

Chapter 584 Teacher Standards and Practices Commission

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DIVISION 1

PROCEDURAL RULES

584-001-0000

Notice of Rulemaking Action

Prior to the adoption, amendment, or repeal of any permanent rule, the Teacher Standards and Practices Commission shall give notice of the proposed adoption, amendment, or repeal:

(1) In the Secretary of State's Bulletin referred to in ORS 183.360 at least 21 days prior to the effective date of the rule.

(2) By sending a copy of the notice to legislators as specified in ORS 183.335(15) at least 49 days before the effective date of the rule.

(3) By sending a copy of the notice to persons on the Commission's mailing list established pursuant to ORS 183.335(8) and 183.341(4) at least 28 days before the effective date of the rule.

(4) Any person may request, in writing, to be included on the mailing list described in subsection (3) of this rule. The person must provide to the Commission an address, electronic or postal mail, to which the notice may be sent.

(5) The Commission may update the mailing list described in subsection (3) of this rule annually by requesting persons to confirm that they wish to remain on the mailing list. If a person does not respond to a request within 28 days of the date the Commission sends the request, the Commission may remove the person from the mailing list. Any person removed from the mailing list will be immediately returned to the mailing list, upon request, if the person provides a current address to which the notice may be sent.

Stat. Auth.: ORS 183 & 342

Stats. Implemented: ORS 183.335 & 183.341

Hist.: TS 12, f. & ef. 9-29-76; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 9-1994, f. & cert. ef. 11-21-94; TSPC 5-2000, f. & cert. ef. 9-20-00; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 9-2014, f. & cert. ef. 11-14-14

584-001-0005

Model Rules of Procedure

The Attorney General's Hearing Officer Panel Rules of Procedure, OAR 137-003-0501 to 137-003-0700 effective in December 1999, and the Collaborative Dispute Resolution Rules, 137-005-0020 to 137-005-0050, effective in October 2001, and Model Rules of Procedure, 137-001-0005 to 137-001-0080, effective in December 2003 are by this reference adopted as the rules of procedure for the Teacher Standards and Practices Commission and shall be controlling except as otherwise required by statute or rule.

[ED. NOTE: The full text of the Attorney General's Model Rules of Procedure is available from the office of the Attorney General or Teacher Standards and Practices Commission.]

Stat. Auth.: ORS 183

Stats. Implemented: ORS 183.341

Hist.: TS 1, f. 7-31-73, ef. 7-15-73; TS 6, f. 11-21-73, ef. 12-25-73; TS 13, f. 12-20-76, ef. 1-1-77; Renumbered from 584-021-0100; TS 5-1978, f. & ef. 11-1-78;

TS 4-1980, f. & ef. 7-29-80; TS 2-1982, f. & ef. 4-16-82; TS 7-1983, f. & ef. 12-14-83; TS 8-1986, f. 12-19-86, ef. 1-15-87; TS 3-1988, f. & cert. ef. 4-7-88; TS 4-1991, f. & cert. ef. 3-12-91; TS 9-1994, f. & cert. ef. 11-21-94; TSPC 1-2000(Temp), f. & cert. ef. 1-18-00 thru 7-11-00; TSPC 2-2000, f. & cert. ef. 5-15-00; TSPC 7-2005, f. & cert. ef. 8-24-05

584-001-0010

Access to Information in Licensure Files

Oregon law establishes the right of public access to general information in files maintained by public agencies while reserving the right to withhold certain information potentially injurious to the affected party. The Commission makes available to the public information in licensure files subject to the following rules:

(1) General information available to the public shall include: the person's license type and status, academic degree(s) and the institutions awarding them, the names and addresses of verified educational employers, and orders adopted by the Commission as a result of disciplinary proceedings, if any.

(2) Personal information not routinely furnished the general public shall include: social security number, the date and place of birth, home address and telephone number, transcripts of credits and grades, reports of educational experience that include personal comments, and other forms or papers containing personal opinions about the educator.

(3) All requests for general information shall be in writing, with the exception of requests covered by subsection (7) of this rule.

(4) With the exception of requests covered by subsection (7) of this rule, a charge of \$5 shall be made to process a written request for general information.

(5) All requests for personal information shall be in writing, with the exception of requests covered by subsection (7) of this rule, and shall provide clear and convincing evidence of public interest in disclosure or a showing that disclosure of the record will not constitute an unreasonable invasion of privacy. Upon receipt of a request for personal information, the Executive Director shall notify the educator by certified and first class mail that personal information has been requested and that he or she has an opportunity to show that making disclosure as requested will unreasonably invade privacy. The Executive Director shall determine, based on the evidence of public interest and showing of unreasonable invasion of privacy, whether exemption from disclosure is justified and shall release the record or deny the request for disclosure.

(6) With exception of requests covered by subsection (7) of this rule, a charge of \$15 shall be made to process a written request for personal information.

(7) General and personal information in licensure files may be provided by letter, telephone or facsimile, at no cost, to the director of teacher education or his or her designee at a teacher education institution, a school district superintendent or personnel officer, or an Oregon judge or district attorney.

Stat. Auth.: ORS 183, 192 & 283

Stats. Implemented: ORS 183, 192.440 & 283.110

Hist.: TS 13, f. 12-20-76, ef. 1-1-77; TS 2-1982, f. & ef. 4-16-82; TS 1-1987, f. & ef. 3-3-87; TS 1-1992, f. & cert. ef. 1-15-92; TS 7-1992, f. 12-17-92, cert. ef. 1-15-93; TS 1-1996, f. & cert. ef. 1-29-96; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 3-2015, f. & cert. ef. 4-15-15

584-001-0016

Fees for Public Records and Related Services

(1) The Commission may establish fees for providing access to public records in paper, electronic or other format. These fees will be reasonably calculated to reimburse the Commission for costs of providing and conveying the public records. The Commission shall provide information in accordance with public records disclosure rules as established in Chapter 192 of the Oregon Revised Statutes.

NOTE: See ORS 283.110 regarding charges for providing records to state agencies.

(2) In establishing the fees for public records, the Commission will consider:

(a) Printing and duplicating costs;

(b) Staff time, including but not limited to, all time spent in retrieval, duplication and compilation of information, telephone time, typing, computer operation and mailing;

(c) Electronic Services, including but not limited to, programming, materials, and computer time; and

(d) Overheard, including but not limited to, bookkeeping and accounting, attorney fees as permitted under ORS 192.440, postage and mail services, equipment maintenance, central government services, and general service charges.

(3) The Commission may waive or reduce fees for public records upon written request if the Commission determines that making the record available primarily benefits the general public.

(4) Fees for copies and related services:

(a) Photocopies (single or double-sided): \$5 plus 20 cents per page (black and white) and \$5 plus 30 cents per page if requested in color;

(b) Facsimile: \$5.00 1st page, \$1 per page thereafter;

(c) Postage/Freight: First Class or Bulk rate based on weight;

(d) Record Search Charges: In addition to photocopying or other duplication charges, the following staff time charges:

(A) Clerical — \$20 per hour.

(B) Administrative — \$40 per hour.

(C) Executive — \$50 per hour.

(e) Data Order Charges:

(A) Standard Licensee Data Order — \$150 each.

(B) Custom Licensee Data Order — \$150 + \$40 per hour administrative time.

(f) Address Label Disk — \$100 each.

(5) The cost of a request for public records not listed in section (4) of this rule shall be determined by the Executive Director at the time of the request, considering the factors listed in section (2) of this rule. If the estimated fee of a request exceeds \$25, the Commission will provide written notice to the requestor and will not act further to respond to the request until the requestor notifies the Commission, in writing, to proceed with making the records available.

(6) No additional fee will be charged for providing records or documents in an alternative format when required by the Americans with Disabilities Act.

(7) Requests for public records may be verbal; however, the Commission may require the request to:

(a) Be in writing;

(b) Be delivered to the Commission's office (by person, U.S. Mail, FAX, email or other electronic means);

(c) Be dated;

(d) Be signed;

(e) Adequately describe the records being requested; or

(f) Indicate the date the records are needed.

(8) Electronic Records: Copies of requested electronic records may be provided in the format or manner maintained by the Commission. The Commission will perform all downloading, reproducing, formatting, and manipulating of records. Due to the threat of computer virus, the Commission will not permit requestors to provide flash drives or other electronic media for electronic reproduction of computer records.

(9) All fees and charges must be paid in advance of releasing the requested public records.

Stat. Auth.: ORS 192 & ORS 283

Stats. Implemented: ORS 192.440 & ORS 283.110

Hist.: TSPC 5-2014, f. & cert. ef. 8-5-14

584-001-0020

Personal Service Contracts

(1) The Teacher Standards and Practices Commission occasionally requires the services of a consultant to accomplish all or part of a project. This rule establishes procedures to be followed for screening and selection of Personal Service Contractors.

(2) The Executive Director is authorized to enter into personal service contracts for assignments approved by the Commission, such as investigators for discipline cases, within the expenditure limitations established by the legislature. Personal service contracts for other tasks not previously a part of TSPC's legislatively-approved budget shall be approved by the Commission prior to initiating work on the contract.

(3) The Commission will contract for consultant services when: the specialized skills, knowledge, and resources are not available

within the Commission or its staff; when the work cannot be done in a reasonable time with the Commission's own work force; when an independent and impartial evaluation of a situation is required by a consultant with recognized professional expertise and stature in a field; or when it will be less expensive to contract for the work.

(4) A personal service contract with a consultant who is a member of the Public Employees Retirement System (PERS) and who is employed in another state agency will normally be in the form of an interagency agreement. If such an agreement is impractical and the work will be done strictly on the consultant's own time, a regular Personal Service Contract will be established.

(5) A personal service contract shall establish the specific duties to be performed, the standards of performance to be met with the product, and a delivery schedule for completion. The letter of agreement shall indicate the consideration for services to be performed and the nature and amount of reimbursement for expenses, if any.

(6) Contracts of \$1,000 or less may be initiated by the Executive Director and submitted to Department of Administrative Services (DAS) contract administrator following execution of the contract. Contracts in excess of \$1,000, but less than \$25,000, shall be approved by DAS prior to execution of the contract. Contracts of \$25,000 or more shall be submitted to the Attorney General's office for review of legal sufficiency and shall be approved by DAS prior to execution. Contracts for computer services and programming shall be submitted to DAS for review. Copies of all contracts shall be filed with DAS contract officer and with TSPC's accountant in DAS.

(7) A contract file will be maintained by the Commission. The file will contain a complete record of the actions involved in developing and administering the contract including the following:

- (a) Statement of agency justification for the contract;
- (b) Written justification in lieu of competitive procurements when negotiation is used for personal service contracts in excess of \$2,500 per agreement per fiscal year;
- (c) Methodology/rationale by which rates are established for contracts in excess of \$2,500 per agreement per fiscal year may include the following:
 - (A) A copy of the request for approval;
 - (B) List of prospective contractors who were requested to submit proposals;
 - (C) Method used to advertise/notify other possible prospective contractors;
 - (D) A copy of each proposal;
 - (E) Method of evaluating proposals;
 - (F) Record of negotiations and results;
 - (G) How the contractor was selected including the basis for awarding contract;
 - (H) Resulting contract, if awarded.
- (d) All contracts of \$2,500 per agreement or less should include:
 - (A) The names of firms or individuals and cost estimates/quotes considered;
 - (B) The basis for selection of the contractor;
 - (C) How reasonableness of price was determined.

(8) In accordance with ORS 670.600, the Commission shall certify that the contracted work meets the following standards:

- (a) The individual or business entity providing the labor or services is free from direction and control over the means and manner of providing the labor or services, subject only to the right of the person for whom the labor or services are provided to specify the desired results;
- (b) The individual business entity providing labor or services is responsible for obtaining all assumed business registrations or professional occupation licenses required by state law or local government ordinances for the individual or business entity to conduct the business;
- (c) The individual or business entity providing labor or services furnishes the tools or equipment necessary for performance of the contracted labor or services;
- (d) The individual or business entity providing labor or services has the authority to hire and fire employees to perform the labor or services;

(e) Payment for the labor or services is made upon completion of the performance of specific portions of the project or is made on the basis of an annual or periodic retainer.

(9) In accordance with ORS 670.600, the independent contractor shall certify he or she meets the following standards:

(a) The individual of business entity providing labor or services is registered under ORS Chapter 701, if the individual or business entity provides labor or services for which such registration is required;

(b) Federal and state income tax returns in the name of the business or a business Schedule C or farm Schedule F as part of the personal income tax return were filed for the previous year if the individual business or business entity performed labor or services as an independent contractor in the previous year; and

(c) The individual or business entity represents to the public that the labor or services are to be provided by an independently established business. Except when an individual or business entity files a Schedule F as part of the personal income tax returns and the individual or business entity performs farm labor or services that are reportable on Schedule C, an individual or business entity is considered to be engaged in an independently established business when four or more of the following circumstances exist:

(A) The labor or services are primarily carried out at a location that is separate from the residence of an individual who performs the labor or services, or are primarily carried out in a specific portion of the residence, which portion is set aside as the location of the business;

(B) Commercial advertising or business cards as is customary in operating similar businesses are purchased for the business, or the individual or business entity has a trade association membership;

(C) Telephone listing and service are used for the business that is separate from the personal residence listing and service used by an individual who performs the labor or services;

(D) Labor or services are performed only pursuant to written contracts;

(E) Labor or services are performed for two or more different persons within a period of one year; or

(F) The individual or business entity assumes financial responsibility for defective workmanship or for service not provided as evidenced by the ownership of performance bonds, warranties, errors and omission insurance or liability insurance relating to the labor or services to be provided.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.120, 342.135, 342.140, 342.147 & 342.165

Hist.: TS 7-1992, f. 12-17-92, cert. ef. 1-15-93; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97

DIVISION 5

DEFINITIONS

584-005-0005

Definitions

These definitions apply to divisions 001-100 unless otherwise indicated by the context:

(1) "Administrators:" Superintendents, assistant, deputy, or associate superintendents, principals, vice principals, assistant principals, associate principals, and such other personnel, regardless of title, whose positions require them to: (a) evaluate other licensed personnel; (b) discipline other licensed personnel; and (c) authorize out-of-school suspension or expulsion of students.

(2) "All Grade Levels:" Grades prekindergarten through 12 (prek-12).

(3) "Application:" A request for an Oregon license authorizing service in public schools or a request for reinstatement or renewal of such license. As used in these rules, "complete application" includes the Application Form, C-1, the fee, and all supporting documents necessary for the evaluation for the license.

(4) "Appropriately Assigned:" Assignments for administrator, teacher, school counselor, school psychologist, school social worker or school nurse duties for which the person involved holds the proper license, endorsements and authorizations.

(5) “Approved Institution:” A U.S. regionally accredited institution of higher education approved to prepare licensed personnel by a U.S. governmental jurisdiction in which the institution is located. See definition of “Regional Accrediting Associations” below.

(6) “Approved Program:” An Oregon program of educator preparation approved by TSPC and offered by a regionally accredited Oregon institution or other entity able to meet the Commission’s standards. As it applies to out-of-state programs, a program approved by the licensure body of any U.S. governmental jurisdiction authorized to approve educator preparation programs.

(7) “Athletic Coaches:” Licensed personnel employed full time or part time for purposes of participation in interscholastic athletics and whose duties include instruction of students, preprimary through grade twelve.

(8) “Authorization Level:” The grade levels in which a person may teach, i.e., early childhood, elementary, middle level and high school as defined in OAR 584-060-0051.

(9) “Charter School Registration:” The process by which an unlicensed teacher or administrator has cleared the fingerprints and criminal background check by TSPC and is authorized to work as an educator in an established Oregon charter school.

(10) “Commission:” Teacher Standards and Practices Commission (TSPC).

(11) “Completion of Approved Program:” The applicant has met the institution’s academic requirements and any additional state or federal requirements and has obtained the institution’s recommendation for licensure.

(12) “Conditional Assignment:” (Formerly “Missassignment”) Assignment of a licensed educator to a position for which he or she does not hold the subject or specialty area endorsement or authorization level required by the rules for licensure. (See, OAR 584-060-0250).

(13) “Consortium:” An advisory body to the institution in reviewing, evaluating, and making recommendations on the design, implementation, evaluation, and modification of the program.

(14) “Continuing Professional Development:” Professional development that meets the requirements of OAR 584, Division 90 and enables an educator to be eligible for licensure renewal.

(15) “Education Service District (ESD):” A district created under ORS 334.010 that provides regional educational services to component school districts.

(16) “Endorsement:” The subject matter or specialty education field in which the individual is licensed to teach.

(17) “Executive Director:” The Executive Director of the Commission. (See, ORS 342.410.)

(18) “Expired License:” A license for which an application for renewal was not received by TSPC prior to the date of expiration stated on the license.

(19) “Instructional Assistant or Educational Assistant or Teaching Assistant:” A non-licensed position of employment in a school district assigned to assist a licensed teacher in a supportive role in the classroom working directly with students.

(20) “Intern:” A student of an approved institution who serves as a teacher, personnel specialist, or administrator under the supervision of the institution and of the school district in order to acquire practical experience in lieu of student teaching or supervised practica. Interns may receive both academic credit from the institution and financial compensation from the school district. Interns may serve as assistant coaches.

(21) “Joint Application:” Submitted by the school district in cooperation with the applicant.

(22) “Liaison Officer:” The person designated by the unit to submit all program modifications for TSPC approval, issue all recommendations for licensure under the approved program, authorize all waivers of professional courses for students enrolled in the program, and handle all correspondence between TSPC and the unit.

(23) “Major Traffic Violation:” Includes driving while under the influence of intoxicants (ORS 487.540); reckless driving (487.550); fleeing or attempting to elude a police officer (487.555); driving while license is suspended or revoked or beyond license restrictions

(487.560); or failure to perform the duties of a driver or witness at an accident (483.602).

(24) “National Board For Professional Teaching Standards (NBPTS):” A professional board established to award a National Teaching Certificate to qualified educators.

(25) “Oregon Educator Licensure Assessments (ORELA):” Licensure tests adopted by the Commission in specified endorsement or licensure areas.

(26) “Out of State Licenses or Certificates:” A certificate or license valid for full-time employment, at least equivalent to the Oregon license being requested, issued by one of the United States, a U.S. jurisdiction (American Samoa, Commonwealth of Northern Marianas, District of Columbia, Guam, Puerto Rico, and Virgin Islands), or the U.S. Department of Defense.

(27) “Personal Qualifications:” Personal qualifications for licensure including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as an educator.

(28) “Personnel Service:” A type of license issued to counselors, school psychologists, and school social workers.

(29) “Practicum or Practica:” All supervised field experiences other than student teaching or internships. A practicum may be part of the field experience necessary to add an endorsement.

(30) “PRAXIS:” A series of licensure examinations for beginning educators produced and administered by Educational Testing Service (ETS) and adopted by TSPC as licensure examinations.

(31) “Principal:” The administrator of each school building or buildings as designated by the school district board or district superintendent.

(32) “Professional Development Units (PDU):” A unit of standard-related activity that equals one clock hour of professional development and contributes to completion of an educator’s continuing professional development requirements. (See, OAR 584-090 et seq.)

(33) “Program Administrator:” Managers of school programs and coordinators of district-wide programs that are accountable at the building level.

(34) “Program Review Committee or Site Visit Committee:” Committee appointed by the Commission to conduct an on-site review for purposes of approval of an educator preparation program.

(35) “Public Funds:” All monies expended by public school districts and for which the school board has responsibility, including funds from local, state, federal, and private sources. (See, ORS 342.120(9).)

(36) “Public Schools:” Public school districts, education service districts and public charter school created under ORS Ch. 338, which are supported by local, state and federal public funds and for which the school board has responsibility, for the program of instruction carried out in that school.

(37) “Regional Accrediting Associations:” Colleges and universities approved for teacher education must be accredited by the appropriate regional association at the time the degree or program is completed. The regional associations are: New England Association of Schools and Colleges - Commission on Institutions of Higher Education; North Central Association of Colleges and Schools — The Higher Learning Commission; Northwest Commission on Colleges and Universities; Middle States Association of Colleges and Schools — Middle States Commission on Higher Education; Southern Association of Colleges and Schools Commission on Colleges; or Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities.

(38) “Reinstatement:” Restoration of the validity of a license which has expired, been suspended, or been revoked. (See, OAR 584-050-0015.)

(39) “Renewal:” Extension of validity of a current license. An application for renewal must be submitted prior to the expiration date stated on the license.

(40) “School:” A single school building or combination of buildings which the school board or charter school designates as a school.

(41) “School Administrator:” The principal, vice principals and assistant principals or any other title performing those duties at each school.

(42) “School Board:” The board of directors of a local school district or an education service district, the governing board of a public charter school, a registered private school, or the directors of a state, federal, or special state-supported school.

(43) “School Counselor:” A licensed employee of the district assigned to assist students to: develop decision-making skills, obtain information about themselves, understand opportunities and alternatives available in educational programs, set tentative career and educational goals, accept increasing responsibilities for their own actions, develop skills in interpersonal relations, and utilize school and community resources.

(44) “School District:” Includes administrative school districts; common school districts; joint school districts; union high school districts; county units; education service districts; registered private schools; and state, federal, and special state-supported schools; may also include school districts from other states.

(45) “School Nurse:” A registered nurse who is certified by the Teacher Standards and Practices Commission as qualified to conduct and coordinate the health service programs of a school. (See, OAR 584 div. 21.)

(46) “School Psychologist:” A licensed employee of the district assigned to: assessment of students’ mental aptitude, emotional development, motor skills, or educational progress; designing educational programs for students and conferring with licensed personnel regarding such programs; and consulting with parents and students regarding interpretation of assessments and the design of educational programs. (See OAR 584, Divs. 44 and 70.)

(47) “School Supervisor:” Educators who assist, supervise, and evaluate students enrolled in the field-centered activities, including but not limited to, practica, internships and student teaching. (See OAR 584, Div. 17.)

(48) “Self-Contained Classroom:” An assignment for teaching in grades preprimary through eight in which the teacher has primary responsibility for the full curriculum.

(49) “Skills:” Ability to use knowledge effectively in the performance of specific tasks typical of those required in an educational position.

(50) “State Board:” The Oregon State Board of Education.

(51) “Student Teacher:” A student of an approved teacher education institution who is assigned to a public or approved private school for professional practica under the supervision of qualified personnel. Student teachers may provide instruction or may serve as assistant coaches.

(52) “Superintendent:” The district’s chief administrator who reports directly to the school board.

(53) “Supervisor of Licensed Personnel:” A person assigned to a position which includes the on-the-job supervision or evaluation of licensed personnel.

(54) “Teacher:” Includes all licensed or registered employees in the public schools, charter schools or employed by an education service district who have direct responsibility for instruction, coordination of educational programs or supervision or evaluation of teachers and who are compensated for their services from public funds. “Teacher” does not include a school nurse as defined in ORS 342.455.

(55) “Teacher Education Programs or Educator Preparation Programs:” Programs preparing teachers, personnel service specialists, or administrators. Oregon Revised Statutes use the term “teacher education” to refer to all programs preparing educational personnel for public elementary and secondary schools, not exclusive to those for classroom teachers.

(56) “Transcripts:” An official record of academic preparation which bears the signature of the registrar and the seal of the institution or is received directly by the Commission electronically.

(57) “TSPC:” Teacher Standards and Practices Commission.

(58) “Unit:” The institution, college, school, department, or other administrative body with the responsibility for managing or coordinating all programs offered for the initial and continuing

preparation of teachers and other school personnel, regardless of where these programs are administratively housed.

(59) “Vice Principal:” A principal’s immediate subordinate assigned to coordination of instruction, discipline, student activities, or supervision or evaluation of staff.

(60) “Work Samples or Teacher Work Samples:” A designed and implemented unit of study that demonstrates capacity to foster student learning.

(61) “Year of Experience:” A period of at least eight consecutive months of full-time work or two consecutive years of one-half time or more while holding a license valid for the assignment.

[ED. NOTE: Forms referenced are available from the agency.]

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 2-2000, f. & cert. ef. 5-15-00; TSPC 5-2000, f. & cert. ef. 9-20-00; TSPC 4-2001, f. & cert. ef. 9-21-01; TSPC 5-2001, f. & cert. ef. 12-13-01; TSPC 2-2002, f. & cert. ef. 3-15-02; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 3-2003, f. & cert. ef. 5-15-03; TSPC 1-2005, f. & cert. ef. 1-21-05; TSPC 11-2006, f. & cert. ef. 8-17-06; TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 3-2008(Temp), f. & cert. ef. 5-30-08 thru 11-25-08; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09; TSPC 6-2011, f. 8-15-11, cert. ef. 9-1-11; TSPC 1-2013, f. & cert. ef. 2-14-13

DIVISION 10

PROCEDURES FOR APPROVAL

584-010-0001

Purpose of Program Approval

(1) The Oregon Legislative Assembly has delegated to the Teacher Standards and Practices Commission the authority to establish standards for approval of educator preparation programs through Oregon Revised Statutes 342.147 and 342.165.

(2) In 1987, the Teacher Standards and Practices Commission established the first standards for approval of college and university preparation programs based on competence of prospective educators rather than prescribed courses.

(3) In 1997, the Commission revised standards to reflect changes in education and to focus preparation on the competence of candidates.

(4) The Commission’s standards emphasize qualitative rather than quantitative aspects of units and programs.

(5) In 2012, the Commission adopted revised standards for programs and units to reflect changes in the national standards for teacher preparation, to focus preparation on the competence of candidates and to emphasize a continuous improvement process based on assessment and data.

(6) The standards for program approval are contained in Divisions 17, 18, 65, and 66 of these administrative rules.

(7) Units must meet all standards to receive unconditional approval for a program pursuant to OAR 584-010-0025 Recommendations Following On-Site Review.

(8) The Commission has adopted handbooks and manuals that govern the procedures for unit review and program review and contain the rubrics for accreditation standards evaluation. Once adopted, these handbooks and manuals may only be amended upon official action by the Commission.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 6-2002, f. & cert. ef. 10-23-02; Renumbered from 584-017-0001, TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 3-2012, f. & cert. ef. 3-9-12; TSPC 9-2012, f. & cert. ef. 9-14-12

584-010-0006

Definitions

(1) “Approved Institution:” A U.S. regionally accredited or internationally accredited institution of higher education approved to prepare licensed personnel by the governmental jurisdiction in which the institution is located.

(2) “Approved Program:” A program of educator preparation approved by the Commission and offered by a regionally accredited

ed institution. As it applies to out-of-state or international programs, a program approved by the licensure body of the governmental jurisdiction authorized to approve educator preparation programs.

(3) “Area for Improvement (AFI):” A statement cited by the Commission or the on-site program or unit review team indicating that a unit or program has not met expected levels of achievement in one or more elements of a standard. The Commission and the unit or program review team may cite one or more areas for improvement and still recommend or find that the standard is “met.”

(4) “At Risk Unit:” A unit that the Commission determines is “at risk” of becoming “low-performing.” The “at risk” designation would follow an onsite review by the Commission and findings of multiple areas for improvement. Such a unit is required to respond to Commission-imposed conditions and stipulations and must provide evidence within the time indicated by the Commission that the Commission’s concerns have been addressed. Units receiving an “at risk” designation will be subject to an on-site review team follow-up visit that focuses on the areas for improvement noted by the accreditation team during the original visit.

(5) “Candidate:” Candidate includes but is not limited to persons preparing to teach, teachers who are continuing their professional development enrolled in an approved program and persons preparing for other professional roles in schools such as administrators, school counselors, school psychologists, and school social workers in a program approved by the Commission.

(6) “Commission:” Teacher Standards and Practices Commission (TSPC).

(7) “Conceptual Framework:” An underlying structure in a professional education unit that gives conceptual meaning to the unit’s operations through an articulated rationale and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

(8) “Consortium:” An advisory body to the unit that reviews, evaluates, and makes recommendations in accordance with OAR 584-017-1025 Consortium.

(9) “Director of Teacher Education:” The Commission staff member responsible for coordinating program approval within the agency.

(10) “Educator Preparation Programs:” Programs preparing licensed teachers, personnel service specialists, or administrators. Oregon Revised Statutes use the term “teacher education” to refer to all programs preparing licensed educational personnel for public elementary and secondary schools, and is not exclusive to programs for preparation of classroom teachers.

(11) “Executive Director:” The Executive Director of the Commission.

(12) “Field or Clinical Experiences:” All supervised clinical field experiences including student teaching, internships, observation experiences and experience necessary to complete an education preparation licensure program.

(13) “Institutional Report:” A report that provides the institutional and unit contexts, a description of the unit’s conceptual framework, and evidence that the unit is meeting the Commission-adopted unit standards. The report serves as primary documentation for on-site review teams conducting on-site visits.

(14) “Liaison Officer:” The person designated by the unit to submit all program modifications for Commission approval, issue all recommendations for licensure under the approved program, authorize all waivers of professional courses for students enrolled in the program, and handle all correspondence between Commission staff and the unit.

(15) “Low Performing Unit:” A unit is determined to be “low performing” by the Commission if following on on-site review team visit, the imposition of conditions or stipulations and a subsequent follow-up on-site visit, the institution failed to meet the Commission’s standards of quality and effectiveness. Units found to be “low performing” are denied TSPC approval and accreditation to offer educator licensure programs. A unit denied accreditation is prohibited from offering educator preparation programs in Oregon and denied from recommending educators for licensure for a minimum of two years. At the end of such time, the unit may apply for program

approval (accreditation) and is required to submit a formal application and demonstrate that the problems identified in the original unit review have been addressed and that the program meets all current requirements for program approval and educator licensure in effect at the time of application for approval.

(16) “Major Modifications:” Changes of program philosophy, curricula, practica, resources, personnel, or performance standards

(17) “Off Campus Programs:” Include but are not limited to:

(a) Off-campus programs in the same state; or

(b) Off-campus programs offered at sites outside of the state or in another country.

(c) Branch campuses must be included in the unit’s review if the:

(A) Programs are limited in number and size;

(B) Programs are located in close proximity to the parent campus; or

(C) Program completers are eligible for licensure in Oregon.

(18) “On-Site Review Team:” Team appointed by the Commission to conduct an on-site review for purposes of approval of educator licensure preparation programs.

(19) “Program:” Program includes but is not limited to an academic program designed for one of the following outcomes: Add an endorsement, grade level authorization or result in a new licensure area such as an Initial or Continuing, Professional License in teaching, administration or personnel service.

(20) “Regional Accrediting Associations:” Colleges and universities approved for teacher education must be accredited by the appropriate regional association at the time the degree or program is completed. The regional associations are: New England Association of Schools and Colleges; Commission on Institutions of Higher Education; North Central Association of Colleges and Schools; The Higher Learning Commission; Northwest Commission on Colleges and Universities; Middle States Association of Colleges and Schools; Commission on Higher Education; Southern Association of Colleges and Schools; Commission on Colleges; or Western Association of Schools and Colleges; Accrediting Commission for Senior Colleges and Universities.

(21) “Specialized Professional Associations or SPAs:” The national organizations that represent teachers, professional education faculty, and other school professionals who teach a specific subject matter (e.g., mathematics or social studies), teach students at a specific developmental level (i.e., early childhood, elementary, middle level, or secondary), teach students with specific needs (e.g., bilingual education or special education), administer schools (e.g., principals or superintendents), or provide services to students (e.g., school counselors or school psychologists). Many of these associations are member organizations of NCATE and have standards for both students in schools and candidates preparing to work in schools.

(22) “Unit:” Also known as the “professional education unit.” The college, school, or department or other administrative bodies in colleges, universities, or other organizations recognized by the Commission as having the responsibility for managing or coordinating all programs offered for the initial and advanced preparation of teachers and other school professionals regardless of where these programs are housed in an institution. The professional education unit must include in its accreditation review all programs offered by the institution for the purpose of preparing teachers and other school personnel to work in pre-k through twelfth grade settings.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533

Hist.: TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 9-2012, f. & cert. ef. 9-14-12; TSPC 1-2015, f. & cert. ef. 2-10-15

584-010-0010

Unit Accreditation for Teachers, Administrators, and Personnel Service Specialists

(1) Commission rules for unit accreditation and program approval apply to all educator licensure programs doing business in the state of Oregon. The rules in effect at the time of a unit site visit shall be the rules upon which the unit is evaluated.

(2) Units providing off-campus programs administered by the unit with instruction provided at sites other than the main campus

will have the off-site programs evaluated as part of the institution's professional education unit.

(a) Off campus programs include programs taught on weekends or nights that may be delivered through technology or other means in another city;

(b) Off campus program means a program that is not located on the campus where the administrative offices of the unit are located. [See definition of "Off Campus Programs" in OAR 584-010-0006 above.]

(3) Unless otherwise stipulated, Commission approval of a program shall expire on August 31 of the final year of the approved period.

(a) It is the unit's responsibility to apply for renewal or a Commission-approved extension in advance of the expiration of the unit or program approval period.

(b) Units undergoing an NCATE or CAEP visit and a state visit at the same time will coordinate their joint visits with the TSPC Director of Teacher Education. The state reserves the right to deny approval of the NCATE visit date if the date conflicts with previously scheduled Commission obligations.

(4) The Commission shall determine compliance with the standards on the basis of:

(a) Information and evidence submitted by the unit;

(b) The findings and recommendations of the on-site review team;

(c) The results of staff audits of selected elements of the program conducted pursuant to OAR 584-010-0090; and

(d) Information obtained through any surveys administered by the Commission.

(5) In addition to annual reports, periodic reports may be required from the unit upon evidence that the program, institution or unit has undergone major modifications as defined in OAR 584-010-0045.

(a) An interim visit may only occur after the unit has had an opportunity to present evidence the program has not undergone an unapproved major modification as defined in OAR 584-010-0045 and only after a full vote of the Commission.

(6) Units receive program approval for a period determined by the Commission, but will generally be for five or seven years. At the end of the approved period, or any lesser period as designated by the Commission, the Commission will re-evaluate the program through the program approval process and in accordance with the rules adopted in Divisions 10, 17, 18 and 65 of these administrative rules.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533

Hist.: TS 14, f. 12-20-76, ef. 1-1-77; TS 16, f. 12-19-77, ef. 1-1-78; TS 5-1980, f. & ef. 9-11-80; TS 5-1986, f. 7-31-86, ef. 9-1-87; TS 1-1991, f. & cert. ef. 1-2-91; TS 1-1992, f. & cert. ef. 1-15-92; TS 7-1992, f. 12-17-92, cert. ef. 1-15-93; TS 5-1993, f. & cert. ef. 10-7-93; TSPC 1-1998, f. & cert. ef. 2-4-98; TSPC 3-2005(Temp), f. & cert. ef. 4-15-05 thru 9-30-05; TSPC 7-2005, f. & cert. ef. 8-24-05; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 3-2012, f. & cert. ef. 3-9-12

584-010-0015

Preconditions for First-Time Unit or Program Approval

(1) Prior to approval for any licensure program, a unit must satisfy the preconditions set forth below. Once the Commission has reviewed these preconditions, the Commission shall determine by resolution in a public meeting whether the preconditions have been met and whether the unit is eligible to apply for approval to deliver a licensure program in teaching, administration, school counseling, school psychology or school social work.

(2) Programs from units or institutions that have never been approved by the Commission must satisfy the following preconditions prior to submitting a proposal for approval to deliver a licensure program:

(a) A college or university seeking unit recognition for program approval must obtain full regional accreditation from the Northwest Commission on Colleges and Universities or another appropriate institutional regional accrediting agency recognized by the U.S. Department of Education;

(b) Approval by the Oregon Office of Degree Authorization or its equivalent authorizing body, and if an Oregon public institution,

by the Oregon State Board of Higher Education or its equivalent authorizing body;

(c) A letter from the institution's administrative body recognizing and identifying the professional educational unit as having responsibility and authority for the preparation of licensed educators;

(d) Evidence that a dean, director or chair has been officially designated as head of the unit and is assigned the authority and responsibility for its overall administration and operation;

(e) Written policies and procedures that will guide the operations of the unit, including but not limited to: student handbooks; procedures on admission; program waivers; and student appeal rights;

(f) The unit's conceptual framework that establishes the shared vision for a unit's efforts in preparing educators to work in prekindergarten-12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, leadership, service and unit accountability;

(g) Evidence that the unit regularly monitors and evaluates its operations, the quality of its offerings, the performance of its candidates, and the effectiveness of its graduates; and

(h) Evidence the unit has published criteria for admission to and exit from all initial teacher preparation and advanced programs and can provide summary reports of candidate performance at exit from the program.

(3) Programs seeking first-time approval to offer any educator preparation licensure program must demonstrate that the unit proposing the program has already satisfied the pre-conditions set forth above or that they have received the approval of a pre-approved unit to offer an educator licensure program.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533

Hist.: TS 14, f. 12-20-76, ef. 1-1-77; TS 3-1988, f. & cert. ef. 4-7-88; TSPC 1-1998, f. & cert. ef. 2-4-98; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 3-2012, f. & cert. ef. 3-9-12

584-010-0020

Procedure for Unit Accreditation Visits

(1) Institutional Reports:

(a) Institutional Reports are for the unit accreditation visit.

(b) Units scheduled for a unit accreditation visit will provide an institutional report (IR) to the Commission at least six months in advance of the scheduled unit accreditation visit.

(2) Unit Accreditation visit guidelines may be found in the Oregon Site Review Manual adopted by the Commission.

(3) Commission Staff Responsibility: At least twelve months prior to the scheduled on-site visit, the Commission staff will:

(a) Furnish the unit with copies of applicable rules, policies and procedures;

(b) Set the dates for the visit;

(c) Appoint a unit accreditation and program review team. Every attempt will be made to include representatives from a broad sector of educators including teachers, administrators and teacher educators;

(d) Appoint a review team chair responsible for working with the unit, making program review and accreditation team assignments and completing the written program review report and the site visit report;

(e) Send a draft of the final report to the unit head for review and response; and

(f) Consult with the Executive Director regarding recommendations to the Commission pursuant to OAR 584-017-0025 following the completion of the site review team report.

(4) On-Site Review Team Responsibilities: During the accreditation visit, the review team will:

(a) Conduct an on-site visit;

(b) Reach consensus about whether there is sufficient evidence to meet Commission or national standards to support new or continuing unit and program accreditation and whether the evidence or lack of evidence supports Areas for Improvement (AFI's); and

(c) Contribute to the final report by writing up the findings and evidence associated with the standards to which they were assigned;

(d) Cooperate with national accrediting teams if participating during a joint state and national visit; and

- (e) Assist in the review and drafting of the final report.
- (5) Team Chair Responsibilities:
 - (a) At the conclusion of the visit, conduct an exit review with the unit;
 - (b) Ensure completion of the written report based on the findings of the review team members;
 - (c) Circulate a draft of the final report to the TSPC state consultant and the review team members for review and input; and
 - (c) Send a draft of the final report to Commission staff.
- (6) The Final Site Review Team Report:
 - (a) The final report shall include:
 - (A) A citation of evidence showing compliance with or deviation from Commission adopted unit or program standards. The citation must include a complete list of contacts, interviews conducted and exhibits that were reviewed; and
 - (B) A citation of Areas for Improvement (AFI).
 - (b) The final site review team report will be sent to the unit head and the chief executive officer of the institution.
 - (c) The unit may submit a rejoinder to the review team's findings to the Executive Director at least six weeks prior to the Commission meeting at which the final report will be reviewed by the Commission. Failure to submit a rejoinder will result in the Executive Director making recommendations to the Commission based only on the findings of the on-site review team.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533
 Hist.: TS 14, f. 12-20-76, ef. 1-1-77; TS 16, f. 12-19-77, ef. 1-1-78; TS 3-1984, f. & ef. 8-3-84; TS 1-1987, f. & ef. 3-3-87; TS 1-1991, f. & cert. ef. 1-2-91; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 1-1998, f. & cert. ef. 2-4-98; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 3-2012, f. & cert. ef. 3-9-12

584-010-0022

Procedure for New and Continued Program Review Visits

- (1) Program Review Reports: (a) Completion of the Program Review Report is required prior to new or continued program recognition;
- (b) Program review reports must comply with the procedures and formats outlined in the Site Review Manual adopted by the Commission; and
- (c) Program review rubrics will be found in the Commission-adopted program review professional standards publication.
- (2)(a) Program Review Reports for programs seeking first time unit accreditation and program recognition must be submitted at least six months prior to the anticipated unit accreditation presentation to the Commission.
- (b) State or Specialized Professional Association (SPA) program reports for programs seeking new accreditation may be submitted at any time so long as the unit is already accredited by the Commission.
- (c) Program Review Reports for programs seeking continued recognition must be submitted to Commission staff no later than twelve months prior to the Commission-scheduled unit accreditation visit.
- (d) Recommendations by the state or SPA Program Review Team will be submitted directly to the Commission. The team may make one of the following recommendations:
 - (A) Approval with a designation of "State Recognition;"
 - (B) Approval with conditions with a designation of "Recognition with Conditions;" or
 - (C) Non Approval.
- (e) The Commission may accept or reject the state or SPA Program Review Team's recommendations.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533
 Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

584-010-0025

Recommendations Following Unit Accreditation Visits

- (1) The Executive Director will consider all the elements outlined in OAR 584-010-0010(4) and make recommendations to the Commission regarding unit accreditation.
- (2) The Executive Director may prepare resolutions proposing any combination of the following:

- (a) Unconditional approval;
- (b) Approval with conditions. The unit will present plans for removal of the conditions and correction of areas for improvement as designated by the Commission;
- (c) Probationary approval and designation as an "at-risk institution." The unit must correct the conditions and areas for improvement within two years; and
- (d) Non-approval and designation as a "low-performing institution."
- (3) The Executive Director will submit the proposed recommendations and resolutions to the unit prior to the Commission meeting at which the final review team report will be considered.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533
 Hist.: TS 14, f. 12-20-76, ef. 1-1-77; TS 3-1984, f. & ef. 8-3-84; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 1-1998, f. & cert. ef. 2-4-98; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 3-2012, f. & cert. ef. 3-9-12

584-010-0030

Commission Action Following On-Site Review

- (1) After consideration of the Executive Director's recommendations, the Commission may take one of the following actions:
 - (a) Approving the unconditionally unit for a period not to exceed five or seven years. The Commission may grant an accreditation period that does not align with the NCATE or CAEP accreditation cycle;
 - (b) Approving the unit conditionally for a period designated by the Commission but not to exceed five years. The Commission may require the unit to submit progress reports on identified conditions or correction of areas for improvement.
 - (c) Approving the unit with an established probationary period and designating the unit as an "at risk institution." The Commission may schedule additional on-site visits to the unit in order to verify progress reports; or
 - (d) Denying unit approval and designating the unit as "low-performing."
- (2) If the Commission denies unit approval, the Commission may grant limited continuance of identified programs or grant sufficient time for candidates in a program to complete work that is underway for a reasonable period of time.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533
 Hist.: TS 14, f. 12-20-76, ef. 1-1-77; TS 3-1984, f. & ef. 8-3-84; TS 1-1987, f. & ef. 3-3-87; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 3-2012, f. & cert. ef. 3-9-12

584-010-0035

Submitting Program Modifications, Additions or Elimination to the Commission

- (1) Units will submit plans to the Commission for review of program modifications; addition of new programs for endorsements or grade-level authorizations; and elimination of obsolete programs.
- (2) If the unit is unclear whether a plan for review of the program modification, addition or elimination must be submitted to the Commission, the unit will submit a request for clarification to the Executive Director or the Director of Teacher Education.
- (3) The Executive Director or the Director of Teacher Education will take all requests for clarification to the Commission at the next regularly scheduled meeting. If the Commission needs additional information, the Commission may request that the unit provide more information in accordance with subsection (4) below or with OAR 584-010-0045.
- (4) For each of the following situations, the unit will submit the following appropriate evidence and information to the Commission:
 - (a) For minor program modifications, the unit will submit evidence that the modifications will not affect the program's approval status or reduce the quality of the program in any way. This evidence may be reported in the unit's annual report.
 - (b) For major modifications, the unit will submit the evidence required in OAR 584-010-0045
 - (c) For program additions such as new endorsement or grade level-authorization programs, the unit will submit evidence that all

the appropriate standards necessary for the proposed endorsement or authorization program will be met upon the program's implementation.

(d) For program elimination, the unit will submit information to the Commission detailing the exact date the program will end; the reasons for the elimination; and assurances that candidates enrolled in the program will be able to complete the program.

(5) If the unit or program does not make any candidate recommendations for licensure or endorsement over the course of five continuous years, the Commission may require the program to show cause to the Commission why accreditation or approval for that program area should not be removed.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533

Hist.: TS 14, f. 12-20-76, ef. 1-1-77; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 3-2012, f. & cert. ef. 3-9-12

584-010-0045

Major Modification of Programs

(1) A major modification is a change of such magnitude as to substantively alter the program that was last approved by the Commission. Any one of the following events would constitute a major substantive change. Major modifications include but are not limited to alterations of the:

- (a) Unit's mission and goals;
- (b) Scope or degree level of the unit's offerings;
- (c) Autonomy, sponsorship, or the locus of control over the unit;
- (d) Unit's administration if the change is a result of unit head's termination by the institution;

(e) Offering academic programs for credit through contractual relationships with external organizations;

- (f) Elimination of an endorsement or licensure program; or
- (g) Adding an off campus program.

(2) If the Commission determines there has been a major modification to a program, units shall submit some or all of the following information if applicable, at the next regularly scheduled Commission meeting following notification by the Commission of need for review of the modifications:

- (a) Proof that the modification will not affect the program's approval status or reduce the quality of the program in any way;
- (b) Title of the program;
- (c) Descriptions of proposed modifications;
- (d) Proof of official institutional approval of the modified program;
- (e) Goals or objectives, learning activities and competency of the modified program;
- (f) Procedures used in developing the modified program;
- (g) Procedures to be used to evaluate the modified program once implemented;
- (h) Recommendations from the consortium; or
- (i) Arrangements for field activities for the modified program.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533

Hist.: TS 14, f. 12-20-76, ef. 1-1-77; TS 1-1991, f. & cert. ef. 1-2-91; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 1-1998, f. & cert. ef. 2-4-98; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 3-2012, f. & cert. ef. 3-9-12

584-010-0050

Annual Report from the Unit

(1) Annual reports will be submitted to the Commission by September 30 of each year. Units unable to submit the annual report by this date must notify the Director of Teacher Education of the reasons for the delay and the date the report is expected to be delivered. This information will be immediately shared with the Commission.

(2) The unit shall identify:

- (a) Changes to the mission statement and how it relates to the mission of the college or university; and
 - (b) Long and short term strategic plans.
- (3) The unit will show evidence of continual review of programs by:

(a) Reflecting on the degree of accomplishment in meeting the goals through student performance in course work, field studies, and work samples;

(b) Reflecting on the degree of accomplishments in meeting the goals through follow-up of recent graduates; and

(c) Statement of future goals for next academic year with the indicators to be used for measurement of accomplishment.

(4) The unit will report:

(a) Any deviation from approved programs;

(b) Modifications of programs not subject to OAR 584-010-0045;

(c) Any change in the liaison officer;

(d) Addition of off-campus courses, the number of hours of class-time to credit received, and the addition of online or distance delivery of courses within an approved program;

(e) Evidence that the consortium meets regularly and has reviewed evaluation results and made recommendations for improvement of program design and operation;

(f) Evidence that the unit has provided written response to consortium recommendations;

(g) Number of program completers as of August 31; and

(h) Data indicating number of students enrolled in approved programs by content and authorization levels and how this compares to the previous five years.

(5) Annual reports are not due during the year in which the unit has been subject to an on-site visit for purposes of program approval continuation. For the purposes of this rule, a reporting year will be from September 1 through August 31.

Stat. Auth.: ORS 342.147

Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533

Hist.: TS 14, f. 12-20-76, ef. 1-1-77; TSPC 1-1998, f. & cert. ef. 2-4-98; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 3-2012, f. & cert. ef. 3-9-12

584-010-0055

Review of Programs Not Previously Approved

(1) When a unit seeks approval of a program not previously approved, the unit will submit a proposal for approval of the new program to the Commission.

(2) As part of the new program review, the unit will submit a unit report and evidence to demonstrate compliance with appropriate rules and standards relating to the new proposed program including:

- (a) Title of the program;
- (b) Description of the program;
- (c) Justification of need for educational personnel in the proposed program area;

(d) Evidence of institutional capability for carrying out the program, including faculty preparation and experience, financial resources, facilities, library resources, and proof of official institutional approval;

- (e) Curriculum design for the program;
- (f) How the unit will collect data showing:
 - (A) Evidence of candidate content knowledge;
 - (B) The tools for evaluating the practicum or field experience;
 - (C) Evidence of candidate competency; and
 - (D) Tools for follow-up with candidates following program completion;

(g) Goals of the proposed program and the relationship of those goals to any existing previously approved program goals;

(h) Names of members of the unit's program development committee including the unit's liaison officer;

(i) Outline of the organizational structure of faculty in the program showing the relationship of the proposed program to any existing previously approved program or programs;

(j) Steps to be followed in formulation, development, evaluation, and renewal of the program;

(k) Projected timeline for program implementation;

(l) Recommendation from a consortium review of the proposed program or endorsement; and

(m) Evidence of review of the proposed program by the Oregon Degree Authorization, if appropriate;

(n) Specific objectives of the new licensure program, endorsement or authorization;

(o) Student personnel services and procedures, including selective recruitment, counseling, admission, and policies for retention;

(p) Proposed arrangements for practica and field experiences; and

(q) Any other information or evidence the Commission determines is appropriate for the proposal being presented.

(3) Upon conditional approval of the program by the Commission, the unit may enter into contracts with school districts for purposes of preparing candidates. Contracts of more than one year will be contingent upon the length of program approval ultimately granted by the Commission following the on-site review visit.

(4) New programs are subject to an on-site review visit during the first eighteen to twenty-four months of operation.

(5) The unit will submit plans indicating how standards will be met for aspects of the program which are not fully operational as a part of its first annual report.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533

Hist.: TS 14, f. 12-20-76, ef. 1-1-77; TS 3-1988, f. & cert. 4-7-88; TS 1-1991, f. & cert. ef. 1-2-91; TS 1-1992, f. & cert. ef. 1-15-92; TS 5-1993, f. & cert. ef. 10-7-93; TSPC 1-1998, f. & cert. ef. 2-4-98; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 3-2012, f. & cert. ef. 3-9-12

584-010-0060

Denial of Unit Approval and Appeal

(1) A unit denied approval of its program is entitled to a contested case hearing. However, in an effort to adjudicate the matter short of a formal hearing, the Commission will inform the unit of:

(a) The Commission's intent to deny approval before taking formal action; and

(b) The time and place the matter will come before the Commission and make provisions in the agenda for institutional representatives to address the Commission.

(2) Should the unit not accept Commission denial of approval, the unit may request a contested case hearing pursuant to ORS chapter 183.

(3) Unless the decision of the Commission is accompanied by a finding that immediate withdrawal of approval is necessary to protect the safety and well-being of students in the unit's programs, an appeal in a proceeding to withdraw approval shall operate as a stay of the Commission's determination to deny or withdraw approval until final determination of the appeal.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533

Hist.: TS 14, f. 12-20-76, ef. 1-1-77; TSPC 1-1998, f. & cert. ef. 2-4-98; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 3-2012, f. & cert. ef. 3-9-12

584-010-0090

Program Completion Fast Track — Field Operation Audit

(1) The Commission will provide a program completion fast-track option to units. The fast-track option will grant an expedited license to completers of Commission-approved programs.

(2) The license will be granted so long as it is evident that all requirements of the license have been met.

(3) For participating units, the Commission will schedule biennial field operation audits of the program completion process of each unit.

(a) The review shall audit five (5) percent of the files of program completers at the unit;

(b) A minimum of fifteen (15) files will be reviewed regardless of the number of program completers recommended by a unit for licensure; and

(c) In the event there are less than fifteen (15) files total, all files will be reviewed.

(4) The audit review team will be composed of Commission staff, including at least one (1) licensure evaluator.

(5) The review shall examine files and documents for each Commission-approved program. These files and documents include:

(a) Documentation of degrees identified on the Program Completion Report, including:

(A) Degree level;

(B) Institution granting degree;

(C) Date degree granted; and

(D) Major, if specified;

(b) Coursework completion date;

(c) Evidence of subject-matter mastery. Preferred documentation is passing scores on subject-matter test(s). In the alternative, completion of alternative assessment process, per OAR 584-052-0031;

(d) Evidence of basic skills mastery. Preferred documentation is passing scores on one of Commission-approved basic skills tests;

(e) Evidence of civil rights knowledge. Document is passing score on a Commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics;

(f) Evidence of fingerprint clearance prior to placement into any practicum experience pursuant to OAR 584-017-0055; and

(g) Basis for recommendation of program completion requirements.

(6) As part of the audit, the review team shall examine the following Commission agency files and documents for randomly chosen audited candidates:

(a) PA1 forms submitted;

(b) Evidence of fingerprint clearance;

(c) Notices of Noncompliance issued to programs;

(d) C1 Educator application forms;

(e) Appropriate test score records;

(f) Fees;

(g) License issued, based on C-2 request and information; and

(h) Any appropriate correspondence based on licensure.

(7) All results of these audits shall be reported to the Commission by Commission staff at the next regularly scheduled meeting following the unit's audit.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120—342.430; 342.455-342.495 & 342.553

Hist.: TSPC 9-2006, f. & cert. ef. 6-15-06; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 10-2010, f. 12-30-10, cert. ef. 1-1-11; TSPC 3-2012, f. & cert. ef. 3-9-12; TSPC 1-2015, f. & cert. ef. 2-10-15

584-010-0100

Reports of Program Completion for the Commission

(1) At the end of each term or semester, including summer term, units will submit the Form C-2, Preparation for Teaching Report to Commission staff, for each candidate who has completed an approved program in teaching, school counseling, school psychology, school social worker or administration and has met the passing scores for the civil rights and ethics test, basic skills and subject matter tests required by the Commission for the respective license.

(2) The program completion accounting year will be September 1 through August 31.

(3) By September 30 of each year, Commission staff will produce an electronic report for each unit listing the individuals who were recommended on Form C-2 during the previous accounting year together with the license type and subject or specialty endorsement(s) attached. Units will have until November 1 to make any corrections or additions to the list.

(4) The list of teachers identified through the above procedure will be the subjects of the unit's report card the following April. The list will also be the basis for the State report to the U.S. Secretary of Education for purposes of Title II of the Higher Education Improvement Act the following October.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533

Hist.: TSPC 3-2000, f. 7-17-00, cert. ef. 9-1-00; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 3-2012, f. & cert. ef. 3-9-12

584-010-0120

Waiver of Approved Program Requirements

(1) The liaison officer of Commission-approved educator preparation program may waive part or all of the approved program if a candidate demonstrates the competencies and knowledge the licensure program requirements are intended to develop.

(2) The candidate must present to the educator preparation program written evidence of knowledge and must demonstrate the competencies required in particular programs.

(3) Educator preparation programs will develop written policies and guidelines for evaluating waiver requests as part of their approved programs. Specific persons or committees shall be authorized by the program to examine requests and grant waivers. Persons

from relevant college departments and school faculties shall be appropriately involved at all points.

(4) Educator preparation programs will maintain student records which include the evidence on which waivers are granted under the provisions of this rule. A record of all waivers must be documented annually in the unit's annual report to the Commission.

(b) Only the institution's liaison officer, or the unit's dean or director will be authorized to recommend to the Commission any waiver of academic requirements in instances where the applicant is making direct application for licensure or for an additional endorsement.

(5) The applicant may appeal unit waiver decisions to the Commission. However, prior to Commission consideration of an appeal, the applicant shall have exhausted all avenues of appeal within the approved educator preparation program.

(6) An applicant appealing a unit's waiver decision to the Commission must submit the following:

- (a) Completed application form signed by the applicant;
- (b) The evaluation fee payable to the Commission;
- (c) Official transcripts of any preparation completed;
- (d) A copy of the applicant's planned program at the institution leading to the license and endorsement requested;
- (e) Resume of work experience applicable to the license and endorsement requested;
- (f) Evidence that the applicant has exhausted all avenues of appeal within the approved educator preparation program; and
- (g) A statement from the applicant indicating the reasons for appealing the matter to the Commission, identifying the requirement on which the waiver is requested, and the applicant's qualifications to be considered by the Commission.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.127, 342.135, 342.140, 342.143, 342.147, 342.165, 342.175 & 342.176

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

DIVISION 17

STANDARDS FOR UNIT APPROVAL

New Standards for Unit Approval

584-017-1005

Effective Date and Applicability to Unit Programs

(1) All graduate, undergraduate, and nontraditional programs leading to licensure of educators shall be evaluated under these standards.

(2) These rules are effective starting January 1, 2012. Units subject to accreditation must meet all standards and with regard to assessment and data must implement as follows:

- (a) During the 2012 calendar show they have an assessment system in place;
- (b) During the 2013 calendar year must have one year of data to evaluate;
- (c) During the 2014 calendar year must have two years of data to evaluate;
- (d) During the 2015 calendar year must have three years of data to evaluate;
- (e) During the 2016 calendar year must have four years of data to evaluate;
- (f) During the 2017 calendar year must have five years of data to evaluate;
- (g) During the 2018, if not evaluated after January 1, 2012 must have six years of data to evaluate.

(3) Units accredited after first review under these new rules must show at least three years or more of data to evaluate at each accreditation visit.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495; 342.553

Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

584-017-1008

Conceptual Framework

(1) The unit will draft a conceptual framework as part of the initial accreditation process and continuing accreditation process.

(2) The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. The framework provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495; 342.553

Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

584-017-1010

Request for Waiver of Rules

An institution may petition the Commission for waiver of standards for licensure rules. A petition includes relevant information and specifies the reasons the institution is seeking the waiver.

(1) The petitioner is able to demonstrate that the request meets the intent of the standards or rules.

(2) Requirements in Oregon Revised Statutes are not to be waived.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455 – 342.495; 342.553

Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

584-017-1012

Waivers of Academic Requirements and Appeals on Academic Decisions

The liaison officer may waive part program requirements for individual candidates when competency is otherwise demonstrated.

(1) The candidate must be able to demonstrate the knowledge, skills, competencies and dispositions required by national, state and institutional standards.

(2) The institution may waive the requirements for field experiences only if the applicant's ability to foster pupils' learning has been established through work samples required by OAR 584-017-1030 and 584-017-0132 Evidence of Effectiveness. In the alternative, other school licensure candidates must show evidence they meet the standards for licensure in the area in which they are seeking waiver.

(3) The unit has an appeal procedure for candidates who are denied waivers.

(4) The candidate may appeal waiver decisions to the Commission after completing the unit's appeal procedure. Following appeal of the unit's waiver decision, the candidate must submit a complete application to the Commission for licensure.

Stat. Auth.: ORS 342

Stats. Implemented: 342.120 – 342.430; 342.455 – 342.495; 342.553

Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

Candidate Knowledge, Skills, and Professional Dispositions

584-017-1015

Knowledge Skills and Professional Dispositions

(1) Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge pedagogical content knowledge and skill, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state and institutional standards.

(2) Areas evaluated under this standard include:

- (a) Content Knowledge for Teacher Candidates (Initial and Advanced Preparation);
- (b) Pedagogical Content Knowledge and Skills for Teacher Candidates (Initial and Advanced Preparation);
- (c) Professional and Pedagogical Knowledge and Skills for Teacher Candidates (Initial and Advanced Preparation);
- (d) Student Learning for Teacher Candidates;
- (e) Knowledge and Skills for Other School Professionals;
- (f) Student Learning for Other School Professionals; and

(g) Professional Dispositions for All Candidates.

(3) Units will be accredited against a rubric that sets forth the following levels of achievement of the standards: Target, Acceptable, and Unacceptable. The full rubrics for each standard are found in the TSPC Professional Standards Manual adopted by the Commission. A unit is held accountable to the full set of standards contained in the TSPC Professional Standards Manual.

(4) Candidates include persons preparing to teach, teachers who are continuing their professional development, and person preparing for other professional roles in schools such as administrators and school personnel services experts.

(5) "All students" includes students with exceptionalities and of different ethnic, racial, gender, sexual orientation, language, religious, socioeconomic, and regional or geographical origins.

Stat. Auth.: ORS 342

Stats. Implemented: 342.120 – 342.430; 342.455 – 342.495; 342.553

Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

584-017-1020

Knowledge of School Law for Licensed Educators

The unit provides preparation in state and federal statutes on education including but not limited to: laws prohibiting discrimination, professional standards of ethical conduct and the rights and responsibilities of students, teachers, and parents, special education, and school finance.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495; 342.553

Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

Assessment System and Unit Evaluation

584-017-1022

Assessment System and Unit Evaluation

(1) The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate or program completer performance, and unit operations to evaluate and improve the performance of candidates, the unit and its programs.

(2) Areas evaluated under this standard include:

(a) Assessment System;

(b) Data Collection, Analysis, and Evaluation; and

(c) Use of Data for Program Improvement.

(3) Units will be accredited against a rubric that sets forth the following levels of achievement of the standards: Target, Acceptable, and Unacceptable. The full rubrics for each standard are found in the TSPC Professional Standards Manual adopted by the Commission. A unit is held accountable to the full set of standards contained in the TSPC Professional Standards Manual.

Stat. Auth.: ORS 342

Stats. Implemented: 342.120 – 342.430; 342.455 – 342.495; 342.553

Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

584-017-1025

Consortium

A consortium advises the unit on development, evaluation, and improvement of the program.

(1) The consortium must include the following representation:

(a) Teachers who are members of their district's teacher bargaining unit;

(b) Public school administrators;

(c) Students in the program; and

(d) Faculty from the institution.

(2) Optionally, representatives from the community may be appointed to the consortium.

(3) In all cases, attention must be given to under-represented populations.

(4) The consortium has written by-laws that govern its operation.

(5) The consortium meets regularly but no less than twice each year to review and evaluate the program, the program's activities and annual reports and makes recommendations to the program.

(6) The unit must provide written responses to all recommendations made to the unit by the consortium.

Stat. Auth.: ORS 342

Stats. Implemented: 342.120 – 342.430; 342.455 – 342.495; 342.553

Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12; TSPC 5-2014, f. & cert. ef. 8-5-14

584-017-1028

Selection, Recruitment, Admission and Retention of Candidates

The unit attracts and admits qualified candidates to licensure programs, giving special attention to the current personnel needs of schools and actively recruits from under-represented groups.

(1) The unit admits into all initial and advanced programs only those who meet the following entry standards and requirements.

(2) Each candidate must demonstrated aptitude and interest in working with school-aged children.

(3) Each candidate attests to possessing moral character, a commitment to the profession, vow not to harm children, and commit to educational excellence. This attestation must be filed with the Commission upon application for first licensure in a format approved by the Commission.

(4) All teacher candidates for first application for licensure must:

(a) Pass the Protecting Student and Civil Rights in the Educational Environment test prior to placement into any clinical, student teaching or internship experiences where work samples are required; and

(b) Receive full clearance from the Commission on fingerprints and character questions prior to placement into student teaching or internship experiences.

(5) Educational Leadership Licensure: Candidates for admission into an initial educational leadership licensure program (formerly administration) must document:

(a) Licensure as either a teacher or personnel service specialist in any state;

(b) Three years of experience in the schools as a licensed educator or the legal equivalent;

(c) Evidence of educational leadership potential based on the following or the equivalent: assessments in instructional leadership, administrative experience in an educational environment, human relations, and cultural inclusion;

(d) Passing score on Protecting Student and Civil Rights in the Educational Environment; and

(e) Receive full clearance from the Commission on fingerprints and character questions prior to placement into clinical or internship experiences.

(6) Personnel Service Licensure (School Counseling, School Psychology, School Social Work). All candidates for admission into a personnel service licensure program must document:

(a) Experience working with youth in educational or social agencies;

(b) Preparation in human behavior to include: psychological, sociological, and psychological development, learning theory, and motivation;

(c) Full clearance from the Commission on fingerprints and character questions prior to placement into clinical or internship experiences;

(d) School Counseling candidates must document prior to licensure, either:

(A) Two years teaching experience in schools; or

(B) Alternative practicum experiences in lieu of teaching.

(e) School Social Worker candidates must document a master's degree in social work prior to licensure.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 4-2012, f. & cert. ef. 5-18-12; TSPC 2-2013, f. & cert. ef. 4-30-13; TSPC 8-2014(Temp), f. & cert. ef. 11-10-14 thru 5-8-15; TSPC 1-2015, f. & cert. ef. 2-10-15; TSPC 6-2015(Temp), f. & cert. ef. 7-1-15 thru 12-27-15; TSPC 11-2015, f. 11-13-15, cert. ef. 1-1-16

584-017-1030

Evidence of Effectiveness for Initial Teaching License Preparation

(1) The unit assures that candidates provide evidence of effectiveness to foster student learning.

(2) Each student teacher preparing for any initial teaching license assembles and analyzes either the SCALE edTPA or a teacher work sample where no comparable edTPA assessment exists to document the candidate's ability to demonstrate knowledge, skills

and professional dispositions as designated in OAR 584-018-0105. Evidence of effectiveness includes:

(a) Context of the school and classroom is explained, learners with special needs, TAG learners, ESOL learners and learners from diverse cultural and social backgrounds are described, adaptations for their learning needs are discussed, and prerequisite skills required for the unit are considered;

(b) Goals for the unit of study, that vary in kind and complexity, but that include concept attainment and application of knowledge and skills;

(c) Instructional plans to accomplish the learning goals of the group(s) of students that include differentiation of instruction for all students listed in section (a) above;

(d) Data on learning gains resulting from instruction, analyzed for each student, and summarized in relation to students' level of knowledge prior to instruction;

(e) Interpretation and explanation of the learning gains, or lack thereof;

(f) A description of the uses to be made of the data on learning gains in planning subsequent instruction and in reporting student progress to the students and their parents; and

(g) Purposeful attention to literacy instruction based upon content requirements, appropriate authorization level and student needs in at least one subject.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495 & 342.553

Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12; TSPC 8-2014(Temp), f. & cert. ef. 11-10-14 thru 5-8-15; TSPC 1-2015, f. & cert. ef. 2-10-15

584-017-1032

Evidence of Effectiveness for Continuing Teaching License Preparation

Each candidate preparing for a Professional Teaching License assembles a collection of evidence that documents the candidate's advanced knowledge' skills and competencies as designated in OAR 584-018-0102. The collection of evidence includes:

(1) Long term goals of study based on content goals and district standards that determine the knowledge and skills each student needs;

(2) Instructional plans that incorporate knowledge of subject matter, the developmental levels of the students and research-based educational practices that are sensitive to individual differences and diverse cultures;

(3) Evidence of the ability to establish a classroom climate that is conducive to learning for all students;

(4) Data on student progress toward attainment of long term goals, refinement of plans for instruction and establishment of alternative goals for students when necessary;

(5) Evidence of collaboration with parents, colleagues and community members to provide assistance to students and their families to promote learning;

(6) Evidence of the use of emerging research on teaching, learning and school improvement; and

(7) Evidence of participation in designing, evaluating and improving opportunities for teaching.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430; 342.455-342.495; 342.553

Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12; TSPC 1-2015, f. & cert. ef. 2-10-15

584-017-1035

Verification of Program Completion for All Licensure Programs

The unit assures that candidates have completed the program successfully.

(1) The unit documents that candidates for licensure have acquired the knowledge and demonstrated the competencies required for the authorization level(s) and endorsement(s).

(2) The unit documents that candidates for licensure have completed the required field experience successfully.

(3) The unit attests that the candidates have passed the licensure tests required for the authorization levels and endorsements for which the unit is recommending. Evidence of program completion is stored in each student's appropriate files including a copy of the C-2 form

filed with the Commission as verification of the student's having met all licensure requirements.

(4)(a) Program completion for purposes of reporting under Title II of the Higher Education Improvement Act (HEIA) means the latest date at which a candidate completes all of the requirements for an Initial I Teaching License.

(b) All candidates completing an approved initial teacher preparation program must be reported to the Commission for Title II HEIA reporting purposes in the year in which all requirements are completed whether the candidate applies for licensure with TSPC.

(5) Candidates for an Initial I Teaching License will hold a minimum of a bachelor's degree from a regionally accredited institution or from an institution that is deemed to offer a degree comparable to a regionally accredited institution, including but not limited to a foreign equivalent of such a degree.

(6) Candidates for a Professional Teaching License will hold a master's or higher degree in arts and sciences or an advanced degree in the professions from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the Commission.

(7) Candidates for Initial Administrator License will hold a Master's degree or higher in the arts and sciences or an advanced degree in the professions from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the Commission.

(8) Candidates for Continuing Administrator License shall have completed a minimum of 18 semester or 27 quarter hours of graduate credit beyond the Master's degree.

(9) Candidates for Initial School Counselor, School Psychologist or School Social Worker License will hold a minimum of a Master's degree in behavioral sciences from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the Commission.

(10) Candidates for Continuing School Counselor, School Psychologist or School Social Worker License will have completed an advanced program in professional competencies consisting of a minimum of six semester hours of graduate credit.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430; 342.455-342.495; 342.553

Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12; TSPC 1-2015, f. & cert. ef. 2-10-15

Field Experiences and Clinical Practice

584-017-1038

Field Experience and Clinical Practice

(1) The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

(2) Areas evaluated under this standard include:

(a) Collaboration between Unit and School Partners;

(b) Design, Implementation, and Evaluation of Field Experiences and Clinical Practice; and

(c) Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn.

(3) Units will be accredited against a rubric that sets forth the following levels of achievement of the standards: Target, Acceptable, and Unacceptable. The full rubrics for each standard are found in the TSPC Professional Standards Manual adopted by the Commission. A unit is held accountable to the full set of standards contained in the TSPC Professional Standards Manual.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430; 342.455-342.495; 342.553

Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

584-017-1040

Partial Waivers for Field or Clinical Requirements in the Event of School District Closures

(1) An institution may grant a partial waiver of the field experience or clinical placement requirements contained in OAR 584-017-1038 in the event a candidate for educator licensure is unable to complete the clinical experience due to an unforeseen disruption

of school district operations resulting in a school or district early closure.

(2) In order to grant the waiver, the institution must submit the following in their next annual report to the Commission:

(a) A stipulation that the conditions contained within OAR 584-017-1038 for each candidate waiver have been met;

(b) Identity of the school district and school building where the candidate was placed; and

(c) The number of candidates affected by the early school closures.

(3) Institutions who grant a waiver pursuant to this rule shall not be considered to have made a minor or major modification to their approved program.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495; 342.553

Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

584-017-1042

Field or Clinical Experiences

The unit provides field or clinical experience in public or private school settings that ensure the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for educator licensure.

(1) For all candidates not holding a current TSPC license, the unit shall submit to TSPC a completed and signed PA-1 candidate registration form, including fingerprinting cards, for each candidate prior to the date that the first field or clinical experience begins. (See also, OAR 584-017-0128 on admission requirements.) At the unit's discretion, candidates may be required to obtain fingerprint clearance prior to the first field or clinical experience, so long as the candidate is admitted into the program.

(2) At least twice during primary clinical experience, the institution's supervisor(s) meets with the candidate and the school district supervisor(s) in joint conferences to discuss supervisors' evaluations and the candidate's work samples or portfolios.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495; 342.553

Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

584-017-1045

Student Teaching

(1) Student teaching is at least 15 weeks in length.

(a) At least nine consecutive weeks are full-time in schools, during which the student teacher assumes the full range of responsibilities of a classroom teacher for the purpose of developing and demonstrating the competencies required for initial licensure.

(b) During the remaining six weeks, the six week requirement may be met either through full-time or the equivalent part-time experience.

(c) The assignment of responsibilities may be incremental in keeping with the objectives of the experience.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495; 342.553

Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

584-017-1048

Internship Agreements

The unit provides internship experiences in appropriate school settings for the purposes of instruction, assessment of competency and integration of field work with academic study.

(1) The internship may be completed in lieu of student teaching or a supervised field experience.

(2) The candidate must have completed at least seventy-five percent of the program leading to the degree required for the first teaching, administrative or personnel service license or be concurrently enrolled in a graduate program leading to the initial license.

(3) An internship is a minimum of one public school semester. The Executive Director of the Commission may approve a combination of student teaching and internship when extenuating circumstances exist.

(4) The candidate receives academic credit from the approved institution and financial compensation from the school district or education service district.

(5) If the candidate may obtain a provisional license prior to engaging in the internship if the candidate is eligible and the unit and the school district agree.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495; 342.553

Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

Diversity and Inclusion

584-017-1050

Diversity and Inclusion

(1) The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn equitably. Assessments indicate that candidates can demonstrate and apply proficiencies related to cultural competency and equitable student learning. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools. A cohort of candidates and faculty from diverse groups informs the unit's curriculum, pedagogy, and field experiences in culturally inclusive meaningful ways. Diverse faculty and peers assist candidates in addressing teaching and learning from multiple perspectives and different life experiences. These experiences provide for different voices in the professional development and work of the education profession. The greater range of cultural backgrounds and experiences among faculty and candidates enhances understanding of cultural competency, inclusion and equity for all students in the classroom.

(2) Areas evaluated under this standard include:

(a) Design, Implementation, and Evaluation of Curriculum and Experiences;

(b) Experiences Working with Diverse Faculty; and

(c) Experiences working with Diverse Candidates; and

(d) Experiences working with Diverse Student in the P-12 Schools.

(3) Units will be accredited against a rubric that sets forth the following levels of achievement of the standards: Target, Acceptable, and Unacceptable. The full rubrics for each standard are found in the TSPC Professional Standards Manual adopted by the Commission. A unit is held accountable to the full set of standards contained in the TSPC Professional Standards Manual.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495; 342.553

Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

Faculty Qualifications, Performances and Development

584-017-1052

Faculty Qualifications, Performances and Development

(1) Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

(2) Areas evaluated under this standard include:

(a) Qualified Faculty;

(b) Modeling Best Professional Practices in Teaching;

(c) Modeling Best Professional Practices in Scholarship;

(d) Modeling Best Professional Practices in Service;

(e) Unit Evaluation of Professional education Faculty Performance; and

(f) Unit Facilitation of Professional Development.

(3) Units will be accredited against a rubric that sets forth the following levels of achievement of the standards: Target, Acceptable, and Unacceptable. The full rubrics for each standard are found in the TSPC Professional Standards Manual adopted by the Commission. A unit is held accountable to the full set of standards contained in the TSPC Professional Standards Manual.

(4) Faculty refers to both full and part-time professional education faculty who are employed by higher education institutions and P-12 professionals who supervise clinical practices.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495; 342.553
Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

Unit Governance and Resources

584-017-1055

Unit Governance and Resources

(1) The unit has leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state and institutional standards.

(2) Areas evaluated under this standard include:

- (a) Unit Leadership and Authority;
- (b) Unit Budget;
- (c) Personnel;
- (d) Unit Facilities; and
- (e) Unit Resources Including Technology.

(3) Units will be accredited against a rubric that sets forth the following levels of achievement of the standards: Target, Acceptable, and Unacceptable. The full rubrics for each standard are found in the TSPC Professional Standards Manual adopted by the Commission. A unit is held accountable to the full set of standards contained in the TSPC Professional Standards Manual.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495; 342.553
Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

DIVISION 18

STANDARDS FOR EDUCATOR PREPARATION PROGRAMS: ADMINISTRATIVE AND PERSONNEL SERVICE PROGRAMS

584-018-0110

Knowledge, Skills, Abilities and Professional Dispositions for Continuing Teaching Licensure

The unit assures that candidates for a Professional Teaching License have sufficient evidence to show a higher level of performances, essential knowledge and critical dispositions in each of the following ten (10) teaching standards than is expected to achieve the Initial I Teaching License found in OAR 584-018-0100.

(1) The Learner and Learning:

(a) Learner Development: The teacher understands how children learn grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. [InTASC Standard #1]

(b) Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. [InTASC Standard #2]

(c) Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. [InTASC Standard #3]

(2) Content:

(a) Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. [InTASC Standard #4]

(b) Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. [InTASC Standard #5]

(3) Instructional Practice:

(a) Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. [InTASC Standard #6]

(b) Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as learners and the community context. [InTASC Standard #7]

(c) Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. [InTASC Standard #8]

(4) Professional Responsibility:

(a) Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. [InTASC Standard #9]

(b) Leadership and Collaboration: The teacher demonstrates leadership by taking responsibility for student learning and by collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth and development, learning, and well-being. [InTASC Standard #10]

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495; 342.553
Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12; TSPC 1-2015, f. & cert. ef. 2-10-15

584-018-0305

Initial School Counselor License: Competency Standards

(1) Candidates who are preparing to work as initial school counselors will demonstrate the professional knowledge, skills, cultural competencies and professional dispositions necessary to promote the academic, career, and personal and social development of all K–12 students.

(2) The Commission may provide state approval to an Initial School Counselor preparation program that prepares candidates for an initial school counselor license only if it includes:

(a) Content that will enable candidates to meet the competency standards for school counselors set forth in this rule. These standards align with the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP) school counselor standards found at: <http://www.cacrep.org>.

(b) Field experience as set forth in section (12) of this rule; and

(c) Integration of principles of cultural competency and equitable practice in each competency standard through the entire Initial School Counselor licensure program.

(3) Initial School Counselor programs must provide evidence that student learning has occurred in the following domains of school counselor competency standards:

(4) Domain 1: Foundations:

(a) Knowledge:

(A) Know the history, philosophy, and current trends in school counseling and educational systems;

(B) Understands ethical and legal considerations specifically related to the practice of school counseling;

(C) Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;

(D) Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling;

(E) Understands current models of school counseling programs and their integral relationship to the total educational program;

(F) Understands the effects of: Atypical growth and development, health and wellness, language; ability level, multicultural issues, and factors of resiliency on student learning and development; and

(G) Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

(b) Skills and Practices:

(A) Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling; and

(B) Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

(5) Domain 2: Counseling, Prevention and Intervention:

(a) Knowledge:

(A) Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students;

(B) Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students;

(C) Knows strategies for helping students identify strengths and cope with environmental and developmental problems;

(D) Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling;

(E) Understands group dynamics — including counseling, psycho-educational, task, and peer helping groups — and the facilitation of teams to enable students to overcome barriers and impediments to learning; and

(F) Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

(b) Skills and Practices:

(A) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to each diverse individual, group, and classroom;

(B) Provides individual and group counseling and classroom guidance to promote the academic, career, and personal and social development of students;

(C) Designs and implements prevention and intervention plans related to the effects of: Atypical growth and development, health and wellness, language, ability level, multicultural issues, and factors of resiliency on student learning and development;

(D) Demonstrates the ability to use procedures for assessing and managing suicide risk; and

(E) Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

(6) Domain 3: Diversity and Advocacy:

(a) Knowledge:

(A) Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and multicultural excellence in terms of student learning;

(B) Identifies community, environmental, and institutional opportunities that enhance, as well as barriers that impede, the academic, career, and personal and social development of students;

(C) Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families; and

(D) Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

(b) Skills and Practices:

(A) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development;

(B) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students;

(C) Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations; and

(D) Engages parents, guardians, and families to promote the academic, career, and personal and social development of students.

(7) Domain 4: Assessment:

(a) Knowledge:

(A) Understands the influence of multiple factors such as: Abuse, violence, eating disorders, attention deficit hyperactivity disorder, and childhood depression; that may affect the personal, social, and academic functioning of students;

(B) Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs; and

(C) Identifies various forms of needs assessments for academic, career, and personal and social development.

(b) Skills and Practices:

(A) Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities;

(B) Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development;

(C) Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs;

(D) Makes appropriate referrals to school and/or community resources; and

(E) Assesses barriers that impede students' academic, career, and personal and social development.

(8) Domain 5: Research and Evaluation:

(a) Knowledge:

(A) Understands how to critically evaluate research relevant to the practice of school counseling;

(B) Knows models of program evaluation for school counseling programs;

(C) Knows basic strategies for evaluating counseling outcomes in school counseling such as: behavioral observation and program evaluation;

(D) Knows current methods of using data to inform decision making and accountability such as: school improvement plan and school report card; and

(E) Understands the outcome research data and best practices identified in the school counseling research literature.

(b) Skills and Practices:

(A) Applies relevant research findings to inform the practice of school counseling;

(B) Develops measurable outcomes for school counseling programs, activities, interventions, and experiences; and

(C) Analyzes and uses data to enhance school counseling programs.

(9) Domain 6: Academic Development:

(a) Knowledge:

(A) Understands the relationship of the school counseling program to the academic mission of the school;

(B) Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school; and

(C) Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

(b) Skills and Practices:

(A) Conducts programs designed to enhance student academic development;

(B) Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities; and

(C) Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

(10) Domain 7: Collaboration and Consultation:

(a) Knowledge:

(A) Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration;

(B) Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community;

(C) Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal and social development of students;

(D) Understands systems theories, models, and processes of consultation in school system settings;

(E) Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children;

(F) Understands the various peer programming interventions such as: peer meditation, peer mentoring, and peer tutoring; and how to coordinate them; and

(G) Knows school and community collaboration models for crisis or disaster preparedness and response.

(b) Skills and Practices:

(A) Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school;

(B) Locates resources in the community that can be used in the school to improve student achievement and success;

(C) Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development;

(D) Uses peer helping strategies in the school counseling program; and

(E) Uses referral procedures with helping agents in the community such as: mental health centers, businesses, and service groups; to secure assistance for students and their families.

(11) Domain 8: Leadership:

(a) Knowledge:

(A) Knows the qualities, principles, skills, and styles of effective leadership;

(B) Knows strategies of leadership designed to enhance the learning environment of schools;

(C) Knows how to design, implement, manage, and evaluate a comprehensive school counseling program;

(D) Understands the important role of the school counselor as a system change agent; and

(E) Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

(b) Skills and Practices:

(A) Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program; and

(B) Plans and presents school-counseling-related educational programs for use with parents and teachers such as: parent education programs, materials used in classroom guidance, and advisor and advisee programs for teachers.

(12) Field Experience: The Initial School Counselor Preparation Program shall provide practica in public and/or private school settings for purposes of instruction, assessment of competency, and integration of field work with academic study.

