0155
Civil Penalties
(1) The Commission may impose civil penalties for violations of statutes and rules under its jurisdiction as follows:¶
(a) Mandatory Revocations: For convictions leading to mandatory revocations under ORS 342.143, the civil penalty is $1000.¶
(b) Licensure Violations: For working without a proper license or endorsement, the Commission may assess penalties based on the duration of the violation:¶
(A) $100 for a period up to 3 months (one quarter);¶
(B) $200 for a period of 3 to 6 months;¶
(C) $300 for a period of 6 to 9 months;¶
(D) $400 for a period of 9 to 12 months;¶
(E) $500 for a period of more than 12 months.¶

(c) Notice of Resignation: Failure to provide the required 60 days' notice of resignation may result in a civil penalty of $500.¶
(d) Gross Neglect of Duty: For violations of Gross Neglect of Duty as defined in OAR 584-020-0040(4), the Commission may impose a civil penalty of a minimum of $100 to a maximum of $1000.¶
(e) Gross Unfitness: For violations of Gross Unfitness as defined in OAR 584-020-0040(5), the Commission may impose a civil penalty of a minimum of $100 to a maximum of $1000.¶
(2) Determination of Penalty Amount: In determining the specific amount of a civil penalty under subsections (1)(d) and (1)(e) of this rule, the Commission may consider the factors listed in OAR 584-020-0045. Pursuant to ORS 342.177(6)(a), no single civil penalty shall exceed $1000.¶
(3) Notice and Appeal: Notification of the proposed civil penalty shall be included in the Notice of Opportunity for Hearing (NOH). The educator has 21 days from the date of service of the notice to file an appeal.¶
(4) Non-Payment: If the civil penalty is not paid or acceptable payment arrangements are not made within 90 days of the final order, the educator's license shall be suspended until full payment is received.
Statutory/Other Authority: SB 805 (2025), ORS 342.177
Statutes/Other Implemented: ORS 342.177

**Civil Penalties - Public Comment**
7 Comments Received

- Jason Weyand, Oregon Education Association (6/18/26 Public Hearing Virtual)
- State Representative Lesly Munoz (6/18/26 Public Hearing Virtual)
- Eric McGuire (6/18/26 Public Hearing Virtual)
- Rebecca Gourgey (6/18/26 Email)
- Christine Lodal (6/19/26 Email)
- Martha Dyer (6/19/26 Email)
- Frances Bonner (6/19/26 Email)

**Jason Weyand**

I intend to speak only to the proposed new rule on civil penalties. And for the record, my name is Jason Wyand. I am the general counsel for the Oregon Education Association. Our union represents thousands of educators who will be impacted by the proposed OER 584-050-0155 that are implementing what I would call the misguided statutory change authorizing civil penalties in TSPC cases. And this rule needs to be substantially modified and rewritten to address a handful of major concerns. I'll point out a few of these primary concerns, but OEA will also be submitting more detailed written response prior to the June 24th deadline for the public input. So what we're talking about here today is the sort of major issues. And I think the first and foremost concern that we have is the likely impact of these rules on in terms of racial equity and its negative and adverse impacts on marginalized community. Again, there's a tendency in these cases for marginalized communities, BIPOC educators, to be subject to more complaints than their white majority members or colleagues might be. So again, the system itself already, I think, skews towards subjecting BIPOC educators to more review. And these fines will cause a disproportionate and negative impact on those individuals just by logical extension. There's also a significant concern, too, about this rule seems to imply that there will automatically be a $1,000 civil penalty for any actions that are taken because of convictions leading to mandatory revocations. Note the language says for convictions leading to mandatory revocations under the ORS 342-143 the civil penalty is $1,000. So that implies a maximum. The maximum penalty will always be applied for those convictions. Compare that to the language on 1B that is more permissive, says for working without a proper license, the commission may assess. So Perhaps I'm misreading that rule or that's not the intent, but it sounds as though this is an automatic civil penalty. And it's again, it's well documented that the criminal justice system disproportionately is directed at marginalized communities and BIPOC individuals. And what you're having here is you're adding essentially a $1,000 automatic civil penalty. for someone who's already probably losing their job because, you know, because they're losing their license and they may be also incarcerated. And on top of that, there's going to be, you know, fines and restitution potentially. And these individuals who are coming out of the criminal justice system are going to be unable to obtain work. under most circumstances. But now you're adding $1,000 debt to the state of Oregon. And

