Commission Meeting
Friday, October 16, 2026 8:30 AM Pacific

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

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

Present: 9, Absent: 5.

Libni Coulibaly:	Absent
Samantha Herron:	Absent
David Jaimes:	Absent

Present: 8, Absent: 8.

Libni Coulibaly:	Present

Present: 9, Absent: 5.

Sarah Dalisky:	Present
Katie Lukins:	Absent

Present: 9, Absent: 6.

1. 8:30-11:30 a.m.
   PROFESSIONAL PRACTICES HEARINGS, INVESTIGATION MATTERS AND
   INVESTIGATION REPORTS (EXECUTIVE SESSION)
   - 1.1. Confidential Agenda
     - 1.1.1. 20.1 APPLICATIONS FOR REINSTATEMENT
     - 1.1.2. 20.2 PRELIMINARY INVESTIGATION REPORTS RECOMMENDING ACTION TO DISMISS
     - 1.1.3. 20.3 PRELIMINARY REPORTS RECOMMENDING NO FURTHER ACTION
     - 1.1.4. 20.4 PRELIMINARY INVESTIGATION REPORTS RECOMMENDING ACTION TO CHARGE

1.1.4.1. 20.4a. PRELIMINARY INVESTIGATION REPORTS RECOMMENDING ACTION TO CHARGE
Sexual Conduct Cases (ORS 339.390) – Director Recommendation – Substantiated

1.1.4.2. 20.4b PRELIMINARY INVESTIGATION REPORTS RECOMMENDING ACTION TO CHARGE - All other Case Types (including cases with unsubstantiated sexual conduct)

1.1.5. 20.5 CASES TO DISCUSS WITH THE COMMISSION

1.1.6. 20.6 CONSIDERATION OF OTHER DISCIPLINE ISSUES

1.1.7. 20.7 CONSIDERATION OF AMENDED NOTICES OF HEARING TO CHARGE

1.1.8. 20.8 STIPULATED ORDERS

1.1.9. 20.9 LETTERS OF INFORMAL REPROVAL

1.1.10. 20.10 MANDATORY REVOCATIONS (Information Only)

1.1.10.1. 20.10a Sexual Conduct Cases- Substantiated

1.1.10.2. 20.10b All other case types (unsubstantiated)

1.1.11. 20.11 INFORMATION ONLY

2. 11:40-11:50 a.m.
COMMISSION CONSIDERATION OF PROFESSIONAL PRACTICES ACTIONS
(PUBLIC SESSION)

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

3. 12:00-12:30 p.m.
LUNCH

4. 12:00-12:30 p.m
Public Comment Request Submission

5. 12:30 - 12:45 p.m.
COMMISSION BUSINESS

5.1. Chair Newman Call to Order and Welcome

5.2. Introductions

6. 12:45-1:15 p.m.
EXECUTIVE SESSION

7. 1:15 - 2:00 p.m.
COMMISSION BUSINESS

7.1. Executive Director Report

7.2. EDS Update

7.3. Adoption of June 2026 Commission Meeting Minutes.

8. 2:00-3:00 p.m
PRESENTATIONS

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

8.2. Coalition of Oregon School Administrators (COSA) update

8.3. Oregon Education Association (OEA) update.

8.4. Oregon School Boards Association (OSBA)

9. 3:15-3:45 p.m.
LICENSURE

9.1. Licensure Consent Agenda

9.1.1. Waiver Requests Granted

9.2. Licensure Committee Chair Report
9.3. eLicensing/Communication Update
9.4. Licensure Production Update

10. 3:45 - 4:15 p.m.
EDUCATOR PREPARATION & PATHWAYS
11. Educator Preparation & Pathways Consent Agenda
    11.1. Site Visit Schedule
    11.2. Agency Waivers Granted (Executive Director Approval Authority)
    11.3. Linfield University: Sunset of French Endorsement
    11.4. University of Portland (UP): Major modification request to the undergraduate teacher licensure program to provide the Physical Education endorsement
    11.5. University of Portland (UP): Major modification request to the graduate Master of Arts in Teaching program to provide the Physical Education endorsement
12. Educator Preparation & Pathways Committee Chair Report
13. Annual Reports
14. Corban University: State Recognition of Programs
15. edTPA Essentials Implementation Pilot
16. Early Literacy Standards Implementation Update
17. 4:15 - 4:45 p.m.
PROFESSIONAL PRACTICES
    17.1. Professional Practices Production Report
    17.2. Professional Practices Committee Chair Report
    17.3. Civil Penalties
18. 4:45-5:00 p.m.
RULES
    18.1. School Counselor Program Standards
19. 5:00-5:30 p.m.
COMMISSION BUSINESS AFTERNOON ITEMS
    19.1. Proposed Meeting Calendar for 2027-2028
    19.2. Chairperson Election
    19.3. Vice-Chair Election
    19.4. Nominations for Chairperson, Vice-Chairperson and Executive Committee.
    19.5. Preference For Committee Assignments in 2027
20. 5:30 p.m.
ADJOURNMENT

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

October 16, 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: 10/1/2026
Amended:

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

October 16, 2026
Commission Business

ITEM:	EXECUTIVE DIRECTOR UPDATE
ACTION:	**INFORMATION ITEM**
INFORMATION:	The Executive Director will provide an update to the Commission regarding the general work of the agency since the last meeting was held.
Legislative and Budget Update:	September Legislative Days took place September 8-10 and Executive Director Alpert met with 13 legislators – updating them on the work and progress of the agency, sharing priorities, and hearing about the priorities of legislators. Representative Fragala invited TSPC to present to the House Higher Education Committee on September 10th. Director Rhoades and Executive Director Alpert presented the Committee with an update on the implementation of the Early Literacy Standards. Representative Wright invited representatives from three Educator Preparation Programs (EPPs) to present. Dr. Rae Ette Newman, Dr. Susan Gardner, Dr. Jesse Longhurst, and Dr. Rhonda Fritz attended and presented jointly. TSPC greatly appreciated the invitation to present to the Committee and was honored to present alongside, and champion the work of, the EPPs that so beautifully co-presented. TSPC submitted its first-ever hybrid Agency Recommended Budget (ARB) to the Chief Financial Office (CFO) and is excited to see it move forward through the 27-29 budget process. Next, CFO will submit their budget recommendations to the Governor's office. The December Revenue Forecast will be released November 18th. The Governor's Recommended Budget (GRB) is anticipated in the first week of December. December Legislative Days take place December 1-3.
Agency Operations:	The agency successfully moved into its new home within the General Services Building. Executive Director Alpert thanks the staff for their generous flexibility and patience throughout the move. Executive Director Alpert has begun conversations with the Salem Art

Association (SAA) regarding a possible project to procure art for the new space.

The agency has updated its Continuity of Operations Plan (COOP) and submitted its Annual Performance Progress Report (APPR). The agency received a substantial response to its Customer Satisfaction Survey, a Key Performance Metric (KPM) included in the APPR, and appreciates the time respondents took to provide feedback. Survey results show that the agency exceeded its 80% target in four areas: Overall Customer Service, Accuracy, Helpfulness, and Expertise. The agency also came close to meeting its 80% target in the areas of Timeliness and Availability of Information, which received scores of 77% and 76%, respectively.

Staffing:

Since the June, 2026, Commission meeting, TSPC has welcomed the following staff:

Ullyssa Althaus, Executive Support Specialist
Phoebe Barker, Investigator
Julie Baustian, Administrative Support

TSPC is currently in the recruitment process for two additional investigators.

Tribal Engagement:

Tribal Cultural Items Training: Executive Director Alpert and Patrick Sieng attended the training facilitated by the Governor's Director of Tribal Affairs. The statewide effort aims to identify all cultural items held within state agencies so tribal members know what exists, where it is located, and how they can access these items if they choose to.

Government to Government Quarterly Education Cluster meeting: Executive Director Alpert and Patrick Sieng attended the meeting hosted by the Coquille tribe along with the agency directors from DELC, HECC, and ODE. Executive Director Alpert extends her thanks to the Coquille Tribe for the invitation to dinner and necklace making the evening before the event.

Attachments:

Teacher Standards and Practices Commission
1225 Ferry St SE
Salem OR 97301

October 16, 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 Evaluation and Contract Negotiation

The primary EDS project activity since the last Commission meeting has centered around completing proposal evaluations, selecting a Solution Vendor, and entering into contract development/negotiations.

Significant Project Milestones

DATE	ACTIVITY
June 29-30	Solution Vendor Demonstrations
July 30	Notice of Intent to Award published in OregonBuys
August 20	Kick-off of contract negotiations with Ignyte

Compiled Scores from Round 1 and 2 Evaluations

Proposer	Round 1	Round 2	Total
Ignyte	18,680	29,897	**48,577**
Level Data	17,933	29,369	**47,302**
System Automation	19,163	27,756	**46,919**
inLumon	18,166	19,465	**37,361**

Planned Activities over the next Quarter

- Complete drafting of contract and all supporting exhibits
- Complete review and acceptance of contract by SPS, DOJ, and EIS
- Submit all project planning artifacts to EIS for StageGate 3 approval
- Complete the Staging Database migration and all supporting documentation
- Kick-off Stage 4 (Implementation)

Preliminary Stage 4 (Implementation) Estimates

PHASE #	PHASE NAME	DURATION
1	Discovery and Planning	3 months
2	Configuration & Integration	8 months
3	Training/UAT/Data Migration	2 months
4	Deployment and Hypercare	1 month

Data Classification Level: 1 – Published
DO: Keller
Published: 10/14/2026
Amended:

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.
Moved by Gross Second by Waltenburg. This motion, made by Martha Gross and seconded by Robert Waltenburg, Carried.
Nicci Harrison: Absent, Samantha Herron: Absent, David Jaimes: Absent, Libni Coulibaly:

Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Mary Hofer: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Francisco López Atanes: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 13, Nay: 0, Absent: 3

3. 10:30-12:00 p.m.
LICENSURE

3.1. Licensure Consent Agenda.

3.1.1. Waiver Requests Granted.
First Zwemke Second Newman. This motion, made by Jon Zwemke and seconded by Rae Ette Newman, Carried.
Nicci Harrison: Absent, Samantha Herron: Absent, David Jaimes: Absent, Libni Coulibaly: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Mary Hofer: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Francisco López Atanes: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 13, Nay: 0, Absent: 3

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
Made by Zwemke Second by Gross. This motion, made by Jon Zwemke and seconded by Martha Gross, Carried.
Nicci Harrison: Absent, Samantha Herron: Absent, David Jaimes: Absent, Libni Coulibaly: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Mary Hofer: Yea, Liliana Jiménez H.:

Yea, Carrie Kondor: Yea, Francisco López Atanes: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 13, Nay: 0, Absent: 3

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
Made by: Gross Second by: Kondor. This motion, made by Martha Gross and seconded by Carrie Kondor, Carried.
Nicci Harrison: Absent, Samantha Herron: Absent, David Jaimes: Absent, Libni Coulibaly: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Mary Hofer: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Francisco López Atanes: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 13, Nay: 0, Absent: 3

6.4. Linfield University: State Recognition of Programs
Made by: Newman Second by: Gross. This motion, made by Rae Ette Newman and seconded by Martha Gross, Carried.
Nicci Harrison: Absent, Samantha Herron: Absent, David Jaimes: Absent, Carrie Kondor: Abstain (With Conflict), Libni Coulibaly: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Mary Hofer: Yea, Liliana Jiménez H.: Yea, Francisco López Atanes: 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: 3, Abstain (With Conflict): 1

6.5. Bachelor of Applied Science in Education (BASE) Unit: Preconditions Application
Made by: Hofer Second by: Lopez Atanes. This motion, made by Mary Hofer and seconded by Francisco López Atanes, Carried.
Nicci Harrison: Absent, Samantha Herron: Absent, David Jaimes: Absent, Liliana Jiménez H.: Absent, Libni Coulibaly: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Mary Hofer: Yea, Carrie Kondor: Yea, Francisco López Atanes: 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

6.6. Multiple Measures Guidance Update

Made By: Second by:. This motion, made by Carrie Kondor and seconded by Rae Ette Newman, Carried.
Nicci Harrison: Absent, Samantha Herron: Absent, David Jaimes: Absent, Libni Coulibaly: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Mary Hofer: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Francisco López Atanes: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 13, Nay: 0, Absent: 3

6.7. Teacher Performance Assessments: edTPA Revision to edTPA Essentials

6.8. Early Literacy Standards Implementation: EPP Progress and Status
Made by: Kondor Second by: Waltenburg. This motion, made by Carrie Kondor and seconded by Robert Waltenburg, Carried.
Nicci Harrison: Absent, Samantha Herron: Absent, David Jaimes: Absent, Rae Ette Newman: Abstain (With Conflict), Libni Coulibaly: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Mary Hofer: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Francisco López Atanes: Yea, Katie Lukins: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 12, Nay: 0, Absent: 3, Abstain (With Conflict): 1

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
August 13, 2026 at 2:00 p.m. to 4:00 p.m. Made by: Smith Second by: York. This motion, made by Lydia Smith and seconded by Michelle York, Carried.
Nicci Harrison: Absent, Samantha Herron: Absent, David Jaimes: Absent, Libni Coulibaly: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Mary Hofer: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Francisco López Atanes: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 13, Nay: 0, Absent: 3

8. 2:45-3:30 p.m.
ADMINISTRATIVE RULES

8.1. Literacy Standards
Made by: York Second by: Zwemke. This motion, made by Michelle York and seconded by Jon Zwemke, Carried.
Nicci Harrison: Absent, Samantha Herron: Absent, David Jaimes: Absent, Libni Coulibaly: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Mary Hofer: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Francisco López Atanes: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 13, Nay: 0, Absent: 3

8.2. Review of Division 19
Carries. This motion, made by Robert Waltenburg and seconded by Michelle York, Carried.
Nicci Harrison: Absent, Samantha Herron: Absent, David Jaimes: Absent, Libni Coulibaly: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Mary Hofer: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Francisco López Atanes: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 13, Nay: 0, Absent: 3

8.3. Civil Penalties
Made by: Zwemke Second by: Smith Adjust number four to add appropriate language about payment plan. FAQ page to help those with this process. This motion, made by Jon Zwemke and seconded by Lydia Smith, Carried.
Nicci Harrison: Absent, Samantha Herron: Absent, David Jaimes: Absent, Libni Coulibaly: Yea, Alfonso Garcia Arriola: Yea, Martha Gross: Yea, Mary Hofer: Yea, Liliana Jiménez H.: Yea, Carrie Kondor: Yea, Francisco López Atanes: Yea, Katie Lukins: Yea, Rae Ette Newman: Yea, Lydia Smith: Yea, Robert Waltenburg: Yea, Michelle York: Yea, Jon Zwemke: Yea
Yea: 13, Nay: 0, Absent: 3

9. 3:30 p.m.
ADJOURNMENT

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

October 16, 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: 10/1/2026
Amended:

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

October 16, 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: 10/1/2026
Amended:

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

October 16, 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: 10/1/2026
Amended:

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

October 16, 2026
Presentation

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

Attachments:

Data Classification Level: 1 – Published
DO: Reinhardt
Published: 10/1/2026
Amended:

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

October 16, 2026
Licensure

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

Attachments:

9.1a Waiver Requests Granted
~~9.1b Teacher Leader License Applications~~

Data Classification Level: 1 – Published
DO: Keller
Published: 10/1/2026
Amended:

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

October 16, 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
9.1.2a	Waiver of Foundational Science exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidate
9.1.2b	Waiver of Special Education exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidate
9.1.2c	Waiver of Social Studies exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidate
9.1.2d	Waiver of Elementary Multiple Subjects	584-220-0015 (1a) Meets requirements of at least one MMs CK assessment option.
9.1.2e	Waiver of Elementary Multiple Subjects	584-220-0015 (1a) Meets requirements of at least one MMs CK assessment option.

Data Classification Level: I – Published
DO: Keller
Published: 10/1/2026
Amended:

Agenda Item	Description	OAR
9.1.2f	Waiver of English Language Arts exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidate
9.1.2g	Waiver of Elementary Multiple Subjects Exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidate
9.1.2h	Waiver of Art exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidate
9.1.2i	Waiver of Spanish exam	584-220-0015 (1a) Meets requirements of at least one MMs CK assessment option.
9.1.2j	Waiver of English Language Arts exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidate
9.1.2k	Waiver of Advanced Mathematics exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidate
9.1.2l	Waiver Science exams (Bio, Chem, Integrated Sci & Physics)	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidate
9.1.2m	Applicant requests waiver of requirement to hold a non-provisional license from another state to be awarded a Preliminary/Professional license in Oregon. In 2023, the evaluator should have recognized the program completed at MGSU and requested the GA license to issue a Reciprocal license. In 2024, the evaluator failed to confirm non-provisional licensure from GA when issuing the Preliminary license. In 2026, the applicant completed an Oregon approved program to add SPED as well as upgrade to the Professional license.	584-210-0030 Preliminary Teaching License

Agenda Item	Description	OAR
9.1.2n	Waiver of requirement to complete an approved program to be awarded the Reciprocal/Preliminary Teaching License. Florida granted a Professional license based on academic preparation, college level teaching experience, positive evaluations and successful content testing. Several states have accepted the FL license to award Professional licensure	584-210-0030 Preliminary Teaching License
9.1.2o	Executive Director review of Advanced Program (Teaching of Writing program at L&C) to be awarded the Professional Teaching License	584-210-0040 Professional Teaching License
9.1.2p	Executive Director review of request to add ESOL to the Professional Teaching License without evidence of program completion. Applicant has successfully completed the testing/MMA for content knowledge and provided evidence of extensive teaching experience. It raises the question for program-required endorsements, when is the MMA enough or should evidence of programs be required.	584-220-0075 English to Speakers of Other Languages
9.1.2q	Executive Director consideration of NC and NE licenses with SPED and Elementary endorsements. The SPED endorsement was earned in NC by testing only.	584-220-0180 Special Education: Generalist
9.1.2r	Waiver of requirement to complete an Advanced Program to be awarded the Professional Administrator License based on doctorate	584-235-0030 Professional Administrator License

Agenda Item	Description	OAR
9.1.2s	Waiver of requirement to complete an Advanced Program to be awarded the Professional Administrator License based on doctorate	584-235-0030 Professional Administrator License
9.1.2t	Waiver of requirement to hold a bachelor's degree from an approved "institutional accrediting agency" to be awarded the Restricted Substitute License. For the 25-26 school year, the evaluator failed to recognize that the bachelor's degree was earned from a DEAC (distance education) accredited school. DEAC is not an approved "institutional accrediting agency"	584-210-0150 Restricted Substitute License
9.1.2u	Waiver of ELE MS Subtest 2 exam	584-220-0015 (1a) Meets requirements of at least one MMs CK assessment option.
9.1.2v	Waiver of ESOL exam	584-220-0015 (1a) Meets requirements of at least one MMs CK assessment option.
9.1.2w	Waiver of requirement to complete an approved program to be awarded the Professional Administrator License	584-235-0030 Professional Administrator License
9.1.2x	Waiver of requirement to hold a bachelor's degree from an approved "institutional accrediting agency" to be awarded the Restricted Substitute License. For the 25-26 school year, the evaluator failed to recognize that the bachelor's degree was earned from a DEAC (distance education) accredited school. DEAC is not an approved "institutional accrediting agency"	584-210-0150 Restricted Substitute License
9.1.2y	Waiver of Spanish exam	584-220-0015 (1a) Meets requirements of at least one MMs CK assessment option.