(a) Prospective school counselor candidates who have two years of teaching experience in Oregon schools or out-of-state public or regionally accredited private schools upon completion of an initial school counselor preparation program must:

(A) Complete a practicum consisting of 200 clock hours of supervised counseling in a public school setting; and

(B) Assemble a portfolio or work sample to demonstrate the candidate's ability to meet the expectations of the public school's counseling program.

(b) Prospective school counselor candidates who do not have two years of teaching experience in any public or regionally accredited private schools upon completion of an initial school counselor preparation program:

(A) Complete a supervised practicum consisting of a minimum of 200 clock hours in a regular classroom in a public school, to include a minimum of 75 clock hours of full responsibility for direct learning;

(B) Complete a minimum of 600 clock hours of supervised counseling experience in a public school;

(C) Assemble and analyze one work sample to illustrate his/her ability to foster student learning; and

(D) Assemble a portfolio or work sample to demonstrate the candidate's ability to meet the expectations of the public school's

counseling program. The Initial School Counselor Preparation Program shall:

(i) Determine jointly with the practicum site supervising counselor that the candidate has demonstrated the skills and competencies required for licensure in the practicum.

(ii) Establish and implement policies on supervision of practicum candidates that state the responsibilities of unit supervisors and practicum site supervisors and administrators, including the frequency of observations and conferences with the candidates.

(iii) Make a minimum of four supportive/evaluative visits during the practicum. At least twice during the practicum, the unit's supervisors meets with the candidate and the practicum site supervisor in joint conferences to discuss performance and evaluation.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 4-2012, f. & cert. ef. 5-18-12; TSPC 1-2013, f. & cert. ef. 2-14-13; TSPC 5-2014, f. & cert. ef. 8-5-14; TSPC 1-2015, f. & cert. ef. 2-10-15

584-018-0310

Knowledge, Skills, Abilities and Cultural Competencies for Continuing School Counselor License

(1) Candidates who complete the Continuing School Counselor program are accomplished school counselors and educational leaders who have the knowledge, skill, ability, and cultural competence to document and contribute to the professional literature or program development within their district. Candidates demonstrate an understanding of and ability to apply emerging research on counseling, learning, and school improvement to increase comprehensive counseling program effectiveness.

(2) Candidates who complete the Continuing School Counselor program are accomplished school counselors and educational leaders who have the knowledge, skill, ability, and cultural competence to implement research-based educational practices that assess perception, process, and results data emerging from programs. Candidates:

(a) Use analysis directed toward developing programs to improve students' ability to live, learn, work, and contribute to their communities; and

(b) Use practices that are sensitive to individual differences, and diverse cultural, ethnic and socioeconomic backgrounds.

(3) Candidates who complete the Continuing School Counselor program are accomplished school counselors and educational leaders who have the knowledge, skill, ability, and cultural competence to consult and collaborate with colleagues, staff, parents, and the public to enhance the student's performance, as well as advocate for changes in the program that benefit all students.

(4) Candidates who complete the Continuing School Counselor program are accomplished school counselors and educational leaders who have the knowledge, skill, ability, and cultural competence to demonstrate effective leadership in program development and communication with diverse and special interest organizations. Candidates seek and secure appropriate funding for program expansion.

(5) Candidates who complete the Continuing School Counselor program are accomplished school counselors and educational leaders who have the knowledge, skill, ability, and cultural competence to demonstrate an advanced understanding of ethics and laws applicable to professional school counselors.

(6) Candidates who complete the Continuing School Counselor program are accomplished school counselors and educational leaders who have the knowledge, skill, ability, and cultural competence to demonstrate professional training and development as a supervisor of school professionals and school counselors in training.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120-342.430, 342.455-342.495, 342.553

Hist.: TSPC 4-2012, f. & cert. ef. 5-18-12

Personnel Service Licensure Programs

School Counselors

584-018-0315

Authorization Levels for School Counselors

The unit assures that candidates for Initial School Counselor License and Continuing School Counselor License demonstrate knowledge, skills and competencies for a K–12 authorization level by:

- (1) Completing preparation in developmental psychology and methods appropriate for early childhood through high school;
- (2) Articulating and applying a philosophy of education appropriate for early childhood through high school; and
- (3) Completing supervised field or clinical experience in early childhood through high school.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12; TSPC 9-2014, f. & cert. ef. 11-14-14

School Psychologists

584-018-0405

Knowledge, Skills, Abilities and Professional Dispositions for Initial School Psychologist Licensure

(1) The following requirements must be met to be eligible for an Initial School Psychologist License.

(2) Data-Based Decision-Making and Accountability: Candidates have knowledge and use models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services.

(3) Consultation and Collaboration: Candidates have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. Candidates collaborate effectively with parents, school and outside personnel in planning and decision-making processes at the individual, group, and system levels.

(4) Effective Instruction and Development of Cognitive/Academic Skills: Candidates have knowledge of human learning processes, and in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions (e.g. instructional interventions and consultation).

(5) Socialization and Development of Life Skills: Candidates have knowledge of human developmental processes, and in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions (e.g. consultation, behavioral assessment/intervention, and counseling).

(6) Student Diversity in Development and Learning: Candidates have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, sexual orientation, gender-related, and linguistic factors in development and learning. Candidates demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.

(7) School and Systems Organization, Policy Development, and Climate: Candidates have knowledge of general education, special education, and other educational and related services. Candidates understand schools and other settings as systems. Candidates work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.

(8) Prevention, Crisis Intervention, and Mental Health: Candidates have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. Candidates provide or contribute to prevention and intervention programs that promote the mental health and physical well-

being of students. Candidates have knowledge of crisis intervention and collaborate with school personnel, parents, and the community in the aftermath of crises.

(9) Home/School/Community Collaboration: Candidates have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. Candidates work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.

(10) Research and Program Evaluation: Candidates have knowledge of research, statistics, and evaluation methods. Candidates evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct interventions (individual and/or program) for improvement of services.

(11) School Psychology Practice and Development: Candidates have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. Candidates practice in ways that are consistent with applicable standards.

(12) Information Technology: Candidates have knowledge of information sources and technology relevant to their work. Candidate's access, evaluates, and utilizes information sources and technology in ways that safeguard or enhance the quality of services.

(13) The unit assures that candidates for the Initial School Psychologist License demonstrate knowledge, skills and competencies by:

(a) Completing preparation in psychological foundations and methods appropriate for prekindergarten through grade 12 (pre K–12) grade authorization levels; and

(b) Documenting knowledge by passing the Commission-approved test for the Initial School Psychologist License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495; 342.553

Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

584-018-0410

Knowledge, Skills, Abilities and Professional Dispositions for Continuing School Psychologist Licensure

The unit provides an approved program through which the candidates document the advanced competencies required for a Continuing License for School Psychology.

(1) Candidates document an understanding of and ability to apply emerging research on teaching, learning, and school improvement to increase district effectiveness.

(2) Candidates implement research-based educational practices that ensure student achievement and are sensitive to individual differences, diverse cultures, and ethnic backgrounds.

(3) Candidates exhibit collaboration with colleagues, staff, parents, and the public to enhance the student's performance.

(4) Candidates demonstrate effective leadership in communication with diverse and special interest organizations.

(5) Candidates develop productive school, board and community relations.

(6) Candidates demonstrate an advanced understanding of laws applicable to school psychologists.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495; 342.553

Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

584-018-0415

Authorization Levels for School Psychologists

The unit assures that candidates for Initial School Social Worker License and Continuing School Social Worker License demonstrate knowledge, skills and competencies for a pre-K–12 authorization level by:

(1) Completing preparation in developmental psychology and methods appropriate for early childhood through high school;

(2) Articulating and applying a philosophy of education appropriate for early childhood through high school;

(3) Completing supervised field or clinical experiences in early childhood through high school; and

(4) Documenting knowledge by submitting passing scores on the Commission-approved licensure tests.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495, 342.553

Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

School Social Workers

584-018-0505

Knowledge, Skills, Abilities and Professional Dispositions for Initial School Social Worker Licensure

(1) School Social Worker Program: Candidates who complete the program are school social workers and interdisciplinary leaders who have the knowledge, skill, ability, and cultural competence to develop and deliver school social worker services that demonstrate continuous improvement, and advance the mission of the school. Candidates:

(a) Know the history, philosophy, and current trends in school social work and educational programs;

(b) Work collaboratively to mobilize the resources of local education agencies and communities to meet the needs of students and families, and provide consultation to local education agency personnel, school board members, and community representatives to promote understanding and effective utilization of school social work services;

(c) Organize their time, energies, and workloads to fulfill their responsibilities and complete assignments of their position, with due consideration of the priorities among their various responsibilities; and

(d) Align the school social work program with the academic and student services program in the school.

(2) A school social worker shall demonstrate commitment to the values and ethics of the social work profession and shall use National Association of Social Workers (NASW) Code of Ethics as a guide to ethical decision making.

(3) School social workers shall ensure that students and their families are provided services within the context of multicultural understanding and competence that enhance families' support of students' learning experiences.

(4) School social work services shall be extended to students in ways that build students' individual strengths and offer students maximum opportunity to participate in the planning and direction of their own learning experience.

(5) School social workers shall help empower students and their families to gain access to and effectively use formal and informal community resources.

(6) School social workers shall maintain adequate safeguards for the privacy and confidentiality of information.

(7) School social workers shall advocate for students and their families in a variety of situations.

(8) School social workers shall conduct assessments of student needs that are individualized and provide information that is directly useful for designing interventions that address behaviors of concern.

(9) School social workers shall possess knowledge and understanding basic to the social work profession.

(10) School social workers shall understand the backgrounds and broad range of experiences that shape students' approaches to learning.

(11) School social workers shall possess knowledge and understanding of the organization and structure of the local education agency (school district).

(12) School social workers shall possess knowledge and understanding of the reciprocal influences of home, school, and community.

(13) School social workers shall possess skills in systematic assessment and investigation.

(14) School social workers shall understand the relationship between practice and policies affecting students.

(15) School social workers shall be able to select and apply empirically validated or promising prevention and intervention methods to enhance students' educational experiences.

(16) School social workers shall be able to promote collaboration among community health and mental health services providers and facilitate student access to these services.

(17) Informational Resources and Technology: Candidates who complete the program are school social workers who have the knowledge, ability, skill, and cultural competence to be skilled in the selection and use of informational resources and technology and use them to facilitate the delivery of a comprehensive school social work services that meets student needs.

(18) Reflective Practice: Candidates who complete the program are school social workers who have the knowledge, ability, skill, and cultural competence to integrate their knowledge, skills, and life experience to respond effectively to new or unexpected critical events and situations.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430; 342.455-342.495; 342.553

Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

584-018-0510

Knowledge, Skills, Abilities, and Professional Dispositions for Continuing School Social Worker Licensure

(1) Candidates who complete the program are accomplished school social workers and educational leaders who have the knowledge, skill, ability, and cultural competence to document and contribute to the professional literature or program development within their district.

(2) School social workers shall organize their time, energies, and workloads to fulfill their responsibilities and complete assignments of their position, with due consideration of the priorities among their various responsibilities.

(3) School social workers shall provide consultation to local education agency personnel, school board members, and community representatives to promote understanding and effective utilization of school social work services.

(4) As leaders and members of interdisciplinary teams and coalitions, school social workers shall work collaboratively to mobilize the resources of local education agencies and communities to meet the needs of students and families.

(5) School social workers shall develop and provide training and educational programs for parents, teacher, other local education agency personnel, and staff of community agencies that address the goals and mission of the educational institution.

(6) School social workers shall maintain accurate data that are relevant to planning, management, and evaluation of school social work services.

(7) School social workers shall incorporate assessments in developing and implementing intervention and evaluation plans that enhance students' abilities to benefit from educational experiences.

(8) School social workers, as systems change agents, shall identify areas of need that are not being addressed by the local education agency and community and shall work to create services that address these needs.

(9) School social workers shall be trained in and use mediation and conflict resolution strategies to promote students' resolution of their nonproductive encounters in the school and community and to promote productive relationships.

(10) School social workers shall meet the provisions for practice set by NASW.

(11) School social workers shall be able to evaluate their practice and disseminate the findings to consumers, the local education agency, the community, and the profession.

(12) School social workers shall possess skills in developing coalitions at the local, state, and national levels that promote student success.

(13) School social workers shall assume responsibility for their own continued professional development in accordance with the NASW Standards for Continuing Professional Education and state requirements.

(14) School social workers shall contribute to the development of the profession by educating and supervising school social work interns.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495; 342.553
Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

584-018-0515

Authorization Levels for School Social Workers

The unit assures that candidates for Initial School Social Worker License and Continuing School Social Worker License demonstrate knowledge, skills and competencies for a K–12 authorization level by:

- (1) Completing preparation in developmental psychology and methods appropriate for early childhood through high school;
- (2) Articulating and applying a philosophy of education appropriate for early childhood through high school;
- (3) Completing supervised field or clinical experiences in early childhood through high school; and
- (4) Documenting knowledge by submitting passing scores on the Commission-approved licensure tests.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495; 342.553
Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

DIVISION 19

RULES FOR INVESTIGATIONS/HEARINGS

584-019-0003

Notice of Opportunity for Hearing and Hearing Procedures

(1) The Commission delegates to the Executive Director the authority to draft the contents of the Notice of Hearing and Notice of Opportunity for Hearing when:

(a) The Executive Director denies the issuance, renewal or reinstatement of a license, charter school registration, school nurse certificate, or PA-1 clearance for student teaching under OAR 584-050-0006.

(b) When the Commission determines that there is sufficient cause to justify a hearing under ORS 342.176(5); or

(c) When the Executive Director has information that the educator has violated any term or condition of probation.

(2) The Commission delegates to the Executive Director the authority to amend the Notice of Hearing or Notice of Opportunity for Hearing.

(3) The Commission will review, approve or reject all Amended Notices of Hearing at the next Commission meeting following the Executive Director's issuance of the Amended Notice. The educator who is the subject of an Amended Notice may file objections to the amendments prior to the Commission meeting. The Commission's decision to review, approve or reject the Amended Notice will be in executive session under ORS 342.176.

(4) If the Commission rejects the Amended Notice of Hearing, the Executive Director will withdraw the Amended Notice, and the prior Notice of Hearing or Notice of Opportunity for Hearing will stand as the Commission's notice to the educator.

(5) Contested case hearings will be held in accordance with OAR 137-003-0501 through 137-003-0700.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.175 - 342.190
Hist.: TSPC 9-2005, f. & cert. ef. 11-15-05; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 5-2009, f. & cert. ef. 10-5-09; TSPC 1-2015, f. & cert. ef. 2-10-15

584-019-0010

Discovery and Subpoenas

(1) Through the Executive Director, the Commission shall consider requests to take the testimony of a material witness by deposition for purposes of discovery or perpetuation of the witness's testimony when the witness is unavailable for hearing. A perpetuation deposition will be authorized only upon agreement of the educator and the Commission or upon a showing that the witness cannot testify at the hearing because of physical or mental illness or extreme hardship.

(2) The Executive Director may issue subpoenas in support of discovery as provided under OAR 137-003-0570 and 137-003-0572.

(3) The educator or the Commission may request that the other party produce for inspection or provide copies of any designated documents or any tangible things which are relevant to the proceeding and are not otherwise exempt from disclosure. The educator or the Commission may charge a fee to reimburse for the actual cost of producing or copying documents.

(4) The educator or the Commission may issue requests for admissions as provided under OAR 137-003-0570.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.175 - 342.190
Hist.: TS 7-1989, f. & cert. ef. 12-13-89; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 4-2001, f. & cert. ef. 9-21-01; TSPC 9-2005, f. & cert. ef. 11-15-05

584-019-0015

Evidence

(1) Irrelevant, immaterial, or unduly repetitious evidence shall be excluded, but erroneous rulings on evidence shall not preclude Commission action on the record unless shown to have substantially prejudiced the rights of a party. All other evidence of a type commonly relied upon by reasonably prudent persons in conduct of their serious affairs shall be admissible. Objections to evidentiary offers may be made and shall be noted in the record. Any part of the evidence may be received in written form.

(2) All evidence shall be offered and made a part of the record in the case, except for matters stipulated to and except as provided in section (4) of this rule. No other factual information or evidence shall be considered in the determination of the case. Documentary evidence may be received in the form of copies or excerpts, or by incorporation by reference. The burden of presenting evidence to support a fact or position rests on the opponent fact or position.

(3) The educator and the other party shall have the right of cross examination of witnesses who testify and shall have the right to submit rebuttal evidence.

(4) The hearing officer or the Commission may take notice of judicially cognizable facts and general, technical, or scientific facts as provided under OAR 137-003-0615.

(5) The hearing officer shall have discretion to require the parties to submit prior to the hearing date documents which may be introduced as evidence, names and addresses of witnesses, and other information to facilitate the hearing. The hearing officer shall have discretion to require the parties to submit proposed findings of fact and conclusions of law.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.175 - 342.190
Hist.: TS 7-1989, f. & cert. ef. 12-13-89; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 4-2001, f. & cert. ef. 9-21-01

584-019-0025

Mutual Disclosure Prior to Contested Case Hearings

(1) Not less than ten days prior to the hearing date, the educator and the Commission staff will disclose to one another in writing the following information:

(a) The name, address and telephone number of each person that the disclosing party may call as a witness at the hearing; and

(b) A copy of all documents that the disclosing party may introduce as evidence at the hearing.

(2) For good cause shown, the Executive Director may modify the disclosure requirements under section (1) of this rule.

(3) The hearing officer at the hearing may refuse to accept testimony or evidence that has not been disclosed in compliance with this rule.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.175 - 342.190
Hist.: TS 6-1993, f. & cert. ef. 12-7-93; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 4-2001, f. & cert. ef. 9-21-01; TSPC 7-2007, f. & cert. ef. 12-14-07

584-019-0035

Settlement of Cases Prior to Hearing

(1) A "Settlement Agreement" is a written agreement in a disciplinary proceeding that includes:

- (a) A stipulation to an order that is signed by the educator;
- (b) A consent by the educator to a negotiated default order; or

(c) An agreement between the educator and the commission staff to resolution of a disciplinary matter without a contested hearing.

(2) The Executive Director will not accept a settlement agreement unless it is signed by the educator and the educator's attorney, if any.

(3) All matters not settled in accordance with subsection (2) of this rule will be determined through a contested case hearing in accordance with OAR 137-003-0501 through 137-003-0700 or will be determined through entry of a default order or voluntary surrender of the educator's license, school nurse certificate or charter school registration.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.175, 342.176, 342.177, 342.180 & 342.190

Hist.: TS 6-1996, f. & cert. ef. 12-9-96; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 7-2007, f. & cert. ef. 12-14-07

584-019-0040

Commission Final Orders in Contested Cases

(1) In all contested cases, the Commission will notify the parties, the hearing officer and the Office of Administrative Hearings that the Commission itself will issue the Final Order and each Hearing Officer Proposed Order will include a statement to that effect.

(2) If the recommended action in the Proposed Order is adverse to the educator, the Proposed Order will contain a statement that the educator may file written exceptions to the Commission and may file a request for oral argument to the Commission. The statement will inform the educator that written exceptions or a request for oral argument must be filed with the Commission at the Commission's office within fourteen days of the date of the Proposed Order in order for the exceptions or the request for oral argument to be considered. The Commission need not allow oral argument on the Proposed Order. The Executive Director may permit oral argument in those cases in which the Director believes oral argument may be appropriate or helpful to the Commissioners in making a final determination.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.175 - 342.190

Hist.: TSPC 1-2001, f. & cert. ef. 1-17-01; TSPC 4-2001, f. & cert. ef. 9-21-01; TSPC 7-2007, f. & cert. ef. 12-14-07

DIVISION 20

STANDARDS FOR COMPETENT AND ETHICAL PERFORMANCE OF OREGON EDUCATORS

584-020-0000

Application of Rules

(1) Oregon Administrative Rules 584-020-0005 through 584-020-0045 were adopted by the Teacher Standards and Practices Commission in accordance with Oregon Revised Statute 342.175(5).

(2) OAR 584-020-0005 through 584-020-0045 may be used as criteria by the Teacher Standards and Practices Commission in matters pertaining to the revocation or suspension of licenses or registrations issued by the Commission under ORS 342.120 to 342.200, or the discipline of any license or registration holder or any person who has held a license or registration at any time within five years prior to issuance of the notice of charges under ORS 342.176.

(3) The Commission determines whether an educator's performance is ethical or competent in light of all the facts and circumstances surrounding the educator's performance as a whole.

(4) The Commission directs the Executive Director to promptly begin the investigation of complaints, reports or information related to educator misconduct under the following conditions:

(a) The Executive Director may delay investigating an educator against whom a complaint has been filed under ORS 342.176 when:

(A) The investigation report or other information indicates that disciplinary action against the educator is pending at the local district level; or

(B) When criminal charges are pending or are likely to be filed against the educator.

(b) In considering whether to delay an investigation or defer recommending action to charge an educator, the Executive Director will consider all relevant circumstances including the nature and seriousness of the allegations and whether the educator is currently employed in the public schools.

(c) The Executive Director will regularly inform the Commission of the status of any complaints, reports or information of misconduct on which the Executive Director has deferred action.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.175 - 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83; TS 1-1987, f. & ef. 3-3-87; TS 2-1988, f. & cert. ef. 4-7-88; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 5-1999(Temp), f. & cert. ef. 8-24-99 thru 2-19-00; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 7-2007, f. & cert. ef. 12-14-07

584-020-0005

Definitions

The following definitions apply to Oregon Administrative Rules 584-020-0000 through 584-020-0045 unless otherwise indicated by context:

(1) "Administrator:" Any educator who holds a valid Oregon Administrative License or registration and who works in a position requiring an administrative license pursuant to OAR 584-005-0005(1).

(2) "Competent:" Discharging required duties as set forth in these rules.

(3) "Educator:" Any licensed or registered, or certified person who is authorized to engage in an instructional program including teaching, counseling, school psychology, administering, and supervising.

(4) "Ethical:" Conforming to the professional standards of conduct set forth in these rules.

(5) "Sexual Conduct:" Any conduct with a student which includes but is not limited to:

(a) The intentional touching of the breast or sexual or other intimate parts of a student;

(b) Causing, encouraging, or permitting a student to touch the breast or sexual or other intimate parts of the educator;

(c) Sexual advances or requests for sexual favors directed towards a student;

(d) Verbal or physical conduct of a sexual nature when directed toward a student or when such conduct has the effect of unreasonably interfering with a student's educational performance or creates an intimidating, hostile or offensive educational environment; or

(e) Verbal or physical conduct which has the effect of unreasonably interfering with a student's educational performance or creates an intimidating, hostile or offensive educational environment.

(6) "Sexual harassment:" Any unwelcome conduct with an individual which includes but is not limited to sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

(a) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

(b) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or

(c) Such conduct unreasonably interferes with an individual's work performance or creates an intimidating, hostile, or offensive working environment.

(7) "Teacher:" Any person who holds a teacher's license as provided in ORS 342.125.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 & 342.175 - 342.190

Hist.: TS 5-1979, f. 12-29-79, ef. 1-1-80; TS 1-1987, f. & ef. 3-3-87; TS 2-1988, f. & cert. ef. 4-7-88; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 8-1998, f. & cert. ef. 12-9-98; TSPC 5-1999(Temp), f. & cert. ef. 8-24-99 thru 2-19-00; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 7-2007, f. & cert. ef. 12-14-07

584-020-0010

The Competent Educator

The educator demonstrates a commitment to:

- (1) Recognize the worth and dignity of all persons and respect for each individual;
 - (2) Encourage scholarship;
 - (3) Promote democratic and inclusive citizenship;
 - (4) Raise educational standards;
 - (5) Use professional judgment; and
 - (6) Promote equitable learning opportunities.
- Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.143 & 342.175 - 342.190
 Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TSPC 7-2007, f. & cert. ef. 12-14-07

584-020-0015

Curriculum and Instruction

- (1) The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of goals as they are appropriate for each individual.
 - (2) The competent teacher demonstrates:
 - (a) Use of state and district adopted curriculum and goals;
 - (b) Skill in setting instructional goals and objectives expressed as learning outcomes;
 - (c) Use of current subject matter appropriate to the individual needs of students;
 - (d) Use of students' growth and development patterns to adjust instruction to individual needs consistent with the number of students and amount of time available; and
 - (e) Skill in the selection and use of teaching techniques conducive to student learning.
 - (3) The competent administrator demonstrates:
 - (a) Skill in assisting individual staff members to become more competent educators by complying with federal, state and local laws, rules, and lawful and reasonable district policy and contracts;
 - (b) Knowledge of curriculum and instruction appropriate to assignment;
 - (c) Skill in implementing instructional programs through adequate communication with staff; and
 - (d) Skill in identifying and initiating any needed change which helps each student toward realization of personal learning potential.
- Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.143 & 342.175 - 342.190
 Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83; TSPC 7-2007, f. & cert. ef. 12-14-07

584-020-0020

Supervision and Evaluation

- (1) The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program, and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.
- (2) The competent teacher demonstrates:
 - (a) Multiple ways to assess the academic progress of individual students;
 - (b) Skill in the application of assessment data to assist individual student growth;
 - (c) Procedures for evaluating curriculum and instructional goals and practices;
 - (d) Skill in the supervision of students; and
 - (e) Skill in differentiating instruction.
- (3) The competent administrator demonstrates:
 - (a) Skill in the application of assessment data to provide effective instructional programs;
 - (b) Skill in the implementation of the district's student evaluation program;
 - (c) Skill in providing equal opportunity for all students and staff; and
 - (d) Skill in the use of employee and leadership techniques appropriate to the assignment and according to well established stan-

dards which ensure due process for the staff for which the administrator is responsible for evaluating.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.143 & 342.175 - 342.190
 Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83; TSPC 7-2007, f. & cert. ef. 12-14-07

584-020-0025

Management Skills

- (1) The competent educator is a person who understands students and is able to relate to them in constructive and culturally competent ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required, and as needed to assist the growth of students.
 - (2) The competent teacher demonstrates skills in:
 - (a) Establishing and maintaining classroom management that is conducive to learning;
 - (b) Using and maintaining district property, equipment, and materials appropriately;
 - (c) Using and maintaining student records as required by federal and state law and district policies and procedures;
 - (d) Using district and school business and financial procedures; and
 - (e) Using district lawful and reasonable rules and regulations.
 - (3) The competent administrator demonstrates:
 - (a) Leadership skills in managing the school, its students, staff, and programs as required by lawful and reasonable district policies, rules, and regulations, state and federal laws and regulations, and other programs as assigned, and assures that staff is informed of these requirements; and
 - (b) Skills in planning and staff assignment.
- Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.143 & 342.175 - 342.190
 Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83; TSPC 7-2007, f. & cert. ef. 12-14-07

584-020-0030

Human Relations and Communications

- (1) The competent educator works effectively with others -- Students, staff, parents, and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can communicate with knowledge, clarity, and judgment about educational matters, the school, and the needs of students.
 - (2) The competent teacher demonstrates:
 - (a) Willingness to be flexible in cooperatively working with others; and
 - (b) Skill in communicating with administrators, students, staff, parents, and other patrons.
 - (3) The competent administrator demonstrates:
 - (a) Skill in helping students, staff, parents, and other patrons to learn about the school, the district and its program;
 - (b) Skills in communicating district and school goals to staff and the public;
 - (c) Willingness to be flexible in cooperatively working with others; and
 - (d) Skill in reconciling conflict.
- Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.143 & 342.175 - 342.190
 Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TSPC 7-2007, f. & cert. ef. 12-14-07

584-020-0035

The Ethical Educator

The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of the students, the district, and the profession.

- (1) The ethical educator, in fulfilling obligations to the student, will:
 - (a) Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family;

(b) Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues; and

(c) Maintain an appropriate professional student-teacher relationship by:

(A) Not demonstrating or expressing professionally inappropriate interest in a student's personal life;

(B) Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;

(C) Reporting to the educator's supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator; and

(D) Honoring appropriate adult boundaries with students in conduct and conversations at all times.

(2) The ethical educator, in fulfilling obligations to the district, will:

(a) Apply for, accept, offer, or assign a position of responsibility only on the basis of professional qualifications, and will adhere to the conditions of a contract or the terms of the appointment;

(b) Conduct professional business, including grievances, through established lawful and reasonable procedures;

(c) Strive for continued improvement and professional growth;

(d) Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and

(e) Not use the district's or school's name, property, or resources for noneducational benefit or purposes without approval of the educator's supervisor or the appointing authority.

(3) The ethical educator, in fulfilling obligations to the profession, will:

(a) Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;

(b) Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities; and

(c) Respond to requests for evaluation of colleagues and keep such information confidential as appropriate.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & 342.175 - 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83; TS 7-1989, f. & cert. ef. 12-13-89; TSPC 8-1998, f. & cert. ef. 12-9-98; TSPC 7-2007, f. & cert. ef. 12-14-07

584-020-0040

Grounds for Disciplinary Action

(1) The Commission will deny, revoke or deny the right to apply for a license or charter school registration to any applicant or educator who, has been convicted of any of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if convicted in another jurisdiction or convicted of attempt to commit such crimes as defined in 161.405. Evaluation of substantially equivalent crimes or attempts to commit crimes will be based on Oregon laws in effect at the time of the conviction, regardless of the jurisdiction in which the conviction occurred. The crimes listed in 342.143 are:

(a) ORS 163.095 — Aggravated Murder;

(b) ORS 163.115 — Murder;

(c) ORS 163.185 — Assault in the First Degree;

(d) ORS 163.235 — Kidnapping in the First Degree;

(e) ORS 163.355 — Rape in the Third Degree;

(f) ORS 163.365 — Rape in the Second Degree;

(g) ORS 163.375 — Rape in the First Degree;

(h) ORS 163.385 — Sodomy in the Third Degree;

(i) ORS 163.395 — Sodomy in the Second Degree;

(j) ORS 163.405 — Sodomy in the First Degree;

(k) ORS 163.408 — Unlawful Sexual Penetration in the Second Degree;

(l) ORS 163.411 — Unlawful Sexual Penetration in the First Degree;

(m) ORS 163.415 — Sexual Abuse in the Third Degree;

(n) ORS 163.425 — Sexual Abuse in the Second Degree;

(o) ORS 163.427 — Sexual Abuse in the First Degree;

(p) ORS 163.432 — Online Sexual Corruption of a Child in the Second Degree;

(q) ORS 163.433 — Online Sexual Corruption of a Child in the First Degree;

(r) ORS 163.435 — Contributing to the Sexual Delinquency of a Minor;

(s) ORS 163.445 — Sexual Misconduct;

(t) ORS 163.465 — Public Indecency;

(u) ORS 163.515 — Bigamy;

(v) ORS 163.525 — Incest;

(w) ORS 163.547 — Child Neglect in the First Degree;

(x) ORS 163.575 — Endangering the Welfare of a Minor;

(y) ORS 163.670 — Using Child in Display of Sexually Explicit Conduct;

(z) ORS 163.675 — Sale or Exhibition of Visual Reproduction of Sexual Conduct by a Child;

(aa) ORS 163.680 — Paying for Viewing Sexual Conduct Involving a Child;

(bb) ORS 163.684 — Encouraging Child Sexual Abuse in the First Degree;

(cc) ORS 163.686 — Encouraging Child Sexual Abuse in the Second Degree;

(dd) ORS 163.687 — Encouraging Child Sexual Abuse in the Third Degree;

(ee) ORS 163.688 — Possession of Materials Depicting Sexually Explicit Conduct of a Child in the First Degree;

(ff) ORS 163.689 — Possession of Materials Depicting Sexually Explicit Conduct of a Child in the Second Degree;

(gg) ORS 164.325 — Arson in the First Degree;

(hh) ORS 164.415 — Robbery in the First Degree;

(ii) ORS 166.005 — Treason;

(jj) ORS 166.087 — Abuse of a Corpse in the First Degree;

(kk) ORS 167.007 — Prostitution;

(ll) ORS 167.008 — Patronizing a prostitute;

(mm) ORS 167.012 — Promoting Prostitution;

(nn) ORS 167.017 — Compelling Prostitution;

(oo) ORS 167.054 — Furnishing Sexually Explicit Material to a Child;

(pp) ORS 167.057 — Luring a Minor;

(qq) ORS 167.062 — Sadomasochistic Abuse for Sexual Conduct in a Live Show;

(rr) ORS 167.075 — Exhibiting an Obscene Performance to a Minor;

(ss) ORS 167.080 — Displaying Obscene Materials to Minors;

(tt) ORS 167.090 — Publicly Displaying Nudity or Sex for Advertising Purposes;

(uu) ORS 475.080 — Unlawful manufacture of hydrocodone within 1,000 feet of school;

(vv) ORS 475.810 — Unlawful delivery of hydrocodone;

(ww) ORS 475.812 — Unlawful delivery of hydrocodone within 1,000 feet of school;

(xx) ORS 475.818 — Unlawful manufacture of methadone within 1,000 feet of school;

(yy) ORS 475.820 — Unlawful delivery of methadone;

(zz) ORS 475.822 — Unlawful delivery of methadone within 1,000 feet of school;

(aaa) ORS 475.828 — Unlawful manufacture of oxycodone within 1,000 feet of school;

(bbb) ORS 475.830 — Unlawful delivery of oxycodone;

(ccc) ORS 475.832 — Unlawful delivery of oxycodone within 1,000 feet of school;

(ddd) ORS 475.848 — Unlawful manufacture of heroin within 1,000 feet of school;

(eee) ORS 475.852 — Unlawful delivery of heroin within 1,000 feet of school;

(fff) ORS 475.858 — Unlawful manufacture of marijuana within 1,000 feet of school;

(ggg) ORS 475.860 — Unlawful delivery of marijuana;

(hhh) ORS 475.862 — Unlawful delivery of marijuana within 1,000 feet of school;

(iii) ORS 475.864(4) — Possession of less than 1 ounce of marijuana within 1,000 feet of school;

(jjj) ORS 475.868 — Unlawful manufacture of 3,4-methylenedioxymethamphetamine within 1,000 feet of school;

(kkk) ORS 475.872 — Unlawful delivery of 3,4-methylenedioxymethamphetamine within 1,000 feet of school;

(lll) ORS 475.878 — Unlawful manufacture of cocaine within 1,000 feet of school;

(mmm) ORS 475.880 — Unlawful delivery of cocaine;

(nnn) ORS 475.882 — Unlawful delivery of cocaine within 1,000 feet of school;

(ooo) ORS 475.888 — Unlawful manufacture of methamphetamine within 1,000 feet of

(ppp) ORS 475.890 — Unlawful delivery of methamphetamine;

(qqq) ORS 475.892 — Unlawful delivery of methamphetamine within 1,000 feet of school;

(rrr) ORS 475.904 — Unlawful manufacture or delivery of controlled substance within 1,000 feet of school; or

(sss) ORS 475.906 — Penalties for distribution to minors.

(2) An applicant fails to meet the requirement of ORS 342.143 “good moral character” if the applicant engages in gross neglect of duty, gross unfitness, in violation of section (4) of this rule or other acts which are in violation of sections (1) or (3) of this rule.

(3) The Commission may initiate proceedings to suspend or revoke the license or registration of an educator under ORS 342.175 or deny a license or registration to an applicant under 342.143 who:

(a) Has been convicted of a crime not listed in section (1) of this rule, if the Commission finds that the nature of the act or acts constituting the crime for which the educator was convicted render the educator unfit to hold a license;

(b) Is charged with knowingly making any false statement in the application for a license or registration;

(c) Is charged with gross neglect of duty;

(d) Is charged with gross unfitness; or

(e) Is convicted of a crime involving the illegal use, sale or possession of controlled substances.

(4) Gross neglect of duty is any serious and material inattention to or breach of professional responsibilities. The following may be admissible as evidence of gross neglect of duty. Consideration may include but is not limited to:

(a) Substantial unauthorized use of: school name or financial credit; school materials or equipment for personal purposes; or school personnel to provide personal services unrelated to school business;

(b) Substantial unauthorized use of employment time or school resources for private purposes;

(c) Falsification of any document or knowing misrepresentation directly related to licensure, employment, or professional duties;

(d) Unreasonable physical force against students, fellow employees, or visitors to the school, except as permitted under ORS 339.250;

(e) Violent or destructive behavior on school premises or at a school-sponsored activity;

(f) Any sexual conduct with a student;

(g) Appearing on duty or at any district-sponsored activity while under the influence of alcohol or any controlled substance;

(h) Unauthorized disclosure of student records information received in confidence by the educator under ORS 40.245, (See, subsection (6), below);

(i) Assigning an educator in violation of licensure requirements;

(j) Resignation from a contract in violation of ORS 342.553,

(k) Violation of any order or rule of the Commission;

(l) Sexual harassment;

(m) Failure of a chief administrator to report a violation of Commission standards as required by OAR 584-020-0041;

(n) Substantial deviation from professional standards of competency set forth in OAR 584-020-0010 through 584-020-0030;

(o) Substantial deviation from professional standards of ethics set forth in OAR 584-020-0035;

(p) Subject to the exercise of any legal right or privilege, failure or refusal by an educator under investigation to respond to requests for information, to furnish documents or to participate in interviews with a Commission representative relating to a Commission investigation;

(q) Unauthorized use of school electronic equipment to receive, store, produce or send sexually explicit materials;

(r) Working without a license; or

(s) Failing to report child abuse pursuant to ORS 419B.010.

(5) Gross unfitness is any conduct which renders an educator unqualified to perform his or her professional responsibilities. Conduct constituting gross unfitness may include conduct occurring outside of school hours or off school premises when such conduct bears a demonstrable relationship to the educator’s ability to fulfill professional responsibilities effectively. The following may be admissible as evidence of gross unfitness. Consideration may include but is not limited to:

(a) Revocation, suspension or denial of a license by another state for reasons and through procedures that are the same as, or substantially equivalent to, those permitting similar action in Oregon;

(b) Fraud or misrepresentation;

(c) Conviction of violating any federal, state, or local law. A conviction includes any final judgment of conviction by a court whether as the result of guilty plea, no contest plea or any other means.

(d) Commission of an act listed in OAR 584-020-0040(1);

(e) Admission of or engaging in acts constituting criminal conduct, even in the absence of a conviction; or

(f) Violation of a term of probation imposed by a court.

(6) In any proceeding brought under subsection (4)(h) of this rule, the Commission may not impose a sanction more severe than a suspension of the educator’s license.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & 342.175 - 342.190

Hist.: TS 5-1983, f. & ef. 7-21-83; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 2-1988, f. & cert. ef. 4-7-88; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1993, f. & cert. ef. 9-29-93; TS 5-1996, f. & cert. ef. 9-24-96; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 8-1998 f. & cert. ef. 12-9-98; TSPC 5-1999(Temp), f. & cert. ef. 8-24-99 thru 2-19-00; TSPC 6-1999(Temp), f. & cert. ef. 9-20-99 thru 3-17-00; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 9-1999, f. & cert. ef. 11-22-99; TSPC 4-2000, f. & cert. ef. 7-17-00; TSPC 9-2005, f. & cert. ef. 11-15-05; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 8-2008, f. & cert. ef. 11-13-08; TSPC 4-2010, f. & cert. ef. 7-15-10; TSPC 5-2011, f. & cert. ef. 6-15-11; TSPC 2-2014, f. & cert. ef. 3-15-14

584-020-0041

Misconduct Reporting Requirements

(1) For purposes of this rule, “chief administrator” means:

(a) The superintendent, head teacher, head administrator or person designated by a school district board as district school clerk under ORS 332.515, of a school district, education service district or charter school;

(b) The chief administrative officer of public schools administered by the Oregon Department of Education; or

(c) The chief administrative officer of a private elementary or secondary school, as long as the chief administrative officer is licensed by the Commission.

(2) A chief administrator will report educators described in this subsection regardless if the educator is employed in the chief administrator’s district. Subject educators include:

(a) Any educator possessing a TSPC-issued license or certification;

(b) Any educator holding a charter school registration;

(c) Any pre-service candidate enrolled in a public or private school for purposes of program completion pursuant to any program described in division 17 of these administrative rules.

(3) A chief administrator will report to the Executive Director within thirty (30) days the name of any person described in subsection (2) above, when the chief administrator reasonably believes the person may have committed any act which may constitute any of the designated acts of gross neglect of duty under OAR 584-020-0040(4), subsections (a) to (s) or any of the designated acts of gross unfitness listed under OAR 584-020-0040(5), subsections (a) to (e).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & 342.175 - 342.190

Hist.: TS 4-1993, f. & cert. ef. 9-29-93; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 5-1999(Temp), f. & cert. ef. 8-24-99 thru 2-19-00; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 1-2001, f. & cert. ef. 1-17-01; TSPC 9-2006, f. & cert. ef. 6-15-06; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 3-2013, f. & cert. ef. 8-19-13

584-020-0045

Factors for Imposing Disciplinary Sanctions

The Commission may consider one or more of the following factors, as it deems appropriate, in its determination of what sanction or sanctions, if any, should be imposed upon a finding that an educator has violated any standard set forth in OAR 584-020-0040:

- (1) If the misconduct or violation is an isolated occurrence, part of a continuing pattern, or one of a series of incidents;
- (2) The likelihood of a recurrence of the misconduct or violation;
- (3) The educator's past performance;
- (4) The extent, severity, and imminence of any danger to students, other educators, or the public;
- (5) If the misconduct was open and notorious or had negative effects on the public image of the school;
- (6) The educator's state of mind at the time of the misconduct and afterwards;
- (7) The danger that students will imitate the educator's behavior or use it as a model;
- (8) The age and level of maturity of the students served by the educator;
- (9) Any extenuating circumstances or other factors bearing on the appropriate nature of a disciplinary sanction; or
- (10) To deter similar misconduct by the educator or other educators.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & 342.175 - 342.190

Hist.: TS 5-1983, f. & cf. 7-21-83; TSPC 2-2005, f. & cert. ef. 4-15-05

584-020-0060

Letters of Informal Reproval

(1) Pursuant to ORS 342.183, the Commission may agree not to pursue disciplinary action against a licensed, registered or certified educator by the Commission and issue a letter of informal reproof if:

(a) Following an investigation, the Commission determines that the educator has engaged in misconduct based on standards adopted by the Commission by rule; and

(b) The educator agrees to the terms of the letter of informal reproof, including a monitoring period.

(2) The Commission may take disciplinary action if the educator fails to comply with the terms of the informal reproof as provided in section (5) of this rule.

(3) Pursuant to ORS 342.183, the Commission shall:

(a) Establish the terms of a monitoring period for the educator to whom the letter is issued; and

(b) Notify the employer, if any, of the educator to whom the letter is issued, including any terms of the letter that the employer may need to know to assist the educator in complying with the terms of the letter.

(4) A letter of reproof:

(a) Is confidential; and

(b) May not be posted on an interstate clearinghouse related to educator license sanctions except if disciplinary action is taken as provided in section (5) of this rule.

(5) If an educator fails to comply with the terms of a letter of informal reproof, the Commission may take disciplinary action against the educator based on one or both of the following:

(a) The conduct underlying the letter of informal reproof; or

(b) The failure to comply with the terms of the letter of informal reproof.

(6) If the Executive Director of the Commission determines that an educator failed to meet the terms of a letter of informal reproof, the Executive Director shall report the failure to the Commission to make a final determination pursuant to ORS 342.176.

(7) If the Executive Director of the Commission determines that an educator has met the terms of a letter of informal reproof and has successfully completed the monitoring period, the Executive Director shall report to the Commission that the educator has met the terms of the letter of informal reproof. The report and the Commission's approval of the report shall serve as the termination of the informal reproof.

(8) The Executive Director shall notify the educator of the successful termination of the informal reproof as provided in section (7) of this rule.

(9) The Executive Director shall notify the employer, if any, of the educator who was previously notified under section (3)(b) of this rule of the successful termination of the informal reproof as provided in section (7) of this rule.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.175 - 342.190

Hist.: TSPC 1-2015, f. & cert. ef. 2-10-15

DIVISION 21

SCHOOL NURSE CERTIFICATES

584-021-0105

Definitions

As used in OAR chapter 584, division 021, unless otherwise indicated by the context, the following definitions apply:

(1) "Application": A request for an Oregon certificate authorizing service in public schools or a request for reinstatement or renewal of such certificate. As used in these rules, "application" includes the Application Form N-1, the fee, and all supporting documents necessary for the evaluation for the certificate.

(2) "Approved Institutions": Oregon colleges and universities regionally accredited for the preparation of nurses by the Oregon State Board of Nursing or for preparation of teachers by Teacher Standards and Practices Commission and other regionally accredited colleges or universities approved to prepare nurses or teachers by the state or governmental jurisdiction in which the institutions are located. All approved institutions must be accredited by the appropriate regional accrediting association.

(3) "Commission": The Teacher Standards and Practices Commission (TSPC).

(4) "Executive Director": The Executive Director for the Commission.

(5) "Expired Certificate": A certificate for which an application for renewal was not received by TSPC prior to the date of expiration stated on the certificate.

(6) "Joint Application": Submitted by the school board or school superintendent in cooperation with the applicant.

(7) "Nurse": A registered nurse who holds a current license issued by the Oregon State Board of Nursing. See also School Nurse.

(8) "Personal Qualifications": Personal qualifications for certification including possessing good moral character and mental and physical health necessary for employment as a school nurse.

(9) "Registered Private School": A private school, prekindergarten through grade twelve, registered with the Oregon Department of Education.

(10) "Reinstatement": Restoration of the validity of a certificate which has expired, been revoked, or been surrendered.

(11) "Renewal": Extension of validity of a current certificate. An application for renewal must be submitted prior to the expiration date stated on the certificate.

(12) "School Nurse": A registered nurse who is certified by the Teacher Standards and Practices Commission as qualified to conduct and coordinate the health service programs of a school.

(13) "Volunteer Nurse": A registered nurse who serves without remuneration in a school health services program.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.455 - 342.495

Hist.: TS 4-1982, f. & cf. 7-22-82; TS 7-1982(Temp), f. & cf. 12-9-82; TS 1-1983, f. & cf. 2-9-83; TS 1-1987, f. & cf. 3-3-87; TS 3-1988, f. & cert. ef. 4-7-88; TS 1-1992, f. & cert. ef. 1-15-92; TS 5-1993, f. & cert. ef. 10-7-93; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 5-2008, f. & cert. ef. 6-13-08; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09

584-021-0110

General Provisions for School Nurse Certificate

(1) School districts which employ nurses and compensate them for services from public funds are encouraged to employ persons certified as school nurses by the Commission.

(2) School districts may employ nurses who are not certified as school nurses by the Commission. No forfeiture of state school funds will be made for such employment. The district, however, shall not designate such personnel as "school nurses."

(3) A school nurse certificate is not a teaching license. A person holding a school nurse certificate is not subject to the Fair Dismissal Law. See also ORS 342.475(5).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.455 – 342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0115

Types of Nursing Certificates

(1) A Professional School Nurse Certificate is issued to an applicant who meets the requirements set forth in OAR 584-021-0130. The Professional School Nurse Certificate is valid for five years and may be renewed.

(2) An Emergency School Nurse Certificate is issued only when there are insufficient applicants in a region of the state. It is valid for one year and is renewable. (See OAR 584-021-0135 for the requirements for this certificate.)

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.455 – 342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0120

Requirements for Applying for Initial School Nurse Certification

(1) An applicant for the first Oregon School Nurse Certificate must:

(a) Supply all information requested on the application, Form N-1, and sign in the space provided attesting that the information is true and correct;

(b) Provide official transcripts from all colleges and universities attended. Transcripts must bear the seal of the institution and the signature of the registrar;

(c) Submit a current registered nurse license issued by the Oregon State Board of Nursing. A photocopy is acceptable;

(d) Obtain a passing score on a commission adopted test of knowledge of U.S. and Oregon civil rights and professional ethics;

(e) Furnish fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application. (See also, OAR 584-036-0062 for Criminal Records Check Requirement.)

(f) Submit the evaluation fee(s) as established by OAR 584-021-0170; and

(g) Submit the employing school district's request for certification, and an explanation of why the joint application is being made, if the application is for the Emergency School Nurse Certificate.

(2) A registered nurse who applies for certification and who is employed by a school, school district or education service district to conduct and coordinate a school or district health services program or who serves in such a capacity on a voluntary basis on November 1, 1981 will be issued a certificate under this subsection without further proof of qualification by the applicant.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 7-1982(Temp), f. & ef. 12-9-82; TS 1-1983, f. & ef. 2-9-83; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 1-1992, f. & cert. ef. 1-15-92; TS 5-1993, f. & cert. ef. 10-7-93; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 3-2011, f. & cert. ef. 3-15-11

584-021-0130

Requirements for a Professional School Nurse Certificate

(1) Upon filing a correct and complete application in form and manner prescribed by the Commission, a qualified applicant may be granted a Professional School Nurse Certificate for five years. The first license will be issued for five years plus time to the applicant's birthday.

(2) To be eligible for a Professional School Nurse Certificate, an applicant must:

(a) Possess the personal qualifications for certification including attainment of at least eighteen years of age and possessing good

moral character and mental and physical health necessary for employment as an educator; and

(b) Hold a bachelor's degree from an approved institution; and

(c) Hold a current registered nurse license issued by the Oregon State Board of Nursing; and

(d) Obtain a passing score on a test of knowledge of U.S. and Oregon civil rights laws and professional ethics; and

(e) Evidence of completion of one of the following:

(A) Coursework equivalent to thirty clock hours, three quarter hours, or two semester hours in the following content areas:

(i) American school law and legal responsibilities of the School Nurse;

(ii) The nursing process in the school setting;

(iii) School health policies, issues and funding;

(iv) Schools and society;

(v) Mental health and counseling concepts;

(vi) The exceptional child -- disabled, gifted, learning disabled;

(vii) Physical and developmental assessment of the school-age child;

(viii) The role and responsibilities of the School Nurse;

(ix) Human growth, development and learning;

(x) Diversity; and

(xi) School emergencies; or

(B) Evidence of current National School Nurse Certification received from the National Board for Certification of School Nurses.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.455 – 342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 1-1992, f. & cert. ef. 1-15-92; TS 5-1997, f. 9-25-97, cert. ef. 1-15-99; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 5-2013, f. & cert. ef. 11-14-13

584-021-0135

Requirements for an Emergency School Nurse Certificate

(1) An Emergency School Nurse Certificate may be issued when there are insufficient applicants in a region of the state. The emergency certificate is valid for one year and issued upon joint application from the employing school board or school superintendent.

(2) An applicant under section (1) of this rule must hold a current registered nurse license issued by the State Board of Nursing.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.455 – 342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0140

Requirements for Applying for Renewal or Reinstatement of Certification

An applicant for renewal or reinstatement of an Oregon School Nurse Certificate must:

(1) Provide the information requested on the Application, Form N-1, and sign in the space provided. The character questions pertaining to dismissal, revocation, and conviction must be answered and supporting materials attached to the application, if necessary;

(2) Present a statement verifying satisfactory completion of a Commission-approved workshop or course on the laws prohibiting discrimination, if not previously verified;

(3) Submit all required fees;

(4) Provide verification of professional upgrading satisfactory to the school district, if applicable;

(5) Provide evidence satisfactory to the Commission of fitness to serve as school nurse, if the application is for reinstatement of a surrendered or revoked certificate;

(6) Submit the employing school district's request for the certificate if the application is for renewal of an Emergency School Nurse Certificate;

(7) Submit a current registered nurse license issued by the Oregon State Board of Nursing. A photocopy is acceptable; and

(8) Submit official transcripts of nine quarter hours or six semester hours of additional preparation during the life of the current certificate or since expiration of the certificate, if unable to ver-

ify adequate or acceptable experience during the life of the certificate.

[ED. NOTE: Forms referenced are available from the agency]
Stat. Auth.: ORS 342
Stats. Implemented: ORS 183, 342.455 – 342.495
Hist.: TS 4-1982, f. & ef. 7-22-82; TS 7-1982(Temp), f. & ef. 12-9-82; TS 1-1983, f. & ef. 2-9-83; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09

584-021-0150

Renewal for Professional School Nurse Certificate

(1) The Professional School Nurse Certificate may be renewed for five years upon verification that the applicant holds a current registered nurse license issued by the Oregon State Board of Nursing and that one of the following continuing professional development requirements has been met:

(a) Nine (9) quarter hours, six (6) semester hours, or 125 clock hours of professional upgrading; or

(b) Evidence of National School Nurse Certification recertification.

(2) Professional upgrading must be approved by the school district as part of the professional improvement program for the school nurse if the school nurse has been employed during the life of the license. Professional upgrading may include, but is not limited to: College and university courses, community college courses, established workshops, or planned experiences in nursing.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 183, 342.455 – 342.495
Hist.: TS 4-1982, f. & ef. 7-22-82; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09; TSPC 5-2013, f. & cert. ef. 11-14-13

584-021-0155

Emergency School Nurse Certificate Renewal

(1) An Emergency School Nurse Certificate may be renewed for one year upon verification of ten clock hours of professional upgrading as described in OAR 584-021-0150 during the life of the certificate. The application must be submitted jointly with the school district and must include verification that the applicant holds a current registered nurse license issued by the Oregon State Board of Nursing.

(2) There is no limit on the number of renewals permitted if the requirements specified in section (1) of this rule are met for each renewal.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 183, 342.455 – 342.495
Hist.: TS 4-1982, f. & ef. 7-22-82; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0160

Incomplete Applications

(1) An incomplete application will not be processed. During the ninety (90) days following the evaluation which determined that the application was incomplete, an applicant may resubmit the application with additional supporting documents necessary for the evaluation for the certificate. If the applicant is eligible, a certificate will be issued at no additional cost. Materials provided following the expiration of ninety (90) days must be accompanied by a new evaluation fee.

(2) A transcript evaluation which does not result in the issuance of a certificate is retained by TSPC for one year. Upon verification during that time of additional preparation correcting the deficiencies for which the certificate was not issued initially, a certificate will be issued at no additional cost.

(3) If the applicant does not qualify for the certificate within one year from the date of the first evaluation, all documents necessary for reevaluation for the certificate must be resubmitted. The reevaluation will be made under rules which are in effect at the time of the

reevaluation and the fee for evaluation of an application must be submitted again.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 183, 342.455 – 342.495
Hist.: TS 4-1982, f. & ef. 7-22-82; TS 6-1983, f. & ef. 10-18-83; TS 4-1985, f. 10-4-85, ef. 1-1-86; TS 5-1988, f. 10-6-88, cert. ef. 1-15-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1994, f. 7-19-94, cert. ef. 10-15-94; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0165

Verifying Knowledge of Laws Prohibiting Discrimination

All new applicants for a school nurse certificate must demonstrate knowledge of civil rights and ethics by obtaining a passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights laws and professional ethics.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.533
Hist.: TS 4-1982, f. & ef. 7-22-82; TS 7-1982(Temp), f. & ef. 12-9-82; TS 1-1983, f. & ef. 2-9-83; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11

584-021-0170

Fees for Nursing Certificates

(1) All fees are assessed for evaluation of the application and are nonrefundable.

(2) The Commission issues the appropriate certificate at no additional cost if the applicant qualifies for the certificate within ninety (90) days following evaluation of the application except as provided in OAR 584-021-0160(2).

(3) The fee for evaluating an application for a school nurse certificate is \$100.

(4) The fee for evaluating an application for renewal of a certificate is \$100.

(5) The fee for each duplicate certificate is \$20.

(6) The fee to evaluate an application for reinstatement of an expired certificate is \$100 plus a late application fee of \$25 for each month or portion of a month that the certificate has been expired to a maximum of \$200 total.

(7) The fee for evaluating an application for reinstatement of a suspended certificate is \$100.

(8) The fee for evaluating an application for reinstatement of a revoked certificate is \$150 in addition to the \$100 application fee.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 183, 342.127, 342.455 – 342.495
Hist.: TS 4-1982, f. & ef. 7-22-82; TS 7-1982(Temp), f. & ef. 12-9-82; TS 1-1983, f. & ef. 2-9-83; TS 6-1983, f. & ef. 10-18-83; TS 4-1985, f. 10-4-85, ef. 1-1-86; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 5-1988, f. 10-6-88, cert. ef. 1-15-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 5-1993, f. & cert. ef. 10-7-93; TS 4-1994, f. 7-19-94, cert. ef. 10-15-94; TS 5-1994, f. 9-29-94, cert. ef. 10-15-94; TSPC 11-2005(Temp), f. 11-18-05, cert. ef. 1-1-06 thru 6-29-06; TSPC 5-2006, f. & cert. ef. 2-10-06; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0177

Criminal Records Check Requirement

(1) For the first Oregon certificate as a school nurse, or for reinstatement of a certificate that has been expired for more than three years, the applicant must submit one fingerprint card in a manner specified in the Commission's application packet for checking Oregon and Federal Bureau of Investigation criminal history.

(2) The fee to submit fingerprints for a criminal records check is \$62.

(3) The Commission may issue a temporary or emergency certificate valid until receipt and clearance of fingerprint reports from the Oregon State Police and the Federal Bureau of Investigation.

Stat. Auth.: ORS 181 & 342
Stats. Implemented: ORS 181.533, 183, 342.175 – 342.190, 342.223, 342.455 – 342.495
Hist.: TS 6-1993, f. & cert. ef. 12-7-93; TS 2-1994, f. & cert. ef. 7-19-94; TS 2-1995(Temp), f. 8-16-95, cert. ef. 9-11-95; TS 4-1995, f. & cert. ef. 11-9-95; TSPC 10-2005(Temp), f. & cert. ef. 11-15-05 thru 4-30-06; TSPC 5-2006, f. & cert. ef. 2-10-06; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0180

Criteria for Granting School Nurse Certificates

The Executive Director may issue certificates, grant reinstatements, and renew certificates when each of the following conditions exists:

- (1) All requirements for certification established by law and rules have been met;
- (2) The applicant has furnished evidence satisfactory to TSPC of the applicant's fitness to serve as a school nurse;
- (3) The Executive Director deems that any "yes" answer on the application's character questions does not adversely affect the applicant's ability to serve as a school nurse.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 183, 342.455 – 342.495
 Hist.: TS 4-1982, f. & ef. 7-22-82; TS 7-1982(Temp), f. & ef. 12-9-82; TS 1-1983, f. & ef. 2-9-83; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0185

Criteria for Denying Issuance or Reinstatement of School Nurse Certificates

The Executive Director may deny issuance of certificates or reinstatement of certificates under the same conditions that apply to educator licenses as described in OAR 584-050.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 183, 342.455 – 342.495
 Hist.: TS 4-1982, f. & ef. 7-22-82; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0190

Criteria and Procedures for Denying Renewal of a School Nurse Certificate

(1) The Executive Director may deny renewal of a certificate under the same conditions that apply to educator licenses as described in OAR 584-050

(2) In any case where the Executive Director of TSPC proposes to deny renewal of a certificate, a notice must be furnished the applicant at least ten days prior to the date of denial. Notice must be given personally or by registered mail and must state that the applicant may, prior to the date of denial, request a contested case hearing.

(3) When the applicant requests a hearing, the decision on the denial shall be postponed until the hearing has been held. The current certificate continues in effect despite any expiration dates stated thereon until a formal order of denial has been issued.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 183, 342.175 – 342.190, 342.455 – 342.495
 Hist.: TS 4-1982, f. & ef. 7-22-82; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0195

Procedures for Consideration of Other Cases

In a case not covered by OAR 584-021-0180 through 584-021-0190, the Executive Director must refer the application to TSPC for action.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 183, 342.455 – 342.495
 Hist.: TS 4-1982, f. & ef. 7-22-82; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0202

Criteria for Denial of Certification Based on Conviction for Crimes

An applicant for the initial Oregon certificate or for reinstatement of an Oregon certificate that has been lapsed for three years or more must submit to a fingerprint check. If the applicant has been convicted of any of the crimes listed in ORS 342.143 or if the applicant has made a false statement about a conviction, the applicant shall be denied certification.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 183, 342.175 – 342.190, 342.455 – 342.495
 Hist.: TS 2-1994, f. & cert. ef. 7-19-94; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0205

Reinstatement of Revoked or Surrendered School Nurse Certificates

A revoked or surrendered certificate may be reinstated, if the applicant is qualified, for the number of months remaining on the certificate when it was revoked or surrendered. The applicant must hold a current registered nurse license issued by the Oregon State Board of Nursing at the time of reinstatement.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 183, 342.175 – 342.190, 342.455 – 342.495
 Hist.: TS 4-1982, f. & ef. 7-22-82; TS 7-1982(Temp), f. & ef. 12-9-82; TS 1-1983, f. & ef. 2-9-83; TS 1-1987, f. & ef. 3-3-87; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0210

Reinstatement of Expired School Nurse Certificates

(1) For one year after expiration, a Professional Nurse Certificate may be reinstated upon payment of the required late application fee. Applicable renewal requirements must also be met. (See OAR 584-021-0150 for renewal requirements.)

(2) The applicant also must hold a current registered nurse license issued by the Oregon State Board of Nursing. The additional preparation must be completed within the three-year period prior to application for reinstatement.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 183, 342.175 – 342.190, 342.455 – 342.495
 Hist.: TS 4-1982, f. & ef. 7-22-82; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 2-1989, f. & cert. ef. 2-16-89; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09

584-021-0215

Revocations

(1) Revocations of certificates shall be handled in accordance with ORS 342.175 through 342.190.

(2) Failure to maintain a valid registered nurse license issued by the Oregon State Board of Nursing shall constitute grounds for revocation of a Professional School Nurse Certificate or an Emergency School Nurse Certificate.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 183, 342.175 – 342.190, 342.455 – 342.495
 Hist.: TS 4-1982, f. & ef. 7-22-82; TS 7-1982(Temp), f. & ef. 12-9-82; TS 1-1983, f. & ef. 2-9-83; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0220

Surrender of Certificate

(1) TSPC may permit a school nurse to voluntarily surrender an Oregon certificate prior to its expiration date if TSPC finds that such action is in the best interest of the public.

(2) In any case, where TSPC has grounds for disciplinary action under ORS 342.175 through 342.190, TSPC may require the school nurse to enter into a stipulation of those facts. This stipulation shall become a part of the person's certification file and may be used as evidence of fitness to serve as a school nurse within the meaning of ORS 342.175 at such times as the person may apply for reinstatement of the certificate.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 183, 342.175 – 342.190, 342.455 – 342.495
 Hist.: TS 4-1982, f. & ef. 7-22-82; TS 7-1982(Temp), f. & ef. 12-9-82; TS 1-1983, f. & ef. 2-9-83; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0225

Serving Without Proper Certification

(1) School nurses are not teachers and may not be assigned to positions requiring teaching, personnel service, or administrative licensure without proper licensure for such positions. School nurses who serve in positions requiring teaching, personnel service, or administrative licensure without proper licensure may have such action considered as evidence of gross neglect of duty under ORS 342.175. Gross neglect of duty may be grounds for revocation of a school nurse certificate.

(2) TSPC may revoke any certificate upon evidence that the holder or applicant knowingly made false statements to a prospec-

tive employing school district concerning the individual's certification status or qualifications for assignment.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.455 – 342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 7-1982(Temp), f. & ef. 12-9-82; TS 1-1983, f. & ef. 2-9-83; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0230

Expiration of Certificates

A certificate expires on the date posted on the certificate unless a complete application for renewal is received by TSPC prior to that date. If a certificate expires, reinstatement requirements must be met for further certification.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.455 – 342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 2-1989, f. & cert. ef. 2-16-89; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0235

Issuance — Effective Date of Certificates

A school nurse certificate is valid from the date upon which the applicant was determined by TSPC to be eligible for the certificate or reinstatement. The certificate is effective for the appropriate number of years for that certificate (one or five years) plus that period to the applicant's next birthday upon initial certification.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.455 – 342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07

DIVISION 23

CHARTER SCHOOL REGISTRATION

584-023-0005

Registry of Charter School Teachers

(1) No persons shall serve as a teacher (as defined in ORS 342.120) in a public charter school unless such person either holds a valid Oregon license issued by TSPC pursuant to 338.135 or is registered with TSPC as a charter school teacher in accordance with 342.125(5).

(2) TSPC shall create a Public Charter School Registry for all non-licensed persons who are employed and registered as teachers in any charter school.

(3) To obtain a charter school teacher registration, an applicant and the employing charter school will submit a joint application, which will include the following documentation:

(a) Description of the specific teaching position the applicant will fill with the employing charter school plus an indication of the exact subjects the educator will be teaching;

(b) Fingerprints on forms prescribed by the Oregon State Police and in the manner required by TSPC. Fingerprint cards previously filed with the Oregon Department of Education do not qualify;

(c) Completed application and fee;

(d) Transcripts of the applicant's post-secondary education and evidence of other experience and qualifications relevant to the teaching position the applicant is seeking;

(e) A list of any professional licenses held; and

(f) A passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights laws and professional ethics unless these requirements have already been met through prior TSPC licensure.

(4) The registration is not transferrable to another charter school without an application for a registration change with TSPC.

(5) A charter school registration may be renewed for an additional three-year term upon joint application of the registrant and employing charter school on forms established by the Commission and upon the payment of the applicable fee.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120–342.430, 342.455–342.495 & 342.533

Hist.: TSPC 5-1999(Temp), f. & cert. ef. 8-24-99 thru 2-19-00; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 9-2006, f. & cert. ef. 6-15-06; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 4-2009, f. & cert. ef. 9-22-09; TSPC 5-2010(Temp), f. & cert.

ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11; TSPC 4-2012, f. & cert. ef. 5-18-12; TSPC 1-2014(Temp), f. & cert. ef. 3-15-14 thru 9-10-14; TSPC 5-2014, f. & cert. ef. 8-5-14; TSPC 7-2014(Temp), f. & cert. ef. 9-24-14 thru 3-23-15; TSPC 1-2015, f. & cert. ef. 2-10-15

584-023-0015

Standards of Professional Practices and Ethics for Charter School Registrants

The provisions of ORS 342.120 to 342.430 and the administrative rules in OAR chapter 584 relating to the issuance, denial, continuation, renewal, lapse, revocation, suspension or reinstatements of licenses shall be applicable to all teachers and administrators holding a charter school registration.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.125, 338.135

Hist.: TSPC 5-1999(Temp), f. & cert. ef. 8-24-99 thru 2-19-00; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 9-2006, f. & cert. ef. 6-15-06; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 4-2009, f. & cert. ef. 9-22-09; TSPC 4-2012, f. & cert. ef. 5-18-12

584-023-0030

Registry of Charter School Administrators

(1) No persons shall serve as an administrator (as defined in ORS 342.120 and OAR 584-080-0008 Scope of Administrator Licenses) in a public charter school unless such person either holds a valid Oregon license issued by TSPC pursuant to 338.135 or is registered with TSPC as a charter school administrator in accordance with 342.125(5).

(2) TSPC shall create a Public Charter School Registry for all persons who do not hold an administrator license and are employed as administrators in any charter school.

(3) To obtain a charter school registration, an applicant and the employing charter school will submit a joint application, which will include the following documentation:

(a) Description of the specific administrative position the applicant will fill with the employing charter school;

(b) Fingerprints on forms prescribed by the Oregon State Police in the manner required by TSPC, unless the applicant has been previously cleared and has remained continuously licensed since the last clearance.

(c) Completed application and fee;

(d) A description of the applicant's post-secondary education and other experience relevant to the administrator position the applicant is seeking;

(e) A list of any professional licenses held; and

(f) A passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights laws and professional ethics unless these requirements have already been met through prior TSPC licensure.

(4) Successful completion of the background checks disclosing no disqualifying materials or information will entitle the registrant to serve as a teacher or administrator as defined in ORS 342.120 in the employing charter school for a period of up to three (3) years or until employment with the employing charter school ceases, whichever occurs first.

(5) The registration is not transferrable to another charter school without an application for a registration change with TSPC.

(6) A charter school administrator registration may be renewed for an additional three-year term upon joint application of the registrant and employing charter school on forms established by the Commission and upon the payment of the applicable fee.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.533

Hist.: TSPC 1-2014(Temp), f. & cert. ef. 3-15-14 thru 9-10-14; TSPC 5-2014, f. & cert. ef. 8-5-14

DIVISION 36

RULES FOR LICENSURE

License Types and Their Use

584-036-0082

Courses in Lieu of or in Preparation for Basic Skills Examinations

(1) *Courses in Lieu of Basic Skills Examinations:* If an applicant for Oregon licensure has failed any section of the basic skills tests in reading, writing or mathematics at least once; the applicant may substitute a sequence of three transfer level Oregon college courses as outlined in subsection (2) below in each section failed.

(a) The sequences of courses must be completed subsequent to failing the basic skills test and must be completed for credit with a grade of "B" or better to qualify for waiver of the test.

(b) Prior to registering for the courses, the applicant must contact the counseling center at the college and secure specific advice pertaining to enrollment and admission into the approved courses and sections. The courses may be challenged through the institution's course challenge or credit by examination procedure when the candidate possesses the skills and knowledge that the courses are designed to develop.

(c) All courses which are challenged or in which credit is earned shall be reported to TSPC only on official transcripts.

(2) Courses in satisfaction of the basic skills requirements may be taken at any Oregon accredited community, private, or public college or university. Examples of approved courses are listed below.

Please note that if a set of courses is NOT mentioned below: *Failure to obtain TSPC pre-approval prior to enrollment or admission to the course-work will nullify the credit.*

(a) **READING:** Nine (9) quarter or six (6) semester hours of any reading course with the prefix "RD" that is 100 level or above. Examples include but are not limited to: RD 115 Accelerated Reading Tactics I; RD 116 Accelerated Reading Tactics II; RD 120 Critical Thinking and Reading;

(b) **WRITING:** Nine (9) quarter or six (6) semester hours of any writing course with the prefix "WR" that is 100 level or above. Examples include but are not limited to: WR 115 Introduction to Composition; WR 121 English Composition; WR 122 English Composition; WR 123 English Composition;

(c) **MATHEMATICS:** Nine (9) quarter or six (6) semester hours of any math course with the prefix "MATH" that is 100 level or above. Examples include but are not limited to: MATH 191 Mathematics for Elementary Teachers; MATH 192 Mathematics for Elementary Teachers; MATH 193 Mathematics for Elementary Teachers; MATH 211 Foundations of Elementary Mathematics; MATH 212 Foundations of Elementary Mathematics; MATH 213 Foundations of Elementary Mathematics.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120-342.200, 342.400, 342.985

Hist.: TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 4-2009, f. & cert. ef. 9-22-09

DIVISION 40

STANDARD TEACHING LICENSE REQUIREMENTS

584-040-0005

Standard Teaching License Requirements

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted a Standard Teaching License.

(2) The Standard Teaching License is issued for five years and is renewable repeatedly under conditions specified below. It is valid for regular teaching at one or more designated authorization levels in one or more designated specialties and for substitute teaching at any level in any specialty.

(3) The applicant must provide verification of teaching experience in Oregon schools while holding a Basic Teaching License or a Five-Year Regular License valid for the assignment in one of the following ways:

(a) Three years of one-half time or more experience is required; or

(b) For persons holding a Basic Teaching License prior to January 1, 1990, two years of experience or three years of one-half time or more experience, whichever is less.

(4) Notwithstanding subsection (5) below, the applicant must provide evidence of one of the following:

(a) Completion of an approved Standard Teaching License program which culminates with forty-five quarter hours or thirty semester hours of upper-division or graduate study beyond the bachelor's degree and includes the following:

(A) Verification of completion of the professional preparation described in OAR 584-040-0008 unless the application is for a Standard Teaching License with a standard special education endorsement, in which case the professional preparation in OAR 584-040-0008 is not required; and

(B) Evidence of completion of the academic preparation for one of the standard endorsements outlined in OAR 584-040-0010 through 584-040-0300 in a field in which the basic endorsement is held, or completion of two of the basic subject matter endorsements outlined in OAR 584-038-0010 through 584-038-0280. Fifteen of the quarter hours or 12 semester hours that are required for the endorsement(s) must be at graduate level; or

(b) Completion of a master's or higher degree in the arts and sciences, or an advanced degree in the professions from a regionally accredited institution in the United States or the foreign equivalent of such a degree approved by the Commission;

(c) Completion of an inservice program offered by an approved teacher education program granting credit for the experience, culminating in either a master's degree or forty-five quarter hours or thirty semester hours of upper-division or graduate study beyond the bachelor's degree.

(5) The holder of a Basic Teaching License with a Basic Special Education endorsement must qualify for a Standard Teaching License in the following manner:

(a) Upon expiration of the second Basic Teaching License, the holder of a Basic Special Education endorsement must qualify for a Standard Teaching License with a Standard Special Education endorsement by verifying fifteen quarter hours or ten semester hours of graduate preparation in special education.

(b) The severe exceptional needs learner endorsement is an exception to this rule; it may be renewed without completion of a Standard Teaching License. (See OAR 584-048-0030 regarding renewal of the severe exceptional needs learner endorsement.)

(6) An applicant who does not complete the requirements of (4)(a)(B) above, will not be given a Standard Endorsement, but would retain any Basic Endorsement that the applicant holds.

(7) The applicant must have a passing score on a commission-adopted test of knowledge of U.S. and Oregon civil rights laws.

(8) The Standard Teaching License may be renewed under the provisions of 584-048-0035 together with completion of the professional development requirements as described in 584-090-0005.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TS 4-1983, f. 5-17-83, ef. 7-1-83; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 4-1985, f. 10-4-85, ef. 1-1-86; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1994, f. 7-19-94, cert. ef. 10-15-94; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 1-2004(Temp), f. & cert. ef. 3-17-04 thru 9-12-04; TSPC 6-2004, f. & cert. ef. 8-25-04; TSPC 6-2005(Temp), f. & cert. ef. 8-16-05 thru 1-30-06; TSPC 9-2005, f. & cert. ef. 11-15-05; TSPC 9-2006, f. & cert. ef. 6-15-06; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09; Suspend by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0008

Professional Preparation for the Standard Teaching License

Fifteen quarter hours of upper-division or graduate-level teacher education designed to develop competence in:

(1) Diagnostic, prescriptive, and evaluative techniques;

(2) Research;

(3) Guidance and counseling; and

(4) Advanced instruction in reading appropriate to the candidate's endorsement, assignment, and previous preparation.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

Endorsements for Standard Teaching Licenses

584-040-0010

Standard Elementary

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in one or more of the following areas: Language arts, mathematics, reading, science, social studies, health education, physical education, music education, or art education.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0030

Standard Agricultural and Technology

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in technical agriculture.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0040

Standard Art

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in art.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0050

Standard General Business Education

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in business education.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1979, f. 8-21-79, ef. 1-1-80; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0060

Standard Marketing — Professional Technical

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in marketing.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1979, f. 8-21-79, ef. 1-1-80; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0080

Standard Library Media

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in library media.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TSPC 7-2007, f. & cert. ef. 12-14-07; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0090

Standard Foreign Language

(1) Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in the language used for the Basic Foreign Language Endorsement.

(2) Teachers who have a standard endorsement in one foreign language may be endorsed in a second foreign language upon verification of 30 quarter hours in a second language distributed in language, literature, and culture.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0100

Standard Health Education

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in health education.

Stat. Auth.: ORS 342

Stats. Implemented:

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0120

Standard Family and Consumer Sciences

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in home economics.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TSPC 1-1998, f. & cert. ef. 2-4-98; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0130

Standard Technology Education

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in technology education.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0150

Standard Language Arts

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in language arts.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0160

Standard Speech

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in speech.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1979, f. 8-21-79, ef. 1-1-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS

6-1989, f. & cert. ef. 10-6-89; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0165

Standard Journalism

(1) Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in journalism.

(2) This endorsement is rescinded effective January 15, 1990; however, candidates who hold basic endorsements in journalism on September 15, 1992, may, upon recommendation of an approved institution, be issued standard endorsements in journalism after January 15, 1990.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1979, f. 8-21-79, ef. 1-1-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1989, f. & cert. ef. 7-31-89; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0170

Standard Drama

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in drama.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1979, f. 8-21-79, ef. 1-1-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1989, f. & cert. ef. 7-31-89; TS 7-1989, f. & cert. ef. 12-13-89; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0180

Standard Advanced Mathematics

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in mathematics.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0200

Standard Music

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in music education.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0210

Standard Physical Education

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in physical education.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0230

Standard Reading

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in reading.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-1988, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0240

Standard Biology

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in biology and other sciences.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 2-1989, f. & cert. ef. 2-16-89; TS 6-1989, f. & cert. ef. 10-6-89; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0241

Standard Integrated Science

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in integrated science and other sciences.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 2-1989, f. & cert. ef. 2-16-89; TS 6-1989, f. & cert. ef. 10-6-89; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0242

Standard Chemistry

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in chemistry and other sciences.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 2-1989, f. & cert. ef. 2-16-89; TS 6-1989, f. & cert. ef. 10-6-89; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0243

Standard Physics

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in physics and other sciences.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 2-1989, f. & cert. ef. 2-16-89; TS 6-1989, f. & cert. ef. 10-6-89; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0250

Standard Social Studies

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in social studies.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

Standard Special Education Endorsements

584-040-0260

Standard Exceptional Learner I

(1) Fifteen quarter hours of graduate preparation in special education distributed to strengthen the applicant's background in the field.

(2) Completion of a Standard Teaching License with a basic subject matter endorsement.

(3) The professional preparation set forth in OAR 584-040-0008 is not required for this endorsement.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TSPC 13-2006, f. & cert. ef. 11-22-06; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0265

Standard Exceptional Learner II

(1) Fifteen quarter hours of graduate preparation in special education distributed to strengthen the applicant's background in the field and which is in addition to the preparation required by OAR 584-038-0295 for the Basic Exceptional Learner II endorsement.

(2) A subject matter endorsement is not required for this endorsement nor is the professional preparation set forth in OAR 584-040-0008 required.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 5-1993, f. & cert. ef. 10-7-93; TS 5-1993, f. & cert. ef. 10-7-93; TSPC 13-2006, f. & cert. ef. 11-22-06; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0270

Standard Hearing Impaired

(1) Fifteen quarter hours of graduate preparation in special education distributed to strengthen the applicant's background in the field. This preparation shall be in addition to the preparation required by OAR 584-038-0300 for the basic hearing impaired endorsement.

(2) Satisfaction of requirements for the basic or standard subject matter endorsement is not required for the standard hearing impaired endorsement, nor is the professional preparation set forth in OAR 584-040-0008 required.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 2-1989, f. & cert. ef. 2-16-89; TS 6-1989, f. & cert. ef. 10-6-89; TS 5-1993, f. & cert. ef. 10-7-93; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0280

Standard Severe Exceptional Needs Learner

(1) Fifteen quarter hours of graduate preparation in special education distributed to strengthen the applicant's background in the field and which is in addition to the preparation required by OAR 584-038-0310 for the Basic Severe Exceptional Needs Learner endorsement.

(2) Satisfaction of requirements for the basic or standard subject matter endorsement is not required for the Standard Severe Exceptional Needs Learner endorsement, nor is the professional preparation set forth in OAR 585-040-0008 required.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TSPC 13-2006, f. & cert. ef. 11-22-06; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0290

Standard Communications Disorders

(1) Fifteen quarter hours of graduate level preparation in language, speech, and hearing distributed to strengthen the applicant's background in this field and which is in addition to the preparation required by OAR 584-038-0320 for the Basic Communications Disorders endorsement.

(2) Satisfaction of requirements for a basic or standard subject matter endorsement is not required for the Standard Communications Disorders endorsement, nor is the professional preparation set forth in OAR 584-040-0008.

(3) For teachers issued a Basic Teaching License with a Basic Communications Disorders endorsement, no additional preparation is required, only the three years of half-time or more experience as specified in OAR 584-040-0005.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 7-1992, f. 12-17-92, cert. ef. 1-15-93; TS 5-1993, f. & cert. ef. 10-7-93; TSPC 13-2006, f. & cert. ef. 11-22-06; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0300

Standard Visually Impaired

(1) Fifteen quarter hours of graduate preparation designed to strengthen the applicant's background in educating students with visual impairments. This preparation shall be in addition to the preparation required by OAR 584-038-0330 for the basic visually impaired endorsement.

(2) A subject matter endorsement is not required, nor is the professional preparation outlined in OAR 584-040-0008 required.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0310

Standard Early Intervention and Special Education I

(1) Fifteen quarter hours of graduate preparation in early intervention and early childhood special education distributed to strengthen the applicant's background in the field.

(2) Completion of a Standard Teaching License program.

(3) The professional preparation set forth in OAR 584-040-0008 is not required for this endorsement.

(4) Valid for teaching early intervention and early childhood special education from birth through grade 4.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 6-1993, f. & cert. ef. 12-7-93; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0315

Standard Early Intervention and Special Education II

(1) Fifteen quarter hours of graduate preparation in early intervention and early childhood special education distributed to strengthen the applicant's background in the field and which is in addition to the preparation required by OAR 584-038-0336 for the Basic Early Intervention Special Education II endorsement.

(2) A subject matter endorsement is not required, nor is the professional preparation outlined in OAR 584-040-0008.

(3) Valid for teaching early intervention and early childhood special education from birth through grade 4.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 6-1993, f. & cert. ef. 12-7-93; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-040-0350

Standard Teaching License Renewal

A Standard Teaching License may be renewed upon verification of continuing professional development pursuant to OAR 584-90.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200 & 342.400

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TSPC 6-1983, f. & ef. 10-18-83; TS 8-1986, f. 12-19-86, ef. 1-15-87; TS 1-1988, f. 1-14-88, ef. 1-15-88; TS 4-1989(Temp), f. & cert. ef. 7-31-89; TS 6-1989, f. & cert. ef. 10-6-89; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 1-1996, f. & cert. ef. 1-29-96; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; Renumbered from 584-048-0035, TSPC 5-2009, f. & cert. ef. 10-5-09; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

DIVISION 42

CAREER AND TECHNICAL EDUCATION TEACHING LICENSES

584-042-0008

Five-Year Career and Technical Education Teaching License

(1) The Five-Year Career and Technical Education Teaching License is only valid to teach in career and technical education programs for which the educator is specifically licensed. The license is not eligible for any other district assignment including substituting in general education classes.

