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584-038-0050	Basic General Business Education (Valid for Teaching General Business and Non-Professional Technical Office Courses)
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584-038-0080	Basic Educational Media
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584-038-0090	Basic Foreign Language (Valid for Teaching the Foreign Language(s) Endorsed on the License. Effective January 15, 1992, Endorsements Shall Include French, German, Japanese, Latin, Russian, or Spanish. Licenses of Accomplishment May be Issued in Other Foreign Languages)
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584-038-0110	Basic Health Education (Valid Only in Grades Five Through Twelve)
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584-038-0270	Basic Chemistry (Valid for Teaching all Science at Grades 5 - 8, and for Teaching all Science in Which the Majority of the Content is Chemistry at Grades 9 - 12)
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584-040-0100	Standard Health Education
584-040-0120	Standard Family and Consumer Sciences
584-040-0130	Standard Technology Education
584-040-0150	Standard Language Arts
584-040-0160	Standard Speech
584-040-0165	Standard Journalism
584-040-0170	Standard Drama
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584-040-0210	Standard Physical Education
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- 584-090-0050** Additional Requirements for Individual Continuing Professional Development Plans
- 584-090-0060** Requirements for Renewal of Licensure
- 584-090-0060** Appeals to the Commission

DIVISION 1

PROCEDURAL RULES

584-001-0000

Giving Reasonable Notice to Interested Persons on Any Proposal by the Teacher Standards and Practices Commission to Adopt, Amend, or Repeal Any Rule

Prior to the adoption, amendment, or repeal of any permanent rule, the 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 mailing a copy of the Notice to persons on the Commission's mailing list established pursuant to ORS 183.335(7) at least 28 days before the effective date of the rule. A fee of \$15 per year or part thereof shall be paid by each person requesting to be on the mailing list. The monies collected shall be used for establishing and maintaining the mailing list and to defray actual costs of printing and postage.

(3) By mailing a copy of the notice to the following:

(a) Associated Press and United Press;

(b) State Board of Education and Superintendent of Public Instruction;

(c) Chancellor's Office and Deans and Directors of Teacher Education Programs;

(d) Confederation of Oregon School Administrators;

(e) Oregon Association of School Personnel Administrators;

(f) Oregon Education Association;

(g) Oregon Office of Educational Policy and Planning;

(h) Oregon Federation of Teachers;

(i) Oregon School Board's Association;

(j) Oregon Alliance for Health, Physical Education, Recreation and Dance;

(k) Oregon Association for Educational Communication and Technology;

(l) Oregon Council for Exceptional Children;

(m) Oregon Reading Association;

(n) International Technology Education Association;

(o) Oregon Association for the Education of Young Children;

(p) Oregon School Psychologists Association;

(q) Oregon Council for the Social Studies;

(r) Oregon Council for Teachers of English;

(s) Oregon Council of Teachers of Mathematics; and

(t) Oregon Science Teachers Association.

Stat. Auth.: ORS 183 & ORS 342

Stats. Implemented: ORS 183.335 & ORS 183.342

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

584-001-0005

Model Rules of Procedure

The Model Rules of Procedure, promulgated by the Oregon Attorney General under Administrative Procedure Act, effective November 4, 1993 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.

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

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 date and place of birth, 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, 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 section (7) of this rule.

(4) With the exception of requests covered by section (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 section (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 section (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, ORS 192 & ORS 283

Stats. Implemented: ORS 183, ORS 192.440 & ORS 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

584-001-0015

Public Records and Related Fees for Records and Services

(1) Oregon statutes permit the Commission to establish fees reasonably calculated to reimburse it for actual costs in making records and information available to the public, government agencies, colleges and universities, organizations, or school districts.

NOTE: See ORS 283.110 regarding charges for state agencies and ORS 192.440 regarding charges for the public, institutions, and organizations.

(2) The Commission reserves the right to not charge for records and information if the cost of fee collection would exceed the cost of providing the information or when information is exchanged with the requesting agency, institution, organization, or

district and the Commission, in turn, is not charged for information it obtains.

(3) In establishing the cost for records and information, the Commission shall consider computer costs, staff time, printing and duplicating costs, and overhead. Computer costs include programming, materials, and computer time. Staff time includes all time spent in retrieval and duplication of information as well as telephone time, typing, computer operation, and mailing. Overhead includes bookkeeping and accounting, postage and mail service, equipment maintenance, central government services, and general services charges.