Agenda Item	Description	OAR
9.1.2z	Waiver of Social Studies exam	584-220-0015 (1a) Meets requirements of at least one MMs CK assessment option.
9.1.2aa	Waiver of Special Education exam to be awarded the Preliminary license (out of state applicant)	584-220-0015 (1a) Meets requirements of at least one MMs CK assessment option.
9.1.2bb	Waiver of Elementary exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidate
9.1.2cc	Waiver of Health and PE exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidate
9.1.2dd	Waiver of Special Education exam	584-220-0015(6) Waiver of Subject-Matter Tests for Out-of-State Prepared Candidate
9.1.2ee	Waiver of Elementary exams	584-220-0015 (1a) Meets requirements of at least one MMs CK assessment option.

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

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

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

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

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

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

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

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

(c) Provide a written statement indicating:

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

Attachments: *Available upon request.*

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

October 16, 2026
Licensure

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

The Licensure Committee has not met since the June 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 2026

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

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

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

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

Topic	Description	Status
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 Fall 2022 at the earliest June 2023 – no update October 2023 – no update February 2024 – no update April 2024 – The Director of Licensure received an email from the Oregon Health Authority's State School Nurse Consultant. The Director will schedule a meeting with the consultant this spring June 2024 – staff meeting with ODE and the Board of Nursing is scheduled. The interested parties met on 8/8/2024 and agreed that more work is necessary before any changes to TSPC's rules can be considered October 2024 – no update 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) • OSTA's concern on district selection of subs through third party sub providers • Restricted Subs and 10-day single consecutive assignment limit • Restricted Subs and definition of "sponsor"	April 2023 – some these items may be addressed by the District Sub License. Moving item to the bottom of the list to track additional concerns for future discussion June 2023 – new District Substitute License to be adopted to ease the shortage. OARs and SB283 need review for other possible changes October 2023 - OARs and SB283 need review for other possible changes February 2024 – staff determined that no Commission rule changes resulted from SB 283 [2023]. The District Substitute License is in effect. April 2024- the Legislature has convened a Substitute Teacher Task Force. TSPC Staff is monitoring the work of the Task Force for potential changes required. June 2024 – On hold for any outcomes from the Task Force that could affect Commission rule October 2024 – An initial review of the outcome of the Substitute Task Force does not show any urgent need for rule changes, but staff will monitor the Legislature closely for anything that could require the Commission to initiate change February 2025 – Staff is watching bills in the 2025 legislative session for any potential impacts to licensure policy April 2025 – no update June 2025 – no update October 2025 – no update

Topic	Description	Status
Military Spouse	Could become a larger discussion about reciprocity dependent on the outcome of work with NASDTEC and the Council of State Governments on an interstate compact. The impacts could be significant, affecting volume of applications, revenue, professional practices procedures and others still unknown.	October 2023 – Oregon has signed the Interstate Compact and will have a seat on the Commission February 2024 – Director Keller attended the first meeting of the Compact Commission in January April 2024 – The Interstate Teacher Mobility (ITM) Compact will take some time to implement by the ITM Commission. No update for this meeting. June 2024 – no update October 2024 – no update February 2025 – no update April 2025 – no update June 2025 – no update October 2025 – no update
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 • License Renewal/PDU requirements in general – pre-Covid, an Interested Parties group was appointed • Reinstating expired licenses (penalty PDUs apply to teaching licenses only)	March 2022 - Temporary Rule has been filed, suspending the requirement for licensees to submit evidence to TSPC to renew April 2023 – waiting on legislative outcomes to determine next steps June 2023 – no update October 2023 – proposal coming to Commission – Item may need revisiting annually by the Committee February 2024 – permanent rule to suspend this requirement to be considered and adopted April 2024 – Staff will convene a work group. It may need to wait until the Early Literacy Educator Preparation Council's licensing requirements recommendations are reviewed and resolved June 2024 – PDU work group will convene on July 9. October 2024 – The PDU work group met and an update will be presented at this meeting by the Director of Licensure. February 2025 – The Committee met and agreed to recommend to continue the suspension through June 30, 2026 with an intent to return to requiring the full amount of PDUs with licenses expiring on or after 7/1/2029, subject to annual review and Commission feedback. **Next Committee review: January 2026**
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 OAR 584-200-0020 (5)	Fall 2025 Committee meeting

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

October 16, 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 and effort of implementing significant changes.

Educator Data System Update

Now that the new system vendor has been selected, staff has been engaged in several meetings to come to agreement on the contract. Unlike the 2015 contracting exercise, new oversight requirements make this process tedious and detailed. While there is some flexibility in design and development after the contract is signed, there is an expectation that the contract will outline the work to be completed and how it will be completed. Draft language includes accountability for both the vendor and TSPC and penalties for failure to meet deadlines.

Communications/Newsletter

No newsletters were produced since the June 2026 Commission meeting.

Attachments:

Data Classification Level: 1 – Published
DO: Keller
Published: 10/1/2026
Amended:

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

October 16, 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).

All Licensure Staff is very much looking forward to the implementation of the Ignyte/ServiceNow Educator Data System. Many of the issues causing delays described below are caused by a lack of clear communication and direction to applicants within the current system. Staff are well-aware of these issues and are expecting a much improved experience for applicants as well as ourselves.

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. While these numbers are not captured in eLicensing and available for reporting, the team is generally clearing the background checks within one business day of the application. In mid-September, one of them remarked "Have we had no panicked calls from districts needing teachers in classrooms?" The answer is "no".

In addition to continuing their excellent work on their regular duties, when other staff assigned to assist Licensure with entering documents such as transcripts and sponsor letters could no longer support the work, the two part-time background evaluators have worked additional hours to complete the bulk of that work. At times, the work fell somewhat behind. But with assistance from management staff, the work was completed in a timely manner.

Public Service Representatives

With the high volume of applications throughout the summer months, the volume of emails also increased. With only two Public Service Representatives available to respond to the increased volume, the work fell behind with email responses taking nearly a month. With some careful management and eventual reassignment of an evaluator to assist during an extended absence of one of the Public Service Representatives, by late September, the volume was reduced to less than a week. The move to the General Services Building also affected these two staff members the most of all Licensure staff, causing a loss of approximately a week of working.

Questions submitted via email include:

- Status of an application, even though the processing date is published on the TSPC homepage; many of these questions come because of a lack of awareness that they can begin working without the license and are from applicants through ESS and Edustaff;
- Renewal requirements, especially requesting confirmation that PDUs are not required;
- Assistance with logging in and "how" to apply through eLicensing.

Evaluators

One evaluator continues to be assigned full time to the Data Migration Project, leaving three and half evaluators to process the increasing numbers of applications. They entered the summer season in reasonable shape, but the heavy volume of June applications along with some summer vacations that previously might have been delayed caused them to fall behind, sending the processing time to 50 days or more. July application numbers were manageable, but not low enough to provide an opportunity to improve the processing time. August applications were equivalent to 2025 numbers, so it expected that processing time will remain above the 30-day Key Performance Measure until mid-December.

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	26/27	$590,608	$590,608											$1,181,216
	25/26	$506,990	$638,644	$478,604	$426,934	$315,811	$303,567	$458,386	$393,614	$428,163	$441,442	$514,111	$652,575	$5,558,841
	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	26/27	2404	2865	2243										7512
	25/26	2552	3072	2252	1963	1428	1363	2179	1885	2037	2163	2637	3343	26874
	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	26/27	770	841	714										2325
	25/26	1205	1389	1565	1287	844	881	610	620	1059	927	647	776	11810
	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	26/27	2223	2019	1732										5974
	25/26	2406	2577	2728	2723	2080	2279	1657	1647	2750	2124	1600	1723	26294
	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	26/27	38	48	56										
	25/26	34	40	37	38	32	23	17	22	17	8	10	23	25
	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	26/27	333	414	310										
	25/26	95	106	130	124	109	43	92	70	116	128	50	303	114
	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
1225 Ferry Street SE
Salem OR 97301

October 16, 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:

11.1 Site Visit Schedule;
11.2 Agency waiver granted (Executive Director approval authority);

Sunset:

11.3 Linfield University: Sunset of World Languages: French endorsement;

Major modifications:

11.4 University of Portland (UP): Major modification request to the undergraduate teacher licensure program to provide the Physical Education endorsement; and
11.5 University of Portland (UP): Major modification request to the graduate teacher licensure program to provide the Physical Education endorsement.

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:

11.1: Site Visit Schedule
11.2: Agency waiver granted (Executive Director approval authority)
11.3: Linfield University: Sunset of World Languages: French endorsement
11.4: University of Portland (UP): Major modification request to the undergraduate teacher licensure program to provide the Physical Education endorsement
11.5: University of Portland (UP): Major modification request to the graduate teacher licensure program to provide the Physical Education endorsement

Teacher Standards and Practices Commission
1225 Ferry Street SE
Salem OR 97301

ITEM:	SITE VISIT SCHEDULE
ACTION:	**ACTION ITEM**
RECOMMENDATIONS:	The Executive Director recommends adoption of the following resolutions: **RESOLVED,** that the Commission adopt the revised Site Visit Schedule, as provided in Attachment 11.1.1.
INFORMATION:	The purpose of this item is to address revisions to the Site Visit Schedule since the schedule was last adopted at the April 2026 Commission meeting.

Site visit schedule:

The revised Site Visit Schedule is provided as Attachment 11.1.1. Tracked changes are used for items with proposed revisions to the Site Visit Schedule adopted June 2026.

Attachment:

11.1.1: Site Visit Schedule

Teacher Standards and Practices Commission
1225 Ferry Street SE | Salem OR 97301

October 16, 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 *CAEP accredited*	4/30/2024 (Received)	Fall 2024	2/2025	July 13, 2025	***Previous:*** 4/2-6/2005 4/1-3/2012 12/8-10/2019 **April 13-15, 2026**	May 2026	October 2026	February 2027	6/2020: State approval of Unit | ***Approved with conditions until 12/31/2026.*** 10/2023: Changed: PR, Spring 2024 to 4/30/2024 (confirmed) 2/2025: Received State Recognition of Programs (program approval). 4/2025: Site visit dates est: April 13-15, 2026 | set SVR date 30 days after SV | added C Mtg (2/2027) 10/2026: **State approval of Unit extended to 2/28/2027** in alignment with CAEP and Commission timelines
9/1/2026 – 8/31/2027									
Eastern Oregon University *AAQEP accredited*	5/31/2025 (received)	Spring 2026	***Previous:*** June 2020 June 2026	November 2026	***Previous:*** 4/3-5/2006 10/11-14/2014 5/24-25/2021 **May 24-27, 2027**	30 days later			11/2021: State Approval of Unit | ***Approved through June 30, 2028 (AAQEP & TSPC).*** 6/2026: Site visit dates est: May 24-27, 2027 6/2026: Received State Recognition of Programs (program approval).
9/1/2027 – 8/31/2028									
Linfield University *CAEP accredited* *Applying to AAQEP for accreditation*	11/7/2025 (received)	Spring 2026	***Previous:*** ~~4//2019~~April 2019 June 2026		***Previous:*** 4/10-12/2006 3/3-6/2013 10/25-27/2020 **Fall 2027**				6/2021: State Approval of Unit | ***Approved-through 12/31/2028 (AAQEP & TSPC).*** 3-4/2022: Added Program Reports due Fall 2025 6/2026: Received State Recognition of Programs (program approval)
Corban University *AAQEP accredited*	12/18/25 (received)	Summer 2026	***Previous:*** June 2020		***Previous:*** 11/13-15/2006 10/27-29/2013 12/6-7/2021 **Fall 2027**				3-4/2022: State Approval of Unit | ***Approved-through 12/31/2028.***

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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
George Fox University *AAQEP accredited*	Spring 2026		***Previous:*** 11/2019		***Previous:*** 10/13-17/2007 10/13-15/2013 4/13-14/2021 **Spring 2028**				11/2021: State Approval of Unit | ***Approved through June 30, 2028 (AAQEP)*** 2/2022: ***Approved through 12/31/2028 (TSPC)***
University of Oregon *AAQEP accredited*	Spring 2026		***Previous:*** Nov. 2018		***Previous:*** 5/17-18/2009 5/17-18/2021 **Spring 2028**				11/2021: State Approval of Unit | ***Approved through 6/30/28 (AAQEP)*** 2/2022: ***Approved through 12/31/2028 (TSPC)***
9/1/2028 – 8/31/2029									
Warner Pacific University *AAQEP accredited*	Fall 2026	TBD	***Previous:*** 11/2018 2/2020: *(PE/Music)* **TBD**		***Previous:*** 2/22-24/2010 8/25-27/2013: (full follow-up site visit) 9/27-28/2021 **Fall 2028**				2/2022: State Approval of Unit | ***Approved through 12/31/2028*** 3-4/2022: Changed: PR due: Fall 2026 | SV: Change f/Spring 2028 to Fall 2028
Pacific University *AAQEP accredited*	Spring 2027		***Previous:*** February 2020		***Previous:*** 3/1-5/2008 3/9-11/2014 4/7-8/2022 **Spring 2029**				10/2022: State Approval of Unit | ***Approved through 6/30/2029***
9/1/2029 – 8/31/2030									
Western Oregon University *CAEP accredited*	Fall 2027		***Previous:*** 4/2021		***Previous:*** 10/13-17/2007 11/15-17/2015 11/6-8/2022 **Fall 2029**				6/2023: State Approval of Unit | ***Approved through 6/30/2030***

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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
Oregon State University *CAEP accredited*	Fall 2027		***Previous:*** 2/2021		***Previous:*** 4/4-8/2009 3/4/2010 (focused) 4/19-21/2015 10/16-18/2022 **Fall 2029**				6/2023: State Approval of Unit | ***Approved through 6/30/2030***
Portland State University AAQEP accredited	Spring 2028		***Previous:*** ***11/2021***		***Previous:*** ***11/1-4/2009 10/11-13/2015 1/23-24/2023*** **Spring 2030**				6/2023: State Approval of Unit | ***Approved through 12/31/2030*** 4/2024: Corrected: PR due: Spring 2028 | SV: Corrected from Fall 2029 to Spring 2030
Southern Oregon University *AAQEP accredited*	Spring 2028		***Previous:*** 2/2022		***Previous:*** 4/20-22/2009 4/24-26/2016 & 4/9-11/2017: (focused) 4/25-26/2023 **Spring 2030**				10/2023: State Approval of Unit | ***Approved through 6/30/2030***
9/1/2030 – 8/31/2031									
Bushnell University *AAQEP accredited*	Spring 2029		***Previous:*** 2/2023		***Previous:*** 3/18-20/2002 3/16-18/2009 4/2013: *M.Ed.* 10/14-16/19 4/9-11/2024 **Spring 2031**				10/2024: State Approval of Unit | *Approved through 6/30/2031*
9/1/2032 – 8/31/2033									
University of Portland *AAQEP accredited*	Fall 2030		***Previous:*** 4//2019 2/2022 4/2025		Previous: 9/10-12/2005 9/9-11/2012 10/4-6/2020 9/9-11/2025 **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.
Eastern Oregon University	Fall 2026 (Expected)	Summer 2029				6/2026: Major modification: redesign UG Special Education Initial Teaching Licensure program to a dual endorsement Preliminary Teaching program in Elementary – Multiple Subjects and Special Education: Generalist, approved effective Fall 2026. FPR may commence after two cycles of data are available, estimated to be Summer 2029.
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 (ATD) 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. 4/2021: Changed est. two cycles date for item approved 2/2021, from 9/15/21 to 9/15/23. 6/2022: Changed: Imp., 9/22/21 (confirmed) | start, 6/30/24 (confirmed) | FPR due, 9/30/24 | TR2FPR, 11/29/24 | C mtg., 2/2025. 10/2024: Changed: start, 6/30/25 (confirmed; program suspended one year, add'l year needed for data) | FPR due, 9/30/25 | TR2FPR, 11/29/25 | C mtg., 2/2026
Oregon State University	June 2025 (Expected)	Spring 2028	Fall 2028			2/2025: New program: Special Education: Generalist program for G pre-service candidates, cond. approved eff. 2/7/2025. Focused program review required when two cycles of data are available, tentatively scheduled for Fall 2028, to consider removal of conditions.
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.

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University/ College *(Responsible party)*	Implementation / program start date (Expected) (Confirmed)	Focused Program Review process start date *(EPP - when two data cycles are or will be available)*	*3 mo.'s later:* Focused Program Review Report due to TSPC *(EPP)*	*2 mo.'s later:* Team response to Focused Program Report to EPP *(Team: TSPC)*	*2 (+/-) mo.'s later:* Focused Review Program Recognition *(Commission)*	State Approval Status and Comments
Pacific University	5/15/2020 (Expected) 9/2020 (Confirmed)	TBD: Low Ns – revisit 6/2023				2/2020: New program: Undergraduate Single-Subject (B.Ed.) with ESOL variant program for pre-service candidates conditionally approved, effective 5/15/20. Focused program review required prior to 5/15/22 to consider removal of conditions. 6/2022: Changed: Imp., 9/2020 (confirmed) | start, TBD: Low Ns, revisit 6/2023
Pacific University	7/20/2022 (Expected)	September 2024 (Expected)	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. 10/2022: Major modification: Residency Teacher License program (pre-service) to add World Language: Spanish and World Language: French endorsements, major mod approved, effective 10/13/22. Focused program review to commence after two cycles of data are available, estimated to be July 2025. 6/2023: Major modification: Residency Teacher License program (pre-service) to add World Language: German, World Language: Chinese, World Language: Japanese and World Language: Russian endorsements, major mod approved, effective 8/1/23. Focused program review to commence after two cycles of data are available, estimated to be August 2026 4/2025: FPR date revised to include all modifications to the Residency Teacher License program.
Pacific University	Fall 2025	Summer 2027				6/2025: New program: School Social Work, conditionally approved eff. Fall 2025. Focused program review may be required to commence after two cycles of data are available, estimated to be Summer 2027.
Portland State University	8/1/22 (Expected)	Spring 2025 (Expected)				2/2022: Major modification: Principal program approved, effective 8/1/2022. Focused program review required to commence after two cycles of data are available, estimated to be Spring 2025.
Portland State University	8/1/22 (Expected)	Spring 2025 (Expected)				2/2022: Major modification: Professional Administrator program approved, effective 8/1/2022. Focused program review required to commence after two cycles of data are available, estimated to be Spring 2025.
Portland State University	Fall 2024 (Expected)	Fall 2026 (Expected)				6/2023: New program: Licensure in Elementary Education Program (LEEP) with ESOL endorsement program for UG pre-service candidates, cond. approved eff. Fall 2024. Focused program review required when two cycles of data are available, tentatively scheduled for Fall 2026, to consider removal of conditions
Portland State University	September 2024 (Expected)	July 2027 (Expected)				6/2023: Major modification: Graduate Teacher Education Program change to Licensure in Elementary Education Program (LEEP) with ESOL endorsement program for G pre-service candidates, cond. approved eff. September 2024. Focused program review required when two cycles of data are available, tentatively scheduled for July 2027, to consider removal of conditions
Portland State University	September 2025	Fall 2027				6/2025: Major modification: G Added Elementary - MS program for in-service candidates approved, effective September 2025. Focused program review may be required to commence after two cycles of data are available, estimated to be Fall 2027.