(2) The Five-Year Career and Technical Education Teaching License may be transferred to another Oregon school district if the new instructional assignment is consistent with the CTE endorsement on the license and is in a career and technical education program established by the district.

(3) The Five-Year Career and Technical Education Teaching License is renewable upon completion of 125 clock hours or the equivalent of continuing professional development (CPD) consistent with OAR 584, division 90.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200 & 342.400

Hist.: TSPC 3-2002, f. 3-15-02, cert. ef. 1-15-03; TSPC 11-2006, f. & cert. ef. 8-17-06; TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 2-2012, f. & cert. ef. 2-15-12; TSPC 2-2015(Temp), f. & cert. ef. 2-10-15 thru 8-7-15; TSPC 3-2015, f. & cert. ef. 4-15-15

584-042-0012

Career and Technical Education Teaching License Renewal

(1)(a) The Three-Year Career and Technical Education Teaching License is not renewable. To obtain further career and technical education licensure, the applicant must qualify for the Career and Technical Education II Teaching License upon expiration of the Three-Year Career and Technical Education Teaching License.

(b) In extenuating circumstances, an applicant may be eligible for an Emergency Teaching license in order to complete the requirements for a Career and Technical Education II Teaching License.

(2) The Five-Year Career and Technical Education Teaching License may be renewed upon joint application of the employing school district and the instructor and upon completion, during the life of the license, of continuing professional development (CPD) consistent with OAR 584, division 90.

(3) The Career and Technical Education I Teaching License is not renewable. To obtain further career and technical education licensure, the application must qualify for the Career and Technical Education II Teaching License upon expiration of the Career and Technical Education I Teaching License.

(4) The Career and Technical Education II Teaching License may be renewed upon application upon completion, during the life of the license, or continuing professional development (CPD) consistent with OAR Division 90.

(5) Holders of a Five-Year Career and Technical Education Teaching License may optionally qualify to apply for the Career and Technical Education II Teaching License, if requirements are met as specified in OAR 584-042-0036.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200 & 342.400

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78 except section 2)(a), ef. 1-1-80; TS 3-1978, f. 7-24-78, ef. 1-1-79; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1988, f. 1-14-88, ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 5-2007, f. & cert. ef. 8-15-07; Renumbered from 584-048-0040, TSPC 5-2009, f. & cert. ef. 10-5-09; TSPC 2-2012, f. & cert. ef. 2-15-12

584-042-0021

Definitions

(1) "Approved Career and Technical Education Program:" A career and technical education program (CTE), approved by the Oregon Department of Education (ODE).

(2) "Career and Technical Education (CTE) Mentor:" A teacher holding a pre-1965 Five-Year Teaching, Five-Year CTE, CTE II, Basic, Standard, Initial, Initial I, Initial II or Professional teaching license who guides and supports a beginning CTE teacher on a CTE I Teaching License with instructional planning and preparation, delivery of classroom instruction, classroom management, assessment of student performance, and professional development. The assigned mentor must be approved by ODE to be a CTE mentor.

(3) "Career and Technical Education Professional Development Plan:" A plan for personal professional growth during the life of the Career and Technical Education I Teaching License and the Career and Technical Education II Teaching License consistent with OAR 584-042-0051 Career and Technical Education Professional Development Plan.

(4) "Regional Coordinator:" An individual hired by a local educational agency or community college and officially recognized by the Oregon Department of Education (ODE) to specifically coordinate the ODE approved regional system of Career and Technical Education.

(5) "Instructor Appraisal Committee (IAC):" A committee organized in accordance with OAR 584-042-0022.

(6) "Significant Progress:" Significant progress toward completion of CTE professional development plan requirements means the applicant has made a confirmed commitment in each year the license is held toward completing the CTE professional development plan submitted upon application to TSPC. Significant progress may be evidenced by completion of at least one-third of the requirements contained within the professional development plan. The progress must have been completed within the last year preceding application for renewal.

(7) "Waivers:" A waiver of the work experience or academic requirements for the CTE I Teaching License in accordance with OAR 584-042-0060 Waivers.

(8) "Work Experience:" Planned and coordinated work experience or previous and documented work experience that meets the criteria included in OAR 584-042-0070 Work Experience.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495, 342.553

Hist.: TSPC 2-2010(Temp), f. & cert. ef. 3-5-10 thru 8-31-10; TSPC 4-2010, f. & cert. ef. 7-15-10; TSPC 2-2012, f. & cert. ef. 2-15-12; TSPC 1-2015, f. & cert. ef. 2-10-15

584-042-0022

Instructor Appraisal Committees

(1) An Instructor Appraisal Committee (IAC) is a group of industry and education experts appointed by a school district with an approved ODE Career and Technical Education program. The IAC is convened to evaluate either CTE licensure or CTE endorsement applicants with regard to their work experience and preparation in a CTE endorsed area. (See OAR 584-042-0044 Career and Technical Education Endorsements.)

(2) The appointed Instructor Appraisal committee must make specific CTE licensure and endorsement recommendations to the Oregon Department of Education and to the Teacher Standards and Practices Commission based on their evaluation of each applicant's preparation and work experience in a CTE endorsement area.

(3) The Instructor Appraisal Committee is comprised of specific membership depending on whether the applicant comes from business and industry or whether the applicant already holds a TSPC License. In all cases, the IAC must have at least five members. An individual member may represent more than one of the representative areas outlined in subsections (e) through (f) immediately below.

(a) Instructor Appraisal Committees evaluating applicants from business and industry and new to education must have at least two educator representatives on the committee subject to the requirements in subsection (e) below.

(b) Instructor Appraisal Committees evaluating applicants for a CTE endorsement onto a TSPC existing CTE, Basic, Standard, Initial or Professional Teaching License must have at least two business and industry representatives on the committee subject to the requirements in subsection (f) below.

(c) District Administrators: All IACs must have a school district administrator or a director of CTE from the district. The administrator representative is an official member of the IAC.

(d) Ex-Officio: The district may appoint non-voting ex-officio members to the IAC.

(e) Educators: Educator representatives may be from public or private secondary and post-secondary institutions. Educators must possess current and substantial knowledge of pedagogy, instructional practices, assessment practices, classroom management, and educational policy. Secondary representatives must hold a valid TSPC license. Post-secondary representatives should be from the applicant's endorsement program area. The educator representative(s) is an official member of the IAC.

(f) Business or industry members: Business or industry representatives may be either employers or employees of the business or industry. At least one business or industry representatives must be currently engaged in an occupation related to the career and technical education program endorsement area. The representative must possess current and substantial knowledge of the technical and environmental requirements, and standards of behavior required of the

business or industry program. The business or industry representative is an official member of the IAC.

(4) Once appointed, the IAC must select a trained facilitator to operate the IAC during each candidate appraisal process. All facilitators must be approved by the ODE prior to selection. An ODE recognized Regional Coordinator of Career and Technical Education or an appropriate ODE program area specialist may serve as the facilitator. Failure to obtain ODE approval may result in an invalid recommendation and is a basis for determining that the licensure process is incomplete.

(5) The IAC must appoint a chair from the official membership of the committee. The chair may not be an ex-officio member or an appointed facilitator. The chair is responsible to provide the IAC's rationale for the recommendation and must sign any submitted recommendation for a waiver of academic or work experience to the ODE, prior to application for licensure at TSPC.

(6) The CTE Regional Coordinator and the appropriate ODE program specialist must officially verify the IAC member roster as well as evaluations and recommendations of the IAC prior to application for licensure at TSPC.

(7) The applicant's proposed professional development plan must be consistent with the CTE I Teaching License (OAR 584-042-0031) requirements if the candidate does not hold an existing CTE, Basic, Standard, Initial or Professional teaching license.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430, 342.455-342.495, 342.553

Hist.: TSPC 6-2010, f. & cert. ef. 8-31-10; TSPC 1-2015, f. & cert. ef. 2-10-15

584-042-0031

Career and Technical Education I Teaching License

(1) Upon filing a correct and complete application in form and manner prescribed by the Commission, an applicant may be eligible for a Career and Technical Education (CTE) I Teaching License in one or more Career and Technical Education endorsement areas. The license may be issued for up to three years.

(2) The Career and Technical Education I Teaching License is valid to teach in:

(a) An ODE-approved Career and Technical Education program[s] for which the educator is specifically licensed;

(b) Any CTE teaching license is valid for assignments in diversified occupations or as work experience coordinators.

(3) The application must be a joint application from the applicant and the school district seeking to employ the applicant. The complete application must be directly submitted by the applicant. TSPC will not accept applications submitted by third parties.

(4) A complete application packet must include the following materials from both the Oregon Department of Education and TSPC:

(a) A signed and dated TSPC application and the appropriate fees;

(b) Fingerprints furnished in the manner prescribed by the commission and satisfactory responses to the character questions contained in the commission's licensure application; and

(c) Passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics.

(d) A copy of the ODE-approved CTE I Teaching License application form, including:

(A) The Instructor Appraisal Committee's recommendation for licensure on an approved ODE form, including any course restrictions related to the recommended endorsement or endorsements unless waived by ODE pursuant to OAR 584-042-0060 Waivers and 584-042-0070 Work Experience;

(B) A copy of the signed CTE Professional Development Plan indicating the expectations for the educator over the next three years. The application for licensure is deemed incomplete if the professional development plan does not align with OAR 584-042-0051 CTE Professional Development Plan;

(C) Evidence the co-applicant school district has an ODE-approved program in the requested Career and Technical Education endorsement or endorsements area; or evidence that the district has submitted their application for approval of the CTE program to the ODE. The district must indicate the approximate date they expect to obtain ODE approval of their program;

(D) The name and credentials of the identified CTE mentor;

(E) Transcripts of an associate's degree or equivalent; or in the alternative, the ODE waiver, consistent with OAR 584-042-0060 Waivers that is signed and dated within 90 days from the date of the application to TSPC; and

(F) Work experience evidence documented in one of the following ways:

(i) Planned and coordinated or previous and documented work experience in accordance with OAR 584-042-0070 Work Experience verified by ODE and completed within the past five years; or

(ii) A copy of the industry certification or licensure.

(5) CTE I Teaching Licenses will be issued for one year at a time for a maximum of three years total subject to special renewal conditions:

(a) First Renewal: The applicant must submit:

(A) A signed and dated TSPC application and renewal fees as defined by rule;

(B) A letter of support from the co-applicant district; and

(C) Proof of significant progress toward completion of the requirements as outlined in the CTE professional development plan as defined in OAR 584-042-0020 Definitions.

(b) Second Renewal: The applicant must submit:

(A) A C-1 application and renewal fees as defined by rule;

(B) A letter of support from the co-applicant district; and

(C) Proof of significant additional progress beyond the first renewal toward completion of the requirements as outlined in the CTE professional development plan as defined in OAR 584-042-0051 Professional Development Plan.

(c) Renewal under subsections 5(a) and 5(b) above are not subject to the 120-day grace period and must be submitted sufficiently in advance of the license expiration date to ensure continuity of licensure. Failure to submit a timely application is grounds for denial of a renewal pursuant to this subsection and may be grounds for discipline under OAR 584-020-0040.

(d) Failure to show significant progress is deemed to be an incomplete application for renewal.

(e) The Executive Director may grant an Emergency Teaching License upon failure to show progress if the circumstances preventing completion of progress are exceptional and extenuating. In such cases, the Emergency Teaching License may be issued following submission of a C-1 application, C-3 from the district, the appropriate full fee, and a complete description of the circumstances creating the emergency for an Emergency Teaching License. If issued, the Emergency Teaching License may be issued for the minimum period of time it takes to cure the renewal deficit. Any time extensions under this subsection will be deducted from the next renewal cycle.

(6) The Career and Technical Education I Teaching License is not renewable beyond three years. Holders of this license must finish their requirements for the CTE II Teaching License within three years from when the license is first issued, no exceptions. If the employment opportunity associated with first acquiring the license ceases, the license holder is encouraged to continue working toward completion of the CTE II Teaching License requirements.

(7) If the application and fee for the Career and Technical Education II Teaching License is received prior to the expiration of the Career and Technical Education I Teaching License, the license will remain valid for another 120 days following the expiration of the license.

(a) The applicant and co-applicant district must provide documentation that the requirements for the Career and Technical Education II Teaching License have been met prior to the expiration of the 120 days after the Career and Technical Education I Teaching License has expired to remain continuously licensed in this area.

(b) In the event the co-applicant district is unable to provide the documentation required in subsection (a) above, the ODE may certify that the applicant is qualified for the CTE II Teaching License.

(c) Applicants are encouraged to submit complete applications for the CTE II Teaching License at least 90 days prior to the expiration of the final CTE I Teaching License.

(8) In addition to the requirements for the CTE Professional Development Plan, the CTE licensee must meet all of the requirements for the CTE II Teaching License at the end of three years following the issuance of the CTE I.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455 – 342.495, 342.553

Hist.: TSPC 2-2010(Temp), f. & cert. ef. 3-5-10 thru 8-31-10; TSPC 6-2010, f. & cert. ef. 8-31-10; TSPC 2-2012, f. & cert. ef. 2-15-12; TSPC 6-2015(Temp), f. & cert. ef. 7-1-15 thru 12-27-15; TSPC 11-2015, f. 11-13-15, cert. ef. 1-1-16

584-042-0036

Career and Technical Education II Teaching License

(1) Upon filing a correct and complete application in form and manner prescribed by the Commission, an applicant may be granted a Career and Technical Education II Teaching License, valid for three years of teaching in an approved career and technical education program.

(2) The Career and Technical Education II Teaching License is valid to teach in a career and technical education programs in the endorsement areas for which the educator is specifically licensed. All CTE II Teaching License holders are eligible to teach within the full scope of the CTE endorsement. Any CTE teaching license is valid for assignments in diversified occupations or as work experience coordinators.

(3) The application packet must include the following:

(a) A signed and dated TSPC application and the appropriate fees;

(b) Evidence that all the requirements for the Career and Technical Education I Teaching License as set forth in OAR 584-042-0031 have been met;

(c) Evidence of one year or the equivalent of career and technical education teaching experience while holding a license valid for the assignment as verified on a Professional Educational Experience Report Form (PEER);

(d) Evidence of completion of the CTE professional development plan as prescribed by the IAC and as filed with TSPC when the CTE I was first issued, including evidence the applicant has either:

(A) Transcripts of any coursework required by the CTE professional development plan; or

(B) Official verification of work experience required by the CTE professional development plan on a form approved by the ODE.

(4) Transcripts of coursework submitted for eligibility for the Career and Technical Education II Teaching License must be completed through an approved teacher education institution or an accredited community college.

(5) The Career and Technical Education II Teaching License is renewable upon completion of 75 clock hours or the equivalent of continuing professional development in accordance with OAR 584, division 90.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455 – 342.495, 342.553

Hist.: TSPC 4-2010, f. & cert. ef. 7-15-10; TSPC 2-2012, f. & cert. ef. 2-15-12; TSPC 2-2015(Temp), f. & cert. ef. 2-10-15 thru 8-7-15; TSPC 3-2015, f. & cert. ef. 4-15-15

584-042-0044

Career and Technical Education Endorsements

(1) Career and Technical Education (CTE) Endorsements are subject-matter endorsements in the career and technical fields.

(2) Only the Basic, Standard, Initial, Professional or CTE II Teaching Licenses are eligible to hold any CTE endorsement. A CTE I Teaching License may only hold a single CTE endorsement.

(3) Endorsements indicate the scope of the subject-matter that may be taught on the license which holds the endorsement. Specific courses allowed within the scope of each endorsement are identified by TSPC and published on the TSPC web site. Endorsements include the following:

(a) Endorsements in the Agriculture, Food and Natural Resource Systems area include:

(A) Agriculture Science and Technology;

(B) Natural Resources Management; and

(C) Environmental Services.

(b) Endorsements in the Arts, Information and Communications area include:

(A) Publishing and Broadcasting;

(B) Information and Communications Technology; and

(C) Visual, Performing and Media Arts.

(c) Endorsements in the Business and Management area include:

(A) Business Management and Administration;

(B) Finance;

(C) Hospitality and Tourism;

(D) Information and Communications Technology; and

(E) Marketing.

(d) Endorsements in the Health Sciences area include: Health Sciences.

(e) Endorsements in the Human Resources area include:

(A) Education and Related Fields;

(B) Hospitality and Tourism (Culinary);

(C) Human Services; and

(D) Public Services.

(f) Endorsements in the Industrial and Engineering Systems area include:

(A) Construction Technology;

(B) Engineering Technology;

(C) Information and Communications Technology;

(D) Transportation Technology; and

(E) Manufacturing Technology.

(4) Applicants for the CTE I Teaching License may be limited with regard to the courses they may teach in the first three years of licensure. The IAC will determine whether the applicant is fully prepared to teach all courses with the endorsement area in which the applicant seeks licensure.

(5) All CTE II Teaching License holders are eligible to teach within the full scope of the CTE endorsement.

(6) Adding a CTE Endorsement with Work Experience. Holders of Basic, Standard, Initial, Professional or CTE II teaching licenses who meet all of the ODE-approved work experience requirements for a CTE II Teaching License may be eligible to add CTE endorsements onto their underlying teaching license. The endorsement shall be valid for the same amount of time as the underlying license. Only ODE may approve work experience under this subsection.

(7) Adding a CTE Endorsement without Work Experience. Holders of Basic, Standard, Initial, Professional or CTE II teaching licenses who do not meet the work experience requirements to add a CTE endorsement must apply for a CTE I Teaching License in that endorsement area. Upon verification of the work experience requirements in an application to TSPC, the endorsement may be added to the holder's Basic, Standard, Initial, Professional Teaching, or CTE II License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495, 342.553

Hist.: TSPC 2-2010(Temp), f. & cert. ef. 3-5-10 thru 8-31-10; TSPC 4-2010, f. & cert. ef. 7-15-10; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11; TSPC 2-2012, f. & cert. ef. 2-15-12; TSPC 1-2015, f. & cert. ef. 2-10-15

584-042-0051

Career and Technical Education (CTE) Professional Development Plan

(1) A CTE professional development plan (PDP) is required as part of the application for the Career and Technical Education I Teaching License. The CTE professional development plan must be for at least three years.

(2) The CTE professional development plan must be signed by both the district and the prospective educator. The employing school district will keep a copy of the CTE professional development plan.

(3) A signed copy of the plan must be included in the CTE I Teaching License application materials submitted to the Commission.

(4) The plan must include assurances that the district has assigned an appropriately licensed administrator to monitor the progress and timely completion of the signed CTE professional

development plan. The administrator must be identified in the application materials for the CTE I Teaching License.

(5) The plan must include assurances that the district has assigned an appropriately trained mentor consistent with 584-042-0021(6) and such mentor is identified in the application materials.

(6) For applicants holding a pre-1965 Five-Year Teaching, Basic, Standard, Initial, Initial I, Initial II, Professional, or an equivalent out-of-state non-provisional teaching license prior to applying for the Career and Technical Education I Teaching License; the scope of the PDP must include:

(a) Activities identified by the Instructional Appraisal Committee (IAC) that address relevant CTE professional development needs, including verifiable work experience, and coursework that specifically relates to career and technical education; and

(b) Verifiable work experience that has been performed in the last five (5) years and includes one of the following:

(A) At least 1800 hours of previous and documented related work as defined in OAR 584-042-0070(1) CTE Work Experience;

(B) At least 600 hours of planned and coordinated related work experience as defined in OAR 584-042-0070(2) CTE Work Experience;

(C) The equivalent combination of planned and coordinated and previous and documented related work at a technical skill level within the last five years; or

(D) Related industry certification or licensure.

(7) For applicants who have not previously completed a teacher preparation program, the CTE professional development plan must outline how the applicant will acquire a minimum of eighteen (18) quarter hours or twelve (12) semester hours, as specified below, of teacher preparation required for eligibility for a Career and Technical Education II Teaching License. The Instructor Appraisal Committee may increase the requirements if they deem the additional education is necessary. Applicants under this subsection must meet all of the following requirements in subsections (a) through (d).

(a) Obtain nine (9) quarter hours or six (6) semester hours of education-specific coursework which must be selected from the following areas:

(A) Introduction to Career and Technical Education in Oregon;

(B) Introduction to the Education Profession;

(C) Oregon School Law including a focus on special needs students;

(D) Classroom Management;

(E) Multi-cultural Education;

(F) Second Language Acquisition;

(G) Human Development for adolescent and older children;

(H) Education Psychology and Learning Development; and

(b) Obtain at least three (3) quarter hours or two (2) semester hours in Curriculum Design, Instructional Strategies and Assessment; and

(c) Obtain at least three (3) quarter hours or two (2) semester hours in instructional methodology in how to teach mathematics to secondary learners, which may include coursework focused on how to teach mathematics in the CTE context; and

(d) Obtain at least three (3) quarter hours or two (2) semester hours in instructional methodology in how to teach reading, or writing and literacy to secondary learners.

(8) In addition to the requirements in sections (6) and (7) above, all applicants, regardless if they are coming from education or industry, must show evidence they have at one time obtained or will obtain all of the following specific college-level coursework:

(a) Three (3) quarter hours or two (2) semester hours of math at or above a level required by the industry related to the applicant's endorsement and identified by the IAC; and

(b) Three (3) quarter hours or two (2) semester hours of college level language arts or speech at the one-hundred level or higher as identified by the IAC.

(9) The IAC may increase the minimum requirements described in section (8) above if they deem additional education is needed.

(10) Coursework as required by the Instructor Appraisal Committee must be attained through a TSPC-approved teacher education program or an accredited community college and verified by transcripts submitted to TSPC at the time of application for a Career and Technical Education II License. If in doubt whether the coursework will apply, check with TSPC prior to enrolling in coursework to fulfill these requirements.

(11) Professional Development Plans may be modified after initial development and submission to TSPC with written approval by ODE. Modified plans must be submitted to TSPC with ODE's approval prior to the expiration of the CTE I Teaching License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455 – 342.496; 342.553

Hist.: TSPC 6-2010, f. & cert. ef. 8-31-10; TSPC 2-2012, f. & cert. ef. 2-15-12; TSPC 1-2015, f. & cert. ef. 2-10-15

584-042-0060

Waivers

(1) The Instructor Appraisal Committee (IAC) may recommend waiver of the work experience or the associate degree requirements for the CTE I Teaching License to the ODE. The waiver recommendation must include the basis for the recommendation including:

(a) The applicant's applicable academic preparation justifying waiver of the associate's degree requirements for the CTE I Teaching License;

(b) The applicant's work experience or training justifying waiver of the work experience requirement for the CTE I Teaching License;

(c) The IAC's recommendations related to the CTE Professional Development Plan; and

(d) A signed copy of the CTE Professional Development plan. (See OAR 584-042-0051 CTE Professional Development Plan.)

(2) An approved waiver must be signed and dated within ninety (90) days from the date of application to ODE and must be submitted to the TSPC as part of the application for the CTE I Teaching License.

(3) The IAC recommendation for waiver is advisory only and may be denied by the ODE.

(4) The math and language arts requirements defined in OAR 584-042-0051 *Career and Technical Education (CTE) Professional Development Plan*, may not be waived.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 4-2010, f. & cert. ef. 7-15-10

584-042-0070

Career and Technical Education Work Experience

(1) Previous and Documented Work Experience: Previous and documented work experience is at least 1800 hours of verifiable employment, internship, or volunteer experience in a career field specifically related to the applicant's endorsement area.

(a) Previous and documented work experience must be completed and verifiable within the five year period immediately preceding the application for CTE licensure or endorsement.

(b) Previous and documented work experience may be verified to the ODE when the applicant holds a non-provisional teaching license.

(2) Planned and Coordinated Work Experience: Planned and coordinated work experience is at least 600 hours of employment, internship, or volunteer experience designed to increase specific business and industry knowledge and skills specifically related to the applicant's endorsement area. The planned and coordinated work experience may be prescribed by the Instructor Appraisal Committee and must be indicated in the educator's approved professional development plan as defined in OAR 584-042-0051.

(3) One hour of Planned and Coordinated Work Experience equals three hours of Previous and Documented Work Experience.

(4) Related industry certification or licensure may be considered proof of valid work experience. (See 584-042-0051 *CTE Professional Development Plan* for work experience requirements.)

(5) The ODE may certify work experience pursuant to this rule in lieu of the IAC process and upon request from an applicant for the CTE I Teaching License.

(6) An approved Oregon teacher licensure program may certify work experience pursuant to this rule for candidates seeking an

Initial I Teaching License in CTE endorsement areas listed in OAR 584-042-0044.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 4-2010, f. & cert. ef. 7-15-10

584-042-0081

Career and Technical Education Restricted Substitute Teaching License

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted a Career and Technical Education Restricted Substitute Teaching License.

(a) This license, issued for three years and renewable, is valid to substitute teach for a total of 60 days a school year (September through June) in any Career and Technical Education endorsement area to replace a licensed CTE teacher in an ODE-approved Career and Technical Education program who is temporarily unable to work.

(b) The 60 days a year limit applies regardless if the holder of the license substitutes in multiple districts (which must co-apply with the applicant for the license).

(c) Districts who did not co-apply with the applicant may request permission to add the substitute to their district upon filing an additional application and fee.

(d) An assignment on this license may not exceed ten (10) days consecutively under any circumstances.

(e) This license is not eligible for substitute teaching in classrooms outside of ODE-approved CTE programs.

(2) To be eligible for a Career and Technical Education Restricted Substitute Teaching License, the applicant must:

(a) Submit evidence the applicant holds an associate's degree or higher from an accredited institution or an approved foreign equivalent, or obtain recommendation from the Oregon Department of Education for a waiver of the associate's degree (See OAR 584-042-0060 Waivers);

(b) Furnish fingerprints in the manner prescribed by the commission if the applicant has not been fingerprinted or has not held an active license issued by the commission in the past three years;

(c) Obtain a passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics;

(d) Complete the appropriate Instructor Appraisal Committee evaluation as prescribed by ODE rule, be recommended for specific endorsements by the committee, and submit evidence of the following:

(A) Verification of a minimum of eighteen (18) quarter hours or twelve (12) semester hours of teacher preparation, in addition to three (3) quarter hours or two (2) semester hours each of math and language arts. (See required areas for preparation in OAR 584-042-0051 CTE Professional Development Plan.); and

(B) Verification of related work experience as specified by OAR 584-042-0070 Work Experience at a technical skill level within the last five years. (See required hours in OAR 584-042-0051 CTE Professional Development Plan.); and

(e) Provide a letter from the co-applicant district stating the need for the license.

(3) To be eligible for renewal of the Career and Technical Education Restricted Substitute Teaching License an applicant must file a correct and complete application in form and manner prescribed by the Commission.

(4) A district and co-applicant educator may apply for an Emergency Career and Technical Education Teaching License for the holder of a Career and Technical Education Restricted Substitute Teaching License if the district is unable to obtain a Career and Technical Education licensed teacher in any position in an ODE-approved Career and Technical Education program lasting more than three consecutive months.

(a) The Career and Technical Education Emergency Teaching License will allow the educator to teach for time beyond the allowed timelines stated in subsection (1) above.

(b) The Executive Director may approve the Career and Technical Education Emergency Teaching License upon proof of the district's emergency.

(5) A district and co-applicant educator who has held the CTE Restricted Substitute Teaching License may be eligible for and may apply for a Career and Technical Education I Teaching License for a position in an ODE-approved Career and Technical Education program related to the applicant's Career and Technical Education endorsement(s) without additional Instructor Appraisal Committee recommendations. Applicants interested in this option should contact ODE to check whether they are eligible to apply for a CTE I Teaching License through this avenue.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455 – 342.496; 342.553

Hist.: TSPC 4-2010, f. & cert. ef. 7-15-10; TSPC 2-2012, f. & cert. ef. 2-15-12; TSPC 6-2015(Temp), f. & cert. ef. 7-1-15 thru 12-27-15; TSPC 11-2015, f. 11-13-15, cert. ef. 1-1-16

584-042-0090

Transfer of a CTE I Teaching License to Another District

(1) The Career and Technical Education I Teaching License is transferable to another Oregon school district under the following conditions:

(a) The applicant submits an application packet that includes the following:

(A) A signed and dated TSPC application and the appropriate fees;

(B) Evidence the new district has an ODE-approved career and technical education program in the area in which the applicant is licensed;

(C) The district identifies the supervising administrator and the CTE mentor when requesting the transfer of a CTE I Teaching License from another district; and

(D) An affidavit from the new district acknowledging that they have reviewed and support the original CTE professional development plan and they are committed to ensuring the applicant completes the CTE professional development plan.

(b) The application for transfer is submitted no later than seven calendar days from the first day of employment.

(A) Failure to submit a timely application for transfer may result in referral for investigation of Gross Neglect of Duty pursuant to OAR 584-020-0040 for both the licensed educator and the educator's immediate supervisor.

(B) Failure to submit a timely application for transfer may be a basis for denial for further renewal of the CTE I Teaching License or denial of eligibility for the CTE II Teaching License.

(c) The applicant may have to submit an expedited service request if the district needs the applicant to begin work immediately.

(2) The application is incomplete if all of the elements of subsection (1) are not satisfied.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 4-2010, f. & cert. ef. 7-15-10

DIVISION 44

PERSONNEL SERVICE LICENSES

584-044-0003

Personnel Service Licensure under Superseded Standards

Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted a Basic Personnel Service License with counselor or psychologist endorsement, issued for three years plus time to the applicant's next birth date and renewable under OAR 584-048. Such an applicant must have originally enrolled in a basic counselor or basic psychologist education program under standards superseded by 21st century licensure and be found in the judgment of the commission subject to hardship if issued a 21st century initial license instead of a basic license. If the initial license is judged preferable, the applicant will not be required to add course work to the basic program, although institutions may make appropriate substitutions for partial updating. Recipients of a basic personnel service license may pur-

sue either a standard license (see below) or a continuing license (see OAR 584-070).

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.200
Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99

584-044-0011

Basic Counselor

An applicant for the basic counselor endorsement must complete the requirements under either section (1) or section (2) of this rule.

(1) Applicants with teaching experience must meet all of the following requirements:

(a) Hold, have held, or be eligible for an Oregon teaching license or comparable teaching license issued by another state;

(b) Have completed two years of successful teaching experience in Oregon schools or out-of-state public or regionally accredited private schools; or one year of teaching experience and one year of public school or regionally accredited private school intern counseling experience; and

(c) Have completed 24 quarter hours of graduate preparation designed to develop competence in:

(A) Counseling theory and interventions to include early intervention strategies;

(B) Groups: theory and interventions;

(C) Lifestyle and career development;

(D) Appraisal of individuals;

(E) Social and cultural foundations;

(F) Consultation and community resources; and

(G) Parent/family relations.

(d) Have completed six quarter hours of supervised practicum or internship in a counseling role in a public or regionally accredited private school. One year of full-time successful counseling experience in public schools on a valid state license is substituted for the practicum or internship required under subsection (1)(d) of this rule.

(2) Applicants without prior teaching experience must complete an Oregon approved counselor education program that culminates in a master's degree. These applicants must complete both the teaching and counseling practica.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.200
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 2-1989, f. & cert. ef. 2-16-89; TS 6-1989, f. & cert. ef. 10-6-89; TS 9-1991, f. & cert. ef. 8-7-91; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 1-1998, f. & cert. ef. 2-4-98; TSPC 2-2008, f. & cert. ef. 4-15-08

584-044-0014

Basic School Psychologist

An applicant for the basic school psychologist endorsement must complete the requirements under either subsection (1) or (2) of this section.

(1) Complete an approved school psychologist program verifying completion of:

(a) A master's degree from an approved teacher education institution.

(b) Seventy-five (75) quarter or fifty (50) semester hours of graduate preparation designed to develop competence in:

(A) The cognitive, affective, and developmental foundations of human behavior;

(B) Psychometric techniques, both verbal and non-verbal, employed in individual and group assessment;

(C) Learning problems of school-age children, including exceptional pupils;

(D) Consultation and educational interventions, including behavior management, classroom consultation, communication techniques, intervention strategies, and counseling; and

(E) Clinical practicum, including experience in a public agency serving school-age children and/or youth.

(c) A full-time public school practicum for nine weeks in a public school under the direct supervision of a licensed school psychologist. One year of fulltime successful school psychologist experience in public schools or regionally accredited private schools on a valid state license may be substituted for the practicum required under this subsection.

rience in public schools or regionally accredited private schools on a valid state license may be substituted for the practicum required under this subsection.

(2) Demonstrate knowledge of school psychology theory and practice by presenting a minimum score on the commission-approved specialty area content test for School Psychologist and hold a current National School Psychology Certificate awarded by the National Association of School Psychologists.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.200
Hist.: TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 2-1992, f. 5-6-92, cert. ef. 1-15-94; TSPC 1-1998, f. & cert. ef. 2-4-98; TSPC 4-2010, f. & cert. ef. 7-15-10

584-044-0015

Standard Personnel Service License Requirements

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted a Standard Personnel Service License for five years.

(2) To be eligible for a Standard Personnel Service License an applicant must:

(a) Provide verification of successful personnel service experience in Oregon schools on a PEER form in the endorsement area while holding a Basic Personnel Service License with that endorsement.

(b) Document three years of one-half time or more experience;

(c) Provide either official transcripts together with a Form C-2, verifying completion of an approved Standard Personnel Service License program, or official transcripts verifying completion of a master's degree from an approved teacher education institution in another state.

(d) Present evidence of knowledge of the laws prohibiting discrimination, if not previously verified by passing the *Protecting Student and Civil Rights in the Educational Environment* test.

(e) Verify completion of academic preparation for one of the standard endorsements outlined in OAR 584-044-0021 through 584-044-0023.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.200 & 342.400
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TS 4-1983, f. 5-17-83, ef. 7-1-83; TS 4-1985, f. 10-4-85, ef. 1-1-86; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1987, f. & ef. 3-3-87; TS 3-1988, f. & cert. 4-7-88; TS 5-1988, f. 10-6-88, cert. ef. 1-15-89; TS 2-1989, f. & cert. ef. 2-16-89; TS 9-1991, f. & cert. ef. 8-7-91; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1994, f. 7-19-94, cert. ef. 10-15-94; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 4-2010, f. & cert. ef. 7-15-10

584-044-0021

Standard Counselor

The applicant for the standard counselor endorsement must have completed 24 quarter hours of graduate preparation, culminating in a master's degree, in addition to requirements for the basic counselor endorsement specified in OAR 584-044-0011(1)(c), designed to strengthen the applicant's background in school counseling through a planned program to include:

(1) Legal and professional issues for the school counselor;

(2) Program development, organizational management, and technology-assisted guidance activities;

(3) Research and program evaluation; and

(4) Courses related to the development of a specialty area.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.200 & 342.400
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 2-1989, f. & cert. ef. 2-16-89; TS 6-1989, f. & cert. ef. 10-6-89; TS 9-1991, f. & cert. ef. 8-7-91

584-044-0023

Standard School Psychologist

No additional preparation is required, only the experience as specified in OAR 584-044-0015(2).

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.200 & 342.400
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-80; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TS 2-1989, f. & cert. ef. 2-16-89; TS 2-1992, f. 5-6-92, cert. ef. 1-15-94; TSPC 2-2008, f. & cert. ef. 4-15-08

584-044-0048

Basic Personnel Service License Renewal

(1)(a) A Basic Personnel Service License may be renewed once for three years on recommendation of an institution offering an approved program for personnel service specialists.

(b) The recommendation shall be contingent upon satisfactory completion of nine quarter or six semester hours of the program leading to a Standard Personnel Service License.

(c) The additional preparation must be completed subsequent to issuance of the current license unless completion of the academic requirements for the Standard Personnel Service License has been verified prior to application for renewal of the Basic Personnel Service License.

(2) This preparation must be completed in the institution or in an inservice training program offered by a school district and for which credit is given by the institution or by some combination of both in accordance with Commission rules.

(3) At the time the second Basic Personnel Service License expires, the educator must have completed academic requirements for the Standard Personnel Service License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455- 342.495, 342.553

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1979, f. 8-21-79, ef. 1-1-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1988, f. 1-14-88, ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 13-2006, f. & cert. ef. 11-22-06; Renumbered from 584-048-0065 by TSPC 10-2010, f. 12-30-10, cert. ef. 1-1-11

584-044-0050

Renewal of Personnel Service Licenses — Special Provisions

(1) An applicant who completes all requirements for the Standard Personnel Service License except the experience in Oregon schools will be granted a third Basic Personnel Service License without further preparation.

(2) Thereafter, a Basic Personnel Service License may be renewed upon verification of continuing professional development pursuant to 584-90.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200 & 342.400

Hist.: TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-84; TS 1-1988, f. 1-14-88, ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 5-1993, f. & cert. ef. 10-7-93; TSPC 5-2001, f. & cert. ef. 12-13-01; TSPC 13-2006, f. & cert. ef. 11-22-06; Suspended by TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; Renumbered from 584-048-0067, TSPC 5-2009, f. & cert. ef. 10-5-09

584-044-0055

Standard Personnel Service License Renewal

A Standard Personnel Service License may be renewed upon verification of continuing professional development pursuant to 584-090.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200 & 342.400

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TS 8-1986, f. 12-19-86, ef. 1-15-87; TS 1-1988, f. 1-14-88, ef. 1-15-88; TS 4-1989(Temp), f. & cert. ef. 7-31-89; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; Renumbered from 584-048-0070, TSPC 5-2009, f. & cert. ef. 10-5-09

DIVISION 46

ADMINISTRATIVE LICENSES

584-046-0003

Administrative Licensure Under Superseded Standards

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted a Basic Administrative License with basic administrator or basic superintendent endorsement, issued for two years plus time to the applicant's next birth date and renewable under OAR 584-048.

(2) The applicant must have originally enrolled in a basic administrator or basic superintendent education program under standards established prior to January 1, 1998.

(3) It must be the judgment of the commission that the applicant will be subject to hardship if issued a 21st century initial license instead of a basic license. If the initial license is judged preferable, the applicant will not be required to add course work to the basic program, although institutions may make appropriate substitutions for partial updating.

(4) Recipients of a basic administrative license must pursue a Continuing Administrator License (see OAR 584-080).

(5) Applicants from out of state, or applicants who have completed an Oregon administrator preparation program subsequent to January 1, 1999, and have not been licensed in Oregon as an administrator by January 1, 2008, are not eligible for any license under this division of rules.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 5-2008, f. & cert. ef. 6-13-08

584-046-0016

Basic Administrator

An applicant for the basic administrator endorsement must:

(1) Have completed a master's degree from an approved teacher education institution; and

(2) Have completed 12 quarter hours of graduate preparation designed to develop competence in:

(a) Management, evaluation, and improvement of instruction to meet school district objectives;

(b) Supervision, professional development, and evaluation of personnel to insure effective instruction;

(c) Oregon school law; and

(d) Planning, preparation, and implementation of instructional budgets.

(3) Have completed five quarter hours of supervised practicum or internship in an administrative role. One year of full-time successful administrative experience in public schools or regionally accredited private schools on a valid state license is substituted for the practicum or internship required under this subsection.

(4) Verify three years of full-time successful public school or regionally accredited private school teaching experience.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 2-1986, f. 4-18-86, ef. 1-15-88; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 2-1993, f. 4-19-93, cert. ef. 1-15-94; TSPC 1-1998, f. & cert. ef. 2-4-98; TSPC 5-2008, f. & cert. ef. 6-13-08

584-046-0019

Basic Superintendent

An applicant for the basic superintendent endorsement must:

(1) Have completed a master's degree from an approved teacher education institution; and

(2) Have completed 18 quarter hours of graduate preparation designed to develop competence in:

(a) Development, evaluation, and improvement of educational programs to meet school district objectives;

(b) Establishing and implementing personnel policies to insure the continuing effectiveness of personnel;

(c) Negotiation and administration;

(d) Oregon school law;

(e) Planning, preparation, and management of school district budgets; and

(f) School, board, and community relations.

(3) Have completed six quarter hours of supervised practicum or internship in an administrative role. One year of full-time successful administrative experience in public schools or regionally accredited private schools on a valid state license is substituted for the practicum or internship required under this subsection.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 & 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 2-1986, f. 4-18-86, cert. ef. 1-15-88; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 1-1998, f. & cert. ef. 2-4-98; TSPC 5-2008, f. & cert. ef. 6-13-08

584-046-0020

Standard Administrative License Requirements

An applicant for a Standard Administrative License must:

(1) Submit an application in the form and manner required by the commission;

(2) Provide verification of three years of successful administrative experience in Oregon schools while holding a Basic Administrative License or a Five-Year Administrative License. Experience of superintendents may only be verified by the district's deputy clerk, personnel officer, or board chairperson;

(3) Provide either official transcripts together with verification of completion of an approved Standard Administrative License program, or official transcripts verifying completion of administrator preparation in addition to the master's degree as required by OAR 584-046-0021 or 584-046-0024 at an approved teacher education institution in another state;

(a) Applicants who have completed a master's degree plus at least 12 quarter hours of graduate preparation beyond requirements for the initial administrative license through an approved institution in another state prior to their first application in Oregon are evaluated for the standard license by TSPC. These applicants are advised by TSPC of the remaining requirements for the Standard Administrative License when the basic license is issued. A Preparation for Teaching Report, Form C-2, is not required for issuance of the Standard Administrative License for these applicants.

(b) An applicant bears the burden of proving that he or she has met licensure requirements. The applicant must present evidence that the courses taken covered the required subject matter. In some cases, a transcript showing the course title will suffice; where the course title is not descriptive of course content, the applicant should present a syllabus or other description of course content in addition to the transcript.

(4) Present evidence of knowledge of the laws prohibiting discrimination, if not previously verified;

(5) Submit the fee and late fees if appropriate as indicated in OAR 584-036-0055;

(6) Provide verification of recent educational experience; and

(7) Verify completion of the academic preparation for one of the standard endorsements outlined in OAR 584-046-0021 or 584-046-0024.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TS 4-1983, f. 5-17-83, ef. 7-1-83; TS 4-1985, f. 10-4-85, ef. 1-1-86; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 3-1992, f. & cert. ef. 7-31-92; TS 4-1994, f. 7-19-94, cert. ef. 10-15-94; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 5-2008, f. & cert. ef. 6-13-08

584-046-0021

Standard Administrator

(1) Eighteen quarter hours of graduate preparation, in addition to requirements for the basic administrator endorsement specified in OAR 584-046-0016, designed to strengthen the applicant's background in school administration, to include:

- (a) The teaching-learning process;
- (b) Curriculum development and implementation;
- (c) School-community relationships;
- (d) Research, evaluation, and goal setting; and
- (e) Communications.

(2) All of the basic and standard administrator endorsement program must be completed in addition to earning the master's degree.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 2-1986, f. 4-18-86, cert. ef. 1-15-88; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 3-1992, f. & cert. ef. 7-31-92; TSPC 5-2008, f. & cert. ef. 6-13-08

584-046-0024

Standard Superintendent

(1) Twenty-four quarter hours of graduate preparation, in addition to requirements for the basic superintendent endorsement specified in OAR 584-046-0019, designed to strengthen the applicant's background in school administration, to include:

- (a) The teaching-learning process;
- (b) Planning and maintaining school facilities;
- (c) Policy development and implementation;
- (d) Research, evaluation, and goal setting; and
- (e) Communications.

(2) All of the basic and standard superintendent endorsement program must be completed in addition to earning the master's degree.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-29-77, ef. 1-1-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 2-1986, f. 4-18-86, ef. 1-15-88; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 3-1992, f. & cert. ef. 7-31-92; TSPC 2-2008, f. & cert. ef. 4-15-08

584-046-0050

Renewal of a Basic Administrative License

(1)(a) The Basic Administrative License with the administrator endorsement may be renewed twice for a period of two years each time, on the recommendation of an institution offering an approved program for preparation of administrators. The recommendation shall be contingent upon completion of nine quarter or six semester hours applicable to a Standard Administrative License.

(b) The additional preparation must be completed subsequent to issuance of the current license unless completion of the academic requirements for the Standard Administrative License has been verified prior to application for renewal of the Basic Administrative License.

(c) Use of the license is limited to serving as a vice principal.

(2) Upon assuming a principal position, the educator must hold a basic or standard administrator endorsement.

(3)(a) The Basic Administrative License with the superintendent endorsement may be renewed twice, for a period of two years each time, on the recommendation of an institution offering an approved preparation program for superintendents.

(b) The recommendation shall be contingent upon satisfactory completion of 12 quarter or 8 semester hours of the program applicable to a Standard Administrative or Continuing Administrator License. The additional preparation must be completed subsequent to issuance of the current license.

(4) A Basic Administrative License may be renewed upon verification of continuing professional development pursuant to 584-90.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200 & 342.400

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1979, f. 8-21-79, ef. 1-1-80; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 2-1986, f. 4-18-86, ef. 1-15-88; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, ef. 1-15-88; TS 2-1989, f. & cert. ef. 2-16-89; TS 4-1989(Temp), f. & cert. ef. 7-31-89; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; Renumbered from 584-048-0085, TSPC 5-2009, f. & cert. ef. 10-5-09

584-046-0055

Standard Administrative License Renewal

(1) An applicant who meets all requirements for the Standard Administrative License except the requirement of three years of experience in Oregon schools will be granted a fourth Basic Administrative License without further preparation.

(2) A Standard Administrative License may be renewed for five years upon verification of continuing professional development pursuant to 584-90.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200 & 342.400

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TS 2-1986, f. 4-18-86, ef. 1-15-88; TS 8-1986, f. 12-19-86, ef. 1-15-87; TS 1-1988, f. 1-14-88, ef. 1-15-88; TS 2-1989, f. & cert. ef. 2-16-89; TS 4-1989(Temp), f. & cert. ef. 7-31-89; TS 6-1989,

f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; Renumbered from 584-048-0095, TSPC 5-2009, f. & cert. ef. 10-5-09

DIVISION 50

COMMISSION SANCTION

584-050-0002

Exercise of Commission Authority

Commission sanction, the exercise of authority granting, denying, or revoking a license, or registration is described in the following sections as it relates to particular circumstances.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200 & 342.400

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 7-2007, f. & cert. ef. 12-14-07

584-050-0005

Criteria for Granting Licenses

(1) The Executive Director may issue licenses, certificates or registrations, grant reinstatements, and renew licenses, certificates or registrations when each of the following conditions exists:

(a) All requirements established by law and rules have been met;

(b) The applicant has attained at least eighteen years of age and has furnished evidence satisfactory to TSPC of fitness to serve as an educator; and

(c) The Executive Director deems that an applicant's response to any application character questions does not adversely affect his or her ability to serve as an educator.

(2) The Executive Director may delay action and refer the application to an investigator when a response to any application character question needs further investigation. The results of the investigation will be reported to the Commission once the investigation is completed.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 200 & 342.400

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 5-2013, f. & cert. ef. 11-14-13

584-050-0006

Criteria for Denying Issuance, Clearance or Reinstatement of Licenses

(1) The Executive Director may deny issuance of a license, certificate or registration, renewal of a license, certificate or registration; or reinstatement of a license, certificate or registration or PA-I clearance for student teaching under the conditions set forth in subsection (3) below.

(2) The Executive Director may not deny reinstatement of a license that has been revoked. Reinstatement of a revoked license or registration is subject to OAR 584-050-0015.

(3) Notice of denial and right to a hearing without further investigation may be issued by the Executive Director when any of the following conditions exist:

(a) The applicant has been convicted of a crime listed in ORS 342.143(3)(a), or any substantially equivalent offense under the laws of another state; or

(b) The applicant refuses to consent to criminal records checks or refuses to be fingerprinted upon request.

(4) In a case not covered by this rule, the Executive Director will refer the application to investigation for future Commission consideration.

Stat. Auth.: ORS 181 & 342

Stat. Implemented: ORS 181.525, 342.120-342.200 & 342.400

Hist.: TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1992, f. & cert. ef. 1-15-92; TS 6-1993, f. & cert. ef. 12-7-93; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 4-1998, f. & cert. ef. 6-5-98; TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 5-2013, f. & cert. ef. 11-14-13

584-050-0009

Procedures for Disciplinary Action in Certain Cases

(1) The Executive Director may issue a notice of hearing and statement of charges, on behalf of the Commission, against an educator who has been convicted of a crime listed in ORS 342.143 or who has admitted in the course of judicial proceeding or criminal prosecution conduct constituting a crime listed in ORS 342.143.

(2) The Executive Director may issue a notice of opportunity for hearing to an educator when the Executive Director has information that the educator has violated any term or condition of probation. Contested case hearings will be held in accordance with OAR 137-003-0501 through 137-003-0700.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 200 & 342.400

Hist.: TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1994, f. & cert. ef. 1-25-94; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07

584-050-0012

Fingerprinting and Criminal Background Checks

(1) An applicant for, student teaching, practicum or internship, initial Oregon licensure or reinstatement of an Oregon license that has been lapsed for three years or more must submit fingerprints for a criminal background check in accordance with ORS 342.223.

(2)(a) An applicant will be denied licensure pursuant to OAR 584-050-0009 if the applicant has been convicted of:

(A) Any of the crimes listed in ORS 342.143;

(B) An attempt of any of the crimes listed in ORS 342.143 in accordance with ORS 161.405; or

(C) Any substantially equivalent crime in another jurisdiction.

(b) A crime is deemed to be substantially equivalent when the Commission determines the underlying conduct is substantially similar to conduct that would have resulted in conviction of any crime listed in ORS 342.143.

(3) An applicant may be denied licensure if the applicant has been convicted of any crime involving the illegal use, sale or possession of controlled substances as defined in ORS 475.005(6).

(4) The Commission may take action against an applicant as a result of the criminal background check disclosing criminal conduct not listed in ORS 342.143 in accordance with ORS 342.175.

(5) If the applicant fails to provide fingerprints following application for licensure where fingerprints are required, the application will be found to be incomplete.

(6) Only original fingerprints submitted to TSPC will be accepted for clearance for any Oregon teaching license, registration or certification. Previously cleared fingerprints by the Oregon Department of Education or any employer are not acceptable to satisfy TSPC's criminal background checks.

(7)(a) A candidate admitted to an Oregon educator licensure program may not be placed in any practicum, student teaching or internship placement where the candidate may be in unsupervised contact with any K-12 student until the fingerprint and criminal background check has been submitted to TSPC, completed and cleared by the TSPC Executive Director.

(b) Failure to comply with this provision may result in Commission sanction.

Stat. Auth.: ORS 181 & 342

Stats. Implemented: ORS 181.534 & 342.223

Hist.: TS 2-1994, f. & cert. ef. 7-19-94; TS 5-1996, f. & cert. ef. 9-24-96; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 9-2012, f. & cert. ef. 9-14-12

584-050-0015

Reinstatement of Suspended, Revoked, or Surrendered License or Registration Generally

(1) A suspended, revoked, or surrendered license, charter school registration, or school nurse certificate may be reinstated if the applicant is otherwise qualified and complies with the other applicable provisions of rules in this division.

(2) Licenses, certificates or registrations that are revoked, suspended, or surrendered and eligible for reinstatement will be reinstated for the same period of time as an application for a new or

renewed license or registration of that type if the license is a non-provisional license.

(3) The fee to reinstate a license is in addition to the application fee required to issue a new license. See OAR 584-036-0055.

(4) A denial of an application for reinstatement of a suspended or revoked license, certificate or registration is considered a suspension or revocation of that applicant's right to apply for one year.

Stat. Auth.: ORS 181 & 342

Stats. Implemented: ORS 181.525, 342.120-342.430, 342.455-342.495 & 342.553

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 3-1978, f. 7-24-78, ef. 1-1-79; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 4-2000, f. & cert. ef. 7-17-00; TSPC 4-2001, f. & cert. ef. 9-21-01; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 3-2010, f. & cert. ef. 4-2-10; TSPC 6-2011, f. 8-15-11, cert. ef. 9-1-11; TSPC 5-2013, f. & cert. ef. 11-14-13

584-050-0016

Reinstatement of Suspended License, Registration, or Right to Apply for a License or Registration

(1) Six weeks prior to the expiration of the period of suspension, an educator may apply to have a suspended license or registration reinstated. However, no reinstatement will be effective until expiration of the suspension period.

(2) An application for reinstatement of a suspended license, registration or suspension of right to apply for a license or registration must include:

(a) A C-1 application form;

(b) A fee pursuant to OAR 584-036-0055; and

(c) A notarized affidavit from the applicant, together with requisite and additional documentation sufficient to establish convincingly that all terms and conditions of the suspension have been met satisfactorily and fulfilled.

(3) If the Executive Director is satisfied that the terms and conditions have been met successfully the Executive Director will reinstate the suspended license, registration or right to apply for a license or registration.

(4) If the Executive Director is not satisfied the terms and conditions have been met, the Director will make a recommendation to the Commission in executive session to deny reinstatement of the license.

(5) Before taking action on the Executive Director's recommendation, the Commission may schedule an informal meeting between the educator and the Commission in executive session. The decision to schedule or not to schedule an informal meeting is entirely at the Commission's discretion.

(6) If the Commission agrees with the Director's recommendation to deny the reinstatement, the Director will mail a copy of the recommendation of denial to the educator and notice of right to a hearing under ORS 342.175 and OAR 584-019-0002.

Stat. Auth.: ORS 181 & 342

Stats. Implemented: ORS 181.525, 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 6-2011, f. 8-15-11, cert. ef. 9-1-11

584-050-0018

Reinstatement of Revoked License, Registration, or Right to Apply for a License, Certificate or Registration

(1) Any revocation for conviction for crimes listed in ORS 342.143(3) is permanent and the license, certificate or registration is not eligible for reinstatement. All other revocations of a license, certificate or registration or right to apply for a license, certificate or registration are eligible for application for reinstatement.

(2) A first application for reinstatement of a license, certificate or registration revoked for any reason other than those cited in ORS 342.143(3) may be submitted at any time after the period of revocation has expired.

(3) The burden will be on the educator to establish fitness for reinstatement.

(4) The application for reinstatement must include:

(a) A C-1 application form;

(b) A fee pursuant to OAR 584-036-0055;

(c) A personal notarized affidavit attesting that:

(A) All the conditions of the order for revocation have been met; and

(B) That the educator has not violated any laws of the states, including ethical violations related to licensure, certificate or registration; and

(d) Any additional documentation, sufficient to establish convincingly that the educator possesses all of the qualifications required for first licensure or reinstatement of a license, certificate or registration. Letters of recommendations from educator colleagues are insufficient alone to establish fitness for licensure following a revocation. The educator must be clear regarding what proactive steps have been taken to ensure to the Commission that the conduct that resulted in the revocation is highly unlikely to occur again.

(5) Following review of the application for reinstatement pursuant to this section, the Executive Director may make a recommendation to the Commission regarding whether to approve or deny the application.

(6) The Executive Director or the Commission may require the educator to appear before the Commission in executive session prior to consideration of the application for reinstatement.

(a) It is entirely at the Commission's discretion whether an educator may meet with the Commission under these circumstances.

(b) This subsection does not grant a right to any applicant to appear before the Commission prior to the Commission's consideration of the application for reinstatement following a revocation.

(7) Consideration of the application for reinstatement will take place in executive session. The decision whether to reinstate a revoked license, certificate, registration or right to apply for a license, certificate or registration will take place in public session.

(8) If the Commission denies the application for reinstatement, or the right to apply for a license, certificate or registration, the Executive Director will mail a copy of the recommendation of denial to the educator and a notice of right to a hearing under ORS 342.175.

(9) The Commission's denial of reinstatement pursuant to this rule is considered a revocation of the applicant's right to apply and is effective for one full year from the date of the Commission's final order of denial. The applicant may apply for reinstatement of the right to apply for licensure, certification or registration after one year from the date of the Commission's final order of denial.

Stat. Auth.: ORS 181 & 342

Stats. Implemented: ORS 181.525, 342.120-342.430, 342.455-342.495 & 342.553

Hist.: TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 8-2008, f. & cert. ef. 11-13-08; TSPC 6-2011, f. 8-15-11, cert. ef. 9-1-11; TSPC 5-2013, f. & cert. ef. 11-14-13

584-050-0019

Termination of Probation

(1) Promptly after the full term of probation has been completed, the educator must submit to the Commission a notarized affidavit from the applicant, together with requisite and additional documentation, sufficient to establish convincingly that all terms and conditions of the probation have been met successfully and fulfilled.

(2) If the materials submitted for termination of probation are satisfactory, the Executive Director will terminate the probation. If materials are incomplete or not found to be satisfactory, the Executive Director will make a recommendation regarding the probation to the Commission in executive session at the next regularly scheduled Commission meeting.

(3) Before taking action on the Executive Director's recommendation, the Commission may schedule an informal meeting between the educator and the Commission in executive session. The decision to schedule or not to schedule an informal meeting is entirely at the Commission's discretion.

(4) If the Commission does not terminate the probation, the educator will be entitled to a contested case hearing pursuant to ORS 342.175 and OAR 584-019-0002.

(5) The Executive Director may issue a charge and notice of opportunity for hearing to an educator on probation when the Executive Director has information that any term or condition of probation may have been violated. If the educator is unwilling to accept

disciplinary action proposed by the Executive Director and approved by the Commission, the educator will be entitled to a contested case hearing under ORS 342.175 and OAR 584-019-0002.

Stat. Auth.: ORS 181 & 342

Stats. Implemented: ORS 181.525, 342.120 - 342.200 & 342.400

Hist.: TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07

584-050-0020

Suspension for Resignation in Violation of Contract

(1) If a school board charges a teacher with violation of a contract under ORS 342.553, for failure to provide sixty days' notice prior to resignation, the Board must submit all of the following documents:

(a) A copy of the Board's resolution containing the teacher's notice of resignation and the Board's request for suspension of licensure;

(b) A copy of the teacher's contract;

(c) A copy of the applicable collective bargaining agreement;

(d) A statement from the superintendent describing the provisions of the agreement for resignations; and

(e) A statement from the superintendent attesting that the administration made it clear to the educator upon request for resignation that the district may submit the failure to provide 60-day notice to TSPC for consideration of discipline.

(2) A teacher who signs a contract renewal notice will be considered to have accepted the contract to teach the following year.

(3) Upon receipt of the information specified in section (1) of this rule, the Executive Director will refer the case to investigation and proceed pursuant to ORS 342.175 to 342.177.

Stat. Auth.: ORS 342

Stat. Implemented: ORS 342.553

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 1-2000(Temp), f. & cert. ef. 1-18-00 thru 7-11-00; TSPC 2-2000, f. & cert. ef. 5-15-00; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 5-2014, f. & cert. ef. 8-5-14

584-050-0021

Reinstatement of Right to Apply for a License Following Revocation of a Provisional License

(1) Educators who are only eligible for a provisional license upon application for reinstatement or who have had a provisional license revoked and are applying for a right to apply for a non-provisional license, will be applying for reinstatement of the "right to apply" for any TSPC license whether the revocation order expressly stated the Commission revoked the educator's "right to apply".

(2) Non-Provisional Licenses or certificates include any pre-1965 Five-Year, Basic, Standard, Initial, Continuing, Professional, Nursing Certificate or Career and Technical Education II license.

(3) Provisional licenses, certificates or registrations include but are not limited to any: Emergency, Limited, Restricted Transitional, Charter School Registry, International Visiting Teaching, NCLB Alternative Route, Career and Technical Education License, except as noted in section (2) above, Transitional and Substitute licenses.

(4) Application for reinstatement of the right to apply for any license, certificate or registration revoked for any reason other than those cited in ORS 342.143(3) may be submitted at any time after the period of revocation has expired.

(5) The burden will be on the educator to establish fitness for reinstatement.

(6) The application for reinstatement must include:

(a) A C-1 application form;

(b) A fee pursuant to OAR 584-036-0055;

(c) A personal notarized affidavit attesting that:

(A) All the conditions of the order for revocation have been met;

and

(B) That the educator has not violated any laws of the states, including ethical violations related to licensure, certificate or registration;

(d) Any additional documentation, sufficient to establish convincingly that the educator possesses all of the qualifications required for first licensure or reinstatement of a license, certificate or registration.

Letters of recommendations from educator colleagues are insufficient alone to establish fitness for licensure following a revocation. The educator must be clear regarding what proactive steps have been taken to ensure to the Commission that the conduct that resulted in the revocation is highly unlikely to occur again.

(7) Following review of the application for reinstatement pursuant to this section, the Executive Director may make a recommendation to the Commission regarding whether to approve or deny the application.

(8) All decisions to reinstate a revoked right to apply for a license, certificate, or registration under this rule or will be made by the Commission in executive session.

(9) The Executive Director or the Commission may require the educator to appear before the Commission in executive session prior to consideration of the application for reinstatement.

(a) It is entirely at the Commission's discretion whether an educator may meet with the Commission under these circumstances.

(b) This subsection does not grant a right to any applicant to appear before the Commission prior to the Commission's consideration of the application for reinstatement following a revocation.

(10) If the Commission denies the application for reinstatement, or the right to apply for a license, certificate or registration, the Executive Director will mail a copy of the recommendation of denial to the educator and a notice of right to a hearing under ORS 342.175.

Stat. Auth.: ORS 181 & 342

Stats. Implemented: ORS 181.525, 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 4-2012, f. & cert. ef. 5-18-12; TSPC 1-2015, f. & cert. ef. 2-10-15

584-050-0027

Surrender of License or Registration

(1) An educator may voluntarily surrender an Oregon license, charter school registration, or endorsement prior to its expiration date if the Commission finds that such action is in the best interest of the public.

(2) The surrender of a license will not stay an investigation or possible future commission action against the license, charter school registration or the educator.

(3) Where the Commission has grounds for disciplinary action against an educator under ORS 342.175 through 342.180 and the educator offers to surrender the license or charter school registration, the Executive shall require the educator to stipulate to pertinent facts and to the revocation or suspension of the license or charter school registration as a condition of the Commission's acceptance of the surrender of the license or charter school registration. All stipulated settlement agreements are subject to the Commission's approval.

(4) If the Commission and the educator cannot agree on a stipulation, the Commission will proceed with disciplinary proceedings.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 200

Hist.: TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 4-1985, f. 10-4-85, ef. 1-1-86; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 13-2006, f. & cert. ef. 11-22-06

584-050-0030

Serving Without Proper Licensure

(1) TSPC may deny a license if a person has served in violation of licensure assignment. Such denial shall extend either for one year from the date of application for licensure or for a period equal to the time served without licensure, whichever is less. The Executive Director may issue a notice of intent to deny the license and of opportunity for a hearing to the educator.

(2) Licensed persons must be assigned in accordance with the authorizations and endorsement(s) they hold or under provisions of the License for Conditional Assignment.

(3) Persons who serve in violation of licensure assignment rules and administrators who assign licensed persons in violation of licensure assignment rules may have such action considered as evidence of gross neglect of duty under ORS 342.175 and OAR 584-020-0040.

(4) TSPC may revoke or deny any license upon evidence that the holder or applicant knowingly made false statements to a

prospective employing school district concerning the individual's licensure status or qualifications for assignment.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.175 - 342.190

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 11-2006, f. & cert. ef. 8-17-06; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 2-2014, f. & cert. ef. 3-15-14

584-050-0035

Must be Licensured, Registered or Certified at All Times While Employed

(1) Any person hired to fill a position in a school district, education service district, or charter school for which a license or registration is required pursuant to ORS Chapter 342, must hold a valid license or registration appropriate for the assignment on the date the employment begins and at all times while working as a public school, education service district or charter school employee. (See OAR 584-036-0010 *Personnel Required to Hold Licenses, Certificates or Charter School Registrations*.)

(2) An application for licensure, registration or certification is insufficient to begin employment. If necessary, the employer may request an expedited Emergency License in cases where the application may not be processed immediately due to backlog.

(3) Failure to maintain proper licensure, registration or certification may constitute gross neglect of duty pursuant to OAR 584-020-0040(4)(r).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200 & 342.400

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1980, f. & ef. 3-19-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 8-2009, f. & cert. ef. 12-15-09

584-050-0040

Expiration and Continued Use of Expired Licenses and Registrations

(1) A license, certificate or registration expires on the date posted on the license or registration unless an application for renewal or upgrade to the next license is received by the Commission prior to that expiration date. If a license or registration expires, reinstatement requirements, including possible late fees must be met for further licensure, certification or registration.

(2) In spite of the expiration date, a license, certificate or registration identified in subsection (1) continues to be valid for a 120 day grace period after the date of expiration only for purposes of ORS 342.173 so long as the application and fee for renewal have been received by the TSPC office on or before the date of expiration of the license.

(a) Late applications will receive a grace period that does not exceed the amount of time the educator would have had if the application and fee had been received prior to the expiration date on the license, certificate or registration. (See subsection (3) below.)

(b) The period the license, certificate or registration was expired will show in the Commission's records. The next license, certificate or registration will be issued from the date the application and fees were received if received after the expiration date on the license, certificate or registration.

(3) Unless an application for renewal and fee are received prior to the expiration date on the license, certificate or registration subject to this rule, the educator is not eligible to continue employment under the license or registration.

(a) If the application and full fee are received following the expiration date on a renewable license, then the educator becomes eligible to work on the expired license upon posting of the fee and activation of the grace period on the TSPC web site through the 120th day following the expiration of the license;

(b) If an application for renewal is late, an applicant may have to pay for an expedited license, certificate or renewal if there is insufficient time to issue the license, certificate or renewal before the 120 day grace period expires.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430 & 342.985

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1981(Temp), f. & ef. 8-17-81; TS 1-1982, f. & ef. 1-5-82; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 2-2009, f. & cert. ef. 3-12-09; TSPC 6-2010, f. & cert. ef. 8-31-10; TSPC 5-2014, f. & cert. ef. 8-5-14

584-050-0060

Forfeiture for Service Without Proper Licensure

(1) Public school personnel are required by ORS Chapter 342 or the administrative rules of TSPC to hold valid licenses, registrations, or certificates appropriate to their assignments.

(2) TSPC may require a district to forfeit a portion of the State School Fund moneys due the district for each violation of licensure that takes place during a school year. The amount of forfeiture is determined by TSPC through procedures and criteria in OAR 584-050-0065 through 584-050-0067.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.173

Hist.: TS 1-1980, f. & ef. 3-19-80; TS 1-1982, f. & ef. 1-5-82; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 2-2014, f. & cert. ef. 3-15-14

584-050-0065

Procedure for Determining Propriety and Amount of Forfeiture

(1) If the Commission obtains information indicating that a person has served without proper licensure, the Executive Director will notify the employing district of the potential violation of licensure and request the district's response to the charge.

(2) The district may deny that a violation of licensure has occurred. In that case, the district should present all reasons that the district believes no violation has occurred. If the Executive Director determines that, in fact, no violation has occurred, he or she will so notify the district superintendent and the district board. No further action will be taken by TSPC.

(3) The district may agree that a violation has occurred. In that case, the district should submit an explanation of all factors which the district believes explain the violation including the following as appropriate:

- (a) Demographic characteristics of the district;
- (b) Size of school;
- (c) Local availability of licensed personnel and substitutes;
- (d) Date the district first became aware the position in question required filling (e.g., date the district was notified of the resignation, illness, etc., of the previous employee in that position or, if a new position, date of its authorization);
- (e) Prior violations by the district, regardless of whether any penalty was assessed therefore, or absence of prior violations;
- (f) Opportunity and degree of difficulty to correct the violation;
- (g) Efforts made by the district to correct the violation;
- (h) Gravity and magnitude of the violation;
- (i) Cause of the violation: e.g., unexpected emergency, unavoidable error, negligence, or an intentional act by the district;
- (j) Best interests of the students and the public; and
- (k) Any other factor or factors the district believes the Commission should consider.

(4) The district must submit its written explanation or denial within thirty calendar days after the notice required by section (1) of this rule was mailed, unless the Executive Director agrees to a longer period for response. The district must include at this time all grounds for justification of the violation. The Commission may refuse to consider any other grounds in any subsequent hearing on the matter.

(5) The Executive Director will consider any written explanation submitted by the district under section (3) of this rule and any other factors the Executive Director deems relevant and will make a preliminary determination as to whether the employment without proper licensure was justified. The Executive Director will also make a preliminary determination of the appropriate forfeiture, if any, of state school funds due the district. In making these determinations the Executive Director will apply the criteria for setting forfeitures stated in OAR 584-050-0066 and 584-050-0067.

(6) The Executive Director will inform the Commission of the preliminary determinations reached under section (5) of this rule. The Executive Director shall also notify the Commission when, despite

a denial by the district, the Executive Director has determined that a violation has occurred. The Commission may adopt the Executive Director's determinations or may modify those determinations. The determination of the amount of forfeiture is not a contested case proceeding, so the district is not entitled to present argument unless requested by the Commission.

(7) The Executive Director will issue a Notice of Proposed Forfeiture and Opportunity for a Hearing and will send the notice to the district in accordance with OAR 584-050-0070.

(8) The district is entitled to a contested case hearing as indicated in OAR 584-050-0070.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.173

Hist.: TS 1-1980, f. & ef. 3-19-80; TS 2-1981(Temp), f. & ef. 8-17-81; TS 1-1982, f. & ef. 1-5-82; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 7-2007, f. & cert. ef. 12-14-07

584-050-0066

Criteria for Setting Amount of Forfeiture

(1) The Commission will require any district which employs a person without proper licensure to forfeit the full amount of salary paid to the person for the period of service without proper licensure unless one of the conditions stated in sections (3) through (8) of this rule exists.

(2) In determining the number of days which a teacher has served without proper licensure, the Commission will include a teacher's inservice days and will not count the 120 calendar days past the license expiration date as permitted in OAR 584-050-0040:

(3) After consideration of the explanation of the district and any other factors deemed relevant, the Commission may determine that extraordinary circumstances justify a lesser forfeiture.

(4) No forfeiture will be assessed where the justification for employment without proper licensure is satisfactory to the Commission.

(5) A school district will be required to forfeit not more than \$1,000 of State School Funds due the district if the license has lapsed during the time of employment with the district if the holder had at the time the license expired all the qualifications necessary to renew the license.

(a) Subject to any applicable collective bargaining agreement, a district required to forfeit any State School Funds under this section is entitled to recover one-half of the amounts forfeited from the licensed personnel whose unlicensed status caused the forfeiture.

(b) Recovery may not exceed one-half of the amounts forfeited that is attributed to the particular licensed person.

(6) The maximum forfeiture for a single incident of employment without proper licensure will be \$5,000. "Single incident" means employment during a school year involving a single individual. Districts may be assessed the maximum forfeiture for each single incident of employment without proper licensure.

(7) If a License for Conditional Assignment is filed or an application for an emergency license is made, no forfeiture will be assessed for employment during the six-week reporting period.

(8)(a) No school district will be required to forfeit State School Funds solely as a result of payment for services from a private alternative education program or for the Licensure for Conditional Assignment of a teacher holding a valid Oregon teaching license in an alternative education program operated by the district.

(b) Education service districts will not be required to make payment to the State School Fund for the employment or assignments specified above.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.127, 342.135, 342.140, 342.143, 342.147, 342.165, 342.175 & 342.176

Hist.: TS 1-1982, f. & ef. 1-5-82; TS 5-1989(Temp), f. & cert. ef. 10-6-89; TS 7-1989, f. & cert. ef. 12-13-89; TS 2-1990, f. 6-1-90, cert. ef. 6-14-90; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 2-2014, f. & cert. ef. 3-15-14

584-050-0067

Setting Amount of Forfeiture During a Labor Dispute

(1) Notwithstanding provisions of OAR 584-050-0066 and 584-050-0070, if a school district employs a person not holding proper

licensure in a position requiring licensure during a labor dispute, the district must forfeit the full amount of salary paid the person for each teaching day that the person was employed without licensure.

(2) Inservice days for teachers are not computed in the amount of forfeiture. See also ORS 342.173(3) regarding labor disputes.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.127, 342.135, 342.140, 342.143, 342.147, 342.165, 342.175 & 342.176

Hist.: TS 1-1982, f. & ef. 1-5-82; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 7-2007, f. & cert. ef. 12-14-07

584-050-0070

Notice of Commission's Determinations and Opportunity for a Hearing

(1) The Executive Director will notify the district superintendent and district board chair of the Commission's determinations concerning the alleged violation of licensure, the adequacy of the district's justification for the employment without proper licensure, and the amount of any forfeiture.

(2) The district is entitled to a contested case hearing on the matter if a written request for a hearing is received by the Commission within thirty days from the date of the notice. If the district does not submit a timely request for a hearing, the forfeiture will be imposed.

(3) The scope of a contested case hearing may be limited by the Commission to the justifying factors presented to the Executive Director in the district's written explanation. See OAR 584-050-0065(4) regarding the written explanation.

(4) Following the hearing, the Commission may affirm or deny the alleged violation, and may affirm, increase, or decrease the amount of forfeiture.

(5) The Commission will make its determinations based on the particular facts of each case, recognizing that this may result in variations in the amounts of penalties ordered.

Stat. Auth.: ORS 183 & 342

Stats. Implemented: ORS 183.310 - 183.550 & 342.173

Hist.: TS 1-1980, f. & ef. 3-19-80; TS 1-1982, f. & ef. 1-5-82; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 7-2007, f. & cert. ef. 12-14-07

584-050-0100

Fingerprinting of Subject Individuals

(1) Definitions:

(a) "Applicant" means a subject individual for whom fingerprint cards and other required information have been submitted to the Commission for a criminal history check and review;

(b) "Conviction" means: For purposes of criminal background checks pursuant to ORS 342.223 conducted in relation to individuals subject to such criminal background verification, the following definitions of "conviction" of a crime applies:

(A) Any adjudication in any criminal court of law, in this state or in any other jurisdiction, finding the individual committed a crime. A crime is an offense for which a sentence of imprisonment is authorized and generally refers to any felony or misdemeanor.

(B) Any adjudication in a juvenile proceeding, in this state or in any other jurisdiction, determining that the individual committed an offense, which if committed by an adult, would constitute a crime listed in ORS 342.143.

(C) Any conduct which resulted in mandatory registration reporting as a sex offender in this state or any other jurisdiction. A later court order or other action relieving the individual of the sex offender registration/reporting requirement does not effect the status of the conduct as a conviction for purposes of this rule.

(D) Any plea of guilty, no contest or nolo contendere in connection with a crime, in this state or in any other jurisdiction.

(E) A conviction exists for purposes of this rule, regardless of whether a dismissal was later entered into the record in connection with a diversion or on any sort of deferred adjudication or delayed entry of judgment.

(F) A conviction exists for purposes of this rule even if a crime was expunged or removed from the record of the individual under the laws of another jurisdiction if the crime would be ineligible under ORS 137.225 for expunction or removal from the record if the conviction had occurred in Oregon. A conviction does not exist where

an Oregon court has expunged or otherwise removed a conviction from the record of an individual.

(G) A conviction does not exist, except as noted above, only where there was a judicial adjudication that the individual did not commit the offense in question, or when a conviction, adjudication or plea is overturned by an appellate court of record and no later conviction, adjudication or plea indicating the individual committed the offense in question is on the record.

(c) "Fee" means the total charges for processing each fingerprint card submitted. The fee amount shall be as specified in OAR 584-036-0055.

(d) "Information to be required" means all information requested by the Commission for processing the fingerprint application, including the following:

(A) One properly completed FBI fingerprint card;

(B) A properly completed TSPC form for fingerprint handlers;

(C) Certified court records of any arrests or criminal convictions; (See, definition of "convictions," above;) and

(D) A full explanation of the circumstances surrounding the arrest or conviction, signed and dated within the 30 days prior to submission to the commission.

(e) "Initial Issuance of a school nurse certificate" means: Any school nurse certificate if the applicant has not held an active TSPC certificate within the previous three years from the date of the application.

(f) "Initial Issuance of a charter school registration" means: Any charter school registration if the applicant has not held an active TSPC registration or license within the previous three years from the date of the application.

(g) "Student Teaching, Practicum or Internship" means: any placement of a student admitted to a commission-approved educator preparation program in a public or private school, charter school or other educational setting.

(h) "Subject individual" means:

(A) A person who is applying for initial issuance of a license under ORS 342.120 to 342.430 as a teacher, administrator or personnel specialist if the person has not submitted to a criminal records check by the commission within the previous three years.

(B) A person who is applying for reinstatement of a license as a teacher, administrator or personnel specialist whose license has lapsed for more than three years prior to the date of application.

(C) A person who is applying for initial issuance of a certificate under ORS 342.475 as a school nurse.

(D) A person who is registering with the commission for student teaching, practicum or internship as a teacher, administrator or personnel specialist, if the person has not submitted to a criminal records check by the commission within the previous three years for student teaching, practicum or internship as a teacher, administrator or personnel specialist.

(E) A person who is applying for initial issuance of a registration as a public charter school teacher or administrator under ORS 342.125.

(2) Certified LEDS personnel will review the criminal records of subject individuals upon the submission of the required fingerprints and state forms. The Executive Director or designee will establish a record of criminal history status.

(3) The TSPC shall not provide copies of criminal records to anyone except as provided by law. The subject individual may inspect his or her personal criminal records under the supervision of properly certified LEDS (Law Enforcement Data Systems) personnel at the Commission's office in Salem.

(4) Subject individuals who refuse to consent to the criminal records check or refuse to be fingerprinted will be denied licensure, registration or certification.

(5) Subject individuals who have been convicted of any of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number, will be denied licensure, certification or registration. The crimes listed in ORS 342.143 are:

(a) ORS 163.095 — Aggravated Murder;

(b) ORS 163.115 — Murder;

(c) ORS 163.185 — Assault in the First Degree;

(d) ORS 163.235 — Kidnapping in the First Degree;

(e) ORS 163.355 — Rape in the Third Degree;

(f) ORS 163.365 — Rape in the Second Degree;

(g) ORS 163.375 — Rape in the First Degree;

(h) ORS 163.385 — Sodomy in the Third Degree;

(i) ORS 163.395 — Sodomy in the Second Degree;

(j) ORS 163.405 — Sodomy in the First Degree;

(k) ORS 163.408 — Unlawful Sexual Penetration in the Second Degree;

(l) ORS 163.411 — Unlawful Sexual Penetration in the First Degree;

(m) ORS 163.415 — Sexual Abuse in the Third Degree;

(n) ORS 163.425 — Sexual Abuse in the Second Degree;

(o) ORS 163.427 — Sexual Abuse in the First Degree;

(p) ORS 163.432 — Online Sexual Corruption of a Child in the Second Degree;

(q) ORS 163.433 — Online Sexual Corruption of a Child in the First Degree;

(r) ORS 163.435 — Contributing to the Sexual Delinquency of a Minor;

(s) ORS 163.445 — Sexual Misconduct;

(t) ORS 163.465 — Public Indecency;

(u) ORS 163.515 — Bigamy;

(v) ORS 163.525 — Incest;

(w) ORS 163.547 — Child Neglect in the First Degree;

(x) ORS 163.575 — Endangering the Welfare of a Minor;

(y) ORS 163.670 — Using Child in Display of Sexually Explicit Conduct;

(z) ORS 163.675 (1985 Replacement Part) — Sale or Exhibition of Visual Reproduction of Sexual Conduct by a Child;

(aa) ORS 163.680 (1993 Edition) — Paying for Viewing Sexual Conduct Involving a Child;

(bb) ORS 163.684 — Encouraging Child Sexual Abuse in the First Degree;

(cc) ORS 163.686 — Encouraging Child Sexual Abuse in the Second Degree;

(dd) ORS 163.687 — Encouraging Child Sexual Abuse in the Third Degree;

(ee) ORS 163.688 — Possession of Materials Depicting Sexually Explicit Conduct of a Child in the First Degree;

(ff) ORS 163.689 — Possession of Materials Depicting Sexually Explicit Conduct of a Child in the Second Degree;

(gg) ORS 164.325 — Arson in the First Degree;

(hh) ORS 164.415 — Robbery in the First Degree;

(ii) ORS 166.005 — Treason;

(jj) ORS 166.087 — Abuse of a Corpse in the First Degree;

(kk) ORS 167.007 — Prostitution;

(ll) ORS 167.012 — Promoting Prostitution;

(mm) ORS 167.017 — Compelling Prostitution;

(nn) ORS 167.054 — Furnishing Sexually Explicit Material to a Child

(oo) ORS 167.057 — Luring a Minor

(pp) ORS 167.062 — Sadomasochistic Abuse for Sexual Conduct in a Live Show;

(qq) ORS 167.075 — Exhibiting Obscene Performance to a Minor;

(rr) ORS 167.080 — Displaying Obscene Materials to a Minor;

(ss) ORS 167.090 — Publicly Displaying Nudity or Sex for Advertising Purposes;

(tt) ORS 475.848 — Unlawful manufacture of heroin within 1,000 feet of school;

(uu) ORS 475.852 — Unlawful delivery of heroin within 1,000 feet of school;

(vv) ORS 475.858 — Unlawful manufacture of marijuana within 1,000 feet of school;

(ww) ORS 475.860 — Unlawful delivery of marijuana;

(xx) ORS 475.862 — Unlawful delivery of marijuana within 1,000 feet of school;

(yy) ORS 475.864(4) — Possession of less than 1 ounce of marijuana within 1,000 feet of school;

(zz) ORS 475.868 — Unlawful manufacture of 3,4-methylenedioxymethamphetamine within 1,000 feet of school;

(aaa) ORS 475.872 — Unlawful delivery of 3,4-methylenedioxymethamphetamine within 1,000 feet of school;

(bbb) ORS 475.878 — Unlawful manufacture of cocaine within 1,000 feet of school;

(ccc) ORS 475.880 — Unlawful delivery of cocaine;

(ddd) ORS 475.882 — Unlawful delivery of cocaine within 1,000 feet of school;

(eee) ORS 475.888 — Unlawful manufacture of methamphetamine within 1,000 feet of school;

(fff) ORS 475.890 — Unlawful delivery of methamphetamine;

(ggg) ORS 475.892 — Unlawful delivery of methamphetamine within 1,000 feet of school;

(hhh) ORS 475.904 — Unlawful manufacture or delivery of controlled substance within 1,000 feet of school; or

(iii) ORS 475.906 — Penalties for distribution to minors.