so you're adding, you know, sort of compounding the negative impacts to people. And again, because it's automatic, there's no consideration of any of the relevant circumstances around this. And so you're creating barriers to rehabilitation. And you're, you know, especially if someone's been wrongfully confused, you know, accused, wrongfully convicted. This is yet another thing for them to have to appeal and to fight on a legal basis. So again, this is going to disproportionately and negatively impact educators from marginalized communities. That's a major problem. And these individuals have limited financial resources to fight the system anyway. So yet again, you're just stacking problem on top of problem for people. And it's going to hurt those with, you know, economically disadvantaged or who come from marginalized communities. There's also a major concern in that there are no meaningful standards. about when these civil penalties will and won't be imposed. For example, there's no requirement that for a civil penalty to be imposed, someone has engaged in egregious conduct or has lost their license. They can be have civil penalties imposed under these the language for technical violations or for violations of the extraordinarily broadly defined terms of gross misconduct and or for what is the other term? I'm sorry, it's Gross unfitness, those categories are extraordinarily broad and there is nothing in this rule that suggests that the agency is going to look at each scenario and assess, okay, is this person shown remorse? Are they, you know, taking steps to modify their behavior? Have they accepted responsibility? Is this a slap on the wrist or a reprimand? Instead, it just suggests that they can be given a civil penalty for just about anything. And it certainly sets the amounts for certain types of offense, but it doesn't put guardrails around when the agency will and won't exercise this power. And Educators are already subject to so many investigations and regulatory frameworks. This is just adding yet another cost and potential sanction to that. When you're this heavily regulated and you're adding up to $1000 fine. You know, people are going to start, you know, recalculating their decisions about whether to be educators, because it's yet another burden. And so we really want the agency to think strongly about what impact this is going to have on educators and what impact that's going to have on students and school districts and the public at large. There's also a concern that a $500 penalty for not giving 60 days notice of resignation is contemplated under this rule. Again, under the plain language of the rule, if someone gave 59 days of notice instead of 60, the agency could issue a $500 civil penalty to them.
I presume that's not what the agency is going to do. But again, this rule doesn't mean that has no guardrails that suggests that there's other factors that will be considered. And I would also point out, too, that there are a lot of reasons that people don't give 60 days notice. And it's not because they win the lottery. and are just leaving the next day. It's typically because very bad things are happening in their lives and they may already be financially unable to pay their bills. And we're going to add a $500 fine on top of that. I think this is just adding yet another potentially bad thing that's happening to this person's lives. So, you know, compounding the problems they already have. My experience is that usually people are going through some sort of medical or personal trauma and having the state of Oregon putting out fines while also taking actions against their license. That's just going to compound the stress and the negative impact. So I think that is something that should be revisited. And again, more guardrails. Again, these definitions of gross neglect and gross unfitness are very broad, incorporate a lot of different criteria and categories. And it doesn't

mean... That the conduct that... meets those tests is egregious or extremely problematic. Sometimes these are technical issues. You know, any violation of TSPC rules could be the basis for civil penalty. So again, this we believe that any any language imposed authorizes or controls the issuance of these civil penalties should really focus on extreme misconduct and unusual circumstances and should be the exception rather than the rule. So we would urge the board to really narrowly tailor this and apply it only to a very limited subset of situations. Another concern that we want to raise is that the suspension for non-payment. Again, the rule says that if someone doesn't pay within 90 days or make arrangements, that they can have their license suspended. Most individuals are probably not paying this, are going to be not paying it because they may not have employment or they may be going through financial distress. And here we're going to take away their license and their ability to make money to repay. Yet, you're perpetuating a cycle of poverty and creating more barriers to employees getting back on their feet and getting back to work. And so I think this is, you know, just compounding the impacts of different sanctions and different problems that people are having. So absolutely, and I believe that this was discussed in the legislative cycle, that the purpose of this was not to create a scenario in which people would lose their license because they can't pay a civil penalty. So I think that's inconsistent with what the legislator's intent was. So we definitely urge that the agency to reconsider that aspect. And finally, in terms of how these civil penalties are used, you know, I represent employees in a wide variety of licensing actions. And where there are civil penalties, I have seen agencies use this as a threat to compel people to accept license actions that they don't agree with. And it becomes a leverage point. And I think that that is going to disproportionately affect people who do not have economic resources to fight or may barely have enough to hire a lawyer. And so again, it's going to leverage those individuals into accepting outcomes that they don't agree with. And I don't think that's a good thing. I think it creates an even greater imbalance of power between the state of Oregon and these individuals. And I also see that these civil penalties can have the opposite effect at times for those who are more inclined and able to fight. But now they're not only being asked, you know, considering whether to accept a sanction by TSPC, but they're also accepting a fine that they may or may not be able to pay in the short term. And so it may make people more likely to fight and go all the way to through the full administrative process and all the way up to appeal. So I think you're going to encourage some who should fight not to fight, and you're going to create a situation in which the increased sanctions are going to cause people to fight when they might otherwise not. And it's going to increase the amount of litigation. So I think that these changes are not beneficial to educators. They're not beneficial to students. They're not beneficial to school districts, and they're not beneficial to the public. And we would urge the agency to do a complete rewrite of this and go back to the drawing board and really cabin this to only the worst offenders under the most unusual circumstances and put meaningful guardrails to ensure that this doesn't have a disproportionate impact on economically distressed individuals and marginalized communities. Thank you.