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

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

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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 20~~12~~5	February 2026	Fall 2032	Sept. 2005, Sept. 2012, Oct. 2020, Sept. 2025
Eastern Oregon Univ.	May 24-25, 2021	AAQEP	~~April~~ June 2026~~0~~	November 2021	Spring 2027	April 2006, Oct. 2014, May 2021
Linfield University	Oct. 25-27, 2020	CAEP	~~April~~ June 2016~~9~~	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

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

Teacher Standards and Practices Commission
1225 Ferry Street SE
Salem OR 97301

October 16, 2026
Educator Preparation & Pathways

ITEM:	AGENCY WAIVER GRANTED (EXECUTIVE DIRECTOR APPROVAL AUTHORITY)
ACTION:	**ACTION ITEM**
RECOMMENDATION:	The Executive Director recommends adoption of the following resolution: **RESOLVED,** that the Commission acknowledges the waiver granted by the TSPC Executive Director, as provided in the item table.
INFORMATION:	The Executive Director is required to report the results of waiver requests approved under their authority to the Commission at the next regularly scheduled Commission meeting.

TPA waiver authority:
At the June 2017 Commission meeting, Commissioners granted the Executive Director authority to approve the Oregon Work Sample in lieu of edTPA for candidates who substantially completed their preparation program prior to edTPA being required.

At the November 2018 meeting, the Commission expanded the Executive Director's waiver authority to provide the ability to approve the Work Sample in lieu of edTPA for candidates who substantially completed their programs prior to the time edTPA was required under these circumstances:

- When there is a lapse of time between the candidate's program completion and application for licensure, subject to the three-year recency requirement in OAR 584-400-0160 (5);
- When a candidate did not complete some component of the program, such as testing, and the candidate now meets that component of the program, and an Educator Preparation Provider (EPP) is willing to attest that the candidate meets the requirements to be considered a quality educator through submission of a PCR; and
- When there are other similar types of circumstances not currently anticipated that, in the judgement of the Executive Director, meet the intent of this authority.

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

Supporting documentation is available to Commissioners upon request.

Waiver Approval Date	Waiver area
September 21, 2026	The educator completed program coursework and clinical requirements at George Fox University prior to the adoption of edTPA or a Commission-approved Local Assessment Option but did not pass the required content exams. The educator has since demonstrated content knowledge through Multiple Measures and has remained active and current in the content area through ongoing work as an educator and specialist.

Attachments:
Available upon request.

Teacher Standards and Practices Commission
1225 Ferry Street SE
Salem OR 97301

October 16, 2026
Educator Preparation & Pathways

ITEM:	LINFIELD UNIVERSITY: SUNSET OF WORLD LANGUAGE: FRENCH ENDORSEMENT
ACTION:	**ACTION ITEM**
RECOMMENDATIONS:	The Executive Director recommends adoption of the following: **RESOLVED,** that the Commission approves Linfield University's request to eliminate the World Language: French endorsement from its offerings, effective June 30, 2028; and **RESOLVED FURTHER,** that recommendations for licensure for this endorsement will be accepted through June 30, 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. Notifications to eliminate programs are required to include: • The date the program will be eliminated (for active programs), or the date the program was eliminated (for inactive programs); • The reason for the elimination; and • Teach-out plan details, to ensure enrolled candidates are able to complete the program. The purpose of this item is to consider a request from Linfield University to sunset the World Language: French endorsement form its secondary teacher licensure program.

On August 7, 2026, Linfield University notified the Commission of its intent to eliminate the World Language: French endorsement. Linfield eliminated the French major effective August 25, 2025, due to low enrollment and inactivity. As a result, the Education Department is no longer able to offer the French endorsement to new secondary teacher licensure candidates.

Teach-out plan:

Currently enrolled candidates seeking secondary teacher licensure with the World Language: French endorsement are expected to complete by May 2027. Linfield will continue to offer the coursework necessary for candidates to complete their programs and has requested that Program Completion Reports (PCRs) for the World Language: French endorsement be accepted through June 30, 2028, to

allow for unforeseen circumstances. Linfield is no longer admitting new candidates seeking the World Language: French endorsement.

Attachment:
11.13.1 Linfield French sunset notification

Linfield University
900 SE Baker Street
McMinnville, OR 97128-6894

Department of Education
linfield.edu

August 7, 2026

RE: Sunset of Linfield French Secondary Education Major

Dear Commission Staff,

Linfield requests to sunset French as a major for secondary education licensure in accordance with the rules below:

> OAR 584-400-0090 – Elimination of Programs
> (a) The date the licensure, endorsement, or specialization program will be eliminated (for active programs), or was eliminated (for inactive programs);
> (b) The reason(s) for the elimination of the program; and
> (c) Teach-out plans, to assure enrolled candidates are able to complete the program.
> (2) If an EPP has not recommended any candidates from a state recognized program for five continuous years, the Commission may review the state recognition of the program.
> (a) The Commission must notify the EPP if a program will be reviewed due to inactivity.
> (b) If the EPP would like to continue to offer the inactive program, the EPP must submit documentation on the inactive program to the Commission, as provided in the Program Review and Standards Handbook.

The option to take French courses toward a major at Linfield was eliminated as of 8/25/25. Due to low enrollment and inactive status, Linfield removed the major for French. Therefore, the Education Department is unable to offer our secondary education licensure candidates the option of a French endorsement.

There is currently one student enrolled in the French Teaching Certificate program who is seeking secondary education licensure. All coursework for her program will still be offered through her program completion. Her estimated completion is May of 2027, but in case of unforeseen circumstances, we request a PCR deadline of June 30, 2028. There are current no degree seeking students seeking the French endorsement, and we will not be admitting any additional students who are seeking the French endorsement.

Thank you,

Carrie Kondor

Carrie Kondor, EDD
Director of Teacher Education
Linfield University

Teacher Standards and Practices Commission
1225 Ferry Street SE
Salem OR 97301

October 16, 2026
Educator Preparation & Pathways

ITEM:	UNIVERSITY OF PORTLAND: MAJOR MODIFICATION OF UNDERGRADUATE TEACHER LICENSURE PROGRAM
ACTION:	**ACTION ITEM**
RECOMMENDATIONS:	The Educator Preparation and Pathways Committee recommends adoption of the following: **RESOLVED,** the Commission approves University of Portland's (UP) undergraduate teacher licensure program major modification request, as included in Attachment 11.4.1, to add the Physical Education endorsement for pre-service candidates, based upon a favorable review of the Commission, to become effective Fall 2027; and **RESOLVED FURTHER,** that the Physical Education endorsement added to the modified undergraduate teacher licensure program may undergo a focused program review, if requested by TSPC, after two cycles of data have been collected, which is estimated to be Spring 2032.
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. University of Portland's major modification request was deemed necessary due to substantial program revisions.

Major Modification Request:
University of Portland requested a major modification to its undergraduate teacher licensure program to add the Physical Education endorsement for pre-service candidates. The Physical Education endorsement will be completed as part of UP's Bachelor of Science in Secondary Education (BSSE) program and will prepare candidates across the P–12 grade range. The proposed endorsement will use the existing pedagogical, clinical practice, and assessment structure of UP's approved undergraduate program, with Physical Education content and methods preparation, clinical practice in a Physical Education setting, and the assessments required for the endorsement.

At their September 24, 2026, meeting, Educator Preparation and Pathways Committee members determined to recommend approval to the full Commission and for the item to be placed on the program consent agenda.

Information regarding the requested modification is included as Attachment 11.4.1. The document includes the formal request form and narrative report describing the proposed changes.

Attachment:
11.4.1: UP UG Physical Education Major Modification 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: University of Portland	**Program name:** PE Endorsement

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: 2027	**Commission meeting requested:** October 2026

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)*: Reinstatement of prior program

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: Hillary Merk	**Email Address:** merk@up.edu

Signature:

Date: 8/25/2026

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

TSPC Major Modification Proposal
University of Portland
School of Education

Physical Education Endorsement: Undergraduate Level

Rational for the Request

To accommodate the University of Portland's (UP's) School of Education (SOED) teacher license candidates, who wish to attain an Oregon Teacher License endorsement in Physical Education, and in response to the actions suggested by TSPC staff and administration, the SOED requests the acceptance and approval of the following program, as outlined in this proposal.

Background of the Proposed Modification

In the past, UP has offered a teacher license Physical Education endorsement in partnership with other local educator preparation programs. Several recent developments have made the re-introduction of a Physical Education program possible for the SOED: an introduction of a new Exercise Science undergrad major at UP, and a rise in interest in specializing in Physical Education.

As part of the 2026-2027 Academic Year, the College of Arts and Sciences (CAS) at UP has created a new major – Exercise Science. The creation of this undergraduate major provides the School of Education with suggested prerequisite content area coursework for a Physical Education endorsement, which provides the framework for making a Physical Education endorsement available for our undergraduate program. The Physical Education endorsement would be completed as part of the Bachelor of Science in Secondary Education (BSSE) major, even though the Physical Education endorsement covers levels P-12. This suggested content coursework is outlined in Appendix B.

The second factor is a trend the SOED has observed in recent recruiting cycles. We have seen an increasing number of candidates who are interested in a Physical Education endorsement. This proposal is to help address this observed need, and the Physical Education endorsement for the undergraduate program would have a start term of Fall 2027.

Description of the Proposed Modification

Given the above stated reasons, the University of Portland seeks to establish an undergraduate bachelors-level Physical Education endorsement in the teacher preparation program to start in the Fall Semester 2027. Suggested content coursework for the undergraduate Physical Education endorsement program is outlined in Appendix B. In addition to the suggested content coursework, other requirements for the Physical Education endorsement would be the passage of the state approved ORELA Physical Education test, the approved pedagogical courses for grades P-12 (including Content Methods for Physical Education for levels P-12), a state mandated student teaching field experience of over 600 hours, passage of the SOED's approved Teacher Performance Assessment (TPA), and 20 classroom observations by both the university supervisor and the candidate's cooperating teacher.

The University of Portland is also planning a dual endorsement with Physical Education and Health, where candidates could gain certification for both endorsements. In the dual endorsement plan, students would complete their student teaching and TPA in Physical Education, while completing a 60-hour practicum in Health, as well as passage of the state approved ORELA Health test.

- In effect, all required assessments (see Appendix C) that have been recently approved by TSPC during the 2021-2025 program approval and accreditation visitations will be equally applied to the SOED's physical education endorsement program. The approved undergraduate program's pedagogical and related instructional and assessment requirements for academic endorsements will not be changed, in its application to the physical education endorsement.

Effect of the Modification on the Program's Approval Status

Pedagogical:
This modification request to establish a program for the physical education endorsement at the graduate level, has no effect or impact on the SOED's approved undergraduate pedagogically based program for all established P-12 content areas. The physical education endorsement will have the same course requirements as do all other approved endorsement areas (instructional methods, assessment, classroom management, literacy, etc.) (see Appendix A). All physical education endorsement candidates' pedagogical skills

and knowledge would also be assessed via the SOED's approved Teacher Performance Assessment (TPA).

Field Experience:
The modification would have no impact on the TSPC requirement for a 600-hour field experience (e.g., student teaching) that remains a licensure requirement for all endorsement areas. Physical education endorsement candidates would be under these same expectations, with 20 observations of their instructional practice shared between their cooperating teacher and their university supervisor.

Content:
Likewise, the requested modification would again meet all TSPC content requirements for all other discipline-based endorsements (e.g., chemistry, social studies, French, etc.), i.e., passage of the ORELA assessment for physical education

Institutional Approval of the Modification Request & Program

Please see attached letter from the University of Portland Provost, Dr. David Mengel, in support of the proposed modification.

Goals and Activities of the Modified Program

The SOED's current undergraduate program, for all other endorsements, was approved during the 2021-25, program review and accreditation process and was found to have no "Areas for Improvement" and no Stipulations. In addition, the School of Education also received national approval by AAQEP. As such, the same undergraduate program goals and inTASC standards that govern all undergraduate programs within the SOED, will not be altered or modified in their application to the proposed physical education endorsement.

As stated above (see "Effect of the Modification of the Program's Approval Status"), candidates would be evaluated via the TSPC approved TPA and would be observed a total of 20 times each by their university supervisor and their cooperating teacher, using the approved assessment instrument, Candidate Pre-Service Assessment of Student Teaching (CPAST).

Procedures Used to Develop the Modified Program

Due to the conditions described above, namely the newly rolled out Exercise Science major in the College of Arts and Science, as well as the visible need for a physical education

program, the SOED's initial licensure Academic Advisor and Division Chair began to think about what a physical education program could look like. In consultation with TSPC partners, it was determined that a major modification request was appropriate for the request to add an undergraduate-level bachelor program in physical education as a viable option for future SOED teacher candidates.

Procedures Used to Evaluate the Implemented Program

As an endorsement within the undergraduate program, the physical education endorsement will be subject to all current evaluative processes and assessment instruments currently approved for use with teacher license programs. As such, any variation or change in performance on the approved TPA, the observational evaluations of both university supervisors and cooperating teachers, the number of candidates successfully completing the program, and the evaluations by the completers' hiring school administrators, regarding the completer's impact on the growth and learning of all students, will be monitored.

Recommendations from the Consortium & Partners

The Physical Education Endorsement was presented to the SOED's Curriculum and Instruction Committee, as well as to the combined Faculty and Staff of the SOED. Neither group registered concerns or problems related to the proposed program, and both expressed support for its approval.

Description of Clinical Practices

The approved clinical practice procedures and processes, as required by TSPC and employed by the SOED's undergraduate program, are aligned to the field experience requirements outlined in the Oregon Administrative Regulations and TSPC's Standards and Accreditation Handbook. This set of requirements and processes would be employed for candidates engaged in physical education endorsement field placements. There would be no change from the field experience policies and practices required of all other undergraduate endorsement candidates. (See above in "Effect of the Modification of the Program's Approval Status" section.)

For the proposed dual endorsement plan, where students would pursue licensure in Health and Physical Education, an additional 60-hour practicum in Health would be done.

Summary

In summary, UP has offered a teacher license Physical Education endorsement in partnership with other local educator preparation programs in the past. Several recent developments have made the re-introduction of a Physical Education program possible for the SOED: an introduction of a new Exercise Science undergrad major at UP, and a rise in interest in specializing in Physical Education.

As part of the 2026-2027 Academic Year, the College of Arts and Sciences (CAS) at UP has created a new major – Exercise Science. The creation of this undergraduate major provides the School of Education with suggested content area coursework for a Physical Education endorsement, which provides the framework for making a Physical Education endorsement available for our undergraduate program. The Physical Education endorsement would be completed as part of the Bachelor of Science in Secondary Education (BSSE) major, even though the Physical Education endorsement covers levels P-12. This suggested content coursework is outlined in Appendix B.

The second factor is a trend the SOED has observed in recent recruiting cycles. We have seen an increasing number of candidates who are interested in a Physical Education endorsement. We are also planning a dual endorsement plan, where candidates could specialize in Physical Education and Health. This proposal is to help address this observed need.

This major modification request is to establish a Physical Education endorsement at the undergraduate level in the SOED's bachelor's program. We have seen interest from potential students in a physical education endorsement, and now with an undergraduate program that provides suggested content area coursework, we are suited to serve this population of teacher candidates and allow them to qualify for a teaching license in Physical Education from the University of Portland.

Appendix A

Bachelor of Science in Secondary Education Courses

ED 150	Introduction to Education	3
ED 251	Theories of Development & Learning in Educational Contexts	3
ED 320	Sociocultural Foundations of Education	3
ED 330	Inclusive Policies and Practices for Diverse Learners	3
ED 331	Dyslexia Lab	1
ED 400	Curriculum and Instruction	3
ED 411	Teachers as Researchers: Using Assessment to Improve Learning	3
ED 424	Technology, Creativity, and Artificial Intelligence in Education	3
ED 425	Content Area Literacy	3
ED 427	Adolescent Classroom Relationships and Management	3
ED 4xx	Content Methods: Health & Physical Education P-12	3
ED 471	Single-Subject (Secondary) Student Teaching	3
ED 473	Single-Subject (Secondary) Student Teaching	3
ED 475	Single-Subject (Secondary) Student Teaching: Advanced	3
ED 481	Language, Literacy & Culture	3
ED 486	Single-Subject (Secondary) Seminar for Student Teachers	3

Appendix B

Suggested Content Physical Education Content Area Coursework

BIO 207	Introduction to Molecular and Cellular Biology	3
BIO 277	Introduction to Molecular and Cellular Biology Lab	1
BIO 305	Human Anatomy and Physiology 1	3
BIO 365	Human Anatomy & Physiology Lab 1	1
BIO 306	Human Anatomy and Physiology 2	3
BIO 366	Human Anatomy & Physiology Lab 2	1
CHM 207	General Chemistry I	3
CHM 277	General Chemistry I Lab	1
CHM 208	General Chemistry II	3
CHM 278	General Chemistry II Lab	1
MTH 161	Elementary Statistics	3
ED 340	Health, Wellness, and Science for Elementary Teachers	3
EXS 150	Exercise Science: Professional Foundations	1
EXS 2XX	Research Methods in Exercise Science	3
EXS 3XX	Exercise and Sports Nutrition	3
EXS 3XX	Motor Control of Human Movement	3
EXS 3XX	Fitness Assessment and Exercise Prescription	3
BIO 418	Biology of Exercise	3
BIO 4XX	Biology of Exercise Lab	1
BIO 420	Kinesiology and Functional Human Anatomy	3
BIO 4XX	Kinesiology and Functional Human Anatomy Lab	1
EXS 4XX	Exercise Science Capstone	3
BIO 487	Capstone: Occupational Therapy and Physical Therapy (OTPT)	3
CAS 497	Internship	3
EXS 3XX	Principles of Strength and Conditioning	3
EXS 3XX	Prevention and Care of Athletic Injuries	3
EXS 4XX	Assessment and Therapeutic Treatment of Athletic Injuries	3
PHW 303	Human Health and Disease	3
PHW 306	Epidemiology	3
PHW 307	Integrative Health Coaching I – Concepts of Individual Wellness	3
PSY 351	Health Psychology	3
PSY 453/SOC 453	Psychosocial Aspects of Sport and Performance	3

Appendix C

SOED Key Program Assessments

Admissions :

- Professional Dispositions (From all initial courses)
- Cumulative GPA
- Education GPA

Entry to Clinical Experience:

- University Teacher Education Committee Review (UTEC)
- Professional Dispositions (from all current courses)
- Content Area Exams
- Fingerprint and Ethics Background Check

Clinical Experience:

- CPAST (Teaching Observation Instrument)
- Professional Dispositions (from all prior courses)
- Initial TPA (Fall or Part-time student teaching)
- TPA (Spring, or Full-time student teaching)
- Formative/Summative Review
- Standards-Based Key Assessments

Planned Key Transition-Point Assessments

	Admission	Retention	Completion
TPA			X
Initial TPA		X	X
CPAST		X	X
MTEC		X	
SAT/ACT	X		
Dispositions	X	X	X

Program Alignment to Standards
Preliminary Teaching: Physical Education (PE) Endorsement (Undergraduate)

Name of program: PE Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the PE endorsement		
	Courses	**Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
PE: Program Standards/Subject Test The program requires candidates to complete the Commission-approved test for PE.	Courses	PE ORELA	Clinical Practices
PE: Program Standards/Clinical Practices The program requires candidates to complete field experiences that include supervised teaching or internships in PE classroom settings.	ED 466/471/473/475 Student Teaching Advanced 3 sch in a PE Placement	CPAST UP TPA	ED 466/471/473/475 Student Teaching Advanced 3 sch in a PE Placement
PE: Program Standards/Cultural Competency and Equitable Practice The program integrates principles of cultural competency and equitable practice in each competency standard through the	Candidates are completing an initial licensure approved program. The issues of cultural competency and equitable practice have been demonstrated through State Program Approval and National Accreditation. Specific to the PE Endorsement program candidates are introduced to relevant concepts in content area courses and their PE Methods course. All candidates will have passed the Civil Rights Exam if it is reinstated as a licensure requirement.		