(6) Subject individuals who have been convicted of any of the crimes listed in ORS 161.405 or an attempt to commit any of the crimes listed in subsection (5) this rule shall be refused licensure, certification, or registration.

(7) Subject individuals who have been convicted of crimes involving the illegal use, sale or distribution of controlled substances may be refused licensure, certification or registration.

(8) Subject individuals who have been convicted of any crimes in any jurisdictions may be required to furnish evidence satisfactory to the commission of good moral character, mental and physical health, and such other evidence as it may deem necessary to establish the applicant's fitness to serve as a licensed educator, registered charter school educator or certified school nurse.

(9) Evaluations of crimes shall be based on Oregon laws in effect at the time of conviction, regardless of the jurisdiction in which the conviction occurred.

(10) If it appears that a subject individual has made a false statement or has been convicted of crimes under subsection (5) or subsection 6 of this rule, the case will be referred to an investigator for further investigation. All investigation reports generated under this rule will be reviewed by the Commission pursuant to ORS 342.176.

(11) Subject individuals may be issued a temporary Emergency License pending the return of the criminal background check from the Oregon State Police and the Federal Bureau of Investigation.

(12) Only cards and forms approved by the Commission will be accepted. The Commission will return any incomplete or incorrectly completed fingerprint cards and associated forms without taking any other action. It is up to the applicant to resubmit valid fingerprints in order to have any application for student teaching criminal record clearance, licensure, registration or certification.

Stat. Auth.: ORS 342, 181

Stats. Implemented: ORS 342.143, 342.175 - 342.180, 342.223, 342.227, 181.534, Hist.: TSPC 2-2009, f. & cert. ef. 3-12-09; TSPC 3-2010, f. & cert. ef. 4-2-10

584-050-0150

Criminal Records and Professional Conduct Background Check

(1) An applicant must submit one fingerprint card for checking Oregon and Federal Bureau of Investigation criminal history records under the following conditions:

(a) First placement in a field experience once admitted to an Oregon approved educator-preparation program;

(b) First placement in a field experience in any Oregon public school if completing an educator preparation program by an out-of-state provider;

(c) First time Oregon licensure; or

(d) Reinstatement of a license that has been expired more than three years prior to the date the application form and full fee have been submitted for reinstatement.

(2) An applicant may only be fingerprinted through the process described in subsection (1) of this rule. A criminal background check conducted through fingerprints by any former employer, licensing

board or by the Oregon Department of Education does not satisfy the requirements of this rule.

(3) Out of state applicants, or previously licensed Oregon educators returning from living outside of the state may also be subject to internet searches or previous employment checks.

Stat. Auth.: ORS 181 & 342

Stats. Implemented: ORS 181.525, 342.120 - 342.430, 342.455 - 342.495 & 342.533

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

DIVISION 52

EVALUATION OF EDUCATOR PREPARATION

584-052-0005

Generally

Oregon grants licensure to an applicant completing a preparation program approved by the Commission. Graduates of Commission approved Oregon programs are initially licensed when the preparing institution recommends them for the license and endorsements. No transcript review is necessary, the Commission having given prior approval to courses and learning experiences required for program completion.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.127, 342.135, 342.140, 342.143, 342.147, 342.165, 342.175 & 342.176

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1992, f. & cert. ef. 1-15-92; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-052-0010

Preparation in Oregon Institutions

(1) An Oregon college or university may recommend candidates for Oregon educator licenses in instruction, personnel service, or administration when the institution's programs are approved by the Commission. Such a school is an approved teacher education institution and its programs constitute approved teacher education programs.

(2) Applicants from Oregon approved programs must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 4-1999, f. & cert. ef. 8-2-99; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-052-0015

Preparation in Another State

(1) If an applicant has completed an out-of-state educator licensure preparation program and the candidate is fully eligible for the out-of-state license for which the applicant is applying, the applicant's preparation may be evaluated by the Commission. In such cases, the Commission may require the applicant to:

(a) Present the out-of-state license prior to evaluation for issuance of an Oregon license as proof of program completion;

(b) Provide evidence that the out-of-state program was completed and compelling evidence to the Executive Director why the applicant is not eligible for the out-of-state license; or

(c) Seek evaluation and recommendation from a comparable Oregon-approved program.

(2) Applicants holding a non-provisional educator license or certificate issued by another state that is functionally equivalent to an Oregon educator license may be eligible for an unrestricted equivalent provisional license under the terms and conditions associated with that license.

(3) Applicants who have completed all of the requirements for any of Oregon's educator licenses may qualify upon first licensure for that license.

(4) Applicants taking out-of-state licensure programs must qualify for the license in the state in which the licensure or certification

program is approved unless the applicant is willing to be subject to subsection (1)(b) above.

(5) Applicants applying to add an endorsement to an Oregon non-provisional license do not need to hold or earn an out-of-state licensure equivalent, but may request that the Commission evaluate their transcripts to determine whether the program completed is comparable to current Oregon program for that same endorsement.

(6) If the applicant does not meet requirements for unrestricted non-provisional licensure, the Commission may issue an emergency or restricted provisional license when the license being requested is one in which there are insufficient applicants and when the employing district submits verification of extenuating circumstances.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200 & 342.400

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1981, f. & ef. 4-8-81; TS 2-1981(Temp), f. & ef. 8-17-81; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 3-1987(Temp), f. & ef. 8-4-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 8-2009, f. & cert. ef. 12-15-09; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-052-0021

Preparation in Another Country

An applicant with one or more academic degrees valid in Oregon and professional preparation from outside the United States may request evaluation of his or her qualifications by an approved Oregon teacher education institution, successfully complete any work necessary to meet requirements of the institution's approved program, and thereupon receive institutional recommendation for licensure. The Oregon institution may waive part or all of the approved program requirements on a course-by-course basis as authorized in OAR 584-052-0025.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 200 & 342.400

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-052-0025

Waiver of Approved Program Requirements

(1) The liaison officer of an approved teacher education institution may waive part or all of the approved program on a course-by-course basis if a candidate demonstrates the competencies and knowledge the requirements are intended to develop.

(2) The candidate must present to the institution written evidence of knowledge and must demonstrate the competencies required in particular courses. Letters from teachers or supervisors, test data, personal statements, observation reports, and the like may be accepted for this purpose. Such material shall be kept on file by the director of the teacher education program.

(3) Institutions shall develop, as part of their approved program, written policies and guidelines for evaluating waiver requests. Specific persons or committees shall be authorized to examine requests and grant waivers. Persons from relevant college departments and school faculties shall be appropriately involved at all points.

(4) Institutions shall maintain student records which include the evidence on which waivers are granted under the approved program approach. Only the institution's liaison officer shall be authorized to recommend to the Commission any waiver of academic requirements in instances where the applicant is making direct application for licensure (OAR 584-052-0015) or for an additional endorsement (584-038-0009).

(5) The applicant may appeal waiver decisions to the Commission. However, prior to Commission consideration of an appeal, the applicant shall have exhausted all avenues of appeal within the approved teacher preparation institution.

(6) An applicant appealing an institution's waiver decision to the Commission must submit the following:

- (a) Completed application form signed by the applicant;
- (b) The evaluation fee payable to the Commission;
- (c) Official transcripts of any preparation completed;
- (d) A copy of the applicant's planned program at the institution leading to the license and endorsement requested;

(e) Resume of work experience applicable to the license and endorsement requested;

(f) If applicable, a written statement from a school district indicating support for the application and the particular competency on which the applicant is seeking waiver of course requirements;

(g) Evidence that the applicant has exhausted all avenues of appeal within the approved teacher preparation institution; and

(h) A statement from the applicant: Indicating the reasons for appealing the matter to the Commission; identifying the requirement on which the waiver is requested and the applicant's qualifications to be considered by the Commission; and, specifying the effect that granting the appeal will have on the applicant's preparation program.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.127, 342.135, 342.140, 342.143, 342.147, 342.165, 342.175 & 342.176

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 5-1980, f. & ef. 9-11-80; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 1-1992, f. & cert. ef. 1-15-92; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-052-0027

Waiver of Academic or Experience Requirements by the Commission

(1) The Executive Director may substitute successful teaching, personnel service, or administrative experience to satisfy minimal requirements for formal college preparation or public school experience required in the rules for licensure. Experience acceptable for substitution for minimal requirements shall be such that the applicant has developed skills and knowledge comparable to that developed through approved program preparation. To be granted a basic, standard, initial, Continuing, or Professional license, a candidate shall have clearly demonstrated ability to perform the duties of the position.

(2) The Commission shall monitor any waivers granted under section (1) of this rule and shall receive reports on such waivers.

(3) Applicants requesting licensure based on substitution of successful teaching, personnel service, or administrative experience to satisfy licensure requirements shall submit the following materials:

(a) Application form, evaluation fee, and supporting materials;

(b) A written statement from the applicant including type of license requested, requirements and qualifications to be considered, supportive information, and plans for professional growth;

(c) If applicable, written statements from supervisors in the employing school district indicating support for the substitution and the particular competency of the candidate in relationship to identified district and student needs; and

(d) The applicant's resume and a statement indicating reasons for referring the matter to the Executive Director.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430 & 342.985

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1980, f. & ef. 12-23-80; Renumbered from 584-052-0025; TS 1-1982, f. & ef. 1-5-82; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 6-1991, f. & cert. ef. 3-12-91; TS 1-1992, f. & cert. ef. 1-15-92; TS 6-1992(Temp), f. & cert. ef. 10-1-92; TS 3-1993, f. & cert. ef. 4-19-93; TS 7-1994, f. 9-29-94, cert. ef. 1-15-95; TS 3-1997, f. & cert. ef. 9-22-97; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 3-1998(Temp), f. & cert. ef. 3-25-98 thru 9-8-98; Administrative correction 8-9-99; TSPC 2-2000, f. & cert. ef. 5-15-00; TSPC 2-2009, f. & cert. ef. 3-12-09; TSPC 1-2015, f. & cert. ef. 2-10-15; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

DIVISION 60

TWENTY-FIRST CENTURY TEACHING LICENSES

584-060-0141

Test Scores Specified by Commission

Test scores currently specified by the commission for all teaching licenses are appended to these rules and separately published for conveyance to all applicants and employers, and to others on request.

(1) Testing policy is determined by the commission through public hearing following recommendations by panels of educators. Specific passing scores based on any general policy result from a highly technical process of psychometrics.

(2) An applicant may present a score from a test that was used by the commission at one time but is no longer administered. Passing scores for such tests are published along with the current list.

(3) Specialty endorsements for which no test is available require an academic program approved by the commission such that knowledge of the specialty is documented in detail through an academic transcript and supplemental information.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99

DIVISION 65

ENDORSEMENTS FOR INITIAL AND CONTINUING TEACHING LICENSES

584-065-0001

Purpose of Endorsements for Initial and Continuing Teacher Licenses

(1) These rules establish endorsement requirements for Initial and Professional Teacher Licenses. The use of this rule includes, but is not limited to, the following:

(a) Advising Oregon Teacher Education Institutions of academic requirements for endorsements under divisions 60, 70 and 80;

(b) Assessing the preparation of out-of-state applicants who make application for Oregon licensure; and

(c) Guiding in the selection and use of licensure tests in the respective endorsements.

(2) Teachers holding Basic or Standard Licenses are endorsed under requirements stated in divisions 38 and 40.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 5-1998, f. 6-5-98, cert. ef. 1-15-99; TSPC 1-2015, f. & cert. ef. 2-10-15; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-065-0060

Knowledge, Skills and Abilities for Physical Education Endorsement

(1) In addition to passing the required Commission-approved subject-matter, examinations for physical education and completing the required practicum experience, the following requirements must be met to add a physical education endorsement onto any Initial or Professional Teaching License. The requirements to add a physical education endorsement onto a Basic or Standard Teaching License can be found at: OAR 584-038-0230 and 584-040-0210.

(2) Demonstrated Content Knowledge. Candidates demonstrate an understanding of physical education content, disciplinary concepts, and tools of inquiry related to the development of a physically educated person. Candidates must:

(a) Identify critical elements of motor skill performance, and combine motor skills into appropriate sequences for the purpose of improving learning;

(b) Demonstrate competent motor skill performance in a variety of physical activities;

(c) Describe performance concepts and strategies related to a skillful movement and physical activity such as: fitness principles, game tactics, skill improvement principles;

(d) Describe and apply: anatomical, physiological and biomechanical bioscience and psychological concepts to skillful movement, physical activity and fitness;

(e) Understand and debate current physical education and activity issues and laws based on historical, philosophical and sociological concepts; and

(f) Demonstrate knowledge of national and state content standards and local programs goals.

(3) Demonstrated Knowledge of Growth and Development. Candidates demonstrate an understanding of how individuals learn and develop, and can provide opportunities that support their physical, cognitive, social and emotional development. Candidates must:

(a) Monitor individual and group performance in order to design safe instruction that meets student development needs in the physical, cognitive and social and emotional domains;

(b) Understand the biological, psychological, sociological, experiential and environmental factors such as: neurological development, physique, gender and socio-economic status that impact developmental readiness to learn and demonstrate the ability to refine movement skills accordingly; and

(c) Identify, select and implement appropriate learning and best practices opportunities based on understanding the student, the learning environment and the task.

(4) Demonstrated Ability to Differentiate Instruction. Candidates demonstrate competencies in 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. Candidates must:

(a) Identify, select, and implement appropriate instruction that is sensitive to students' strengths and weaknesses, multiple needs, learning styles, and prior experiences including but not limited to cultural, ethnic, personal, family and community influences; and

(b) Use appropriate services and resources in the delivery of differentiated instruction to ensure success for all students.

(5) Demonstrated Competency in Classroom Management and Individual and Group Motivation. Candidate demonstrates ability to understand individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. Candidates must:

(a) Use managerial routines that create smoothly functioning learning experiences and environments;

(b) Organize, allocate, and manage resources such as students, time, space, equipment, activities and teacher attention;

(c) Use a variety of developmentally appropriate practices to motivate students to participate in physical activity inside and outside the school;

(d) Use strategies to help students demonstrate responsible personal and social behaviors such as mutual respect, support for others, safety and cooperation that promote positive relationships and a productive learning environment; and

(e) Develop effective behavior management plans when appropriate.

(6) Demonstrate Competency in Communication. Candidates demonstrate skill and knowledge in the use of effective verbal, non-verbal and media communication techniques to foster inquiry, collaboration and engagement in physical activity settings. Candidates must:

(a) Describe and demonstrate effective communication skills, such as: use of language, clarity, conciseness, pacing, giving and receiving, feedback, age appropriate language and non-verbal communication;

(b) Communicate managerial and instructional information in a variety of ways such as bulletin boards, music, task cards, posters, Internet and video;

(c) Communicate in ways that demonstrate sensitivity and consideration of ethnic, cultural, socio-economic, ability and gender differences; and

(d) Describe and implement strategies to enhance communication and collaboration among students in physical activity settings.

(7) Demonstrate Competency in Planning and Instruction. The candidate demonstrates skill in planning and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals. Candidates must:

(a) Identify, develop and implement appropriate program and instructional goals;

(b) Develop long and short-term plans that are linked to both programs, instructional goals and student needs;

(c) Select and implement instructional strategies, based on selected content, student needs and safety issues, to facilitate learning in the physical activity setting;

(d) Design and implement learning experiences that are safe, appropriate, relevant and based on principles of effective instruction;

(e) Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences;

(f) Provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas;

(g) Select and implement appropriate, comprehensive, accurate, useful and safe teaching resources and curriculum materials;

(h) Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences;

(i) Develop and use appropriate instructional cues and prompts to facilitate competent motor skills performance; and

(j) Develop a repertoire of direct and indirect instructional formats to facilitate student learning such as ask questions, pose scenarios, promote problem-solving and critical thinking; facilitate fact recall and promote literacy.

(8) Demonstrate Competencies in Learner Assessment. The candidate demonstrates an understanding and use of formal and informal assessment strategies to foster physical, cognitive, social and emotional development of learners in physical activity. Candidates must:

(a) Identify key component of various types of assessment, describe their appropriate and inappropriate use and address issues of validity, reliability and adverse impact;

(b) Use a variety of appropriate authentic and traditional assessment techniques, including both self and peer assessments, to assess student understanding and performance, provide feedback and communicate student progress for both formative and summative purposes; and

(c) Interpret and use learning and performance data to make informed curricular and instructional decisions.

(9) Demonstrate Competency in the Ability to Reflect and Make Appropriate Adjustments in Teaching Quality. Candidates demonstrate the ability to reflect and evaluate the effects of her or his actions on others. Candidates must:

(a) Use a reflective cycle involving description of teaching, justification of teaching performance, critique of the teaching performance, the setting of teaching goals and implementation of change;

(b) Use available resources such as colleagues, literature and professional associations to develop as a reflective physical educator; and

(c) Construct a plan for continued professional growth based on the assessment of personal teaching performance.

(10) Demonstrate Competency in Technology. Candidates use information technology to enhance learning and to enhance personal and professional productivity. Candidates must:

(a) Demonstrate knowledge of current technologies and their application in physical education;

(b) Design, develop and implement student learning activities that integrate information technology; and

(c) Use technologies to communicate, network, locate resources and enhance continuing professional development.

(11) Demonstrate Competency to Foster Collaboration. Candidates will foster relationships with colleagues, parents and guardians and community agencies to support learners' growth and well-being. Candidates will:

(a) Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities;

(b) Actively participate in the local, state and national professional physical education community and within the broader education field;

(c) Identify and actively seek community resources to enhance physical activity opportunities; and

(d) Pursue productive relationships with parents, guardians and school colleagues to support student growth and well-being.

(12) Candidates for physical education endorsement must be authorized at one paired authorization level as defined in OAR 584-060-0071 in any one of the following combinations below. Candidates completing a practica experience at either early childhood or elementary and at either middle or high school levels shall qualify for authorization to teach preprimary through grade 12. Paired authorizations may be:

(a) Early Childhood and Elementary;

(b) Elementary and Middle Level; or

(c) Middle Level and High School.

(13) This endorsement is valid to teach:

(a) Games and sports skills;

(b) Gymnastics;

(c) Movement;

(d) Personal and Social Development;

(e) Physical Fitness and Body Development;

(f) Rhythms;

(g) Adaptive motor skills; and

(h) Athletic training.

(14) This endorsement is required for teaching any subject in section (13) above:

(a) More than 51% on a Basic or Standard Teaching License with an elementary endorsement; or

(b) More than 10 hours per week on:

(A) Any Basic or Standard Teaching License with other than an elementary endorsement; or

(B) An Initial or Professional Teaching License at any grade authorization level.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165 & 342.173

Hist.: TSPC 2-2005, f. & cert. ef. 4-15-05; TSPC 5-2009, f. & cert. ef. 10-5-09;

TSPC 1-2015, f. & cert. ef. 2-10-15; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-065-0070

Knowledge, Skills and Abilities for Health Education Endorsement

(1) In addition to passing the required Commission-approved subject-matter, examinations for health education and completing the required practicum experience, the following requirements must be met to add a health education endorsement onto any Initial or Professional Teaching License. The requirements to add a health education endorsement onto a Basic or Standard Teaching License can be found at: OAR 584-038-0110 and 584-040-0100.

(2) Candidates Assess Individual and Community Needs for Health Education. Candidates will:

(a) Obtain health-related data about social and cultural environments, growth and development factors, needs, and interests of students;

(b) Distinguish between behaviors that foster and those that hinder well-being; and

(c) Candidates determine health education needs based on observed and obtained data.

(3) Candidates Plan Effective Health Education Programs. Candidates will:

(a) Recruit school and community representatives to support and assist in program planning;

(b) Develop a logical scope and sequence plan for a health education program;

(c) Formulate appropriate and measurable learner objectives; and

(d) Design educational strategies consistent with specified learner objectives.

(4) Candidates Implement Health Education Programs. Candidates will:

(a) Analyze factors affecting the successful implementation of health education and Coordinated School Health Programs (CSHPs);

(b) Select resources and media best suited to implement program plans for diverse learners;

(c) Exhibit competence in carrying out planned programs; and

(d) Monitor educational programs, adjusting objectives and instructional strategies as necessary.

(5) Candidates Evaluate the Effectiveness of Coordinated School Health Programs. Candidates will:

(a) Develop plans to assess student achievement of program objectives;

(b) Carry out evaluation plans;

(c) Interpret results of program evaluation; and

(d) Infer implications of evaluation findings for future program planning.

(6) Candidates Coordinate Provision of Health Education Programs and Services. Candidates will:

(a) Develop a plan for coordinating health education with other components of a school health program;

(b) Demonstrate the dispositions and skills to facilitate cooperation among health educators, other teachers, and appropriate school staff;

(c) Candidates formulate practical modes of collaboration among health educators in all settings and other school and community health professionals; and

(d) Candidates organize professional development programs for teachers, other school personnel, community members, and other interested individuals.

(7) Candidates Act as a Resource Person in Health Education. Candidates will:

(a) Utilize computerized health information retrieval systems effectively;

(b) Establish effective consultative relationships with those requesting assistance in solving health-related problems;

(c) Interpret and respond to requests for health information; and

(d) Select effective educational resource materials for dissemination.

(8) Candidates Communicate Health and Health Education Needs, Concerns, and Resources. Candidates will:

(a) Interpret concepts, purposes, and theories of health education;

(b) Predict the impact of societal value systems on health education programs;

(c) Select a variety of communication methods and techniques in providing health information; and

(d) Foster communication between health care providers and consumers.

(9) Candidates Apply Appropriate Research Principles and Methods in Health Education. Candidates will:

(a) Conduct thorough reviews of health-related literature;

(b) Use appropriate qualitative and quantitative research methods; and

(c) Apply research to health education practices.

(10) Candidates Have the Skills to Administer Health Education Programs. Candidates will:

(a) Develop and manage health education program fiscal resources;

(b) Develop and manage human resources; and

(c) Exercise organizational leadership.

(11) Candidates Advance the Profession of Health Education. Candidates will:

(a) Provide a critical analysis of current and future needs in health education;

(b) Assume responsibility for advancing the profession;

(c) Apply ethical principles as they relate to the practice of health education.

(12) Candidates Have the Ability to Differentiate Instruction. Candidates will:

(a) Demonstrate competencies in delivering differentiated instructional strategies that promote equitable learning opportunities and success for all students regardless of native language, socioeconomic background, ethnicity, gender, disability or other individual characteristics;

(b) Identify, select, and implement appropriate instruction that is sensitive to students' strengths and weaknesses, multiple needs, learning styles, and prior experiences including but not limited to cultural, ethnic, personal, family and community influences; and use appropriate services and resources in the delivery of differentiated instruction.

(13) This endorsement is valid to teach:

(a) Health Education;

(b) Advanced Health;

(c) Food and Fitness;

(d) Drug Education;

(e) Health Promotion;

(f) Health and Wellness Education;

(g) Individual Health Projects;

(h) Chemical and Substance Abuse Education;

(i) Family Living; and

(j) Other health-related courses or activities.

(14) This endorsement is required for teaching any subject in section (12) above for more than ten hours per week, or if conditionally assigned in more than one subject (See, OAR 584-036-0081) on:

(a) Any Basic or Standard Teaching License with other than an elementary endorsement in grades 5 through 12; and

(b) Any Initial or Professional Teaching License with a high school authorization.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 -342.143, 342.153, 342.165, 342.223 - 342.232

Hist.: TSPC 2-2005, f. & cert. ef. 4-15-05; TSPC 2-2008, f. & cert. ef. 4-15-08;

TSPC 1-2015, f. & cert. ef. 2-10-15; Suspended by TSPC 9-2015(Temp), f. 11-

13-15, cert. ef. 1-1-16 thru 6-28-16

584-065-0080

Knowledge, Skills and Abilities for Basic Math Endorsement

(1) In addition to passing the required Commission-approved subject-matter, examinations for basic math and completing the required practicum experience, the following requirements must be met to add a basic math endorsement onto any Initial or Professional Teaching License. The requirements to add a basic math endorsement onto a Basic or Standard Teaching License can be found at OAR 584-038-0180.

(2) Demonstrated Content Knowledge:

(a) For knowledge of numbers, operations, candidates will:

(A) Demonstrate conceptual understanding of complex numbers and real numbers particularly rational numbers and integers; ways of representing numbers; relationships among numbers and number systems; and the meaning of operations; and

(B) Be computationally proficient and choose the appropriate computational format such as exact or approximate; and method, such as mental, paper and pencil, or electronic.

(b) For knowledge of algebra and functions, candidates will:

(A) Understand the various roles of algebra and demonstrate conceptual understanding of variables and functions including linear, quadratic and exponential functions and their inverses;

(B) Use a variety of representations including verbal, pictorial, tabular, symbolic and graphic to emphasize relationships among quantities; and

(C) Demonstrate conceptual understanding of and skill in appropriate use of symbols.

(c) For knowledge of geometry, candidates will:

(A) Use spatial visualization and geometric modeling and constructions to explore and analyze geometric shapes, structures, and their properties;

(B) Make conjectures about two- and three-dimensional shapes and offer justifications for conjectures; and

(C) Apply coordinates geometry and transformations including the use of congruence, similarity, and symmetry to analyze mathematical situations.

(d) For knowledge of measurement, candidates will:

(A) Understand measurement processes including estimation, accuracy and choice of measurement tool for both U.S. customary and metric systems; and

(B) Understand and use direct and indirect measurement techniques and formulas for both two- and three-dimensional figures.

(e) For knowledge of data analysis and probability and statistics, candidates will:

(A) Design investigations, collect data, use a variety of ways to display the data and critically interpret data representations;

(B) Make predictions and draw conclusions involving uncertainty by applying basic concepts of probability; and

(C) Use appropriate statistical methods to analyze and describe shape, spread, and center data; then they use that information to make inferences.

(f) For knowledge of calculus, candidates will:

(A) Demonstrate a conceptual understanding of limits, particularly in relation to understanding series, repetitive processes and non-terminating decimals; and

(B) Demonstrate a conceptual understanding of rate of change and the relationship to minimums, maximums and area of a region.

(3) Demonstrated Competency in Following Process Standards.

(a) For competency in problem solving, candidates will engage in mathematical inquiry through understanding a problem, exploring, conjecturing, experimenting and justifying.

(b) For competency in reasoning and proof, candidates will:

(A) Select and use various types of reasoning including categorizing based on numeric and geometric properties, and using Venn diagrams, set notation and operations; and

(B) Develop and evaluate mathematical arguments such as informal proofs, and the foundations on which arguments are built.

(c) For competency in communication, candidates will:

(A) Organize and consolidate their mathematical thinking through communication;

(B) Communicate coherently and use the language of mathematics, such as symbols and terminology, to express ideas precisely; and

(C) Analyze the mathematical thinking of others.

(d) For competency in representation, candidates will:

(A) Use multiple forms of representation including concrete models, pictures, diagrams, tables and graphs; and

(B) Use invented and conventional terms and symbols to communicate reasoning and solve problems.

(e) For competency in connections, candidates will:

(A) Understand how mathematical ideas interconnect and build on one another to produce a coherent whole; and

(B) Recognize and apply mathematics in contexts outside of mathematics.

(4) Demonstrated knowledge and skill in mathematics pedagogy:

(a) For demonstrated knowledge and skill in the principles equity candidates will demonstrate high expectations and strong support for all students to learn mathematics.

(b) For demonstrated knowledge and skill in developing curriculum, candidates will:

(A) Map curriculum that is coherent, focused on important mathematics and carefully sequenced;

(B) Be familiar with curriculum both preceding and following the middle level; and

(C) Be able to discern the quality of learning opportunities for students when given a particular task, activity, educational software, etc., and are able to make adaptations to assure quality.

(c) For demonstrated knowledge and skill in developing quality learning environment candidates will foster a classroom environment conducive to mathematical learning through:

(A) Providing and structuring the time necessary to explore sound mathematics and grapple with significant ideas and problems;

(B) Using the physical space and materials in ways that facilitate students' learning of mathematics;

(C) Providing a context that encourages the development of mathematical skill and proficiency; and

(D) Respecting and valuing students' ideas, ways of thinking and mathematical dispositions.

(d) For demonstrated knowledge and skill in teaching, candidates will:

(A) Understand what mathematics students know and need to learn and then challenge and support them to learn it well; and

(B) Orchestrate discourse by:

(i) Posing questions and tasks that elicit, engage and challenge each student's thinking;

(ii) Listening carefully to students' ideas; asking 'students to clarify and justify their ideas orally and in writing;

(iii) Deciding what to pursue in depth from among the ideas that students bring up during a discussion;

(iv) Deciding when and how to attach mathematical notation and language to students' ideas;

(v) Deciding when to provide information, when to clarify an issue, when to model, when to lead, and when to let a student struggle with a difficulty; and

(vi) Monitoring students' participation in discussions and deciding when and how to encourage each student to participate.

(e) For demonstrated knowledge and skill in learning, candidates will:

(A) Know that students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge; and

(B) Have the ability to recognize and move students from concrete to abstract levels of understanding.

(f) For demonstrated knowledge and skill in assessment, candidates will:

(A) Use a variety of formal and informal, formative and summative assessment techniques to support the learning of important mathematics;

(B) Understand how, why, and when to use various assessment techniques and tools; as well as how these tools inform their understanding about student thinking and understanding; and

(C) Plan instruction based upon the information obtained through classroom and external assessments of each student's developmental level.

(g) For demonstrated knowledge and skill in technology, candidates will:

(A) Understand that technology is an integral part of teaching and learning mathematics both influencing what is taught and enhancing how it is learned.

(B) Demonstrate effective and appropriate use of technology.

(h) For demonstrated knowledge and skill in mathematic historical development candidates will demonstrate knowledge of historical and cultural influences in mathematics including contributions of underrepresented groups.

(i) For demonstrated ability to differentiate instruction, candidates will demonstrate competencies in delivering differentiated instructional strategies that promote equitable learning opportunities and success for all students regardless of native language, socioeconomic background, ethnicity, gender, disability or other individual characteristics. Candidates will:

(A) Identify, select, and implement appropriate instruction that is sensitive to students' strengths and weaknesses, multiple needs, learning styles, and prior experiences including but not limited to cultural, ethnic, personal, family and community influences; and

(B) Use appropriate services and resources in the delivery of differentiated instruction.

(5) This endorsement is valid to teach any course at or below Algebra I including:

(a) Remedial Math;

(b) Mathematics;

(c) Basic Math;

(d) Math Concepts (grades 6–8);

(e) Pre-Algebra;

(f) Introductory Algebra;

(g) Basic Algebra;

(h) Algebra I;

(i) Competency Mathematics;

(j) Consumer Mathematics;

(k) General Math I & II;

(l) Mathematics Fundamentals;

(m) Math Lab;

(n) Middle Mathematics Skills;

(o) Problem Solving; and

(p) Other math-related courses at or below the Algebra I level.

(6) This endorsement is required for teaching any subject in section (4) above:

(a) More than 51% of a full teaching assignment on a Basic or Standard Teaching License with an elementary endorsement issued after 1987 with the licensure code of (016); or

(b) More than 10 hours per week or if conditionally assigned in more than one subject, (See, OAR 584-036-0081) on:

(A) Any Basic or Standard Teaching License with other than an elementary endorsement; or

(B) An Initial or Professional Teaching License with a high school authorization.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165, 342.223 - 342.232

Hist.: TSPC 2-2005, f. & cert. ef. 4-15-05; TSPC 2-2008, f. & cert. ef. 4-15-08;

TSPC 1-2015, f. & cert. ef. 2-10-15; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-065-0090

Knowledge, Skills and Abilities for Advanced Math Endorsement

(1) In addition to passing the required Commission-approved subject-matter, examinations for advanced math and completing the required practicum experience, the following requirements must be met to add an advanced math endorsement onto any Initial or Professional Teaching License. The requirements to add an advanced math endorsement onto a Basic or Standard Teaching License can be found at: OAR 584-038-0190 and 584-040-0180.

(2) Demonstrated Content Knowledge.

(a) For knowledge of numbers, operations and algebra, candidates will:

(A) Demonstrate knowledge of the properties of the natural, integer, rational, real and complex number systems and the interrelationships of these number systems

(B) Identify and apply the basic ideas, properties and results of number theory and algebraic structures that underlie numbers and algebraic expressions, operations, equations and inequalities;

(C) Use algebraic equations to describe lines, planes and conic sections and to find distances in the plane and space;

(D) Demonstrate the use of algebra to model, analyze, and solve problems from various areas of mathematics, science and the social sciences;

(E) Apply properties and operations of matrices and techniques of analytic geometry to analyze and solve systems of equations; and

(F) Use graphing calculators, computer algebra systems, and spreadsheets to explore algebraic ideas and algebraic representations of information and to solve problems.

(b) For knowledge of geometry, candidates will:

(A) Identify and apply the basic ideas, properties and results of number theory and algebraic structures that underlie numbers and algebraic expressions, operations, equations and inequalities;

(B) Use algebraic equations to describe lines, planes and conic sections and to find distances in the plane and space;

(C) Demonstrate the use of algebra to model, analyze, and solve problems from various areas of mathematics, science and the social sciences;

(D) Apply properties and operations of matrices and techniques of analytic geometry to analyze and solve systems of equations; and

(E) Use graphing calculators, computer algebra systems, and spreadsheets to explore algebraic ideas and algebraic representations of information, and to solve problems.

(c) For knowledge of functions, candidates will:

(A) Demonstrate knowledge of the concept of a function and the most important classes of functions, including polynomial, exponential and logarithmic, rational and trigonometric;

(B) Represent functions in multiple forms, such as graphs, tables, mappings, formulas, matrices and equations;

(C) Perform a variety of operations on functions, including addition, multiplication and composition of functions, and recognize related special functions such as identities and inverses and those operations that preserve the various properties;

(D) Use functions to model situations and solve problems in calculus, linear and abstract algebra, geometry, statistics and discrete mathematics;

(E) Explore various kinds of relations, including equivalence relations, and the differences between relations and functions;

(F) Use calculator and computer technology effectively to study functions and solve problems;

(G) Demonstrate specific knowledge of trigonometric functions, including properties of their graphs, special angles, identities and inequalities, and complex and polar forms; and

(H) Use analytic representations, measures, and properties to analyze transformation of two- and three-dimensional objects.

(d) For knowledge of discrete mathematics and computer science, candidates will:

(A) Demonstrate knowledge of discrete topics including graphs, trees, networks, enumerative combinatorics and finite difference equations, iteration and recursion, and the use of tools such as functions, diagrams and matrices to explore them;

(B) Build discrete mathematical models for social decision-making;

(C) Apply discrete structures such as: sets, logic, relations and functions, and their applications in design of data structures and programming;

(D) Use recursion and combinatorics in the design and analysis of algorithms; and

(E) Candidates employ linear and computer programming to solve problems.

(e) For knowledge of probability and statistics, candidates will:

(A) Explore data using a variety of standard techniques to organize and display data and detect and use measures of central tendency and dispersion;

(B) Use surveys to estimate population characteristics and design experiments to test conjectured relationships among variables;

(C) Use theory and simulations to study probability distributions and apply them as models of real phenomena;

(D) Demonstrate knowledge of statistical inference by using probability models to draw conclusions from data and measure the uncertainty of those conclusions;

(E) Employ calculators and computers effectively in statistical explorations and practice; and

(F) Demonstrate knowledge of basic concepts of probability such as conditional probability and independence, and develop skill in calculating probabilities associated with those concepts.

(f) For knowledge of calculus, candidates will:

(A) Demonstrate conceptual understanding of and procedural facility with basic calculus concepts such as limits, derivatives and integrals of functions of one and two variables;

(B) Use concepts of calculus to analyze the behavior of functions and solve problems; and

(C) Determine the limits of sequences and series and demonstrate the convergence or divergence of series.

(3) Demonstrated Competency in Following Process Standards.

(a) For competency in problem solving, candidates will engage in mathematical inquiry through understanding a problem, exploring, recognizing patterns, conjecturing, experimenting and justifying.

(b) For competency in reasoning and proof, candidates will select and use various types of reasoning and develop and evaluate mathematical arguments and proof in all the mathematics content knowledge areas.

(c) For competency in communication, candidates will:

(A) Organize and consolidate their mathematical thinking through communication;

(B) Communicate coherently and use the language of mathematics such as symbols and terminology to express ideas precisely; and

(C) Analyze the mathematical thinking of others.

(d) For competency in representation, candidates will:

(A) Use multiple forms of representation including concrete models, pictures, diagrams, tables and graphs; and

(B) Use invented and conventional terms and symbols to communicate reasoning and solve problems.

(e) For competency in connections, candidates will:

(A) Understand how mathematical ideas interconnect and build on one another to produce a coherent whole; and

(B) Recognize and apply mathematics in contexts outside of mathematics.

(4) Demonstrated Knowledge and Skill In Mathematics Pedagogy.

(a) For demonstrated knowledge and skill in the principles of equity, candidates will demonstrate high expectations and strong support for all students to learn mathematics,

(b) For demonstrated knowledge and skill in developing curriculum, candidates will:

(A) Map curriculum that is coherent, focused on important mathematics and carefully sequenced;

(B) Be familiar with curriculum both preceding and following the high school level; and

(C) Be able to discern the quality of learning opportunities for students when given a particular task, activity, educational software, etc., and are able to make adaptations to assure quality.

(c) For demonstrated knowledge and skill in developing a quality learning environment, candidates will foster a classroom environment conducive to mathematical learning through:

(A) Providing and structuring the time necessary to explore sound mathematics and grapple with significant ideas and problems;

(B) Using the physical space and materials in ways that facilitate students' learning of mathematics;

(C) Providing a context that encourages the development of mathematical skill and proficiency; and

(D) Respecting and valuing students' ideas, ways of thinking, and mathematical dispositions.

(d) For demonstrated knowledge and skill in teaching, candidates will:

(A) Understand what mathematics students know and need to learn and then challenge and support them to learn it well; and

(B) Orchestrate discourse by:

(i) Posing questions and tasks that elicit, engage and challenge each student's thinking;

(ii) Listening carefully to students' ideas; asking 'students to clarify and justify their ideas orally and in writing;

(iii) Deciding what to pursue in depth from among the ideas that students bring up during a discussion;

(iv) Deciding when and how to attach mathematical notation and language to students' ideas;

(v) Deciding when to provide information, when to clarify an issue, when to model, when to lead, and when to let a student struggle with a difficulty; and

(vi) Monitoring students' participation 'in discussions and deciding when and how to encourage each student to participate.

(e) For demonstrated knowledge and skill in learning, candidates will:

(A) Know that students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge; and

(B) Have the ability to recognize and move students from concrete to abstract levels of understanding.

(f) For demonstrated knowledge and skill in assessment, candidates will:

(A) Use a variety of formal and informal, formative and summative assessment techniques to support the learning of important mathematics;

(B) Understand how, why and when to use various assessment techniques and tools; as well as how these tools inform their understanding about student thinking and understanding; and

(C) Plan instruction based upon the information obtained through classroom and external assessments of each student's developmental level.

(g) For demonstrated knowledge and skill in technology, candidates will:

(A) Understand that technology is an integral part of teaching and learning mathematics both influencing what is taught and enhancing how it is learned.

(B) Demonstrate effective and appropriate use of technology.

(h) For demonstrated knowledge and skill in mathematical development candidates will demonstrate knowledge of historical and cultural influences in mathematics including contributions of underrepresented groups.

(i) For demonstrated ability to differentiate instruction, candidates will demonstrate competencies in delivering differentiated instructional strategies that promote equitable learning opportunities and success for all students regardless of native language, socioeconomic background, ethnicity, gender, disability or other individual characteristics. Candidates will:

(A) Identify, select, and implement appropriate instruction that is sensitive to students' strengths and weaknesses, multiple needs, learning styles, and prior experiences including but not limited to cultural, ethnic, personal, family and community influences; and

(B) Use appropriate services and resources in the delivery of differentiated instruction.

(5) This endorsement is valid to teach:

(a) Advanced Algebra;

(b) Trigonometry;

(c) Pre-Calculus;

(d) Calculus;

(e) Statistics & Probability;

(f) Geometry;

(g) Survey Geometry;

(h) Trigonometry Analysis; and

(i) Other math-related courses.

(6) This endorsement is required to teach any math course above the Algebra I level.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165 & 342.223 - 342.232

Hist.: TSPC 2-2005, f. & cert. ef. 4-15-05; TSPC 1-2015, f. & cert. ef. 2-10-15; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-065-0120

Knowledge, Skills and Abilities for Early Childhood Endorsement

(1) In addition to passing the required Commission-approved multiple subjects examination required for early childhood education authorization, candidates must complete the required practicum experience with students in one or more age groups or grades between age three and grade four.

(2) Teachers who hold an Initial, Initial I or Initial II or Professional Teaching License with an elementary authorization may add the early childhood authorization level only upon enrollment in an early childhood authorization program approved by TSPC. [See, OAR 584-060-0051.]

(3) In order to promote child development and learning, the candidate must:

(a) Know and understand young children's characteristics and needs;

(b) Know and understand the multiple influences on development and learning; and

(c) Use developmental knowledge to create healthy, respectful, supportive and challenging learning environments.

(4) In order to build family and community relationships, the candidate must:

(a) Know about and understand family and community characteristics;

(b) Support and empower families and communities through respectful, reciprocal relationships; and

(c) Involve families and communities in their children's development and learning.

(5) In order to document and assess the learning of young children, the candidate will:

(a) Understand the goals, benefits and uses of assessment;

(b) Know about and use observation, documentation, and other appropriate assessment tools and approaches to inform instruction;

(c) Understand and practice appropriate assessment;

(d) Develop partnerships with families and other professionals to assess children's strengths and needs; and

(e) Understand and practice appropriate assessment for all children including culturally and linguistically diverse children as well as children with exceptionalities.

(6) In order to demonstrate teaching and learning, the candidate will:

- (a) Connect with children and families to create positive learning environments;
- (b) Use developmentally effective approaches:
 - (A) Foster oral language and communication;
 - (B) Draw from continuum of teaching strategies;
 - (C) Make the most of the environment and routines;
 - (D) Capitalize on incidental teaching;
 - (E) Focus on children's characteristics, needs, and interests;
 - (F) Link children's language and culture to the early childhood program;
 - (G) Teach through social interactions;
 - (H) Create support for play;
 - (I) Address children's challenging behaviors;
 - (J) Use integrative approaches to curriculum; and
- (c) Demonstrate an understanding of content knowledge in early education, the candidate will create a classroom environment that encompasses the following core content objectives:
 - (A) In language and literacy, candidates will develop curriculum so that students will:
 - (i) Explore their environments and develop the conceptual, experiential, and language foundations for learning to read and write;
 - (ii) Develop their ability to converse at length and in depth on a topic in various settings (one-on-one with adults and peers, in small groups, etc.);
 - (iii) Develop vocabulary that reflects their growing knowledge of the world around them;
 - (iv) Use language, reading and writing to strengthen their own cultural identity as well as to participate in the shared identity of the school environment;
 - (v) Associate reading and writing with pleasure and enjoyment as well as with skill development;
 - (vi) Use a range of strategies to derive meaning from stories and texts;
 - (vii) Use language, reading, and writing for various purposes;
 - (viii) Use a variety of print and non-print resources;
 - (ix) Develop basic concepts of print and understanding of sounds, letters, and letter sound relationships; and
 - (B) In the Arts: music, creative movement, dance, drama, and art, candidates will develop curriculum so that students will:
 - (i) Interact musically with others;
 - (ii) Express and interpret understandings of their world through structured and informal musical play;
 - (iii) Sing, play, and create music;
 - (iv) Respond to expressive characteristics of music-rhythm, melody, form-through speaking, singing, moving, and playing simple instruments;
 - (v) Use music to express emotions, conflicts, and needs;
 - (vi) Move expressively to music of various tempos, meters, modes, genres, and cultures to express what they feel and hear;
 - (vii) Understand and apply artistic media, techniques, and processes;
 - (viii) Make connections between visual arts and other disciplines; and
 - (C) In Mathematics, candidates will develop curriculum in alignment with the National Council of Teachers of Mathematics (NCTM) curriculum student or K-12 grade, recognizing the quantitative dimensions of children's learning:
 - (i) Mathematics as problem solving;
 - (ii) Mathematics as communication;
 - (iii) Mathematics as reasoning;
 - (iv) Mathematical connections;
 - (v) Estimation;
 - (vi) Number sense and numeration;
 - (vii) Concepts of whole number operations;
 - (viii) Whole number computation;
 - (ix) Geometry and spatial sense;
 - (x) Measurement;
 - (xi) Statistics and probability;
 - (xii) Fractions and decimals;
 - (xiii) Patterns and relationships; and

- (D) In physical activity and Physical Education, candidates will develop curriculum so that students will:
 - (i) Have varied, repeated experiences with functional movement and manipulation;
 - (ii) Demonstrate progress toward mature forms of selected physical skills;
 - (iii) Try new movement activities and skills;
 - (iv) Use feedback to improve performance;
 - (v) Experience and express pleasure from participation in physical activity;
 - (vi) Apply rules, procedures, and safe practices;
 - (vii) Gain competence to provide increased enjoyment in movement; and
- (E) In Science, candidates will develop curriculum so that students will:
 - (i) Explore materials, objects and events by acting upon them and noticing what happens;
 - (ii) Make careful observations of objects, organisms, and events using all their senses;
 - (iii) Describe, compare, sort, classify, and order in terms of observable characteristics;
 - (iv) Use a variety of simple tools to extend their observations;
 - (v) Engage in simple investigations including making predictions, gathering and interpreting data, recognizing simple patterns, and drawing conclusions;
 - (vi) Record observations, explanations, and ideas through multiple forms of representation;
 - (vii) Work collaboratively with others, share and discuss ideas, and listen to new perspectives; and
- (F) In Social Studies, candidates will develop curriculum so that students will:
 - (i) Geography:
 - (ii) Make and use maps to locate themselves in space
 - (iii) Observe the physical characteristics of the places in which they live and identify landforms, bodies of water, climate, soils, natural vegetation and animal life of that place; and
 - (iv) History:
 - (v) Use the methods of the historian, identifying questions, locating and analyzing information, and reaching conclusions;
 - (vi) Record and discuss the changes that occur in their lives, recalling their immediate past; and
 - (vii) Economics:
 - (I) Develop awareness of the difference between wants and needs;
 - (II) Develop interest in the economic system, understanding the contributions of those who produce goods and services; and
 - (viii) Social relations/civics:
 - (I) Become a participating member of the group, giving up some individuality for the greater good;
 - (II) Recognizing similarities among people of many cultures;
 - (III) Respecting others, including those who differ in gender, ethnicity, ability or ideas;
 - (IV) Learn the principles of democracy, working cooperatively with others, sharing and voting as they solve problems; and
 - (d) In order to build meaningful curriculum, the candidate will:
 - (A) Know, understand, and use positive relationships and supportive interactions;
 - (B) Know, understand, and use effective approaches, strategies, and tools for early education;
 - (C) Know and understand the importance, central concepts, inquiry tools, curriculum integration, and structures of content areas or academic disciplines; and
 - (D) Know and use differentiated instructional strategies to promote equitable learning opportunities and success for all students, regardless of native language, socioeconomic background, ethnicity, gender, disability or other individual characteristics.
- (7) In demonstrating professionalism, the candidate will:
 - (a) Identify and involve oneself with the early childhood field;
 - (b) Know about and uphold ethical standard and other professional guidelines (see National Association for the Education for Young Children (NAEYC) Code of Ethical Conduct);

- (c) Engage in continuous, collaborative learning to inform practice;
- (d) Integrate knowledgeable, reflective, and critical perspectives on early education; and
- (e) Engage in informed advocacy for children and the profession.
- (8) Valid for any teaching assignment, except specialization requiring endorsement under OAR 584-060-0071, at or below grade four.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.165

Hist.: TSPC 5-2008, f. & cert. ef. 6-13-08; TSPC 1-2015, f. & cert. ef. 2-10-15;

Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-065-0125

Knowledge, Skills and Abilities for World Language Endorsements

(1) Demonstrating Content Knowledge: Candidates are required to demonstrate content knowledge in one of the following ways:

(a) Passage of the Commission-approved test of world language content knowledge; or

(b) Completion of at least 45 quarter or 30 semester hours of college-level coursework in the world language subject area in language areas where the Commission has not approved a content-specific world language licensure test.

(2) Field Experience: Candidates must complete the following practicum experiences:

(a) Field experiences prior to student teaching that include experiences in world language classrooms;

(b) Field experiences, including student teaching, that are supervised by a qualified world language educator who is knowledgeable about current instructional approaches and issues in the field of world language education; and

(c) Opportunities for candidates to participate in a structured study abroad program or intensive immersion experience in a target language community.

(3) Methods requirements: Candidates must complete a methods course that deals specifically with the teaching of world languages, and that is taught by a qualified faculty member whose expertise is world language education and who is knowledgeable about current instructional approaches and issues.

(4) Technology Requirements: Candidates must demonstrate competence in technology-enhanced instruction and the use of technology in their own teaching.

(5) Language, Linguistics Comparison: Candidates must:

(a) Demonstrate a high level of proficiency in the target language, and seek opportunities to strengthen their proficiency;

(b) Know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own; and

(c) Know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.

(6) Cultures, Literatures, Cross-Disciplinary Concepts: Candidates must:

(a) Demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and integrate the cultural framework for world language standards into their instructional practices;

(b) Recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and

(c) Integrate knowledge of other disciplines into world language instruction and identify distinctive viewpoints accessible only through the target language.

(7) Language Acquisition Theories and Instructional Practices: Candidates must:

(a) Demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language

input and opportunities for negotiation of meaning and meaningful interaction; and

(b) Develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.

(8) Integration of Standards into Curriculum and Instruction: Candidates must:

(a) Demonstrate an understanding of the goal areas and standards of the *Standards for World Language Learning* and their state standards, and integrate these frameworks into curricular planning.

(b) Integrate the *Standards for World Language Learning* and their state standards into language instruction.

(c) Use standards and curricular goals to evaluate, select, design, and adapt instructional resources.

(9) Assessment of Languages and Cultures: Candidates must:

(a) Believe that assessment is ongoing, and demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures;

(b) Reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction; and

(c) Interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.

(10) Professionalism: Candidates must:

(a) Engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice; and

(b) Know the value of world language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.

(11) This endorsement is valid to teach the following designated world languages at the grade levels authorized on the license. Other language endorsement areas may be allowed upon approval of the addition of the language by any Commission-approved teaching program.

(a) Chinese;

(b) French;

(c) German;

(d) Japanese;

(e) Latin;

(f) Russian; and

(g) Spanish.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 3-2011, f. & cert. ef. 3-15-11; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

DIVISION 66

SPECIALIZATION ON A LICENSE

584-066-0001

Purpose of Specialization on a License

(1) A specialization on a TSPC-issued license is an optional indication of specialized expertise or preparation in an area the Commission recognizes as "added value" on a license. A specialization indicates the educator has demonstrated exceptional knowledge, skills and related abilities in that area. A specialization must meet standards set by the Commission.

(2) A specialization is distinguished from an endorsement or grade authorization in that a specialization is not required to teach or work in the specialized area, whereas both an endorsement and an authorization are required to work in those areas or at those grade levels. The specialization will be indicated as follows on the license: Example: Specialization: Autism Spectrum Disorder.

(3) An educator may not be labeled as a specialist or call themselves a specialist in any area recognized by the Commission as requiring additional and exceptional preparation without actually holding the specialization on the license.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120-342.430, 342.455-342.495; 342.553

Hist.: TSPC 4-2012, f. & cert. ef. 5-18-12; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-066-0010

Autism Spectrum Disorder (ASD) Licensed Specialist Standards and Competencies

(1)(a) An Autism Spectrum Disorder Specialization may be indicated on any TSPC Basic, Standard, Initial or Professional Teaching License with a special education endorsement so long as the educator qualifies for the specialization by demonstrated completion of a Commission-approved program for Autism Spectrum Disorder specialization.

(b) Once the specialization is earned and placed on a license, it may only be removed at the educator's request.

(2) Definitions:

(a) Academic Curriculum: Language arts, mathematics, science, social sciences, health, physical education, world languages, and the arts;

(b) Expanded Functional Core Curriculum: Communication development, social development, self-advocacy, cognitive development, sensory processing skills, organization skills, adaptive skills-life function, and transitional skills for life span.

(3) To be eligible to add an Autism Spectrum Disorder specialization on a TSPC license, the application must:

(a) Hold a Basic, Standard, Initial or Professional Teaching License with any special education endorsement;

(b) Provide evidence of three years experience working with a range of ASD learners; and

(c) Completed a Commission-approved program for Autism Spectrum Disorder (ASD) Specialization.

(4) Candidates for Autism Spectrum Disorder (ASD) Specialization must demonstrate competency in the following standards:

(a) Standard 1: Foundations of ASD: Candidates indicate knowledge of autism spectrum disorders including development and characteristics of learners. Candidates will:

(A) Describe unique developmental and behavioral characteristics of individuals with ASD as identified in DSM and how these: Differ from neuro-typical development; differ across people with ASD; change with age; and impact an individual's learning;

(B) Describe current theories of etiology for individuals with ASD;

(C) Describe State (OAR) and Federal requirements for assessment, eligibility, and education of individuals with ASD;

(D) Differentiate between medical diagnosis (current DSM definitions) and educational eligibility (federal and state requirements);

(E) Differentiate ASD from other disabilities (differential diagnosis) and identify co-existing conditions associated with ASD and their impact on learning and behavior;

(F) Describe unique learning characteristics of individuals with ASD;

(G) Describe the unique influence of stress, age, instruction, and environmental factors on individuals with ASD;

(H) Describe the standards for determining and a process for locating evidence-based instructional and behavioral interventions for individuals with ASD;

(I) Describe academic curriculum and expanded functional core curriculum for individuals with ASD at various age levels;

(J) Describe current best family-centered practices;

(K) Describe a continuum of placements and services available for the individual with ASD and families;

(L) Describe health issues that potentially impact the individual with ASD and their families;

(M) Describe how to evaluate and access public and private systems and organizations that serve individuals with ASD;

(N) Describe concepts and impacts of self-determination, advocacy, community and family supports in the lives of individuals with ASD;

(O) Provide families with information about community support services such as respite care, in-home behavior support, home health care, transportation, and parent education for individuals with ASD;

(P) Describe typical child development milestones across domains; and

(Q) Identify strengths and needs for an individual with ASD across core and expanded core curricula.

(b) Standard 2: ASD Service Needs: Candidates indicate knowledge of ASD Assessments for Development and Educational Impact on ASD service needs. Candidates will:

(A) Describe the impact that ethnic, cultural, and linguistic diversity issues have on the assessment of the individual with ASD;

(B) Administer or assist in the completion of the required components of the identification assessment for initial and reevaluation of an individual with ASD;

(C) Select, administer, and assist with appropriate educational assessments to determine the present level of academic and functional performance for individuals with ASD;

(D) Interpret assessment data, write summaries, and report results to teams, including families, in a systematic manner that leads directly to programmatic recommendations for instruction for individuals with ASD;

(E) Collaborate with teams, including families, to identify unique needs and to develop appropriate, functional IFSP/IEP goals, matched to assessment information for individuals with ASD;

(F) Collaborate with teams, including families, to identify sufficient special education and related services to enable the individual with ASD to progress on his or her goals;

(G) Assist teams with development and maintenance of ongoing data collection, data analysis, and progress reports for individuals with ASD;

(H) Assist teams in the assessment of environmental conditions that impact access to learning for individuals with ASD;

(I) Assist teams with a functional behavior assessment (FBA) to design behavior support plans for the challenging behaviors of individuals with ASD;

(J) Describe typical child developmental milestones across domains; and

(K) Identify strengths and needs for an individual with ASD across core and expanded core curricula.

(c) Standard 3: ASD Program Development and Implementation: Candidates demonstrate knowledge of system-wide considerations. Candidates will:

(A) Encourage collaboration with the higher education community, foundations, nonprofit and other organizations engaged in researching critical educational issues;

(B) Facilitate the interpretation, communication and dissemination of research findings related to ASD;

(C) Implement expanded core functional curriculum designed to meet the needs of individual learners with ASD;

(D) Conduct expanded core functional curriculum-based assessment to determine areas to address specific skills to teach, and to identify the appropriate evidence-based interventions to implement for learners with ASD;

(E) Collect data on abilities in all skill areas identified from expanded core functional curriculum-based assessments and other performance-based measures for learners with ASD;

(F) Design, facilitate, monitor, and evaluate instruction that is appropriate for both age and skill level of the learner with ASD;

(G) Apply the principles of applied behavior analysis (ABA) within a variety of instructional formats with a variety of learners with ASD, in a variety of settings to teach the skills identified from a curriculum-based assessment;

(H) Utilize appropriate evidence-based curricula content appropriate for a full range of learners with ASD.

(I) Design, facilitate, monitor, and evaluate instructional strategies that promote generalization and maintenance of skills across domains and settings;

(J) Facilitate the identification of assistive technology (low-high) across all areas of skill development appropriate to meet the needs of the individual;

(K) Train and coach others to:

(i) Implement the appropriate evidence-based instructional interventions, curriculum content, accommodations, and modifications identified for the learner with ASD;

(ii) Use individual strengths of the learner with ASD to reinforce and maintain skills; and

(L) Plan with the families for the transition needs of the learner with ASD.

(d) Standard 4: ASD Systematic Instruction: Candidates demonstrate knowledge of evidence-based interventions to promote focused, engaged time for learners with ASD. Candidates will:

(A) Match evidence-based interventions with the needs of individual learners with ASD;

(B) Design evidence-based interventions based on components of core and expanded core curricula;

(C) Implement data based decision-making by:

(i) Collecting baseline data;

(ii) Collecting, reviewing, and interpreting ongoing data;

(iii) Modifying program as needed to promote performance; and

(D) Demonstrate with fidelity the implementation of evidence-based strategies across a range of learners with ASD;

(E) Design and implement plans to ensure generalization of skills across settings and materials for learners with ASD;

(F) Demonstrate knowledge of the general education academic curriculum and supports necessary to facilitate the success of the learner with ASD;

(G) Design environmental plans that define expectations for appropriate behaviors across settings, utilizing evidence-based intervention strategies for learners with ASD;

(H) Design visual, auditory, and tactile supports to enable the learner with ASD to:

(i) Predict events and activities;

(ii) Anticipate change;

(iii) Understand expectations in a variety of settings;

(iv) Maintain or re-gain appropriate self regulation for learning; and

(v) Demonstrate independence;

(I) Assist in determining appropriate evidence-based assistive and/or augmentative communication systems;

(J) Plan and implement evidence-based strategies to support sustained peer interactions and memberships across all environments; and

(K) Demonstrate skills in teaching family members to implement expanded core functional curriculum at home.

(e) Standard 5: Training and Coaching of Adults Serving Individuals with ASD. Candidates will:

(A) Work with administrators to organize, set-up, and deliver the Oregon Education Guidelines for ASD Program and Self-Assessment.

(B) Identify appropriate technologies to deliver training and coaching;

(C) Collaborate with teams to analyze and interpret learner data to improve instruction and evaluate the impact of instructional interventions on learners with ASD;

(D) Work with teams to incorporate coaching in school, home, and community environments;

(E) Provide feedback to adults serving individuals with ASD to strengthen teaching practice and improve learning for the learner;

(F) Evaluate the effectiveness of the training and coaching to ensure implementation and improvement in progress for learners with ASD;

(G) Demonstrate how to investigate, access, and evaluate electronic and print resources on ASD;

(H) Assess, plan, and use an appropriate evidenced based format for training and coaching;

(I) Facilitate group processes to help team members work collaboratively to solve problems, manage conflict, and make decisions; and

(J) Model effective skills in listening, presenting ideas, leading discussions, clarifying, mediating and identifying the needs of self and others in order to advance shared goals and professional learning.

(f) Standard 6: Professional Practices for ASD Specialists. Candidates will:

(A) Advocate for professional resources, including financial support, human and other material resources, which allow for the implementation of the Oregon Comprehensive ASD Program;

(B) Represent and advocate for the profession in contexts outside of the classroom, such as:

(i) Be a member of committees or task forces addressing curriculum, assessment, professional development or other educational issues; and

(ii) Participate in local, state or national educational professional associations or professional standards boards;

(C) Access professional organizations and publications related to ASD to keep current on evidence based practices.

(D) Demonstrate professional skills;

(E) Comply with federal, state, and local policies and regulations;

(F) Maintain professional relationships with colleagues, employers, students, and families; and

(G) Participate in on-going professional development activities.

(g) Standard 7: Collaboration with Families and Communities. Candidates will:

(A) Identify access and share resources from community-based services to support individuals with ASD;

(B) Develop comprehensive strategies, including the use of technology, for engaging families and community members as partners in the educational process;

(C) Establish and maintain positive collaborative relationships with families in a manner which acknowledges culture, language, values, and parenting styles of the families;

(D) Apply effective strategies for participating, collaborating, and facilitating team processes; and

(E) Describe the impact of one's own experience, culture, language, race, and ethnicity on attitudes, beliefs, values, and ways of thinking, behaving, and teaching.

(h) Field Experience: Field experience will be designed in accordance with OAR 584-017-1038 through 584-017-1048 and be aligned with the TSPC Professional Standards Handbook.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 –342.430, 342.455-342.495; 342.553

Hist.: TSPC 4-2012, f. & cert. ef. 5-18-12; TSPC 1-2015, f. & cert. ef. 2-10-15;

Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-066-0015

Knowledge Skills and Abilities for Dual Language Specialization

language endorsement so long as the educator qualifies for the specialization by demonstrated completion of a Commission-approved program for Dual Language specialization.

(b) Once the specialization is earned and placed on a license, the retention of the specialization will be dependent upon ongoing professional development or other specific activities directly related to the Dual Language specialization.

(2) Language: The dual language teacher knows, understands, and applies theories of first and second language acquisition to their practice and communicates in two languages at a highly proficiency level. The dual language teacher:

(a) Knows two or more languages and is professionally proficient in at least two languages;

(b) Understands societal perceptions of languages and its impact on cultural and academic identity;

(c) Knows first (L1) and second language (L2) acquisition and development theory and the interrelatedness and interdependence between L1 and L2 that results in a high level of multilingualism and multi-literacy;

(d) Understands how the student's first language proficiency (listening, speaking, reading, and writing) transfers to an additional language; and

(e) Knows the similarities and differences between aspects of L1 and L2 structures including: phonology (the sound system), morphology (word formation), syntax (phrase and sentence structure), semantics (meaning), and pragmatics (context and function).

(3) Culture: The dual language teacher knows, understands, and uses major concepts, principles, theories, and research related to the role of culture, cultural groups, and identity to construct a supportive learning environment for all dual language students. The dual language teacher:

- (a) Knows the benefits of multilingualism and multiculturalism in a global society;
- (b) Understands that systemic, institutional, and individual socio-cultural and historical forces affect cross-cultural interaction;
- (c) Understands the impact of social injustice on the lives of students and families;
- (d) Knows the importance of the socio-cultural and historical context of diverse students, families, schools and communities; and
- (e) Understands the importance of student cultural and academic identity development and how development will vary depending on the individual student's background and experiences.

(4) Planning, Implementing, and Managing Instruction: The dual language teacher knows, understands, and uses evidence-based practices and strategies related to planning, implementing, and managing instruction in dual language classrooms. The dual language teacher:

- (a) Understands the characteristics, goals, benefits, and limitations of various types of multilingual education models and programs; understands research related to the effectiveness of various multilingual (bilingual) education models; and understands features that distinguish additive versus subtractive multilingual education programs;
 - (b) Knows how to identify potential linguistic and cultural biases of pedagogies, curricula, and assessments when determining classroom practices;
 - (c) Knows how literacy develops in two languages and how it influences instructional planning; and
 - (d) Knows how content knowledge and literacy develops in two languages and how it influences instructional planning.
- (5) Assessment: The dual language teacher should understand the complexity of assessment to inform instruction for students' learning in multiple languages. Dual language teachers know how to assess language skills, literacy and content in both languages of instruction. The dual language teacher:
- (a) Knows how to assess learners' prior knowledge to facilitate their acquisition of language and literacy in the second language;
 - (b) Understands the necessity to use multiple measures to assess language, literacy and content in L1 and L2;
 - (c) Understands the role of formative assessments in literacy and the content areas in both L1 and L2, and how to use results to design and differentiate instruction; and
 - (d) Knows the potential linguistic and cultural biases of assessment instruments.

(6) Professionalism: The dual language teacher knows and understands current and emerging trends in educational research. The dual language teacher acts as a resource and advocate for multilingualism and collaborates with students, their families, the school community and educational professionals in order to meet the needs of multilingual students. The dual language teacher:

- (a) Knows and understands that advocacy requires knowledge of one's own cultural background and self-reflection;
- (b) Knows how to access the most relevant dual language resources for the benefit of students and families;
- (c) Understands the importance of leadership within the school, district, and community;
- (d) Recognizes their role as an advocate in elevating the benefits and status of multilingualism; and
- (e) Understands the history and policies of multilingual education and the dual language field.

(7) Community & Family Engagement: The dual language teacher knows, understands and uses principles, theories, research and applications related to the role of family and community engagement to construct a supportive and inclusive learning environment for all students. The dual language teacher:

(a) Understands the value of engaging students, families, and community members in contributing to an inclusive learning environment;

(b) Knows that students, families, and communities bring multiple funds of knowledge and assets;

(c) Understands that all families bring cultural and linguistic variations and the importance of the teachers' role in being culturally and linguistically responsive; and

(d) Understands their role and responsibility to create alliances for the empowerment of families and communities.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553

Hist.: TSPC 1-2013, f. & cert. ef. 2-14-13; TSPC 2-2014, f. & cert. ef. 3-15-14;

TSPC 3-2014(Temp), f. 4-7-14, cert. ef. 4-8-14 thru 9-22-14; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-066-0020

Knowledge, Skills and Abilities for Elementary Mathematics Instructional Leader Specialization

(1) An Elementary Mathematics Instructional Leader specialization may be added to any TSPC Basic, Standard, Initial or Professional Teaching License upon completion of the requirements and qualifications found in this rule.

(2) To be eligible for the Elementary Mathematics Instructional Leader (EMIL) specialization, the licensed teacher must have all of the following:

(a) A license authorized to teach in grades K–8 and holding the multiple subjects, basic elementary or standard elementary endorsements;

(b) Three complete years of teaching mathematics in grades K–8 as verified by a Professional Educator Experience Form (PEER) or other verifiable experience if the experience is obtained out of state; and

(c) Demonstrated competency in the following Elementary Math Specialist (EMS) standards as determined by a program approved to offer the Elementary Mathematics Instructional Leaders specialization as evidenced by completion of:

(A) Twenty-four quarter or sixteen semester hours of a TSPC-approved Elementary Mathematics Instructional Leader program; and

(B) An EMIL practicum working with a range of students and teachers.

(3) Elementary Mathematics Instructional Leaders specialist standards include:

(a) Content Knowledge: EMIL professionals must know and understand deeply the mathematics of elementary school as well as how mathematics concepts and skills develop through middle school. This knowledge includes specialized knowledge that teachers need in order to understand and support student learning of elementary mathematics.

(b) Pedagogical Knowledge for Teaching Mathematics: EMIL professionals are expected to have a foundation in pedagogical content knowledge (PCK) (Ball, Thames, & Phelps, 2008). This section is informed by and draws upon the 2003 NCATE/NCTM Program Standards: Standards for Elementary Mathematics Specialists.

(c) Leadership Knowledge and Skills: EMIL professionals need to be prepared to take on collegial non-evaluative leadership roles within their schools and districts. They must have a broad view of many aspects and resources needed to support and facilitate effective instruction and professional growth.

(4) Approval of any EMIL program must satisfy the full set of standards including specific objectives which may be found in the publication: Standards for Elementary Math Specialists: A Reference for Teacher Credentialing and Degree Programs; a publication of the Association of Mathematics Teacher Educators.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120–342.430, 342.455-342.495; 342.553

Hist.: TSPC 3-2014(Temp), f. 4-7-14, cert. ef. 4-8-14 thru 9-22-14TSPC 5-2014, f. & cert. ef. 8-5-14; TSPC 1-2015, f. & cert. ef. 2-10-15; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-066-0025

Talented and Gifted Specialization: Competency Standards

(1) The Commission may provide approval to an educator preparation program or course of study that prepares candidates for a talented and gifted specialization only if it includes:

(a) Content that will enable candidates to gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the competency standards set forth in this rule;

(b) Field experiences that include supervised teaching or internships in classrooms with talented and gifted learners; and

(c) Integration of principles of cultural competency and equitable practice in each competency standard through the entire Talented and Gifted Specialization program.

(2) A candidate for the Talented and Gifted Specialization shall demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students, including:

(a) Standard 1: Learner Development and Individual Learning Differences: Talented and Gifted Specialists understand the variations in learning and development in cognitive and affective areas between and among Talented and Gifted Learners and apply this understanding to provide meaningful and challenging learning experiences for children identified as Talented and Gifted.

(b) Standard 2: Learning Environments: Talented and Gifted Specialists create safe, inclusive, and culturally responsive learning environments so that Talented and Gifted Learners become effective learners and develop social and emotional well-being.

(c) Standard 3: Curricular Content Knowledge: Talented and Gifted Specialists use knowledge of general and specialized curricula to advance learning for Talented and Gifted Learners.

(d) Standard 4: Cultural Competency and Equity in the Classroom: Talented and Gifted Specialists demonstrate the cultural competency and proficiencies necessary to provide equitable outcomes for all students.

(e) Standard 5: Assessment: Talented and Gifted Specialists use multiple methods of assessment and data sources in making educational decisions about identification of Talented and Gifted Learners and student learning.

(f) Standard 6: Instructional Planning and Strategies: Talented and Gifted Specialists select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of Talented and Gifted Learners.

(g) Standard 7: Professional Learning and Ethical Practices: Talented and Gifted Specialists use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

(h) Standard 8: Collaboration: Talented and Gifted Specialists collaborate with families, other educators, related service providers, Talented and Gifted Learners, and personnel from community agencies in culturally responsive ways to address the needs of Talented and Gifted Learners across a range of learning experiences.

(3)(a) A Talented and Gifted specialization may not be added to a provisional license.

(b) The notation of a Talented and Gifted specialization will appear on a license as follows: Specialization: Talented and Gifted.

(c) Once the specialization is noted on a license, it may only be removed at the educator's request.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 1-2015, f. & cert. ef. 2-10-15; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-066-0030

American Sign Language (ASL) Specialization: Competency Standards

(1) Definitions:

(a) "American Sign Language Teacher Association (ASLTA):" ASLTA is the national professional organization for American Sign Language and Deaf Studies Educators.

(b) "American Sign Language Proficiency Interview (ASLPI):" The American Sign Language Proficiency Interview (ASLPI) is a

holistic language evaluation used to determine global ASL proficiency.

(c) "Sign Language Proficiency Interview (SLPI):" SLPI is the interview results in a language proficiency rating for educators.

(d) "American Sign Language Teachers Association Certification:" The ASLTA organization offers a certification program with three levels of certification: Provisional, Qualified and Professional.

(e) "Provisional Certification." Provisional certified teachers have met minimum requirements in the ASLTA certification process. The teacher, certified at the Provisional level, has demonstrated proficiency in ASL, basic knowledge about ASL teaching including developing course outlines and lesson planning.

(2) The Commission may provide approval to an educator preparation program or course of study that prepares candidates for a World Language: American Sign Language specialization only if it includes:

(a) Content that will enable candidates to gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the competency standards set forth in this rule;

(b) Field experiences that include supervised teaching or internships in classrooms with American Sign Language learners; and

(c) Integration of principles of cultural competency and equitable practice in each competency standard through the entire American Sign Language Specialization program.

(3) A candidates for the World Language: American Sign Language specialization will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, and personal and social development of students participating in an American Sign Language learning environment, including:

(a) First and second language acquisition;

(b) Linguistics of American Sign Language;

(c) Aspects of the deaf culture and community;

(d) Methods of teaching American Sign Language;

(e) American Sign Language Literature; and

(f) Cultural Competency and Equity in the Classroom: Candidates must demonstrate the cultural competency and proficiencies necessary to provide equitable outcomes for all students.

(4) To be eligible to add a World Language: American Sign Language Specialization to a Commission-approved license, the applicant must:

(a) Hold an ASLTA Provisional, Qualified or Professional Certification;

(b) Complete a Bachelor's degree or equivalent in teaching American Sign Language or equivalent preparation that meets the competency standards set forth in this rule. The Executive Director will make the determination if applicant's equivalent preparation is sufficient to meet the competency standards.

(c) Provide evidence of ASLPI rating of 3 or better; or, an SLPI rating of Advanced Plus; and

(d) Complete a Commission-approved program for American Sign Language (ASL) specialization or equivalent preparation that meets the competency standards set forth in this rule. The Executive Director will make the determination if applicant's equivalent preparation is sufficient to meet the competency standards.

(5)(a) A World Language: American Sign Language (ASL) specialization may not be added to a provisional license;

(b) The notation of a World Language: American Sign Language specialization will appear on a license as follows: Specialization: World Language: American Sign Language;

(c) Once the specialization is noted on a license, it may only be removed at the educator's request.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.553

Hist.: TSPC 3-2015, f. & cert. ef. 4-15-15; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

DIVISION 70

TWENTY-FIRST CENTURY PERSONNEL LICENSES

584-070-0001**Purpose of Personnel Service Licenses**

These rules establish licensure requirements for school counselors, school psychologists, school social workers and other related licenses to accomplish objectives for guidance, counseling and education support services in Oregon schools. Licensure programs under this division have the following characteristics:

- (1) The programs are designed to recognize the developmental levels of students.
- (2) Continuing professional development is an integral part of the licensure renewal program.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455 – 342.495; 342.533

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11

584-070-0005**Effective Date and Supersedure**

Effective January 15, 1999, licenses for personnel service will be issued under the rules set forth in this division, which supersedes divisions preceding OAR 584-060 in case of conflict.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 143, 342.153, 342.165 & 342.223 – 232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 4-1999, f. & cert. ef. 8-2-99

584-070-0012**Initial I School Counselor License**

(1) Upon filing a correct and complete application in form and manner prescribed by the Commission, a qualified applicant may be granted an Initial I School Counselor License for three years plus time to the applicant's birthday.

(2) The Initial I School Counselor License is valid as designated for regular counseling at early childhood and elementary grade levels; at elementary and middle-level grade levels; or at middle and high school grade levels, or at all four levels.

(a) The license is also valid for substitute counseling at any level; and

(b) The license is also valid for substitute teaching at any level in any subject-matter area.

(3) To be eligible for an Initial I School Counselor License, an applicant must satisfy all of the following general preparation requirements:

(a) A master's or higher degree in counseling, education, or related behavioral sciences from a regionally accredited 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 a regionally accredited institution in the United States validates a non-regionally accredited bachelor's degree;

(b) Admission to and completion of an Oregon or another U.S. jurisdiction, as part of the master's degree or separately, Commission-approved initial program in school counseling;

(c) Obtain a passing score on a Commission-adopted test of knowledge of U.S. and Oregon civil rights laws and professional ethics; and

(d) Furnish fingerprints in the manner prescribed by the Commission and provide satisfactory responses to the character questions contained in the Commission's licensure application.

(4) The Initial I School Counselor License may be renewed two times for three years upon showing progress toward completion of the renewal requirements as described in OAR 584-070-0014 during the life of the Initial I School Counselor License under the following conditions:

(a) The progress must meet or exceed the equivalent of 3 semester hours or 4.5 quarter hours of graduate coursework germane to the license or directly germane to public school employment; and

(b) The educator must qualify for an Initial II School Counselor License upon expiration of nine years following the date the first Initial School Counselor License was issued; and

(c) If the Initial I School Counselor license was issued on the basis of an out-of-state nonprovisional license rather than completion of an Oregon-approved program; the educator must have completed any incomplete requirements in subsection (3) above.

(5) School counselor licenses are authorized for grade levels as follows: early childhood and elementary (ECE/ELE); or middle-level and high school (ML/HS).

(a) Early childhood and elementary authorization is valid up through grade eight in any school.

(b) Middle level and high school authorization is valid in grades five through twelve in any school.

(c) The Initial I School Counselor License is authorized for either two or four grade authorization levels on the basis of professional education, experience, previous licensure, and specialized academic course work verified by one of the following:

(A) Evidence verified by an Oregon-approved School Counseling Program; or

(B) An out-of-state non-provisional School Counselor License valid for all grade levels;

(6) On an Initial I School Counselor License authorized for only two levels, the remaining pair of levels can be added prior to attainment of the Initial II School Counselor or the Continuing School Counselor License. The remaining levels will be added upon acquisition of practical experience in one of two ways:

(a) A school counseling practicum of four (4) semester hours or six (6) quarter hours at either or both of the paired new grade authorization levels, entailing a minimum of 200 clock hours, in an institution approved to prepare for those grade authorization levels; or

(b) One academic year at either or both of the paired new grade authorization levels as permitted in subsection (7) below.

(7) A counselor authorized for only one of the paired grade authorization levels may counsel in the remaining unauthorized grade levels for a period of not more than three years while pursuing authorization at the other paired authorization grade levels upon request for a License for Conditional Assignment pursuant to OAR 584-210-0160.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495; 342.553

Hist.: TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 5-2008, f. & cert. ef. 6-13-08; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; Administrative correction 11-19-09; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 5-2013, f. & cert. ef. 11-14-13; TSPC 1-2014(Temp), f. & cert. ef. 3-15-14 thru 9-10-14; TSPC 5-2014, f. & cert. ef. 8-5-14; TSPC 6-2015(Temp), f. & cert. ef. 7-1-15 thru 12-27-15; TSPC 11-2015, f. 11-13-15, cert. ef. 1-1-16

584-070-0014**Initial II School Counselor License**

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted an Initial II School Counselor License for three years.

(2) The Initial II School Counselor License is valid as designated for regular counseling at early childhood and elementary grade levels; at elementary and middle-level grade levels; or at middle and high school grade levels, or at all four levels.

(a) The license is also valid for substitute counseling at any level; and

(b) The license is also valid for substitute teaching at any level in any specialty.

(3)(a) To be eligible for an Initial II School Counselor License, the applicant must complete six (6) semester hours or nine (9) quarter hours of graduate level academic credit from a regionally accredited college or university.

(b) The graduate level credit must:

(A) Be completed after the Initial I School Counselor License has first been issued; and

(B) Be germane to the School Counselor License or directly germane to public school employment.

(4) The Initial II School Counselor License may be renewed repeatedly for three years upon completion of a professional development plan in accordance with OAR 584-090.

(5) A school counselor may choose to become eligible for the Continuing School Counselor License in lieu of obtaining the Initial II School Counselor License. (See OAR 584-070-0022 Continuing School Counselor License.)

(6) Educators issued an Initial School Counselor License prior to July 1, 2005 must meet the requirements of this rule prior to the expiration of ten years from the date the first Initial School Counselor License was issued. The additional year granted to licensees holding an Initial School Counselor License prior to October 13, 2003, will be included in the ten year calculation for meeting the requirements of this rule.

(7) Educators issued an Initial School Counselor License after June 30, 2005 must meet the requirements of this rule prior to the expiration of nine years from the date the first Initial School Counselor License was issued.

(8) This rule applies to all Initial School Counselor Licenses issued after January 1999.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165, 342.223 - 342.232

Hist.: TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 5-2007, f. & cert. ef. 8-15-07;

TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09

584-070-0022

Continuing School Counselor License Requirements

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted a Continuing School Counselor License.

(2) The Continuing School Counselor License is issued for five years and is renewable repeatedly under conditions specified below.

(3) The Continuing School Counselor License is valid for counseling at all age or grade levels in any school building and for substitute teaching at any level in any specialty.

(4) To be eligible for a Continuing School Counselor License an applicant must:

(a) Meet or complete all requirements of the Initial I School Counselor License; and

(b) Hold a master's or higher degree in the behavioral sciences or their derivative therapeutic professions from a regionally accredited institution in the United States, or hold the foreign equivalent of such degree approved by the commission, together with an equally accredited bachelor's degree.

(A) As part of the master's degree or separately, the applicant must have completed an initial graduate program in school counseling in any U.S. jurisdiction at an institution approved for school counselor licensure by the state in which the school counselor license was issued or in the alternative is approved by the commission; and

(c) Have five years of school counseling experience at least half-time or more on any non-provisional license appropriate for the assignment; and

(d) Demonstrate minimum competencies, knowledge and skills in accordance with OAR 584-017-0451 by completing one of the following:

(A) An advanced program in counseling competencies in a TSPC-approved Continuing School Counselor Program consisting of at least six semester hours or nine quarter hours of graduate credit or the equivalent beyond the initial graduate program in school counseling. As part of the advanced program, the applicant must have had a practica in counseling school students.

(B) Validation of all advanced counseling competencies through assessment by a commission-approved professional development program offered by an institution, an employer, or the two working together; or

(C) An accredited doctor's degree in educational, vocational, or clinical counseling; or in clinical or counseling psychology.

(5) The Continuing School Counselor License may be renewed for five years upon completion of a professional development plan in accordance with OAR 584-090.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165, 342.223 - 342.232

Hist.: TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09

584-070-0111

Transitional School Counselor License

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant who has completed an out-of-state approved school counselor program, and is applying for licensure in Oregon for the first time may be granted a Transitional School Counselor License.

(2)(a) The Transitional School Counselor License is issued for one year and is non-renewable. However, [under extenuating circumstances, additional time may be allowed, as described below in section 6 of this rule.

(b) The educator must qualify for a Continuing or an Initial II School Counselor License upon expiration of six (6) years following the date the Transitional School Counselor License was first issued.

(3) The Transitional School Counselor License is valid for regular or substitute school counseling at all age or grade levels.

(4) To be eligible for a Transitional School Counselor License, the applicant must have:

(a) A master's or higher degree in counseling, education, or related behavioral sciences, from a regionally accredited institution or an approved foreign equivalent; a master's degree or a doctoral degree from a regionally accredited institution validates a non-regionally accredited bachelor's degree;

(b) Held an unrestricted school counseling license in any state; and

(c) Furnished fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application. (See also, OAR 584-036-0062 for Criminal Records Check Requirement.)