(4) The cost of printed reports and publications shall be established by the Executive Director at the time of printing, considering the factors listed in section (3) of this rule.

(5) The cost of Chapter 584 of Oregon Administrative Rules shall be \$8.00.

(6) The cost of photocopied records and information shall be 50 cents per page.

(7) The cost of other records and information shall be established by the Executive Director when the request is received. Persons requesting the records and information will be informed of the cost before the services are performed.

Stat. Auth.: ORS 192 & ORS 283

Stats. Implemented: ORS 192.440 & ORS 283.110

Hist.: TS 2-1982, f. & ef. 4-16-82; TS 1-1986, f. & cert. ef. 1-29-96; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97

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 or 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 Ch. 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 become effective on January 15, 1999, and apply thereafter to Divisions 001-090 unless otherwise indicated by the context:

(1) "Action Research Project": An Action Research Project is a substantial study, and culminates in a report of findings and implications for school improvement.

(2) "Administrators": Principals, vice principals, and such other personnel, regardless of title, whose positions require them to evaluate other licensed personnel.

(3) "Alternative Assessment": Procedures established by the Commission for candidates seeking an Oregon teaching license who fail to achieve a passing score on licensure test of basic skills of reading, writing and computation; subject matter or specialty area for teaching endorsement, and/or professional knowledge.

(4) "Alternative Education Program": A private alternative education program registered with the Oregon Board of Education or a public alternative education program operated by a school district, education service district, or community college, which is established to serve students identified under ORS 339.250(6) and other students whose academic or professional technical interests and needs are best served through participation in such programs. All public and private alternative education programs operated or contracted by districts must be approved by the local school board.

(5) "American Speech and Hearing Association": A professional association which awards the Certificate of Clinical Competency to qualified educators.

(6) "Annual Report": A descriptive document, including supportive data, that reflects upon the activities and curriculum modifications, planned and/or implemented by the unit during the prior year.

(7) "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.

(8) "Appropriately Assigned": Assigned to teaching, administrative, or personnel service duties for which the person involved holds the proper license and endorsement(s).

(9) "Approval": Systematic evaluation and approval of teacher education program under rules established by the Commission. An institution which has Commission approval may recommend candidates for the licenses and endorsements so authorized.

(10) "Approved Institution": Oregon public community col-

leges, Oregon regionally accredited colleges and universities, and other regionally accredited colleges or universities approved to prepare licensed personnel by the state or governmental jurisdiction in which the institutions are located. All approved institutions must be accredited by the appropriate regional accrediting association. See definition of "Regional Accrediting Associations" in this rule for a list of these associations.

NOTE: Only lower-division courses eligible for transfer to four-year institutions are accepted from Oregon public community colleges. Only credits in arts and sciences and in technical courses applicable to selected teaching endorsements are accepted from Oregon Institute of Technology.

(11) "Approved Teacher Education Institution": An Oregon institution with one or more programs approved by TSPC as a basis for licensure or regionally accredited college or university approved to prepare licensed personnel by the state or governmental jurisdiction in which the institution is located.

(12) "Approved Professional Technical Education Program": A professional technical program, normally at grades nine through twelve, approved by the State Board.

(13) "Assistant Superintendent": A superintendent's immediate subordinates who evaluate licensed personnel. May also be designated Deputy or Associate Superintendent.

(14) "Athletic Coaches": Licensed personnel employed full time or part time and whose duties include instruction of students, preprimary through grade twelve, for purposes of participation in interscholastic athletics. A student teacher or intern may serve as an assistant coach without licensure if assigned for a full-time practicum in the school in which he or she is coaching.

(15) "Attendance Unit": A single school building or combination of buildings which the school board designates as a school.

(16) "Authorization": The grade levels which a person may teach, i.e., early childhood, elementary, middle level and high school.

(17) "Basic Teaching License": A Basic Teaching License is issued to an applicant who meets the requirements set forth in OAR 584-038-0005. It is valid for three years and may be renewed under conditions set forth in Division 048.

(18) "Beginning Teacher Assessment (BTA)": A program conducted by TSPC in close cooperation with the Oregon Department of Education, teacher education institutions, and school districts. Over the course of a two- or three-year period the BTA process leads to a portfolio of evidence about both a beginning teacher's job performance and his or her continued growth as a professional. A Continuing Teaching License is granted upon documentation of a teacher's effectiveness and continued growth as a professional.

(19) "Certificate or License Issued by Another State": 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.