Program Alignment to Standards
Preliminary Teaching: Physical Education (PE) Endorsement (Undergraduate)

Name of program: PE Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the PE endorsement		
	Courses	**Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
entire PE endorsement program.			
PE: Standard 1: Candidates demonstrate an understanding of physical education content, disciplinary concepts, and tools of inquiry related to the development of a physically educated person.	Content Coursework (See Appendix A) ED 400 ED 4xx Content Methods	Grades/GPA Civil Rights Exam** ORELA** Professional Dispositions** Instructional Unit Evaluation (Unit Plan)** CPAST** Professional Dispositions** UP TPA/Teacher Performance Assessment**	ED 466/471/473/475 Student Teaching Advanced 3 sch in a PE Placement
PE: Standard 2: Candidates demonstrate an understanding of how individuals learn and develop, and can provide opportunities that support their physical, cognitive, social and emotional development.	ED 251 ED 330 ED 331	Grades/GPA Civil Rights Exam** ORELA** Professional Dispositions** Instructional Unit Evaluation (Unit Plan)** CPAST** Professional Dispositions**	ED 466/471/473/475 Student Teaching Advanced 3 sch in a PE Placement

Program Alignment to Standards
Preliminary Teaching: Physical Education (PE) Endorsement (Undergraduate)

Name of program: PE Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the PE endorsement		
	Courses	**Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
		UP TPA/Teacher Performance Assessment**	
PE: Standard 3: Candidates demonstrate the ability to use differentiated instruction for diverse learners by demonstrating an understanding of how individuals differ in their approaches to learning and create appropriate instruction opportunities adapted to individual differences.	ED 340 ED 4xx Content Methods ED 400 ED 425 ED 411 ED 481	Grades/GPA Civil Rights Exam** ORELA** Professional Dispositions** Instructional Unit Evaluation (Unit Plan)** CPAST** Professional Dispositions** UP TPA/Teacher Performance Assessment**	ED 466/471/473/475 Student Teaching Advanced 3 sch in a PE Placement
PE: Standard 4: Candidates demonstrate the ability to understand individual and group	ED 427	Grades/GPA Civil Rights Exam** ORELA**	ED 466/471/473/475 Student Teaching Advanced 3 sch in a PE Placement

Program Alignment to Standards
Preliminary Teaching: Physical Education (PE) Endorsement (Undergraduate)

Name of program: PE Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the PE endorsement		
	Courses	**Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.		Professional Dispositions** Instructional Unit Evaluation (Unit Plan)** CPAST** Professional Dispositions** UP TPA/Teacher Performance Assessment**	
PE: Standard 5: Candidates demonstrate the ability to use effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and engagement in physical activity settings.	ED 330 ED 331 ED 427	Grades/GPA Civil Rights Exam** ORELA** Professional Dispositions** Instructional Unit Evaluation (Unit Plan)** CPAST** Professional Dispositions** UP TPA/Teacher Performance Assessment**	ED 466/471/473/475 Student Teaching Advanced 3 sch in a PE Placement

Program Alignment to Standards
Preliminary Teaching: Physical Education (PE) Endorsement (Undergraduate)

Name of program: PE Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the PE endorsement		
	Courses	**Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
PE: Standard 6: Candidates demonstrate the ability to use a variety of developmentally appropriate instructional strategies to develop physically educated individuals.	ED 340 ED 4xx Content Methods ED 400 ED 425	Grades/GPA Civil Rights Exam** ORELA** Professional Dispositions** Instructional Unit Evaluation (Unit Plan)** CPAST** Professional Dispositions** UP TPA/Teacher Performance Assessment**	ED 466/471/473/475 Student Teaching Advanced 3 sch in a PE Placement

Program Alignment to Standards
Preliminary Teaching: Physical Education (PE) Endorsement (Undergraduate)

Name of program: PE Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the PE endorsement		
	Courses	**Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
PE: Standard 7: Candidates demonstrate the ability to use formal and informal assessment strategies to foster physical, cognitive, social and emotional development of learners in physical activity.	ED 400 ED 411	Grades/GPA Civil Rights Exam** ORELA** Professional Dispositions** Instructional Unit Evaluation (Unit Plan)** CPAST** Professional Dispositions** UP TPA/Teacher Performance Assessment**	ED 466/471/473/475 Student Teaching Advanced 3 sch in a PE Placement
PE: Standard 8: Candidates demonstrate the ability to reflect and evaluate the effects of her or his actions on others.	ED 466 ED 471 ED 473 ED 475	Grades/GPA Civil Rights Exam** ORELA** Professional Dispositions**	ED 466/471/473/475 Student Teaching Advanced 3 sch in a PE Placement

Program Alignment to Standards
Preliminary Teaching: Physical Education (PE) Endorsement (Undergraduate)

Name of program: PE Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the PE endorsement		
	Courses	**Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
	ED 486	Instructional Unit Evaluation (Unit Plan)** CPAST** Professional Dispositions** UP TPA/Teacher Performance Assessment**	
PE: Standard 9: Candidates demonstrate the ability to use information technology to enhance learning and to enhance personal and professional productivity.	ED 424 ED 466 ED 471 ED 473 ED 475	Grades/GPA Civil Rights Exam** ORELA** Professional Dispositions** Instructional Unit Evaluation (Unit Plan)** CPAST** Professional Dispositions** UP TPA/Teacher Performance Assessment**	ED 466/471/473/475 Student Teaching Advanced 3 sch in a PE Placement

Program Alignment to Standards
Preliminary Teaching: Physical Education (PE) Endorsement (Undergraduate)

Name of program: PE Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the PE endorsement		
	Courses	**Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
PE: Standard 10: Candidates demonstrate the ability to foster relationships with colleagues, parents and guardians and community agencies to support learners' growth and well-being.	ED 320 ED 330 ED 466 ED 471 ED 473 ED 475 ED 486	Grades/GPA Civil Rights Exam** ORELA** Professional Dispositions** Instructional Unit Evaluation (Unit Plan)** CPAST** Professional Dispositions** UP TPA/Teacher Performance Assessment**	ED 466/471/473/475 Student Teaching Advanced 3 sch in a PE Placement

Program Alignment to Standards
Preliminary Teaching: Physical Education (PE) Endorsement (Undergraduate)

Appendix A: Physical Education Content Courses

47 Semester Hours

COURSE	NAME	Credits
REQUIRED SUPPORTING COURSES (12 Semester Hours)		
BIO 207	Intro to Molecular and Cell Bio	3
BIO 277	Intro to Molecular and Cell Bio Lab	1
CHM 207	General Chemistry I	3
CHM 277	General Chemistry I Lab	1
CHM 208[3]	General Chemistry II	3
CHM 278	General Chemistry II Lab	1
REQUIRED COURSES (22 Semester Hours)		
BIO 305	Human Anatomy & Physiology 1	3
BIO 365	Human Anatomy & Physiology Lab 1	1
BIO 306	Human Anatomy & Physiology 2	3
BIO 365	Human Anatomy & Physiology Lab 2	1
BIO 418,	Biology of Exercise	3
BIO 4xx	Biology of Exercise Lab	1
BIO 420	Kinesiology and Functional Human Anatomy	3
BIO 4xx	Kinesiology and Functional Human Anatomy Lab	1
PHW 310	Foundations of Health Education and Health Promotion	3
ED 340	Health, Wellness, and Science	3
SELECT one COURSE (1 Semester Hours)		
BIO 397	Internship	1
BIO 497	Internship	1
BIO 493	Research	1
SELECT four COURSES (12 Semester Hours)		
EXS 3XX	Exercise and Sports Nutrition	3
EXS 3XX	Motor Control of Human Movement	3
EXS 3XX	Fitness Assessment and Exercise Prescription	3
EXS 3XX	Principles of Strength and Conditioning	3
EXS 3XX	Prevention and Care of Athletic Injuries	3

Teacher Standards and Practices Commission
1225 Ferry Street SE
Salem OR 97301

October 16, 2026
Educator Preparation & Pathways

ITEM:	UNIVERSITY OF PORTLAND: MAJOR MODIFICATION OF GRADUATE TEACHER LICENSURE PROGRAM
ACTION:	**ACTION ITEM**
RECOMMENDATIONS:	The Educator Preparation and Pathways Committee recommends adoption of the following: **RESOLVED,** the Commission approves University of Portland's (UP) graduate teacher licensure program major modification request, as included in Attachment 11.5.1, to add the Physical Education endorsement for pre-service and in-service candidates, based upon a favorable review of the Commission, to become effective Summer 2027; and **RESOLVED FURTHER,** that the Physical Education endorsement added to the modified graduate teacher licensure program may undergo a focused program review, if requested by TSPC, after two cycles of data have been collected, which is estimated to be Spring 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. University of Portland's major modification request was deemed necessary due to substantial program revisions.

Major Modification Request:
University of Portland requested a major modification to its graduate teacher licensure program to add the Physical Education endorsement for pre-service and in-service candidates. The Physical Education endorsement will be offered through UP's Master of Arts in Teaching (MAT) program and will prepare candidates across the P–12 grade range. The proposed endorsement will use the existing pedagogical, clinical practice, and assessment structure of UP's approved graduate program, with Physical Education content and methods preparation, clinical practice in a Physical Education setting, and the assessments required for the endorsement.

At their September 24, 2026, meeting, Educator Preparation and Pathways Committee members determined to recommend approval to the full Commission and for the item to be placed on the program consent agenda.

Information regarding the requested modification is included as Attachment 11.5.1. The document includes the formal request form and narrative report describing the proposed changes.

Attachment:
11.5.1: UP G Physical Education Major Modification 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: University of Portland	**Program name:** PE Endorsement

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: 2027	**Commission meeting requested:** October 2026

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:

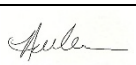
☐ Degree level of the program;
☐ Core curriculum *(The sequence of courses and/or key transition points in the program that are utilized to meet state standards)*;
☐ Core clinical practices *(The sequence, structure, and/or length of the experiences in the clinical practice that are utilized to meet state standards)*;
☒ Additions of single-subject endorsement areas within a state-recognized Preliminary Teaching License program.
☒ Other *(Please describe)*: Reinstatement of prior program

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: Hillary Merk	**Email Address:** merk@up.edu

Signature: 

Date: 8/25/2026

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

TSPC Major Modification Proposal
University of Portland
School of Education

Physical Education Endorsement: Graduate Level

Rational for the Request

To accommodate the University of Portland's (UP's) School of Education (SOED) teacher license candidates, who wish to attain an Oregon Teacher License endorsement in Physical Education, and in response to the actions suggested by TSPC staff and administration, the SOED requests the acceptance and approval of the following program, as outlined in this proposal.

Background of the Proposed Modification

In the past, UP has offered a teacher license Physical Education endorsement in partnership with other local educator preparation programs. Several recent developments have made the re-introduction of a Physical Education program possible for the SOED: an introduction of a new Exercise Science undergrad major at UP, and a rise in interest in specializing in Physical Education.

As part of the 2026-2027 Academic Year, the College of Arts and Sciences (CAS) at UP has created a new major – Exercise Science. The creation of this undergraduate major provides the School of Education with suggested prerequisite content area coursework for a Physical Education endorsement, which provides the framework for making a Physical Education endorsement available for our Master of Arts in Teaching (MAT) program. This suggested coursework is outlined in Appendix B.

The second factor is a trend the SOED has observed in recent recruiting cycles. We have seen an increasing number of candidates who are interested in a Physical Education endorsement. This proposal is to help address this observed need, and the Physical Education endorsement would have a start term of Summer 2027.

Description of the Proposed Modification

Given the above stated reasons, the University of Portland seeks to establish a graduate-level (MAT) Physical Education endorsement in the teacher preparation program to start in the Summer Semester 2027. Suggested prerequisite coursework for the MAT Physical Education endorsement program is outlined in Appendix B, and encompasses basic content coursework requirements, the passage of the state approved ORELA Physical Education test, the approved pedagogical courses for grades P-12 (including Content Methods for Physical Education for levels P-12), a state mandated student teaching field experience of over 600 hours, passage of the SOED's approved Teacher Performance Assessment (TPA), and 20 classroom observations by both the university supervisor and the candidate's cooperating teacher.

The University of Portland is also planning a dual endorsement with Physical Education and Health, where candidates could gain certification for both endorsements. In the dual endorsement plan, students would complete their student teaching and TPA in Physical Education, while completing a 60-hour practicum in Health, as well as passage of the state approved ORELA Health test.

- In effect, all required assessments (see Appendix C) that have been recently approved by TSPC during the 2021-2025 program approval and accreditation visitations will be equally applied to the SOED's physical education endorsement program. The approved MAT program's pedagogical and related instructional and assessment requirements for academic endorsements will not be changed, in its application to the physical education endorsement.

Effect of the Modification on the Program's Approval Status

Pedagogical:
This modification request to establish a program for the physical education endorsement at the graduate level, has no effect or impact on the SOED's approved MAT pedagogically based program for all established P-12 content areas. The physical education endorsement will have the same course requirements as do all other approved endorsement areas (instructional methods, assessment, classroom management, literacy, etc.) (see Appendix A). All physical education endorsement candidates' pedagogical skills and knowledge would also be assessed via the SOED's approved Teacher Performance Assessment (TPA).

Field Experience:

The modification would have no impact on the TSPC requirement for a 600-hour field experience (e.g., student teaching) that remains a licensure requirement for all endorsement areas. Physical education endorsement candidates would be under these same expectations, with 20 observations of their instructional practice shared between their cooperating teacher and their university supervisor.

Content:
Likewise, the requested modification would again meet all TSPC content requirements for all other discipline-based endorsements (e.g., chemistry, social studies, French, etc.), i.e., passage of the ORELA assessment for physical education

Institutional Approval of the Modification Request & Program

Please see attached letter from the University of Portland Provost, Dr. David Mengel, in support of the proposed modification.

Goals and Activities of the Modified Program

The SOED's current MAT program, for all other endorsements, was approved during the 2021-25, program review and accreditation process and was found to have no "Areas for Improvement" and no Stipulations. In addition, the School of Education also received national approval by AAQEP. As such, the same MAT program goals and inTASC standards that govern all MAT programs within the SOED, will not be altered or modified in their application to the proposed physical education endorsement.

As stated above (see "Effect of the Modification of the Program's Approval Status"), candidates would be evaluated via the TSPC approved TPA and would be observed a total of 20 times each by their university supervisor and their cooperating teacher, using the approved assessment instrument, Candidate Pre-Service Assessment of Student Teaching (CPAST).

Procedures Used to Develop the Modified Program

Due to the conditions described above, namely the newly rolled out Exercise Science major in the College of Arts and Science, as well as the visible need for a physical education program, the SOED's initial licensure Academic Advisor and Division Chair began to think about what a physical education program could look like. In consultation with TSPC partners, it was determined that a major modification request was appropriate for the

request to add a graduate-level MAT program in physical education as a viable option for future SOED teacher candidates.

Procedures Used to Evaluate the Implemented Program

As an endorsement within the MAT program, the physical education endorsement will be subject to all current evaluative processes and assessment instruments currently approved for use with teacher license programs. As such, any variation or change in performance on the approved TPA, the observational evaluations of both university supervisors and cooperating teachers, the number of candidates successfully completing the program, and the evaluations by the completers' hiring school administrators, regarding the completer's impact on the growth and learning of all students, will be monitored.

Recommendations from the Consortium & Partners

The Physical Education Endorsement was presented to the SOED's Curriculum and Instruction Committee, as well as to the combined Faculty and Staff of the SOED. Neither group registered concerns or problems related to the proposed program, and both expressed support for its approval.

Description of Clinical Practices

The approved clinical practice procedures and processes, as required by TSPC and employed by the SOED's MAT program, are aligned to the field experience requirements outlined in the Oregon Administrative Regulations and TSPC's Standards and Accreditation Handbook. This set of requirements and processes would be employed for candidates engaged in physical education endorsement field placements. There would be no change from the field experience policies and practices required of all other MAT endorsement candidates. (See above in "Effect of the Modification of the Program's Approval Status" section.)

For the proposed dual endorsement plan, where students would pursue licensure in Health and Physical Education, an additional 60 hours practicum in Health would be done.

Summary

In summary, UP has offered a teacher license Physical Education endorsement in partnership with other local educator preparation programs in the past. Several recent

developments have made the re-introduction of a Physical Education program possible for the SOED: an introduction of a new Exercise Science undergrad major at UP, and a rise in interest in specializing in Physical Education.

As part of the 2026-2027 Academic Year, the College of Arts and Sciences (CAS) at UP has created a new major – Exercise Science. The creating of this undergraduate major provides the School of Education with suggested content area coursework for a Physical Education endorsement, which provides the framework for making a Physical Education endorsement available for our Master of Arts in Teaching (MAT) program. This suggested prerequisite coursework is outlined in Appendix B.

The second factor is a trend the SOED has observed in recent recruiting cycles. We have seen an increasing number of candidates who are interested in a Physical Education endorsement. We are also planning a dual endorsement plan, where candidates could specialize in Physical Education and Health. This proposal is to help address this observed need.

This major modification request is to establish a Physical Education endorsement at the graduate level in the SOED's MAT program. We have seen interest from potential students in a physical education endorsement, and now with an undergraduate program that provides suggested content area coursework, we are suited to serve this population of teacher candidates and allow them to qualify for a teaching license in Physical Education from the University of Portland.