(5) The Transitional School Counselor License will not be restricted as to employer if the applicant has held an unrestricted license for school counseling in any state.

(6) If extenuating circumstances prevent the educator from completing these requirements on time, an Emergency School Counselor License may be issued, at the sole discretion of the Executive Director. Evidence of the extenuating circumstances must be presented to the Executive Director, who then determines if and for how long an emergency license should be issued as needed to protect the district's programs or students.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 3-1999, f. & cert. ef. 7-15-99; TSPC 9-1999, f. & cert. ef. 11-22-99;

TSPC 3-2001, f. & cert. ef. 6-21-01; TSPC 5-2001, f. & cert. ef. 12-13-01; TSPC

6-2002, f. & cert. ef. 10-23-02; TSPC 1-2005, f. & cert. ef. 1-21-05; TSPC 1-2005,

f. & cert. ef. 1-21-05; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 7-2008, f. &

cert. ef. 8-20-08; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 3-2010, f. & cert.

ef. 4-2-10; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-

2010, f. 12-15-10, cert. ef. 1-1-11; TSPC 3-2011, f. & cert. ef. 3-15-11

584-070-0112

Restricted School Counselor License

(1) Upon filing a correct and complete application in form and manner prescribed by the Commission, a qualified applicant may be granted a Restricted School Counselor License.

(2)(a) The Restricted School Counselor License is issued jointly to an applicant and a district.

(b) The Restricted School Counselor License will be issued for up to one year and may be renewed two times. The license will expire on June 30 of the academic year following issuance of the license.

(c) Upon expiration of the Restricted School Counselor License following the second renewal period, the educator must qualify for the Initial School Counselor License.

(3) The Restricted School Counselor License will be restricted for use within a district that has applied for it jointly with the counselor and may not be used for substitute teaching unless the educator also holds another license valid for substitute teaching issued by the Commission.

(4) To be eligible for a Restricted School Counselor License, the applicant must:

(a) Possess the personal qualifications for licensure including attainment of at least eighteen years of age and possessing good

moral character and mental and physical health necessary for employment as an educator;

(b) Have attained a bachelor's or higher degree from a regionally accredited institution or approved foreign equivalent;

(c) Meet one of the following qualifications:

(A) Be enrolled in a school counselor program approved for school counseling licensure by any state and have completed approximately one-half of the program;

(B) Have been a full-time certified Child Development Specialist (CDS) for at least three academic years; or

(C) Have a master's degree in a counseling-related field.

(D) The candidate must submit an official transcript and/or any other evidence that the Commission requires to determine the candidate has met the qualifications of this subsection.

(d) Obtain a passing score on a Commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics;

(e) Furnish fingerprints in the manner prescribed by the Commission and provide satisfactory responses to the character questions contained in the Commission's licensure application. (See also, OAR 584-036-0062 for Criminal Records Check Requirement);

(f) Submit a letter from the employing district describing the particular need in relation to the applicant's school counselor qualifications. The district must agree to provide a mentor and identify that mentor in the letter of application. The district must attest that circumstances prevent hiring a suitable school counselor holding an unrestricted full-time license appropriate for the assignment to be filled; and

(g) Have never held any type of Restricted School Counselor License.

(5) Restricted School Counselor Licenses are subject to special renewal conditions:

(a) First Renewal: The applicant must submit:

(A) A C-1 application and renewal fees;

(B) A letter of support from the co-applicant district; and

(C) Proof of admission and enrollment or proof of pending enrollment into a program for school counselor licensure program. The school counselor licensure program must be approved by the Commission pursuant to OAR chapter 584, division 52.

(b) Second Renewal: The applicant must submit:

(A) A C-1 application and renewal fees;

(B) A letter of support from the co-applicant district; and

(C) Evidence the educator has completed more than 50 percent of the program to complete the Initial I School Counselor License requirements. The completion of more than 50 percent of the program must be verified by the educator preparation program in which the educator is enrolled. The school counselor licensure program must be approved by the Commission pursuant to OAR chapter 584, division 52.

(c) In most cases, a Restricted School Counselor License will expire on June 30 of the academic year in which the license was granted regardless of the term for licensure. Extending the license beyond the June 30 expiration date is at the discretion of the Executive Director after considering all extenuating circumstances.

(d) Renewal under these conditions is not subject to the 120-day grace period and must be submitted sufficiently in advance of the license expiration date to ensure continuity of licensure. Failure to submit a timely application is grounds for denial of a renewal pursuant to this subsection and may be grounds for discipline under OAR 584-020-0040 if the educator continues to work as a School Counselor without a valid license.

(e) The Executive Director may deny the application for renewal of the license upon failure to show progress in the licensure program needed for the next stage license.

(6) Upon expiration of the Restricted School Counselor License, recipients of this license must meet all the requirements of the Initial I School Counselor License for which they may apply at any time or qualify for an Emergency School Counselor License under the provisions provided below.

(7) Emergency School Counselor License:

(a) When the Executive Director determines that extenuating circumstances have prevented the applicant from completing

requirements for the Initial I School Counselor License, within three years, an extension for up to one year may be issued upon joint application from an educator and the employing district, but will be issued for the shortest amount of time needed to take care of the extenuating circumstances.

(b) The applicant must meet all the requirements for an Emergency School Counselor License set forth in OAR 584-070-0132 and provide an explanation of the circumstances which make the request necessary. The co-applicant district must ensure that the applicant will meet all requirements for the Initial I School Counselor License upon expiration of the Emergency School Counselor License issued pursuant to this subsection.

(8) The Restricted School Counselor License is not transferable to another district. However, another district may co-apply for a Restricted School Counselor License for any time remaining in the three years from the date the first Restricted School Counselor License was issued. A C-1 application and full fee must accompany the request.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.533

Hist.: TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11; TSPC 5-2012, f. & cert. ef. 5-18-12; TSPC 9-2014, f. & cert. ef. 11-14-14

584-070-0120

Assignment of Teachers as School Counselors

(1) A Basic or Standard Teaching License is valid for .49 or less time as a school counselor at the grade levels valid for the teaching license.

(2) Initial or Professional Teaching Licenses are not valid for counseling assignments except as allowed under License for Conditional Assignment rules in OAR 584-060-0250.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 1-2015, f. & cert. ef. 2-10-15

584-070-0132

Emergency School Counselor License

(1) Upon filing a correct and complete application in the form and manner prescribed by the Commission, a qualified applicant and a co-applicant district may be granted an Emergency School Counselor License. An Emergency School Counselor License may be issued when a school district demonstrates extenuating circumstances that merit the issuance of the license in order to protect the district's programs or students.

(2) An Emergency School Counselor License shall be issued solely at the discretion of the Executive Director for any length of time deemed necessary to protect the district's programs or students.

(a) In most cases, an Emergency School Counselor License will not exceed one year unless the educator or the district has presented unusual extenuating circumstances.

(b) The Executive Director may consider efforts the educator has made in meeting licensure requirements. Additionally, the Executive Director will consider academic preparation or experience the proposed educator has had in the area in which the district is requesting the license.

(c) Generally, failure to meet renewal requirements does not constitute an emergency or extenuating circumstances.

(d) In most cases, an Emergency School Counselor License will expire on June 30 of the academic year in which the license was granted regardless of the term for licensure. Extending the license beyond the June 30 expiration date is at the discretion of the Executive Director after considering all extenuating circumstances.

(3) To be eligible for the Emergency School Counselor License an applicant and co-applicant district must provide the following:

(a) A C-1 application;

(b) All licensure fees, including possible late fees and expedited service fee if appropriate;

(c) Fingerprints furnished in the manner prescribed by the Commission if the applicant has not been fingerprinted or has not held an active license issued by the Commission in the past three years;

(d) A letter from the district detailing the extenuating circumstances constituting the emergency and the applicant's unique skills qualifying her or him for the license. The letter should include a request for the least amount of time necessary to meet the emergency needs of the district; and

(e) An applicant may be asked to provide a resume, official transcripts or other evidence of qualifications if requested by the Executive Director.

(4)(a) The Emergency School Counselor License is not subject to the 120 days allowed for licensure renewal purposes under ORS 342.127. A new application and fee is required for the license the applicant must qualify for once the Emergency License has expired.

(b) It is the applicant's responsibility to apply for the subsequent license in a timely manner in order to ensure that the applicant remains licensed.

(5) Applications not eligible for emergency licensure requests include:

(a) Renewal applications within the 120 days grace period;

(b) New Oregon Applicants eligible for Fast-Track processing pursuant to OAR 584-010-0090; or

(c) Applications that include requests for Emergency School Counselor licenses due to the applicant's failure to meet renewal or upgrade requirements such as required coursework or continuing professional development.

(6) The Commission may limit the number of applications from an employing district to a maximum of one hundred (100) in any two-day period.

Stat. Auth.: ORS 342.125

Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533

Hist.: TSPC 7-2005, f. & cert. ef. 8-24-05; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11; TSPC 5-2012, f. & cert. ef. 5-18-12; TSPC 8-2014(Temp), f. & cert. ef. 11-10-14 thru 5-8-15; TSPC 1-2015, f. & cert. ef. 2-10-15

584-070-0205

Scope of School Psychology

The Initial, Continuing or Transitional School Psychologist License authorizes the holder to perform the following duties:

(1) Provide services that enhance academic performance;

(2) Design strategies and programs to address problems of adjustment;

(3) Consult with other educators and parents on issues of social development and behavioral and academic difficulties;

(4) Conduct psycho-educational assessment for purposes of identifying special needs;

(5) Provide psychological counseling for individuals, groups and families; and

(6) Coordinate intervention strategies for management of individuals and school-wide crises.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.553

Hist.: TSPC 10-2010, f. 12-30-10, cert. ef. 1-1-11

584-070-0211

Initial School Psychologist License

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted an Initial School Psychologist License for three years. The first license will be issued for three years plus time to the applicant's birthday.

(2) The Initial School Psychologist License is valid for:

(a) School psychology at all age or grade levels;

(b) Substitute counseling at any level; and

(c) Substitute teaching at any level in any specialty.

(3) To be eligible for an Initial School Psychologist License, an applicant must satisfy all of the following general preparation requirements:

(a) Have a master's or higher degree in the behavioral sciences or their derivative therapeutic professions from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the commission. A master's degree or a doctoral degree from a regionally accredited institution in the United States validates a non-regionally accredited bachelor's degree for licensure;

(b) Complete in Oregon or another U.S. jurisdiction, as part of the master's degree or separately, an initial graduate program in school psychology at an institution approved for psychologist education by the commission; or obtained certification from the National Association of School Psychologists.

(c) Obtained a passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights laws and professional ethics, unless this requirement has already been satisfied when obtaining a preceding Oregon educator's license or registration; and

(d) Furnish fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application. (4) The Initial School Psychologist License may be renewed repeatedly for three years upon completion of a professional development plan in accordance with OAR 584-090.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495 & 342.533

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 5-2001, f. & cert. ef. 12-13-01; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 8-2008, f. & cert. ef. 11-13-08; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09; TSPC 10-2010, f. 12-30-10, cert. ef. 1-1-11; TSPC 2-2014, f. & cert. ef. 3-15-14

584-070-0221

Continuing School Psychologist License

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted a Continuing School Psychologist License.

(2) The Continuing School Psychologist License is issued for: five years and is renewable repeatedly under conditions specified below.

(3) The Continuing School Psychologist License is valid for:

(a) School psychology at all age or grade levels;

(b) Substitute counseling at any level; and

(c) Substitute teaching at any level in any specialty.

(4) To be eligible for a Continuing School Psychologist License, an applicant must:

(a) Meet and complete all of the requirements for the Initial School Psychologist License;

(b) Hold a master's or higher degree in the behavioral sciences or their derivative therapeutic professions from a regionally accredited institution in the United States, or hold the foreign equivalent of such degree approved by the commission, together with an equally accredited bachelor's degree;

(c) Have five years of school psychology experience at least half-time or more on any non-provisional license appropriate for the assignment; and

(d) Demonstrate minimum competencies, knowledge and skills in accordance with OAR 584-017-0360 by completing one of the following:

(A) Complete an advanced program in psychologist competencies consisting of at least six semester hours or nine quarter hours of graduate credit or the equivalent; or

(B) Validation of all advanced psychology competencies through assessment by a commission-approved professional development program offered by an institution, an employer, or the two working together; or

(C) By obtaining a current National School Psychology Certificate awarded by the National Association of School Psychologists; or

(D) By having a regionally accredited doctor's degree in educational, clinical or counseling psychology.

(5) The Continuing School Psychologist License may be renewed for five years upon completion of a professional development plan in accordance with OAR 584-090.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 8-2008, f. & cert. ef. 11-13-08; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09; TSPC 10-2010, f. 12-30-10, cert. ef. 1-1-11

584-070-0271

Transitional School Psychologist License for First Time Out-of-State Applicants

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted a Transitional School Psychologist License.

(2)(a) The Transitional School Psychologist License is issued for eighteen months and is not renewable. At that time, the educator must qualify for an Initial or a Continuing School Psychologist License.

(b) The educator must qualify for a Continuing School Psychologist License upon expiration of six (6) years following the date the Transitional School Psychologist License was first issued.

(3) The Transitional School Psychologist License is valid for:

- (a) School psychology at all age or grade levels;
- (b) Substitute counseling at any level;
- (c) Substitute teaching at any level in any specialty.

(4) To be eligible for a Transitional School Psychologist License, the applicant must:

(a) Have a master's or higher degree in educational psychology or therapeutic psychology from a regionally accredited institution or approved foreign equivalent;

(b) Hold an unrestricted school psychologist license or certificate in any state or comparable jurisdiction; and

(c) Furnish fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application. (See also, OAR 584-036-0062 for Criminal Records Check Requirement.)

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495, 342.533

Hist.: TSPC 3-1999, f. & cert. ef. 7-15-99; TSPC 9-1999, f. & cert. ef. 11-22-99; TSPC 5-2001, f. & cert. ef. 12-13-01; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 10-2010, f. 12-30-10, cert. ef. 1-1-11; TSPC 5-2012, f. & cert. ef. 5-18-12; TSPC 2-2014, f. & cert. ef. 3-15-14; TSPC 5-2014, f. & cert. ef. 8-5-14

584-070-0310

Limited Student Service License

(1) Upon filing a correct and complete application in form and manner prescribed by the Commission, a qualified applicant may be granted a Limited Student Service License. This license, issued for three years and renewable, is valid at any authorization level and designated for a specialized type of direct service to students for which the Commission at its discretion may not require a school counselor, school psychologist or school social worker license. It is not valid for substitute teaching of any kind.

(2) To be eligible for a Limited Student Service License the applicant must:

(a) Have a bachelor's degree or higher from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the Commission, together with an equally valid master's degree or other specialized preparation related to the intended service role and ordinarily equivalent to one academic year of graduate study. Awarding of a higher degree in the arts and sciences or an advanced degree in the professions from a regionally accredited institution in the United States validates a non-regionally accredited bachelor's degree for licensure.

(b) Obtain a passing score on a Commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics; and

(c) Furnish fingerprints in the manner prescribed by the Commission and provide satisfactory responses to the character questions contained in the Commission's licensure application.

(3) The Limited Student Service License is restricted to use within a district that has applied for it jointly with the applicant, whose qualifications and job description are subject to Commission approval. Upon application, the co-applicant district must describe its particular need in relation to the co-applicant specialist's qualifications summarized on a submitted resume, agree to provide a mentor during the first year of the assignment, and attest that the role to be filled has been structured so as not to require a school counselor, school psychologist, or school social worker license.

(4) The holder of a Limited Student Service License shall use only the title specifically approved by the Commission and shall not use any unapproved title or imply any unapproved duties related to serving children. Titles such as "advisor" or "student service specialist" or "student assistance specialist" will more readily be approved. The following additional provisos apply:

(a) No holder of a limited student service license shall use a title containing words derived from "psychology" nor claim to be a psychologist or to render psychological services without obtaining a school psychologist license from the Commission unless licensed as a psychologist or psychologist associate by the Board of Psychologist Examiners. Under ORS 675.990(1)(b), a violation of this subsection is a Class A misdemeanor; and

(b) The Commission at its discretion may consider a title indicating a therapeutic student service role like counseling or social work, for a specialist who has a corresponding master's or doctor's degree, if the applicant is licensed by the Board of Licensed Professional Counselors and Therapists or the Board of Licensed Social Workers, respectively, and is demonstrably prevented from gaining admission to a graduate program in school counseling, school psychology or school social work.

(5) Renewal Requirements: To renew the Limited Student Service License, the applicant must:

(a) Complete professional development requirements in accordance with OAR 584, division 255; and

(b) Submit a complete and correct renewal application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 9-1999, f. & cert. ef. 11-22-99; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; Administrative correction 11-19-09; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11; TSPC 1-2015, f. & cert. ef. 2-10-15; TSPC 6-2015(Temp), f. & cert. ef. 7-1-15 thru 12-27-15; TSPC 11-2015, f. 11-13-15, cert. ef. 1-1-16

584-070-0401

Scope of School Social Worker Licensure

The Initial, Continuing or Transitional School Social Worker License authorizes the holder to perform the following duties:

(1) Assess home, school, personal, and community factors that may affect a student's learning;

(2) Identify and provide intervention strategies for children and their families, including counseling, case management and crisis intervention;

(3) Consult with teachers, administrators and other school staff regarding social and emotional needs of students; and

(4) Coordinate family, school and community resources on behalf of students.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495, 342.553

Hist.: TSPC 10-2010, f. 12-30-10, cert. ef. 1-1-11

584-070-0411

Initial School Social Worker License

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted an Initial School Social Worker License for three years. The first license will be issued for three years plus time to the applicant's birthday.

(2) The Initial School Social Worker License is valid for:

- (a) School social work at all age or grade levels; and
- (b) Substitute counseling at any level.

(3) To be eligible for an Initial School Social Worker License, an applicant must satisfy all of the following general preparation requirements:

(a) A master's or higher degree in social work from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the commission;

(b) Completion of an initial graduate program in school social work as part of the master's degree or separately at an institution

approved for school social worker education by the commission or the out-of-state equivalent;

(c) A passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights laws and professional ethics; and

(d) Furnish fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application (See also, OAR 584-036-0062 for Criminal Records Check Requirement).

(4) The Initial School Social Worker License may be renewed repeatedly for three years upon completion of professional development requirements in accordance with OAR 584-090.

(5) Persons holding an Initial School Social Worker License may not:

(a) Substitute as a School Counselor for a period greater than three consecutive months without obtaining the School Counselor License;

(b) Substitute as a School Psychologist; or

(c) Accept any full or part-time position as a School Counselor or as a School Psychologist; or

(d) Go by the title of School Counselor or School Psychologist.

(6) Violations of subsection (5) above may result in referral to the Commission for violation of professional practices.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 10-2010, f. 12-30-10, cert. ef. 1-1-11; TSPC 4-2011, f. & cert. ef. 4-14-11; TSPC 6-2011, f. 8-15-11, cert. ef. 9-1-11; TSPC 1-2013, f. & cert. ef. 2-14-13

584-070-0421

Continuing School Social Worker License

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted a Continuing School Social Worker License.

(2) The Continuing School Social Worker License is issued for five years and is renewable repeatedly under conditions specified below.

(3) The Continuing School Social Worker License is valid for:

(a) School social work at all age or grade levels; and

(b) Substitute counseling at any level.

(4) To be eligible for a Continuing School Social Worker License, an applicant must:

(a) Meet and complete all of the requirements for the Initial School Social Worker License;

(b) Hold a master's or higher degree in social work from a regionally accredited institution in the United States, or hold the foreign equivalent of such degree approved by the commission;

(c) Have five years of school social worker experience at least half-time or more on any non-provisional TSPC or out-of-state educator license appropriate for the social worker assignment; and

(d) Demonstrate minimum competencies, knowledge and skills in accordance with OAR 584-017-0551 by completing one of the following:

(A) By completing an advanced commission-approved program in school social worker competencies consisting of at least six semester hours or nine quarter hours of graduate credit or the equivalent; or

(B) Validation of all advanced school social worker competencies through assessment by a commission-approved professional development program offered by an institution, an employer, or the two working together; or

(C) By showing evidence of being a Certified School Social Work Specialist awarded by the National Association of Social Workers; or

(D) By having a regionally accredited doctor's degree in social work.

(5) The Continuing School Social Worker License may be renewed for five years upon completion of professional development requirements in accordance with OAR 584-090.

(6) Persons holding a Continuing School Social Worker License may not:

(a) Substitute as a School Counselor for a period greater than three consecutive months without obtaining the School Counselor License;

(b) Substitute as a School Psychologist; or

(c) Accept any full or part-time position as a School Counselor or as a School Psychologist; or

(d) Go by the title of School Counselor or School Psychologist.

(7) Violations of subsection (6) above may result in referral to the Commission for violation of professional practices.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 10-2010, f. 12-30-10, cert. ef. 1-1-11; TSPC 4-2011, f. & cert. ef. 4-14-11; TSPC 6-2011, f. 8-15-11, cert. ef. 9-1-11

584-070-0431

Transitional School Social Worker License for First Time Out-of-State Applicants

(1) Upon filing a correct and complete application in form and manner prescribed by the Commission, a qualified applicant who has never been licensed in Oregon as a social worker or school social worker may be granted a Transitional School Social Worker License.

(2)(a) The Transitional School Social Worker License is issued for eighteen months and is not renewable. At that time, the educator must qualify for an Initial or a Continuing School Social Worker License. Under significant extenuating circumstances, additional time may be allowed, as described below in subsection (6) of this rule.

(b) The educator must qualify for a Continuing School Social Worker License upon expiration of six (6) years following the date the Transitional School Social Worker License was first issued.

(3) The Transitional School Social Worker License is valid for:

(a) School social work at all age or grade levels; and

(b) Substitute counseling at any level.

(4) To be eligible for a Transitional School Social Worker License, the applicant must:

(a) Have a master's or higher degree in social work from a regionally accredited institution or approved foreign equivalent;

(b) Hold an unrestricted school social worker license or certificate in any state or comparable jurisdiction; and

(c) Furnish fingerprints in the manner prescribed by the Commission and provide satisfactory responses to the character questions contained in the Commission's licensure application. (See also, OAR 584-036-0062 for Criminal Records Check Requirement.)

(5) Persons holding a Transitional School Social Worker License may:

(a) Substitute as a School Counselor for a period not to exceed three consecutive months without obtaining the School Counselor License;

(b) Not substitute as a School Psychologist; and

(c) Not accept any full or part-time position as a School Counselor or as a School Psychologist and may not go by the title of School Counselor or School Psychologist.

(d) Violations of the provisions of this subsection may result in referral to the Commission for violation of professional practices.

(6) If significant extenuating circumstances prevent the educator from completing these requirements prior to expiration of the Transitional School Social Worker License, an Emergency School Social Worker License may be issued, at the sole discretion of the Executive Director. Evidence of the extenuating circumstances must be presented to the Executive Director, who then determines if and for how long an emergency license should be issued as needed to protect the district's programs or students.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 10-2010, f. 12-30-10, cert. ef. 1-1-11; TSPC 4-2011, f. & cert. ef. 4-14-11; TSPC 5-2011, f. & cert. ef. 6-15-11; TSPC 5-2012, f. & cert. ef. 5-18-12; TSPC 9-2014, f. & cert. ef. 11-14-14

584-070-0441

Restricted School Social Worker License

(1) Upon filing a correct and complete application in form and manner prescribed by the Commission, a qualified applicant may be granted a Restricted School Social Worker License.

(2)(a) The Restricted School Social Worker License is issued jointly to an applicant and a district.

(b) The Restricted School Social Worker License will be issued for up to one year and may be renewed two times. The license will expire on June 30 of the academic year following issuance of the license.

(c) Upon expiration of the Restricted School Social Worker License following the second renewal period, the educator must qualify for the School Social Worker License.

(3) The Restricted School Social Worker License will be restricted for use within a district that has applied for it jointly with the social worker and may not be used for substitute teaching unless the educator also holds another license valid for regular or substitute teaching issued by the Commission.

(4) To be eligible for a Restricted School Social Worker License, the applicant must:

(a) Possess the personal qualifications for licensure including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as an educator;

(b) Have attained a bachelor's or higher degree from a regionally accredited institution or approved foreign equivalent;

(c) Meet one of the following qualifications:

(A) Be enrolled in a school social worker program approved for school social worker licensure by any state and have completed approximately one-half of the program; or

(B) Has completed a Master's in Social Work; or

(C) Has a master's degree in a counseling or social worker related field.

(D) The candidate must submit an official transcript and/or any other evidence that the Commission requires to determine the candidate has met the qualifications of this subsection.

(d) Obtain a passing score on a Commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics;

(e) Furnish fingerprints in the manner prescribed by the Commission and provide satisfactory responses to the character questions contained in the Commission's licensure application. (See also, OAR 584-036-0062 for Criminal Records Check Requirement);

(f) Submit a letter from the employing district describing the particular need in relation to the applicant's school social worker qualifications. The district must agree to provide a mentor and identify that mentor in the letter of application. The district must attest that circumstances prevent hiring a suitable school social worker holding an unrestricted full-time license appropriate for the assignment to be filled; and

(g) Have never held any type of Restricted School Social Worker License.

(5) Restricted School Social Worker Licenses are subject to special renewal conditions:

(a) First Renewal: The applicant must submit:

(A) A C-1 application and renewal fees;

(B) A letter of support from the co-applicant district; and

(C) Proof of admission and enrollment or proof of pending enrollment into a school social worker program. The school social worker program must be approved by the Commission pursuant to OAR chapter 584, division 52.

(b) Second Renewal: The applicant must submit:

(A) A C-1 application and renewal fees;

(B) A letter of support from the co-applicant district; and

(C) Evidence the educator has completed more than 50 percent of the program to complete the School Social Worker License requirements. The completion of more than 50 percent of the program must be verified by the educator preparation program in which the educator is enrolled. The school social worker program must be approved by the Commission pursuant to OAR chapter 584, division 52.

(c) In most cases, a Restricted School Social Worker License will expire on June 30 of the academic year in which the license was granted regardless of the term for licensure. Extending the license beyond the June 30 expiration date is at the discretion of the Executive Director after considering all extenuating circumstances.

(d) Renewal under these conditions is not subject to the 120-day grace period and must be submitted sufficiently in advance of the license expiration date to ensure continuity of licensure. Failure to submit a timely application is grounds for denial of a renewal pursuant to this subsection and may be grounds for discipline under OAR 584-020-0040 if the educator continues to work as a School Social Worker without a valid license.

(e) The Executive Director may deny the application for renewal of the license upon failure to show progress in the licensure program needed for the next stage license.

(6) Upon expiration of the Restricted School Social Worker License, recipients of this license must meet all the requirements of the School Social Worker License for which they may apply at any time or qualify for an Emergency School Social Worker License under the provisions provided below.

(7) Emergency School Social Worker License:

(a) When the Executive Director determines that extenuating circumstances have prevented the applicant from completing requirements for School Social Worker License, within three years, an extension for up to one year may be issued upon joint a Social Worker application from an educator and the employing district, but will be issued for the shortest amount of time needed to take care of the extenuating circumstances.

(b) The applicant must the requirements for an Emergency School Social Worker License set forth in OAR 584-070-0451 and provide an explanation of the circumstances which make the request necessary. The co-applicant district must ensure that the applicant will meet all requirements for the School Social Worker upon expiration of the Emergency School Social Worker License issued pursuant to this subsection.

(8) The Restricted School Social Worker License is not transferable to another district. However, another district may co-apply for a Restricted School Social Worker License for any time remaining in the three years from the date the first Restricted School Social Worker License was first issued by the Commission. A C-1 application and full fee must accompany the request to change districts.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120–342.430; 342.455–342.495; 342.533

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120–342.430; 342.455–342.495; 342.533

Hist.: TSPC 6-2012, f. & cert. ef. 5-18-12; TSPC 9-2014, f. & cert. ef. 11-14-14

584-070-0451

Emergency School Social Worker License

(1) Upon filing an application and full fee in the form and manner required by the Commission, an Emergency School Social Worker License may be issued in any increment of time at the Executive Director's discretion, but generally will be limited to the least amount of time reasonably necessary to complete non-provisional licensure requirements or to bridge the actual emergency generating the district's request.

(2) An Emergency School Social Worker License may be issued when a school district demonstrates extenuating circumstances that merit the issuance of the license in order to protect the district's programs or students.

(3) The Executive Director is authorized to deny application for an Emergency School Social Worker License if the request exceeds more than one year beyond the expiration of a Restricted Transitional School Social Worker License.

(4) To be eligible for the Emergency School Social Worker License the following must be submitted:

(a) A C-1 application and full fee;

(b) A letter each from the district and the applicant describing the extenuating circumstances that require the issuance of an Emergency School Social Worker License; and

(c) A description of the steps the district will take to ensure the applicant will qualify for the Initial School Social Worker License upon expiration of the Emergency School Social Worker License.

(5) The Emergency School Social Worker License will be issued solely at the discretion of the Executive Director for any length of time deemed necessary to protect the district's programs or students. The Executive Director may consider the following:

(a) Whether the educator has had any academic preparation or experience in the area of social work;

(b) Efforts the educator has made in meeting the Initial School Social Worker License requirements; and

(c) Whether the educator has obtained a passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics.

(6) The Emergency School Social Worker License is not subject to the 120 day grace period allowed for licensure renewal purposes under ORS 342.127.

Stat. Auth.: ORS 342.125

Stats. Implemented: ORS 342.120–342.430; 342.455–342.495; 342.533

Hist.: TSPC 6-2012, f. & cert. ef. 5-18-12

DIVISION 80

TWENTY-FIRST CENTURY ADMINISTRATIVE LICENSES

584-080-0001

Purpose

(1) These rules establish an administrator licensure program that is designed to strengthen Oregon educational leadership. Specifically, Oregon licensed administrators will be instructional leaders with the knowledge, skills and abilities to close the achievement gap, implement visionary literacy programs and demonstrate exemplary instructional leadership. Oregon administrators will be leaders in demonstrating culturally competent strategies to ensure an equitable education for every Oregon student. Oregon-approved programs and licensure have the following characteristics:

(2) The administrator licensure standards are designed to recognize the developmental levels of students;

(3) The Initial Administrator License requires at least three years of properly assigned licensed experience in public schools, regionally accredited private schools, registered private schools or other federal or state-regulated schools. Additionally, programs for the Initial Administrator License will emphasize a school-level context.

(4) The Continuing Administrator License requires demonstrated competency in a broad spectrum of Oregon-specific administrator skills and experience at both the building and district levels. Additionally, programs for the Continuing Administrator License will emphasize a district level context.

(5) Continuing professional development is integral to continuous administrator licensure.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 10-2006(Temp), f. 6-15-06, cert. ef. 7-1-06 thru 12-27-06; TSPC 13-2006, f. & cert. ef. 11-22-06

584-080-0002

Definitions for Division 80

(1) “All Grade Levels:” Grades prekindergarten through 12 (prek-12).

(2) “Application:” A request for an Oregon license authorizing service in public schools or a request for reinstatement or renewal of such license. As used in these rules, “application” includes the Application Form, C-1, the fee, and all supporting documents necessary for the evaluation for the license. A copy of the C-1 can be found on TSPC’s Web page at: www.tspc.state.or.us.

(3) “Appropriately Assigned:” Assignments for administrator, teacher, supervisor, school counselor, school psychologist, or school nurse duties for which the person involved holds the proper license, endorsements and authorizations. See OAR 584-036-0081.

(4) “Approved Institution:” A U.S. regionally accredited institution of higher education approved to prepare licensed personnel by a U.S. governmental jurisdiction in which the institution is located. See definition of “Regional Accrediting Associations” at OAR 584-005-0005.

(5) “Approved Programs:” An Oregon program of educator preparation leading to licensure approved by TSPC and offered by

a regionally accredited Oregon institution. As it applies to out-of-state programs, a program approved by the licensure body of any U.S. governmental jurisdiction authorized to approve educator preparation programs.

(6) “Completion of Approved Program:” The applicant has met the institution’s academic requirements and any additional state or federal requirements and has obtained the institution’s recommendation for licensure.

(7) “Out of State Licenses or Certificates:” A license or certificate valid for full-time employment which is at least equivalent to the Oregon license being requested and is issued by one of the United States, a U.S. jurisdiction (American Samoa, Commonwealth of Northern Marianas, District of Columbia, Guam, Puerto Rico, and Virgin Islands), or the U.S. Department of Defense.

(8) “Personal Qualifications:” Personal qualifications for licensure including attainment of at least eighteen (18) years of age and possessing good moral character and mental and physical health necessary for employment as an educator.

(9) “Regional Accrediting Associations:” Colleges and universities approved for teacher education must be accredited by the appropriate regional association at the time the degree or program is completed. The regional associations are: New England Association of Schools and Colleges, Commission on Institutions of Higher Education; North Central Association of Colleges and Schools, The Higher Learning Commission; Northwest Commission on Colleges and Universities; Middle States Association of Colleges and Schools, Commission on Higher Education; Southern Association of Colleges and Schools, Commission on Colleges; or Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities.

(10) “Renewal:” Extension of validity of a current license. An application for renewal must be submitted prior to the expiration date stated on the license.

(11) “Teacher:” Includes all licensed employees in the public schools or employed by an education service district who have direct responsibility for instruction, coordination of educational programs or supervision or evaluation of teachers and who are compensated for their services from public funds. “Teacher” does not include a school nurse as defined in ORS 342.455.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165 & 342.223 - 342.232

Hist.: TSPC 10-2006(Temp), f. 6-15-06, cert. ef. 7-1-06 thru 12-27-06; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09

584-080-0005

Effective Date and Supersedure

Effective January 15, 1999, licenses for administrators will be issued under the rules set forth in this division, which supersedes divisions preceding OAR 584-060 in case of conflict.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 4-1999, f. & cert. ef. 8-2-99

584-080-0008

Scope of Administrator Licenses and Registrations

The Initial, Continuing or Transitional administrator license or Charter School Administrator Registration authorizes the holder to perform duties as follows:

(1) An administrator license or registration is required to:

(a) Evaluate licensed personnel;

(b) Discipline licensed personnel; or

(c) Authorize out-of-school suspension or expulsion of students.

(2) An administrator license or registration is not required to:

(a) Prepare evaluation materials of licensed personnel, if a licensed administrator has responsibility for completing the evaluations;

(b) Evaluate coaching staff, if a licensed or registered administrator has final responsibility for the coaching staff evaluations;

(c) Recruit licensed, registered or classified staff;

- (d) Supervise, evaluate, or discipline classified staff; or
- (e) Authorize expenditure of funds, if expenditures are made according to approved district and school-wide plans.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430 & 342.455 - 342.495; 342.553

Hist.: TSPC 6-2011, f. 8-15-11, cert. ef. 9-1-11; TSPC 1-2014(Temp), f. & cert. ef. 3-15-14 thru 9-10-14; TSPC 5-2014, f. & cert. ef. 8-5-14

584-080-0012

Initial Administrator License (IAL)

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted an Initial Administrator License.

(2) The Initial Administrator License is valid for three (3) years and may be renewed under the conditions set forth in subsections below.

(3) The Initial Administrator License is valid for school administration at all age or grade levels in any administrative position. This license is also valid for substitute teaching at any level in any specialty.

(4) To be eligible for an Initial Administrator License, an applicant must satisfy all of the following provisions within this subsection. The applicant must:

(a) Educator Fitness: Possess the personal qualifications for licensure including attainment of at least eighteen (18) years of age and possessing good moral character and mental and physical health necessary for employment as an educator;

(b) Licensed Experience: Have three (3) academic years of experience as a full-time licensed educator on any license appropriate for the assignment in:

(A) A public school or regionally accredited private school in any state or other U.S. jurisdiction; or

(B) In one or more of the following schools in Oregon:

(i) An education service district school;

(ii) A state-operated or state-supported school;

(iii) A federal school;

(iv) A private elementary or secondary school registered by the state Department of Education; or

(v) A private proprietary career school licensed by the superintendent of public instruction.

(c) Master's Degree: Hold a master's or higher degree in the arts and sciences or an advanced degree in the professions from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the commission, together with an equally accredited bachelor's degree;

(d)(A) Approved Administrator Program: Complete, as part of the master's degree or separately, an initial graduate program in school administration at an institution approved for administrator education;

(B) A candidate for initial licensure who has completed an administrator preparation program outside the state of Oregon must:

(i) Have completed at least eighteen (18) semester hours or twenty-seven (27) quarter hours of graduate credit in school administration or educational leadership; and

(ii) Receive a passing score on tests of knowledge of Oregon school law and finance at the conclusion of or in lieu of a course or courses approved by the commission.

(e) Civil Rights: Obtain a passing score on a commission-adopted test of knowledge of U.S. and Oregon civil rights laws and professional ethics. An emergency license will be issued for ninety (90) days during which time the applicant must complete the civil rights requirement; and

(f) Fingerprints: Furnish fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application. (See OAR 584-036-0062 for Criminal Records Check Requirement.)

(5) Renewal: The Initial Administrator License may be renewed up to two (2) times if the applicant makes progress or has made progress toward completion of the Continuing Administrator License by completing at least six (6) semester hours or nine (9) quarter hours of academic credit in an state approved administrative licensure preparation program or its equivalent upon each renewal

application. A transcript of the completed coursework is required for renewal.

(6) Reinstatement for Administrator Experience: An applicant may reinstate an expired Initial Administrator License for one (1) three-year period for the purposes of completing the administrative experience requirements for the Continuing Administrator License under the following conditions:

(a) The applicant has completed all requirements for the CAL except for the administrative experience required;

(b) The application includes a request from a district for reinstatement.

(7) Superintendency on the Initial Administrative License: The Continuing Administrator Licensure program or the equivalent graduate hours in an approved administrator preparation program must be completed within the three (3) years following the next renewal of the Initial Administrator License if the holder of an Initial Administrator License takes a position as a superintendent in Oregon at any time within the life of the Initial Administrator License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 10-2006(Temp), f. 6-15-06, cert. ef. 7-1-06 thru 12-27-06; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09; TSPC 4-2010, f. & cert. ef. 7-15-10; TSPC 2-2014, f. & cert. ef. 3-15-14; TSPC 5-2014, f. & cert. ef. 8-5-14

584-080-0022

Continuing Administrator License (CAL)

(1) Upon filing a correct and complete application in form and manner prescribed by the Commission, a qualified applicant shall be granted a Continuing Administrator License.

(2) The Continuing Administrator License is issued for five (5) years and is renewable repeatedly under conditions specified below.

(3) The Continuing Administrator License is valid for school administration at all age or grade levels in any position and for substitute teaching at any level in any specialty.

(4) To be eligible for a Continuing Administrator License, an applicant must satisfy all of the following provisions within this subsection. The applicant must:

(a) Educator Fitness: Possess the personal qualifications for licensure including attainment of at least eighteen (18) years of age and possessing good moral character and mental and physical health necessary for employment as an educator;

(b) Master's Degree: Hold a master's degree or higher;

(c) Program of Advanced Competency: Complete beyond both the master's degree and beyond the initial graduate program in school administration, an advanced program in administrative competencies consisting of at least eighteen (18) semester hours or twenty-seven (27) quarter hours of graduate credit or the equivalent.

(A) Advanced Program Waiver: Exceptionally, the applicant may qualify for waiver of the advanced institutional program or the assessment of advanced competencies by having a regionally accredited doctor's degree in school administration or educational leadership;

(B) Out-of-State Advanced Program:

(i) If the eighteen (18) semester hours or twenty-seven (27) quarter hours beyond the master's degree, required in subsection (c) above, was completed out-of-state, no additional validation will be required so long as the applicant also has five (5) years of administrative experience on any unrestricted out-of-state administrator license or an Oregon license appropriate for the assignment.

(ii) The out-of-state experience may be cumulative and need not be continuous in one state.

(iii) If the applicant does not have five (5) years of administrative experience, the advanced program will be evaluated by the Commission to determine equivalency. The evaluation will be based upon an established rubric representing the equivalent programs offered by Oregon approved administrator preparation programs.

(iv) After TSPC evaluation, additional coursework may be required to acquire the Continuing Administrator License.

(d) Fingerprints: Furnish fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application.

(See OAR 584-036-0062 for Criminal Records Check Requirement.); and

(e) Civil Rights: A passing score on a test of knowledge of U.S. and Oregon civil rights laws and professional ethics. An emergency license will be issued for ninety (90) days during which time the applicant must complete the civil rights requirement; and

(f) Experience on an Administrative License: Have three (3) years of one-half time or more experience on any administrator license appropriate for the assignment in a public or accredited private school setting.

(5) The Continuing Administrator License may be renewed for five (5) years upon completion of professional development pursuant to OAR 584 division 90.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 10-2006(Temp), f. 6-15-06, cert. ef. 7-1-06 thru 12-27-06; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 2-2014, f. & cert. ef. 3-15-14

584-080-0031

Distinguished Administrator License

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted a Distinguished Administrator License.

(2) The Distinguished Administrator License is issued for five years and is renewable repeatedly under conditions specified below.

(3) The Distinguished Administrator License is voluntary and is valid for school administration at all age or grade levels in any position and for substitute teaching at any level in any specialty.

(4) To be eligible for a Distinguished Administrator License, an applicant must have:

(a) Completed, beyond the advanced administrator program specified in OAR 584-080-0022 an advanced education leadership or school administration program consisting of at least 12 semester hours or 18 quarter hours of graduate credit or the equivalent; or in the alternative, hold a regionally accredited doctor's degree in school administration or educational leadership.

(A) Completion of the advanced program must be verified by the institution offering the program or through official transcripts.

(B) Doctorates in programs other than school administration or educational leadership do not qualify for this license.

(b) Five years of full time experience on a Standard, Initial, Continuing, Transitional or out-of-state administrative license valid for the assignment functioning as a superintendent in a public school district, education service district, or regionally accredited private school system; and

(c) Have obtained a passing score on a commission-adopted test of knowledge of U.S. and Oregon civil rights and professional ethics.

(5) The Distinguished Administrator License may be renewed for five years upon completion of continuing professional development pursuant to OAR 584-090.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455 - 342.495; 342.533

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 4-2001, f. & cert. ef. 9-21-01; TSPC 10-2006(Temp), f. 6-15-06, cert. ef. 7-1-06 thru 12-27-06; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 8-2008, f. & cert. ef. 11-13-08; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11; TPSC 10-2012, f. & cert. ef. 11-19-12

584-080-0151

Transitional Administrator License for First Time Out-of-State Applicants

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant who has never been licensed in Oregon as an administrator may be granted a Transitional Administrator License.

(2)(a) The Transitional Administrator License is issued for eighteen months and is not renewable. At that time, the educator must qualify for an Initial or a Continuing Administrator License. Under significant extenuating circumstances, additional time may be allowed, as described below in section (5) of this rule.

(b) The educator must qualify for a Continuing Administrator License upon expiration of six (6) years following the date the Transitional Administrator License was first issued.

(3) The Transitional Administrator License is valid for:

(a) Administration at all levels (principal or superintendent); and
(b) Substitute administration at all age or grade levels; and it is also valid for substitute

(c) Substitute teaching at any level in any specialty. Note: An active teaching license is required for any teaching beyond substituting.

(4) To be eligible for a Transitional Administrator License, the applicant must:

(a) Possess the personal qualifications for licensure including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as an educator;

(b) Hold a master's or higher degree in the arts and sciences or an advanced degree in the professions from a regionally accredited institution in the United States or approved foreign equivalent;

(c) Hold a non-provisional state license for school administration; and

(d) Furnish fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application. (See also, OAR 584-036-0062 for Criminal Records Check Requirement.)

(5) If significant extenuating circumstances prevent the educator from completing these requirements prior to the expiration of the Transitional Administrator License an Emergency Administrator License may be issued, at the sole discretion of the Executive Director. Evidence of the extenuating circumstances must be presented to the Executive Director, who then determines if and for how long an emergency license should be issued as needed to protect the district's programs or students.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 3-1999, f. & cert. ef. 7-15-99; TSPC 5-2001, f. & cert. ef. 12-13-01; TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 3-2011, f. & cert. ef. 3-15-11; TSPC 5-2012, f. & cert. ef. 5-18-12

584-080-0152

Transitional Superintendent License for First Time Out-of-State Applicants

(1) Upon filing a correct and complete application in form and manner prescribed by the Commission, a qualified applicant who has never been licensed in Oregon as an administrator may be granted a Transitional Superintendent License.

(2) The Transitional Superintendent License is issued for eighteen months and is not renewable. At that time, the educator must qualify for a Continuing Administrator License. Under significant extenuating circumstances, additional time may be allowed, as described below in section (7) of this rule.

(3) The Transitional Superintendent License is valid for:

(a) The position of superintendent when issued to a person who has been a superintendent on regular assignment and license in any state; and

(b) Substitute teaching at any level in any specialty.

(4) To be eligible for a Transitional Superintendent License, the applicant must:

(a) Possess the personal qualifications for licensure including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as an educator;

(b) Hold a master's degree or higher degree in the arts and sciences or an advanced degree in the professions from a regionally accredited institution;

(c) Have been employed as a superintendent for five years or more in any state on a license valid for the assignment before holding an Oregon license;

(d) Hold a valid superintendent's license from that state based upon completion of an approved program; and

(e) Furnish fingerprints in the manner prescribed by the Commission and provide satisfactory responses to the character questions contained in the commission's licensure application. (See OAR 584-036-0062 for Criminal Records Check Requirement.)

(5) While holding this license, an applicant must complete:

(a) An Oregon school law and finance class; and

(b) Obtain a passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics.

(6) Upon completion of the requirements in section (5) above, in addition to three consecutive years of full-time experience as a superintendent, the applicant qualifies for a Continuing Administrator License as defined in OAR 584-080-0022.

(7) If extenuating circumstances prevent the educator from completing these requirements prior to the expiration of the Transitional Superintendent License, an Emergency Administrator License may be issued, at the sole discretion of the Executive Director as provided in ORS 584-080-0171. Evidence of the extenuating circumstances must be presented to the Executive Director, who then determines if and for how long an emergency license should be issued as needed to protect the district's programs or students.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TPSC 3-2001, f. & cert. ef. 6-21-01; TSPC 5-2001, f. & cert. ef. 12-13-01; TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 3-2011, f. & cert. ef. 3-15-11; TSPC 5-2012, f. & cert. ef. 5-18-12; TSPC 1-2015, f. & cert. ef. 2-10-15

584-080-0153

Restricted Administrator License

(1) Upon filing a correct and complete joint application with a co-applicant employing school district in form and manner prescribed by the Commission, a qualified applicant may be granted a Restricted Administrator License.

(2) The Restricted Administrator License is valid for regular or substitute administration at all age or grade levels and is restricted to the district from which the co-application is received.

(3) The Restricted Administrator License is not valid for substitute teaching at any level in any specialty.

(4)(a) The Restricted Administrator License is issued jointly to an applicant and a district.

(b) The Restricted Administrator License will be issued for up to one year and may be renewed two times. The license will expire on June 30 of the academic year following issuance of the license.

(c) Upon expiration of the Restricted Administrator License following the second renewal period, the educator must qualify for the Initial I Administrator License.

(5) To be eligible for a Restricted Administrator License, the applicant must have all of the following:

(a) Possess the personal qualifications for licensure including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as an educator;

(b) Hold a master's degree or higher from a regionally-accredited institution or approved foreign equivalent;

(c) Obtain a passing score on a Commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics;

(d) Furnish fingerprints in the manner prescribed by the Commission and provide satisfactory responses to the character questions contained in the Commission's licensure application. (See OAR 584-036-0062 for Criminal Records Check Requirement);

(e) Submit a letter from the employing district describing the particular need in relation to the applicant's administrator qualifications. The district must agree to provide a mentor and identify that mentor in the letter of application. The district must attest that circumstances prevent hiring a suitable administrator holding an unrestricted full-time license appropriate for the assignment to be filled;

(f) Submit official transcripts, and any other evidence required by the Commission as proof of substantial completion of academic preparation or substantial administrative work experience; and

(g) Have never held any type of Restricted Administrator License.

(6) Restricted Administrator Licenses will be subject to special renewal conditions:

(a) First Renewal: The applicant must submit:

(A) A C-1 application and renewal fees;

(B) A letter of support from the co-applicant district; and

(C) Proof of admission and enrollment or proof of pending enrollment into a program for administrative licensure. The administrator licensure program must be approved by the Commission pursuant to OAR chapter 584, division 52.

(b) Second Renewal: The applicant must submit:

(A) A C-1 application and renewal fees;

(B) A letter of support from the co-applicant district; and

(C) Evidence the educator has completed more than 50 percent of the program to complete administrative licensure requirements. The completion of more than 50 percent of the program must be verified by the educator preparation program in which the educator is enrolled. The administrator licensure program must be approved by the Commission pursuant to OAR chapter 584, division 52.

(c) In most cases, an Emergency Administrator License will expire on June 30 of the academic year in which the license was granted regardless of the term for licensure. Extending the license beyond the June 30 expiration date is at the discretion of the Executive Director after considering all extenuating circumstances.

(d) Renewal under these conditions is not subject to the 120-day grace period and must be submitted sufficiently in advance of the license expiration date to ensure continuity of licensure. Failure to submit a timely application is grounds for denial of a renewal pursuant to this subsection and may be grounds for discipline under OAR 584-020-0040 if the educator continues to teach without a valid license.

(e) The Executive Director may deny the application for renewal of the license upon failure to show progress in the licensure program needed for the next stage license.

(7) Upon expiration of the Restricted Administrator License, recipients of this license must meet all the requirements of the Initial Administrator License for which they may apply at any time or qualify for an Emergency Administrator License under the provisions provided below.

(8) Emergency Administrator License:

(a) When the Executive Director determines that extenuating circumstances have prevented the applicant from completing requirements for an Initial or Continuing Administrator License, within three years, an extension for up to one year may be issued upon joint application from an educator and the employing district, but will be issued for the shortest amount of time needed to take care of the extenuating circumstances.

(b) The applicant must meet the requirements for an Emergency Administrator License set forth in OAR 584-080-0171 and provide an explanation of the circumstances which make the request necessary. The co-applicant district must ensure that the applicant will meet all requirements for the Initial I Administrator License upon expiration of the Emergency Administrator License issued pursuant to this subsection.

(9) The Restricted Administrator License is not transferable to another district. However, another district may co-apply for a Restricted Administrator License for any time remaining in the three years from the date the first Restricted Administrator License was issued. A C-1 application and full fee must accompany the request.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 3-2010, f. & cert. ef. 4-2-10; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11; TSPC 9-2014, f. & cert. ef. 11-14-14

584-080-0161

Exceptional Administrator License

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, an unconventionally qualified applicant may be granted an Exceptional Administrator License at the sole discretion of the commission as permitted under ORS 342.200.

(2) The Exceptional Administrator License is issued for three years and renewable under conditions that the Executive Director may specify, is valid only for a designated position with a job description approved by the Executive Director.

(3) To be eligible for an Exceptional Administrator License the applicant must:

(a) Possess the personal qualifications for licensure including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as an educator;

(b) Hold a master's or higher degree in the arts and sciences or an advanced degree in the professions from a regionally accredited institution or approved foreign equivalent;

(c) Demonstrate extraordinary professional experience that compensates for lack of experience in prekindergarten-12 schools;

(d) Submit a letter from the district consistent with subsection (5) below;

(e) Submit a recent résumé or curriculum vitae;

(f) Obtain a passing score on a commission-adopted test of knowledge of U.S. and Oregon civil rights and professional ethics; and

(g) Furnish fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application. (See, OAR 584-036-0062 for Criminal Records Check Requirement.)

(4) The Exceptional Administrator License is valid for the position for which the district requested licensure so long as the position does not require supervising or evaluating teachers or working directly with students in Oregon public schools.

(5) The Exceptional Administrator License will be restricted to use in a district that has applied for it jointly with the administrator. Upon application, the district's superintendent or board chair must:

(a) Submit a letter that describes the district's particular need in relation to the co-applicant administrator's qualifications as summarized on the submitted résumé;

(b) Attest that no suitable candidate with any unrestricted administrator license is comparably qualified and available for the role to be filled; and

(c) Attests that the administrator will not be supervising or evaluating teachers or working directly with children.

(6) The Exceptional Administrator License may be renewed upon:

(a) Evidence of district support for the renewal; and

(b) A statement by the district that the administrator's position has not changed since the license was requested or last renewed; and

(c) Continuing professional development in accordance with OAR 584-090.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495; 342.533

Hist.: TSPC 3-1999, f. & cert. ef. 7-15-99; TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; Administrative correction 11-19-09; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11; TSPC 4-2012, f. & cert. ef. 5-18-12; TSPC 3-2013, f. & cert. ef. 8-19-13

584-080-0171

Emergency Administrator License

(1) Upon filing a correct and complete application in form and manner prescribed by the Commission, a qualified applicant and a co-applicant district may be granted an Emergency Administrator License. An Emergency Administrator License may be issued when a school district demonstrates extenuating circumstances that merit the issuance of the license in order to protect the district's programs or students.

(2) The Emergency Administrator License shall be issued solely at the discretion of the Executive Director for any length of time deemed necessary to protect the district's programs or students.

(a) In most cases, an Emergency Administrator License will not exceed one year unless the educator or the district has presented unusual extenuating circumstances.

(b) The Executive Director may consider efforts the educator has made in meeting licensure requirements. Additionally, the Exec-

utive Director will consider academic preparation or experience the proposed educator has had in the area in which the district is requesting the license.

(c) Generally, failure to meet renewal requirements does not constitute an emergency or extenuating circumstances.

(d) In most cases, an Emergency Administrator License will expire on June 30 of the academic year in which the license was granted regardless of the term for licensure. Extending the license beyond the June 30 expiration date is at the discretion of the Executive Director after considering all extenuating circumstances.

(3) To be eligible for the Emergency Administrator License an applicant and co-applicant district must provide the following:

(a) C-1 application;

(b) All licensure fees, including possible late fees and expedited service fee if appropriate;

(c) Fingerprints furnished in the manner prescribed by the Commission if the applicant has not been fingerprinted or has not held an active license issued by the Commission in the past three years;

(d) A letter from the district detailing the extenuating circumstances constituting the emergency and the applicant's unique skills qualifying her or him for the license. The letter should include a request for the least amount of time necessary to meet the emergency needs of the district; and

(e) An applicant may be asked to provide a resume, official transcripts or other evidence of qualifications if requested by the Executive Director.

(4)(a) The Emergency Administrator License is not subject to the 120 days allowed for licensure renewal purposes under ORS 342.127(4). A new application and fee is required for the license the applicant must qualify for once the Emergency License has expired.

(b) It is the applicant's responsibility to apply for the subsequent license in a timely manner in order to ensure that the applicant remains licensed.

(5) Applications not eligible for emergency licensure requests include:

(a) Renewal applications within the 120 days grace period;

(b) New Oregon Applicants eligible for Fast-Track processing pursuant to OAR 584-010-0090; or

(c) Applications that include requests for Emergency Administrator Licenses due to the applicant's failure to meet renewal or upgrade requirements such as required coursework or continuing professional development.

(6) The Commission may limit the number of applications from an employing district to a maximum of one hundred (100) in any two-day period.

Stat. Auth.: ORS 342.125

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.533

Hist.: TSPC 8-2004(Temp), f. & cert. ef. 9-10-04 thru 3-9-05; Suspended by TSPC 9-2004(Temp), f. & cert. ef. 9-5-04 thru 3-9-05; TSPC 10-2004(Temp), f. & cert. ef. 10-20-04 thru 3-1-05; TSPC 1-2005, f. & cert. ef. 1-21-05; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11; TSPC 8-2014(Temp), f. & cert. ef. 11-10-14 thru 5-8-15; TSPC 1-2015, f. & cert. ef. 2-10-15

DIVISION 100

ELEMENTARY-SECONDARY EDUCATION ACT

584-100-0002

Purpose of Rules Related to Highly Qualified Teachers

(1) These rules establish requirements and procedures under the federal Elementary-Secondary Education Act (ESEA), formerly known as the No Child Left Behind Act that mandates all teachers in core academic areas meet the law's definition of "highly qualified" by the end of the 2005-2006 school year.

(2) Additionally, after the first day of the 2002-2003 school year, all teachers hired in all programs supported with ESEA Title IA funds or hired with ESEA Title IIA funds to specifically reduce class size must be "highly qualified."

(3) Teachers new to Oregon licensure must first be evaluated under the existing Oregon administrative rules to become licensed,

and then meet the requirements for “highly qualified teacher” appropriate for the license with which they qualify.

(4) The rules in division 100 apply only to ESEA core academic subjects.

(5) These rules are advisory only as they relate to the consequences for not meeting the definition of “highly qualified teacher” as defined in the federal ESEA. The Commission has promulgated these rules to assist school districts and charter schools in making determinations whether teachers in core academic subjects meet the federal definition for “highly qualified teacher.”

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 3-2013, f. & cert. ef. 8-19-13

584-100-0006

Definitions

These definitions apply only to division 100.

(1) “Advanced Credential or Advanced Certification” for teachers holding middle level or high school authorization levels:

(a) A Professional Teaching License; or

(b) A Standard Teaching License with a Standard endorsement in the core academic subject; or

(c) A certificate from the National Board for Professional Teaching Standards in the core academic subject area.

(2) “Bachelor’s Degree”:

(a) A degree obtained from a regionally accredited institution in the United States; or

(b) A degree from a foreign institution that is appropriately accredited as affirmed through the Oregon Office of Degree Authorization; or

(c) A higher degree in the arts or sciences or an advanced degree in the professions from a regionally-accredited institution may validate a non-regionally accredited bachelor’s degree.

(3) “Complete School Year”: Any related teaching assignment for 135 instructional days in a school year. Exceptions may be appealed to the Executive Director pursuant to OAR 584-052-0027.

(4) “Core Academic Subjects”:

(a) English (Language Arts);

(b) Reading or Language Arts (Reading or Language Arts)

(c) Mathematics (Basic or Advanced Mathematics);

(d) Science (Integrated Science, Biology, Chemistry, or Physics);

(e) Foreign Languages (Spanish, French, German);

(f) Civics and Government (Social Studies);

(g) Economics (Social Studies);

(h) Arts (Art or Music);

(i) History (Social Studies);

(j) Geography (Social Studies).

(5) “Elementary Classroom”: Any combination of self-contained classrooms in grades preprimary through six in any school identified as an elementary school pursuant to OAR 581-022-0102(25).

(6) “Elementary Teacher”: An educator teaching in a self-contained classroom grades preprimary through six.

(7) “Middle-level Classroom”: Any classrooms in grades seven or eight.

(8) “New to the Profession”: A teacher who has been teaching on an approved license in any U.S. jurisdiction in a public or regionally accredited private school less than three complete school years. (See definition of “Complete School Year” above)

(9) “Newly Hired Teacher”: A teacher hired after the first day of the 2002-2003 school year in a Title IA program or Title IA school-wide program. The teacher is not considered “newly hired” if the teacher is already employed in the district and transferred into a Title IA program or Title IA school-wide program.

(10) “Not New to the Profession”: A teacher who has been teaching on an approved license in any U.S. jurisdiction in a public or private school for a total of three or more complete school years. (See definition of “Complete School Year” above.)

(11) “Rigorous State Test”:

(a) The appropriate Commission approved licensure subject-matter test for elementary, middle-level and high school; or

(b) Another state’s subject-matter licensure exam designated as a “rigorous state test.”

(12) “Secondary School or high school”:

(a) A combination of grades ten through twelve in districts providing a junior high school containing grade nine; or

(b) Any combination of grades seven through twelve organized as a separate unit; or

(c) Grades seven through twelve housed with grades preprimary through twelve if grades seven and eight are departmentally organized.

(13) “Self-contained Classroom”: An assignment for teaching in grades preprimary through six in which the teacher has full responsibility for the curriculum.

(14) “Subject-matter competency”: Subject matter competency may be demonstrated through any one of the following:

(a) Passing the appropriate “rigorous state test;” or

(b) Having a major in the subject-matter area (does not apply to elementary endorsements or authorizations); or

(c) Having coursework equivalent to a major in the subject-matter area (does not apply to elementary endorsements or authorizations); or

(d) Having a graduate degree in the subject matter area (does not apply to elementary endorsements or authorizations); or

(e) Satisfying the Highly Objective Uniform State Standard of Evaluation (HOUSSE) requirements set forth in these rules if the educator has taught three complete years or more.

(15) “Undergraduate Major or Coursework Equivalent to a Major”: Thirty-four (34) quarter hours or twenty-three (23) semester hours of undergraduate or graduate coursework in core academic subject matter numbered 100 level or above, from a regionally accredited college or university. (See definition of “Bachelor’s Degree” for undergraduate credits obtained from an unaccredited college or university.)

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.120 - 342.430 & 342.985

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 4-2008(Temp), f. & cert. ef. 6-5-08 thru 11-30-08; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 2-2009, f. & cert. ef. 3-12-09; TSPC 3-2013, f. & cert. ef. 8-19-13; TSPC 1-2015, f. & cert. ef. 2-10-15

584-100-0007

Licenses Considered “Full State Licensure”

The following Oregon Teaching Licenses are considered to meet “full state licensure” under the federal ESEA:

(1) Basic Teaching License;

(2) Standard Teaching License;

(3) Initial, Initial I and Initial II Teaching Licenses;

(4) Professional Teaching License;

(5) Five-Year Elementary Teaching License;

(6) Five-Year Secondary Teaching License;

(7) Approved ESEA Alternative Route Teaching License;

(8) International Visiting Teacher; or

(9) Charter School Registry.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 1-2013, f. & cert. ef. 2-14-13; Renumbered from 584-100-0101 by TSPC 3-2013, f. & cert. ef. 8-19-13; TSPC 1-2015, f. & cert. ef. 2-10-15

584-100-0008

Licenses Not Considered to be “Full State Certification”

The following Oregon Teaching Licenses are not considered full state licensure under the federal Elementary and Secondary Education Act (ESEA):

(1) Personnel Service License:

(a) School Counseling;

(b) School Psychologist;

(c) Supervisor; or

(d) School Social Worker

- (2) Limited Student Services License;
- (3) Restricted or unrestricted Transitional Counselor License;
- (4) Restricted or unrestricted School Psychologist License;
- (5) Teaching Associate License;
- (6) Substitute Teaching License;
- (7) American Indian Languages License;
- (8) Emergency Teaching License;
- (9) Restricted Transitional Teaching License (See OAR 584-100-0041 for possible *Approved ESEA Alternative Route Teaching License* eligibility.);

- (10) Limited Teaching License;
- (11) License for Conditional Assignment;
- (12) Any Career and Technical Education License; or
- (13) Any Administrative License.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 1-2013, f. & cert. ef. 2-14-13; Renumbered from 584-100-0106 by TSPC 3-2013, f. & cert. ef. 8-19-13

584-100-0011

Highly Qualified Elementary Teacher New to the Profession

Teachers new to the profession teaching multiple subjects (elementary curriculum) in grades kindergarten (K) through six (6) in an Oregon elementary school must meet the following criteria in order to meet the federal definition of “highly qualified teacher.” The teacher must:

- (1) Hold a bachelor’s degree;
- (2) Hold a Basic, Initial, Initial I, or an *Approved ESEA Alternative Route Teaching License*;
- (3) Have passed a rigorous Commission-adopted multiple subjects elementary examination; and
- (4) Be properly assigned in grades kindergarten (K) through six (6).

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 5-2012, f. & cert. ef. 5-18-12; TSPC 3-2013, f. & cert. ef. 8-19-13

584-100-0016

Highly Qualified Elementary Teacher Not New to the Profession

Teachers not new to the profession teaching multiple subjects in grades kindergarten (K) through six (6) must meet the following criteria in order to meet the federal definition of “highly qualified teacher.” The teacher must:

- (1) Hold a bachelor’s degree;
- (2) Hold a Basic, Standard, Initial, Professional, Pre-1965 Five-Year Elementary Teaching License;
- (3) Demonstrate subject-matter competency by passing a rigorous Commission-adopted elementary education examination appropriate for grades kindergarten (K) through six (6); or
- (4) Demonstrate competency by meeting the following High Objective Uniform State Standards of Evaluation (HOUSSE):

(a) To qualify for HOUSSE, a teaching license must have been awarded prior to July 1, 2007 and a minimum of three years teaching experience in elementary education must have occurred prior to July 1, 2009; and

(b) Complete an approved elementary teacher education program or the coursework equivalent to sixty-quarter hours distributed as follows:

- (A) Eighteen quarter or twelve semester hours in language arts;
- (B) Twelve quarter or eight semester hours in mathematics;
- (C) Nine quarter or six semester hours in science;
- (D) Nine quarter or six semester hours in U.S. history, cultural geography, and other social sciences;
- (E) Three quarter or two semester hours in health education;
- (F) Three quarter or two semester hours in physical education;
- (G) Three quarter or two semester hours in music education;

and

- (H) Three quarter or two semester hours in art education; and

- (5) Be properly assigned in grades kindergarten (K) through six (6).

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 5-2012, f. & cert. ef. 5-18-12; TSPC 1-2013, f. & cert. ef. 2-14-13; TSPC 3-2013, f. & cert. ef. 8-19-13; TSPC 1-2015, f. & cert. ef. 2-10-15

584-100-0017

Highly Qualified Elementary Teachers Teaching Title I or Remedial Reading

All full state licensed teachers assigned to teach Title I or remedial reading in grades K-6 must hold:

(1) Either a Basic or Standard Elementary Teaching License and be properly assigned to teach Title I or remedial reading at .49 FTE or less; or

(2) A Reading Specialist Endorsement.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 5-2012, f. & cert. ef. 5-18-12; TSPC 3-2013, f. & cert. ef. 8-19-13

584-100-0021

Highly Qualified Middle Level Teacher New to the Profession

(1) Teachers new to the profession teaching core academic subjects in grades seven (7) and eight (8) in an Oregon middle, junior high school, or a high school that includes grades seven (7) and eight (8), must meet the following criteria in order to meet the federal definition of “highly qualified teacher.” The teacher must:

(a) Hold a Basic, Initial, or *Approved ESEA Alternative Route Teaching License* authorized to teach in any one of the core academic areas and satisfy one of the following:

(A) Pass a rigorous state exam in the core academic subject matter area; or

(B) Hold an undergraduate major in the subject core academic matter area; or

(C) Hold a graduate degree in the core academic subject matter area; or

(D) Complete coursework equivalent to an undergraduate major in the core academic subject; and

(b) Be properly assigned in the core academic subject matter area in grades seven (7) or eight (8).

(2) Teachers on an approved License for Conditional Assignment (LCA) for any core academic subject may be highly qualified based on completed coursework in the core academic subject area.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 5-2012, f. & cert. ef. 5-18-12; TSPC 3-2013, f. & cert. ef. 8-19-13

584-100-0026

Highly Qualified Middle Level Teacher Not New to the Profession

Teachers not new to the profession teaching core academic subjects in grades seven (7) and eight (8) in an Oregon middle or junior high school must meet the following criteria in order to meet the federal definition of “highly qualified teacher.” The teacher must:

(1) Hold a Basic, Standard, Initial, Professional, Five-Year Elementary, Five-Year Secondary, or an *Approved ESEA Alternative Route Teaching License* and satisfy one of the following:

(a) Pass the prescribed rigorous state exam in the core academic subject; or

(b) Hold an undergraduate major in the core academic subject area(s); or

(c) Hold a graduate degree in the core academic subject area(s); or

(d) Complete coursework equivalent to an undergraduate major in the core academic subject area; or

(e) Hold advanced certification or credentialing in the core academic subject area; or

(f) Meet the HOUSSE requirements as defined in OAR 584-100-0038; and

(g) Be properly assigned in the core academic subject area in grades seven (7) or eight (8).

(2) Teachers on an approved License for Conditional Assignment (LCA) for any core academic subject may be highly qualified based on completed coursework in the core academic subject area pursuant to OAR 584-100-0038.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 4-2004(Temp), f. & cert. ef. 5-14-04 thru 11-9-04; TSPC 6-2004, f. & cert. ef. 8-25-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 5-2012, f. & cert. ef. 5-18-12; TSPC 3-2013, f. & cert. ef. 8-19-13; TSPC 1-2015, f. & cert. ef. 2-10-15

584-100-0031

Highly Qualified Secondary Teacher New to the Profession

(1) Teachers new to the profession teaching core academic subjects in grades nine (9) through twelve (12) in an Oregon high school must meet the following criteria in order to meet the federal definition of “highly qualified teacher.” The teacher must:

(a) Hold a Basic, Initial, or an *Approved ESEA Alternative Route Teaching License* with an endorsement in the core academic subjects taught; and

(b) Be properly assigned in the core academic subject area in grades nine (9) through twelve (12).

(2) New secondary teachers on an approved License for Conditional Assignment (LCA) for any core academic subject may be highly qualified based on completed coursework in the core academic subject area if they have a major or coursework equivalent to a major in the core academic subject, but lack the endorsement on the license.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 5-2012, f. & cert. ef. 5-18-12; TSPC 3-2013, f. & cert. ef. 8-19-13

584-100-0036

Highly Qualified Secondary Teacher Not New to the Profession

Teachers not new to the profession teaching core academic subjects in grades nine (9) through twelve (12) in an Oregon high school must meet the following criteria in order to meet the federal definition of “highly qualified teacher.” The teacher must:

(1) Hold a Basic, Standard, Initial, Professional, Five Year Teaching License, or an Approved NCLB Alternative Route Teaching License with an endorsement in the core academic area(s) taught; or

(2) Meet the HOUSSE requirements for high school teachers as defined in 584-100-0038; and

(3) Be properly assigned in the core academic subject area in grades nine (9) through twelve (12).

(4) Teachers on an approved conditional assignment permit for any core academic subject may be highly qualified based on completed coursework in the core academic subject area pursuant to OAR 584-100-0038.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 4-2004(Temp), f. & cert. ef. 5-14-04 thru 11-9-04; TSPC 6-2004, f. & cert. ef. 8-25-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 1-2015, f. & cert. ef. 2-10-15

584-100-0038

HOUSSE for Middle-Level and High School (Secondary) Teachers (7–12)

(1) Teachers may use a combination of coursework, professional development and experience to acquire points on a one-hundred (100) point scale to meet the federal definition of Highly Qualified Teacher (HQT) through Oregon’s High Objective Uniform State Standard of Evaluation (HOUSSE).

(2) To qualify for HOUSSE, a teaching license must have been awarded prior to July 1, 2007 and a minimum of three years teaching experience in the subject to be evaluated must have occurred prior to July 1, 2009.

(3) To qualify for the HOUSSE, a total of one hundred (100) points of combined coursework, professional development and experience must be earned. Experience must meet a 30 point minimum. Experience may not count for more than 50 points.

(4) Teaching Off License in the Core Academic Subjects: Teachers who are conditionally assigned to teach the core academic subject more than 10 hours per week must apply for a License for Conditional Assignment (LCA) pursuant to Division 60 and must add the endorsement to teach the assignment within one to three years after the LCA is first issued. Unless the teacher meets the federal definition for HQT in the core academic subject, the district may not report the teacher as being highly qualified while holding the LCA.

(a) If the educator meets the federal definition for HQT under any circumstances, then the district may report the teacher as HQT for purposes of that core academic subject even if the teacher does not immediately qualify to add the endorsement to the teaching license and even if the teacher is teaching under a License for Conditional Assignment (LCA).

(b) If the educator meets the federal definition for HQT and is teaching less than 10 hours per week in the core academic subject, the district may report the teacher as highly qualified and the teacher does not have to add the core academic endorsement to the license.

(5) Experience: Experience may not exceed more than fifty (50) points in the HOUSSE calculation. Generally, the educator will be given ten (10) points of credit for each full academic year as defined by the district’s contracted teacher year. Experience will be valued under the following conditions:

(a) One (1) instructional day is one (1) period or more teaching the core academic subject.

(b) The subject must have been taught at grade 6 or above in a departmentalized setting.

(c) One full instructional year equals 10 points.

(d) Partial instructional years will be calculated as the number of instructional days teaching the subject divided by the number of contracted days in one full instructional year times 10.

Example: 150 days taught/180 days in full instructional year = (5/6 x 10) = 8.3 points.

(e) An educator must have taught at least five complete school years in order to earn the full fifty (50) points.

(6) Academic Coursework in the Core Academic Subject: There is no limit to the number of points that may be obtained through academic coursework related to the core academic subject.

(a) Core academic coursework must be college transfer level or graduate credit and must have a course number of 100 or greater;

(b) Transcripts for core academic coursework must be from a regionally accredited college or university;

(c) Core academic coursework will be valued as follows:

(A) One (1) quarter hour of credit equals three (3) points.

(B) One (1) semester hour of credit equals four and one-half (4.5) points.

(7) Professional Development: Professional Development directly related to the core academic credit may be counted toward the one hundred (100) points needed to meet the state’s HOUSSE. Professional Development points will be valued under the following conditions:

(a) One (1) hour of core academic professional development is equal to 0.15 points.

(b) School district personnel authorized to certify professional development must verify that the professional development is directly relevant to the core academic subject in which the teacher is seeking to meet the definition of being “highly qualified.” “Directly relevant” means that upon scrutiny, the professional development is more content related than pedagogy related.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 5-2012, f. & cert. ef. 5-18-12; TSPC 10-2012, f. &

cert. ef. 11-19-12; TSPC 1-2013, f. & cert. ef. 2-14-13; TSPC 3-2013, f. & cert. ef. 8-19-13

584-100-0041

Approved ESEA Alternative Route Teaching License

(1) Upon filing a correct and complete application in form and manner prescribed by the Commission, a qualified applicant shall be granted an Approved ESEA Alternative Route Teaching License.

(2) The application must be filed jointly by the hiring district and the teacher seeking the license.

(3) Districts hiring a highly qualified teacher based on the Approved ESEA Alternative Route Teaching License must ensure that the license has been obtained by the teacher prior to assignment within the district.

(4) The Approved ESEA Alternative Route Teaching License shall be restricted to use within the district that has jointly applied for it with the teacher.

(5) The license is not transferable to another district. Should the teacher seek to obtain another Approved ESEA Alternative Route Teaching License with another district, the license is only valid for the remainder of the three years from the initial date of the license.

(6) The district must submit an approved plan with the licensee's application that describes how the teacher will receive high-quality professional development that is sustained, intensive and classroom-focused before and while teaching in the district. The plan must also include how the teacher will be making progress toward completing full state licensure requirements in the next three years.

(7) The license will expire exactly three-years from the date of issue and is not subject to the 120-day grace period.

(8) To be eligible for an Approved ESEA Alternative Route License, the applicant must:

(a) Hold a bachelor's degree;

(b) Obtain a passing score on a test of knowledge of U.S. and Oregon civil rights laws and professional ethics;

(c) Demonstrate core academic subject matter competency by:

(A) Passing the TSPC approved rigorous state test required for the grade-level and subject-matter area; or

(B) Holding an undergraduate major or coursework equivalent in the core academic subject in the teaching area (does not apply to elementary authorizations); or

(C) Holding a graduate degree in the core academic subject in the teaching area (does not apply to elementary authorizations).

(9) Per federal law:

(a) Teachers on the Approved ESEA Alternative Route Teaching License are considered highly qualified for only three years; and

(b) The license is not renewable and is not eligible for any extension.

(10) Teachers who have taught on a Restricted Teaching License for one-year or less, upon application with a district may be eligible for the Approved ESEA Alternative Route Teaching License provided the requirements of subsection (8) of this rule are met. The Approved ESEA Alternative Route License will only be effective for three years from the date the Restricted Teaching License was first issued.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 3-2013, f. & cert. ef. 8-19-13; TSPC 9-2014, f. & cert. ef. 11-14-14; Suspended by TSPC 9-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-100-0051

Highly Qualified Career and Technical Education Teacher

All career and technical education (CTE) teachers who teach career and technical education courses that contain core academic subjects, for which students receive core academic credit, must meet the federal definitions for highly qualified secondary teachers for that particular core academic subject including holding full state licensure pursuant to OAR 584-100-0007.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 3-2013, f. & cert. ef. 8-19-13

584-100-0056

Highly Qualified Substitute Teacher

Teachers substituting more than four (4) continuous weeks in a core academic subject must meet the federal definitions for highly qualified teacher.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06

584-100-0061

Special Education Teachers Generally

(1) All special education teachers who are providing direct instruction in core academic subjects in any public school environment must meet the federal definition for "highly qualified teacher."

(2) Special educators who do not provide direct instruction to special education students in any core academic subject, or who provide only consultation to highly qualified teachers of core academic subjects in adapting curricula, using behavioral supports and interventions, and selecting appropriate accommodations, are not required to meet the federal definitions for highly qualified special education teachers.

(3) A special education teacher must meet the federal definitions for highly qualified teacher including, but not limited to, when teaching under the following circumstances:

(a) Teaching life skills to students;

(b) Teaching elective credits in core academic areas;

(c) Providing direct instruction in a core academic subject in a resource room setting if not supplemental to instruction in the same subject being provided by another teacher meeting the definition of "highly qualified teacher"; and

(d) Providing the only direct instruction in a core academic subject in any setting.

(4) Direct instruction for the purposes of this rule is planning curriculum, delivering instruction, granting credit and evaluating the performance of the student in any core academic area.

(5) A Charter School Teacher Registry will not be issued for special education unless the applicant has previously held a full state license as a special education teacher.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 3-2013, f. & cert. ef. 8-19-13; TSPC 1-2014(Temp), f. & cert. ef. 3-15-14 thru 9-10-14; TSPC 5-2014, f. & cert. ef. 8-5-14

584-100-0066

Highly Qualified Elementary Special Education Teacher (K-8)

Special Education teachers who are new or not new to the profession and who are providing direct instruction in core academic subjects in grades kindergarten (k) through grades eight (8) to students identified as special education students are highly qualified under the following conditions. The teacher:

(1) Holds a Basic, Standard, Initial, Professional, or Five-Year Elementary Teaching License, with a special education endorsement and is appropriately assigned on that license; or

(2) Has held a Basic, Standard, Initial, Professional, or Five-Year Elementary Teaching License if applying for a Charter School Teacher Registration for Special Education at the early childhood and elementary grade authorization levels; and

(3) Meets the federal definition of Highly Qualified Teacher for elementary teachers pursuant to OAR 584-100-0011 if new to the profession; or

(4) Meets the federal definition of Highly Qualified Teacher for elementary teachers pursuant to OAR 584-100-0016 if not new to the profession; and

(5) Teaches only in kindergarten (k) through grade eight (8) in a self-contained special education classrooms in any public school environment.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 1-2014(Temp), f. & cert. ef. 3-15-14 thru 9-10-14; TSPC 5-2014, f. & cert. ef. 8-5-14

584-100-0071

Highly Qualified Secondary Special Education Teacher (9-12)

Special Education teachers who are new or not new to the profession and who are providing direct instruction in core academic subjects in grades nine (9) through grades twelve (12) to students identified as special education students are highly qualified under the following conditions. The teacher:

(1) Holds a Basic, Standard, Initial, Professional, or Five-Year Teaching License, with a special education endorsement and is properly assigned in accordance with endorsement; or

(2) Has held a Basic, Standard, Initial, Professional, or Five-Year Elementary Teaching License if applying for a Charter School Teacher Registration for Special Education at the middle level and high school grade authorization levels; and

(3) Has met the federal definition for highly qualified elementary teacher new or not new to the profession and is teaching special education students who are performing at or below grade eight (8) and who qualify for alternate assessment in accordance with the Education and Secondary Education Act (ESEA); or

(4) Has met the federal definition for highly qualified secondary teacher new or not new to the profession for each core academic subject the teacher is teaching to students above the eighth (8th) grade level who do not qualify for alternate assessment.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 10-2004(Temp), f. & cert. ef. 10-20-04 thru 3-1-05; TSPC 1-2005, f. & cert. ef. 1-21-05; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 1-2014(Temp), f. & cert. ef. 3-15-14 thru 9-10-14; TSPC 5-2014, f. & cert. ef. 8-5-14

584-100-0091

Licensed and Registered Elementary Charter School Teacher

(1) To be highly qualified to teach in a charter school requires additional qualifications, beyond a license or a registration, to teach in a charter school. It is possible for a teacher to be properly licensed or registered to teach in a charter school and yet not be highly qualified to teach the courses or students for which they have been assigned.

(2) Charter School teachers teaching in prekindergarten (pre k) through grade six (6) must meet the following criteria:

(a) Licensed teachers new or not new to the profession must meet the federal definition for highly qualified elementary teacher. (See, OAR 584-100-0011 and 584-100-0016.)

(b) Registered teachers must hold a bachelor's degree and demonstrate subject matter competency by passing the appropriate rigorous multiple subjects state test or meet the HOUSSE provisions of OAR 584-100-0016.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 10-2012, f. & cert. ef. 11-19-12

584-100-0096

Licensed and Registered Secondary Charter School Teacher

(1) Licensed secondary charter school teachers teaching in grades seven (7) through twelve (12) must meet the highly qualified teacher definition for new or not new to the profession for secondary teachers. (See, OAR 584-100-0026, 584-100-0036 or 584-100-0038.)

(2) Registered secondary charter school teachers teaching in grades seven (7) through twelve (12) must hold a bachelor's degree and must meet the highly qualified teacher definition for new or not new to the profession for secondary teachers. (See, OAR 584-100-0026, 584-100-0036 or 584-100-0038.)