(20) "Commission": Teacher Standards and Practices Commission (TSPC).

(21) "Competencies": Ability to apply knowledge and skills appropriately and effectively in achieving the expected outcomes of a public school curriculum including fostering of pupils' achievement.

(22) "Competent": Discharging required duties as set forth in Division 020 of these rules.

(23) "Completion of Approved Program": The applicant has met the institution's academic requirements and has obtained the institution's recommendation for the license.

(24) "Comprehensive Counseling Program": A program of services provided by qualified personnel through individual planning, responsive services, guidance curriculum and system support and focusing on the academic/educational, personal/social and life role/career success of each student.

(25) "Consortium": An advisory body to the institution in reviewing, evaluating, and making recommendations on the design, implementation, evaluation, and modification of the pro-

gram.

(26) "Continued Professional Growth": A plan for personal professional growth during a licensure cycle which meets the criteria in OAR 584-090-0001.

(27) "Continuing Administrator License": The second stage administrator license for building level administrators which must be obtained by the end of the sixth year of administration in Oregon schools. This license also serves as the initial license for superintendents.

(28) "Continuing Professional Development (CPD)": Additional academic and practical experience that leads to increased knowledge and skills related to the educator's assignment.

(29) "Continuing Professional Development Advisor": A person selected by an educator and approved by the educator's supervisor, such as a college or university advisor, a peer coach, or a qualified member of an agency or professional organization.

(30) "Continuing School Counselor License": The second stage school counselor license which must be obtained by the end of the sixth year of counseling in Oregon schools.

(31) "Continuing School Psychologist License": The second stage school psychologist license which must be obtained by the end of the sixth year as a school psychologist in Oregon schools.

(32) "Continuing Superintendent License": The third stage administrative license for school superintendent which must be obtained by the end of the third year of experience as a school superintendent in Oregon.

(33) "Continuing Teaching License": The second stage teaching license which must be obtained by the end of the sixth year of teaching in Oregon schools. The candidate chooses one of three options—an approved professional development program, certification by NBPTS, or BTA.

(34) "Distance Learning Teacher": A teacher who provides live, interactive instruction transmitted from a remote location either from within Oregon or from another state and who is employed by one or more Oregon public school districts to teach public school students.

(35) "Domain": An area of professional competency.

(36) "Early Childhood Authorization": Valid for teaching from age three to grade four.

(37) "Educational Media": Printed, audio-visual, and electronic forms of communication and their accompanying technologies.

(38) "Education Service District": A district established to assist the State Board of Education in providing state-level services and at the local level to provide professional services and facilities on a cooperative basis with local districts.

(39) "Educator": Any licensed person who is authorized to be engaged in the instructional program including teaching, counseling, administering, and supervising.

(40) "Elementary Authorization": Valid for teaching in grades three to eight in an elementary, middle or junior high school.

(41) "Emergency License": Issued by TSPC when there are insufficient applicants for available positions or when the district has extenuating circumstances.

(42) "Endorsement": The subject matter or specialty education field and authorization in which the individual is licensed to teach. Licenses are endorsed for fields in which the candidates have achieved passing scores on PRAXIS Specialty Area Tests or other Commission-approved tests of subject matter knowledge.

(43) "Ethical": Conforming to the professional standards of conduct set forth in Division 020 of these rules.

(44) "Evaluation": Appraising performance or outcome in terms of objectives.

(45) "Executive Director": The Executive Director of the Commission.

(46) "Experimental Program": Programs that respond to current needs by developing programs to prepare teachers with special competencies or to prepare new types of teachers.

(47) "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.

(48) "Field Experience": Learning activities designed to develop professional competence through observing, assisting, or teaching in a public or approved non-public school.

(49) "Goals": Broad aims of a program.

(50) "Handicapped Learner": A student who is certified by the Oregon Department of Education as requiring an individualized educational program (IEP) because of mental, physical, emotional, or learning problems in order to attain the skills and competencies of which he or she is capable.

(51) "Hearing Impaired": A student with a hearing impairment which, even with amplified sound, adversely affects the student's educational performance.

(52) "High School Authorization": Valid for teaching in integrated subjects and departmental assignments in grades 7-12 in a high school.

(53) "Initial Administrator License": The Initial License is valid for three years and may be renewed once upon verification of successful recent experience.

(54) "Initial School Counselor License": The Initial License is valid for three years and may be renewed once upon verification of successful recent experience.