Appendix A

Master of Arts in Teaching –Physical Education Program

36 Semester Hours

Summer Semester

10 credits

ED 529	**Summer Tutoring**
ED 518	**Secondary Principles of Learning and Dev for Equitable Classrooms**
ED 517	**Supporting all Learners in the Secondary Classroom**
ED 534	**Classroom Management**

Fall Semester

12 credits

ED 540	**Student Teaching**
ED 532	**Assessment & Action Research**
ED 5xx	**Content Methods: Health & Physical Education P-12**
ED 525	**Content Area Literacy**

Student Teaching: ½ Days

Spring Semester

14 credits

ED 541	**Student Teaching**
ED 542	**Student Teaching – Advanced**
ED 536	**Student Teaching – Seminar**
ED 551	**Social & Cultural Foundations**
ED 504	**School, Parent, and Community Relations**

TPA Portfolio

Student Teaching: Full Days

Appendix B

Suggested Prerequisite Physical Education Content Area Coursework

BIO 207	Introduction to Molecular and Cellular Biology	3
BIO 277	Introduction to Molecular and Cellular Biology Lab	1
BIO 305	Human Anatomy and Physiology 1	3
BIO 365	Human Anatomy & Physiology Lab 1	1
BIO 306	Human Anatomy and Physiology 2	3
BIO 366	Human Anatomy & Physiology Lab 2	1
CHM 207	General Chemistry I	3
CHM 277	General Chemistry I Lab	1
CHM 208	General Chemistry II	3
CHM 278	General Chemistry II Lab	1
MTH 161	Elementary Statistics	3
EXS 150	Exercise Science: Professional Foundations	1
EXS 2XX	Research Methods in Exercise Science	3
EXS 3XX	Exercise and Sports Nutrition	3
EXS 3XX	Motor Control of Human Movement	3
EXS 3XX	Fitness Assessment and Exercise Prescription	3
BIO 418	Biology of Exercise	3
BIO 4XX	Biology of Exercise Lab	1
BIO 420	Kinesiology and Functional Human Anatomy	3
BIO 4XX	Kinesiology and Functional Human Anatomy Lab	1
EXS 4XX	Exercise Science Capstone	3
BIO 487	Capstone: Occupational Therapy and Physical Therapy (OTPT)	3
CAS 497	Internship	3
EXS 3XX	Principles of Strength and Conditioning	3
EXS 3XX	Prevention and Care of Athletic Injuries	3
EXS 4XX	Assessment and Therapeutic Treatment of Athletic Injuries	3
PHW 303	Human Health and Disease	3
PHW 306	Epidemiology	3
PHW 307	Integrative Health Coaching I – Concepts of Individual Wellness	3
PSY 351	Health Psychology	3
PSY 453/SOC 453	Psychosocial Aspects of Sport and Performance	3

Appendix C

SOED Key Program Assessments

Admissions and Initial Entry into the MAT Cohort:

- SAT/ACT
- Professional Dispositions (From all initial courses)
- Cumulative GPA
- Education GPA
- Content Area GPA

Entry to Clinical Experience:

- University Teacher Education Committee Review (MTEC)
- Professional Dispositions (from all current courses)
- Content Area Exams
- Fingerprint and Ethics Background Check

Clinical Experience:

- CPAST (Teaching Observation Instrument)
- Professional Dispositions (from all prior courses)
- Initial TPA (Fall or Part-time student teaching)
- TPA (Spring, or Full-time student teaching)
- Formative/Summative Review
- Standards-Based Key Assessments

Planned Key Transition-Point Assessments

	Admission	Retention	Completion
TPA			X
Initial TPA		X	X
CPAST		X	X
MTEC		X	
SAT/ACT	X		
Dispositions	X	X	X

University of Portland

Teacher Standards and Practices Commission
250 Division St NE
Salem, OR 97301-1012

Dear Members of the Teacher Standards and Practices Commission,

The University of Portland supports the proposal of the School of Education to reinstate a Physical Education licensure option within the graduate Master of Arts in Teaching (MAT) program.

Please accept this letter in support of this proposal.

Sincerely,



David Mengel, Ph.D.
Provost

cc: John Watzke, Dean, School of Education

OFFICE OF THE PROVOST
5000 N. Willamette Blvd., Portland, OR 97203-5798 T 503.943.7105 F 503.943.7401 up.edu

Program Alignment to Standards
Preliminary Teaching: Physical Education (PE) Endorsement (Graduate)

Name of program: PE Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the PE endorsement		
	Courses	**Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
PE: Program Standards/Subject Test The program requires candidates to complete the Commission-approved test for PE.	Courses	PE ORELA	Clinical Practices
PE: Program Standards/Clinical Practices The program requires candidates to complete field experiences that include supervised teaching or internships in PE classroom settings.	ED 540/541/542/566 Student Teaching Advanced 3 sch in a PE Placement	CPAST UP TPA	ED 540/541/542/566 Student Teaching Advanced 3 sch in a PE Placement
PE: Program Standards/Cultural Competency and Equitable Practice The program integrates principles of cultural competency and equitable practice in each competency standard through the	Candidates are completing an initial licensure approved program. The issues of cultural competency and equitable practice have been demonstrated through State Program Approval and National Accreditation. Specific to the PE Endorsement program candidates are introduced to relevant concepts in content area courses and their PE Methods course. All candidates will have passed the Civil Rights Exam if it is reinstated as a licensure requirement.		

Program Alignment to Standards
Preliminary Teaching: Physical Education (PE) Endorsement (Graduate)

Name of program: PE Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the PE endorsement		
	Courses	**Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
entire PE endorsement program.			
PE: Standard 1: Candidates demonstrate an understanding of physical education content, disciplinary concepts, and tools of inquiry related to the development of a physically educated person.	ED 5xx Content Methods	Grades/GPA Civil Rights Exam** ORELA** Professional Dispositions** Instructional Unit Evaluation (Unit Plan)** CPAST** Professional Dispositions** UP TPA/Teacher Performance Assessment**	ED 540/541/542/566 Student Teaching Advanced 3 sch in a PE Placement
PE: Standard 2: Candidates demonstrate an understanding of how individuals learn and develop, and can provide opportunities that support their physical, cognitive, social and emotional development.	ED 504 ED 517 ED 518 ED 529	Grades/GPA Civil Rights Exam** ORELA** Professional Dispositions** Instructional Unit Evaluation (Unit Plan)** CPAST** Professional Dispositions**	ED 540/541/542/566 Student Teaching Advanced 3 sch in a PE Placement

Program Alignment to Standards
Preliminary Teaching: Physical Education (PE) Endorsement (Graduate)

Name of program: PE Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the PE endorsement		
	Courses	**Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
		UP TPA/Teacher Performance Assessment**	
PE: Standard 3: Candidates demonstrate the ability to use differentiated instruction for diverse learners by demonstrating an understanding of how individuals differ in their approaches to learning and create appropriate instruction opportunities adapted to individual differences.	ED 5xx Content Methods ED 525 ED 529 ED 532 ED 551	Grades/GPA Civil Rights Exam** ORELA** Professional Dispositions** Instructional Unit Evaluation (Unit Plan)** CPAST** Professional Dispositions** UP TPA/Teacher Performance Assessment**	ED 540/541/542/566 Student Teaching Advanced 3 sch in a PE Placement
PE: Standard 4: Candidates demonstrate the ability to understand individual and group	ED 534	Grades/GPA Civil Rights Exam** ORELA**	ED 540/541/542/566 Student Teaching Advanced 3 sch in a PE Placement

Program Alignment to Standards
Preliminary Teaching: Physical Education (PE) Endorsement (Graduate)

Name of program: PE Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the PE endorsement		
	Courses	**Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.		Professional Dispositions** Instructional Unit Evaluation (Unit Plan)** CPAST** Professional Dispositions** UP TPA/Teacher Performance Assessment**	
PE: Standard 5: Candidates demonstrate the ability to use effective verbal, nonverbal and media communication techniques to foster inquiry, collaboration and engagement in physical activity settings.	ED 504 ED 517 ED 534 ED 551	Grades/GPA Civil Rights Exam** ORELA** Professional Dispositions** Instructional Unit Evaluation (Unit Plan)** CPAST** Professional Dispositions** UP TPA/Teacher Performance Assessment**	ED 540/541/542/566 Student Teaching Advanced 3 sch in a PE Placement

Program Alignment to Standards
Preliminary Teaching: Physical Education (PE) Endorsement (Graduate)

Name of program: PE Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the PE endorsement		
	Courses	**Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
PE: Standard 6: Candidates demonstrate the ability to use a variety of developmentally appropriate instructional strategies to develop physically educated individuals.	ED 5xx Content Methods ED 525	Grades/GPA Civil Rights Exam** ORELA** Professional Dispositions** Instructional Unit Evaluation (Unit Plan)** CPAST** Professional Dispositions** UP TPA/Teacher Performance Assessment**	ED 540/541/542/566 Student Teaching Advanced 3 sch in a PE Placement
PE: Standard 7: Candidates	ED 532	Grades/GPA	ED 540/541/542/566

Program Alignment to Standards
Preliminary Teaching: Physical Education (PE) Endorsement (Graduate)

Name of program: PE Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the PE endorsement		
	Courses	**Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
demonstrate the ability to use formal and informal assessment strategies to foster physical, cognitive, social and emotional development of learners in physical activity.		Civil Rights Exam** ORELA** Professional Dispositions** Instructional Unit Evaluation (Unit Plan)** CPAST** Professional Dispositions** UP TPA/Teacher Performance Assessment**	Student Teaching Advanced 3 sch in a PE Placement
PE: Standard 8: Candidates demonstrate the ability to reflect and evaluate the effects of her or his actions on others.	ED 540 ED 541 ED 542 ED 566	Grades/GPA Civil Rights Exam** ORELA** Professional Dispositions** Instructional Unit Evaluation (Unit Plan)**	ED 540/541/542/566 Student Teaching Advanced 3 sch in a PE Placement

Program Alignment to Standards
Preliminary Teaching: Physical Education (PE) Endorsement (Graduate)

Name of program: PE Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the PE endorsement		
	Courses	**Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
	ED 536/562	CPAST** Professional Dispositions** UP TPA/Teacher Performance Assessment**	
PE: Standard 9: Candidates demonstrate the ability to use information technology to enhance learning and to enhance personal and professional productivity.	ED 424 ED 540 ED 541 ED 542 ED 566	Grades/GPA Civil Rights Exam** ORELA** Professional Dispositions** Instructional Unit Evaluation (Unit Plan)** CPAST** Professional Dispositions** UP TPA/Teacher Performance Assessment**	ED 540/541/542/566 Student Teaching Advanced 3 sch in a PE Placement

Program Alignment to Standards
Preliminary Teaching: Physical Education (PE) Endorsement (Graduate)

Name of program: PE Endorsement Program			
Program Standards	Report any courses, assessments, teacher performance assessment and/or clinical practices that align to the required standards for the PE endorsement		
	Courses	**Assessments:** *For example: licensing tests, edTPA, work samples, evaluations, course exams*	**Clinical Practices**
PE: Standard 10: Candidates demonstrate the ability to foster relationships with colleagues, parents and guardians and community agencies to support learners' growth and well-being.	ED 529 ED 566 ED 536 ED 540 ED 541 ED 542 ED 551 ED 562/536	Grades/GPA Civil Rights Exam** ORELA** Professional Dispositions** Instructional Unit Evaluation (Unit Plan)** CPAST** Professional Dispositions** UP TPA/Teacher Performance Assessment**	ED 540/541/542/566 Student Teaching Advanced 3 sch in a PE Placement

Teacher Standards and Practices Commission
1225 Ferry Street SE
Salem OR 97301

October 16, 2026
Educator Preparation and Pathways

ITEM:	EDUCATOR PREPARATION AND PATHWAYS COMMITTEE CHAIR REPORT
ACTION:	**INFORMATION ITEM**
INFORMATION:	The purpose of this item is to provide updates on program items addressed at the September 24, 2026, Educator Preparation and Pathways Committee (EP&PC) meetings.

September 24, 2026, EP&PC meeting:

Welcome:

Chair York welcomed EP&PC members, guests, and TSPC staff.

EP&PC review of program requests:

EP&PC members review Educator Preparation Provider (EPP) requests at meetings approximately three weeks prior to each Commission meeting. This meeting included two major modification requests from University of Portland.

Agency staff conducted an initial review of the requests to identify potential questions or concerns before providing materials to EP&PC members in advance of the meeting. After reviewing and discussing the proposals at the September 24 meeting, EP&PC members determined to recommend Commission approval of both requests and placement on the program consent agenda for the October 2026 Commission meeting:

- *University of Portland (UP)*: Major modification to the undergraduate teacher licensure program to add the Physical Education endorsement for pre-service candidates; and
- *University of Portland (UP)*: Major modification to the graduate Master of Arts in Teaching (MAT) program to add the Physical Education endorsement for pre-service and in-service candidates

  The proposed modifications add Physical Education to UP's existing undergraduate and graduate teacher licensure programs in response to increased candidate interest and a need for additional Oregon-based preparation in this endorsement area. Both proposals build on the existing pedagogical, clinical practice, and assessment structures of the approved programs while adding Physical Education content and methods preparation and requiring clinical practice in a Physical Education setting. UP's new Exercise Science major provides the content preparation supporting the undergraduate endorsement and a framework for the content preparation expected of graduate candidates. Implementation is planned for August 2027 for the undergraduate program and June 2027 for the graduate MAT program.

  EP&PC members also discussed how UP anticipates combining the Physical Education and Health endorsements for candidates pursuing both areas. UP clarified that Physical Education would remain the primary endorsement program, including the required clinical practice and teacher performance assessment, with additional preparation and clinical experience completed for Health.

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 revisions to Oregon's School Counseling Program Standards. The revisions are intended to align the standards with current national and state school counseling frameworks; strengthen alignment between school counselor preparation and comprehensive school counseling program implementation; and clarify expectations related to student support systems, academic and career development, mental and behavioral health, equity-centered practice, collaboration and consultation, data use, and ethical professional practice.

The proposed language had been reviewed by the Rules Advisory Committee on September 16, 2026, and returned to EP&PC for second review. EP&PC members recommended forwarding the proposed rule revisions to the full Commission for consideration and approval.

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.

edTPA Essentials Implementation Pilot

This item is addressed as item 6.7.

Early Literacy Implementation Update

This item is addressed as item 6.8.

Future EP&PC meetings (all 3:45-5:45 p.m.):

January 14, 2027
March 18, 2027

Teacher Standards and Practices Commission
1225 Ferry Street SE
Salem OR 97301

October 16, 2026
Educator Preparation & Pathways

ITEM:	ANNUAL REPORTS
ACTION:	**ACTION ITEM**
RECOMMENDATION:	The Interim Executive Director recommends adoption of the following resolutions for the 2026 EPP Annual Reports: **RESOLVED,** that the Commission receive and adopt the submitted 2026 EPP Annual Reports, as included in Attachment 1, Annual Reports folder, into the official Commission record; **RESOLVED FURTHER,** that every educator preparation provider (EPP) required by OAR 584-400-0100 Annual Reports to submit an annual report for academic year 2024-25 has submitted; agency staff have completed formal reviews of the submitted 2026 annual reports; and feedback will be provided to the EPPs; **RESOLVED FURTHER,** that the Commission grants authority to the TSPC Interim Executive Director or designee to determine which EPP AFIs (Areas for Improvement) can now be considered complete, based on information provided by EPPs in their 2026 annual reports and/or previous annual reports, with no further action required on the part of the EPPs for those completed items; and **RESOLVED FURTHER,** that the Executive Director shall report the results of the AFI elimination inventory to the Commission at the February 2027 Commission meeting.
INFORMATION:	The purpose of Oregon EPP annual reports is to both monitor and collect information related to the operations of approved EPPs. Information includes status or updates on Areas for Improvements (AFIs) imposed by the Commission, EPP compliance with standards, requirements of Oregon Administrative Rules (OARs), and the collection of specified areas of program data.

EPPs are required to report on the following areas in their annual reports:

1. Oregon Unresolved Areas for Improvements (AFIs) and Conditions;
2. Cooperating Teachers for Clinical Practices;
3. Alternative Cooperating Teachers;
4. International and/or Out-of-State Field Placements;
5. Unavailable Cooperating Teacher Observations and Evaluations;

6. Minor Program Modifications;
7. Experimental Programs;
8. Assessments:
   8.1 Multiple Measures
   8.2 Local Assessment Option
9. Waivers:
   9.1 Partial Waivers for Clinical Practices Requirements in the Event of School or District Closures;
   9.2 Waivers of Program Requirements;
10. Restricted Teaching Licenses;
11. Internship Agreements;
12. Historical Enrollment and Program Length: Licensure, Endorsement, and Specialization Programs;
13. Program Recruitment and Retention;
14. Administrator Programs Enrollment Information;
15. Civil Rights and Professional Ethics Curriculum; and
16. Additional Information (Optional).

All required annual reports were received, as provided in Attachment 13.1, Annual Reports folder. Due to the proprietary and personally identifiable nature of the report contents, the annual reports are provided securely to Commissioners. Under OAR 584-400-0100(4), an EPP is not required to submit an annual report for the reporting year if the EPP underwent a site visit during that academic year (September 1 to August 31).

Agency staff reviewed the submitted 2026 reports in order to:

- Provide information necessary for Commissioners to make informed decisions as to whether the EPPs continue to meet standards and requirements established in existing OARs;
- Highlight areas worthy of commendation;
- Identify recommendations for AFIs and concerns that can be eliminated for Commission consideration; and
- Provide feedback on any areas found to be of concern.

Next steps include staff meetings with EPPs, as needed, to follow up on any identified questions or concerns. Upon completion, the Executive Director will report to the Commission on EPP AFIs and follow-up requirements that have been determined to be met or otherwise complete.

Attachment:
13.1: Annual Reports folder – 2026 (secure server)

Teacher Standards and Practices Commission
1225 Ferry Street SE
Salem OR 97301

October 16, 2026
Educator Preparation and Pathways

ITEM: CORBAN UNIVERSITY: STATE RECOGNITION OF PROGRAMS

ACTION: **ACTION ITEM**

RECOMMENDATION: **RESOLVED,** that the Commission commends Corban University for the clarity and organization of its program review evidence. Reviewers noted clear alignment, well-organized tables and charts, and materials that were thorough and easy to follow and compare across programs and assessments;

RESOLVED FURTHER, that the Commission commends Corban University for the intentional design of its Graduate Preliminary Teaching programs to meet the needs of working educators and career changers. The combination of asynchronous coursework, individualized program planning, intentionally sequenced coursework, and clinical practice options that allow candidates to complete requirements while working in appropriate educational settings provides multiple points of flexibility while maintaining program expectations;

RESOLVED FURTHER, that the Commission requires Corban University to provide an update in the TSPC Annual Report on implementation of its formalized validity and reliability processes for applicable ESOL assessments, including evidence of the processes used and a summary of what the EPP has learned from their implementation; 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 Corban University programs:

- Preliminary Teaching License: Elementary – Multiple Subjects (Undergraduate), with ESOL;
- Preliminary Teaching License: Single Subjects (Undergraduate), including:
    - Advanced Mathematics (including Foundational Mathematics);
    - Agricultural Science;
    - Biology (includes Foundational Science);
    - English Language Arts (including Foundational English Language Arts)
    - Health;

    - Social Studies (including Foundational Social Studies);
    - Music; and
    - Physical Education
- Preliminary Teaching License: Elementary – Multiple Subjects (Graduate);
- Preliminary Teaching License: Single Subjects (Graduate), including:
    - Advanced Mathematics (including Foundational Mathematics);
    - Agricultural Science;
    - Biology (includes Foundational Science);
    - English Language Arts (including Foundational English Language Arts)
    - Health;
    - Social Studies (including Foundational Social Studies);
    - Music; and
    - Physical Education
- ESOL 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.

Corban University's Principal program was approved for implementation beginning Fall 2025, after the program reports included in this review were prepared for submission. As a result, the Principal program was not included in the program reports and is not included in this State Recognition action.