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 10-2012, f. & cert. ef. 11-19-12

584-100-0111

Non-Core Academic Subjects

A teacher need not be highly qualified under the federal act in the following subjects taught in departmental middle, junior high or high schools:

- (1) Basic Early Childhood Education;
- (2) Business courses other than Economics;
- (3) Educational Media;
- (4) Family and Consumer Sciences;
- (5) Health Education;
- (6) Technology Education (non-vocational);
- (7) Physical Education;
- (8) Basic Adapted Physical Education;
- (9) Professional Technical Endorsements:
 - (a) Communication Journalism;
 - (b) Communications Technologies;
 - (c) Design and Applied Arts;
 - (d) Administrative Services;
 - (e) Financial Services;
 - (f) Hospitality & Tourism;
 - (g) Marketing/Management;
 - (h) Health Services;
 - (i) Leisure & Fitness;
 - (j) Education;
 - (k) Family & Consumer Sciences;
 - (l) Personal Services;
 - (m) Legal & Protective Services;
 - (n) Social Services;
 - (o) Computer Technology;
 - (p) Construction;
 - (q) Engineering Technology;
 - (r) Mechanical Systems;
 - (s) Manufacturing Technology;
 - (t) Agricultural Science & Technology;
 - (u) Forestry/Natural Resources; and
 - (v) Integrated Environmental Technology
- (10) Foreign Languages not considered core academic subject:
 - (a) Greek;
 - (b) Hebrew;
 - (c) Mandarin;
 - (d) Cantonese;
 - (e) Korean;
 - (f) Vietnamese;
 - (g) Filipino associated languages;
 - (h) Native American Languages;
 - (i) African Languages;
 - (j) Sign Language; and
 - (k) Other languages for which an endorsement is not required.
- (11) Law Studies;
- (12) Consumer Law;
- (13) Business Law;
- (14) Psychology;
- (15) Sociology;
- (16) Anthropology;
- (17) Philosophy;
- (18) World Religions.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04

DIVISION 200

LICENSURE: GENERAL PROVISIONS

584-200-0005

Transition to New Licensure System

(1) Effective January 1, 2016: All OAR Chapter 584 rule titles, numbers and provisions adopted on or after January 1, 2016 will

supersede all OAR Chapter 584 rule numbers, titles and provisions adopted prior to this date. Any conflicting rule requirements within OAR Chapter 584 will be resolved according to the OAR Chapter 584 rule provisions effective on or after January 1, 2016.

(2) Endorsements:

(a) Effective July 1, 2015, the endorsements as provided in OAR 584-220-0010 will be placed on first-issue licenses and renewals.

(b) Effective July 1, 2015, all teaching licenses will be issued endorsement in accordance with division 220, Endorsements on Teaching Licenses and subsection (2)(c) of this rule.

(c) Multiple Subjects — Middle Level Endorsements: Effective July 1, 2015, the Multiple Subjects — Middle Level endorsement is abolished. The Multiple Subjects — Middle Level endorsement will not be added to or retained with an applicant's Initial, Initial I, Initial II, Continuing, Professional Teaching Licenses or any future licenses the applicant holds. Current holders of the Multiple Subjects — Middle Level endorsement will be subject to the following transition provisions:

(A) If the applicant has been assigned and taught multiple subjects (self-contained) for four full years or more, as evidenced by Professional Educational Experience Report (PEER) forms, the Elementary-Multiple Subjects endorsement may be added to the license. If the applicant has not taught four full years or more in an assignment that requires a multiple subjects (self-contained) endorsement, the Elementary-Multiple Subjects endorsement may not be added to the license. If necessary, the applicant and an Oregon school district may apply for an Emergency Teaching License pursuant to OAR 584-210-0130 or a License for Conditional Assignment (LCA) pursuant to OAR 584-210-0160 while the applicant is in the process of qualifying for an Elementary — Multiple Subjects or another valid endorsement.

(B) If the applicant has been assigned and taught Foundational Mathematics, Foundational Language Arts, Foundational Social Studies or Foundational Science for four full years or more, as evidenced by Professional Educational Experience Report (PEER) forms, the appropriate foundational single subject may be added to the license. If the applicant has not taught four full years in an assignment that requires a foundational subject matter endorsement, the foundational subject matter endorsement may not be added to or retained on the license. If necessary, the applicant and a district may apply for an Emergency Teaching License pursuant to OAR 584-210-0130 or a License for Conditional Assignment (LCA) pursuant to 584-210-0160 while the applicant is in the process of qualifying for a valid subject-matter endorsement.

(3) Grade-Level Authorizations:

(a) Effective July 1, 2015, grade-level authorizations for Initial, Initial I, Initial II, Continuing, Professional Teaching and Distinguished Teacher Leader licenses are abolished and regardless of the printed grade authorizations held on the license, all licenses in this subsection are authorized prekindergarten through grade 12 within the scope of the NCES course codes associated with the endorsements held on the license.

(b) Effective January 1, 2016, grade-level authorizations for Basic and Standard teaching licenses are abolished and regardless of the printed grade authorizations held on the license, all licenses are authorized prekindergarten through grade 12 within the scope of the NCES course codes associated with the endorsements held on the license.

(c) Effective July 1, 2015, licensees will no longer be advised that they must add a grade-level authorization program in order to expand the grade levels on their license.

(d) Licensees advised they were required to complete a grade-level authorization program will not be held for failure to complete that requirement.

(e) The Commission will make every effort to identify these licensees to alert them to the new grade-level authorization requirements.

(4) Initial I Teaching Licenses: (a) All applicants issued an Initial I Teaching License between July 1, 2015 and December 31, 2015

will be issued a renewal of their license in accordance with the Preliminary Teaching License adopted on January 1, 2016.

(b) Effective January 1 2016, the Initial I Teaching License will be administratively renamed to the Preliminary Teaching License.

(5) Initial I and Initial II Teaching Licenses Based on a MAT or Post-Baccalaureate Preparation Program issued prior to July 1, 2015: General Provisions: Effective July 1 2015, the completion of the advanced coursework of six (6) semester or nine (9) quarter graduate hours required to advance to the Initial II Teaching License satisfies the advanced professional education program requirements for the Professional Teaching License.

(6) Initial I Teaching Licenses Based on a Bachelor's Degree issued prior to July 1, 2015: General Provisions: Effective July 1, 2015, for Initial I Teaching Licenses based on a Bachelor's degree, the requirements to complete the master's degree or equivalent post-Initial I Teaching License are modified as follows:

(a) Admission to and completion of a master's degree or higher in education or in the arts and sciences from a regionally accredited institution, or the foreign equivalent of such degree approved by the Commission will satisfy the advanced professional education program requirements of the Professional Teaching License;

(b) Completion of thirty (30) semester hours or forty-five (45) quarter hours of graduate coursework will be considered "equivalent" to completion of a master's degree;

(c) Effective July 1, 2015, the requirement that "equivalent" graduate coursework must include equal amounts of pedagogy; content; and electives (ten (10) semester or fifteen (15) quarter graduate hours each) has been eliminated; and

(d) Applicants who do not wish to complete these requirements may qualify for promotion to the Professional Teaching License upon completion of the advanced program requirements as provided in OAR 584-0210-0040.

(7) Initial I Teaching Licenses Based on a MAT or Post-Baccalaureate Preparation Program Issued Between July 1, 2012 through June 30, 2015: First Renewal:

(a) Upon the first renewal of the Initial I Teaching License, applicants will be issued a new set of instructions for qualifying for the Professional Teaching License.

(b) Qualified applicants will be issued an Initial I Teaching license which will be administratively renamed to a Preliminary Teaching License after January 1, 2016.

(c) To qualify for first renewal of the Initial I Teaching License, an applicant subject to this subsection must:

(A) Meet the previously advised renewal requirements to show progress of 3 semester or 4.5 quarter hours (at least 90 professional development units); or

(B) Meet the new Preliminary Teaching License renewal requirements as provided in OAR 584-210-0030.

(d) If the applicant does not meet renewal requirements for either previously advised or new Preliminary Teaching License renewal options, the applicant may not renew the license. The applicant may apply to reinstate the Preliminary Teaching License upon completion of the renewal requirements in effect at the time of application for reinstatement. (See, OAR 584-210-0030 and 584-210-0190.)

(e) Failure to complete renewal requirements is not considered an eligible emergency for purposes of the Emergency Teaching License.

(8) Initial I Teaching Licenses Based on a Bachelor's Degree Issued Between July 1, 2012 through June 30, 2015: First Renewal: (a) Upon the first renewal of the Initial I Teaching License, applicants will be issued a new set of instructions for the requirements to qualify for the Professional Teaching License.

(b) Qualified applicants will be issued an Initial I Teaching license which will be administratively renamed to a Preliminary Teaching License after January 1, 2016.

(c) To qualify for first renewal of the Initial I Teaching License, an applicant subject to this subsection must:

(A) Meet the previously advised renewal requirements of 3 semester or 4.5 quarter hours (at least 90 professional development units); or

(B) Meet the new Preliminary Teaching License renewal requirements as provided in OAR 584-210-0030.

(d) If the applicant does not meet renewal requirements for either the previously advised renewal option or the new Preliminary Teaching License renewal option, the applicant may not renew the license. The applicant may apply to reinstate the Preliminary Teaching License upon completion of the renewal requirements in effect at the time of application for reinstatement.

(e) Generally, failure to complete renewal requirements is not considered an eligible emergency for purposes of the Emergency Teaching License.

(9) Initial I Teaching Licenses Based on a Bachelor's Degree First Issued Between July 1, 2009 through June 30 2012: Second Renewal:

(a) Upon second and final renewal of the Initial I Teaching License, applicants will be issued a new set of instructions for the requirements that must be completed in order to obtain the Professional Teaching License.

(b) Qualified applicants will be issued an Initial I Teaching license which will be administratively renamed to a Preliminary Teaching License after January 1, 2016.

(c) To qualify for second renewal of the Initial I Teaching License, an applicant subject to this subsection must:

(A) Meet the previously advised renewal requirements to show progress of 3 semester or 4.5 quarter hours (at least 90 professional development units); or

(B) Meet the new Preliminary Teaching License renewal requirements as provided in OAR 584-210-0030.

(d) If the applicant does not meet renewal requirements for either the previously advised renewal option or the new Preliminary Teaching License renewal option, the applicant may not renew the license. The applicant may apply to reinstate the Preliminary Teaching License upon completion of the renewal requirements in effect at the time of application for reinstatement.

(e) Generally, failure to complete renewal requirements is not considered an eligible emergency for purposes of the Emergency Teaching License.

(f) If an applicant is eligible for the Professional Teaching License as provided in OAR 584-210-0040, the applicant will be issued the Professional Teaching License.

(10) Initial I Teaching Licenses Based on a MAT or Post-Baccalaureate Preparation Program Issued Between July 1, 2009 through June 30, 2012:

(a) Qualified applicants who have completed the advanced professional education program requirements and the professional experience requirement as previously advised by the Commission will be issued the Professional Teaching License.

(b) To qualify for the Professional Teaching License, applicants subject to this subsection must:

(A) Meet previously advised advanced coursework requirement of six (6) semester or nine (9) quarter graduate hours; or

(B) Meet the new requirements for the Professional Teaching License as provided in OAR 584-210-0040. Under this option, the applicant may use any qualifying coursework earned during the first two terms of her or his Initial I Teaching License to satisfy the new advanced professional education program requirements.

(c) If an applicant is unable to meet requirements for the Professional Teaching License as provided in subsection (10)(b) of this rule, the applicant will be issued a renewal of the Preliminary Teaching License.

(d) To qualify for the Professional Teaching License, all applicants must also meet the professional experience requirements provided in OAR 584-210-0040, Professional Teaching License.

(11) Initial I Teaching Licenses Based on a Bachelor's Degree First Issued Between July 1, 2006 through June 30, 2009: No Further Renewals:

(a) Qualified applicants who have completed the advanced coursework requirements as previously advised by the Commission and the professional experience requirement will be issued the Professional Teaching License;

(b) To qualify for the Professional Teaching License, applicants subject to this subsection must:

(A) Meet previously advised advanced master's degree or equivalent coursework requirements for the Initial II Teaching License as modified by subsection (5) and (6) of this rule; or

(B) Meet the new requirements for the Professional Teaching License as provided in OAR 584-210-0040. Under this option, the applicant may use any qualifying coursework earned during the first two terms of her or his Initial I Teaching License to satisfy the new advanced professional education program requirements.

(c) If an applicant is unable to meet requirements for the Professional Teaching License provided in subsection (10)(b) of this rule, the applicant will be issued a renewal of the Preliminary Teaching License.

(d) To qualify for the Professional Teaching License, all applicants must also meet the professional experience requirements provided in OAR 584-210-0040, Professional Teaching License.

(12) Initial II Teaching Licenses Effective July 1, 2015:

(a) Effective July 1, 2015, the Initial II Teaching License will no longer be issued.

(b) Qualified applicants who were issued the Initial II Teaching License prior July 1, 2015 are considered to have satisfied all advanced professional education program requirements provided in OAR 584-210-0040, Professional Teaching License;

(c) Qualified applicants who have completed the teaching experience requirements provided in OAR 584-210-0040 will be issued the Professional Teaching License;

(d) Qualified applicants who do not have sufficient teaching experience to meet the requirements for OAR 584-210-0040, Professional Teaching License, will be issued a continuously renewable Preliminary Teaching License as provided in OAR 584-210-0030, Preliminary Teaching License.

(e) On January 1, 2016, the Initial I Teaching License will be administratively renamed to the Preliminary Teaching License.

(13) Continuing Teaching Licenses:

(a) Effective March 1, 2014, the Continuing Teaching License is no longer issued.

(b) Qualified Continuing Teaching License holders will be issued a Professional Teaching License with instructions on how to qualify and apply for the Teacher Leader License;

(14) Basic Teaching License Renewals:

(a) Effective January 1, 2016, the Basic Teaching License will no longer be issued.

(b) Qualified applicants who were issued the Basic Teaching License prior to December 31, 2015 are considered to have satisfied all advanced professional — education program requirements provided in OAR 584-210-0040, Professional Teaching License;

(c) Qualified applicants who have completed the teaching experience requirements provided in OAR 584-210-0040 will be issued the Professional Teaching License;

(d) Qualified applicants who do not have sufficient teaching experience to meet the requirements for OAR 584-210-0040, Professional Teaching License, will be issued the Legacy Teaching License unless the applicant requests to have the Preliminary Teaching License.

(15) Standard Teaching License Renewals:

(a) Effective January 1, 2016, the Standard Teaching License will no longer be issued.

(b) Qualified Standard Teaching License holders will be issued a Professional Teaching License.

(16) First Time Out of State Applicants:

(a) Effective January 1, 2016, the Initial Teaching License will no longer be issued.

(b) Qualified new out of state applicants will be issued a Reciprocal Teaching License as provided in OAR 584-210-0060.

(17) Five Year Teaching Licenses (Pre-1965 licenses) Renewals:

(a) Effective January 1, 2016, the pre-1965 Five Year Teaching Licenses will no longer be issued.

(b) Qualified Five Year Teaching License holders will be issued either the Professional Teaching License or the Legacy Teaching License.

(18) Teaching Licenses with Communication Disorder endorsements (speech language pathology):

(a) Effective January 1, 2016, all speech pathology related endorsements are retitled to Special Education: Communication Disorders.

(a) Until June 30, 2016, qualified applicants may be issued new non-provisional teaching licenses with special education: communications disorder endorsements.

(b) Effective July 1, 2016, new special education: communication disorder endorsements (speech language pathology) will no longer be issued.

(c) Effective July 1, 2016, licensed educators issued a non-provisional special education: communication disorder endorsements or other similar speech language pathology endorsements prior to June 30, 2016 are grandfathered into the licensure system and will be able to keep their special education: communication disorder endorsement. Grandfathered qualified applicants will be able to renew and reinstate teaching licenses with the special education: communication disorder endorsement. Applicants may not reinstate a restricted teaching license with a communication disorder or other similar speech pathology endorsement.

(19) Administrative and Personnel Service License Title Name Changes: Effective January 1, 2016, administrative and personnel service educator licenses titles will be renamed as follows:

(a) Basic Administrator is retitled to Legacy Administrator;

(b) Standard Administrator is retitled to Professional Administrator;

(c) Initial Administrator is retitled to Preliminary Administrator;

(d) Continuing Administrator is retitled to Professional Administrator;

(e) Distinguished Administrator is retitled to Distinguished Administrator;

(f) Transitional Administrator is retitled to Reciprocal Administrator;

(g) Transitional Superintendent is retitled to Reciprocal Superintendent;

(h) Restricted Administrator is retitled to Restricted Administrator;

(i) Exceptional Administrator is retitled to Exceptional Administrator;

(j) Emergency Administrator is retitled to Emergency Administrator;

(k) Basic Personnel Service with a Basic or Standard Counselor endorsement is retitled to Legacy School Counselor;

(l) Basic Personnel Service with a Basic or Standard School Psychologist endorsement is retitled to Legacy School Psychologist;

(m) Standard Personnel Service with a Standard Counselor endorsement is retitled to Professional School Counselor;

(n) Standard Personnel Service with a Standard School Psychologist endorsement is retitled to Professional School Psychologist;

(o) Basic School Counselor is retitled to Legacy School Counselor;

(p) Standard School Counselor is retitled to Professional School Counselor;

(q) Initial I School Counselor is retitled to Preliminary School Counselor;

(r) Initial II School Counselor is retitled to Preliminary School Counselor;

(s) Continuing School Counselor is retitled to Professional School Counselor;

(t) Transitional School Counselor is retitled to Reciprocal School Counselor;

(u) Restricted School Counselor is retitled to Restricted School Counselor;

(v) Emergency School Counselor is retitled to Emergency School Counselor;

(w) Basic School Psychologist is retitled to Legacy School Psychologist;

(x) Standard School Psychologist is retitled to Professional School Psychologist;

(y) Initial I School Psychologist is retitled to Preliminary School Psychologist;

(z) Continuing School Psychologist is retitled to Professional School Psychologist;

(aa) Transitional School Psychologist is retitled to Reciprocal School Psychologist;

(bb) Emergency School Psychologist is retitled to Emergency School Psychologist;

(cc) Limited Student Services is retitled to Limited Student Services;

(dd) Initial I School Social Worker is retitled to Preliminary School Social Worker;

(ee) Continuing School Social Worker is retitled to Professional School Social Worker;

(ff) Transitional School Social Worker is retitled to Reciprocal School Social Worker;

(gg) Restricted School Social Worker is retitled to Restricted School Social Worker; and

(hh) Emergency School Social Worker is retitled to Emergency School Social Worker.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-200-0010

Definitions for Licensure, Certification and Registration

(1) "Application:" A request for an Oregon license authorizing service in public schools or a request for reinstatement or renewal of such license.

(2) "Appropriately Assigned:" Assignments for administrator, teacher, school counselor, school psychologist, school social worker or school nurse duties for which the person involved holds the proper license, certificate or endorsements. (See OAR 584-210-0150 for License for Conditional Assignment.)

(3) "Approved Institution:" A U.S. regionally accredited institution of higher education approved to prepare education-licensed personnel by a U.S. governmental jurisdiction in which the institution is located.

(4) "Approved Programs:" An Oregon program of educator preparation approved by TSPC and offered by a regionally accredited Oregon institution or other legally approved provider. As it applies to out-of-state programs, a program approved by the licensure body of any U.S. governmental jurisdiction or member of the National Association of State Directors of Teacher Education and Certification (NASDTEC) authorized to approve educator preparation programs.

(5) "Completion of Approved Program:" The applicant has met the institution's academic requirements and any additional state or federal requirements and has obtained the institution's recommendation for licensure.

(6) "Endorsement:" The subject matter or specialty education field in which the individual is licensed to teach.

(7) "National Board for Professional Teaching Standards (NBPTS):" A professional board established to award a National Teaching Certificate or National Teacher Leader Certificate to qualified educators.

(8) "Out of State Licenses or Certificates:" A certificate or license valid for full-time nonprovisional employment which is at least equivalent to the Oregon license being requested and is issued by one of the United States, a U.S. jurisdiction (American Samoa, Commonwealth of Northern Marianas, District of Columbia, Guam, Puerto Rico, and Virgin Islands), a Canadian province that is a member of the National Association of State Directors of Teacher Education and Certification (NASDTEC) or the U.S. Department of Defense.

(9) "Personal Qualifications:" Personal qualifications for licensure including attainment of at least eighteen years of age and

possessing good moral character and mental and physical health necessary for employment as an educator.

(10) "Private Schools:" A privately funded school, preprimary through grade twelve, approved, regionally accredited or registered by another U.S. jurisdiction or government.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-200-0020

Personnel Required to Hold Licenses or Charter School Registrations

(1) Except as provided by subsection (3) of this rule, an educator must hold a license or registration issued by the Commission if she or he is:

- (a) Employed by an Oregon public school; and
- (b) Compensated for their services from public funds.
- (2) Licenses or registrations are required for:
 - (a) Teachers;
 - (b) Substitute Teachers;
 - (c) Principals;
 - (d) School counselors;
 - (e) School psychologists;
 - (f) Supervisors;
 - (g) Program directors, including: special education and career and technical directors;

(h) District administrators who evaluate or discipline licensed personnel, or who authorize out-of-school suspensions or expulsions of students;

- (i) Superintendents and Assistant or Deputy Superintendents;
- (j) Athletic coaches who coach during the school day in courses or activities for which students receive academic credit;
- (k) Charter school teachers (registrations);
- (l) Charter school administrators (registrations); and
- (m) Other personnel performing the above duties regardless of title.

(3) School districts may provide related services for children identified as requiring special education services by employing a public agency, such as a community mental health program, or by employing professionals who are licensed within their own specialties by the State of Oregon. These personnel are not required to hold licensure from the Commission. See also ORS 343.221.

(4) Notwithstanding ORS 342.173, community college faculty who provide instruction in cooperation with a school district for academic career and technical education, school-to-work or other work-related programs under ORS Chapter 329 will not be required to have teaching licenses. See also ORS 341.535. Both full-time and part-time faculty employed under this section are subject to criminal history records checks by the Oregon State Police and the Federal Bureau of Investigation. See also ORS 326.603 and OAR 581-022-1730.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-200-0030

Application Processing Requirements and Procedures

(1) All applicants must create an online user account and use the online system for applications for licenses, endorsements, renewals, specializations, and reinstatements.

(2) All applicants must pay for fees through the online system. Check and cash payments are not permitted.

(3) Expiration of License: A license, certificate or registration is expired and invalid on the expiration date on the license, certificate or registration except as follows:

(a) 120 Grace Period: Most licenses will continue to be valid for 120 day grace period after the expiration date of the license as provided in ORS 342.127 and 342.173 if the educator has made a timely application, as determined by the Commission, for renewal prior to the expiration date on the license.

(b) If the applicant does not apply for and pay all required fees prior to the expiration date of the 120 grace period, the license

becomes expired and invalid on the 121 day after the expiration. The applicant must apply for reinstatement of the license.

(c) The following licenses are not eligible for 120 grace period because they are not eligible for renewal:

- (A) Emergency Teaching License;
- (B) Restricted Teaching License; (Eligible for Reissue)
- (C) Restricted Substitute License if issued for one-year term; (Eligible for Reissue)
- (C) ESEA Teaching License; and
- (D) License for Conditional Assignment. (Eligible for Reauthorization)

(d) If the applicant has applied for renewal and paid all required fees prior to the expiration date on the license, certificate or registration, the license will remain valid until the new license is issued. The date of issue of the renewal may be after the date of expiration of the license.

(4) Requirement for Complete Application: The Commission will only process complete applications for new licenses, endorsements, renewals, specializations and reinstatements.

(a) An application is incomplete if the applicant has not submitted a correct and complete application, all required fee payments, and all supporting documentation required to evaluate the application.

(b) The applicant shall be allowed 90 days after the date the application and payment of all required fees to correct any deficiencies or incomplete items in an application without incurring additional fees. If corrections to the incomplete application are made after the 90 day period expires, the applicant may incur late fee charges in accordance with OAR 584-200-0050 with the following exceptions:

(A) If the applicant is not notified about the incomplete application within one calendar week of the submission of the application and payment of all required fees, the 90 days period will be extended by an amount of time equal to the number of days the Commission delayed notifying the applicant of incomplete items.

(B) If the license is not issued within 90 days due to licensure processing backlog, the applicant will not be charged late fees for renewal.

(5) Late fees will be imposed if the application and all required fee payments are submitted after the expiration date on the license and for up to six months after the expiration date. Late fees will be assessed in accordance with OAR 584-200-0050 Fees.

(6) If an applicant allows their license, registration or certificate to lapse for more than six months, the applicant will be required to reinstate the license, registration, or certificate. The fee for reinstatement is in addition to other required licensed fees.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-200-0040

Expedited Service for Licensure, Registration and Certificate Applications

(1) Pursuant to ORS 342.125, expedited service is defined as the priority processing of a license, registration or certificate within two working days after receiving a correct and complete application.

(2) Expedited service is only available in the following circumstances:

- (a) District requests for the issuance of a license, registration or certificate in an urgent situation; and
- (b) Military Spouse or Military Domestic Partner Applications pursuant to ORS 342.195(2).

(3) Except as provided in subsection (6) of this rule, only a district may request an expedited service of a license, registration or certificate application. To request an expedited service on an application, a district must provide:

- (a) A request to expedite service on the application.

(A) A request for expedited service will not be accepted until a correct and complete application is received. A correct and complete application must include:

- (i) Evidence of meeting all requirements for the license, certification or registration associated with the application;
- (ii) A background clearance; and
- (iii) Payment of all required fees as provided in OAR 584-200-0050.

(B) If the district requests an expedited service prior to the application being correct and complete, the request will be considered null and void. The district must resubmit the request after a correct and complete application is received;

(b) A Statement of Need describing the urgent situation requiring the expedited service. The district may be required to provide evidence to support the Statement of Need; and

(c) The expedited service fee pursuant to OAR 584-200-0050.

(4) Upon receipt of a request for expedited service on a correct and complete application, the license will be issued within two working days. The two working day provision does not apply to incomplete applications or incomplete requests for expedited service.

[Note: An application is not complete until all background clearance protocols and items within the Executive Director's discretion are finalized.]

(5) The following applications are not eligible for expedited service:

(a) Renewal applications within the 120 days grace period, unless the renewal application:

(A) Was submitted too late to allow processing within the 120 period following the expiration date on the license; and

(B) All late and expedited fees have been paid.

(b) New Oregon applicants eligible for Fast-Track processing pursuant to OAR 584-010-0090;

(6) To be eligible for expedited service of a military spouse or military domestic partner application pursuant to ORS 342.195(2), an applicant must:

(a) Hold a current license from another state;

(b) Be a military spouse or domestic partner of an active member of the Armed Forces of the United States who has been subject to a military transfer to Oregon within the 12 months prior to the application of the license;

(c) Submit a complete application as provided in OAR chapter 584, divisions 210, 70 or 80, including evidence of the spousal or domestic relationship and evidence of the recent military transfer; and

(d) Submit the fees for an out-of-state evaluation and for the expedited service.

(7) A qualifying applicant for an expedited military spouse or domestic partner of an active member of the Armed Forces of the United States will only be eligible for an equivalent license issued by the Commission if:

(a) The applicant has met all the requirements of the license for which the applicant is applying; and

(b) The applicant has not been subject to discipline in another state against any educator certificate, license or charter school registration. For this section, discipline is defined as any discipline for conduct that would bar an applicant from licensure as an educator in the state of Oregon.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-200-0050

Fees

(1) Pursuant to ORS 342.127, the Commission has established fees for the processing of applications.

(2) All fees are non-refundable.

(3) The fees for evaluating and processing an Oregon initial application for licensure, registration or certification are as follows:

(a) Preliminary: \$140

(b) Professional: \$140

(c) Teacher Leader: \$140

(d) Substitute Teacher: \$140

(e) American Indian Language: \$140

(f) International Visiting Teacher: \$140

(g) Career and Technical Education: \$140

(h) Exceptional: \$140

(i) Restricted: \$140

(j) Limited: \$140

(k) Emergency: \$140

(l) License for Conditional Assignment: \$140

(m) Charter School Registration: \$140

(n) School Nurse: \$140

(o) Teacher Associate: \$140; and

(p) Background Clearance: \$57;

(4) Out-of-State Applications for Licenses, Certifications, and Registrations: \$190

(5) Renewals of Licenses, Certificates, and Registrations: \$140 except as follows:

(a) International Visiting Teacher License: \$50; and

(b) Career and Technical Education I Teaching License: \$50.

(6) Miscellaneous Fees:

(a) Adding or removing an endorsement outside of the regular renewal application process: \$140;

(b) Adding a specialization outside of the regular renewal application process: \$140;

(c) Reinstatement of an expired license (does not include application fee): \$200;

(d) Expedited service: \$149;

(e) Gold-seal paper license: \$50; [Note: Gold seal paper license are only available for current licenses.]

(f) Extensions to provisional license: \$50;

(g) Reauthorization of License for Conditional Assignment: \$50;

(h) Reissue of Restricted Teaching, Administrator, School Counselor, and School Social Work licenses: \$50;

(j) Non-Sufficient Funds (NSF): \$25;

(k) Reinstatement of suspended license, not including background clearance fee (includes application fee): \$290;

(l) Reinstatement of revoked license, not including background clearance fee (includes application fee): \$340; and

(m) Background clearance: \$57.

(7) Late Fees: Pursuant to ORS 342.127, the Commission has established the following late fee process:

(a) An applicant will pay \$40 per month late fee for each portion of a month following expiration of the license, registration or certificate for a maximum of \$200.

(b) Late fees are in addition to the application fee for renewal of \$140.

(8) Online Application Fee: In addition to the Commission-established fees under this subsection, applicants must pay a fee associated with accessing the online application system that is collected by the operators of the online system. This fee is collected and assessed according to agreements with the Commission, Department of Administrative Services and the operators of the online application system.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-200-0060

Addresses and Uses of Addresses

(1) The Commission will use the most recent mailing and email address on the licensee's or applicant's account to provide information to the licensee or applicant.

(2) A license, registration or certificate holder must report changes of residential, mailing and email addresses within 90 days of the change;

(3) All licenses, registrations, certificates, or correspondence will be sent to the last known email address on file for the educator. Notices and gold-seal paper licenses will be sent to the last known residential or mailing address on file for the educator.

(4) If the educator fails to notify the Commission of a new mailing or email address, the applicant may not receive all information related to their license, registration or certificate. In these cases, the Commission is not responsible for any consequence or action resulting from the applicant's failure to receive important information related to licensure, registration, certification or discipline.

(5) The Commission may send notice for opportunity for a hearing pursuant to ORS 342.175 (notice of charges related to discipline) or ORS 183.430 (notice of denial of renewal) to an educator at the address the educator provides in writing to the Commission. The Commission may complete service of notice under ORS 342.143(4), 342.176(5) or 183.430, by mailing the notice through certified or registered mail addressed to the educator's address on file with the Commission and such mailing will be deemed conclusive evidence of service.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-200-0070

Name Changes

(1) An applicant must notify the TSPC agency of an official name change within 90 days of the name change becoming effective by:

(a) Notification of a name change in writing and sending the required documentation of the official name change by mail to the TSPC offices;

(b) Notification of a name change through their TSPC user account and uploading the required documentation to the account

(2) All notifications of name changes must include the educator's former and new names, user account ID number, date of birth and one of the following documents:

(a) Employing superintendent's signature on the Professional Educational Experience Report Form verifying the change of name;

(b) Official sealed transcripts from a regionally accredited institution in the United States;

(c) An official passport issued by the United States;

(d) An official government-issued marriage certificate/license (signed by a government official and including a filed date, stamp, seal or other notation showing that the document has been filed with a government agency);

(e) A record of Domestic Partnership issued by Oregon Vital Statistics signed by a government official with a stamp or seal showing the document has been recorded with the State Registrar;

(f) An out-of-state government issued record of Domestic Partnership signed by a government official with a stamp or seal showing the document was filed with the city, county or state agency responsible for registering Domestic Partnerships in that state;

(g) A U.S. city, county or state court-issued divorce decree, judgment of dissolution of marriage, annulment of marriage decree, judgment of dissolution of domestic partnership, or annulment of domestic partnership;

(h) A government-issued death certificate of spouse, that includes a connection to your current full legal name (signed by a government official and including a stamp to show that the document has been filed);

(i) A U.S. city, county or state court-issued legal name change decree;

(j) Oregon Driver License, Instruction Permit or ID Card;

(k) Military ID card, Common Access card and Uniform Services ID & Privilege card (including all branches of military personnel and dependents, not including Merchant Marines);

(l) Other U.S. state, U.S. territory, District of Columbia, Canadian or U.S. Department of State driver license, instruction permit or identification card;

(m) Oregon Concealed Weapon permit/Concealed Handgun license; or

(n) Tribal identification card issued by a federally recognized tribe.

(3) If the educator reverts to a name previously established with the Commission, the notification must be in writing and must include the educator's previously established name and the new names and TSPC Account ID. Documentation from a court is not required, but other evidence that the educator is using the former name must be supplied.

(4) If a new paper gold seal license is requested bearing the new name, an application and gold seal paper license fee are required.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-200-0080

Preparation in Another Jurisdiction

(1) First Oregon License: If an applicant has completed an educator preparation program from another jurisdiction, the candidate must hold or obtain an active and valid license from that jurisdiction prior to application for licensure in Oregon.

(2) Applicants holding a non-provisional educator license or certificate issued by another state that is substantially equivalent to an Oregon educator non-provisional license may be eligible for an unrestricted Oregon equivalent license under the terms and conditions associated with that license.

(3) Applicants prepared outside the state of Oregon, who have completed all of the requirements for any Oregon educator license, may qualify upon first application for that license.

(4) Applicants applying to add an endorsement or applying to complete licensure requirements related to any Oregon non-provisional license, do not need to hold or earn an out-of-state licensure equivalent, but may request that the Commission evaluate their transcripts to determine whether the program or other academic work meets the Commission's requirements.

(5) If the applicant does not meet requirements for an unrestricted non-provisional license, the Commission may issue any other license for which the applicant qualifies.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-200-0090

Preparation in Another Country

(1) An applicant with one or more academic degrees valid in Oregon and professional preparation from outside the United States may request evaluation of their qualifications by the Commission. The Commission may waive part or all of approved licensure requirements as authorized in 584-200-0100.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-200-0100

Waiver of Licensure Requirements by the Commission

(1) The Executive Director may waive all, or in part, 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 submit:

(a) Complete and correct application with all required fees and supportive substantive documentation such as: official sealed transcripts, job descriptions, and other credible evidence of academic achievement or experience demonstrating mastery of the standards for the license;

(b) A written statement from the applicant including type of license requested, requirements requested for waiver and alternative qualifications to be considered;

(c) The applicant's resume and a statement indicating reasons for referring the matter to the Executive Director.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

DIVISION 210

TEACHING LICENCES

584-210-0010

Purpose of Oregon Teaching Licenses

(1) These rules establish a licensure structure that defines the requirements to teach in Oregon public schools pursuant to ORS 342.120 to 342.232.

(2) The grade levels of licensure align with developmental levels of students and provide assignment flexibility for the 21st Century Classroom. Allowing assignment across all grades in a pre-kindergarten through grade 12 teaching environment based on subject-matter expertise provides the best opportunity for implementation of personalized teaching and proficiency-based education models for Oregon students.

(3) The Commission's teaching licensure standards affirm the dignity and worth of all students and strive to ensure students from diverse economic, ability, cultural and ethnic backgrounds are provided all opportunities to achieve subject-matter proficiency for optimal college and career readiness.

(4) Oregon's licensure structure embraces and recognizes the value and worth of the professional educator. Professional teachers will direct their long-term career goals and choose the appropriate route to professional licensure.

(5) Oregon's licensure structure supports the growth and achievement of every Oregon 0-20 public school student. Honoring and celebrating the dignity and worth of our multicultural student population is a key centerpiece to Oregon's education enterprise and professional preparation.

(6) The preliminary and professional teaching licensure standards are based on the 2011 Interstate Teacher Assessment and Support Consortium Model Core Teaching standards.

(7) The Teacher Leader License is designed to recognize measured milestones in an accomplished professional educator's career, including but not limited to: National Board Certification, Teacher Leader development, Beginning Teacher Mentoring, advanced educational coursework and demonstration of advanced teaching proficiencies.

(8) Oregon's licensure regulations embrace the concept of interstate reciprocity and recognizes the value of previous competency, as reflected through another state's teaching preparation standards and non-provisional teaching licenses.

(9) Professional development is integral to the professional educator's career development. Professional development is required at all stages of professional licensure renewal.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-210-0020

Scope and Responsibilities of Teachers of Record

(1) A teacher of record performs one or more of the following tasks: plans instruction, establishes a classroom climate conducive to learning, implements plans for instruction, evaluates student achievement, and appropriately directs instructional assistants.

(2) Plans for Instruction. Examples of planning include, but are not limited to:

(a) Selects or writes learning goals that are based upon district objectives, Oregon Board of Education directives, and the physical, mental and emotional maturity of the students;

(b) Determines the current achievement level of each student with respect to the learning goals;

(c) Establishes objectives for a unit of instruction, formulates daily lessons and evaluates students' attainment of learning goals;

(d) Adapts appropriate unit and lesson plans for exceptional learners and for students from varying cultural, social, and linguistic backgrounds;

(e) Selects and organizes instructional materials and equipment for the units of instruction;

(f) Designs culturally responsive instructional activities for all students to achieve unit and lesson objectives; and

(g) Estimates the time required for direct instruction, students' practice and application, and evaluation of student learning.

(3) Establishes a classroom climate conducive to learning by all students. Examples of establishing conducive climate include, but are not limited to:

(a) Communicates classroom rules and behavioral expectations based upon the level of development of students and laws governing student rights and responsibilities;

(b) Applies principles of inclusivity, equity, racial justice, and least restrictive environment as appropriate for students;

(c) Recognizes the effects of the physical, social, and emotional climate of the students' homes, living arrangements and community on student motivation and behavior;

(d) Encourages appropriate behavior and provides meaningful reinforcement when it occurs;

(e) Monitors student conduct and takes appropriate action when misbehavior occurs, ensuring student safety and emotional well-being;

(f) Interacts thoughtfully, professionally and courteously with students, colleagues, and parents and resolves conflicts in an unbiased and equitable manner;

(g) Uses classroom time effectively to provide maximum time on learning tasks;

(h) Manages instructional transitions; and

(i) Coordinates the use of parent volunteers, student assistants, and other support personnel to achieve instructional objectives.

(4) Implements Plans for Instruction. Examples of instruction include, but are not limited to:

(a) Organizes students to engage in planned learning activities;

(b) Communicates learning outcomes to be achieved and focuses student interest on tasks to be accomplished;

(c) Provides instruction using a variety of instructional techniques to achieve planned objectives;

(d) Monitors the effectiveness of learning activities and modifies the pace and content of instruction as needed to achieve unit and lesson objectives; and

(e) Uses techniques that promote critical thinking and problem-solving and that encourage divergent as well as convergent thinking.

(5) Evaluates Student Achievement. Examples of evaluation include, but are not limited to:

(a) Selects and uses tests, observation, student interviews, and other formal and informal assessments to determine the extent to which each student has achieved the objectives of the lesson and unit of instruction;

(b) Grades and records students' progress, prepares anecdotal records, and reports achievement to students and parents;

(c) Summarizes the data on student achievement in relationship to instructional objectives;

(d) Uses data on student achievement to refine curriculum objectives and plan further instruction; and

(e) Documents teaching effectiveness through assembling and analyzing samples of students' work.

(6) Directs Instructional Assistants. Examples of directing instructional assistants include, but are not limited to:

(a) Delegates specific instructional tasks to be performed for individual students or groups of students, in accordance with the skills and abilities of each instructional assistant;

(b) Trains the assistant in the instructional tasks to be performed under the teacher's supervision;

(c) Supervises and assesses the performance of delegated instructional tasks and adjusts delegated tasks as necessary; and

(d) Assumes full accountability for effectiveness and safety of tasks delegated to instructional assistants.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-210-0030

Preliminary Teaching License

(1) Purpose of the License: The Preliminary Teaching License qualifies its holder to teach in prekindergarten through grade 12 Oregon public school districts, education service districts, and charter

school assignments. The Preliminary Teaching License is issued to new teachers who have successfully completed a Commission-approved teacher preparation program or who have entered the state as a licensed beginning teacher. The Preliminary Teaching License signifies that the educator is a novice teacher who has not met the advanced competencies and experience requirements necessary to meet the qualifications of the Professional Teaching License.

(2) Term of Licensure: The Preliminary Teaching License is valid for three years and is renewable as provided in subsection (7) of this rule. The license may be renewed continuously until the applicant has met both the advanced competencies and experience requirements for the Professional Teaching License. The date of the first expiration of the license is three years from the date of issue plus time until the applicant's birthday.

(3) Assignment and Endorsement Authorization: The Preliminary Teaching License qualifies the teacher to accept:

(a) Any instructional assignment from prekindergarten through grade 12 within the scope of the subject-matter endorsement(s) on the Preliminary Teaching License. The scope of the endorsement shall be determined by the National Center for Educational Statistics (NCES) course codes associated with the endorsement as provided by the TSPC Licensure Guide; and

(b) Any substitute teaching assignments.

(4) Recency of Oregon Teacher Preparation: The Commission requires the applicant for the Preliminary Teaching License to have recent teacher preparation in accordance with the following provisions:

(a) If the applicant completed an Oregon-approved teacher preparation program within the six years preceding their first application for licensure, there are no additional recency requirements to qualify for the Preliminary Teaching License.

(b) If the applicant completed an Oregon-approved teacher preparation more than six years prior to their first application for licensure, the applicant must submit the following with the application:

(A) A recent passing score on the content test of knowledge for each endorsement the applicant is seeking to hold on their license. A passing score is recent if it has been obtained within the two years immediately preceding the application for licensure; and

(B) Evidence of completion of a pedagogy course. The pedagogy course must:

- (i) Include the word pedagogy or methods in the course title;
- (ii) Be at least three quarter hours or two semester hours;
- (iii) Be related to the subject-matter endorsement area requested for the license;

(iv) Include official verification that the course was passed within the two years immediately preceding the application for the Preliminary Teaching License; and

(vi) Be verified by official sealed transcripts from a regionally accredited college or university.

(c) The Executive Director, or Director of Licensure, may accept alternative evidence of recent practice or professional development if the Executive Director, or Director of Licensure, determines the evidence sufficiently addresses the need for recent engagement in the content knowledge and pedagogy required for the Preliminary Teaching License.

(d) The recency requirements provided in this subsection do not apply to applicants moving from a Reciprocal Teaching License to a Preliminary Teaching License or qualified out-of-state licensed applicants moving directly to the Preliminary Teaching License.

(5) Out-of-state applicants: An out-of-state applicant may apply for the Preliminary Teaching License if the applicant:

(a) Holds a valid and active non-provisional teaching license from another National Association of State Directors of Teacher Education and Certification (NASDTEC) jurisdiction;

(b) Meets the requirements for the Preliminary Teaching License provided in this rule; and

(c) Meets the requirements for the Reciprocal Teaching License provided in OAR 584-210-0060.

(6) To be eligible to apply for a Preliminary Teaching License, an applicant must:

(a) Possess the personal qualifications for licensure including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as an educator;

(b) Hold a bachelor's degree or higher from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the Commission. A master's degree or a doctoral degree from a regionally accredited institution in the United States validates a non-regionally accredited bachelor's degree for licensure purposes;

(c)(A) Provide evidence of admission to and completion of an Oregon Preliminary Teaching License preparation program approved by the Commission;

(B) Provide evidence of completion of a teaching preparation program as provided in OAR 584-210-0060(8) (Reciprocal Teaching License) if applying from out-of-state;

(d) Obtain a passing score as currently specified by the Commission on each of one or more tests of subject mastery for subject-matter endorsement or otherwise complete endorsement requirements established by the Commission;

(e) Meet the recency of preparation requirements as provided in subsection (4) of this rule;

(f) Obtain a passing score on a Commission-approved test of knowledge of U.S. and Oregon civil rights laws and professional ethics;

(g) Complete a background clearance that includes furnishing fingerprints and providing satisfactory responses to character questions in the form and manner prescribed by the Commission; and

(h) Submit a complete and correct application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

(7) To be eligible to apply for renewal of the Preliminary Teaching License, an applicant must complete:

(a) 75 advanced professional development units as provided in OAR 584-200-0040 Professional Teaching License and OAR 584-255-0010 Professional Development Requirements; or

(b) 75 continuing professional development units as provided in OAR 584-255-0010 Professional Development Requirements.

(c) Submit a complete and correct renewal application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

(8) Upon qualifying for the advanced competencies and teaching experience requirements of the Professional Teaching License, an applicant will be promoted from the Preliminary Teaching License to the Professional Teaching License. Licensees may renew the Preliminary Teaching License until they have met all qualifications for the Professional Teaching License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-210-0040

Professional Teaching License

(1) Purpose of the License: The Professional Teaching License is a license that qualifies its holder to teach in prekindergarten through grade 12 Oregon public school districts, education service districts, and charter school assignments. The Professional Teaching License signifies that the educator is an experienced teacher who has successfully demonstrated an advanced level of educator knowledge, skills and dispositions.

(2) Term of Licensure: The Professional Teaching License is valid for five years and is renewable as provided in subsection (8) of this rule. The date of the first expiration of the license is five years from the date of issue plus time until the applicant's birthday.

(3) Assignment and Endorsement Authorization: The Professional Teaching License qualifies the teacher to accept:

(a) Any instructional assignment from prekindergarten through grade 12 within the scope of the subject-matter endorsement(s) on the Professional Teaching License. The scope of the endorsement shall be determined by the National Center for Educational Statistics (NCES) course codes associated with the endorsement as provided by the TSPC Licensure Guide; and

(b) Any substitute teaching assignment.

(4) Pursuant to ORS 342.138, the Commission has approved the following advanced professional education programs to develop advanced level competencies required for promotion to the Professional Teaching License:

(a) Advanced Professional Development Program: The purpose of the Advanced Professional Development Program is to provide the individual teacher with the specific professional development needed to advance to a professional teacher level. The program is developed by the applicant in conjunction with the employing district and includes professional development specifically tailored to the performance goals of the novice teacher in accordance with ORS 342.815 to 342.856. To qualify as an Advanced Professional Development Program, the program must consist of:

(A) A teacher who holds the Preliminary Teaching License and is employed in accordance with ORS 342.815 to 342.856; and

(B) A requirement to complete 150 advanced professional development units while holding a Preliminary Teaching License. To qualify as advanced professional development, the units must:

(i) Be completed in conjunction with the performance goals of the teacher established in accordance with ORS 342.815 to 342.856;

(ii) Be verified as advanced professional development by the employing district or charter school [Note: Districts and charter schools will verify the applicant completed the advanced professional development on the Professional Educator Experience Report (PEER) form]; and

(iii) Meet all other requirements provided in OAR 584-255-0010, Professional Development Requirements.

(b) Advanced Degree Programs: Admission to and completion of an education-related educational specialist, master's or doctoral degree program from a regionally-accredited provider;

(c) Endorsement Program: Admission to and completion of a Commission-approved subject-matter endorsement program;

(d) Specialization Program: Admission to and completion of a Commission-approved specialization program;

(e) Advanced Licensure: Admission to and completion of a Commission-approved advanced licensure program;

(f) National Board Certification: National Board of Professional Teaching Standards certification;

(g) Out-of-State Professional Certification: A professional certificate issued by the State of Washington or other equivalent out-of-state professional teaching licenses approved by the Commission; and

(h) Other acceptable advanced coursework or assessment approved by the Executive Director or the Director of Licensure as provided in OAR 584-200-0100 Waiver of Licensure Requirements by the Commission.

(5) All evidence of advanced professional education programs must be equal to at least 150 professional development units as calculated in OAR 584-255-0010(3) and must have been obtained by the applicant after the date of issuance of their first non-provisional teaching license in Oregon.

(6) Professional Teaching Experience Requirements: To qualify for the Professional Teaching License, an educator must obtain four full years of teaching experience subject to the following conditions:

(a) One full year of teaching experience is equal to 135 days of at least six hours per day of contracted classroom teaching within an academic year (July 1 to June 30). The full four years do not have to be earned consecutively.

(b) Substitute experience is not considered qualifying teaching experience under this subsection unless the educator is assigned to a single substitute assignment in accordance with subsection (6)(a) of this rule.

(c) The teaching experience must include direct instruction of students as provided in ORS 342.120 and must occur in one, or a combination of, the following employment settings:

(A) Public prekindergarten through grade 12 classroom;

(B) Private, regionally-accredited, prekindergarten through grade 12 classroom; or

(C) Alternative education, post-secondary or other similar teaching settings closely-related to prekindergarten through grade 12 classroom instruction as approved by the Director of Licensure.

(7) To be eligible to apply for a Professional Teaching License, an applicant must:

(a) Possess the personal qualifications for licensure including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as an educator;

(b) Meet or complete all requirements of the Preliminary, Initial I, Initial II, Basic, Continuing, Standard, or an equivalent teaching license issued previously by the Commission or issued by another National Association of State Directors of Teacher Education and Certification (NASDTEC) jurisdiction;

(c) Complete an advanced professional education program as provided in subsections (4) and (5) of this rule;

(d) Complete the teaching experience requirements as provided in subsection (6) of this rule;

(e) Complete a background clearance that includes furnishing fingerprints and providing satisfactory responses to character questions in the form and manner prescribed by the Commission; and

(f) Submit a complete and correct application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

(8) To be eligible to apply for renewal of the Professional Teaching License, the applicant must:

(a) Complete continuing professional development requirements as provided in OAR 584-255-0010 Professional Development Requirements and

(b) Submit a complete and correct renewal application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-210-0050

Teacher Leader License

(1) Purpose of the License: The Teacher Leader is a professional teacher who contributes to the profession and larger community while consistently advancing student growth and achievement. The Teacher Leader License designates that the licensee is qualified to hold the title of Teacher Leader and to provide educational leadership that may include, but is not limited to: mentoring, curriculum development support, teacher preparation support and other leadership activities consistent with the Teacher Leader Standards adopted by the Commission.

(2) Teacher Leader Pilot Project: Effective July 1, 2015 the Commission commenced a two year pilot for implementation of this rule. The pilot is intended to gather sufficient information to ensure that future issuance of the license is based on an evaluation of evidence submitted and verified to be in alignment with the Teacher Leaders standards adopted by the Commission and statutory provisions adopted by the Oregon State Legislature. This rule is effective until June 30, 2017. Prior to this date, the Commission will adopt a revised Teacher Leader License rule based on the results of the pilot project.

(3) Term of Licensure: The Teacher Leader License is valid for five years and is renewable as provided in subsection (10) of this rule. The date of the first expiration of the license is five years from the date of issue plus time until the applicant's birthday.

(4) Assignment and Endorsement Authorization: The Teacher Leader License qualifies the teacher to accept:

(a) Any instructional assignment from preprimary through grade 12 within the scope of the subject-matter endorsements held on the Professional Teaching License;

(b) Any substitute teaching assignments; and

(c) Teacher leader activities, as agreed upon with any employing school district, as provided in subsection (1) of this rule.

(5) Evidence of Effectiveness: To be eligible to qualify for a Teacher Leader License, an applicant must be deemed to be effective.

tive or highly effective as provided in ORS 342.856. The applicant must:

(a) Must have two consecutive (employed) years of “effective” to “highly effective” evaluations within a summative evaluation cycle/s from an employing prekindergarten through grade 12 public school district, education service district or charter school while holding an Initial II, Continuing, Standard or Professional Teaching License.

(b) The evaluation evidence must include all summative evaluation rubrics completed during the summative evaluation cycles from which the evaluations in subsection 5(a) above are being submitted.

(c) The evaluations must have been completed within five years immediately preceding the application for the Teacher Leader license.

(d) “Effective” and “Highly Effective” equate to the top two differentiated levels established as provided in the Oregon Department of Education’s “Oregon Matrix Model for Educator Evaluation.” Similar evaluation terms may include, but are not limited to: proficient, exemplary, accomplished, or distinguished.

(6) Evidence of Current Professional Leadership Practices: To be eligible to qualify for a Teacher Leader License, an applicant must submit evidence of current professional leadership practices as provided in ORS 342.856.

(a) To submit an advanced portfolio of “current professional leadership practices” the evidence must:

(A) Align with the standards for the Teacher Leader License as provided in OAR 584-420-0040;

(B) Have occurred within the five years immediately prior to the application for the Teacher Leader License; and

(C) Meet the following criteria:

(i) The applicant must demonstrate through submitted documentation that they have fully met at least twelve (12) elements of the existing thirty-seven (37) elements under any of the seven (7) domains within the standards for the Teacher Leader License;

(ii) The evidence for each element submitted must be verified as valid by at least two professional colleagues, which may include coworkers, supervisors, or other professional peers; and

(iii) The evidence for each element submitted must be unique and separate. For example, an applicant may not reuse evidence from one element to support meeting another element.

(b) To submit National Board for Professional Teacher Standards Certification to demonstrate “current professional leadership practices” the evidence must:

(A) Show the national board certification occurred in the five years immediately prior to the application; and

(B) Documents how board certification and subsequent professional practice by the teacher meets at least twelve (12) elements of the existing thirty-seven (37) elements under any of the seven (7) domains within the standards for the Teacher Leader License.

(c) To submit admission to and completion of a Commission-approved teacher leader program to demonstrate “current professional leadership practices” evidence, the applicant must provide documentation that:

(A) The program was completed in the five years immediately prior to the application; and

(B) The completion of the Commission-approved teacher leader preparation program and subsequent professional practice by the teacher meets at least twelve (12) elements of the existing thirty-seven (37) elements under any of the seven (7) domains within the standards for the Teacher Leader License.

(7) To be eligible to apply for a Teacher Leader License, an applicant must:

(a) Possess the personal qualifications for licensure including attainment of at least eighteen (18) years of age and possessing good moral character and mental and physical health necessary for employment as an educator;

(b) Hold a valid Professional, Initial II, Continuing or Standard Teaching License;

(c) Have taught five full academic school years or more within the five years preceding application;

(d) Meet the “evidence of effectiveness” requirements as provided in subsection (5) of this rule;

(e) Meet the “evidence of current professional leadership practices” requirements as provided in subsection (6) of this rule;

(f) Submit the adopted Teacher Leader License rubric for evaluation, indicating the exact evidence the applicant is submitting to satisfy each of the elements they are fulfilling. There must be a clear indication on the evidence which of the elements the evidence is being submitted to support;

(g) If necessary, complete a background clearance that includes furnishing fingerprints and providing satisfactory responses to character questions in the form and manner prescribed by the Commission; and

(h) Submit a complete and correct application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

(8) All applications for the Teacher Leader License must be received in the TSPC office no later than one calendar month prior to the Commission meeting at which the applicant wishes to have their application evaluated.

(9) All current teaching licenses held prior the application for the Teacher Leader License will expire on the date the Teacher Leader License is issued regardless of the expiration date on the license.

(10) Renewal Requirements: To be eligible to apply for renewal of the Teacher Leader License, an applicant must:

(a) Provide documentation of ongoing teacher leader activities, including but not limited to, mentoring, curriculum development support, teacher preparation support and other educational leadership activities;

(b) Complete professional development units as provided in OAR 584-255-0010 Professional Development Requirements; and

(c) Submit a complete and correct renewal application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

(11) If an applicant does not meet the renewal requirements of subsection (10) of this rule or decides not to renew the Teacher Leader License, the applicant may apply for or will be issued a Professional Teaching License as provided in OAR 584-210-0040.

(12) Sunset Clause: This rule is effective until July 1, 2017.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-210-0060

Reciprocal Teaching License

(1) Purpose of the License: The Reciprocal Teaching License is a license that qualifies its holder to teach prekindergarten through grade 12 Oregon public school district, education service districts, and charter school assignments. The Reciprocal Teaching License is issued to teachers who have completed an educator preparation program and hold an active and valid non-provisional initial or advanced teaching license in another National Association of State Directors of Teacher Education and Certification (NASDTEC) jurisdiction. The purpose of the Reciprocal Teaching License is to allow an out-of-state licensed teacher to transition smoothly into the Oregon licensure system based on the credentials they earned in the other jurisdiction.

(2) Out of State License Reciprocity: An out of state teaching license alone does not authorize a teacher to teach or work as a teacher in Oregon public schools. The out-of-state license is used only as a basis for qualifying for the Reciprocal Teaching License. The out-of-state licensed applicant must apply for and receive the Reciprocal Teaching License or another unrestricted teaching license for which the applicant qualifies prior to employment in any Oregon public school, charter school or education service district.

(3) Expired Out-of-State Teaching Licenses: If an applicant only has an expired teaching license from another NASDTEC jurisdiction, the applicant must first reinstate their license from the NASDTEC jurisdiction prior to qualifying for the Reciprocal Teaching License or any other non-provisional Oregon Teaching License.

(4) Fully qualified Out-of-State License Holders: If an applicant with a valid and active non-provisional out-of-state license fully

qualifies for a Preliminary, Professional, Teacher Leader, Substitute or Legacy Teaching License, the applicant may bypass the Reciprocal Teaching License and apply immediately for the other license. In order to qualify for a non-provisional Oregon teaching license upon first application, the applicant must meet all of the requirements in subsections (8) and (9) of this rule.

(5) **Term of Licensure:** The Reciprocal Teaching License is valid for one year, is not renewable and expires one year from the date of issue. Upon expiration of the Reciprocal Teaching License, an applicant must qualify and apply for a Preliminary, Professional, Legacy, Substitute teaching license or a provisional teaching license as provided in subsection (9) of this rule.

(6) **Assignment and Endorsement Authorization:** The Reciprocal Teaching License qualifies the teacher to accept:

(a) Any instructional assignment from prekindergarten through grade 12 within the scope of the subject-matter endorsement(s) on the Reciprocal Teaching License. The scope of endorsements will be determined by the National Center for Educational Statistics (NCES) course codes associated with the endorsements as provided by the TSPC Licensure Guide; and

(b) Any substitute teaching assignments.

(7) **Endorsements:** Out-of-state applicants holding a valid and active non-provisional license issued by a NASDTEC jurisdiction will be granted endorsements on their new Oregon license based on their out-of-state license if a similar Commission-adopted endorsement exists.

(a) Endorsements not recognized by the Commission will not be added to the license.

(b) To maintain the endorsements when moving from the Reciprocal to the Preliminary or Professional teaching license, the applicant must provide acceptable evidence of content knowledge and pedagogy skills as provided in OAR 584-220-0015.

(8) To be eligible to apply for a Reciprocal Teaching License, an out-of-state applicant must:

(a) Have never held an Oregon educator license, Oregon charter school registration, or completed an Oregon educator preparation program;

(b) Possess the personal qualifications for licensure including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as an educator;

(c) Hold a bachelor's degree or higher from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the Commission. An education specialist degree, a master's degree or a doctoral degree from a regionally accredited institution in the United States validates a non-regionally accredited bachelor's degree for licensure;

(d) Have completed a teacher preparation program from another National Association of State Directors of Teacher Education and Certification (NASDTEC) jurisdiction or a foreign program evaluated as satisfactory by the Commission. To meet the requirements of this subsection, an applicant must provide official sealed transcripts, verifying completion of the teacher education preparation program and evidence of the academic degrees held by the applicant. Completion of alternative route teaching programs resulting in licensure through school districts or other alternative routes are subject to the Executive Director's or Licensure Director's approval;

(e) Hold a valid and active non-provisional teaching license from another NASDTEC jurisdiction valid for unrestricted full time teaching assignments;

(f) Complete a background clearance that includes furnishing fingerprints and providing satisfactory responses to character questions in the form and manner prescribed by the Commission; and

(g) Submit a complete and correct application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

(9) **Subsequent Licensure Requirements:** Prior to the expiration of the Reciprocal Teaching License, an applicant must apply for and meet the requirements for a Preliminary, Professional or Legacy Teaching License in accordance with the following provisions:

(a) The applicant must qualify for a Commission-adopted endorsement by receiving a passing score as currently specified by the Commission on one or more of subject matter tests unless the applicant qualifies for reciprocity or waiver of subject matter tests as provided in OAR 584-220-0015; and

(b) The applicant must obtain a passing score on a Commission-approved test of knowledge of U.S. and Oregon civil rights laws and professional ethics.

(c) An Emergency Teaching License will not be issued if the holder of the Reciprocal Teaching License fails to meet the requirements of the Preliminary, Professional, or Legacy Teaching License or any Oregon non-provisional teaching license by the end of the one year term.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-210-0070

Legacy Teaching License

(1) **Purpose of the License:** The Legacy Teaching License is a license that qualifies its holder to teach in prekindergarten through grade 12 Oregon public school districts, education service districts, and charter school assignments. The Legacy Teaching License is issued to veteran teachers in order to recognize their long-term employment and experience in the public schools without obliging them to meet the advanced competency requirements of the Professional Teaching License.

(2) **Assignment and Endorsement Authorization:** The Legacy Teaching License qualifies the teacher to accept:

(a) Any instructional assignment prekindergarten through grade 12 within the scope of the subject-matter endorsement(s) on the Legacy Teaching License. The scope of the endorsement shall be determined by the National Center for Educational Statistics (NCES) course codes associated with the endorsement as provided by the TSPC Licensure Guide; and

(b) Any substitute teaching assignments.

(3) **Term of Licensure:** The Legacy Teaching License is valid for three years and is continuously renewable as provided in subsection (5) of this rule. For applicants who qualify for the license from out of state, the date of the first expiration of the license is three years from the date of issue plus time until the applicant's birthday.

(4) To be eligible to apply for a Legacy Teaching License, an applicant must:

(a) Possess the personal qualifications for licensure including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as an educator;

(b) Hold a Basic teaching license issued prior to January 1, 1999 or a Five Year teaching license issued prior to January 1, 1965;

(c) Hold a teaching license issued by a National Association of State Directors of Teacher Education and Certification (NASDTEC) jurisdiction prior to January 1, 1999;

(d) Hold a Substitute Teaching License based upon a Basic or Standard Teaching License issued prior to January 1, 1999;

(e) If necessary, complete a background clearance that includes furnishing fingerprints and providing satisfactory responses to character questions in the form and manner prescribed by the Commission; and

(f) Submit a complete and correct application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

(5) **Renewal Requirements:** To be eligible to apply for renewal of the Legacy Teaching License, the applicant must:

(a) Complete professional development requirements as provided in OAR 584-255-0010 Professional Development Requirements; and

(b) Submit a complete and correct renewal application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-210-0080

American Indian Languages Teaching License

(1) Purpose of the License: The American Indian Languages Teaching License is a license that qualifies its holder to teach prekindergarten through grade 12 Oregon public school district, education service districts, and charter school assignments in the American Indian Language authorized by the license. The purpose of the American Indian Languages Teaching License is to provide the essential teaching of American Indian languages to American Indian children.

(2) Tribal Sponsorship: The American Indian Languages Teaching License requires sponsorship of a tribe, as provided in ORS 97.740, whose language will be taught. The sponsoring tribe must submit a letter that certifies that the applicant is qualified to teach the language of the tribe.

(3) Term of Licensure: The American Indian Languages Teaching License is valid for three years and is renewable as provided in subsection (7) of this rule. The date of the first expiration of the license is three years from the date of issue plus time until the applicant's birthday.

(4) Assignment and Endorsement Authorization: The American Indian Languages Teaching License qualifies the teacher to accept:

(a) Any instructional assignment from prekindergarten through grade 12 within the scope of the American Indian Language on the American Indian Languages Teaching License; and

(b) Substitute teaching assignments within the scope of American Indian Language on the American Indian Languages Teaching License.

(5) A holder of an American Indian Languages Teaching license who does not also have a teaching license or registration issued under ORS 342.125 may not teach any subject other than the American Indian language the holder approved to teach by the sponsoring tribe.

(6) To be eligible to apply for the American Indian Language Teaching License, the applicant must:

(a) Possess the personal qualifications for licensure including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as an educator;

(b) Obtain a passing score on a Commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics;

(c) Complete a background clearance that includes furnishing fingerprints and providing satisfactory responses to character questions in the form and manner prescribed by the Commission; and

(d) Submit a complete and correct application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

(7) To be eligible to apply for renewal of the American Indian Language Teaching License, an applicant must:

(a) Submit a letter from the original sponsoring tribe verifying the educator's continued competency to teach the tribal language;

(b) Complete professional development as provided in Chapter 584, Division 255, Professional Development; and

(c) Submit a complete and correct renewal application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-210-0090

International Visiting Teacher License

(1) Purpose of the License: The International Visiting Teaching License qualifies its holder to teach in a prekindergarten through grade 12 Oregon public school district, education service districts, and charter school assignments. The purpose of the International Visiting Teacher License is to provide up to a three-year cultural exchange of teachers and teaching strategies between Oregon and a participating country other than the United States.

(2) District Sponsorship: The International Visiting Teacher License requires district sponsorship. The sponsoring district must submit a letter:

(a) Specifying the grade level(s) and subject-matter endorsement area(s) the applicant has been hired to teach;

(b) Describing the district's plan for supervision of the teacher;

(c) Describing the district's plan to provide a mentor for the applicant. The plan must specifically identify the mentor;

(d) Assuring the Commission that the district will obtain the license for the educator prior to assignment within the district.

(e) Upon renewal of the International Visiting Teacher License, a district must provide a new letter of sponsorship that includes confirmation that:

(A) All assignments of the licensed teacher will remain within the scope the subject-matter endorsements on the license; and

(B) The plan for supervision and mentoring remains in place. The letter must update the name of the mentor if appropriate.

(3) Term of Licensure: The International Visiting Teacher License is valid for one year and is renewable up to two times in accordance with subsection (6) of this rule.

(4) Assignment and Endorsement Authorization: The International Visiting Teacher License qualifies the teacher to accept within the sponsoring district:

(a) Any instructional assignment from prekindergarten through grade 12 within the scope of the subject-matter endorsement(s) on the International Visiting Teaching License; and

(b) Substitute teaching assignments within the subject-matter endorsement areas authorized by the license.

(5) To be eligible to apply for the International Visiting Teacher License, the applicant must:

(a) Provide a letter from the sponsoring district in accordance with subsection (2) of this rule;

(b) Have not previously held any TSPC license;

(c) Possess the personal qualifications for licensure including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as an educator;

(d) Provide evidence that the applicant is not a resident of the United States and is working here under a J-1 Visa;

(e) Provide transcript evaluation or some other convincing evidence that the applicant holds the equivalent of a U.S. baccalaureate or higher degree and proof that the applicant has completed a professional teacher preparation program in their country. The transcript and other evidence submitted will be evaluated for subject-matter competency in the subject-area in which the license is being requested;

(f) Provide a copy of all the professional teaching credentials from a country other than the United States held by the applicant;

(g)(A) Provide evidence that the applicant has completed the equivalent of three full years (not less than 27 months) of teaching experience in the applicant's native country; or

(B) Provide proof of participation in the Cultural Exchange Program in a J-1 Visa status monitored by the Oregon Department of Education. Proof of participation must include verification from the Oregon Department of Education;

(h) Complete a background clearance that includes furnishing fingerprints and providing satisfactory responses to character questions in the form and manner prescribed by the Commission; and

(i) Submit a complete and correct application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

(6) To be eligible to apply for a one-year renewal of the International Visiting Teaching License, an applicant must submit:

(a) A PEER form verifying the applicant's assignment;

(b) A letter from the sponsoring district in accordance with subsection (2) of this rule; and

(c) A complete and correct renewal application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-210-0100

Restricted Teaching License

(1) Purpose of the License: The Restricted Teaching License qualifies its holder to teach in a prekindergarten through grade 12 Oregon public school district, education service districts, and charter school assignments. The Restricted Teaching License is issued to persons who have at least a bachelor's degree and have substantial preparation in the subject matter endorsements on the license, but have not completed a teacher preparation program. The recipient of the license is required to qualify for the Preliminary Teaching License within three years of the issuance of the Restricted Teaching License. The purpose of the Restricted Teaching License is to provide a school district with a licensed educator, on a restricted basis, if the school district demonstrates extenuating circumstances that merit the issuance of the restricted license in order to protect the district's programs or students.

(2) District Sponsorship: The Restricted Teaching License requires district sponsorship. The sponsoring district must submit a letter:

(a) Describing the extenuating circumstances preventing the district from hiring a teacher holding an unrestricted teaching license appropriate for the assignment and how the issuance of the restricted license will protect the district's programs or students;

(b) Explaining how the qualifications of the applicant will resolve the extenuating circumstances;

(c) Assuring the Commission that the district will obtain the license for the educator prior to assignment within the district;

(d) Describing the district's plan to provide a mentor for the teacher. The plan must specifically identify the mentor; and

(e) Describing the plan for how the teacher will make progress toward qualifying for non-provisional state licensure within the first term of the Restricted Teaching License.

(f) Upon application for a reissue of the Restricted Teaching License, a district must provide a new letter of sponsorship confirming that:

(A) The extenuating circumstances necessitating the Restricted Teaching License still exists;

(B) The applicant is still qualified and needed to remedy the situation;

(C) The plan for mentoring remains in place. The letter must update the name of the mentor, if appropriate; and

(D) The teacher is on track to meet the qualifications for the Preliminary Teaching License by the end of the final term (after second reissue) of the Restricted Teaching License.

(3) Terms of Licensure: The Restricted Teaching License is valid for one year and can be reissued up to two times for a total of three years (plus time to June 30 if needed) on the license. The license will expire on June 30 of the academic year following issuance of the license. Upon expiration of the final term (after second reissue) of the Restricted Teaching License, the educator must qualify for the Preliminary Teaching License.

(4) Assignment and Endorsement Authorization: The Restricted Teaching License qualifies the teacher to accept within the sponsoring district:

(a) Any instructional assignment from prekindergarten through grade 12 within the scope of the subject-matter endorsement(s) on the Restricted Teaching License; The scope of the endorsement shall be determined by the National Center for Educational Statistics (NCES) course codes associated with the endorsement as provided by the TSPC Licensure Guide; and

(b) Substitute teaching assignments within the subject-matter endorsement areas authorized by the license.

(5) To be eligible to apply for a Restricted Teaching License, the applicant must:

(a) Provide a letter from the sponsoring district in accordance with subsection (2) of this rule;

(b) Have never held any type of Restricted Teaching License;

(c) Possess the personal qualifications for licensure including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as an educator;

(d) Hold a bachelor's degree or higher from a regionally accredited institution or approved foreign equivalent. A master's degree or a doctoral degree from a regionally accredited institution in the United States validates a non-regionally accredited bachelor's degree for licensure;

(e) Obtain a passing score on a Commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics;

(f) Show substantial preparation in the subject-matter area in which licensure is requested by submitting official sealed transcripts, and any other evidence required by the Commission, as proof of substantial completion of academic preparation or substantial work experience in the area in which the co-applicant educator is seeking licensure;

(g) Complete a background clearance that includes furnishing fingerprints and providing satisfactory responses to character questions in the form and manner prescribed by the Commission; and

(h) Submit a complete and correct application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

(6) Applicants who have failed to complete an Oregon program teacher preparation program are not eligible for the Restricted Teaching License under any circumstance.

(7) First Reissue: To be eligible to apply for the first reissue of a Restricted Teaching License, an applicant must submit:

(a) A letter from the sponsoring district in accordance with subsection (2) of this rule;

(b) Evidence of admission and enrollment, or pending enrollment, into a Commission-approved educator preparation program for licensure in the area in which the applicant is teaching;

(c) A complete and correct application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

(8) Second Reissue: To be eligible to apply for the second reissue a Restricted Teaching License, an applicant must submit:

(a) A letter from the sponsoring district in accordance with subsection (2) of this rule; and

(b) Evidence the educator has completed more than 50 percent of a Commission-approved educator preparation program to qualify for the Preliminary Teaching License requirements. The completion of more than 50 percent of the program must be verified by the educator preparation program in which the educator is enrolled; and

(c) A complete and correct application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

(9) Reissue Restrictions: The reissue of the Restricted Teaching License is subject to the following provisions:

(a) A Restricted Teaching License will expire on June 30 of the academic year in which the license was granted regardless of the term for licensure. Extending the license beyond the June 30 expiration date is at the discretion of the Executive Director after considering all extenuating circumstances.

(b) Reissue under these conditions is not subject to the 120-day grace period and must be submitted sufficiently in advance of the license expiration date to ensure continuity of licensure. Failure to submit a timely application is grounds for denial of a reissue pursuant to this subsection and may be grounds for discipline under OAR 584-020-0040 if the educator continues to teach without a valid license.

(c) The Executive Director may deny the application for reissue of the license upon failure to demonstrate progress in the licensure program needed for the Preliminary Teaching License.

(10) Upon expiration of the final term (after second reissue) of the Restricted Teaching License, recipients of this license must meet all the requirements of the Preliminary Teaching License.

(a) The educator may apply for the Preliminary Teaching License prior to the expiration of the final term of the Restricted Teaching License.

(b) If the educator does not meet the qualifications for the Preliminary Teaching License prior to the expiration of the final term of the Restricted Teaching License, the educator may apply for an Emergency Teaching License as provided in subsection (11) of this rule.

(11) Emergency Teaching License: When the Executive Director determines that extenuating circumstances have prevented the applicant from completing requirements for the Preliminary Teaching License within the required time, an extension for up to one year may be issued upon joint request from an educator and the sponsoring district.

(a) The Emergency Teaching License will be issued for the shortest amount of time needed to address the extenuating circumstances.

(b) The applicant must meet all the requirements for an Emergency Teaching License set forth in OAR 584-210-0130 and provide an explanation of the circumstances which make the request necessary. The sponsoring district must ensure the applicant will meet all requirements for the Preliminary Teaching License upon expiration of the Emergency Teaching License issued pursuant to this subsection.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-210-0110

Limited Teaching License

(1) Purpose of the License: The Limited Teaching License qualifies its holder to teach in a prekindergarten through grade 12 Oregon public school district, education service districts, and charter school assignments. The purpose of the Limited Teaching License is to provide a district with a licensed teacher for one or more highly specialized subjects of instruction for which the Commission does not issue a specific endorsement.

(2) District Sponsorship: The Limited Teaching License requires district sponsorship. The sponsoring district must submit a letter:

(a) Explaining the district's need for instruction in highly specialized subjects for which the Commission does not issue a specific endorsement;

(b) Describing how the applicant is qualified to teach the highly specialized subject;

(c) Assuring the Commission that the district will limit the assignment(s) of the applicant to the requested specialized subject;

(d) Upon renewal of the Limited Teaching License, the district must provide a new letter of sponsorship that confirms the applicant will continue to be assigned to the same highly specialized instruction areas.

(3) Term of Licensure: The Limited Teaching License is issued for three years and renewable as provided in subsection (7) of this rule.

(4) Assignment and Endorsement Authorization: The Limited Teaching License qualifies the teacher to accept within the sponsoring district:

(a) Any instructional assignment within the highly specialized subject-area authorized by the limited license; and

(b) Substitute teaching assignments only within the highly specialized subject-matter areas authorized by the limited license.

(5) Granting of License: The Executive Director has the authority to grant a Limited Teaching License for one or more discreet subjects within an established endorsement upon a showing of district need.

(6) To be eligible to apply for a Limited Teaching License, an applicant must:

(a) Provide a letter from the sponsoring district in accordance with subsection (2) of this rule;

(b)(A) Provide official sealed transcripts documenting an accredited associate's degree or its approved equivalent in objectively evaluated post-secondary education; or

(B) Provide evidence of experience related to the intended subject of instruction that is substantially equivalent to at least two years of post-secondary education;

(c) Obtain a passing score on a Commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics;

(d) Complete a background clearance that includes furnishing fingerprints and providing satisfactory responses to character questions in the form and manner prescribed by the Commission; and

(e) Submit a complete and correct application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

(7) To be eligible to apply for renewal of the Limited Teaching License, an applicant must:

(a) Provide a letter from the sponsoring district in accordance with subsection (2) of this rule;

(b) Complete professional development requirements as provided in OAR 584-255-0010 Professional Development Requirements; and

(c) Submit a complete and correct renewal application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-210-0120

ESEA Alternative Route Teaching License

(1) Purpose of the License: The ESEA Alternative Route Teaching License is a license that permits a qualified individual to teach in Oregon prekindergarten through grade 12 Oregon public school district, education service districts, and charter school assignments with the restriction that the individual must obtain and maintain district sponsorship. The purpose of the ESEA Alternative Route Teaching License is to satisfy the federal requirements within the Elementary and Secondary Education Act related to "highly qualified" alternative routes to licensure. The recipient of the license is required to qualify for the Preliminary Teaching License within three years of the issuance of the ESEA Alternative Route Teaching License.

(2) District Sponsorship: The ESEA Alternative Route Teaching License requires district sponsorship. The sponsoring district must submit a letter:

(a) Describing how the teacher will receive high-quality professional development that is sustained, intensive and classroom-focused before and while teaching in the district;

(b) Describing the plan for how the teacher will make progress toward qualifying for a non-provisional state teaching license in the next three years;

(c) Assuring the Commission that the district has obtained the license prior to assignment within the district; and

(d) Acknowledging that if the teacher seeks to obtain another ESEA Alternative Route Teaching License with another district, the license with the new district is only valid for the remainder of the three years from the initial date of the first license issued as provided in this rule.

(3) Term of Licensure: The ESEA Alternative Route Teaching License is valid for three years from the date of issue and is not subject to the 120-day grace period. The license is not renewable and is not eligible for any extension.

(4) Assignment and Endorsement Authorization: The ESEA Alternative Route Teaching License qualifies the teacher to accept within the sponsoring district:

(a) Any instructional assignment within the highly qualified subject-area endorsement on the license. The scope of the endorsement shall be determined by the National Center for Educational Statistics (NCES) course codes associated with the endorsement as provided by the TSPC Licensure Guide; and

(b) Substitute teaching assignments only within the subject-matter endorsement areas authorized by the license.

(5) To be eligible to apply for an ESEA Alternative Route License, the applicant must:

(a) Provide a letter from the sponsoring district in accordance with subsection (2) of this rule;

(b) Hold a bachelor's degree or higher from a regionally accredited institution or approved foreign equivalent. A master's degree or a doctoral degree from a regionally accredited institution in the United States validates a non-regionally accredited bachelor's degree for licensure;

(c) Obtain a passing score on a Commission-approved test of knowledge of U.S. and Oregon civil rights laws and professional ethics;

(d) Demonstrate core academic subject matter competency by:

(A) Obtaining a passing score as currently specified by the Commission on each of one or more tests of subject mastery for subject-matter endorsement or otherwise complete endorsement requirements established by the Commission;

(B) Holding an undergraduate major or coursework equivalent in the core academic subject area endorsement (does not apply to elementary multiple-subjects endorsement); or

(C) Holding a graduate degree in the core academic subject area endorsement (does not apply to elementary multiple-subjects endorsement).

(e) Complete a background clearance that includes furnishing fingerprints and providing satisfactory responses to character questions in the form and manner prescribed by the Commission; and

(f) Submit a complete and correct application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

(6) Per federal law:

(a) Teachers on the ESEA Alternative Route Teaching License are considered highly qualified for only three years; and

(b) The license is not renewable and is not eligible for any extension.

(7) Teachers who have taught on a Restricted Teaching License for one-year or less, upon application with a district may be eligible for the ESEA Alternative Route Teaching License provided the requirements of subsection (5) of this rule are met. The ESEA Alternative Route License will only be effective for three years from the date the Restricted Teaching License was first issued.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-210-0130

Emergency Teaching License

(1) Purpose of the License: An Emergency Teaching License qualifies its holder to teach in prekindergarten through grade 12 Oregon public school districts, education service districts, and charter school assignments. The Emergency Teaching License is issued to persons who demonstrated adequate qualifications to receive a teaching license on an emergency basis. The purpose of the Emergency Teaching License is to provide a school district with a licensed educator, on an emergency basis, if the school district demonstrates urgent circumstances that merit the issuance of the license in order to protect the district's programs or students. The Emergency Teaching License is designed for short-term licensure only and may not continue once the emergency situation has been remedied.

(2) District Sponsorship: The Emergency Teaching License requires district sponsorship. The sponsoring district must submit a letter:

(a) Explaining the urgent circumstances that constitute the emergency and how the qualifications of the applicant will resolve the emergency;

(b) Verifying the urgent circumstances that prevents hiring of a suitable teacher who holds an unrestricted teaching license appropriate for the assignment to be filled;

(c) Assuring the Commission that the district will obtain the license prior to assignment within the district; and

(d) Requesting and identifying the least amount of time necessary to meet the emergency needs of the district.

(3) Assignment Authorization: The Emergency Teaching License qualifies the teacher to accept within the sponsoring district any instructional assignment within the subject-area authorized by the emergency license. The scope of the endorsement shall be determined by the National Center for Educational Statistics (NCES) course codes associated with the endorsement as provided by the TSPC Licensure Guide.

(4) Granting of License: The Emergency Teaching License shall be issued solely at the discretion of the Executive Director, or the Director of Licensure, for any length of time deemed necessary to protect the district's programs or students.

(a) In most cases, an Emergency Teaching License will not exceed one year unless the educator or the district has presented unusual extenuating circumstances.

(b) The Executive Director, or the Director of Licensure may consider efforts the educator has made in meeting licensure requirements. Additionally, the Executive Director, or Director of Licensure, will consider academic preparation or experience the proposed educator has had in the area in which the district is requesting the license.

(c) Generally, failure to meet renewal requirements does not constitute an emergency or extenuating circumstances.

(d) In most cases, an Emergency Teaching License will expire on June 30 of the academic year in which the license was granted regardless of the term for licensure. Extending the license beyond the June 30 expiration date is at the discretion of the Executive Director after considering all extenuating circumstances.

(e) The Emergency Teaching License is not renewable and not subject to the 120 day grace period.

(f) It is the applicant's responsibility to apply for the subsequent license in a timely manner to ensure that the applicant remains properly licensed. The applicant must submit a new application, including all required fees, for the subsequent license.

(g) The following situations are not eligible for an Emergency Teaching License:

(A) Renewal applications within the 120 days grace period;

(B) New Oregon Applicants eligible for Fast-Track processing pursuant to OAR 584-010-0090; or

(C) Applications that include requests for Emergency Teaching Licenses due to the applicant's failure to meet renewal or upgrade requirements such as required coursework or professional development.