**Lesly Munoz**

Thank you so much for having the space for public comment. My name is Leslie Munoz and I am the seat representative for House District 22, a district that is predominantly or actually the biggest district with the largest percentage of Latinos in our state. And because of that, we have the privilege of having dual language programs, both in Woodburn and Jervis, which I represent. And so I get to work with a lot of teachers. In my day job, I'm a labor representative for the Oregon Education Association. And so I've been attending disciplinary meetings for 14 years now. Seven of those years were with classified employees. Now I work with licensed employees mostly. But one of the things that gave me pause when I saw this come up is that usually in my position as labor representative, I have attended many disciplinary meetings where a teacher is being investigated for basically advocating for students of color. And so what happens is students go to people that they respect and admire and feel familiar with. And so typically they will, you know, if a student is Latino, they would probably feel comfortable going to a Latino educator knowing that this person shares an experience with them and speak up about discriminatory things or things that are happening to them in general. And if we... put penalties on people. If we put penalties and rules such as such as this on teachers, it's going to give teachers a chilling effect on advocating for students. And I already see teachers in that situation. And it would be horrible for them to be fined for advocating for students. It's also possible that teachers will not advocate for students coming to them with issues of discriminatory behavior or Um, um... Anyway, my main point is that I am afraid of us losing advocates for students of color based on the fact that people are going to be afraid to be a part of one of these punitive measures and losing money over it. It is really devastating for me to see that. or to think about my experience in representing teachers and how this particular fine of $1,000 is going to potentially affect teachers that are helping students. So it will disproportionately affect marginalized communities and educators of color because those are the teachers that students usually go to when these matters of discrimination are affecting them. And so I will submit additional testimony in writing because I have to run, but I thought it was really important for me to show up and let you know what I think about these fines. I don't think they're right, and I hope that you reconsider and echo everything that Jason said. So thank you so much for the opportunity to come and submit public comment, and I will be submitting additional testimony in writing. Thank you for your time.

**Eric McGuire**

I'll make this really brief because I'm going to submit a testimony in writing as well. I guess the one thing that I will just say right now is that I've been a teacher for 32 years. I taught for 30 years at Beaverton. Currently I teach at Centennial Middle School. middle school, sixth grade. And I think that, to be quite frank, that I'm one of 42,000 teachers that this can affect. And I'm the only one that just happened to hear about this hearing. So the fact that we're having this hearing On the first real day of summer for teachers, to me says a lot about how much feedback you don't want, because if this was done in the middle of the year, you would have a lot more feedback. So I'm going to do my work in the next few days until this window closes to get as many teachers as I can to testify against this, because I guess I do understand that you're a fee-based entity. We live in a

state that is really, really bad about providing services to everyone and having enough money for everyone to do their job without putting fees on the backs of people that are already struggling. I understand that these fees could be for things that are egregious, but that doesn't really bear itself out in the actual bill. And knowing what I know about administrators in those 32 years, I've only met one or two, that I would even have a marginal amount of faith that wouldn't use this as a weapon. And so I'm really concerned about just the kind of lack of boundaries that was set already. And so that's my biggest concern is that I'm one of 10s of thousands of teachers that just happened to hear about this. And so I just wanted to register for my colleagues that we are definitely not in favor of this and would really promote the idea of going back and really tightening this up. So it's very specific about when and where this can be used and in what ways. So thank you for your time. Appreciate it. I am a member of OEA. I'm also a member of the Legislative Advancement Council in OEA. I'm a member of the East Multnomah County Uniserve Group as well. So I do have other positions, but I'm also a building rep. So I've kind of I'm kind of on all levels of OEA and then the Centennial Education Association too.