Attachments:
14.1: Executive Director Recommendation Summary
14.2: Corban University Program Reports and addendum information (secure server)
14.3: 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

CORBAN UNIVERSITY

Salem, 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): 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):

Ongoing Reporting Requirements (non-AFI)

The following issues were identified as requiring ongoing reporting, but do not result in AFIs.

Program/Options: ESOL

Identified Issue:

The EPP has processes in place to address validity and reliability; however, some EPP-developed ESOL assessments do not have a formal process for establishing and reviewing validity and reliability and ensuring consistency across evaluators and settings. In response to the program review findings, the EPP identified steps to formalize these processes.

Reporting Timeline:

In the TSPC Annual Report, the EPP will provide an update on implementation of its formalized validity and reliability processes for the applicable ESOL assessments, including evidence of the processes used and a summary of what the EPP has learned from their implementation.

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:

Clarity and Organization of Program Review Evidence
The Commission commends Corban University for the clarity and organization of its program review evidence. Reviewers noted clear alignment, well-organized tables and charts, and materials that were thorough and easy to follow and compare across programs and assessments.

Flexible Graduate Preliminary Teaching Program Design:
The Commission commends Corban University for the intentional design of its Graduate Preliminary Teaching programs to meet the needs of working educators and career changers. The combination of asynchronous coursework, individualized program planning, intentionally sequenced coursework, and clinical practice options that allow candidates to complete requirements while working in appropriate educational settings provides multiple points of flexibility while maintaining program expectations.

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 Corban University programs be approved with a designation of "State Recognition."

- Preliminary Teaching License: Elementary – Multiple Subjects (Undergraduate), with ESOL
- Preliminary Teaching License: Single Subjects (Undergraduate), including Music and Physical Education
- Preliminary Teaching License: Elementary – Multiple Subjects (Graduate)
- Preliminary Teaching License: Single Subjects (Graduate), including Music and Physical Education
- ESOL Added Endorsement (Graduate)

Teacher Standards and Practices Commission
1225 Ferry Street SE
Salem OR 97301

October 16, 2026
Educator Preparation and Pathways

ITEM: EDTPA ESSENTIALS IMPLEMENTATION PILOT

ACTION: **ACTION ITEM**

RECOMMENDATION: **RESOLVED,** that the Commission approves edTPA Essentials for use as an optional, Commission-approved Teacher Performance Assessment during a non-consequential implementation pilot during the 2026-27 academic year;

RESOLVED FURTHER, that the Commission will continue to recognize the current edTPA for as long as Pearson makes it available and will continue to recognize existing Commission-approved Local Assessment Options without immediate change;

RESOLVED FURTHER, that the Commission directs staff to provide implementation guidance, seek feedback from candidates, faculty, supervisors, and provider leaders and to review available aggregate performance information; and

RESOLVED FURTHER, that the Commission adopts, for the duration of the pilot, the edTPA Essentials handbook alignment provided in the table below.

INFORMATION:

In June 2026, the Commission received information about Pearson's transition from the current edTPA to edTPA Essentials. edTPA Essentials retains the performance-based focus of the current edTPA, but streamlines the assessment from three major tasks to two independently submitted tasks and reduces the number of handbooks to five broad fields.

Because the assessment, scoring model, and handbook structure have changed, staff proposes an initial implementation pilot rather than immediate consequential use. Pearson is expected to complete national standard setting for edTPA Essentials in Spring 2027. Registration for the current edTPA will close in August 2027; candidates who are already registered may submit initial portfolios through early December 2027, with retake submissions continuing through early December 2028.

Pilot Parameters

During the 2026–27 pilot, participation in edTPA Essentials would be optional for Oregon EPPs. Candidates participating in the pilot would be required to complete and submit the applicable edTPA Essentials tasks, which would satisfy the TPA requirement within their educator preparation program. No minimum passing score would be required during the pilot; scores would instead be available to candidates and EPPs for formative review and program improvement.

The pilot is intended to provide implementation experience before the Commission considers a permanent passing standard or other long-term policy changes. Staff will seek feedback on the proposed approach prior to bringing a final recommendation to the Commission and will collect available performance information and implementation feedback during the pilot to inform future recommendations.

Recommended Handbook Alignment to Endorsements

Staff recommends the following initial alignment of edTPA Essentials handbooks and task pairings with Oregon endorsements for the pilot. edTPA Essentials consists of two independently submitted tasks, each with an associated handbook. Candidates must successfully complete and submit both applicable tasks for the applicable pairing to satisfy the TPA requirement. Additional TSPC guidance may address placement-specific questions as needed.

Oregon Endorsements	**Recommended edTPA Essentials Handbooks**
Elementary-Multiple Subjects	**Multiple Subject:** Literacy, Task 1 and Mathematics, Task 2
Elementary-Multiple Subjects in an early childhood placement	**Early Childhood:** Task 1 and Task 2 may be used when the candidate's clinical placement is in an appropriate early-grade setting, consistent with current TSPC guidance.
Advanced Mathematics; Agricultural Science; Art; Biology; Business: Generalist; Business: Marketing; Career Trades: Generalist; Chemistry; Drama; English Language Arts; ESOL; Family and Consumer Sciences; Foundational English Language Arts; Foundational Mathematics; Foundational Science; Foundational Social Studies; Health; Integrated Science; Library Media; Music; Physical Education; Physics; Reading Intervention; Social Studies; World Languages, including Latin	**Single Subject:** Task 1 and Task 2
Special Education: Generalist	**Special Education Multiple Subject:** Task 1 and Task 2, **or Special Education Single Subject:** Task 1 and Task 2, based on the candidate's clinical placement and instructional responsibilities.
Special Education: Deaf and Hard of Hearing; Special Education: Early Intervention/Early Childhood; Special Education: Visually Impaired; Speech (Forensics)	**No edTPA Essentials handbook required at this time**, consistent with current requirements.

For Elementary-Multiple Subjects, staff recommends the Multiple Subject handbook rather than allowing candidates to use a Single Subject handbook. The proposed alignment maintains an emphasis on both literacy and mathematics, consistent with the Commission's previous direction for the Elementary-Multiple Subjects TPA requirement. Although the Essentials structure includes Single Subject options that could correspond to other content taught in elementary settings, those options

would not provide the same evidence of candidate performance in both literacy and mathematics.

Next Steps
Following the initial pilot year and Pearson's national standard-setting process, staff will review Oregon implementation experience, available performance information, and feedback and return to the Commission with additional recommendations. Those recommendations may address whether edTPA Essentials should continue as an approved Oregon TPA option; whether to establish a consequential passing standard and, if so, the appropriate score and implementation timeline; the timeline for ending recognition of the current edTPA once Pearson discontinues it; whether changes are needed to handbook alignment, LAOs, Multiple Measures, or related TPA guidance; and any transition considerations needed for candidates and EPPs.

Additional Resources:

- edTPA Essentials website
- edTPA Essentials Assessment Handbooks and Resources
- edTPA Essentials Resources for Educator Preparation Programs

Teacher Standards and Practices Commission
1225 Ferry Street SE
Salem OR 97301

October 16, 2026
Educator Preparation and Pathways

ITEM: EARLY LITERACY STANDARDS IMPLEMENTATION UPDATE

ACTION: **INFORMATION ITEM**

INFORMATION: The purpose of this item is to update the Commission on progress related to implementation of OAR 584-420-0015 Literacy: Program Standards and OAR 584-430-0300 Administrator Standards for Early Literacy, and to outline key next steps in alignment with recommendations from the Early Literacy in Educator Preparation Council (ELEPC), detailed logistical updates identified by TSPC staff and workgroups, and extensive partner input from education partners gathered throughout the revision and implementation planning process.

Background
In May 2023, Governor Tina Kotek established the Early Literacy Educator Preparation Council (ELEPC) through Executive Order 23-12, with the goal of enhancing educator preparation in elementary literacy instruction. ELEPC concluded its work in June 2024, submitting recommended Oregon Administrative Rules (OARs) for formal adoption. In July 2024, TSPC officially adopted these standards as part of a broader effort to improve literacy education in Oregon.

The recommended implementation timeline includes:

- 2024-2025: Foundation-building year
- 2025-2026: Program alignment, refinement, and redesign
- 2026-2027: Full implementation

Moving Into Full Integration
Oregon's Educator Preparation Programs (EPPs) are entering the third year of the implementation plan for the **Early Literacy Educator Preparation Standards** recommended by the Early Literacy Educator Preparation Council. EPPs across the state continue to refine and strengthen their implementation work as they move into full integration of the standards into educator preparation.

EPPs continue aligning coursework, clinical experiences, candidate expectations, assessments, and faculty learning/practice with the new early literacy standards. Many programs have piloted elements of their revised practices during spring and summer and are using those experiences to refine implementation.

Fall Implementation Check-Ins
TSPC is in the process of conducting non-evaluative fall check-ins and site visits with EPPs to learn about their implementation progress, highlight successes, identify remaining questions or challenges, and determine where additional support may be helpful. These visits are intended as collaborative check-ins rather than formal evaluations. As we do so, TSPC and EPPs develop a shared understanding of what effective implementation looks like in practice and how educator preparation is

evolving to ensure candidates are prepared to apply evidence-based early literacy practices in Oregon classrooms.

Legislative Engagement
TSPC staff recently had the opportunity to brief legislators on the collaborative work underway between TSPC and Oregon's EPPs, including progress toward implementation and the role of educator preparation in Oregon's broader early literacy efforts. Leaders from Eastern Oregon University, Southern Oregon University, and Oregon State University also shared their experiences and perspectives during the session.

Looking Ahead
During this implementation year, TSPC will continue to support EPPs as they move toward full integration of the standards. Information gathered through the fall check-ins will help inform ongoing technical assistance and support the transition from implementation to **regular monitoring through the Commission's program review processes**.

Together, TSPC and Oregon's educator preparation programs stay engaged in processes of continuous improvement to ensure that new educators enter Oregon classrooms prepared to support students' development of strong foundational literacy skills through evidence-based instruction.

Teacher Standards and Practices Commission
1225 Ferry Street SE
Salem OR 97301

October 16, 2026
Professional Practices

ITEM: PROFESSIONAL PRACTICES PRODUCTION REPORT

ACTION: **INFORMATION ITEM**

INFORMATION: The following information compiled using the following dates June 11, 2026 – October 12, 2026. This compiled statistic indicates the number of cases pending in each category.

Cases Under Consideration:

	February 2026	April 2026	June 2026	October 2026**
Final Orders				
Proposed Orders / Actions (Cases from "Other Discipline Issues")	0	1	**3**	**1**
Stipulated Orders	4	6	**12**	**10**
Default Orders (informational)	3	18	**7**	**25**
Mandatory Revocations	2	1	**1**	**3**
Letters of Informal Reproval	0	5	**7**	**11**
Total	9	31	**30**	**50**
Preliminary Investigations Reports that were Administratively closed	91	54	**41**	**51**
Preliminary Investigation Reports Recommending Action to Dismiss	3	1	**2**	**2**
Preliminary Investigation Reports Recommending No Further Action	1	2	**1**	**0**
Preliminary Investigation Reports Recommending Action to Charge	19	22	**44**	**48**
Cases to Discuss Before the Commission	3	1	**1**	**3**
Total Investigation Reports:	114	79	**88**	**104**
Average Length of Investigations (in Months):	16.25	17.20	**16.59**	**19.35**
Percent Completed in less than six (6) months:	15%	23.75%	**29.54%**	**17.59%**
Consideration of Amended Notices to Charge	0	1	2	3
Applications for Reinstatement Pursuant to OAR 584-050-0018	1	0	1	0
Consideration of Other Discipline Issues	0	1	3	3
Termination of Monitoring Period	4	2	1	3
Total	**5**	**4**	**7**	**9**

- * 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.

Cases Pending an Investigation:

Cases Under Investigation	131	98	111	108
Cases Pending Disposition in Other Venue	36	36	29	24
New Cases Received Since Last Meeting - Patron Complaints	77	76	80	25
New Cases Received Since Last Meeting - District Complaints	81	46	51	48
Total	**577***	**577***	**575***	**557***

- * This is total number of open cases, not total of numbers in column, some cases received complaints from patrons and districts.

Pending Hearing Process:

Cases Requesting a TSPC Hearing	17	22	19	22
Cases Waiting for Final Order	4	3	2	2
Cases Pending Before the Court of Appeals	0	0	0	0

House Bill 3351 Actions:

Delayed Under Provisions of HB3351 Since Last Meeting	12	17	29	19
Reinstated Under Provisions of HB3351 Since Last Meeting	2	6	5	1

Professional Practices Historical Context:

Investigation Reports	Previous Year: 2025 Averages Per Meeting	June 2026 Meeting:
Preliminary Investigation Reports Recommending Action to Dismiss	6	2
Preliminary Investigation Reports Recommending No Further Action	3	1
Preliminary Investigation Reports Recommending Action to Charge	19	44
Total Investigation Reports Considered:	**73**	**88**
Total Cases Administratively closed	**43**	**41**

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

October 16, 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 October 08, 2026.

Discussed process of complex investigations and those with unique circumstances.

Provided outline of the Legal Data Project and how that is used to formulate Commission recommendations.

Discussed training recommendations for educators as part of the imposed sanction by the Commission.

Discussed regional assignment areas for investigators.

Provided outline on number of public records requests that have been received by Professional Practices, discussed possible fee attached for processing.

Discussed increased investigator testimony at Commission meetings when there are inquiries regarding investigation specific questions.

Discussed change in Professional Practices report format scheduled for February 2027 Commission meetings.

Discussed administrative closure and referral process and how those measures are used to better screen cases for possible investigation.

Additional information was provided regarding Civil Penalties and when that process is expected to be on-line.

Staffing Updates:
A recruitment update for open Investigator positions was provided to the Committee. Interviews for Investigator 2 positions to take place October 14-15. Administrative Specialist Julie Bausian was recently hired to fill this position after the promotion of Heather Wood to Investigator.

Data Classification Level: I – Published
DO: Horton
Published: 10/13/2026
Amended:

Next Meeting of Professional Practices Committee: January 29, 2027 *tentative

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

October 16, 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.
- September 14, 2026, discussion with BIPOC Caucus regarding questions about the program, fee schedule, and implementation of alternative measures such as deferrals, dismissals, and payment plans.

Action Needed:

- Discussion and potential adoption of rules.
- Discuss regarding concerns voiced by BIPOC Caucus regarding impact of Civil Penalties to educators, potential waiver of fees, payment options, and fee schedule.

Data Classification Level: 1 – Published
DO: Horton
Published: 10/14/2026
Amended:

Teacher Standards and Practices Commission
1225 Ferry St SE
Salem OR 97301

October 16, 2026
Administrative Rules

ITEM: 18.1 Counseling Program Standards

ACTION: **ACTION ITEM**

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

RESOLVED, that OAR 584-435-0100 are amended effective November 20, 2026.

INFORMATION: Technical amendments are being made to align with appropriate literacy standards.

The Rules Advisory Committee was consulted on September 16, 2026 and there was no objection. Required notices to interested parties and legislators was sent on October 1, 2026. A public hearing was held on October 15, 2026.

Program Area	Type of Change	Rule Number	Rule Title	Summary of Change	Public Comment
EPP	Amend	584-435-0100	School Counselor Program Standards	Proposed amendments updated standards with current national school counseling standards and Oregon's Comprehensive School Counseling Program Framework.	A Public Hearing was held on October 15, 2026.

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: 09/17/2026 11:55 AM

ARCHIVES DIVISION SECRETARY OF STATE

FILING CAPTION: Amend 584-435-0100 School Counselor Program Standards

LAST DAY AND TIME TO OFFER COMMENT TO AGENCY: 10/21/2026 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
1225 Ferry St SE
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: 10/15/2026
TIME: 11:00 AM
OFFICER: Patrick Sieng

IN-PERSON HEARING DETAILS
ADDRESS: General Services Building - Olallie Butte Room, 1225 Ferry St SE, Salem, OR 97301

REMOTE HEARING DETAILS
MEETING URL: Click here to join the meeting
PHONE NUMBER: 5-034-469-4951
CONFERENCE ID: 454485061

NEED FOR THE RULE(S):

Oregon's current school counselor preparation standards were adopted in 2021 and became effective in 2022. Although relatively recent, the standards need to be updated to reflect changes in national preparation standards, Oregon's revised Comprehensive School Counseling Program Framework, and current expectations for the role of school counselors in Oregon schools.

The current standards do not consistently distinguish between expectations for preparation programs, expectations for candidates, and expectations for practicing school counselors. Some provisions are also difficult to assess through program review because they are framed broadly or do not clearly identify the knowledge and practices programs are responsible for developing.

The amendments are needed to:

- Align Oregon preparation requirements with current national standards and Oregon-specific expectations.
- Strengthen preparation for designing, implementing, and evaluating comprehensive school counseling programs.
- Clarify the school counselor's role within academic, career, social-emotional, mental health, and student-support systems.
- Ensure that standards are clear, measurable, and appropriate for TSPC program approval and review.
- Support greater consistency across Oregon-approved school counselor preparation programs.

DOCUMENTS RELIED UPON, AND WHERE THEY ARE AVAILABLE:

- American School Counselor Association, ASCA Standards for School Counselor Preparation Programs.
- American School Counselor Association, ASCA National Model A Framework for School Counseling Programs.
- American School Counselor Association, ASCA School Counselor Professional Standards and Competencies.
- Council for Accreditation of Counseling and Related Educational Programs, 2024 CACREP Standards.
- Oregon Department of Education, Oregon's Framework for Comprehensive School Counseling Programs.
- OAR 581-022-2060, Comprehensive School Counseling Programs.
- ORS 342.138, ORS 342.147, and ORS 342.165.
- Current OAR 584-435-0100, School Counselor Program Standards.
- Recommendations and feedback from Oregon school counselor preparation faculty, practicing school counselors, education partners, and the Rules Advisory Committee.

STATEMENT IDENTIFYING HOW ADOPTION OF RULE(S) WILL AFFECT RACIAL EQUITY IN THIS STATE:

The proposed amendments are expected to support racial equity by strengthening preparation expectations related to culturally responsive and equity-centered school counseling practice. The standards prepare school counselors to examine disaggregated student data, recognize disparities in student access and outcomes, identify and address systemic barriers, and design comprehensive school counseling programs that respond to the strengths and needs of the students and communities they serve.

The amendments are also intended to prepare school counselors to collaborate with students, families, educators, and community partners in ways that are culturally and linguistically responsive. More consistent preparation expectations may reduce variation in candidates' opportunities to develop these competencies across Oregon-approved programs.

The rule alone will not eliminate racial inequities in schools. Its intended contribution is to ensure that Oregon-approved preparation programs explicitly prepare school counselor candidates to recognize inequities and use counseling practices, program design, collaboration, advocacy, and data-informed continuous improvement to address them.

FISCAL AND ECONOMIC IMPACT:

None

COST OF COMPLIANCE:

(1) Identify any state agencies, units of local government, and members of the public likely to be economically affected by the

rule(s). (2) Effect on Small Businesses: (a) Estimate the number and type of small businesses subject to the rule(s); (b) Describe the expected reporting, recordkeeping and administrative activities and cost required to comply with the rule(s); (c) Estimate the cost of professional services, equipment supplies, labor and increased administration required to comply with the rule(s).