(5) To be eligible to apply for the Emergency Teaching License, an applicant must:

(a) Provide a letter from the sponsoring district in accordance with subsection (2) of this rule;

(b) Complete a background clearance that includes furnishing fingerprints and providing satisfactory responses to character questions in the form and manner prescribed by the Commission; and

(c) Submit a complete and correct application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

(d) An applicant may be asked to provide a resume, official transcripts or other evidence of qualifications if requested by the Executive Director.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-210-0140

Substitute Teaching License

(1) Purpose of the License: The Substitute Teaching License is a license that permits a qualified individual to substitute teach in a prekindergarten through grade 12 Oregon public school district, education service districts, and charter school assignments to replace a teacher who is temporarily unable to work.

(2) Term of Licensure: The Substitute Teaching License is valid for three years and may be renewed continuously as provided by subsection (6) of this rule. The date of the first expiration of the license is three years from the date of issue plus time to the applicant's birthday.

(3) Assignment Authorization: The Substitute Teaching License is valid for substitute teaching assignments in any Oregon school district, including education service districts. The length of the substitute teaching assignment is limited as follows:

(a) The length of any one assignment may not exceed one academic school year;

(b) If the length of any one assignment must exceed one academic school year, one of the following must occur:

(A) If the educator holding the Substitute Teaching License previously held a non-provisional license appropriate for the assignment, the previous license must be reinstated.

(B) If the educator holding the Substitute Teaching License did not previously hold a non-provisional license appropriate for the

assignment, the applicant and sponsoring district may apply for an Emergency Teaching License as provided for in OAR 584-210-0130, Emergency Teaching License.

(i) The Executive Director may approve the Emergency Teaching License upon proof of the district's emergency and may only issue the license for the amount of time to cover the emergency.

(ii) The Emergency Teaching License may permit the educator to teach for time beyond the allowed timelines stated in subsection (3)(a) of this rule.

(iii) In all cases, the Emergency Teaching License may not extend beyond the end of the school year for which the Emergency Teaching License was issued.

(iv) Upon the expiration of the Emergency Teaching License as provided in this subsection, the applicant must qualify for a non-provisional teaching license with all required endorsements or may apply to reinstate the Substitute Teaching License if the educator is no longer working in a long-term assignment.

(4) Sanctions: The Commission may sanction the teacher or assigning administrator or both for failure to meet the following:

(a) The requirements for purpose of the Substitute Teaching License as provided in subsection (1) of this rule; or

(b) The requirements for length of assignment of the Substitute Teaching License as provided in subsection (3) of this rule.

(5) To be eligible to apply for a Substitute Teaching License, the applicant must:

(a) Possess the personal qualifications for licensure including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as an educator;

(b) Hold a bachelor's degree or higher from a regionally-accredited institution in the United States, or the foreign equivalent of such degree approved by the Commission. A master's degree or a doctoral degree from a regionally-accredited institution in the United States validates a non-regionally accredited bachelor's degree for licensure;

(c) Provide documentation of one of the following:

(A) A valid and active non-provisional teaching license from another NASDTEC jurisdiction valid for unrestricted full time teaching assignments; or

(B) Admission to and completion of an Oregon teacher preparation program approved by the Commission that resulted in eligibility for a non-provisional Oregon teaching license;

(d) Obtain a passing score on a Commission-adopted test of knowledge of U.S. and Oregon civil rights and professional ethics;

(e) Complete a background clearance that includes furnishing fingerprints and providing satisfactory responses to character questions in the form and manner prescribed by the Commission; and

(f) Submit a complete and correct application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

(6) Renewal Requirements: To be eligible for renewal of the Substitute Teaching License, an applicant must submit a complete and correct application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

(7) Sunset Clause: This rule is effective until July 1, 2017. Prior to this date, the Commission must determine if the provisions of this rule related to long-term assignments and waiver of continuing professional development continue to be necessary to address substitute supply issues in Oregon.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-210-0150

Restricted Substitute Teaching License

(1) Purpose of the License: The Restricted Substitute Teaching License is a license that permits a qualified individual to substitute teach in prekindergarten through grade 12 Oregon public school district, education service districts, and charter school assignments with the restriction that the individual must obtain and maintain district sponsorship.

(2) District Sponsorship: The Restricted Substitute Teaching License requires district sponsorship. The sponsoring district must submit a letter:

(a) Explaining the district's need for the restricted substitute;

(b) Assuring the Commission that the district will obtain the license for the educator prior to assignment within the district;

(c) Upon renewal of the Restricted Teaching License, the sponsoring district must provide a new letter of sponsorship that confirms the continued need for the substitute.

(3) Assignment Authorization: The Restricted Substitute Teaching License is valid for substitute teaching assignments as follows:

(a) The Restricted Substitute Teaching License is valid for substitute teaching in any Oregon prekindergarten through grade 12 assignments to replace a teacher who is temporarily unable to work;

(b) The Restricted Substitute Teaching License is valid for substitute assignments in any Oregon school district, including education service districts; and

(c) Any single assignment on the Restricted Substitute Teaching License may not exceed 10 days consecutively under any circumstances.

(4) Term of Licensure: The Restricted Substitute Teaching License is valid in accordance with the following provisions:

(a) The first Restricted Substitute Teaching License is valid through June 30 of the school year for which it is issued. For applications received after January 1, the first Restricted Substitute Teaching License may be issued through June 30 of the following school year at the request of the applicant and sponsoring district;

(b) If the Restricted Substitute Teaching License is renewed with the same sponsoring district, the renewed Restricted Substitute Teaching License is valid for three years. The license will expire on June 30 of the third academic year following the issuance of the license. The Restricted Substitute Teaching License may be continuously renewed if the applicant maintains an active Restricted Substitute Teaching License with the original sponsoring district and meets the requirements of subsection (6) of this rule.

(c) If the Restricted Substitute Teaching License expires or the applicant obtains a new district sponsor, the applicant will be issued a first Restricted Substitute Teaching License as provided in subsection (4)(a) of this rule.

(5) To be eligible to apply for a Restricted Substitute Teaching License, an applicant must:

(a) Provide a letter from the sponsoring district in accordance with subsection (2) of this rule

(b) Possess the personal qualifications for licensure including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as an educator;

(c) Hold a bachelor's degree or higher from a regionally accredited institution or an approved foreign equivalent. Awarding of a higher degree in the arts and sciences or an advanced degree in the professions from a regionally accredited institution in the United States validates a non-regionally accredited bachelor's degree for licensure;

(d) Obtain a passing score on a Commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics;

(e) Complete a background clearance that includes furnishing fingerprints and providing satisfactory responses to character questions in the form and manner prescribed by the Commission; and

(f) Submit a complete and correct application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

(6) Renewal Requirements: To be eligible to apply for renewal of the Restricted Substitute Teaching License, an applicant must:

(a) Provide a letter from the original sponsoring district in accordance with subsection (2) of this rule; and

(b) Submit a complete and correct renewal application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

(7) Emergency Teaching License: A sponsoring district and co-applicant educator may apply for an Emergency Teaching License

if the applicant has yet to obtain a passing score on the Commission-approved civil rights and ethics test. The Executive Director or Licensure Director may determine if the sponsoring district and applicant meet the requirements set forth in OAR 584-210-0130, Emergency Teaching License.

(8) Sunset Clause: This rule is effective until July 1, 2017. Prior to this date, the Commission must determine if the provisions of this rule related to assignments and waiver of continuing professional development continue to be necessary to address substitute supply issues in Oregon.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-210-0160

License for Conditional Assignment

(1) Purpose of License Conditional Assignment: An Oregon school district may request a License for Conditional Assignment (LCA) for any educator holding a Preliminary, Professional, Teacher Leader, Legacy or Reciprocal teaching license. The purpose of an LCA is to allow a school district to request misassignment for an educator to teach in an out-of-field subject-matter endorsement area for which the educator is not authorized to teach, while the educator completes requirements necessary either to add the subject-matter to the underlying license or to obtain a new license type.

(2) The LCA is required when teaching or working out-of-field under any of the following circumstances:

(a) Teaching assignments for more than 10 hours weekly in one subject-matter area without the appropriate subject-matter endorsement;

EXAMPLE: A physical education teacher without a health endorsement teaching health three periods of the day would require a LCA for health. If only teaching two periods a day; that would fall under the 10 hours per week threshold.

(b) Teaching in more than one unendorsed subject-matter endorsement area for any amount of time; or

EXAMPLE: If the physical education teacher above was teaching one period of health and one period of math; then an LCA would be required for both areas regardless of the 10 hours per week rule. The 10 hours per week rule applies to one subject only.

(c) Moving from one license to another.

EXAMPLE: A teacher moving to administration; an administrator moving to teaching (if the educator does not hold a valid teaching license); a teacher moving to school psychology.

(3) Term of License for Conditional Assignment: The LCA is a provisional license that provides temporary conditional approval to teach out-of-field under the following conditions:

(a) All LCAs will expire on June 30 following the date the LCA is issued;

(b) For endorsements that require only a test, experience or nine quarter hours or less of coursework, all endorsement requirements must be completed by June 30th following the date the LCA is issued;

(c) For endorsements requiring coursework exceeding nine quarter or six semester hours of coursework, the LCA will not exceed more than three academic years in total. The LCA for these endorsements will be issued as follows:

(A) The first LCA will expire on June 30th following the date the first LCA is issued;

(B) The second LCA will be reauthorized upon application by the educator and the school district upon evidence the educator has completed some coursework toward adding the endorsement and will expire on June 30th following the date the second LCA is issued;

(C) The third LCA will be reauthorized upon application by the educator and the school district and upon evidence the educator has substantially completed the coursework needed to add the endorsement or complete the new licensure program and will expire on June 30th following the date the third LCA is issued.

(4) The LCA will not be "back dated." Time spent on assignments where the district failed to request the LCA will be deducted from the allowable LCA total (either one year or three years).

(5) The LCA is not renewable and is not eligible for a 120 day grace period beyond its expiration date.

(6) The LCA is not a stand-alone or independent license. The underlying license must be kept current in order for the LCA to remain active. The LCA will not be issued for a duration that exceeds the expiration date of the underlying license. In cases where there is a lapse in the underlying license, the LCA may be re-activated for a time as determined by the Executive Director or Licensure Director upon reinstatement of the underlying license.

(7) The district applying for an LCA is assumed to have informed the educator for which the LCA is being requested. Failure to inform the educator may result in an invalid LCA upon a finding by the Commission that the educator did not grant the district permission to add the LCA to the educator's license.

(8) Licenses not eligible for an LCA include, but are not limited to the following provisional licenses:

- (a) Any Restricted License;
 - (b) Limited Teaching License;
 - (c) American Indian Language;
 - (d) Teaching Associate License;
 - (e) Career and Technical Education Teaching License;
 - (f) ESEA Alternative Route License;
 - (g) Substitute Teaching License;
 - (h) Restricted Substitute Teaching License;
 - (i) Limited Student Services License;
 - (j) Exceptional Administrator License; or
 - (k) International Visiting Teaching License.
- (9) Other Special LCA Limitations:

(a) An administrator, school counselor, or school psychologist who has never held a non-provisional teaching license in any state may not be issued an LCA to teach;

(b) Applicants seeking conditional assignment as an administrator must hold a master's degree educational specialist, or doctoral in education to be eligible for the LCA; [See, OAR 584-080-0153 Restricted Transitional Administrator License for other possible alternatives.]

(c) Applicants seeking conditional assignment in school counseling or school psychology must hold at least a bachelor's degree or master's, educational specialist, or doctoral degree in the respective field of counseling or psychology; and

(d) Applying educators must never have held any one of the following licenses or permits endorsed in the subject-matter area or licensure areas in which the educator is seeking to work out-of-field:

- (A) Conditional assignment permit;
- (B) Restricted Licenses;
- (C) Transitional or out-of-state Initial Teaching License; or
- (D) Out of state license in the out-of-field subject-area or grade-levels.

(10) The LCA is restricted to use within the district that has applied for it. A new district may request to transfer the LCA so long as there is time remaining since the date the LCA was first issued.

(11) A district must:

(a) Apply for an LCA by October 31 for the fall term; or thereafter, apply for the LCA within two weeks after the assignment has begun;

(b) Agree to provide professional assistance specific to the assignment for the educator during the first year of the conditional assignment; and

(c) Ensure that federal laws related to Highly Qualified Teachers are taken into account when applying for an LCA.

(12) After an LCA has expired, the educator must have completed all requirements necessary to add the appropriate endorsement or new licensure program in order to continue working in the area in which the educator held the LCA. Continuing to work in an out-of-field position on an expired LCA is a violation of licensure law and is unauthorized. In these cases, the license-holder or the assigning administrator or both may be subject to sanctions for gross neglect of duty by the Commission pursuant to OAR 584-020-0040(4).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-210-0170

Atypical Assignments

(1) Atypical assignments are miscellaneous assignments that fall outside the currently established Commission endorsement areas and may be assigned to any licensed educator who has:

(a) A valid and active unrestricted non-provisional Oregon teaching license; and

(b) Any Commission-approved endorsement.

(2) Types of atypical assignments include but are not limited to:

(a) Discreet non-core academic assignments that do not fall within a Commission-approved endorsement area as provided in subsection (4) of this rule;

(b) Coaching assignments as provided in subsection (5) of this rule;

(c) Teachers on Special Assignment (TOSA) as provided in subsection (6) of this rule;

(d) Driver's Education Assignments as provided in subsection (7) of this rule;

(e) Public Alternative Education Assignments as provided in subsection (8) of this rule; or

(f) Public Charter Schools Assignments as provided in subsection (9) of this rule.

(3) Atypical assignments are subject to the following restrictions:

(a) Administrators and personnel service licensees who do not hold a teaching license may not be a teacher of record for atypical assignments as defined by this rule.

(b) Districts may not assign a licensed educator as the "Teacher of Record" for atypical assignments as defined by this rule unless the teacher of record is actively engaged in direct instruction of the students enrolled in the courses for which credit is granted. Failure to honor this provision may result in discipline related to the license pursuant to OAR 584-020-0040(4) Gross Neglect of Duty.

(c) Assignments in subjects which are a component of a broader endorsement require the broader endorsement or a Licensure for Conditional Assignment (See OAR 584-210-0160). Examples of component subject assignments include but are not limited to:

(A) Jazz band within music endorsement;

(B) Swimming assignment within physical education endorsement; and

(C) African History within Social Studies endorsement.

(4) Discreet, Non-core academic areas: Districts may assign an educator with a valid and active unrestricted teaching license with any endorsement to assignments in discreet, non-core academic areas that do not fall within any Commission-approved endorsement area. Discreet, non-core academic credit courses that meet the requirements of this subsection may include, but are not limited to:

(a) Computer education courses, including software programs;

(b) Personal finance;

(c) Outdoor education;

(d) World languages other than Chinese, French, German, Japanese, Latin, Russian, and Spanish;

(e) Study skills, essential skills, or tutoring;

(f) Talented and Gifted separate course offerings;

(g) Career and Technical Education (CTE) separate course offerings provided outside of a structured CTE program approved by the Oregon Department of Education pursuant to Chapter 581, Division 44;

(h) Observing occupations and related job duties such as supervising work study, work experience, or career education where credit is assigned;

(i) Photography;

(j) Leadership Class or Student Government; or

(k) SAT or ACT preparation, etc.

(5) Coaching Assignments: A district may assign an educator with a valid and active unrestricted teaching license with any endorsement to a coaching assignments. A coaching assignment requires a licensed educator if the coaching assignment:

(a) Occurs within the regular school day; and

(b) Involves any class time for which credit is obtained by the participating students.

(6) Teachers on Special Assignments (TOSA): A TOSA is defined as an assignment that involves leadership responsibilities, such as planning and development of curriculum, organization and maintenance of professional growth programs for licensed personnel, or improvement of instructional practices, but does not involve direct instruction.

(a) A district may assign an educator with a valid and active unrestricted teaching license with any endorsement to a teacher on special assignment (TOSA).

(b) A TOSA assignment is not valid to serve as an administrator if the duties include:

(A) Evaluation of licensed personnel;

(B) Discipline of licensed personnel; or

(C) Authorization of out-of-school suspension or expulsion of students.

(7) Driver's Education Assignments: A district may assign an educator with a valid and active unrestricted Oregon teaching license with any endorsement to a driver education assignment with the following restrictions:

(a) The educator must have the appropriate Oregon motor vehicle operator's license to serve as a driver education instructor for the classroom portion of the course.

(b) The educator who provides the behind-the-wheel portion of the course must meet requirements established by the Oregon Department of Transportation.

(8) Public Alternative Education Assignments: A district or school may assign any educator with a valid and active unrestricted Oregon license with any endorsement to a public alternative education assignment as provided in ORS 336.615 to 336.675.

(9) Public Charter Schools Assignments: A public charter school assignment requires a valid and active unrestricted Oregon teaching license or valid and active charter school teaching registration with any endorsement subject to the following conditions:

(a) No person shall serve as a teacher as defined by ORS 342.120 and ORS 338.135 in a public charter school unless such person either holds a valid and active unrestricted Oregon license issued by TSPC or is registered with TSPC as a charter school teacher pursuant to ORS 338.135 in accordance with OAR 584-023-0005 and ORS 342.125(5);

(b) For non-virtual charter schools at least one-half of the total full-time equivalent (FTE) teaching and administrative staff at the public charter school must hold a Basic, Standard, Initial, Continuing, Preliminary, Professional or Teacher Leader teaching license issued by the Commission pursuant to ORS 338.135(7). For virtual charter schools, 95 percent of the teaching staff must hold a valid and active TSPC teaching license pursuant to 342.125 and the provisions of this subsection; and

(c) Licensed and registered charter school personnel may be assigned outside the scope of the endorsements on the license or registration without limitation. However, charter schools teachers are required to comply with the federal Elementary Secondary Education Act provisions related to "highly qualified teachers."

(10) Private Schools and Programs Assignments: A teaching license is not required to teach in a private regular or private alternative education program.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-210-0180

Online Teaching

(1) Any teacher employed by an Oregon school district to deliver an online course or program outside of the school district must hold a valid and active Oregon teaching license appropriate for the subject areas being taught.

(2) An out-of-state teacher employed by an Oregon public school district to deliver an online course or program in or outside of Oregon must provide verification satisfactory to the Commission that the teacher holds a valid and active non-provisional teaching license from any National Association of State Directors of Teacher Education and Certification (NASDTEC) jurisdiction appropriate

for the grade level and subject matter of the online course or program.

(3) Any school district may contract with a post-secondary institution accredited by the Northwest Association of Colleges and Universities for online instruction in grades nine (9) through twelve (12) provided the provisions of ORS 342.173 have been met.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-210-0190

Reinstatement of Teaching Licenses

(1) Oregon teaching licenses may be reinstated upon application from the formerly licensed Oregon educator. The reinstatement must meet the Commission-adopted standards for reinstatement as provided in this rule.

(2) Initial and Initial I Teaching Licenses: Initial and Initial I Teaching Licenses may not be reinstated. Holders of these licenses must apply for reinstatement of the Preliminary Teaching License and must meet the requirements in subsection (9) of this rule.

(3) Initial II Teaching Licenses: Initial II Teaching Licenses may not be reinstated. Holders of these licenses must apply for reinstatement to the Preliminary Teaching License or Professional Teaching License and must meet the requirements in subsection (9) of this rule.

(4) Basic: Basic Teaching Licenses may not be in reinstated. Holders of these licenses must apply for reinstatement of the Professional, Preliminary, or Legacy Teaching License and must meet the requirements in subsection (9) of this rule.

(5) Standard, Continuing Teaching Licenses: Standard and Continuing Teaching Licenses may not be in reinstated. Holders of these licenses must apply for reinstatement of the Professional Teaching License and must meet the requirements in subsection (9) of this rule.

(6) Provisional Oregon Teaching Licenses: Most Oregon provisional teaching licenses may be reinstated upon payment of a reinstatement fee in addition to meeting the requirements for the license the applicant is seeking to reinstate in effect at the time of application.

(7) Teacher Leader: Teacher Leader licenses may not be reinstated. A holder of an expired Teacher Leader license may apply to reinstate a Professional or Legacy Teaching license. To obtain the Teacher Leader license after it has expired, the applicant may submit a new application for the Teacher Leader License.

(8) Only endorsements held on the previous expired license will be added to the reinstated license. If applicant wants to add new endorsements to their reinstated license, they must add the endorsement in accordance with Chapter 584, Division 220.

(9) To be eligible to apply for reinstatement of an Oregon Preliminary, Professional or Legacy Teaching License, an applicant must:

(a) Submit a complete and correct reinstatement application in the form and manner required by the Commission, including payment of the required reinstatement fee (which includes the application fee) as provided in OAR 584-200-0050; and

(b) Meet the renewal or advancement requirements that would have been required if the license had not lapsed. In addition, the applicant must submit proof of completion of 25 professional development units (PDUs) for each year the license as provided:

(A) Expired for less than one year: Must only meet the renewal or advancement requirements for the license.

(B) Expired for more than one year, but less than two years: Must meet the renewal or advancement requirements for the license plus 25 additional PDUs.

(C) Expired for more than two years but less than three years: Must meet the renewal or advancement requirements for the license plus 50 additional PDUs.

(D) Expired for more than three years but less than four years: Must meet the renewal or advancement requirements for the license plus 75 additional PDUs.

(E) Expired for more than four years but less than five years: Must meet the renewal or advancement requirements for the license plus 100 additional PDUs.

(F) Expired for more than five years but less than six years: Must meet the renewal or advancement requirements for the license plus 125 additional PDUs.

(G) Expired for more than six years: Must meet the renewal or advancement requirements for the license plus 150 additional PDUs.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

DIVISION 220

ENDORSEMENTS

584-220-0010

Endorsement on Teaching Licenses: General Provisions

(1) Purpose of Teaching License Endorsements: The purpose of an endorsement on a teaching license is to indicate the subject areas (content knowledge) for which the educator is authorized to teach. New educators must meet the requirements for content and subject-specific pedagogical knowledge prior to receiving an endorsement. Experienced educators must meet the Commission-established requirements for content knowledge prior to receiving the endorsement. New endorsements may only be established through official Commission action at a meeting.

(2) Endorsements may be added to the following teaching licenses:

- (a) Preliminary Teaching License;
- (b) Professional Teaching License;
- (c) Teacher Leader License; and
- (d) Legacy Teaching License.

(3) Endorsements generally may not be added to the following teaching licenses, except as noted:

- (a) American Indian Languages Teacher (May add another American Indian Language);
- (b) ESEA Alternative Route Teaching (May add with testing);
- (c) Reciprocal Teaching License;
- (d) Restricted Teaching License;
- (e) Emergency Teaching License;
- (f) Limited Teaching License;
- (g) Career and Technical Education Teaching License (May add Career and Technical Education endorsements);
- (h) International Visiting Teaching License;
- (i) Substitute Teaching License (Already valid to teach any subject); and
- (j) Restricted Substitute Teaching License (Already valid to teach any subject);

(4) Scope of Endorsements: The scope of the endorsement shall be determined by the National Center for Educational Statistics (NCES) course codes associated with the endorsement as provided by the TSPC Licensure Guide. An educator may only be assigned to teach courses within the scope of the endorsements on their license except as provided in OAR 584-210-0170, Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(5) Removing an Endorsement: An educator may request to remove an endorsement from their license. It is the responsibility of the educator to understand all employment issues related to the removal of the endorsement. To remove an endorsement from a license, an educator must submit a correct and complete application for removal of the endorsement in the manner and form required by the Commission, including all required fees as provided in OAR 584-200-0050. Once removed, the educator must meet all current endorsement requirements in order to add back the endorsement.

(6) The Commission approved general education endorsements for teaching licenses are:

- (a) Advanced Mathematics;
- (b) Agricultural Science;
- (c) Art;
- (d) Biology;
- (e) Business: Generalist;
- (f) Business: Marketing;
- (g) Career Trades Generalist (formerly Technology Education);

- (h) Chemistry;
- (i) Drama;
- (j) Elementary — Multiple Subjects (formerly Multiple Subjects Self-Contained);
- (k) English Language Arts;
- (l) English to Speakers of Other Languages (ESOL);
- (m) Family and Consumer Studies;
- (n) Foundational English Language Arts (formerly Middle School Language Arts);
- (o) Foundational Mathematics (formerly Basic Math);
- (p) Foundational Science (formerly Middle School Science);
- (q) Foundational Social Studies (formerly Middle School Social Studies);
- (r) Health;
- (s) Integrated Science;
- (t) Legacy Art;
- (u) Legacy English to Speakers of Other Languages;
- (v) Legacy Health;
- (w) Legacy World Language;
- (x) Legacy Family and Consumer Science;
- (y) Legacy Career Trades Generalist Education;
- (z) Legacy Library Media;
- (aa) Legacy Music;
- (bb) Legacy Physical Education;
- (cc) Legacy Reading;
- (dd) Legacy Five Year Elementary;
- (ee) Legacy Five Year Secondary;
- (ff) Library Media;
- (gg) Music;
- (hh) Physical Education;
- (ii) Physics;
- (jj) Reading Intervention (formerly Reading Specialist);
- (kk) Social Studies;
- (ll) Special Education: Generalist;
- (mm) Special Education: Early Intervention;
- (nn) Special Education: Deaf and Hard of Hearing;
- (oo) Special Education: Vision Impaired;
- (pp) Special Education: Communication Disorders;
- (qq) Speech (Forensics);
- (rr) World Language: Chinese;
- (ss) World Language: French;
- (tt) World Language: German;
- (uu) World Language: Japanese;
- (vv) World Language: Latin;
- (ww) World Language: Russian; and
- (xx) World Language: Spanish.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0015

Evidence of Content Knowledge and Pedagogy Skills

(1) All applicants must provide evidence of content knowledge and pedagogy skills in order to have the endorsement on the license. Acceptable evidence of content knowledge and pedagogy skills includes:

- (a) A passing score on Commission-approved subject matter licensure test;
 - (b) Completion of Commission-approved subject matter program or coursework; or
 - (c) Other evidence at the discretion of the Director of Licensure or designees.
- (2) Validation of Subject-Matter Test: To verify a passing score on a Commission-approved subject-matter test, the applicant must provide:
- (a) Either the original or an authentic facsimile paper score report;
 - (b) An electronic score report submitted directly to TSPC by the testing company that administers the test; or
 - (c) Other evidence documenting a passing score on a subject-matter test if compelling circumstances prohibit the applicant from providing an original score report.

(A) It is solely within the discretion of the Director of Licensure of designee to determine if the alternative documentation of the passing score is acceptable.

(B) The Director of Licensure may submit the evidence to the Commission if the Director determines the evidence requires Commission review.

(C) The Director of Licensure may require the applicant to produce authentic evidence of a passing score on any test the applicant wishes to submit for consideration for test waiver in accordance with subsection (4) of this rule.

(3) Acceptable Evidence of Endorsement Program or Coursework: If the Commission requires or accepts completion of a Commission-approved program or coursework to qualify for an endorsement, the applicant must submit verification of:

(a) Acceptance to and completion of the educator preparation program and official sealed transcripts (for Commission-approved programs); or

(b) Official sealed transcripts of the coursework (for Commission-approved coursework).

(4) The Commission may provide reciprocity for an out-of-state test if:

(a) The applicant provides evidence of a passing score on a subject-matter test approved by another National Association of State Directors of Teacher Education and Certification (NASDTEC) jurisdiction. The score report and evidence must demonstrate that the test and passing score is approved for licensure by the other jurisdiction in accordance with subsection (2) of this rule; and

(b) The Director of Licensure determines the content of the out-of-state test is more similar than not to the Oregon test.

(5) The Commission may provide a waiver of subject-matter testing requirements if the out-of-state applicant can provide evidence of:

(a) Academic preparation satisfactory to the Commission; and

(b) Five years of half-time or more teaching the specific subject matter while properly licensed and endorsed in the content area requested.

(A) The license must be valid for the assignment in a public school or regionally accredited private school in a National Association of State Directors of Teacher Education and Certification (NASDTEC) jurisdiction.

(B) Teaching experience submitted for waiver must have occurred prior to application for licensure in Oregon.

(C) Teaching experience without a valid license may count toward test waiver, at the discretion of the Director of Licensure.

(6) For situations not covered by the provisions of this rule, the Commission grants the Director of Licensure the discretion to determine whether test scores, licensure or experience submitted pursuant to this section meets the Commission's intent with regard to preventing redundancy in completing subject-matter testing requirements.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0020

Advanced Mathematics

(1) Purpose: An Advanced Mathematics endorsement indicates that an educator is qualified to teach prekindergarten through grade 12 assignments in advanced mathematics as provided by the TSPC Licensure Guide for Advanced Mathematics.

(2) An Advanced Mathematics endorsement permits the holder to teach all levels of single subject mathematics, including foundational mathematics courses. (Foundational Mathematics courses are a subset of the full Advanced Mathematics endorsement.)

(3) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in as provided in OAR 584-210-0170, Atypical Assignments and 584-210-0160 License for Conditional Assignment.

(4) Adding to Preliminary Teaching License: To be eligible to add an Advanced Mathematics endorsement to an existing Preliminary Teaching License, an applicant must meet the following content and pedagogy requirements:

(a) Meet one of the following content knowledge requirements:
(A) Provide documentation of a passing score on the Commission-approved subject mastery test for Advanced Mathematics; or

(B) Complete Commission-approved advanced mathematics coursework of at least fifty-seven quarter or thirty-eight semester hours designed to develop competence in:

- (i) Mathematical Processes and Number Sense;
- (ii) Patterns, Algebra and Functions;
- (iii) Measurement and Geometry;
- (iv) Trigonometry and Calculus; and
- (v) Statistics, Probability and Discrete Mathematics.

(C) At least fifty percent (50%) of the Advanced Mathematics coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Meet one of the following Advanced Mathematics pedagogy requirements:

(A) Admission to and completion of a Commission-approved Advanced Mathematics preparation program as verified by the approved program in accordance with OAR 584-420-0300; or

(B) Complete an Advanced Mathematics pedagogy course of at least three quarter or two semester hours acceptable to the Commission. The course must include the word pedagogy or methods in the course title; or

(C) Complete a supervised Advanced Mathematics practicum in a public school setting. The practicum must include the following:

(i) A minimum of 60 clock hours of supervised teaching in an advanced mathematics assignment in a public school setting as verified by a school district Professional Educational Experience Report (PEER) form; and

(ii) An affidavit of satisfactory demonstration of the pedagogical skills required for the Advanced Mathematics endorsement from a supervising teacher holding a Professional, Teacher Leader or Legacy Teaching License with an Advanced Mathematics endorsement.

(iii) At the Executive Director's or Licensure Director's discretion, other Advanced Mathematics teaching experience such as teaching in at a post-secondary institution or in a private school setting may qualify to satisfy the practicum experience. In these settings, verification from the employer of satisfactory completion of the supervised teaching experience with at least 60 clock hours of Advanced Mathematics instruction is required to qualify as a suitable practicum to add the endorsement.

(c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050. [Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.]

(5) Adding to Advanced Math to Other Licenses: To be eligible to add an Advanced Mathematics endorsement to a Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Meet one of the following content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for Advanced Mathematics; or

(B) Complete Commission-approved advanced mathematics coursework of at least fifty-seven quarter or thirty-eight semester hours designed to develop competence in:

- (i) Mathematical Processes and Number Sense;
- (ii) Patterns, Algebra and Functions;
- (iii) Measurement and Geometry;
- (iv) Trigonometry and Calculus; and
- (v) Statistic, Probability and Discrete Mathematics.

(C) At least fifty percent (50%) of the Advanced Mathematics coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an

additional cost to add the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0025

Agricultural Science

(1) Purpose: An Agricultural Science endorsement indicates that an educator is qualified to teach prekindergarten through grade 12 assignments in agricultural science as provided by the TSPC Licensure Guide for Agricultural Science.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in as provided in OAR 584-210-0170, Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) Adding to Preliminary Teaching License: An Agricultural Science endorsement may be added to an existing Preliminary Teaching license by demonstrating content knowledge and completing Agricultural Science pedagogy requirements as defined in this rule. To be eligible to add an Agricultural Science endorsement to an existing Preliminary Teaching License, an applicant must:

(a) Meet one of the following content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for Agricultural Science; or

(B) Complete Commission-approved coursework of at least sixty quarter or forty semester hours designed to develop competence in agriculture education, to include:

- (i) Agribusiness management;
- (ii) Agricultural mechanics;
- (iii) Animal science;
- (iv) Crop sciences;
- (v) Soil science;
- (vi) Horticulture; and

(vii) Program organization and administration, such as advisory committees, student organizations, and supervision of occupational experience.

(C) At least fifty percent (50%) of the Agricultural Science coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Meet one of the following Agricultural Science pedagogy requirements:

(A) Admission to and Completion of a Commission-approved Agricultural Science preparation program; or

(B) Complete an Agricultural Science pedagogy course of at least three quarter or two semester hours acceptable to the Commission. The course must include the word pedagogy or methods in the course title; or

(C) Complete a supervised Agricultural Science practicum in a public school setting. The practicum must include the following:

(i) A minimum of 60 clock hours of supervised teaching in an Agricultural Science assignment in a public school setting as verified by a school district Professional Educational Experience Report (PEER) form; and

(ii) An affidavit of satisfactory demonstration of the pedagogical skills required for the Agricultural Science endorsement from a supervising teacher holding either a Professional, Teacher Leader or Legacy Teaching License with an Agricultural Science endorsement.

(iii) At the Executive Director's or Licensure Director's discretion, other Agricultural Science teaching experience such as teaching in at a post-secondary institution or in a private school setting may qualify to satisfy the practicum experience. In these settings, verification from the employer of satisfactory completion of the teaching experience with at least 60 clock hours of Agriculture instruction is required to qualify as a suitable practicum to add the endorsement.

(c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050. [Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.]

(4) Adding Agriculture to Other Licenses: To be eligible to add an Agricultural Science endorsement to a Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Meet one of the following content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for Agricultural Science; or
(B) Complete a Commission-approved Agricultural Science coursework of at least sixty quarter or forty semester hours designed to develop competence in agriculture education, to include:

- (i) Agribusiness management;
- (ii) Agricultural mechanics;
- (iii) Animal science;
- (iv) Crop sciences;
- (v) Soil science;
- (vi) Horticulture; and

(vii) Program organization and administration, such as advisory committees, student organizations, and supervision of occupational experience.

(C) At least fifty percent (50%) of the Agricultural Science coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.
Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553
Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0030

Art

(1) An Art endorsement indicates that an educator is qualified to teach prekindergarten to grade 12 Art assignments as provided by TSPC Licensure Guide for Art.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170, Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) Eligibility Requirements: To be eligible to add an Art endorsement to an existing Preliminary, Professional, Teacher Leader or Legacy teaching License, an applicant must:

(a) Be admitted to and complete a Commission-approved Art preparation program that meets the program standards pursuant to chapter 584, division 420; and

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.
Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553
Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0035

Biology

(1) Purpose: A Biology endorsement indicates that an educator is qualified to teach prekindergarten through grade 12 assignments in Biology as provided by the TSPC Licensure Guide for Biology.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170 Atypical Assignments and OAR 584-210-0160 License for Conditional Assignment.

(3) Adding to Preliminary Teaching License: A Biology endorsement may be added to an existing Preliminary Teaching license by demonstrating content knowledge and completing Biology pedagogy requirements as defined in this rule. To be eligible to add a Biology endorsement to an existing Preliminary Teaching License, an applicant must:

(a) Meet one of the following content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for Biology; or

(B) Complete Commission-approved coursework of at least forty-five quarter or thirty semester hours designed to develop competency in Biology that includes:

(i) At least twenty-seven quarter or eighteen semester hours in biology science, including:

- (I) Classical and molecular genetics;
- (II) Evolution;
- (III) General microbiology; and
- (IV) Ecology; and

(ii) At least eighteen quarter or twelve semester hours in physical and earth science.

(C) At least fifty percent (50%) of the Biology coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Meet one of the following Biology pedagogy requirements:

(A) Admission to and completion of a Commission-approved Biology preparation program; or

(B) Complete a Biology pedagogy course of at least three quarter or two semester hours acceptable to the Commission. The course must include the word pedagogy or methods in the course title; or

(C) Complete a supervised Biology practicum in a public school setting. The practicum must include the following:

(i) A minimum of 60 clock hours of supervised teaching in a Biology assignment in a public school setting as verified by a school district Professional Educational Experience Report (PEER) form; and

(ii) An affidavit of satisfactory demonstration of the pedagogical skills required for the Biology endorsement from a supervising teacher holding either a Professional, Teacher Leader, or Legacy Teaching License with a Biology endorsement.

(iii) At the Executive Director's or Licensure Director's discretion, other Biology teaching experience such as teaching in at a post-secondary institution or in a private school setting may qualify to satisfy the practicum experience. In these settings, verification from the employer of satisfactory completion of the teaching experience with at least 60 clock hours of Biology instruction is required to qualify as a suitable practicum to add the endorsement.

(c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050. [Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.]

(4) Adding Biology to Other Licenses: To be eligible to add a Biology endorsement to a Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Meet one of the following content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for Biology; or

(B) Complete Commission-approved coursework of at least forty-five quarter or thirty semester hours designed to develop competency in Biology that includes:

(i) At least twenty-seven quarter or eighteen semester hours in biology science, including:

- (I) Classical and molecular genetics;
- (II) Evolution;
- (III) General microbiology; and
- (IV) Ecology; and

(ii) At least eighteen quarter or twelve semester hours in physical and earth science,

(C) At least fifty percent (50%) of the Biology coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.
Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

584-220-0040

Business: Generalist

(1) Purpose: A Business: Generalist endorsement indicates that an educator is qualified to teach prekindergarten through grade 12 assignments in General Business as provided by the TSPC Licensure Guide for Business: Generalist.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170 Atypical Assignments and OAR 584-210-0160 License for Conditional Assignment.

(3) Adding to Preliminary Teaching License: A Business: Generalist endorsement may be added to an existing Preliminary Teaching license by demonstrating content knowledge and completing Business: Generalist pedagogy requirements as defined in this rule. To be eligible to add a Business: Generalist endorsement to an existing Preliminary Teaching License, an applicant must:

(a) Meet one of the following content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for Business: Generalist; or

(B) Complete Commission-approved coursework of at least forty-eight quarter or thirty-two semester hours designed to develop competency in Business: Generalist that includes:

- (i) Economics;
- (ii) Business law;
- (iii) Business communications;
- (iv) Data and information processing;
- (v) Accounting;
- (vi) Keyboard operation;
- (vii) Finance; and
- (viii) Program organization and administration, such as advisory committees, student organizations, and supervision of occupational experience.

(C) At least fifty percent (50%) of the Business: Generalist coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Meet one of the following Business: Generalist pedagogy requirements:

(A) Admission to and completion of a Commission-approved Business: Generalist preparation program; or

(B) Complete a Business: Generalist pedagogy course of at least three quarter or two semester hours acceptable to the Commission. The course must include the word pedagogy or methods in the course title; or

(C) Complete a supervised Business: Generalist practicum in a public school setting. The practicum must include the following:

(i) A minimum of 60 clock hours of supervised teaching in an Business: Generalist assignment in a public school setting as verified by a school district Professional Educational Experience Report (PEER) form; and

(ii) An affidavit of satisfactory demonstration of the pedagogical skills required for the Business: Generalist endorsement from a supervising teacher holding either a Professional, Teacher Leader or Legacy Teaching License with a Business: Generalist endorsement.

(iii) At the Executive Director's or Licensure Director's discretion, other Business: Generalist teaching experience such as teaching in at a post-secondary institution or in a private school setting may qualify to satisfy the practicum experience. In these settings, verification from the employer of satisfactory completion of the teaching experience with at least 60 clock hours of Business: Generalist instruction is required to qualify as a suitable practicum to add the endorsement.

(c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050. [Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.]

(4) Adding Business: Generalist Endorsement to Other Licensures: To be eligible to add a Business: Generalist endorsement to a Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Meet one of the following content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for Business: Generalist; or

(B) Complete Commission-approved coursework of at least forty-eight quarter or thirty-two semester hours designed to develop competency in Business: Generalist that includes:

- (i) Economics;
- (ii) Business law;
- (iii) Business communications;
- (iv) Data and information processing;
- (v) Accounting;
- (vi) Keyboard operation;
- (vii) Finance; and
- (viii) Program organization and administration, such as advisory committees, student organizations, and supervision of occupational experience.

(C) At least fifty percent (50%) of the Business: Generalist coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0045

Business: Marketing

(1) Purpose: A Business: Marketing endorsement indicates that an educator is qualified to teach prekindergarten through grade 12 assignments in Marketing as provided by the TSPC Licensure Guide for Business: Marketing.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170 Atypical Assignments and 584-210-0160 License for Conditional Assignment.

(3) Adding to Preliminary Teaching License: A Business: Marketing endorsement may be added to an existing Preliminary Teaching license by demonstrating content knowledge and completing Business: Marketing pedagogy requirements as defined in this rule. To be eligible to add a Business Marketing endorsement to an existing Preliminary Teaching License, an applicant must:

(a) Meet one of the following content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for Business: Marketing; or

(B) Complete Commission-approved coursework of at least forty-eight quarter or thirty two semester hours designed to develop competency in Business: Marketing that includes:

- (i) Retail merchandising;
- (ii) Marketing management;
- (iii) Sales promotion;
- (iv) Management and organizational behavior;
- (v) Finance;
- (vi) Accounting;
- (vii) Economics;
- (viii) Business law;
- (ix) Business communications; and
- (x) Program organization and administration, such as advisory committees, student organizations, and supervision of occupational experience. All or part of this credit may be granted by the preparing institution on the basis of formal evaluation of practical occupational experience or training.

(C) At least fifty percent (50%) of the Business: Marketing coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Meet one of the following Business: Marketing pedagogy requirements:

(A) Admission to and Completion of a Commission-approved Business: Marketing preparation program; or

(B) Complete a Business: Marketing pedagogy course of at least three quarter or two semester hours acceptable to the Commission. The course must include the word pedagogy or methods in the course title; or

(C) Complete a supervised Business: Marketing practicum in a public school setting. The practicum must include the following:

(i) A minimum of 60 clock hours of supervised teaching in an Business: Marketing assignment in a public school setting as verified by a school district Professional Educational Experience Report (PEER) form; and

(ii) An affidavit of satisfactory demonstration of the pedagogical skills required for the Business: Marketing endorsement from a supervising teacher holding either a Professional, Teacher Leader or Legacy Teaching License with a Business: Marketing endorsement.

(iii) At the Executive Director's or Licensure Director's discretion, other Business: Marketing teaching experience such as teaching in at a post-secondary institution or in a private school setting may qualify to satisfy the practicum experience. In these settings, verification from the employer of satisfactory completion of the teaching experience with at least 60 clock hours of Business Marketing instruction is required to qualify as a suitable practicum to add the endorsement.

(c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050. [Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.].

(4) Adding Business: Marketing to Other Licenses: To be eligible to add a Business: Marketing endorsement to a Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Meet one of the following content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for Business: Marketing; or

(B) Complete Commission-approved coursework of at least forty-eight quarter or thirty-two semester hours designed to develop competency in Business: Marketing that includes:

- (i) Retail merchandising;
- (ii) Marketing management;
- (iii) Sales promotion;
- (iv) Management and organizational behavior;
- (v) Finance;
- (vi) Accounting;
- (vii) Economics;
- (viii) Business law;
- (ix) Business communications; and

(x) Program organization and administration, such as advisory committees, student organizations, and supervision of occupational experience.

(C) At least fifty percent (50%) of the Business: Marketing coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0050

Career Trades Generalist

(1) Purpose: A Career Trade Generalist endorsement indicates that an educator is qualified to teach prekindergarten through grade 12 assignments in Career Trade Generalist as provided by the TSPC Licensure Guide for Career Trade Generalist.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license,

except as provided in OAR 584-210-0170 Atypical Assignments and OAR 584-210-0160 License for Conditional Assignment.

(3) Adding to Preliminary Teaching License: A Career Trade Generalist endorsement may be added to an existing Preliminary Teaching license by demonstrating content knowledge and completing Career Trade Generalist pedagogy requirements as defined in this rule. To be eligible to add a Career Trade Generalist endorsement to an existing Preliminary Teaching License, an applicant must:

(a) Provide documentation of a passing score on the Commission-approved subject mastery test for Career Trade Generalist; and

(b) Meet one of the following Career Trade Generalist pedagogy requirements:

(A) Admission to and completion of a Commission-approved Career Trade Generalist preparation program; or

(B) Complete a Career Trade Generalist pedagogy course of at least three quarter or two semester hours acceptable to the Commission. The course must include the word pedagogy or methods in the course title; or

(C) Complete a supervised Career Trade Generalist practicum in a public school setting. The practicum must include the following:

(i) A minimum of 60 clock hours of supervised teaching in an Career Trade Generalist assignment in a public school setting as verified by a school district Professional Educational Experience Report (PEER) form; and

(ii) An affidavit of satisfactory demonstration of the pedagogical skills required for the Career Trade Generalist endorsement from a supervising teacher holding either a Professional, Teacher Leader or Legacy Teaching License with a Career Trade Generalist endorsement.

(iii) At the Executive Director's or Licensure Director's discretion, other Career Trade Generalist teaching experience such as teaching in at a post-secondary institution or in a private school setting may qualify to satisfy the practicum experience. In these settings, verification from the employer of satisfactory completion of the teaching experience with at least 60 clock hours of Career Trade Generalist instruction is required to qualify as a suitable practicum to add the endorsement.

(c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050. [Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.]

(4) Adding Career Trade Generalist Endorsement to Other Licenses: To be eligible to add a Career Trade Generalist endorsement to a Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Provide documentation of a passing score on the Commission-approved subject mastery test for Career Trade Generalist; and

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0055

Chemistry

(1) Purpose: A Chemistry endorsement indicates that an educator is qualified to teach prekindergarten through grade 12 assignments in Chemistry as provided by the TSPC Licensure Guide for Chemistry.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170, Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) Adding to Preliminary Teaching License: A Chemistry endorsement may be added to an existing Preliminary Teaching license by demonstrating content knowledge and completing

Chemistry pedagogy requirements as defined in this rule. To be eligible to add a Chemistry endorsement to an existing Preliminary Teaching License, an applicant must:

(a) Meet one of the following Chemistry content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for Chemistry; or

(B) Complete Commission-approved coursework of at least twenty seven quarter or eighteen semester hours designed to develop competency in Chemistry that includes organic and physical chemistry.

(C) At least fifty percent (50%) of the Chemistry coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Meet one of the following Chemistry pedagogy requirements:

(A) Admission to and completion of a Commission-approved Chemistry preparation program; or

(B) Complete a Chemistry pedagogy course of at least three quarter or two semester hours acceptable to the Commission. The course must include the word pedagogy or methods in the course title; or

(C) Complete a supervised Chemistry practicum in a public school setting. The practicum must include the following:

(i) A minimum of 60 clock hours of supervised teaching in a Chemistry assignment in a public school setting as verified by a school district Professional Educational Experience Report (PEER) form; and

(ii) An affidavit of satisfactory demonstration of the pedagogical skills required for the Chemistry endorsement from a supervising teacher holding either a Professional, Teacher Leader or Legacy Teaching License with a Chemistry endorsement.

(iii) At the Executive Director's or Licensure Director's discretion, other Chemistry teaching experience such as teaching in at a post-secondary institution or in a private school setting may qualify to satisfy the practicum experience. In these settings, verification from the employer of satisfactory completion of the teaching experience with at least 60 clock hours of Chemistry instruction is required to qualify as a suitable practicum to add the endorsement.

(c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050. [Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.]

(4) Adding Chemistry Endorsement to Other Licenses: To be eligible to add a Chemistry endorsement to a Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Meet one of the following content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for Chemistry; or

(B) Complete Commission-approved coursework of at least twenty seven quarter or eighteen semester hours designed to develop competency in Chemistry that includes organic and physical chemistry.

(C) At least fifty percent (50%) of the Chemistry coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-210-0060

Drama

(1) A Drama endorsement indicates that an educator is qualified to teach prekindergarten to grade 12 Drama assignments as provided by TSPC Licensure Guide for Drama.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170, Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) Eligibility Requirements: To be eligible to add a Drama endorsement to an existing Preliminary, Professional, Teacher Leader or Legacy teaching License, an applicant must:

(a) Be admitted to and complete a Commission-approved Drama preparation program that meets the program standards pursuant to Chapter 584, Division 420; and

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0065

Elementary — Multiple Subjects

(1) Elementary-Multiple Subjects Endorsement: An Elementary-Multiple Subjects Endorsement signifies that an educator is qualified to teach prekindergarten through grade 12 assignments in Elementary-Multiple Subjects as provided by the TSPC Licensure Guide for Elementary-Multiple Subjects.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170, Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) Adding to an Elementary-Multiple Subjects Endorsement: To be eligible to add an Elementary-Multiple Subjects endorsement to an existing Preliminary, Professional or Teacher Leader, or Legacy Teaching license, an applicant must:

(a) Be admitted to and complete a Commission-approved Elementary-Multiple Subjects preparation program that meets the program standards pursuant to OAR 584-420-0200 Elementary Education: Multiple Subjects: Program Standards; and

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0070

English Language Arts

(1) Purpose: A English Language Arts endorsement indicates that an educator is qualified to teach prekindergarten through grade 12 assignments in English Language Arts as provided by the TSPC Licensure Guide for English Language Arts.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170, Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) Adding to Preliminary Teaching License: An English Language Arts endorsement may be added to an existing Preliminary Teaching license by demonstrating content knowledge and completing English Language Arts pedagogy requirements as defined in this rule. To be eligible to add an English Language Arts endorsement to an existing Preliminary Teaching License, an applicant must:

(a) Meet one of the following content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for English Language Arts; or

(B) Complete Commission-approved coursework of at least forty-five quarter or thirty semester hours designed to develop competency in English Language Arts that includes:

(i) American literature;

(ii) English literature;

- (iii) World literature;
- (iv) Advanced written expression;
- (v) Oral expression; and
- (vi) General and cultural linguistics.

(C) At least fifty percent (50%) of the English Language Arts coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Meet one of the following English Language Arts pedagogy requirements:

(A) Admission to and completion of a Commission-approved English Language Arts preparation program; or

(B) Complete an English Language Arts pedagogy course of at least three quarter or two semester hours acceptable to the Commission. The course must include the word pedagogy or methods in the course title; or

(C) Complete a supervised English Language Arts practicum in a public school setting. The practicum must include the following:

(i) A minimum of 60 clock hours of supervised teaching in an English Language Arts assignment in a public school setting as verified by a school district Professional Educational Experience Report (PEER) form; and

(ii) An affidavit of satisfactory demonstration of the pedagogical skills required for the English Language Arts endorsement from a supervising teacher holding either a Professional, Teacher Leader or Legacy Teaching License with an English Language Arts endorsement.

(iii) At the Executive Director's or Licensure Director's discretion, other English Language Arts teaching experience such as teaching in at a post-secondary institution or in a private school setting may qualify to satisfy the practicum experience. In these settings, verification from the employer of satisfactory completion of the teaching experience with at least 60 clock hours of English Language Arts instruction is required to qualify as a suitable practicum to add the endorsement.

(c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

(4) Adding English Language Arts Endorsement to Other Licenses: To be eligible to add an English Language Arts endorsement to a Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Meet one of the following content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for English Language Arts; or

(B) Complete Commission-approved coursework of at least forty-five quarter or thirty semester hours designed to develop competency in English Language Arts that includes:

- (i) American literature;
- (ii) English literature;
- (iii) World literature;
- (iv) Advanced written expression;
- (v) Oral expression; and
- (vi) General and cultural linguistics.

(C) At least fifty percent (50%) of the English Language Arts coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0075

English to Speakers of Other Languages

(1) English to Speakers of Other Languages Endorsement: An English to Speakers of Other Languages Endorsement (ESOL) on a

license indicates that the educator is licensed to teach prekindergarten through grade 12 assignments in ESOL as provided by the TSPC Licensure Guide for ESOL.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170, Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) Adding to an ESOL Endorsement: To be eligible to add an English to Speakers of Other Languages (ESOL) endorsement to an existing Preliminary, Professional or Teacher Leader, or Legacy Teaching license, an applicant must:

(a) Be admitted to and complete a Commission-approved ESOL program that meets the standards provided in OAR 584-420-0360 ESOL: Program Standards; and

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0080

Family and Consumer Studies

(1) Purpose: A Family and Consumer Studies endorsement indicates that an educator is qualified to teach prekindergarten through grade 12 assignments in Family and Consumer Studies as provided by the TSPC Licensure Guide for Family and Consumer Studies.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170, Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) Adding to Preliminary Teaching License: A Family and Consumer Studies endorsement may be added to an existing Preliminary Teaching license by demonstrating content knowledge and completing Family and Consumer Studies pedagogy requirements as defined in this rule. To be eligible to add a Family and Consumer Studies endorsement to an existing Preliminary Teaching License, an applicant must:

(a) Meet one of the following Family and Consumer Studies content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for Family and Consumer Studies; or

(B) Complete Commission-approved coursework of at least forty-eight quarter or thirty-two semester hours designed to develop competency in family and consumer studies that includes:

- (i) Life-span development;
- (ii) Clothing and textiles;
- (iii) Family relationships;
- (iv) Personal and family resource management;
- (v) Foods and nutrition;
- (vi) Housing; and
- (vii) Program organization and administration, such as advisory committees, student organizations, and supervision of occupational experience.

(C) At least fifty percent (50%) of the Family and Consumer Studies coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Meet one of the following Family and Consumer Studies pedagogy requirements:

(A) Admission to and completion of a Commission-approved Family and Consumer Studies preparation program; or

(B) Complete a Family and Consumer Studies pedagogy course of at least three quarter or two semester hours acceptable to the Commission. The course must include the word pedagogy or methods in the course title; or

(C) Complete a supervised Family and Consumer Studies practicum in a public school setting. The practicum must include the following:

(i) A minimum of 60 clock hours of supervised teaching in an Family and Consumer Studies assignment in a public school setting as verified by a school district Professional Educational Experience Report (PEER) form; and

(ii) An affidavit of satisfactory demonstration of the pedagogical skills required for the Family and Consumer Studies endorsement from a supervising teacher holding either a Professional, Teacher Leader or Legacy Teaching License with a Family and Consumer Studies endorsement.

(iii) At the Executive Director's or Licensure Director's discretion, other Family and Consumer Studies teaching experience such as teaching in at a post-secondary institution or in a private school setting may qualify to satisfy the practicum experience. In these settings, verification from the employer of satisfactory completion of the teaching experience with at least 60 clock hours of Family and Consumer Studies instruction is required to qualify as a suitable practicum to add the endorsement. (c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

(4) Adding Family and Consumer Studies Endorsement to Other Licenses: To be eligible to add a Family and Consumer Studies endorsement to a Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Meet one of the following content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for Family and Consumer Studies;

(B) Complete Commission-approved coursework of at least forty-eight quarter or thirty-two semester hours designed to develop competency in Family and Consumer Studies that includes:

- (i) Life-span development;
- (ii) Clothing and textiles;
- (iii) Family relationships;
- (iv) Personal and family resource management;
- (v) Foods and nutrition;
- (vi) Housing; and
- (vii) Program organization and administration, such as advisory committees, student organizations, and supervision of occupational experience.

(C) At least fifty percent (50%) of the Family and Consumer Studies coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0085

Foundational English Language Arts

(1) Purpose: A Foundational English Language Arts endorsement indicates that an educator is qualified to teach prekindergarten through grade 12 assignments in Foundational English Language Arts as provided by the TSPC Licensure Guide for Foundational English Language Art.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170, Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) Adding to Preliminary Teaching License: A Foundational English Language Arts endorsement may be added to an existing Preliminary Teaching license by demonstrating content knowledge and completing Foundational English Language Arts pedagogy requirements as defined in this rule. To be eligible to add a Foundational English Language Arts endorsement to an existing Preliminary Teaching License, an applicant must:

(a) Provide documentation of a passing score on the Commission-approved subject mastery test for Foundational English Language Arts; and

(b) Meet one of the following Foundational English Language Arts pedagogy requirements:

(A) Admission to and completion of a Commission-approved Foundational English Language Arts preparation program; or

(B) Complete a Foundational English Language Arts pedagogy course of at least three quarter or two semester hours acceptable to the Commission. The course must include the word pedagogy or methods in the course title; or

(C) Complete a supervised Foundational English Language Arts practicum in a public school setting. The practicum must include the following:

(i) A minimum of 60 clock hours of supervised teaching in an Foundational English Language Arts assignment in a public school setting as verified by a school district Professional Educational Experience Report (PEER) form; and

(ii) An affidavit of satisfactory demonstration of the pedagogical skills required for the Foundational English Language Arts endorsement from a supervising teacher holding either a Professional, Teacher Leader or Legacy Teaching License with a Foundational English Language Arts endorsement.

(iii) At the Executive Director's or Licensure Director's discretion, other Foundational English Language Arts teaching experience such as teaching in at a post-secondary institution or in a private school setting may qualify to satisfy the practicum experience. In these settings, verification from the employer of satisfactory completion of the teaching experience with at least 60 clock hours of Foundational Language Arts instruction is required to qualify as a suitable practicum to add the endorsement.

(c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

(4) Adding Foundational English Language Arts Endorsement to Other Licenses: To be eligible to add a Foundational English Language Arts endorsement to a Professional, Teacher Leader or Legacy teaching licenses teaching license, an applicant must:

(a) Provide documentation of a passing score on the Commission-approved subject mastery test for Foundational English Language Arts; and

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0090

Foundational Mathematics

(1) Purpose: A Foundational Mathematics endorsement indicates that an educator is qualified to teach prekindergarten through grade 12 assignments in Foundational Mathematics as provided by the TSPC Licensure Guide for Foundational Mathematics.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170, Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) Adding to Preliminary Teaching License: A Foundational Mathematics endorsement may be added to an existing Preliminary Teaching license by demonstrating content knowledge and completing Foundational Mathematics pedagogy requirements as defined in this rule. To be eligible to add a Foundational Mathematics endorsement to an existing Preliminary Teaching License, an applicant must:

(a) Provide documentation of a passing score on the Commission-approved subject mastery test for Foundational Mathematics; and

(b) Meet one of the following Foundational Mathematics pedagogy requirements:

(A) Admission to and completion of a Commission-approved Foundational Mathematics preparation program; or

(B) Complete a Foundational Mathematics pedagogy course of at least three quarter or two semester hours acceptable to the Commission. The course must include the word pedagogy or methods in the course title; or

(C) Complete a supervised Foundational Mathematics practicum in a public school setting. The practicum must include the following:

(i) A minimum of 60 clock hours of supervised teaching in a Foundational Mathematics assignment in a public school setting as verified by a school district Professional Educational Experience Report (PEER) form; and

(ii) An affidavit of satisfactory demonstration of the pedagogical skills required for the Foundational Mathematics endorsement from a supervising teacher holding either a Professional, Teacher Leader or Legacy Teaching License with a Foundational Mathematics endorsement.

(iii) At the Executive Director's or Licensure Director's discretion, other Foundational Mathematics teaching experience such as teaching in at a post-secondary institution or in a private school setting may qualify to satisfy the practicum experience. In these settings, verification from the employer of satisfactory completion of the teaching experience with at least 60 clock hours of Foundational Mathematics instruction is required to qualify as a suitable practicum to add the endorsement.

(c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

(4) Adding Foundational Mathematics Endorsement to Other Licenses: To be eligible to add a Foundational Mathematics endorsement to a Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Provide documentation of a passing score on the Commission-approved subject mastery test for Foundational Mathematics; and

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0095

Foundational Science

(1) Purpose: A Foundational Science endorsement indicates that an educator is qualified to teach prekindergarten through grade 12 assignments in Foundational Science as provided by the TSPC Licensure Guide for Foundational Science.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170, Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) Adding to Preliminary Teaching License: A Foundational Science endorsement may be added to an existing Preliminary Teaching license by demonstrating content knowledge and completing Foundational Science pedagogy requirements as defined in this rule. To be eligible to add a Foundational Science endorsement to an existing Preliminary Teaching License, an applicant must:

(a) Provide documentation of a passing score on the Commission-approved subject mastery test for Foundational Science; and

(b) Meet one of the following Foundational Science pedagogy requirements:

(A) Admission to and completion of a Commission-approved Foundational Science preparation program; or

(B) Complete a Foundational Science pedagogy course of at least three quarter or two semester hours acceptable to the Commission. The course must include the word pedagogy or methods in the course title; or

(C) Complete a supervised Foundational Science practicum in a public school setting. The practicum must include the following:

(i) A minimum of 60 clock hours of supervised teaching in a Foundational Science assignment in a public school setting as verified by a school district Professional Educational Experience Report (PEER) form; and

(ii) An affidavit of satisfactory demonstration of the pedagogical skills required for the Foundational Science endorsement from a supervising teacher holding either a Professional, Teacher Leader or Legacy Teaching License with a Foundational Science endorsement.

(iii) At the Executive Director's or Licensure Director's discretion, other Foundational Science teaching experience such as teaching in at a post-secondary institution or in a private school setting may qualify to satisfy the practicum experience. In these settings, verification from the employer of satisfactory completion of the teaching experience with at least 60 clock hours of Foundational Science instruction is required to qualify as a suitable practicum to add the endorsement.

(c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

(4) Adding Foundational Science Endorsement to Other Licenses: To be eligible to add a Foundational Science endorsement to a Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Provide documentation of a passing score on the Commission-approved subject mastery test for Foundational Science; and

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0100

Foundational Social Studies

(1) Purpose: A Foundational Social Studies endorsement indicates that an educator is qualified to teach prekindergarten through grade 12 assignments in Foundational Social Studies as provided by the TSPC Licensure Guide for Foundational Social Studies.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170, Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) Adding to Preliminary Teaching License: A Foundational Social Studies endorsement may be added to an existing Preliminary Teaching license by demonstrating content knowledge and completing Foundational Social Studies pedagogy requirements as defined in this rule. To be eligible to add a Foundational Social Studies endorsement to an existing Preliminary Teaching License, an applicant must:

(a) Provide documentation of a passing score on the Commission-approved subject mastery test for Foundational Social Studies; and

(b) Meet one of the following Foundational Social Studies pedagogy requirements:

(A) Admission to and completion of a Commission-approved Foundational Social Studies preparation program as verified by the approved program in accordance with Chapter 584, Division 420; or

(B) Complete a Foundational Social Studies pedagogy course of at least three quarter or two semester hours acceptable to the Commission. The course must include the word pedagogy or methods in the course title; or

(C) Complete a supervised Foundational Social Studies practicum in a public school setting. The practicum must include the following:

(i) A minimum of 60 clock hours of supervised teaching in an Foundational Social Studies assignment in a public school setting as verified by a school district Professional Educational Experience Report (PEER) form; and

(ii) An affidavit of satisfactory demonstration of the pedagogical skills required for the Foundational Social Studies endorsement from a supervising teacher holding either a Professional, Teacher Leader or Legacy Teaching License with a Foundational Social Studies endorsement.

(iii) At the Executive Director's or Licensure Director's discretion, other Foundational Social Studies teaching experience such as teaching in at a post-secondary institution or in a private school setting may qualify to satisfy the practicum experience. In these settings, verification from the employer of satisfactory completion of the teaching experience with at least 60 clock hours of Foundational Social Studies instruction is required to qualify as a suitable practicum to add the endorsement.

(c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

(4) Adding Foundational Social Studies Endorsement to Other Licenses: To be eligible to add a Foundational Social Studies endorsement to a Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Provide documentation of a passing score on the Commission-approved subject mastery test for Foundational Social Studies; and

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.
Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553
Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0105

Health

(1) Purpose: A Health endorsement indicates that an educator is qualified to teach prekindergarten through grade 12 assignments in Health as provided by the TSPC Licensure Guide for Health.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170, Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) Adding to Preliminary Teaching License: A Health endorsement may be added to an existing Preliminary Teaching license by demonstrating content knowledge and completing Health pedagogy requirements as defined in this rule. To be eligible to add a Health endorsement to an existing Preliminary Teaching License, an applicant must:

(a) Meet one of the following Health content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for Health; or

(B) Complete Commission-approved coursework of at least forty-two quarter or twenty eight semester hours designed to develop competency in Health that includes:

(i) Personal health;

(ii) Environmental and consumer health;

(iii) Mental and social health;

(iv) Safe living and emergency care; and

(v) School health program.

(C) At least fifty percent (50%) of the Health coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Meet one of the following Health pedagogy requirements:

(A) Admission to and completion of a Commission-approved Health preparation program; or

(B) Complete a Health pedagogy course of at least three quarter or two semester hours acceptable to the Commission. The course must include the word pedagogy or methods in the course title; or

(C) Complete a supervised Health practicum in a public school setting. The practicum must include the following:

(i) A minimum of 60 clock hours of supervised teaching in an Health assignment in a public school setting as verified by a school district Professional Educational Experience Report (PEER) form; and

(ii) An affidavit of satisfactory demonstration of the pedagogical skills required for the Health endorsement from a supervising teacher holding either a Professional, Teacher Leader or Legacy Teaching License with a Health endorsement.

(iii) At the Executive Director's or Licensure Director's discretion, other Health teaching experience such as teaching in at a post-secondary institution or in a private school setting may qualify to satisfy the practicum experience. In these settings, verification from the employer of satisfactory completion of the teaching experience with at least 60 clock hours of Health instruction is required to qualify as a suitable practicum to add the endorsement.

(c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

(4) Adding Health Endorsement to Other Licenses: To be eligible to add a Health endorsement to a Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Meet one of the following content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for Health; or

(B) Complete Commission-approved coursework of at least forty-two quarter or twenty-eight semester hours designed to develop competency in Health that includes:

(i) Personal health;

(ii) Environmental and consumer health;

(iii) Mental and social health;

(iv) Safe living and emergency care; and

(v) School health program.

(C) At least fifty percent (50%) of the Health coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0110

Integrated Science

(1) Purpose: A Integrated Science endorsement indicates that an educator is qualified to teach prekindergarten through grade 12 assignments in Integrated Science as provided by the TSPC Licensure Guide for Integrated Science.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170, Atypical Assignments and 584-210-0160, License on Conditional Assignment.

(3) Adding to Preliminary Teaching License: An Integrated Science endorsement may be added to an existing Preliminary Teaching license by demonstrating content knowledge and completing Integrated Science pedagogy requirements as defined in this rule. To be eligible to add an Integrated Science endorsement to an existing Preliminary Teaching License, an applicant must:

(a) Meet one of the following Integrated Science content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for Integrated Science; or

(B) Complete Commission-approved coursework of at least forty-five quarter or thirty semester hours designed to develop competency in Integrated Science that includes:

- (i) Astronomy;
- (ii) Geology;
- (iii) Meteorology;
- (iv) Oceanography.

- (I) Biology; and
- (II) Chemistry or physics.

(C) At least fifty percent (50%) of the Integrated Science coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Meet one of the following Integrated Science pedagogy requirements:

(A) Admission to and Completion of a Commission-approved Integrated Science preparation program; or

(B) Complete an Integrated Science pedagogy course of at least three quarter or two semester hours acceptable to the Commission. The course must include the word pedagogy or methods in the course title; or

(C) Complete a supervised Integrated Science practicum in a public school setting. The practicum must include the following:

(i) A minimum of 60 clock hours of supervised teaching in an Integrated Science assignment in a public school setting as verified by a school district Professional Educational Experience Report (PEER) form; and

(ii) An affidavit of satisfactory demonstration of the pedagogical skills required for the Integrated Science endorsement from a supervising teacher holding either a Professional, Teacher Leader or Legacy Teaching License with an Integrated Science endorsement.

(iii) At the Executive Director's or Licensure Director's discretion, other Integrated Science teaching experience such as teaching in at a post-secondary institution or in a private school setting may qualify to satisfy the practicum experience. In these settings, verification from the employer of satisfactory completion of the teaching experience with at least 60 clock hours of Integrated Science instruction is required to qualify as a suitable practicum to add the endorsement.

(c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

(4) Adding Integrated Science Endorsement to Other Licenses: To be eligible to add an Integrated Science endorsement to a Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Meet one of the following content knowledge requirements:

(A) Complete Commission-approved coursework of at least forty-five quarter or thirty semester hours designed to develop competency in Integrated Science that includes:

- (i) Astronomy;
- (ii) Geology;
- (iii) Meteorology;
- (iv) Oceanography.

- (I) Biology; and
- (II) Chemistry or physics.

(B) At least fifty percent (50%) of the Integrated Science coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0120

Legacy Teaching Endorsements

(1) Purpose: A Legacy teaching endorsement on a license indicates that the educator is eligible for prior-to secondary teaching assignments in prekindergarten through grade twelve as provided by the TSPC Licensure Guide for the specific legacy teaching endorsement provided in subsection (2) of this rule.

(2) The legacy teaching endorsements include the following endorsements:

- (a) Legacy Art;
- (b) Legacy English to Speakers of Other Languages;
- (c) Legacy Health;
- (d) Legacy World Language;
- (e) Legacy Family and Consumer Science;
- (f) Legacy Career Trades Generalist Education;
- (g) Legacy Library Media;
- (h) Legacy Music;
- (i) Legacy Physical Education; and
- (j) Legacy Reading.

(3) To be eligible to add a Legacy teaching endorsement to a Legacy, Preliminary, Professional or Teacher Leader Teaching license, an applicant must:

(a) Have held an Oregon Basic or Standard Teaching License prior to January 1, 2016 with a Basic Elementary or Standard Elementary endorsement;

(b) Have had four years of experience teaching the legacy endorsement's subject matter assignment as provided in subsection (2) of this rule in a prekindergarten through grade 8 environment obtained after January 1, 2011 and prior to January 1, 2016; and

(c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

(4)(a) If the educator held an Oregon Basic or Standard Teaching License with a Basic or Standard Elementary endorsement prior to January 1, 2016, but does not meet the employment requirements in subsection 3(b) of this rule, the educator may apply and be issued a Licensed for Conditional Assignment for the subject matter of the legacy endorsement to allow the educator time to meet qualifications for the non-legacy endorsement.

(b) Teaching assignments in accordance with the Basic or Standard Elementary endorsement may continue so long as the educator holds the Basic or Standard Elementary endorsement on their license. However, only experience obtained prior to January 2016 will count toward adding a Legacy Endorsement.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0130

Legacy Five Year Elementary

(1) Purpose:

(a) A Legacy Five Year Elementary Endorsement on a license indicates that the educator is eligible for prior to secondary assignments in preprimary through grade twelve as provided by the TSPC Licensure Guide for the Elementary-Multiple Subjects teaching endorsement.

(b) A Legacy Five Year Elementary Endorsement is also valid to serve as a vice-principal or school counselor in an elementary, middle, or junior high school.

(c) These endorsements were issued prior to 1965 and are not included in the TSPC Licensure Guide.

(2) To be eligible to add a Legacy Five Year Elementary endorsement to a Legacy, Preliminary, Professional or Teacher Leader Teaching license, an applicant must:

(a) Have held an Oregon Five-Year Teaching License issued prior to January 1, 1965 with an Elementary endorsement; and

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0140

Legacy Five Year Secondary

(1) Purpose:

(a) A Legacy Five Year Secondary Endorsement on a license indicates that the educator is eligible for all secondary assignments in preprimary through grade twelve as provided by the TSPC Licensure Guide for any secondary single-subject endorsement.

(b) A Legacy Five Year Secondary Endorsement is also valid to serve as a vice-principal or school counselor in a middle, junior high or high school.

(c) These endorsements were issued prior to 1965 and are not included in the TSPC Licensure Guide.

(2) To be eligible to add a Legacy Five Year Secondary endorsement to a Legacy, Preliminary, Professional or Teacher Leader Teaching license, an applicant must:

(a) Have held an Oregon Five-Year Teaching License issued prior to January 1, 1965 with an Secondary endorsement; and

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0145

Library Media

(1) Purpose: A Library Media endorsement signifies that an educator is qualified to teach prekindergarten through grade 12 assignments in Library Media as provided by the TSPC Licensure Guide for Library Media.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170, Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) To be eligible to add a Library Media endorsement to an existing Preliminary, Professional, Teacher Leader or Legacy Teaching License, an applicant must:

(a) Be admitted to and complete a Commission-approved Library Media preparation program that meets the standards as provided in OAR 584-420-0415 Library Media Endorsement: Program Standards; and

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0150

Music

(1) Purpose: A music endorsement indicates that an educator is qualified to teach prekindergarten to grade 12 Music assignments as provided by TSPC Licensure Guide for Music.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170, Atypical Assignments and 584-210-0160, License on Conditional Assignment.

(3) Eligibility Requirements: To be eligible to add a Music endorsement to an existing Preliminary, Professional, Teacher Leader or Legacy teaching License, an applicant must:

(a) Be admitted to and complete a Commission-approved Music preparation program that meets the program standards pursuant to chapter 584, division 420;

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0155

Physical Education

(1) Purpose: A Physical Education endorsement indicates that an educator is qualified to teach prekindergarten to grade 12 Physical Education assignments as provided by TSPC Licensure Guide for Physical Education.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170, Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) Eligibility Requirements: To be eligible to add a Physical Education endorsement to an existing Preliminary, Professional, Teacher Leader or Legacy teaching License, an applicant must:

(a) Be admitted to and complete a Commission-approved Physical Education preparation program that meets the standards as provided in OAR 584-420-0425 Physical Education Endorsement: Program Standards; and

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0160

Physics

(1) Purpose: A Physics endorsement indicates that an educator is qualified to teach prekindergarten through grade 12 assignments in Physics as provided by the TSPC Licensure Guide for Physics.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170, Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) Adding to Preliminary Teaching License: An Physics endorsement may be added to an existing Preliminary Teaching license by demonstrating content knowledge and completing Physics pedagogy requirements as defined in this rule. To be eligible to add a Physics endorsement to an existing Preliminary Teaching License, an applicant must:

(a) Meet one of the following Physics content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for Physics; or

(B) Complete Commission-approved coursework of at least twenty-seven quarter or eighteen semester hours designed to develop competency in physics including advanced and modern physics.

(C) At least fifty percent (50%) of the Physics coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Meet one of the following Physics pedagogy requirements:

(A) Admission to and completion of a Commission-approved Physics preparation program; or

(B) Complete a Physics pedagogy course of at least three quarter or two semester hours acceptable to the Commission. The course must include the word pedagogy or methods in the course title; or

(C) Complete a supervised Physics practicum in a public school setting. The practicum must include the following:

(i) A minimum of 60 clock hours of supervised teaching in a Physics assignment in a public school setting as verified by a school district Professional Educational Experience Report (PEER) form; and

(ii) An affidavit of satisfactory demonstration of the pedagogical skills required for the Physics endorsement from a supervising teacher holding either a Professional, Teacher Leader or Legacy Teaching License with a Physics endorsement.

(iii) At the Executive Director's or Licensure Director's discretion, other Physics teaching experience such as teaching in at a post-secondary institution or in a private school setting may qualify to satisfy the practicum experience. In these settings, verification from the employer of satisfactory completion of the teaching experience with at least 60 clock hours of Physics instruction is required to qualify as a suitable practicum to add the endorsement.

(c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

(4) Adding Physics Endorsement to Other Licenses: To be eligible to add a Physics endorsement to a Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Meet one of the following content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for Physics; or

(B) Complete Commission-approved coursework of at least twenty-seven quarter or eighteen semester hours designed to develop competency in physics including advanced and modern physics.

(C) At least fifty percent (50%) of the Physics coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0165

Reading Intervention

(1) Purpose: A Reading Intervention endorsement signifies that an educator is qualified to teach prekindergarten through grade 12 assignments in Reading Intervention as provided by the TSPC Licensure Guide for Reading Intervention.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170, Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) To be eligible to add a Reading Intervention endorsement to an existing Preliminary, Professional, Teacher Leader or Legacy Teaching License, an applicant must:

(a) Be admitted to and complete a Commission-approved Reading Intervention preparation program that meets the standards as provided

in OAR 584-420-0440 Reading Intervention Endorsement: Program Standards; and

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0170

Social Studies

(1) Purpose: A Social Studies endorsement indicates that an educator is qualified to teach prekindergarten through grade 12 assignments in Social Studies as provided by the TSPC Licensure Guide for Social Studies.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided OAR 584-210-0170 Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) Adding to Preliminary Teaching License: A Social Studies endorsement may be added to an existing Preliminary Teaching license by demonstrating content knowledge and completing Social Studies pedagogy requirements as defined in this rule. To be eligible to add a Social Studies endorsement to an existing Preliminary Teaching License, an applicant must:

(a) Meet one of the following Social Studies content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for Social Studies; or

(B) Complete Commission-approved coursework of at least fifty-four quarter or thirty-six semester hours designed to develop competence in social studies, distributed as follows:

(i) World history;

(ii) Geography;

(iii) Political science;

(iv) Sociology;

(v) Psychology;

(vi) Anthropology;

(vii) Economics; and

(viii) U.S. history.

(C) At least fifty percent (50%) of the Social Studies coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Meet one of the following Social Studies pedagogy requirements:

(A) Admission to and Completion of a Commission-approved Social Studies preparation program; or

(B) Complete a Social Studies pedagogy course of at least three quarter or two semester hours acceptable to the Commission. The course must include the word pedagogy or methods in the course title; or

(C) Complete a supervised Social Studies practicum in a public school setting. The practicum must include the following:

(i) A minimum of 60 clock hours of supervised teaching in a Social Studies assignment in a public school setting as verified by a school district Professional Educational Experience Report (PEER) form; and

(ii) An affidavit of satisfactory demonstration of the pedagogical skills required for the Social Studies endorsement from a supervising teacher holding either a Professional, Teacher Leader or Legacy Teaching License with a Social Studies endorsement.

(iii) At the Executive Director's or Licensure Director's discretion, other Social Studies teaching experience such as teaching in at a post-secondary institution or in a private school setting may qualify to satisfy the practicum experience. In these settings, verification from the employer of satisfactory completion of the teaching experience with at least 60 clock hours of Social Studies instruction is required to qualify as a suitable practicum to add the endorsement.

(c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

(4) Adding Social Studies Endorsement to Other Licenses: To be eligible to add a Social Studies endorsement to a Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Meet one of the following content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for Social Studies; or

(B) Complete Commission-approved coursework of at least fifty-four quarter or thirty-six semester hours designed to develop competence in social studies, distributed as follows:

- (i) World history;
- (ii) Geography;
- (iii) Political science;
- (iv) Sociology;
- (v) Psychology;
- (vi) Anthropology;
- (vii) Economics; and
- (viii) U.S. history.

(C) At least fifty percent (50%) of the Social Studies coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0175

Speech (Forensics)

(1) Purpose: A Speech (Forensics) endorsement indicates that an educator is qualified to teach prekindergarten through grade 12 assignments in Speech (Forensics) as provided by the TSPC Licensure Guide for Speech (Forensics).

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170 Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) Adding to Preliminary Teaching License: A Speech (Forensics) endorsement may be added to an existing Preliminary Teaching license by demonstrating content knowledge and completing Speech (Forensics) pedagogy requirements as defined in this rule. To be eligible to add a Speech (Forensics) endorsement to an existing Preliminary Teaching License, an applicant must:

(a) Meet one of the following Speech (Forensics) content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for Speech (Forensics); or

(B) Complete Commission-approved coursework of at least twenty-four quarter or sixteen semester hours designed to develop competency in Speech (Forensics) that includes:

- (i) Discussion techniques;
- (ii) Oral interpretation;
- (iii) Argumentative speech; and
- (iv) Forensics.

(C) At least fifty percent (50%) of the Speech (Forensics) coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Meet one of the following Speech (Forensics) pedagogy requirements:

(A) Admission to and completion of a Commission-approved Speech (Forensics) preparation program; or

(B) Complete a Speech (Forensics) pedagogy course of at least three quarter or two semester hours acceptable to the Commission.

The course must include the word pedagogy or methods in the course title; or

(C) Complete a supervised Speech (Forensics) practicum in a public school setting. The practicum must include the following:

(i) A minimum of 60 clock hours of supervised teaching in a Speech (Forensics) assignment in a public school setting as verified by a school district Professional Educational Experience Report (PEER) form; and

(ii) An affidavit of satisfactory demonstration of the pedagogical skills required for the Speech (Forensics) endorsement from a supervising teacher holding either a Professional, Teacher Leader or Legacy Teaching License with a Speech (Forensics) endorsement.

(iii) At the Executive Director's or Licensure Director's discretion, other Speech (Forensics) teaching experience such as teaching in at a post-secondary institution or in a private school setting may qualify to satisfy the practicum experience. In these settings, verification from the employer of satisfactory completion of the teaching experience with at least 60 clock hours of Speech (Forensics) instruction is required to qualify as a suitable practicum to add the endorsement.

(c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

(4) Adding Speech (Forensics) Endorsement to Other Licenses: To be eligible to add a Speech (Forensics) endorsement to a Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Meet one of the following content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for Speech (Forensics); or

(B) Complete Commission-approved coursework of at least twenty-four quarter or sixteen semester hours designed to develop competency in Speech (Forensics) that includes:

- (i) Discussion techniques;
- (ii) Oral interpretation;
- (iii) Argumentative speech; and
- (iv) Forensics.

(C) At least fifty percent (50%) of the Speech (Forensics) coursework must have been completed within five years prior to the date of application for the endorsement.

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0180

Special Education: Generalist

(1) Purpose: A Special Education: Generalist endorsement indicates that an educator is qualified to teach prekindergarten to grade 12 assignments in Special Education: Generalist as provided by TSPC Licensure Guide for Special Education: Generalist.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170 Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) To be eligible to add a Special Education: Generalist endorsement to an existing Preliminary Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Be admitted to and complete a Commission-approved Special Education: Generalist preparation program that meets the standards provided in OAR 584-420-0460 Special Education Endorsement: Program Standards.