(55) "Initial School Psychologist License": The license is valid for three years and may be renewed once upon verification of successful recent experience.

(56) "Initial Teaching License": The Initial Teaching License is a first-stage teaching license valid for three years and is renewable once upon verification of successful, recent educational experience.

(57) "Institution": The college or university that offers the teacher education program.

(58) "Instruction": Direction of learning in classes, small groups, individual situations, and the library.

(59) "Instructional Assistant": A nonlicensed position of employment in a school district assigned to assist a licensed teacher in a supportive role in the classroom working directly with students.

(60) "Instructional Faculty": Full-time and part-time faculty who teach professional courses and/or supervise field-centered activities and student teachers.

(61) "Instructor Appraisal Committee": A seven-member committee appointed by a school board to evaluate applicants and make recommendations to the Commission and the employing superintendent or school board relative to their licensure and assignment as professional technical teachers. Five members of the committee must be employers and employees currently engaged in an occupation related to the professional technical program area. These five public members must all possess current and substantial knowledge of the technical, environmental, and attitudinal requirements of the occupational field, and one of the five should also represent the school district's occupational advisory committee for the instructional program to be offered. One of the two remaining committee members shall be the regional coordinator of professional technical education or an appropriate Oregon Department of Education program area specialist. The seventh member shall be a district administrator or a director of professional technical education. Ex officio members may also be appointed. A facilitator must be chosen and inserviced in operating an instructor appraisal committee. Reports of evaluations that are satisfactorily completed shall be verified by the signatures of the chair of the occupational advisory committee, the chair of the district's Instructor Appraisal Committee, and the regional coordinator of professional technical education.

(62) "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. Interns may receive both academic credit from the institution and financial compensation from the school district. Interns may serve as assistant coaches.

(63) "Joint Application": Submitted by the school board or school superintendent in cooperation with the applicant.

(64) "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.

(65) "Licensure Tests": Licensure tests of basic skills of reading, writing, and computation; subject matter or specialty area for teaching endorsement and professional knowledge.

(66) "Major Modifications": Changes of program philosophy, curricula, practica, resources, personnel, and/or performance standards.

(67) "Major Traffic Violation": Includes driving while under the influence of intoxicants (ORS 487.540); reckless driving (ORS 487.550); fleeing or attempting to elude a police officer (ORS 487.555); driving while license is suspended or revoked or beyond license restrictions (ORS 487.560); or failure to perform the duties of a driver or witness at an accident (ORS 483.602).

(68) "Middle Level Authorization": Valid for teaching in grades five through ten.

(69) "Misassignment": Assignment of a licensed person to a position for which he or she does not hold the endorsement required by Rules for Licensure. See definition of "Without Proper Licensure".

(70) "National Association of School Psychologists": A professional association which awards the National School Psychology Certificate to qualified educators.

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

(72) "NCATE": The National Council for Accreditation of Teacher Education, an organization established to accredit programs for the preparation of school personnel.

(73) "Nine Quarter Hours of Preparation": Required to renew a license when the applicant does not have experience on the current license. The credit must be completed in an approved institution, be germane to the endorsement(s) held, and/or reflect State Board priorities. See "State Board Priorities".

(74) "Northwest Association of Schools and Colleges": The regional accrediting association for Alaska, Idaho, Montana, Nevada, Oregon, Utah and Washington.

(75) "Objectives": Specific aims of a program which support program goals.

(76) "Option": One of two ways to complete CPD--district plan or individual professional growth plan including action research projects.

(77) "Oregon Administrative Rule": An administrative rule adopted by the Commission in accordance with ORS Chapter 183. Rules have the force of law.

(78) "Oregon Revised Statutes (ORS)": Laws established by the legislature and Governor of the State of Oregon.

(79) "Oregon Schools": Includes public school districts, Oregon education service districts, registered private schools preprimary through grade twelve, state and federal schools in Oregon, and special state-supported schools in Oregon serving students ages three through twenty-one.

(80) "Outcomes": Measurable results.

(81) "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.

(82) "Personnel Service": A type of license issued to counselors, supervisors, and school psychologists.

(83) "Position": A licensed educational job. As used in these standards, "positions" in most cases parallel classifications used in the licensure endorsements found in Oregon Rules for Licensure.

(84) "Practicum": All supervised field experiences other than student teaching.

(85) "PRAXIS": A series of professional assessments for beginning teachers produced and administered by Educational Testing Service and adopted by TSPC as licensure examinations.