State agencies, units of local government, and members of the public likely to be economically affected include:

- Teacher Standards and Practices Commission: Routine staff time to complete rulemaking, communicate the revised standards, support implementation, and update program-review materials.
- Oregon-approved school counselor preparation programs: Faculty and administrative time to review the standards, complete curriculum and assessment mapping, revise program materials when necessary, and demonstrate alignment during regular program-review processes.
- Public universities: Potential limited administrative or instructional costs if program revisions are needed.
- School districts: No direct compliance costs are anticipated. Districts that serve as clinical-placement partners may experience limited staff time associated with communicating updated clinical-practice expectations.
- Candidates and members of the public: No direct additional costs are anticipated. The rule does not establish a new license, fee, degree requirement, or examination requirement.

The amount of any indirect implementation cost is not currently determinable and will depend on the degree to which each approved program already aligns with the revised standards.

The proposed rule applies to TSPC-approved school counselor preparation programs. Most affected programs are operated by public universities or private nonprofit institutions of higher education rather than small businesses.

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

TSPC Rules Advisory Committee notices are distributed to small business organization partners.

WAS AN ADMINISTRATIVE RULE ADVISORY COMMITTEE CONSULTED? YES

AMEND: 584-435-0100

RULE SUMMARY: The proposed amendments update Oregon's standards for approved school counselor preparation programs. The revised standards align preparation expectations with current national school counseling standards and Oregon's Comprehensive School Counseling Program Framework. The amendments clarify the knowledge, skills, professional practices, clinical experiences, and dispositions that candidates must demonstrate to be recommended for an Oregon School Counselor License.

The updated standards address comprehensive school counseling program design and delivery; academic, career, and social-emotional development; mental and behavioral health; equity-centered practice; collaboration and consultation; data-informed decision-making; and ethical professional practice. The amendments also revise the standards to improve clarity, consistency, and measurability for educator preparation programs and TSPC program review.

CHANGES TO RULE:

584-435-0100
School Counselor Program Standards
(1) Purpose~~ of the Program: To prepare candidates for the School Counselor License. Candidates who are preparing to work as school counselors will demonstrate the professional knowledge, skills, cultural competencies and professional dispositions necessary to promote the academic, career, and social and emotional development of all pre-K-12 students.¶~~
~~(2) Candidate requirements: Candidates seeking the School Counseling License shall: ¶~~
~~(a) Obtain a master's or higher degree in counseling, education, or related behavior sciences from an Approved~~

~~institution in the United States, or the foreign equivalent of such degree approved by the Commission and a bachelor's degree. A master's degree or a doctoral degree from an Approved institution in the United States validates a non-accredited bachelor's degree. Candidates must submit official transcripts showing degree conferral.¶~~
~~(b) Successfully complete 700 total hours of field experience (practicum + internship), including:¶~~
~~(A) 100 hours of counseling practicum experience in a setting serving children, adolescents, or families and¶~~
~~(B) 600 hours of counseling internship in a school setting.¶~~
~~(C) 50 total hours of field experience must come from classroom-based counseling interventions in a school setting, including curriculum, instruction, and assessment. These hours may be direct or indirect, or from practicum or internship, or a combination.¶~~
~~(c) Demonstrate competence in all eight core areas of the Counseling Candidate Core Knowledge Standards, as evidenced by:¶~~
~~(A) University and site supervisor final evaluations that reflect that the candidate has met standards in all eight core areas;¶~~
~~(B) Satisfactory levels in all key program assessments;¶~~
~~(C) Successful completion of all program coursework;¶~~
~~(D) Meeting standards in all evaluations of professional dispositions for school counseling; and¶~~
~~(E) A professional portfolio curated and assembled by the candidate, providing work samples and other evidence of having met expectations in each of the eight core areas of the School Counseling Professional Standards.¶~~
~~Note: The following standards refer to the 2016 CACREP Standards through a cross-match by alternate lettering. ¶~~
~~(3) School Counseling Program Professional Standards¶~~
~~(a) Faculty and Staff¶~~
~~(A) W. Core counselor education program faculty have earned doctoral degrees in counselor education, preferably from a CACREP-accredited program, or have related doctoral degrees.¶~~
~~(B) X. Core counselor education program faculty identify with the counseling profession:¶~~
~~(i) Through sustained memberships in professional counseling organizations;¶~~
~~(ii) Through the maintenance of certifications and/or licenses related to their counseling specialty area(s); and¶~~
~~(iii) By showing evidence of sustained:¶~~
~~(I) Professional development and renewal activities related to counseling;¶~~
~~(II) Professional service and advocacy in counseling; and ¶~~
~~(III) Research and scholarly activity in counseling commensurate with their faculty role.¶~~
~~(C) Y. Within the structure of the institution's policies, the core counselor education program faculty have the authority to determine program curricula and to establish operational policies and procedures for the program.¶~~
~~(D) Z. Non-core faculty may be employed who support the mission, goals, and curriculum of the counselor education program. They must have graduate or professional degrees in a field that supports the mission of the program.¶~~
~~(E) AA. The core counselor education program faculty orient non-core faculty to program and accreditation requirements relevant to the courses they teach.¶~~
~~(F) BB. All core and non-core counselor education program faculty have relevant preparation and experience in relation to the courses they teach.¶~~
~~(G) CC. A core counselor education program faculty member is clearly designated as the academic unit leader for counselor education. This individual must have a written job description that includes:¶~~
~~(i) Having responsibility for the coordination of the counseling program(s);¶~~
~~(ii) Responding to inquiries regarding the overall academic unit;¶~~
~~(iii) Providing input and making recommendations regarding the development of and expenditures from the budget;¶~~
~~(iv) Providing or delegating year-round leadership to the operation of the program(s); and ¶~~
~~(v) Receiving release time from faculty member responsibilities to administer the academic unit.¶~~
~~(H) DD. A program faculty member or administrator is identified as the practicum and internship coordinator for the academic unit and/or program; this individual must have a written job description that includes (1) having responsibility for the coordination of practicum and internship experiences in designated counselor education program(s), and (2) responding to inquiries regarding practicum and internship.¶~~
~~(b) Foundation¶~~
~~(A) 1. The counselor education program has a publicly available mission statement and program objectives.¶~~
~~(B) 2. The program objectives:¶~~
~~(i) Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society; ¶~~
~~(ii) Reflect input from all persons involved in the conduct of the program, including counselor education program~~

faculty, current and former students, and personnel in cooperating agencies; ¶
(iii) Address student learning; and ¶
(iv) Are written so they can be evaluated.¶
(C) 3. Students actively identify with the counseling profession by participating in professional counseling organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.¶
(4) Counseling Candidate Core Knowledge Standards: The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates.¶
(a) 1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE¶
(A) 1. History and philosophy of the counseling profession and its specialty areas.¶
(B) 2. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation.¶
(C) 3. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams.¶
(D) 4. The role and process of the professional counselor advocating on behalf of the profession.¶
(E) 5. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.¶
(F) 6. Professional counseling organizations, including membership benefits, activities, services to members, and current issues.¶
(G) 7. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.¶
(H) 8. Current labor market information relevant to opportunities for practice within the counseling profession.¶
(I) 9. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.¶
(J) 10. Technology's impact on the counseling profession.¶
(K) 11. Strategies for personal and professional self-evaluation and implications for practice.¶
(L) 12. Self-care strategies appropriate to the counselor role.¶
(M) 13. The role of counseling supervision in the profession.¶
(b) 2. SOCIAL AND CULTURAL DIVERSITY¶
(A) 1. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.¶
(B) 2. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.¶
(C) 3. Multicultural counseling competencies.¶
(D) 4. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.¶
(E) 5. The effects of power and privilege for counselors and clients.¶
(F) 6. Help-seeking behaviors of diverse clients.¶
(G) 7. The impact of spiritual beliefs on clients' and counselors' worldviews.¶
(H) 8. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.¶
(c) 3. HUMAN GROWTH AND DEVELOPMENT¶
(A) 1. Theories of individual and family development across the lifespan.¶
(B) 2. Theories of learning.¶
(C) 3. Theories of normal and abnormal personality development.¶
(D) 4. Theories and etiology of addictions and addictive behaviors.¶
(E) 5. Biological, neurological, and physiological factors that affect human development, functioning, and behavior.¶
(F) 6. Systemic and environmental factors that affect human development, functioning, and behavior.¶
(G) 7. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan.¶
(H) 8. A general framework for understanding differing abilities and strategies for differentiated interventions.¶
(I) 9. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.¶
(d) 4. CAREER DEVELOPMENT¶
(A) 1. Theories and models of career development, counseling, and decision making.¶
(B) 2. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.¶
(C) 3. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems.¶

(D) 4. Approaches for assessing the conditions of the work environment on clients' life experiences.¶
(E) 5. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.¶
(F) 6. Strategies for career development program planning, organization, implementation, administration, and evaluation.¶
(G) 7. Strategies for advocating for diverse clients' career and educational. development and employment opportunities in a global economy.¶
(H) 8. Strategies for facilitating client skill development for career, educational, and life-work planning and management.¶
(I) 9. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making.¶
(J) 10. Ethical and culturally relevant strategies for addressing career development.¶
(e) 5. COUNSELING AND HELPING RELATIONSHIPS¶
(A) 1. Theories and models of counseling.¶
(B) 2. A systems approach to conceptualizing clients.¶
(C) 3. Theories, models, and strategies for understanding and practicing consultation.¶
(D) 4. Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.¶
(E) 5. The impact of technology on the counseling process.¶
(F) 6. Counselor characteristics and behaviors that influence the counseling process.¶
(G) 7. Essential interviewing, counseling, and case conceptualization skills.¶
(H) 8. Developmentally relevant counseling treatment or intervention plans.¶
(I) 9. Development of measurable outcomes for clients.¶
(J) 10. Evidence-based counseling strategies and techniques for prevention and intervention.¶
(L) 11. Strategies to promote client understanding of and access to a variety of community-based resources.¶
(M) 12. Suicide prevention models and strategies.¶
(N) 13. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.¶
(O) 14. Processes for aiding students in developing a personal model of counseling.¶
(f) 6. GROUP COUNSELING AND GROUP WORK¶
(A) 1. Theoretical foundations of group counseling and group work.¶
(B) 2. Dynamics associated with group process and development.¶
(C) 3. Therapeutic factors and how they contribute to group effectiveness.¶
(D) 4. Characteristics and functions of effective group leaders.¶
(E) 5. Approaches to group formation, including recruiting, screening, and selecting members.¶
(F) 6. Types of groups and other considerations that affect conducting groups in varied settings.¶
(G) 7. Ethical and culturally relevant strategies for designing and facilitating groups.¶
(H) 8. Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.¶
(g) 7. ASSESSMENT AND TESTING¶
(A) 1. Historical perspectives concerning the nature and meaning of assessment and testing in counseling.¶
(B) 2. Methods of effectively preparing for and conducting initial assessment meetings.¶
(C) 3. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.¶
(D) 4. Procedures for identifying trauma and abuse and for reporting abuse.¶
(E) 5. Use of assessments for diagnostic and intervention planning purposes.¶
(F) 6. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.¶
(G) 7. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.¶
(H) 8. Reliability and validity in the use of assessments.¶
(I) 9. Use of assessments relevant to academic/educational, career, personal, and social development.¶
(J) 10. Use of environmental assessments and systematic behavioral observations.¶
(K) 11. Use of symptom checklists, and personality and psychological testing.¶
(L) 12. Use of assessment results to diagnose developmental, behavioral, and mental disorders.¶
(M) 13. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.¶
(h) 8. RESEARCH AND PROGRAM EVALUATION¶
(A) 1. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.¶
(B) 2. Identification of evidence-based counseling practices.¶

(C) 3. Needs assessments.¶
(D) 4. Development of outcome measures for counseling programs.¶
(E) 5. Evaluation of counseling interventions and programs.¶
(F) 6. Qualitative, quantitative, and mixed research methods.¶
(G) 7. Designs used in research and program evaluation.¶
(H) 8. Statistical methods used in conducting research and program evaluation.¶
(I) 9. Analysis and use of data in counseling.¶
(J) 10. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.¶
(5) G. School Counseling Program Curriculum Standards¶
Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and social and emotional development of all PreK-12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.¶
(a) 1. Foundations¶
(A) 1. History and development of school counseling.¶
(B) 2. Models of school counseling programs.¶
(C) 3. Models of P-12 comprehensive career development.¶
(D) 4. Models of school-based collaboration and consultation.¶
(E) 5. Assessments specific to P-12 education.¶
(b) 2. Contextual Dimensions¶
(A) 1. School counselor roles as leaders, advocates, and systems change agents in P-12 schools.¶
(B) 2. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies.¶
(C) 3. School counselor roles in relation to college and career readiness.¶
(D) 4. School counselor roles in school leadership and multidisciplinary teams.¶
(E) 5. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma.¶
(F) 6. Competencies to advocate for school counseling roles.¶
(G) 7. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.¶
(H) 8. Common medications that affect learning, behavior, and mood in children and adolescents.¶
(I) 9. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs.¶
(J) 10. Qualities and styles of effective leadership in schools.¶
(K) 11. Community resources and referral sources.¶
(L) 12. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling.¶
(M) 13. Legislation and government policy relevant to school counseling.¶
(N) 14. Legal and ethical considerations specific to school counseling.¶
(c) 3. Practice¶
(A) 1. Development of school counseling program mission statements and objectives.¶
(B) 2. Design and evaluation of school counseling programs.¶
(C) 3. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.¶
(D) 4. Interventions to promote academic development.¶
(E) 5. Use of developmentally appropriate career counseling interventions and assessments.¶
(F) 6. Techniques of personal/social counseling in school settings.¶
(G) 7. Strategies to facilitate school and postsecondary transitions.¶
(H) 8. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.¶
(I) 9. Approaches to increase promotion and graduation rates.¶
(J) 10. Interventions to promote college and career readiness.¶
(K) 11. Strategies to promote equity in student achievement and college access.¶
(L) 12. Techniques to foster collaboration and teamwork within schools.¶
(M) 13. Strategies for implementing and coordinating peer intervention programs.¶
(N) 14. Use of accountability data to inform decision making.¶
(O) 15. Use of data to advocate for programs and students.¶
(6) School Counseling Clinical Practice Standards¶

~~NOTE: 50 total hours of field experience must come from classroom-based counseling interventions in a school setting, including curriculum, instruction and assessment. These hours may be direct or indirect, or from practicum or internship, or a combination.¶~~
~~(a) Counseling Practicum¶~~
~~(A) F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.¶~~
~~(B) G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.¶~~
~~(C) H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by:¶~~
~~(i) A counselor education program faculty member;¶~~
~~(ii) A student supervisor who is under the supervision of a counselor education program faculty member; or¶~~
~~(iii) A site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.¶~~
~~(D) I. Practicum students participate in an average of 1 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.¶~~
~~(b) Internship¶~~
~~(A) J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients in schools.¶~~
~~(B) K. Internship students complete at least 240 clock hours of direct service.¶~~
~~(C) L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by:¶~~
~~(i) The site supervisor;¶~~
~~(ii) Counselor education program faculty; or¶~~
~~(iii) A student supervisor who is under the supervision of a counselor education program faculty member.¶~~
~~(D) M. Internship students participate in an average of 1 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.¶~~
~~(c) Supervisor Qualifications¶~~
~~(A) N. Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have¶~~
~~(i) Relevant experience;¶~~
~~(ii) Professional credentials; and¶~~
~~(iii) Counseling supervision training and experience.¶~~
~~(B) O. Students serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs must¶~~
~~(i) Have completed CACREP entry-level counseling degree requirements;¶~~
~~(ii) Have completed or are receiving preparation in counseling supervision; and¶~~
~~(iii) Be under supervision from counselor education program faculty.¶~~
~~(C) P. Site supervisors have¶~~
~~(i) A minimum of a master's degree, preferably in counseling, or a related profession;¶~~
~~(ii) Relevant certifications and/or licenses;¶~~
~~(iii) A minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled;¶~~
~~(iv) Knowledge of the program's expectations, requirements, and evaluation procedures for students; and¶~~
~~(v) Relevant training in counseling supervision.¶~~
~~(D) Q. Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.¶~~
~~(E) R. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.¶~~
~~(7) Evaluation of the Program¶~~
~~(a) A. Counselor education programs have a documented, empirically based plan for systematically evaluating the program objectives, including student learning. For each of the types of data listed in paragraph (B) of this section below, the plan outlines ¶~~
~~(A) The data that will be collected;¶~~
~~(B) A procedure for how and when data will be collected;¶~~

~~(C) A method for how data will be reviewed or analyzed; and ¶~~
~~(D) An explanation for how data will be used for curriculum and program improvement.¶~~
~~(b) B. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: ¶~~
~~(A) Aggregate student assessment data that address student knowledge, skills, and professional dispositions; ¶~~
~~(B) Demographic and other characteristics of applicants, students, and graduates; and ¶~~
~~(C) Data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.¶~~
~~(c) C. Counselor education program faculty provide evidence of the use of program evaluation data to inform program modifications.¶~~
~~(d) D. Counselor education program faculty disseminate an annual report that includes, by program level:¶~~
~~(A) A summary of the program evaluation results;¶~~
~~(B) Subsequent program modifications; and ¶~~
~~(C) Any other substantial program changes. ¶~~
~~(D) The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.¶~~
~~(e) E. Counselor education program faculty must annually post on the program's website in an easily accessible location the following specific information for each entry-level specialty area and doctoral program: ¶~~
~~(A) The number of graduates for the past academic year;¶~~
~~(B) Completion rates; and ¶~~
~~(C) Job placement rates.¶~~
~~(8) Assessment of Students¶~~
~~(a) F. The counselor education program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: ¶~~
~~(A) Identification of key performance indicators of student learning in each of the eight core areas and in each student's respective specialty area(s) (for doctoral programs, each of the five doctoral core areas);¶~~
~~(B) Measurement of student learning conducted via multiple measures and over multiple points in time; and ¶~~
~~(C) Review or analysis of data.¶~~
~~(b) G. The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following:¶~~
~~(A) Identification of key professional dispositions;¶~~
~~(B) Measurement of student professional dispositions over multiple points in time; and ¶~~
~~(C) Review or analysis of data.¶~~
~~(c) H. The counselor education program faculty has a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal.¶~~
~~9. Evaluation of Faculty and Supervisors¶~~
~~(a) I. Written procedures for administering the process for student evaluations of faculty are available to the counselor education program faculty.¶~~
~~(b) J. Students have regular, systematic opportunities to formally evaluate counselor education program faculty.¶~~
~~(c) K. Students have regular, systematic opportunities to formally evaluate practicum and internship supervisor;~~
The purpose of this rule is to establish standards for school counselor preparation programs in Oregon to ensure candidates are prepared to design, deliver, manage, and assess a comprehensive school counseling program aligned with Oregon's Framework for Comprehensive School Counseling Programs (Oregon's Framework), the American School Counselor Association (ASCA) National Model, and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards applicable to school counseling programs. These standards clarify the Oregon-specific application of nationally recognized school counselor preparation standards within K-12 contexts. They do not replace or duplicate CACREP accreditation standards but articulate expectations for applying those standards in Oregon K-12 schools. These standards are grounded in the principle that comprehensive school counseling programs serve each and every student and require preparation that is responsive to diverse identities, experiences, and systemic conditions that shape student outcomes.¶
(2) Approved Accreditation and Preparation Requirements: To be approved by the Commission, a school counselor preparation program must be offered through a TSPC-approved Educator Preparation Provider (EPP) that holds national accreditation as defined in OAR 584-400-0015. Programs may demonstrate alignment to nationally recognized school counselor preparation standards through:¶
(a) Specialized accreditation in school counseling (e.g., CACREP); or¶
(b) Demonstration of alignment to nationally recognized professional standards for school counselor preparation, including the ASCA Professional Standards and Competencies, through program curriculum, assessments, and candidate outcomes.¶