**Cody Rosenberg**

TSPC has proposed a rule that would allow them to impose civil penalties on educators, but the rule lacks basic details about what conduct triggers a fine or how much you'd be charged. It's a skeletal framework without the specifics that would protect educators from arbitrary financial penalties.

Under this rule as written, TSPC could fine any educator for conduct they decide after the fact was problematic. No clear standards. No predictable process. Just potential financial penalties landing on educators who are already stretched thin. Anyone could be on the receiving end.

BIPOC, LGBTQ+, disabled, and immigrant educators already face hyper-surveillance in their workplaces and disproportionate rates of formal complaints and administrative investigations. Research consistently documents that marginalized educators are written up, reported, and labeled "unprofessional" for the exact same behaviors that white colleagues perform without consequence. When white educators challenge the status quo, they are often labeled "innovative" - when educators of color do the same thing, they are labeled “disruptive" or "insubordinate.” Educators of color who bring culturally responsive teaching methods or challenge inequitable school policies are routinely targeted for administrative action. This rule lands inside a professional oversight system that already disproportionately disciplines, investigates, and decertifies educators of color. Without clear parameters, this rule will accelerate the push-out of exactly the e Oregon claims it wants to recruit and retain.

Students in marginalized communities lose educators most likely to reflect their identities and advocate for fair discipline and equitable opportunities. As diverse educators are pushed out or silenced, schools become less culturally responsive and less safe for

student voice. The rule compounds existing teacher diversity problems by making the profession riskier for marginalized educators. Communities lose educators who connect school experiences to community histories and struggles for justice.

**Rebecca Gourgey**

I have significant concerns regarding the rules TSPC is adopting to implement Senate Bill 805. While accountability is important, I worry that these rules may have unintended consequences for educators and teacher voice.
Teachers are often the first to identify inequitable conditions and advocate for students. Policies that create uncertainty about disciplinary action or financial penalties may discourage educators from speaking openly about concerns within our schools.
I am also troubled by the increased use of financial penalties. TSPC previously provided reminders about upcoming license renewals, helping educators remain in compliance. Those reminders have largely disappeared, yet the state is expanding its authority to impose fines when educators miss deadlines or make administrative mistakes. Teachers are focused on students, instruction, and increasingly complex responsibilities. The emphasis should be on supporting compliance, not creating additional opportunities for penalties.
Finally, these penalties may disproportionately impact early-career educators and those with fewer financial resources. Accountability should be fair and equitable, not dependent on an educator's ability to pay.
I encourage TSPC to reconsider these rules and ensure they support educators while maintaining appropriate professional standards.
Respectfully,
Rebecca Gourgey
Special Educator (33 years)

**Christine Lodal**

Dear Members of the Teacher Standards and Practices Commission,
My name is Christine Lodal and I am a special education teacher and union representative in Corvallis, Oregon.
I am writing to express my concerns about the proposed rule allowing fines of up to $1,000 for educators who work without the correct licensure or engage in conduct deemed problematic.
For many educators, a fine of this size would create significant financial hardship. Teachers across Oregon are already facing rising living costs, medical expenses, student loan payments, and, in some cases, the need to work second jobs to make ends meet. In my district, we have recently experienced layoffs, and many educators are accepting whatever assignments are available in order to remain employed. If a teacher accepts a position offered by a district and later discovers there is a licensure issue, it seems unfair that the educator could face a substantial financial penalty while the district bears no comparable responsibility.