(A) The Commission-approved elementary multiple subjects examination is not required to obtain the license;

(B) However, passage of the Commission-adopted Elementary - Multiple Subjects examination is required in order for special educators licensed to teach general education content in grades prekindergarten through 8 (elementary teachers) and to meet the federal definition of “highly qualified” teacher under the Elementary/Secondary Education Act (ESEA); and

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.
Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553
Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0185

Special Education: Early Intervention

(1) Purpose: A Special Education: Early Intervention endorsement indicates that an educator is qualified to teach ages three to grade 12 assignments in Special Education: Early Intervention as provided by TSPC Licensure Guide for Special Education: Early Intervention.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170 Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) To be eligible to add a Special Education: Early Intervention endorsement to an existing Preliminary Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Be admitted to and complete a Commission-approved Special Education: Early Intervention preparation program that meets the standards as provided in Chapter 584, Division 420; and

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to the licensure renewal process.
Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553
Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0190

Special Education: Deaf and Hard of Hearing

(1) Purpose: A Special Education: Deaf and Hard of Hearing endorsement indicates that an educator is qualified to teach prekindergarten to grade 12 assignments in Special Education: Deaf and Hard of Hearing as provided by TSPC Licensure Guide for Special Education: Deaf and Hard of Hearing.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170 Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) To be eligible to add a Special Education: Deaf and Hard of Hearing endorsement to an existing Preliminary, Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Be admitted to and complete a Commission-approved Special Education: Deaf and Hard of Hearing preparation program that meets the standards as provided in OAR 584-420-0475 Special Education: Deaf and Hard of Hearing: Program Standards; and

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.
Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553
Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0195

Special Education: Vision Impaired

(1) Purpose: A Special Education: Vision Impaired endorsement indicates that an educator is qualified to teach prekindergarten to grade 12 assignments in Special Education: Vision Impaired as provided by TSPC Licensure Guide for Special Education: Vision Impaired.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170 Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) To be eligible to add a Special Education: Vision Impaired endorsement to an existing Preliminary, Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Be admitted to and complete a Commission-approved Special Education: Vision Impaired preparation program that meet the standards provided in Chapter 584, Division 420; and

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.
Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553
Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0200

World Language: Chinese

(1) A World Language: Chinese endorsement indicates that an educator is qualified to teach prekindergarten to grade 12 assignments in Chinese as provided by TSPC Licensure Guide for World Language: Chinese.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170, Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) To be eligible to add a World Language: Chinese endorsement to an existing Preliminary, Professional, Teacher Leader or Legacy teaching License, an applicant must:

(a) Be admitted to and complete a Commission-approved World Language: Chinese program in accordance with OAR 584-420-0440 World Language Endorsements: Program Standards; and

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to the licensure renewal process.
Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553
Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0205

World Language: French

(1) A World Language: French (French) endorsement indicates that an educator is qualified to teach prekindergarten to grade 12 assignments in French as provided by TSPC Licensure Guide for World Language: French (French).

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170 Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) Adding to Preliminary Teaching License: A French endorsement may be added to an existing Preliminary Teaching license by demonstrating content knowledge and completing French pedagogy requirements as defined in this rule. To be eligible to add a French endorsement to an existing Preliminary Teaching License, an applicant must:

(a) Meet one of the following World Language: French content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test French; or

(B) Be admitted to and complete a Commission-approved World Language: French preparation program in accordance with OAR 584-420-0440 World Language Endorsements: Program Standards.

(b) Meet one of the following World Language: French pedagogy requirements:

(A) Admission to and completion of a Commission-approved World Language: French preparation program as verified by the approved program in accordance with OAR 584-420-0440 World Language Endorsements: Program Standards; or

(B) Complete a French pedagogy course of at least three quarter or two semester hours acceptable to the Commission. The course must include the word pedagogy or methods in the course title; or

(C) Complete a supervised French practicum in a public school setting. The practicum must include the following:

(i) A minimum of 60 clock hours of supervised teaching in a French assignment in a public school setting as verified by a school district Professional Educational Experience Report (PEER) form; and

(ii) An affidavit of satisfactory demonstration of the pedagogical skills required for the World Language: French endorsement from a supervising teacher holding either a Professional, Teacher Leader or Legacy Teaching License with a World Language: French endorsement.

(iii) At the Executive Director's or Licensure Director's discretion, other World Language: French teaching experience such as teaching in at a post-secondary institution or in a private school setting may qualify to satisfy the practicum experience. In these settings, verification from the employer of satisfactory completion of the teaching experience with at least 60 clock hours of World Language: French instruction is required to qualify as a suitable practicum to add the endorsement.

(c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to the licensure renewal process.

(4) Adding World Language: French Endorsement to Other Licenses: To be eligible to add a World Language: French endorsement to a Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Meet one of the following World Language: French content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for World Language: French; or

(B) Be admitted to and complete a Commission-approved World Language: French preparation program in accordance with OAR 584-420-0440 World Language Endorsements: Program Standards.

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0210

World Language: German

(1) A World Language: German (German) endorsement indicates that an educator is qualified to teach prekindergarten to grade 12 assignments in German as provided by TSPC Licensure Guide for World Language: German (German).

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided OAR 584-210-0170 Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) Adding to Preliminary Teaching License: A German endorsement may be added to an existing Preliminary Teaching

license by demonstrating content knowledge and completing German pedagogy requirements as defined in this rule. To be eligible to add a German endorsement to an existing Preliminary Teaching License, an applicant must:

(a) Meet one of the following World Language: German content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for German; or

(B) Be admitted to and complete a Commission-approved World Language: German program in accordance with OAR 584-420-0440 World Language Endorsements: Program Standards.

(b) Meet one of the following World Language: German pedagogy requirements:

(A) Admission to and completion of a Commission-approved World Language: German preparation program as verified by the approved program in accordance with OAR 584-420-0440 World Language Endorsements: Program Standards; or

(B) Complete a German pedagogy course of at least three quarter or two semester hours acceptable to the Commission. The course must include the word pedagogy or methods in the course title; or

(C) Complete a supervised World Language: German practicum in a public school setting. The practicum must include the following:

(i) A minimum of 60 clock hours of supervised teaching in a German assignment in a public school setting as verified by a school district Professional Educational Experience Report (PEER) form; and

(ii) An affidavit of satisfactory demonstration of the pedagogical skills required for the German endorsement from a supervising teacher holding either a Professional, Teacher Leader or Legacy Teaching License with a German endorsement.

(iii) At the Executive Director's or Licensure Director's discretion, other German teaching experience such as teaching in at a post-secondary institution or in a private school setting may qualify to satisfy the practicum experience. In these settings, verification from the employer of satisfactory completion of the teaching experience with at least 60 clock hours of teaching is required to qualify as a suitable practicum to add the endorsement.

(c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to add the licensure renewal process.

(4) Adding World Language: German Endorsement to Other Licenses: To be eligible to add a World Language: German endorsement to a Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Meet one of the following German content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for German; or

(B) Be admitted to and complete a Commission-approved World Language: German preparation program in accordance with OAR 584-420-0440 World Language Endorsements: Program Standards; and

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to the licensure renewal process.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0215

World Language: Japanese

(1) A World Language: Japanese endorsement indicates that an educator is qualified to teach prekindergarten to grade 12 assignments in Japanese as provided by TSPC Licensure Guide for World Language: Japanese.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided OAR 584-210-0170 Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) To be eligible to add a World Language: Japanese endorsement to an existing Preliminary, Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Be admitted to and complete a Commission-approved World Language: Japanese preparation program in accordance with OAR 584-420-0440 World Language Endorsements: Program Standards; and

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to the licensure renewal process.
Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553
Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0220

World Language: Latin

(1) A World Language: Latin endorsement indicates that an educator is qualified to teach prekindergarten to grade 12 assignments in Latin as provided by TSPC Licensure Guide for World Language: Latin.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170 Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) To be eligible to add a World Language: Latin endorsement to an existing Preliminary, Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Be admitted to and complete a Commission-approved World Language: Latin preparation program in accordance with OAR 584-420-0440 World Language Endorsements: Program Standards; and

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to the licensure renewal process.
Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553
Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0225

World Language: Russian

(1) A World Language: Russian endorsement indicates that an educator is qualified to teach prekindergarten to grade 12 assignments in Russian as provided by TSPC Licensure Guide for World Language: Russian.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170 Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) To be eligible to add a World Language: Russian endorsement to an existing Preliminary, Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Be admitted to and complete a Commission-approved World Language: Russian preparation program in accordance with OAR 584-420-0440 World Language Endorsements: Program Standards; and

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to the licensure renewal process.
Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553
Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-220-0230

World Language: Spanish

(1) A World Language: Spanish endorsement indicates that an educator is qualified to teach prekindergarten to grade 12 assignments in Spanish as provided by TSPC Licensure Guide for World Language: Spanish.

(2) An educator is not authorized to teach in the endorsed area unless and until the endorsement is officially added to the license, except as provided in OAR 584-210-0170 Atypical Assignments and OAR 584-210-0160, License on Conditional Assignment.

(3) Adding to Preliminary Teaching License: A Spanish endorsement may be added to an existing Preliminary Teaching license by demonstrating content knowledge and completing Spanish pedagogy requirements as defined in this rule. To be eligible to add a Spanish endorsement to an existing Preliminary Teaching License, an applicant must:

(a) Meet one of the following Spanish content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for Spanish; or

(B) Be admitted to and complete a Commission-approved World Language: Spanish preparation program in accordance with OAR 584-420-0440 World Language Endorsements: Program Standards; and

(b) Meet one of the following World Language: Spanish pedagogy requirements:

(A) Admission to and completion of a Commission-approved World Language: Spanish preparation program as verified by the approved program in accordance with OAR 584-420-0440 World Language Endorsements: Program Standards; or

(B) Complete a Spanish pedagogy course of at least three quarter or two semester hours acceptable to the Commission. The course must include the word pedagogy or methods in the course title; or

(C) Complete a supervised World Language: Spanish practicum in a public school setting. The practicum must include the following:

(i) A minimum of 60 clock hours of supervised teaching in a Spanish assignment in a public school setting as verified by a school district Professional Educational Experience Report (PEER) form; and

(ii) An affidavit of satisfactory demonstration of the pedagogical skills required for the Spanish endorsement from a supervising teacher holding either a Professional, Teacher Leader or Legacy Teaching License with a Spanish endorsement.

(iii) At the Executive Director's or Licensure Director's discretion, other Spanish teaching experience such as teaching in at a post-secondary institution or in a private school setting may qualify to satisfy the practicum experience. In these settings, verification from the employer of satisfactory completion of the teaching experience with at least 60 clock hours of World Language: Spanish instruction is required to qualify as a suitable practicum to add the endorsement.

(c) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to the licensure renewal process.

(4) Adding World Language: Spanish Endorsement to Other Licenses: To be eligible to add a World Language: Spanish endorsement to a Professional, Teacher Leader or Legacy teaching license, an applicant must:

(a) Meet one of the following Spanish content knowledge requirements:

(A) Provide documentation of a passing score on the Commission-approved subject mastery test for Spanish; or

(B) Be admitted to and complete a Commission-approved World Language: Spanish preparation program in accordance with OAR 584-420-0440 World Language Endorsements: Program Standards; and

(b) Submit a complete and correct application to obtain the endorsement in the form and manner required by the Commission,

including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the endorsement at the time of renewal will not require an additional cost to the licensure renewal process.
Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553
Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

DIVISION 225

SPECIALIZATIONS

584-225-0010

Purpose of Specialization on a License

(1) A specialization on a TSPC-issued license is an optional indication of specialized expertise or preparation in an area the Commission recognizes as “added value” on a license. A specialization indicates the educator has demonstrated exceptional knowledge, skills and related abilities in that area. A specialization must meet standards or requirements set by the Commission.

(2) A specialization is distinguished from an endorsement in that a specialization is not required to teach or work in the specialized area, whereas an endorsement is required to work in the subject-matter area.

(3) The specialization will be indicated as follows on the license: Example: Specialization: Autism Spectrum Disorder.

(4) An educator may not be labeled as a specialist or call themselves a specialist in any area recognized by the Commission as requiring additional and exceptional preparation without actually holding a specialization on the license.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120–342.430, 342.455–342.495 & 342.553
Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-225-0020

Adaptive Physical Education Specialization

(1) Purpose: An Adaptive Physical Education specialization indicates that an educator has obtain additional and specialized preparation to teach prekindergarten through grade 12 assignments in Adaptive Physical Education.

(2) A specialization is an optional indication of specialized expertise or preparation in an area the Commission recognizes as “added value” on a license. A specialization indicates the educator has demonstrated exceptional knowledge, skills and related abilities in that area. A specialization must meet standards set by the Commission. A specialization is not required to teach in the specialization area indicated on the license.

(3) Eligibility Requirements: To be eligible to add an Adaptive Physical Education specialization to a Preliminary, Professional, Teacher Leader or Legacy Teaching License, an applicant must:

(a) Possess a valid Oregon teaching license with a Physical Education endorsement;

(b) Complete a Commission-approved Adaptive Physical Education specialization program in accordance with 584-420-0610.

(c) At least fifty percent (50%) of the Adaptive Physical Education coursework must have been completed within five years prior to the date of application for the specialization unless the applicant has ever held the Adaptive Physical Education endorsement on an Oregon Teaching License; and

(d) Submit a complete and correct application to obtain the specialization in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the specialization at the time of renewal will not require an additional cost to the licensure renewal process.

(4) An adaptive physical education specialization may not be added to a provisional license.

(5) The specialization will appear on a license as follows: Specialization: Adaptive Physical Education.

(6) Once the specialization is noted on a license, it may only be removed at the educator’s request.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120–342.430, 342.455–342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-225-0030

American Sign Language Specialization

(1) Purpose: An American Sign Language specialization indicates that an educator has obtained additional and specialized training to communicate and teach prekindergarten through grade 12 students in American Sign Language learning environments.

(2) A specialization is an optional indication of specialized expertise or preparation in an area the Commission recognizes as “added value” on a license. A specialization indicates the educator has demonstrated exceptional knowledge, skills and related abilities in that area. A specialization must meet standards set by the Commission. A specialization is not required to teach in the specialization area indicated on the license.

(3) Eligibility Requirements: To be eligible to add an American Sign Language specialization to any TSPC-issued license, an applicant must:

(a) Hold an American Sign Language Teacher Association (ASLTA) Provisional, Qualified or Professional Certification;

(b) Complete a Bachelor’s degree or equivalent in teaching American Sign Language or equivalent preparation that meets the competency standards set forth in this rule. The Executive Director or Director of Licensure will make the determination if applicant’s equivalent preparation is sufficient to meet the competency standards.

(c) Provide evidence of American Sign Language Proficiency Interview (ASLPI) rating of 3 or better; or, an ASLPI rating of Advanced Plus; and

(d) Complete a Commission-approved program for American Sign Language (ASL) specialization as provided in OAR 584-420-0600 or equivalent preparation that meets the competency standards set forth in this rule. The Executive Director or Director of Licensure will make the determination if an applicant’s equivalent preparation is sufficient to meet the competency standards.

(e) Submit a complete and correct application to obtain the specialization in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note 2: Adding the specialization at the time of renewal will not require an additional cost to the licensure renewal process.

(4) The specialization will be indicated as follows on the license: World Language Specialization: American Sign Language

(5) Except for a Limited Teaching License, a World Language: American Sign Language (ASL) specialization may not be added to a provisional license;

(6) Once the specialization is noted on a license, it may only be removed at the educator’s request.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120–342.430, 342.455–342.495 & 342.553
Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-225-0040

Autism Spectrum Disorder (ASD) Specialist

(1) Purpose: An Autism Spectrum Disorder (ASD) Specialist specialization indicates that an educator has obtained additional and specialized preparation to teach prekindergarten through grade 12 students with Autism Spectrum Disorder learning variances.

(2) A specialization is an optional indication of specialized expertise or preparation in an area the Commission recognizes as “added value” on a license. A specialization indicates the educator has demonstrated exceptional knowledge, skills and related abilities in that area. A specialization must meet standards set by the Commission. A specialization is not required to teach in the specialization area indicated on the license.

(3) Eligibility Requirements: To be eligible to add an Autism Spectrum Disorder (ASD) Specialist specialization to a Preliminary, Professional, Teacher Leader or Legacy Teaching License, an applicant must:

(a) Possess a valid Oregon teaching license with any special education endorsement;

(b) Complete a Commission-approved Autism Spectrum Disorder (ASD) Specialist specialization program in accordance with OAR 584-420-0640.

(c) At least fifty percent (50%) of the Autism Spectrum Disorder coursework must have been completed within five years prior to the date of application for the specialization; and

(d) Submit a complete and correct application to obtain the specialization in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the specialization at the time of renewal will not require an additional cost to the licensure renewal process.

(4) An Autism Spectrum Disorder (ASD) Specialist specialization may not be added to a provisional license.

(5) The specialization will appear on a license as follows: Specialization: Autism Spectrum Disorder (ASD) Specialist.

(6) Once the specialization is indicated on a license, it may only be removed at the educator's request.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120–342.430, 342.455–342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-225-0050

Bilingual Specialization

(1) Purpose: A Bilingual specialization indicates that an educator has met the oral proficiency interview (OPI) assessment standards by a certified American Council on the Teaching of Foreign Languages (ACTFL) OPI tester.

(2) A specialization is an optional indication of specialized expertise or preparation in an area the Commission recognizes as “added value” on a license. A specialization indicates the educator has demonstrated exceptional knowledge, skills and related abilities in that area. A specialization is not required to teach in the specialization area indicated on the license.

(3) Eligibility Requirements: To be eligible to add any Bilingual specialization to any TSPC-issued license except as provided in subsection (4) of this rule, an applicant must:

(a) Submit an original copy of the Official ACTFL Oral Proficiency Certificate stating the applicant has qualified for the Advanced Mid or higher proficiency level in the language the applicant is seeking to add to the license.

(b) Submit a complete and correct application to obtain the specialization in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note 1: The Commission will return the original certification to the applicant upon request when applying for the license or specialization.

Note 2: Adding the specialization at the time of renewal will not require an additional cost to the licensure renewal process.

(4) A Bilingual specialization may not be added to the following licenses:

(a) ESEA Alternative Route;

(b) CTE Restricted Teaching License

(c) Charter School Registry (teacher and administrator);

(d) Emergency teacher, administrator, school counselor, or school nurse;

(e) Restricted substitute, teacher, administrator, or school counselor;

(f) Restricted transitional administrator, superintendent, school psychologist, or school social worker;

(g) Transitional administrator, superintendent, school counselor, school psychologist, or school social worker; and

(h) Teacher Associate;

(5) The Bilingual Specialization will be indicated as follows on the license: Bilingual Specialization: (Proficient Language), for example: Bilingual Specialization: Spanish.

(6) Once the specialization is indicated on a license, it may only be removed at the educator's request.

(7) All licensees issued an ESOL/Bilingual endorsement prior to January 1, 2016 will be provided with a Bilingual specialization upon renewal of their teaching license.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120–342.430, 342.455–342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-225-0060

Dual Language Specialization

(1) Purpose: A Dual Language specialization indicates that an educator has obtained additional and specialized preparation to teach prekindergarten through grade 12 students in dual language learning environments.

(2) A specialization is an optional indication of specialized expertise or preparation in an area the Commission recognizes as “added value” on a license. A specialization indicates the educator has demonstrated exceptional knowledge, skills and related abilities in that area. A specialization must meet standards set by the Commission. A specialization is not required to teach in the specialization area indicated on the license.

(3) Eligibility Requirements: To be eligible to add a Dual Language specialization to a Preliminary, Professional, Teacher Leader or Legacy Teaching License, an applicant must:

(a) Possess a valid Oregon teaching license with a World Language endorsement;

(b) Complete a Commission-approved Dual Language specialization program in accordance with 584-420-0630.

(c) At least fifty percent (50%) of the Dual Language program coursework must have been completed within five years prior to the date of application for the specialization; and

(d) Submit a complete and correct application to obtain the specialization in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the specialization at the time of renewal will not require an additional cost to the licensure renewal process.

(4) A Dual Language specialization may not be added to a provisional license.

(5) The specialization will appear on a license as follows: Specialization: Dual Language.

(6) Once the specialization is indicated on a license, it may only be removed at the educator's request.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120–342.430, 342.455–342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-225-0070

Early Childhood Education Specialization

(1) Purpose: An Early Childhood Education specialization indicates that an educator has obtained additional and specialized preparation to teach in Early Childhood learning environments in grades pre-kindergarten through grade 3.

(2) A specialization is an optional indication of specialized expertise or preparation in an area the Commission recognizes as “added value” on a license. A specialization indicates the educator has demonstrated exceptional knowledge, skills and related abilities in that area. A specialization must meet standards set by the Commission. A specialization is not required to teach in the specialization area indicated on the license.

(3) Eligibility Requirements: To be eligible to add an Early Childhood Education specialization to a Preliminary, Professional, Teacher Leader or Legacy Teaching License, an applicant must:

(a) Possess a valid Oregon teaching license with an Elementary-Multiple Subjects endorsement;

(b) Complete a Commission-approved Early Childhood Education specialization program in accordance with 584-420-0620. At least fifty percent (50%) of the Early Childhood Education coursework must have been completed within five years prior to the date of application for the specialization unless the applicant has previously held the Early Childhood authorization or Early Childhood endorsement on any license; and

(d) Submit a complete and correct application to obtain the specialization in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the specialization at the time of renewal will not require an additional cost to the licensure renewal process.

(4) An Early Childhood Education specialization may not be added to a provisional license.

(5) The specialization will appear on a license as follows: Specialization: Early Childhood Education

(6) Once the specialization is indicated on a license, it may only be removed at the educator's request.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120–342.430, 342.455–342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-225-0090

Elementary Mathematics Instructional Leader Specialization

(1) Purpose: A Elementary Mathematics Instructional Leader specialization indicates that an educator has obtained additional and specialized preparation to assist other teachers with mathematic content and pedagogy skills for teaching mathematics in grades prekindergarten through grade 8.

(2) A specialization is an optional indication of specialized expertise or preparation in an area the Commission recognizes as “added value” on a license. A specialization indicates the educator has demonstrated exceptional knowledge, skills and related abilities in that area. A specialization must meet standards set by the Commission. A specialization is not required to teach in the specialization area indicated on the license.

(3) Eligibility Requirements: To be eligible to add an Elementary Mathematics Instructional Leader specialization to a Preliminary, Professional, Teacher Leader or Legacy Teaching License, an applicant must:

(a) Possess a valid Oregon teaching license with an Elementary-Multiple Subjects endorsement;

(b) Possess three years of grade k-8 mathematics experience as verified by a Professional Educator Experience Form (PEER) or other verifiable experience if the experience is obtained out of state; and

(c) Complete a Commission-approved Elementary Mathematics Instructional Leader specialization program in accordance with 584-420-0650. At least fifty percent (50%) of the Elementary Mathematics Instructional Leader program coursework must have been completed within five years prior to the date of application for the specialization; and

(d) Submit a complete and correct application to obtain the specialization in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the specialization at the time of renewal will not require an additional cost to the licensure renewal process.

(4) An Elementary Mathematics Instructional Leader specialization may not be added to a provisional license.

(5) The specialization will appear on a license as follows: Specialization: Elementary Mathematics Instructional Leader.

(6) Once the specialization is indicated on a license, it may only be removed at the educator's request.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120–342.430, 342.455–342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-225-0100

Talented and Gifted Specialization

(1) Purpose: A Talented and Gifted specialization indicates that an educator has obtained additional and specialized preparation to teach prekindergarten through grade 12 students with identified as Talented and Gifted learners.

(2) A specialization is an optional indication of specialized expertise or preparation in an area the Commission recognizes as “added value” on a license. A specialization indicates the educator has demonstrated exceptional knowledge, skills and related abilities in that area. A specialization must meet standards set by the Commission. A specialization is not required to teach in the specialization area indicated on the license.

(3) Eligibility Requirements: To be eligible to add a Talented and Gifted specialization to a Preliminary, Professional, Teacher Leader or Legacy Teaching License, an applicant must:

(a) Complete a Commission-approved Talented and Gifted specialization program in accordance with 584-420-0660. At least fifty percent (50%) of the Talented and Gifted program coursework must have been completed within five years prior to the date of application for the specialization; and

(d) Submit a complete and correct application to obtain the specialization in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050.

Note: Adding the specialization at the time of renewal will not require an additional cost to the licensure renewal process.

(4) A Talented and Gifted specialization may not be added to a provisional license.

(5) The specialization will appear on a license as follows: Specialization: Talented and Gifted.

(6) Once the specialization is noted on a license, it may only be removed at the educator's request.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120–342.430, 342.455–342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

DIVISION 255

PROFESSIONAL DEVELOPMENT

584-255-0010

Professional Development Requirements

(1) The Commission believes that high quality and individualized professional development for educators is essential to promote:

- (a) Effective educational practices;
- (b) Supportive educational leadership; and
- (c) Enriched student learning.

(2) The Commission requires the completion of advanced or continuing professional development units for:

(a) Promotion to the Professional Teaching License (Advanced PDUs);

(b) Renewal of most active educator licenses (Continuing PDUs); and

(c) Renewal of School Nurses Certificates (Continuing PDUs).

(3) Professional Development Units (PDUs) are calculated as follows:

(a) One (1) hour of advanced or continuing professional development activity equals one (1) PDU;

(b) One (1) semester hour of college credit equals thirty (30) PDUs; or

(c) One (1) quarter hour of college credit equals twenty (20) PDUs.

(4) Advanced Professional Development (APD): The Commission requires completion of an advanced professional education program for promotion to the Professional Teaching License. The Commission has approved the completion of an Advanced Professional Development Program as one method to meet the requirement for an advanced professional education program. An Advanced Professional Development Program must include 150 professional development units that are:

(a) Tailored to the performance goals of the teacher in accordance with ORS 342.815 to 342.856;

(b) Based on the core teaching standards as provided in OAR 584-255-0020, Standards for Professional Development; and

(c) Calculated as provided in subsection (3) of this rule.

Note: See OAR 584-210-0040 Professional Teaching License for other methods to meet the advanced professional program requirements to qualify for the Professional Teaching License.

(5) Continuing Professional Development: The Commission requires continuing professional development for renewal of most active licenses and certificates that do not require advancement to another license.

(a) To qualify for renewal of a license, the applicant must complete 25 Continuing PDUs per year of licensure term, as follows:

(A) 75 PDUs during the life of a three (3) year license; and

(B) 125 PDUs during the life of a five (5) year license.

(b) Completing any of the following advanced certifications will waive continuing professional development requirements only for the renewal period during which the certification is completed and the following licensure renewal cycle:

(A) National Board of Professional Teaching Standards (NBPTS) certification;

(B) National Association of School Psychologists (NASP) certification;

(C) National School Counselor Certification (NSCC);

(D) National Association of Social Workers (C-SSWS) certification; or

(E) Association of Speech, Hearing and Audiology (ASHA) certification.

(c) Licensed educators may carry-over 25 PDUs of excess Continuing PDUs obtained only in the previous reporting renewal period.

(d) Educators who hold dual licensure with other state professional licensing boards are encouraged to fulfill their continuing professional development requirements by completing the PDUs provided by those professional licensure areas (for example: Speech Language Pathologists).

(e) The requirement for continuing professional development applies to the renewal of the following teaching, administrative, and personnel service licenses:

(A) Preliminary Teaching License [Note: If the applicant is renewing the Preliminary Teaching License with Advanced PDUs, Continuing PDUs are not required];

(B) Professional Teaching License;

(C) Teacher Leader License;

(D) Legacy Teaching License;

(E) Limited Teaching License;

(F) American Indian Language Teaching License;

(G) Career and Technical Education II Teaching License;

(H) Professional Administrator License;

(I) Legacy Administrator;

(J) Distinguished Administrator;

(K) Exceptional Administrator;

(L) Legacy Personnel Service;

(M) Professional School Counselor;

(N) Professional School Psychologist;

(O) Limited Student Services; and

(P) Professional School Social Worker.

(6) Continuing Professional Development for School Nurse Certificates: To qualify for renewal of a School Nurse Certificate pursuant to OAR Chapter 584, Division 021, an applicant must:

(a) Meet the professional development requirements provided in OAR 584-021-0150 (Renewal of Professional School Nurse Certification); or

(b) Meet the professional development requirement provided in OAR 584-021-0155 (Emergency School Nurse Certification Renewal).

(7) It is the sole responsibility of the licensed educator to ensure accurate completion of professional development upon renewal or issue of a subsequent license. Generally, failure to complete advanced professional development or continuing professional development does not constitute an "emergency" for the purposes of receiving an Emergency License.

(8) If employed during the life of the license, the supervisor or professional development advisor will verify that the educator has successfully completed all continuing professional development requirements to the district superintendent or designee on the TSPC Professional Educational Experience Report (PEER) form prior to renewal of licensure.

(9) The following licenses do not have continuing professional development requirements because the licenses require the completion of additional specific coursework or other licensure requirements to move to the next stage license or the licenses do not require continuing professional development:

(a) Reciprocal Teaching license;

(b) All substitute licenses;

(c) Preliminary Administrator license;

(d) Preliminary School Counselor license;

(e) Preliminary School Psychologist license;

(f) Preliminary School Social Worker license;

(g) Career and Technical Education I Teaching license;

(h) All restricted licenses;

(i) All emergency licenses;

(j) License for Conditional Assignment;

(k) ESEA Alternative Route License; and

(l) Teacher Associate License.

(10) Substitute teaching licenses do not have continuing professional development requirements due to a shortage in the profession. The Commission has reserved the right to reconsider this continuing professional development waiver at any time in the future.

(11)(a) Educators holding a Career and Technical I Education teaching license may be subject to other continuing professional development requirements consistent with their formal professional development plan. See, OAR 584-042-0051 Career and Technical Education (CTE) Professional Development Plan to determine whether additional continuing professional development requirements apply upon licensure renewal.

(b) Educators holding a Five-Year Career and Technical Education Teaching License or a Career and Technical Education II Teaching License are subject to the continuing professional development requirements in subsection (5) of this rule.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-255-0020

Standards for Professional Development

(1) Standards for advanced professional development: To qualify as advanced professional development for purposes of promotion to the Professional Teaching License, the advanced professional development units must be aligned with OAR 584-420-0030 Professional Teaching License: Program Standards and ORS 342.856 Core Teaching Standards (InTASC).

(2) Standards for continuing professional development: To qualify as continuing professional development for licensure renewal, the continuing professional development units must conform to the following national standards adopted by Learning Forward (2011):

(a) Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

(b) Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who: develop capacity, advocate and create support systems for professional learning.

(c) Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

(d) Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

(e) Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

(f) Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

(g) Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

584-255-0030

Verification of Professional Development

(1) Licensed educators employed in a public school, education service district or public charter school must supply evidence to their employer that they have completed Advanced or Continuing professional development units (PDUs) in accordance with these rules.

(2) To verify Continuing PDUs for licensure renewal, educators must do one of the following:

(a) Educators who are employed at the time of renewal, under contract with a district, may supply evidence of completion of Continuing PDUs from their employing district. Districts will indicate compliance through acknowledgement on the Professional Educator Experience Report (PEER) form; or

(b) Educators who are not employed at the time of renewal, under contract with a district, or who are employed by a private school must supply evidence of their completion of Continuing PDUs to an education service district (ESD) participating in a professional development approval agreement with the Commission; or

(c) Educators who are employed, but are unable to obtain district or employer approval of Continuing PDUs obtained during the life of the license, may supply evidence of completion of Continuing PDUs to an ESD participating in a professional development approval agreement with the Commission.

(3) To verify Advanced PDUs for renewal of the Preliminary Teaching License or promotion to the Professional Teaching License, educators must:

(a) Obtain verification of the Advanced PDUs from their employing school district or charter school. Districts will indicate compliance through acknowledgement on the Professional Educator Experience Report (PEER) form; or

(b) Obtain verification of the Advanced PDUs from their employing Education Service District. Districts will indicate compliance through acknowledgement on the Professional Educator Experience Report (PEER) form. Educators may not obtain verification from an ESD unless they are directly employed by the ESD.

(4) To verify enrollment and completion of advanced professional education program for renewal of the Preliminary Teaching License or promotion to the Professional Teaching License, educators must provide:

(a) Official evidence of enrollment in a Commission-approved program; and

(b) Official transcripts.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 12-2015, f. 11-13-15, cert. ef. 1-1-16

DIVISION 300

TRANSITION TO NEW LICENSURE SYSTEM

584-300-0170

Transition to New Licensure System

(1) Endorsements:

(a) Effective July 1, 2015, the endorsements as provided in OAR 584-060-0725 will be placed on first-issue licenses and renewals.

(b) Multiple Subjects — Middle Level Endorsements: Effective July 1, 2015, the Multiple Subjects — Middle Level endorsement is abolished. The Multiple Subjects — Middle Level endorsement will not be added to or retained with an applicant's Initial, Initial I, Initial II, Continuing, Professional Teaching licenses or any future licenses the applicant holds. Current holders of the Multiple Subjects — Middle Level endorsement will be subject to the following transition provisions:

(A) If the applicant has been assigned and taught multiple subjects (self-contained) for four full years or more, as evidenced by Professional Educational Experience Report (PEER) forms, the Elementary-Multiple Subjects endorsement may be added to the license. If the applicant has not taught four full years or more in an assignment that requires a multiple subjects (self-contained) endorsement, the Elementary-Multiple Subject endorsement may not be added to

the license. If necessary, the applicant and an Oregon school district may apply for an Emergency Teaching License pursuant to OAR 584-060-0210 or a License for Conditional Assignment (LCA) pursuant to 584-060-0250 while the applicant is in the process of qualifying for an Elementary — Multiple Subjects or another valid subject-matter endorsement.

(B) If the applicant has been assigned and taught Foundational Mathematics, Foundational English Language Arts, Foundational Social Sciences or Foundational Science for four full years or more, as evidenced by Professional Educational Experience Report (PEER) forms, the appropriate foundational single subject may be added to the license. If the applicant has not taught four full years in an assignment that requires a foundational subject matter endorsement, the foundational subject matter endorsement may not be added to or retained on the license. If necessary, the applicant and a district may apply for an Emergency Teaching License pursuant to OAR 584-060-0210 or a License for Conditional Assignment (LCA) pursuant to OAR 584-060-0250 while the applicant is in the process of qualifying for a valid subject-matter endorsement.

(2) Grade-Level Authorizations:

(a) Effective July 1, 2015, grade-level authorizations for Initial, Initial I, Initial II, Continuing, Professional Teaching and Distinguished Teacher Leader licenses are abolished and regardless of the printed grade authorizations held on the license, all licenses are authorized prekindergarten through grade 12 within the scope of the NCES course-codes assigned to the endorsements held on the license.

(b) Effective January 1, 2016, grade-level authorizations for Basic, Standard teaching licenses are abolished and regardless of the printed grade authorizations held on the license, all licenses are authorized prekindergarten through grade 12 within the scope of the NCES course-codes assigned to the endorsements held on the license.

(c) Effective July 1, 2015, licensees will no longer be advised that they must add a grade-level authorization program in order to expand the grade levels on their license.

(d) Licensees advised they were required to complete a grade-level authorization program will not be held for failure to complete that requirement, and school districts may assign teachers in accordance with subsections (2)(a) and (b) of this rule.

(e) The Commission will make every effort to identify these licensees to alert them to the new grade — level authorization changes.

(3) Initial I Teaching Licenses New Applicants:

(a) Effective July 1, 2015, new qualified applicants for an Initial I Teaching License will be issued a license in accordance with the Initial I teaching license rules adopted after July 1, 2015.

(b) Effective January 1 2016, these licenses will be administratively renamed to the Preliminary Teaching License.

(4) Initial I and Initial II Teaching Licenses Based on a an MAT or Post-Baccalaureate Preparation Program issued prior to July 1, 2015: General Provisions: Effective July 1 2015, the completion of the advanced coursework of six (6) semester or nine (9) quarter graduate hours required to advance to the Initial II Teaching License satisfies the advanced coursework requirements for the Professional Teaching License.

(5) Initial I Teaching Licenses Based on a Bachelor's Degree issued prior to July 1, 2015: General Provisions: Effective July 1, 2015, for Initial I Teaching Licenses based on a Bachelor's degree, the requirements to complete the master's degree or equivalent post-Initial I Teaching License are modified as follows:

(a) Admission to and completion of a master's degree or higher in education or in the arts and sciences from a regionally accredited institution, or the foreign equivalent of such degrees approved by the Commission, will satisfy the advanced professional development requirements of the Professional Teaching License.

(b) Completion of thirty (30) semester hours or forty-five (45) quarter hours of graduate coursework will be considered "equivalent" to completion of a master's degree.

(c) Effective July 1, 2015, the requirement that "equivalent" graduate coursework must include equal amounts of pedagogy; con-

tent; and electives [ten (10) semester or fifteen (15) quarter graduate hours each] has been eliminated.

(6) Initial I Teaching Licenses Based on a an MAT or Post-Baccalaureate Preparation Program Issued Between July 1, 2012 through June 30, 2015: First Renewal:

(a) Prior to the first renewal of the Initial I Teaching License, applicants will be issued a new set of instructions indicating the requirements that must be completed in order to obtain the Professional Teaching License.

(b) Qualified applicants will be issued an Initial I Teaching license which will be administratively renamed to a Preliminary Teaching License after January 1, 2016.

(c) To qualify for first renewal of the Initial I Teaching License, an applicant subject to this subsection must:

(A) Meet the previously advised renewal requirements of 3 semester or 4.5 quarter hours (at least 90 professional development units); or

(B) Meet the new Initial I Teaching License renewal requirements as provided in OAR 584-060-0710.

(d) If the applicant does not meet renewal requirements for either Initial I Teaching License renewal options, the applicant may not renew the license. The applicant may apply to reinstate the Initial I Teaching License upon completion of the renewal requirements in effect at the time of application for reinstatement.

(e) Failure to complete renewal requirements is not considered an eligible emergency for purposes of the Emergency Teaching License.

(7) Initial I Teaching Licenses Based on a Bachelor's Degree Issued Between July 1, 2012 through June 30, 2015: First Renewal:

(a) Upon first renewal of the Initial I Teaching License, applicants will be issued a new set of instructions for the requirements that must be completed in order to obtain the Professional Teaching License.

(b) Qualified applicants will be issued an Initial I Teaching license which will be administratively renamed to a Preliminary Teaching License after January 1, 2016.

(c) To qualify for first renewal of the Initial I Teaching License, an applicant subject to this subsection must:

(A) Meet the previously advised renewal requirements of 3 semester or 4.5 quarter hours (at least 90 professional development units); or

(B) Meet the new Initial I Teaching License renewal requirements as provided in OAR 584-060-0710.

(d) If the applicant does not meet renewal requirements for either Initial I Teaching License renewal options, the applicant may not renew the license. The applicant may apply to reinstate the Initial I Teaching License upon completion of the renewal requirements in effect at the time of application for reinstatement.

(e) Generally, failure to complete renewal requirements is not considered an eligible emergency for purposes of the Emergency Teaching License.

(8) Initial I Teaching Licenses Based on a Bachelor's Degree First Issued Between July 1, 2009 through June 30 2012: Second Renewal:

(a) Upon second and final renewal of the Initial I Teaching License, applicants will be issued a new set of instructions for the requirements that must be completed in order to obtain the Professional Teaching License.

(b) Qualified applicants will be issued an Initial I Teaching license which will be administratively renamed to a Preliminary Teaching License after January 1, 2016.

(c) To qualify for second renewal of the Initial I Teaching License, an applicant subject to this subsection must:

(A) Meet the previously advised additional 3 semester or 4.5 quarter hours (at least 90 professional development units); or

(B) Meet the new Initial I Teaching License renewal requirements as provided in OAR 584-060-0710.

(d) If the applicant does not meet renewal requirements for either Initial I Teaching License renewal options, the applicant may not renew the license. The applicant may apply to reinstate the Initial I Teaching License upon completion of the renewal requirements in effect at the time of application for reinstatement.

Initial I Teaching License upon completion of the renewal requirements in effect at the time of application for reinstatement.

(e) Generally, failure to complete renewal requirements is not considered an eligible emergency for purposes of the Emergency Teaching License.

(f) If an applicant is eligible for the Professional Teaching License as provided in OAR 584-060-0715, the applicant will be issued the Professional Teaching License.

(9) Initial I Teaching Licenses Based on a MAT or Post-Baccalaureate Preparation Program Issued between July 1, 2009 through June 30, 2012:

(a) Qualified applicants who have completed the advanced coursework requirements and the professional experience requirement as previously advised by the Commission will be issued the Professional Teaching License.

(b) To qualify for the Professional Teaching License, applicants subject to this subsection must:

(A) Meet previously advised advanced coursework requirement of six (6) semester or nine (9) quarter graduate hours; or

(B) Meet the new requirements for the Professional Teaching License as provided in OAR 584-060-0715. Under this option, the applicant may use any qualifying coursework earned during the first two terms of her or his Initial I Teaching License to satisfy the new advanced professional development requirements.

(c) If an applicant is unable to meet requirements for the Professional Teaching License provided in subsection (9)(b) of this rule, the applicant will be issued a renewal of the Initial I Teaching License.

(d) To qualify for the Professional Teaching License, all applicants must meet the professional experience requirements provided in OAR 584-060-0715, Professional Teaching License.

(10) Initial I Teaching Licenses Based on a Bachelor's Degree First Issued Between July 1, 2006 through June 30, 2009: No Further Renewals:

(a) Qualified applicants who have completed the advanced coursework requirements as previously advised by the Commission and the professional experience requirement will be issued the Professional Teaching License;

(b) To qualify for the Professional Teaching License, applicants subject to this subsection must:

(A) Meet previously advised advanced master's degree or equivalent coursework requirements for the Initial II Teaching License as modified by subsection (5) of this rule; or

(B) Meet the new requirements for the Professional Teaching License as provided in OAR 584-060-0715. Under this option, the applicant may use any qualifying coursework earned during the first two terms of her or his Initial I Teaching License to satisfy the new advanced professional development requirements.

(c) If an applicant is unable to meet requirements for the Professional Teaching License provided in subsection (10)(b) of this rule, the applicant will be issued a renewal of the Initial I Teaching License.

(d) To qualify for the Professional Teaching License, all applicants must meet the professional experience requirements provided in OAR 584-060-0715, Professional Teaching License.

(11) Initial II Teaching Licenses Effective July 1, 2015 Effective July 1, 2015, the Initial II Teaching License will no longer be issued. Qualified applicants who were issued the Initial II Teaching License prior July 1, 2015 are subject to the following:

(a) Qualified applicants are considered to have satisfied all advanced professional development requirements provided in OAR 584-060-0715, Professional Teaching License;

(b) Qualified applicants who have completed the teaching experience requirements provided in OAR 584-060-0715 will be issued the Professional Teaching License;

(c) Qualified applicants who do not have sufficient teaching experience to meet the requirements for OAR 584-060-0715, Professional Teaching License, will be issued a continuously renewable Initial I Teaching License as provided in OAR 584-060-0710, Initial I Teaching License.

(d) On January 1, 2016, the Initial I Teaching License will be administratively renamed to the Preliminary Teaching License.

(12) Continuing Teaching Licenses.

(a) Effective March 1, 2014, the Continuing Teaching License is no longer issued.

(b) Qualified Continuing Teaching License holders will be issued a Professional Teaching License.

(13) Basic Teaching License Renewals.

(a) Effective January 1, 2016, the Basic Teaching License will no longer be issued.

(b) Qualified Basic Teaching License holders that have not met the requirements for a Professional Teaching License, may elect to obtain a Legacy Teaching License or may elect to obtain a Preliminary Teaching License.

(c) A holder of a Basic Teaching License may elect to obtain the Legacy Teaching license one time.

(d) If the Legacy Teaching License lapses, applicants must choose and be eligible for another available teaching license if they wish to reinstate a teaching license.

(e) A holder of a Basic Teaching License who first selected the Preliminary Teaching License upon expiration of their last Basic Teaching License, may elect one time to obtain the Legacy Teaching License.

(14) Standard Teaching License Renewals.

(a) Effective January 1, 2016, the Standard Teaching License will no longer be issued.

(b) Qualified Standard Teaching License holders will be issued a Professional Teaching License.

(15) First Time Out of State Applicants.

(a) Effective January 1, 2016, the Initial Teaching License will no longer be issued.

(b) Qualified new out of state applicants will be issued a Reciprocal Teaching License until such time as they qualify for either a Preliminary Teaching License or a Professional Teaching License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455-342.495 & 342.553

Hist.: TSPC 6-2015(Temp), f. & cert. ef. 7-1-15 thru 12-27-15; TSPC 7-2015(Temp), f. & cert. ef. 7-10-15 thru 12-27-15; TSPC 8-2015(Temp), f. & cert. ef. 8-20-15 thru 12-27-15

DIVISION 420

STANDARDS FOR EDUCATOR PREPARATION PROGRAMS: TEACHING LICENSURE, ENDORSEMENT AND SPECIALIZATION PROGRAMS

584-420-0010

English Language Learner (ELL): Standards for All Licensure, Endorsement and Specialization Programs

(1) Purpose of the Standards: It is the Commission's policy that every p-12 educator has a responsibility to meet the needs of Oregon's English Language Learner students. As such, accreditation and educator preparation requirements must support the demand for well-prepared educators to work with second language learners of all ages.

(2) These standards apply to pre-service candidates working to become teachers, administrators, personnel service educators and educator preparation program (EPP) faculty.

(3) The ELL Knowledge, Skills, Abilities and Dispositions:

(a) Language: Candidates, and higher education faculty know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Language Learners (ELL) and bilingual students' language and literacy development and content area achievement. Candidates and higher education faculty:

(A) Understand concepts related to academic versus social language, oracy versus literacy, and grammatical forms and linguistic functions;

(B) Are familiar with characteristics of students at different stages of second language acquisition and English Language Proficiency (ELP) levels;

(C) Recognize the role of first language (L1) in learning the second language (L2); and

(D) Are aware of personal, affective and social variables influencing second language acquisition.

(b) Culture: Candidates, and higher education faculty know and understand the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ELL students' cultural identities, language and literacy development, and content area achievement. Candidates, and higher education faculty:

(A) Understand the impact of culture on language learning;

(B) Recognize and combat deficit perspectives and views on second language learner students;

(C) Understand that learners' skills, knowledge and experiences should be used as resources for learning; and

(D) Understand how one's own culture impacts one's teaching practice.

(c) Planning, Implementing, and Managing Instruction: Candidates and higher education faculty know and understand the use of standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources. Candidates and higher education faculty:

(A) Are familiar with different ELL program models for language acquisition English Language Development (ELD) and content pedagogy (sheltered & bilingual models);

(B) Incorporate basic sheltered strategies (e.g., visuals, grouping strategies, frontloading, and explicit vocabulary) appropriate to learners at different levels of English language proficiency within a gradual release of responsibility model;

(C) Are familiar with state-adopted English Language Proficiency standards, and are able to develop lessons that include both content and language objectives related to those standards; and

(D) Incorporate primary language support within instruction.

(d) Assessment: Candidates and higher education faculty understand issues of assessment and use standards-based assessment measures with ELL and bilingual learners of all ages. Candidates and higher education faculty:

(A) Understand the role of language in content assessments; and

(B) Implement multiple and varied assessments that allow learners to demonstrate knowledge of content regardless of language proficiency level.

(e) Professionalism: Candidates and higher education faculty demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ELL and bilingual students and their families and work collaboratively to improve the learning environment. Candidates and higher education faculty:

(A) Understand the importance of fostering family and school partnerships; and

(B) Understand the importance of collaborating and consulting with English Language Development specialists.

(f) Technology: Candidates and higher education faculty use information technology to enhance learning and to enhance personal and professional productivity. Candidates and higher education faculty:

(A) Demonstrate knowledge of current technologies and application of technology with ELL students;

(B) Design, develop, and implement student learning activities that integrate information technology; and

(C) Use technologies to communicate, network, locate resources, and enhance continuing professional development.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430; 342.455-342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-420-0020

Preliminary Teaching License: Licensure Program Standards

(1) Candidates who are prepared for the Preliminary Teaching License will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic,

career, personal and social development of pre-kindergarten to grade 12 students within the endorsement areas on the license.

(2) The Commission may provide approval to an educator preparation program that prepares candidates for a Preliminary Teaching License only if it includes:

(a) Content that will enable candidates to gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook;

(b) A requirement for students to complete the edTPA teacher performance prior to recommending the candidate for licensure;

(c) Field experiences that include supervised teaching or internships; and

(d) Integration of principles of cultural competency and equitable practice in each competency standard through the entire Preliminary Teaching License program.

(3) Standard 1: The Learner and Learning:

(a) Learner Development: The teacher understands how children learn, grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. [InTASC Standard #1]

(b) Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. [InTASC Standard #2]

(c) Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. [InTASC Standard #3]

(4) Standard 2: Content

(a) Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. [InTASC Standard #4]

(b) Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. [InTASC Standard #5]

(5) Standard 3: Instructional Practice

(a) Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. [InTASC Standard #6]

(b) Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as learners and the community context. [InTASC Standard #7]

(c) Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. [InTASC Standard #8]

(6) Standard 4: Professional Responsibility

(a) Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. [InTASC Standard #9]

(b) Leadership and Collaboration: The teacher demonstrates leadership by taking responsibility for student learning and by collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth and development, learning, and well-being. [InTASC Standard #10]

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-420-0030

Professional Teaching License: Program Standards

(1) On March 1, 2016, the Commission rescinds state approval of all Continuing Teaching License programs. If an educator preparation program would like to convert its Continuing Teaching License program to a Professional Teaching License program, it must resubmit its program for Commission approval in accordance with the standards of this rule and in the manner required by the Commission.

(2) Candidates who are prepared for the Professional Teaching License will demonstrate an advanced level of knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of pre-kindergarten to grade 12 students within the endorsement areas on the license.

(3) The Commission may provide approval to an educator preparation program that prepares candidates for a Professional Teaching License only if it includes:

(a) Content that will enable candidates to gain an advanced level of knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook;

(c) Field experiences that include supervised teaching or internships; and

(d) Integration of principles of cultural competency and equitable practice in each competency standard through the entire Professional Teaching License program.

(4) Standard 1: The Learner and Learning (Advanced Level):

(a) Learner Development: The teacher understands how children learn, grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. [InTASC Standard #1]

(b) Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. [InTASC Standard #2]

(c) Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. [InTASC Standard #3]

(5) Standard 2: Content (Advanced Level)

(a) Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. [InTASC Standard #4]

(b) Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. [InTASC Standard #5]

(6) Standard 3: Instructional Practice (Advanced Level)

(a) Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. [InTASC Standard #6]

(b) Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills and pedagogy, as well as learners and the community context. [InTASC Standard #7]

(c) Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. [InTASC Standard #8]

(7) Standard 4: Professional Responsibility (Advanced Level)

(a) Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of his/her

choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. [InTASC Standard #9]

(b) Leadership and Collaboration: The teacher demonstrates leadership by taking responsibility for student learning and by collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth and development, learning, and well-being. [InTASC Standard #10]

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553

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584-420-0040

Teacher Leader: Program Standards

(1) Candidates in Teacher Leader programs will be prepared to meet the following (7) domains of Teacher Leader knowledge and skills. The completion of the program does not qualify a teacher for the Teacher Leader license. The teacher must qualify for the license under the educational leadership requirements of the Teacher Leader License as provided in OAR 584-210-0050.

(2) Domain 1: Understanding Adults as Learners to Support Professional Learning Communities: The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.

(3) Domain 2: Accessing and Using Research to Improve Practice and Student Learning: The teacher leader understands how research creates new knowledge, informs policies and practices and improves teaching and learning. The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing learning and development.

(4) Domain 3: Promoting Professional Learning for Continuous Improvement: The teacher leader understands the constantly evolving nature of teaching and learning, established and emerging technologies, and the school community. The teacher leader uses this knowledge to promote, design, and facilitate job-embedded professional learning aligned with school improvement goals.

(5) Domain 4: Facilitating Improvements in Instruction and Student Learning: The teacher leader demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission, and goals.

(6) Domain 5: Using Assessments and Data for School and District Improvement: The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.

(7) Domain 6: Improving Outreach and Collaboration with Families and Community: The teacher leader understands that families, cultures, and communities have a significant impact on educational processes and student achievement and uses this knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.

(8) Domain 7: Advocating for Student Learning and the Profession. The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-420-0300

Advanced Mathematics Endorsement: Program Standards

(1) Candidates who are prepared for the Advanced Mathematics endorsement will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in Advanced Mathematics learning environments.

(2) The Commission may provide approval to an educator preparation program that prepares candidates for an Advanced Mathematics endorsement only if it includes:

(a) Content that will enable candidates to gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook;

(b) A requirement for students to complete the Commission's test for Advanced Mathematics;

(c) A requirement for students to complete a teacher performance assessment in accordance with OAR OAR 584-017-1100 Teacher Candidate Performance Assessments if the candidate is being recommended for Preliminary Teaching License; and

(d) Field experiences that include supervised teaching or internships in Advanced Mathematics classrooms; and

(e) Integration of principles of cultural competency and equitable practice in each competency standard through the entire Advanced Mathematics endorsement program.

(3) Standard 1: Candidates demonstrate knowledge in numbers, operations and algebra, geometry, functions, discrete mathematics and computer science, probability and statistics, calculus, limits of sequences and series and demonstrate the convergence or divergence of series.

(4) Standard 2: Candidates demonstrate the ability to facilitate mathematical inquiry through understanding a problem, exploring, recognizing patterns, conjecturing, experimenting and justifying.

(5) Standard 3: Candidates demonstrate knowledge and skill in Mathematics pedagogy and assessments. Stat. Auth.: ORS 342

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-420-0345

Elementary Education: Multiple Subjects Endorsement: Program Standards

(1) Candidates who are prepared for the Elementary Education: Multiple Subjects endorsement will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in elementary education learning environments.

(2) The Commission may provide approval to an educator preparation program that prepares candidates for an Elementary Education: Multiple Subjects endorsement only if it includes:

(a) Content that will enable candidates to gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook;

(b) Content courses and pedagogy courses especially designed to ensure that the educator is able to provide high quality reading instruction that enables pupils to meet or exceed third-grade reading standards adopted by the State Board of Education to become proficient readers by the end of the third grade;

(c) Instruction on dyslexia that is consistent with the knowledge and practice standards of an international organization on dyslexia;

(d) A requirement for students to complete the Commission's test for Elementary-Multiple Subjects;

(e) A requirement for students to complete a teacher performance assessment in accordance with OAR 584-017-1100 Teacher Candidate Performance Assessments if the candidate is being recommended for Preliminary Teaching License; and

(f) Field experiences that include supervised teaching or internships in elementary education classrooms; and

(g) Integration of principles of cultural competency and equitable practice in each competency standard through the entire Elementary Education: Multiple Subjects Endorsement program.

(3) **DEVELOPMENT, LEARNING, AND MOTIVATION.** Standard 1: Development, Learning, and Motivation — Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

(4) **CURRICULUM.** Standard 2: Reading, Writing, and Oral Language — Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

(5) Standard 3: Science — Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

(6) Standard 4: Mathematics — Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

(7) Standard 5: Social studies — Candidates know, understand, and use the major concepts and modes of inquiry from the social studies — the integrated study of history, geography, the social sciences, and other related areas — to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

(8) Standard 6: The arts — Candidates know, understand, and use — as appropriate to their own understanding and skills — the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

(9) Standard 7: Health education — Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

(10) Standard 8: Physical education — Candidates know, understand, and use — as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

(11) **INSTRUCTION.** Standard 9: Integrating and applying knowledge for instruction — Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

(12) Standard 10: Adaptation to diverse students — Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

(13) Standard 11: Development of critical thinking and problem solving — Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;

(14) Standard 12: Active engagement in learning — Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K–6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

(15) Standard 13: Communication to foster collaboration — Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

(16) **ASSESSMENT.** Standard 14: Assessment for instruction — Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

PROFESSIONALISM

(17) Standard 15: Professional growth, reflection, and evaluation — Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

(18) Standard 16: Collaboration with families, colleagues, and community agencies — Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-420-0360

English for Speakers of Other Languages Endorsement (ESOL): Program Standards

(1) Candidates who are prepared for the ESOL endorsement will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in ESOL learning environments.

(2) The Commission may provide approval to an educator preparation program that prepares candidates for an ESOL endorsement only if it includes:

(a) Content that will enable candidates to gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook;

(b) A requirement for students to complete the Commission's test for ESOL;

(c) A requirement for students to complete a teacher performance assessment in accordance with OAR 584-017-1100 Teacher Candidate Performance Assessments if the candidate is being recommended for Preliminary Teaching License; and

(d) Field experiences that include supervised teaching or internships in ESOL classrooms; and

(e) Integration of principles of cultural competency and equitable practice in each competency standard through the entire ESOL endorsement program.

(3) Standard 1: Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL and bilingual students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

(4) Standard 2: Candidates demonstrate the ability to know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL and bilingual students' cultural identities, language and literacy development, and content area achievement.

(5) Standard 3: Candidates demonstrate the ability to know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESOL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

(6) Standard 4: Candidates understand issues of assessment and use standards-based assessment measures with ESOL and bilingual students.

(7) Standard 5: Candidates demonstrate knowledge of the history of ESOL teaching.

(8) Standard 6: Candidates demonstrate the ability to serve as professional resources, advocate for ESOL and bilingual students, build partnerships with students' families and collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL and bilingual students.

(9) Standard 7: Candidates use information technology to enhance learning and to enhance personal and professional productivity.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-420-0365

Drama: Program Standards

(1) Candidates who are prepared for the Drama endorsement will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in drama education learning environments.

(2) The Commission may provide approval to a program that prepares candidates for a Drama endorsement only if it includes:

(a) At least twenty-four quarter hours designed to develop competence in Drama education that includes:

- (A) Acting;
- (B) Directing; and
- (C) Technical theater

(b) A requirement for students to complete a teacher performance assessment in accordance with OAR 584-017-1100 Teacher Candidate Performance Assessments if the candidate is being recommended for Preliminary Teaching License; and

(c) Integration of principles of cultural competency and equitable practice in each competency standard through the entire Drama Education endorsement program.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-420-0375

Foundational Math Endorsement: Program Standards

(1) Candidates who are prepared for the Foundational Mathematics endorsement will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in Foundational Mathematics learning environments.

(2) The Commission may provide approval to an educator preparation program that prepares candidates for a Foundational Mathematics endorsement only if it includes:

(a) Content that will enable candidates to gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook;

(b) A requirement for students to complete the Commission's test for Foundational Mathematics;

(c) A requirement for students to complete a teacher performance assessment in accordance with OAR 584-017-1100 Teacher Candidate Performance Assessments if the candidate is being recommended for Preliminary Teaching License; and

(d) Field experiences that include supervised teaching or internships in Foundational Mathematics classrooms; and

(e) Integration of principles of cultural competency and equitable practice in each competency standard through the entire Foundational Mathematics endorsement program.

(3) Standard 1: Candidates demonstrate knowledge of numbers, operations, algebra, functions, geometry, measurement, data analysis, probability and statistic and calculus;

(4) Standard 2: Candidate demonstrate the ability to create mathematical inquiry through understanding a problem, exploring, conjecturing, experimenting and justifying.

(5) Standard 3: Candidate demonstrate the ability to use multiple forms of representation including concrete models, pictures, diagrams, tables and graphs; and

(6) Standard 4: Candidates demonstrate the ability to understand how mathematical ideas interconnect and build on one another to produce a coherent whole;

(7) Standard 5: Candidates demonstrate the ability to set high expectations and provide strong support for all students to learn mathematics.

(8) Standard 6: Candidates demonstrate the ability to create classroom environment conducive to mathematical learning;

(9) Standard 7: Candidates demonstrate the ability to use assessments.

(10) Standard 8: Candidates demonstrate knowledge and skill in instructional technology.

(11) Standard 9: Candidates demonstrate knowledge related to the historical and cultural influences in mathematics including contributions of underrepresented groups.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-420-0390

Health: Program Standards

(1) Candidates who are prepared for the Health endorsement will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in Health learning environments.

(2) The Commission may provide approval to an educator preparation program that prepares candidates for a Health Education endorsement only if it includes:

(a) Content that will enable candidates to gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook;

(b) A requirement for students to complete the Commission's test for Health;

(c) A requirement for students to complete a teacher performance assessment in accordance with OAR 584-017-1100 Teacher Candidate Performance Assessments if the candidate is being recommended for Preliminary Teaching License; and

(d) Field experiences that include supervised teaching or internships in Health Education classrooms; and

(e) Integration of principles of cultural competency and equitable practice in each competency standard through the entire Health endorsement program.

(3) Standard 1: Candidates demonstrate the ability to assess individual and community needs for health education.

(4) Standard 2: Candidates demonstrate the ability to develop and implement health Education programs.

(5) Standard 3: Candidates demonstrate the ability to coordinate provision of health education programs and services among health educators, other teachers and appropriate school staff.

(6) Standard 4: Candidates demonstrate the ability to communicate health and health education needs, concerns, and resources.

(7) Standard 5: Candidates demonstrate the ability to apply appropriate research principles and methods in health education.

(8) Standard 6: Candidates demonstrate the ability to administer Health Education programs.

(9) Standard 7: Candidates demonstrate the ability to advance the Profession of Health Education.

(10) Standard 8: Candidates demonstrate the ability to differentiate instruction.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-420-0415

Library Media: Program Standards

(1) Candidates who are prepared for the Library Media endorsement will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in Library Media learning environments.

(2) The Commission may provide approval to an educator preparation program that prepares candidates for a Library Media endorsement only if it includes:

(a) Content that will enable candidates to gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook;

(b) A requirement for students to complete the Commission's test for Library Media;

(c) A requirement for students to complete a teacher performance assessment in accordance with OAR OAR 584-017-1100 Teacher Candidate Performance Assessments if the candidate is being recommended for Preliminary Teaching License; and

(d) Field experiences that include supervised teaching or internships in Library Media classrooms; and

(e) Integration of principles of cultural competency and equitable practice in each competency standard through the entire Library Media endorsement program.

(3) Standard 1: Candidates demonstrate the ability to encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information.

(4) Standard 2: Candidates demonstrate the ability to promote efficient and ethical information-seeking behavior as part of the school library program and its services.

(5) Standard 3: Candidates demonstrate the ability to create a positive educational environment which promotes reading, literacy, and use of appropriate technology for diverse learners.

(6) Standard 4: Candidates demonstrate the ability to work with classroom teachers to co-plan, co-teach, and co-assess information skills i.

(7) Standard 5: Candidates demonstrate the ability to support the learning of all students and other members of the learning community, including those with diverse learning styles, abilities and needs..

(8) Standard 6: Candidates demonstrate the ability to develop professional collaboration and leadership.

(9) Standard 7: Candidates demonstrate the ability to articulate the relationship of the library media program with current educational trends and important issues.

(10) Standard 8: Candidates demonstrate the ability to administer the library media program in order to support the mission of the school, and according to the principles of best practice in library science and program administration.

(11) Standard 9: Candidates demonstrate the ability to adhere to the principles of the school library profession which include selecting, organizing, managing, and developing procedures and policies for print and electronic information resources.

(12) Standard 10: Candidates demonstrate the ability to assess and manage financial, physical, and human resources.

(13) Standard 11: Candidates demonstrate the ability to use instructional technology.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-420-0425

Physical Education: Program Standards

(1) Candidates who are prepared for the Physical Education Endorsement will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in Physical Education learning environments.

(2) The Commission may provide approval to an educator preparation program or course of study that prepares candidates for a Physical Education Endorsement only if it includes:

(a) Content that will enable candidates to meet the competency standards set forth in this rule and the TSPC Program Review and Standards Handbook;

(b) Field experiences that include supervised teaching or internships in Physical Education classroom settings; and

(c) Integration of principles of cultural competency and equitable practice in each competency standard through the entire Physical Education Endorsement program.

(3) 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.

(4) 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.

(5) 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.

(6) Standard 4: Candidates demonstrate the ability to understand individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

(7) 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

(8) Standard 6: Candidates demonstrate the ability to use a variety of developmentally appropriate instructional strategies to develop physically educated individuals.

(9) 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.

(10) Standard 8: Candidates demonstrate the ability to reflect and evaluate the effects of her or his actions on others.

(11) Standard 9: Candidates demonstrate the ability to use information technology to enhance learning and to enhance personal and professional productivity.

(12) Standard 10: Candidates demonstrate the ability to foster relationships with colleagues, parents and guardians and community agencies to support learners' growth and well-being.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-420-0440

Reading Interventionist: Program Standards

(1) Candidates who are prepared for the Reading Interventionist endorsement will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in a reading intervention learning environment.

(2) The Commission may provide approval to an educator preparation program that prepares candidates for a Reading Interventionist endorsement only if it includes:

(a) Content that will enable candidates to gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook;

(b) Content courses and pedagogy courses especially designed to ensure that the educator is able to provide high quality reading instruction that enables pupils to meet or exceed third-grade reading standards adopted by the State Board of Education to become proficient readers by the end of the third grade;

(c) Instruction on dyslexia that is consistent with the knowledge and practice standards of an international organization on dyslexia;

(d) A requirement for students to complete the Commission's test for Reading Interventionists;

(e) A requirement for students to complete the edTPA teacher performance assessment if candidate is being recommended for the Preliminary Teaching License.

(f) Field experiences that include supervised teaching or internships in reading intervention learning environments; and

(g) Integration of principles of cultural competency and equitable practice in each competency standard through the entire Reading Interventionist Endorsement program.

(3) Standard 1: Candidates demonstrate the knowledge and skills related to foundational reading knowledge and dispositions.

(4) Standard 2: Candidates demonstrate the knowledge and skills related to Instructional reading Strategies and Curriculum Materials,

(5) Standard 3: Candidates demonstrate the knowledge and skills related to reading assessment, diagnosis and evaluation.

(6) Standard 4: Candidates demonstrate the ability and understand the importance of creating a Literate Environment

(7) Standard 5: Candidates understand the importance on participation in professional development related to reading instructional skills.

(8) Standard 6: Candidates demonstrate the ability to provide leadership, guidance and supervision of paraprofessionals.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-420-0460

Special Education: Program Standards

(1) Candidates who are prepared for the Special Education endorsements will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in the Special Education population.

(2) The Commission may provide approval to an educator preparation program or course of study that prepares candidates for a Special Education endorsement only if it includes:

(a) Content that will enable candidates to gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook;

(b) Instruction on dyslexia and that the instruction be consistent with the knowledge and practice standards of an international organization on dyslexia;

(c) A requirement for students to complete the Commission-approved subject-matter test for World Languages;

(d) Field experiences that include supervised teaching or internships in classroom environments with students who are “individuals with exceptionalities” across the full range of disabilities. Field and clinical experiences must be supervised by qualified professionals who are either licensed as special educators or eligible for licensure as special educators; and

(e) Integration of principles of cultural competency, cultural responsive pedagogy and equitable practices are imbedded in each competency standard through the entire Special Education endorsement program.

(3) The Commission-approved elementary multiple subjects examination is not required to obtain the license. However, passage of the Commission-adopted Elementary-- Multiple Subjects examination is required in order for special educators licensed to teach general education content in grades prekindergarten through 8 (elementary teachers) and to meet the federal definition of “highly qualified” teacher under the Elementary/Secondary Education Act (ESEA).

(4) Standard 1: Candidates demonstrate the ability to understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

(5) Standard 2: Candidates demonstrate the ability to create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination

(6) Standard 3: Candidates demonstrate the ability to use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities

(7) Standard 4: Candidates demonstrate the ability to use multiple methods of assessment and data-sources in making educational decisions.

(8) Standard 5: Candidates demonstrate the ability to select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

(9) Standard 6: Candidates demonstrate the ability to use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

(10) Standard 7: Candidates demonstrate the ability to collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agen-

cies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-420-0475

Special Education: Deaf and Hard of Hearing: Program Standards

(1) Candidates who are prepared for the Special Education: Deaf and Hard of Hearing endorsement will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in the deaf and hard of hearing population.

(2) The Commission may provide approval to an educator preparation program or course of study that prepares candidates for a Special Education: Deaf and Hard of Hearing endorsement only if it includes:

(a) Content that will enable candidates to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook;

(b) Field experiences that include supervised teaching or internships in classrooms with deaf and hard of hearing learners; and

(c) Integration of principles of cultural competency and equitable practice in each competency standard through the entire Deaf and Hard of Hearing Endorsement program.

(3) Standard 1: American Sign Language Competency: Candidates can demonstrate proficiency in American Sign Language to meet the rating of 3.0 or above on the American Sign Language Proficiency Interview (ASLPI), or the rating of Advanced on the Sign Language Proficiency Interview (SLPI).

(4) Standard 2: Candidates demonstrate knowledge and skills related to philosophical, historical, and legal foundations of special education for individuals who are deaf or hard of hearing and be able to incorporate this knowledge within the context of the educational system.

(5) Standard 3: Candidates demonstrate knowledge and skills related to models of practice, and growth and improvement indicators for students who are deaf or hard of hearing.

(6) Standard 4: Candidates demonstrate knowledge and skills related to the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and to create opportunities that support the communication, intellectual, social, and personal development of all students.

(7) Standard 5: Candidates demonstrate knowledge and skills related to the educational assessment process and to utilize various assessment strategies to support the continuous development of all students.

(8) Standard 6: Candidates demonstrate knowledge and skills related to how students differ in their approaches to learning and to create instructional opportunities that are adapted to diverse learners.

(9) Standard 7: Candidates demonstrate knowledge and skills related to proficiency in the languages used for instructing students who are deaf or hard of hearing;

(10) Standard 8: Candidates demonstrate knowledge and skills related to individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

(11) Standard 7: Candidates demonstrate the ability to interact in a variety of communication situations.

(12) Standard 8: Candidates demonstrate the ability to use effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students.

(13) Standard 9: Candidates demonstrate knowledge related to the teaching profession, standards of professional conduct, and to providing leadership to improve student learning and well-being.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-420-0490

World Language: Program Standards

(1) Candidates who are prepared for the World Language endorsement will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in World Language learning environments.

(2) The Commission may provide approval to an educator preparation program that prepares candidates for a World Language endorsement only if it includes:

(a) Content that will enable candidates to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook;

(b) A requirement for students to complete the Commission-approved subject-matter test for World Languages;

(c) A requirement for students to complete a teacher performance assessment in accordance with OAR OAR 584-017-1100 Teacher Candidate Performance Assessments if the candidate is being recommended for Preliminary Teaching License; and

(d) Field experiences that include supervised teaching or internships in World Language classroom through one of the followings;

(A) Field experiences prior to student teaching that include experiences in world language classrooms; (B) Field experiences, including student teaching, that are supervised by a qualified world language educator who is knowledgeable about current instructional approaches and issues in the field of world language education; and

(C) Opportunities for candidates to participate in a structured study abroad program or intensive immersion experience in a target language community.

(e) Integration of principles of cultural competency and equitable practice in each competency standard through the entire World Language endorsement program.

(3) Standard 1: Candidates must demonstrate knowledge and skills related to technology-enhanced instruction and the use of technology in their own teaching.

(4) Standard 2: Candidates must demonstrate knowledge and skills related to language, linguistics and comparison.

(5) Standard 3: Candidates must demonstrate knowledge and skills related to cultures, literatures, and cross-disciplinary concepts.

(6) Standard 4: Candidates must demonstrate knowledge and skills related to language acquisition theories and instructional practices.

(7) Standard 5: Candidates must demonstrate knowledge and skills related to integration of standards into curriculum and instruction.

(8) Standard 6: Candidates must demonstrate knowledge and skills related to assessment of languages and cultures.

(9) Standard 7: Candidates must demonstrate knowledge and skills related to professionalism, cultural competency, and community advocacy.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-420-0600

American Sign Language Specialization: Program Standards

(1) Candidates who are prepared for the American Sign Language specialization will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in American Sign Language learning environments.

(2) The Commission may provide approval to an educator preparation program or course of study that prepares candidates for a World Language: American Sign Language specialization only if it includes:

(a) Content that will enable candidates to meet the competency standards set forth in this rule and the TSPC Program Review and Standards Handbook;

(b) Field experiences that include supervised teaching or internships in classrooms with American Sign Language learners; and

(c) Integration of principles of cultural competency and equitable practice in each competency standard through the entire American Sign Language Specialization program.

(3) Standard 1: Candidates demonstrate knowledge and skills related to first and second language acquisition;

(4) Standard 2: Candidates demonstrate knowledge and skills related to linguistics of American Sign Language;

(5) Standard 3: Candidates demonstrate knowledge and skills related to aspects of the deaf culture and community;

(6) Standard 4: Candidates demonstrate knowledge and skills related to Methods of teaching American Sign Language;

(7) Standard 5: Candidates demonstrate knowledge and skills related to American Sign Language Literature.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-420-0610

Adaptive Physical Education Specialization: Program Standards

(1) Candidates who are prepared for the Adaptive Physical Education specialization will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in adaptive physical education learning environments.

(2) The Commission may provide approval to an Adaptive Physical Education specialization that prepares candidates for a talented and gifted specialization only if it includes:

(a) Content that will enable candidates to meet the competency standards set forth in this rule and the TSPC Program Review and Standards Handbook;

(b) Field experiences that include supervised teaching or internships in classrooms with adaptive physical education learners; and

(c) Integration of principles of cultural competency and equitable practice in each competency standard through the entire Adaptive Physical Education specialization program.

(3) Standard 1: Candidates demonstrate knowledge and skills related to specific teaching methodology for students with disabilities;

(4) Standard 2: Candidates demonstrate knowledge and skills related to assessment and evaluation of students with disabilities in physical education;

(5) Standard 3: Candidates demonstrate knowledge and skills related to adapting instruction, behavior management techniques in physical education for students with disabilities;

(6) Standard 4: Candidates demonstrate knowledge and skills related to utilizing community resources to improve program effectiveness.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-420-0620

Early Childhood Education Specialization: Program Standards

(1) Candidates who are prepared for the Early Childhood Education specialization will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in early childhood education learning environments.

(2) The Commission may provide approval to an Early Childhood Education specialization that prepares candidates for an early childhood education specialization only if it includes:

(a) Content that will enable candidates to meet the competency standards set forth in this rule and the TSPC Program Review and Standards Handbook;

(b) Field experiences that include supervised teaching or internships in classrooms with Early Childhood Education learners; and

(c) Integration of principles of cultural competency and equitable practice in each competency standard through the entire Early Childhood Education Specialization program.

(3) Standard 1: Candidates demonstrate knowledge and skills related to human development with special emphasis on cognitive, physical, language, social, emotional, and aesthetic development from birth through age eight;

(4) Standard 2: Candidates demonstrate knowledge and skills related to foundations of early childhood education, to include familial, social, and cultural contexts and diversity;

(5) Standard 3: Candidates demonstrate knowledge and skills related to curriculum for young children, to include developmentally appropriate objectives, teaching materials, and learning experiences for integrating instruction in language, mathematics, science, social studies, health, safety, nutrition, art, music, drama, and movement;

(6) Standard 4: Candidates demonstrate knowledge and skills related to instruction on dyslexia that is consistent with the knowledge and practice standards of an international organization on dyslexia;

(7) Standard 5: Candidates demonstrate knowledge and skills related to classroom management to meet the individual needs of young children, to include children with disabilities and special abilities;

(8) Standard 6: Candidates demonstrate knowledge and skills related to observation and evaluation of children's behavior and achievement and use of these data in planning instruction, guiding children, and collaborating with parents and resource persons;

(9) Standard 7: Candidates demonstrate knowledge and skills related to instruction on communicating and conferencing with parents, regular and special educators, and other professional resources to achieve educational objectives with each child; and

(10) Standard 8: Candidates demonstrate knowledge and skills related to supervised practicum integrated with instruction in all of the above, to include experiences in prekindergarten and kindergarten programs.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-420-0630

Dual Language Specialization: Program Standards

(1) Candidates who are prepared for the Dual Language specialization will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in Dual Language learning environments.

(a) Content that will enable candidates to meet the competency standards set forth in this rule and the TSPC Program Review and Standards Handbook;

(b) Field experiences that include supervised teaching or internships in classrooms with talented and gifted learners; and

(c) Integration of principles of cultural competency and equitable practice in each competency standard through the entire Dual Language Specialization program.

(2) Standard 1: Language: The dual language teacher knows, understands, and applies theories of first and second language acquisition to their practice and communicates in two languages at a high-level proficiency level.

(3) Standard 2: Culture: The dual language teacher knows, understands, and uses major concepts, principles, theories, and research related to the role of culture, cultural groups, and identity to construct a supportive learning environment for all dual language students. The dual language teacher:

(4) Standard 3: Planning, Implementing, and Managing Instruction: The dual language teacher knows, understands, and uses evidence-based practices and strategies related to planning, implementing, and managing instruction in dual language classrooms.

(5) Standard 4 Assessment: The dual language teacher should understand the complexity of assessment to inform instruction for students' learning in multiple languages. Dual language teachers know how to assess language skills, literacy and content in both languages of instruction.

(6) Standard 5: Professionalism: The dual language teacher knows and understands current and emerging trends in educational research. The dual language teacher acts as a resource and advocate for multilingualism and collaborates with students, their families, the school community and educational professionals in order to meet the needs of multilingual students. The dual language teacher:

(7) Standard 6: Community & Family Engagement: The dual language teacher knows, understands and uses principles, theories, research and applications related to the role of family and community engagement to construct a supportive and inclusive learning environment for all students.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-420-0640

Autism Spectrum Disorder: Program Standards

(1) Candidates who are prepared for the Autism Spectrum Disorder specialization will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in Autism Spectrum Disorder learning environments.

(a) Content that will enable candidates to gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the competency standards set forth in this rule and the TSPC Program Review and Standards Handbook;

(b) Field experiences that include supervised teaching or internships in classrooms with talented and gifted learners; and

(c) Integration of principles of cultural competency and equitable practice in each competency standard through the entire Early Childhood Education Specialization program.

(2) Standard 1: Candidates indicate knowledge of autism spectrum disorders including development and characteristics of learners.

(3) Standard 2: Candidates demonstrate knowledge of ASD Assessments for Development and Educational Impact on ASD service needs.

(4) Standard 3: Candidates demonstrate knowledge of system-wide considerations.

(5) Standard 4: Candidates demonstrate knowledge of evidence-based interventions to promote focused, engaged time for learners with ASD.

(6) Standard 5: Candidates demonstrate knowledge and skills related to training and coaching of adults serving individuals with ASD;

(7) Standard 6: Candidates demonstrate knowledge and skills related to professional practices for ASD Specialists.

(8) Standard 7: Candidates demonstrate knowledge and skills related to effective collaboration with families and communities.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-420-0650

Elementary Mathematics Instructional Leader Specialization: Program Standards

(1) Candidates who are prepared for the Elementary Mathematics Instructional Leader will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in drama education learning environments.

(2) The Commission may provide approval to an Early Childhood Education specialization that prepares candidates for a talented and gifted specialization only if it includes:

(a) Twenty-four quarter or sixteen semester hours of a TSPC-approved Elementary Mathematics Instructional Leader program that includes content that will enable candidates to meet the competency standards set forth in this rule and the TSPC Program Review and Standards Handbook.

(b) An EMIL practicum working with a range of students and teachers; and

(c) Integration of principles of cultural competency and equitable practice in each competency standard through the entire Elementary Mathematics Instructions Leader Specialization program.

(3) Standard 1: Content Knowledge: EMIL professionals must know and understand deeply the mathematics of elementary school as well as how mathematics concepts and skills develop through middle school. This knowledge includes specialized knowledge that

teachers need in order to understand and support student learning of elementary mathematics.

(4) Standard 2: Pedagogical Knowledge for Teaching Mathematics: EMIL professionals are expected to have a foundation in pedagogical content knowledge (PCK) (Ball, Thames, & Phelps, 2008). This section is informed by and draws upon the 2003 NCATE/NCTM Program Standards: Standards for Elementary Mathematics Specialists.

(5) Standard 3: Leadership Knowledge and Skills: EMIL professionals need to be prepared to take on collegial non-evaluative leadership roles within their schools and districts. They must have a broad view of many aspects and resources needed to support and facilitate effective instruction and professional growth.

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Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553

Hist.: TSPC 13-2015(Temp), f. 11-13-15, cert. ef. 1-1-16 thru 6-28-16

584-420-0660

Talented and Gifted Specialization: Program Standards

(1) Candidates who are prepared for the Talented and Gifted Specialization will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in drama education learning environments.

(2) The Commission may provide approval to a Talented and Gifted specialization that prepares candidates for a talented and gifted specialization only if it includes:

(a) Content that will enable candidates to meet the competency standards set forth in this rule and the TSPC Program Review and Standards Handbook;

(b) Field experiences that include supervised teaching or internships in classrooms with talented and gifted learners; and

(c) Integration of principles of cultural competency and equitable practice in each competency standard through the entire Talented and Gifted Specialization program.

(3) Standard 1: Learner Development and Individual Learning Differences: Talented and Gifted Specialists understand the varia-

tions in learning and development in cognitive and affective areas between and among Talented and Gifted Learners and apply this understanding to provide meaningful and challenging learning experiences for children identified as Talented and Gifted.

(4) Standard 2: Learning Environments: Talented and Gifted Specialists create safe, inclusive, and culturally responsive learning environments so that Talented and Gifted Learners become effective learners and develop social and emotional well-being.

(5) Standard 3: Curricular Content Knowledge: Talented and Gifted Specialists use knowledge of general and specialized curricula to advance learning for Talented and Gifted Learners.

(6) Standard 4: Cultural Competency and Equity in the Classroom: Talented and Gifted Specialists demonstrate the cultural competency and proficiencies necessary to provide equitable outcomes for all students.

(7) Standard 5: Assessment: Talented and Gifted Specialists use multiple methods of assessment and data sources in making educational decisions about identification of Talented and Gifted Learners and student learning.

(8) Standard 6: Instructional Planning and Strategies: Talented and Gifted Specialists select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of Talented and Gifted Learners.

(9) Standard 7: Professional Learning and Ethical Practices: Talented and Gifted Specialists use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice, to engage in lifelong learning, and to advance the profession.

(10) Standard 8: Collaboration: Talented and Gifted Specialists collaborate with families, other educators, related service providers, Talented and Gifted Learners, and personnel from community agencies in culturally responsive ways to address the needs of Talented and Gifted Learners across a range of learning experiences.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553

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