(3) Candidate Requirements: Candidates seeking the School Counseling License shall:¶
(a) Meet the applicable licensure requirements established in OAR 584-245-0110.¶
(b) Complete an approved school counselor preparation program that ensures alignment with the competencies outlined in this rule.¶
(c) Demonstrate preparedness across the four components of a comprehensive school counseling program, as evidenced by a professional portfolio curated and assembled by the candidate. The portfolio must include work samples and other evidence demonstrating the candidate's ability to develop, implement, and evaluate a comprehensive school counseling program across the following components:¶
(A) Define: Program focus, student standards, and professional practice;¶
(B) Deliver: Direct and indirect student services;¶
(C) Manage: Program implementation, coordination, and use of data; and¶
(D) Assess: Program evaluation and continuous improvement.¶
(4) Program Requirements: Approved school counselor preparation programs must:¶
(a) Curriculum and Learning Experiences: Provide curriculum and learning experiences that:¶
(A) Prepare candidates to meet the competencies outlined in Section (5) and demonstrate alignment to nationally recognized counseling preparation standards, including foundational counseling knowledge and school counseling specialized practice areas;¶
(B) Include instruction in Oregon-specific educational laws and policies, as well as legal and ethical standards relevant to school counseling practice, including graduation requirements, school climate and safety, student wellness, suicide prevention, and child abuse prevention;¶
(C) Reflect nationally recognized frameworks while centering Oregon-specific contexts;¶
(D) Embed culturally sustaining, linguistically responsive, trauma-informed, and equity-centered counseling and instructional practices consistent with Oregon's Education Equity Lens and Transformative Social and Emotional Learning Framework;¶
(E) Include preparation in the design and delivery of direct and indirect student services and supports within a comprehensive school counseling program;¶
(F) Prepare candidates to implement comprehensive school counseling programs consistent with the Define, Deliver, Manage, and Assess components of the ASCA National Model and Oregon's Framework; and¶
(G) Preparation programs must ensure that candidates, including those entering through licensure-only or add-on pathways, complete any required coursework, clinical experiences, and assessments necessary to demonstrate preparedness across all competencies outlined in this rule, building on prior preparation to ensure alignment with the full scope of school counseling practice.¶
(b) Field Experiences: Provide field experiences that:¶
(A) Require a minimum of 700 supervised field experience hours, including:¶
(i) At least 100 hours of supervised practicum in a setting serving children, adolescents, or families; and¶
(ii) At least 600 hours of supervised internship in a K-12 school setting;¶
(B) Include a minimum of 50 hours of classroom-based delivery of the school counseling core curriculum, including curriculum design, instruction, classroom management, and formative assessment;¶
(C) Ensure field experiences include opportunities for candidates to design, deliver, and evaluate direct student services in classroom or large-group, small-group, and individual settings, as well as indirect student services, program planning, data use, and program evaluation aligned to the Define, Deliver, Manage, and Assess components of a comprehensive school counseling program.¶
(c) Site Supervisor Qualifications: Ensure site supervision is provided by a licensed school counselor who:¶
(A) Holds a current and valid school counselor license;¶
(B) Has at least two years of post-licensure experience in a K-12 school setting;¶
(C) Has experience implementing a comprehensive school counseling program; and¶
(D) Has completed EPP-provided orientation, training, or guidance related to supervision expectations, candidate competencies, confidentiality requirements, ethical practice, and evaluation procedures.¶
(d) Alternative Site Supervision Structures: In cases where a licensed school counselor is not available to provide site supervision, the EPP may implement an alternative supervision structure that is approved by the Director of Educator Preparation and Pathways prior to implementation.¶
(A) The alternative supervision structure must:¶
(i) Include a qualified supervisor with relevant preparation, credentials, or experience in school counseling or a closely related student services field;¶
(ii) Include consultation with or oversight from an individual with school counseling expertise;¶
(iii) Ensure candidates receive supervision aligned to the school counseling competencies outlined in this rule; and¶
(iv) Provide candidates with observation, feedback, and evaluation comparable to placements supervised by a licensed school counselor.¶
(e) Supervision Expectations: Ensure candidates receive regularly scheduled supervision throughout practicum and

internship that includes:¶
(f) Candidate Assessment: Implement a system for evaluating candidate knowledge, skills, and professional dispositions using multiple measures across multiple points in time. The system must include, but is not limited to:¶
(A) EPP and site supervisor evaluations of candidate performance in field experiences that:¶
(i) Include a minimum of two formal evaluations during field experiences, with at least one conducted by the EPP supervisor and one conducted by the site supervisor; and¶
(ii) Are based on multiple sources of evidence, including documented observations, candidate work samples, supervisor feedback, and artifacts aligned to the Define, Deliver, Manage, and Assess components of a comprehensive school counseling program;¶
(iii) Include formative feedback to support candidate growth and summative evaluation to determine candidate readiness for recommendation for licensure; and¶
(iv) Address candidate performance, professional dispositions, ethical practice, and demonstrated preparedness across the competencies outlined in Section (5);¶
(B) Performance on key program assessments aligned to the competencies outlined in Section (5);¶
(C) Successful completion of required program coursework; and¶
(D) Evaluation of professional dispositions aligned to the expectations of the school counseling profession.¶
(g) Faculty Qualifications: Maintain qualified faculty with expertise in K-12 school counseling consistent with national accreditation expectations and the mission of the school counseling program.¶
(A) Faculty in nationally accredited programs must meet the requirements of that accrediting body;¶
(B) Programs without specialized accreditation must ensure that at least one full-time faculty member responsible for program oversight:¶
(i) Holds relevant professional credentials in school counseling, including a valid school counselor license or equivalent;¶
(ii) Maintains active engagement in the school counseling profession; and¶
(iii) Demonstrates ongoing professional engagement through at least two of the following:¶
(I) Professional development related to K-12 school counseling;¶
(II) Professional service or advocacy;¶
(III) School-based practice or consultation; or¶
(IV) Research or scholarly activity in school counseling.¶
(h) Program Evaluation: Maintain a documented plan for program evaluation and continuous improvement, including use of multiple forms of data (e.g., participation, student learning, and outcome data) to inform program improvement and public dissemination of program outcomes.¶
(5) Candidate Competency Requirements. Approved school counselor preparation programs must ensure that candidates demonstrate preparedness across the following domains. Demonstration of preparedness may occur through coursework, simulated practice, or supervised clinical experience. Licensed school counselors are prepared to lead the design, coordination, and continuous improvement of comprehensive school counseling programs while collaborating with other licensed professionals within their respective roles and scopes of practice. Candidates must demonstrate preparedness to support the academic, career, and social-emotional development of all students through practices that are culturally sustaining, linguistically responsive, inclusive of students with disabilities, and responsive to diverse identities, experiences, and systemic barriers.¶
(a) Define: Student Standards and Professional Standards: Candidates must demonstrate preparedness to:¶
(A) Apply ethical decision-making related to confidentiality, informed consent, professional boundaries, and appropriate information sharing;¶
(B) Apply mandated reporting requirements;¶
(C) Interpret and apply Oregon-specific laws and policies relevant to school counseling practice;¶
(D) Apply knowledge of federal and state laws related to educational access and equity, including IDEA, Section 504, ADA, and language access requirements;¶
(E) Apply knowledge of professional scope, role boundaries, consultation, and appropriate referral practices;¶
(F) Demonstrate ethical, policy-aligned, and professionally responsible use of technology, including emerging technologies;¶
(G) Engage in professional reflection, consultation, and continuous learning to strengthen student-centered counseling practice.¶
(H) Apply culturally sustaining, linguistically responsive, and inclusive counseling practices that affirm diverse student identities and experiences;¶
(I) Apply trauma-informed counseling practices that support student regulation, belonging, safety, well-being, and positive conditions for learning;¶
(J) Demonstrate leadership, advocacy, and systems change practices that promote equitable access, opportunity, and outcomes for students; and¶
(b) Manage: Program Focus and Program Planning. Candidates must demonstrate preparedness to:¶

(A) Design, implement, and evaluate a comprehensive school counseling program aligned with the ASCA National Model and Oregon's Framework;¶
(B) Manage program implementation processes, including coordination, time management, and use of data; and¶
(C) Develop program mission statements, vision statements, and measurable goals grounded in student data, equity, and student outcomes;¶
(D) Demonstrate digital literacy and effective use of data systems to support student outcomes; and¶
(E) Use data to identify systemic barriers and disparities in access, opportunity, and outcomes;¶
(F) Develop and implement strategies to address inequities and improve policies, practices, and student outcomes;¶
(c) Deliver: Direct and Indirect Student Services. Candidates must demonstrate preparedness to:¶
(A) Deliver direct student services through classroom or large-group instruction, appraisal and advisement, individual counseling, and small-group counseling, and provide indirect student services through consultation, collaboration, coordination, and referrals;¶
(B) Design and deliver standards-aligned school counseling curriculum that includes lesson planning, classroom management, differentiated instruction, and culturally sustaining practices.¶
(C) Collaborate with students, families, educators, administrators, school-based teams, and community partners through consultation, coordination, and shared problem-solving;¶
(D) Identify and respond to the academic, social-emotional, and developmental needs of students across a range of abilities, language proficiencies, and cultural contexts;¶
(E) Apply principles of accessible and inclusive instructional design, along with differentiation and appropriate accommodations, to support multilingual learners and students with disabilities;¶
(F) Engage families and communities as partners in student development and well-being.¶
(G) Implement tiered, developmentally appropriate supports for students aligned with a multi-tiered system of supports (MTSS);¶
(H) Apply counseling theories and developmentally appropriate, trauma-informed practices to support student mental health, well-being, and social-emotional development, including prevention, intervention, and responsive supports;¶
(I) Conduct early identification, screening, and assessment for characteristics, risk factors, and warning signs of mental health and behavioral disorders in collaboration with school teams using accessible and responsive practices;¶
(J) Lead and support crisis response, including prevention, intervention, and postvention, in collaboration with school and community partners;¶
(K) Coordinate referrals and follow-up supports to ensure students access appropriate services;¶
(L) Recognize indicators of substance use and mental health needs in children and adolescents;¶
(M) Support students in academic planning, career development, goal setting, and successful transitions across grade levels and postsecondary pathways;¶
(N) Deliver school counseling core curriculum using effective and inclusive instructional practices;¶
(O) Design, facilitate, and evaluate developmentally appropriate small-group counseling interventions responsive to identified student needs and aligned with the comprehensive school counseling program. and¶
(P) Design and implement developmentally appropriate interventions that support academic success, graduation, and postsecondary readiness.¶
(d) Assess: Program Assessment, School Counselor Assessment, and Appraisal. Candidates must demonstrate preparedness to:¶
(A) Collect and use participation, student learning, and outcome data related to their own implementation of school counseling curriculum, services, supports, or interventions in a K-12 setting;¶
(B) Use data, supervision feedback, and student response information to evaluate the effectiveness of their own direct and indirect student services;¶
(C) Modify school counseling practice based on evidence of student need, access, participation, learning, outcomes, and implementation effectiveness; and¶
(D) Reflect on their own practice to identify strengths, areas for growth, and next steps for improving student-centered counseling services.
Statutory/Other Authority: ORS 342.138, ORS 342.147
Statutes/Other Implemented: ORS 342.138, ORS 342.147, ORS 342.165

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

October 16, 2026
Commission Business

ITEM:	PROPOSED MEETING CALENDAR FOR 2027-2028
ACTION:	**ACTION ITEM**
RECOMMENDATION:	The Executive Committee recommends the following resolution: **RESOLVED that**, the Commission adopts the dates listed below for the 2027-2028 meeting schedule.
INFORMATION:	**Re: Setting the dates –** Pursuant to the Commission Handbook, the Executive Committee is charged with setting the meeting dates for the Commission as follows:

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

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

Below are the meeting dates established by Commission action last year for the 2026-2027 school year:

- June 11, 2026 (Thursday) Executive Zoom
- June 22-24, 2026 (Monday—Wednesday)
- October 1, 2026 (Thursday) Executive Zoom
- October 16, 2026 (Friday)
- January 28, 2027 (Thursday) Executive Zoom
- February 5, 2027 (Friday) In person
- April 1, 2027, (Thursday) Executive Zoom
- April 9, 2027 (Friday) In person

Please consider the following proposed dates for 2027-2028 school year:

- June 17, 2027 (Thursday) Executive Zoom
- June 28-30, 2027 (Monday—Wednesday) (COSA June 23 - June 25, 2027)
- October 7, 2026 (Thursday) Executive Zoom
- October 15, 2027 (Friday)
- January 27, 2028 (Thursday) Executive Zoom
- February 4, 2028 (Friday) In person
- April 6, 2028, (Thursday) Executive Zoom
- April 14, 2028 (Friday) In person

Meeting locations to be determined in consideration of factors including the agency budget, rental space availability, and others.

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

October 16, 2026
Commission Business

ITEM:	CHAIRPERSON ELECTION
ACTION:	**ACTION ITEM**
RECOMMENDATION:	The Executive Committee will sit as this year's Nominating Committee. During the Executive Committee Meeting on October 1, 2026, the Committee identified a slate of nominees for Chairperson of the Commission. The Committee received the consent of each Commissioner nominated to place their name before the Commission as a nominee.
INFORMATION:	The Committee submits nominees in accordance with Handbook Policy 2200 for the position of Chairperson. Nominations from the floor will be solicited under at this meeting.

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

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

Attachment:
NONE

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

October 16, 2026
Commission Business

BALLOT FOR CHAIRPERSON ELECTION

(Vote for One)

_____	_____
_____	_____
_____	_____

Data Classification Level 2 – Limited
DO: Reinhardt
Published: 10/5/2026

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

October 16, 2026
Commission Business

ITEM:	VICE-CHAIR ELECTION
ACTION:	**ACTION ITEM**
RECOMMENDATION:	The Executive Committee will sit as this year's Nominating Committee. During the Executive Committee Meeting on October 1, 2026, the Committee identified a slate of nominees for Vice-Chairperson of the Commission. The Committee received the consent of each Commissioner nominated to place their name before the Commission as a nominee.
INFORMATION:	The Committee submits nominees in accordance with Handbook Policy 2200 for the position of Vice-Chairperson. Nominations from the floor will be solicited under meeting.

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

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

Attachment:
NONE

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

October 16, 2026
Commission Business

BALLOT FOR VICE-CHAIRPERSON ELECTION

(Vote for One)

_____ _____

_____ _____

Data Classification Level: 1 -- Published
DO: Reinhardt
Published: 10/5/2026

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

October 16, 2026
Commission Business

ITEM:	NOMINATIONS FOR CHAIRPERSON, VICE-CHAIRPERSON AND EXECUTIVE COMMITTEE
ACTION:	**ACTION ITEM**
INFORMATION:	At the last meeting of the calendar year, TSPC elects a Chairperson, Vice-Chairperson, and Executive Committee members. The Executive Committee consists of four officers plus the immediate past Chairperson. The number of Executive Committee "at large" members needed this year will be dependent on the outcome of the Chair election. Officers and Executive Committee members shall serve for one year commencing January 1, 2027.

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

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

Chair (voted first)

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

Vice-Chair (voted for second)

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

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

Nominations from the floor are in order according to the Handbook for Commissioners (Policy 2214). All nominations must be given to a member of the Nominating Committee by 12:00 p.m. on Friday, October 16, 2026. Elections for Chair, Vice-Chairperson and Executive Committee members will be held during the afternoon of the meeting under Commission Business.

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

The current Executive Committee is:

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

Data Classification: Level 1 – Published
DO: Reinhardt
Published: 10/5/2026
Amended:

* Current Chairs of Commission Standing Committees.

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

After nominations are closed, the Executive Director will ask Commissioners to respond to a poll requesting each to vote for no more than THREE candidates to serve on the Executive Committee. ONLY COMMISSIONERS' MAY VOTE. Following the vote, the results will be displayed. Commissioners will be asked to send their vote to Heidi Reinhardt. The people receiving the most votes will be announced.

Attachment:
NONE

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

October 16, 2026
Commission Business

BALLOT FOR ELECTION OF EXECUTIVE COMMITTEE MEMBERS

(select 2*)

_____	_____
_____	_____
_____	_____
_____	_____

The nominating Committee also nominates the following for Committee Vice Chairs (non-Executive Committee)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

* The Executive Committee consists of the Chair, Vice-Chair, two Executive Committee (at large) members plus the immediate past Chairperson.

Data Classification Level 2 – Limited
DO: Reinhardt
Published: 10/5/2026
Amended:

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

October 16, 2026
Commission Business

ITEM:	PREFERENCE FOR COMMITTEE ASSIGNMENTS IN 2027
ACTION:	**INFORMATION ITEM [Individual Action Required]**
INFORMATION:	As delineated in the Commissioners' Handbook, one of the duties of the Chairperson is to appoint members to the Commission's Standing Committees after consulting with the Executive Committee.

Currently the Commission has three established standing committees: Program Approval, Licensure and Professional Practices. The composition of committees is governed by the Commission Handbook:

6210 **Program Approval Membership and Responsibilities**

6211 The Chairperson may appoint an internal standing committee identified as the Program Approval Committee and consisting of not less than two teachers, one administrator, and one person representing an institution of higher education.

7210 **Licensure Committee Membership and Responsibilities**

7211 The Chairperson may appoint an internal standing committee identified as the Licensure Committee and consisting of not less than two teachers, an administrator, and one person representing an institution of higher education.

8110 **Professional Practices Committee Membership and Responsibilities**

8111 The Chairperson may appoint an internal standing committee identified as the Professional Practices Committee consisting of not less than two teachers, one administrator, and one person representing the public.

At this time, your preference for committee appointment is being sought. The 2026 Executive Committee and new 2027 Executive Committee may meet before the end of this calendar year to discuss the goals and committee memberships for the year 2027. Each Committee will select its Vice Chair, to be reported prior to the January 2027 Commission meeting.

Please indicate your first choice, second choice and third choice for committees (1, 2, 3)

2027 Program Approval: _____

2027 Licensure: _____

2027 Professional Practices: _____

_____
Printed signature

STANDING COMMITTEES

Data Classification: Level 1 – Published
October 2026: DO Reinhardt
Published: 10/5/2026
Amended:

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

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

Educator Preparation & Pathway Unit
Dr. Michelle York, Chair
Dr. Carrie Kondor
Dr. Alfonso Garcia Arriola
Samantha Herron
Sarah Dalisky

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

The Chair may also establish other special committees at any time as needed. Please return your completed forms to Heidi Reinhardt.