I am also concerned about the message these fines send to educators. Teaching is already a profession facing staffing shortages, increasing demands, and declining public respect. Financial penalties, even at lower amounts, may feel more punitive than corrective and could further damage morale in a profession that is struggling to attract and retain qualified educators.
Professional accountability is important, and educators should be held to high standards. However, accountability should focus on improving practice, supporting compliance, and protecting students rather than imposing financial punishments on individuals who may already be under significant personal and professional stress.
I encourage the Commission to carefully consider whether fines will improve outcomes for students and schools, or whether they may instead discourage talented educators from remaining in the profession.
Thank you for considering public input on this important issue.
Sincerely,
Christine Lodal (she/her)
Special Education Teacher

**Martha Dyer**

I am an elementary teacher librarian with 25 years of experience.
My school district, 4j Eugene, is cutting 1/3 of its budget.
I am being asked to work at two schools now, going from teaching and running a library for 300 students weekly to 700.
This assignment is not good for students in any way and not good for me either. It is a numbers decision.

Therefore I have been crunching numbers to figure out if I can resign.
Reading that penalties may exist if I do not not notify the district in time is additional stress.
Our district was still deciding placements in May.

Please understand that penalizing teachers who may be experiencing impacts beyond their control in times like these with schools closing is bad business.

Yes, TSPC needs funds to operate. Everyone is impacted right now, but please do not make it more difficult for those who may not be aware of the rules and are struggling as it is.

Thank you,
Martha Dyer
4j Teacher Librarian

**Frances Bonner**

I am writing to share my concerns regarding the proposed civil penalty rules.

I am currently experiencing the exact kind of instability these rules would worsen. I was recently laid off (RIF'd) and am in the middle of pivoting my career and applying for new positions. When you are navigating job loss and trying to secure your next role, the idea of facing a $500 fine for a one-day error in resignation notice, or a $1,000 fine for a late license renewal, is incredibly daunting.

These aren't just administrative fees; for someone in my position, they are significant financial hits that make staying in this profession feel even less feasible.

I am also concerned about how much of this falls on the teacher. We often deal with district errors regarding endorsements or provisional licenses, yet these rules seem designed to penalize the individual educator for those administrative oversights. Furthermore, while TSPC has presented these fines as an alternative to license suspension, the actual language of the rule suggests that nonpayment could lead to license revocation. That creates a massive amount of fear and instability at a time when we need the opposite.

I urge TSPC to reconsider these rules. We need support and stability to keep educators in the classroom, not more financial hurdles that punish us for being in a vulnerable position.

Thank you for your time and for considering my perspective.

Sincerely,
Frances Bonner
Art and Ceramics Teacher North Eugene High School (former 25-26 school year)

**Representative Lesly Munoz**
Oregon House District 22
Oregon State Legislature
June 24, 2026

Teacher Standards and Practices Commission
250 Division Street NE
Salem, Oregon 97301

**RE:** Written Testimony in Opposition to Proposed Rule 584-050-0155 - Civil Penalty Framework

Dear Members of the Teacher Standards and Practices Commission:

I write to you today as State Representative for House District 22, as a Latina legislator, and as someone who understands both personally and professionally, what it means to navigate institutions that were not built with people like me in mind. I submit this testimony in strong opposition to Proposed Rule 584-050-0155, which establishes a civil penalty framework for educator misconduct, and I urge the Commission to substantially revise this rule before adoption.

**This Rule Exceeds the Authority Granted by the Legislature**

Senate Bill 805, passed by the Oregon Legislature in 2025, authorized TSPC to levy civil penalties capped at $1,000 as a narrow, low-level deterrent, an alternative to license suspension for minor infractions, explicitly designed to reduce Department of Justice costs. During the April 16, 2026 House Education Committee hearing, then-Interim Executive Director Melissa Goff described these penalties as a "very low-level response" for situations where TSPC "would not suspend their license, for example."

What TSPC has proposed in Rule 584-050-0155 is something far more consequential. The rule applies penalties to convictions resulting in mandatory revocation under ORS 342.143, automatically imposes the maximum $1,000 fine in those situations with no agency discretion, and, most critically, authorizes license suspension or revocation for failure to pay within 90 days. The Legislature was told it was approving a minor financial deterrent. This rule creates a backdoor pathway to the most severe professional consequence available: loss of one's teaching license.

That is not what was authorized. If TSPC requires enforcement authority of this magnitude, the Commission must return to the Legislature and seek express statutory authorization, not expand its own power through rulemaking.

**The Nonpayment Provision Creates a Poverty Trap**

The mechanism by which an unpaid $1,000 administrative fine becomes grounds for license revocation is one of the most troubling features of this rule. The Commission has, perhaps unintentionally, constructed a self-defeating cycle: a penalty is imposed; the educator cannot pay due to financial hardship; their license is suspended, eliminating their primary income; unable to earn, they still cannot pay; the license is ultimately revoked. What begins as a low-level deterrent

ends in decertification, not because of the severity of the underlying conduct, but because of the educator's economic circumstances.

This is not accountability. This is a poverty penalty. The rule contains no hardship provisions, no structured payment plans, and no proportionality review based on financial circumstances. The result is a two-tiered enforcement system where two educators who commit identical violations face radically different professional outcomes based solely on their bank account balance. That is fundamentally inequitable, and it undermines the public's confidence in the integrity of this Commission's enforcement process.

**This Rule Will Disproportionately Harm Educators of Color and Marginalized Communities**

I speak from both lived experience and the available research when I say that this rule will not be applied equally. BIPOC, LGBTQ+, disabled, and immigrant educators already face disproportionate rates of formal complaints, administrative investigations, and disciplinary action, often for the same behaviors that white colleagues perform without consequence. Research consistently documents this disparity. Educators of color are more likely to be labeled "insubordinate" or "disruptive" for practices that white educators are praised as "innovative" or "bold."

This rule lands in the middle of that unequal system with no guardrails. It contains no specific criteria for what conduct triggers a civil penalty, no graduated scale accounting for severity or context, no explicit protections for educators engaged in lawful advocacy, and no demographic transparency requirements. Without these safeguards, broad agency discretion will produce the same inequitable outcomes it always has, and it will do so with financial consequences that fall hardest on the very educators who can least afford them.

Educators of color are overrepresented in early-career roles, lower-paying positions, and high-need schools. A sudden $1,000 penalty is not an administrative inconvenience for these educators; it is a financial crisis. Oregon cannot simultaneously commit to recruiting and retaining a diverse educator workforce while maintaining a rule that uses financial capacity as the deciding factor in who keeps their teaching license.

**Vague Standards Will Silence Advocacy**

The educators who fight hardest for marginalized students, who challenge racist disciplinary practices, demand equitable resources, support student activism, and speak publicly about inequitable conditions, are the same educators most likely to come into conflict with administration. This skeletal rule, with its undefined standards and maximum financial penalties, creates a direct and powerful tool for institutional retaliation against exactly those educators.

When the boundaries of punishable conduct are vague and the financial consequences are severe, educators will self-censor. They will think twice before speaking at a school board meeting, organizing with families, or advocating for a student who has been wrongly disciplined. The students in our most underserved communities will lose their most powerful voices inside school buildings. That cost is not captured anywhere in this proposed rule, but it is real, and it is serious.

**What This Rule Must Include To Be Equitable**

I call on the Commission to take the following steps before adopting any civil penalty framework:

1. Remove the nonpayment-to-revocation mechanism entirely or return to the Legislature for express statutory authority to include it. License revocation for unpaid fines was not what lawmakers approved.

2. Establish specific, transparent criteria defining what conduct triggers a civil penalty versus other disciplinary actions, with concrete examples and a graduated severity scale.

3. Include meaningful economic justice protections: accessible payment plans, hardship waivers, and an explicit prohibition on converting financial hardship into grounds for license revocation.

4. Require public demographic reporting on every penalty imposed, including race, gender, school demographics, and district, so that enforcement patterns can be monitored and inequities identified and corrected.

5. Add explicit protections for educators engaged in lawful protected speech, union activity, whistleblowing, and student advocacy.

6. Conduct a mandatory equity impact analysis before any penalty is imposed and build in sunset and review provisions to assess whether the rule is being applied equitably.

Oregon has made commitments to building a diverse, stable, and equitable educator workforce. Those commitments mean nothing if we simultaneously adopt rules that use financial capacity as the deciding factor in who gets to remain a teacher. The educators we are most at risk of losing under this rule are exactly the ones our students, especially students of color, need most.

I urge the Commission to pause, revise substantially, and return with a rule that reflects both the limited authority granted by SB 805 and the equity values Oregon claims to hold. I am available to discuss any of these concerns directly and welcome the opportunity to work with the Commission toward a more equitable framework.

Respectfully submitted,

**Representative Lesly Munoz**
Oregon House District 22
Oregon State Legislature