(86) "Principal": The administrator of each attendance unit.

(87) "Professional Course": A course which includes human-

istic and behavioral foundations of education, the study of teaching and learning theory, educational methods, or direct or simulated practice in an educational position.

(88) "Professional Development Plan": A plan for personal professional growth during the next five-year licensure cycle.

(89) "Program": The objectives, curricula, learning experience, faculty, and resources related to preparation of candidates for respective endorsements.

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

(91) "Program Review Committee": Committee appointed by the Commission to conduct an on-site review for purposes of approval of an educator preparation program.

(92) "Professional Development Units (PDU)": A unit of measurement that equals one clock hour of professional development activity.

(93) "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.

(94) "Public Schools": All monies expended by public school districts and for which the school board has responsibility, including funds from local, state, federal, and private sources.

(95) "Recent Experience": An application for a license submitted to TSPC *either* within three years following completion of an approved program or during the effective period of a comparable license and within three years of the last year of experience on such license. If more than three years have elapsed since completion of the program or since the last year of public school or regionally accredited private school experience, recency may be met by completion of nine quarter hours of additional preparation from an approved institution germane to the license and endorsement requested. The additional credits must be completed during the three-year period prior to application and must help the applicant keep abreast of current needs of public schools and State Board priorities. See definition of "State Board Priorities". If the comparable license expired prior to application, a Preparation for Teaching Report, Form C-2, must be submitted.

(96) "Registered Private Schools": A private school, preprimary through grade twelve, registered with the Oregon Department of Education in compliance with provisions of ORS 345.525 and 345.535.

(97) "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 Colleges and Secondary Schools, North Central Association of Colleges and Secondary Schools, Northwest Association of Schools and Colleges, Middle States Association of Colleges and Secondary Schools, Southern Association of Colleges and Secondary Schools, or Western Colleges Association.

(98) "Reinstatement": Restoration of the validity of a license which has expired, been suspended, or been revoked.

(99) "Related Service for Handicapped": Services rendered by public agencies, such as a community mental health program, or by professionals licensed within their own specialties, to assess educational needs, design educational programs, and instruct handicapped students. These personnel are not required to hold licensure from the Commission. See also ORS 343.221.

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

(101) "Rules for Licensure": Commission rules governing licensing of teachers, personnel service specialists, and administrators as set forth in OAR 584-036-0005 through 584-052-0027.

(102) "School Administrator": The principal, vice principals and assistant principals at each attendance unit.

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

(104) "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.

(105) "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.

(106) "School Nurse": A registered nurse who is licensed by the Teacher Standards and Practices Commission as qualified to conduct and coordinate the health service programs of a school.

(107) "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.

(108) "School Supervisor": Public school teachers who assist, supervise, and evaluate students enrolled in the field-centered activities and student teaching.

(109) "Self-Contained Classroom": An assignment for teaching in grades preprimary through nine in which the teacher has full responsibility for the curriculum. Specialists who provide instruction in areas such as art, music, physical education, or reading for students in self-contained classrooms must hold basic subject matter endorsements if such assignments constitute fifty-one percent or more of the position.

(110) "Severely Handicapped Learners": Students who are severely emotionally disturbed, severely mentally retarded, or who have concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.) the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments.

(111) "Sexual Contact": Includes:

(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; or

(c) Sexual advances and verbal or physical conduct of a sexual nature directed towards a student.

(112) "Sexual Harassment": Any unwelcome 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 unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

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

(114) "Small Schools": An elementary, middle, junior high or high school with an average daily membership (ADM) in the lowest quartile of Oregon public schools ranked by size or school district in the lowest quartile of districts ranked by size.

(115) "Special Education": Specially designed instruction to achieve the goals of the handicapped learner's individualized educational program (IEP), including regular classroom instruction, instruction in physical education, home instruction, related services, and instruction in hospitals, institutions, and special schools.

(116) "Speech Impaired": A student with a communication disorder, such as language impairment, stuttering, impaired articulation.

lation, or voice impairment, which adversely affects the student's educational performance.

(117) "Standard Teaching License": The Standard Teaching License is valid for five years and may be renewed. A Standard Teaching License is valid for the same assignments as a Basic Teaching License with similar authorizations and endorsements. In addition, the Standard Teaching License authorizes assignments in grades five through twelve or in preprimary through grade twelve for which a renewed Basic Teaching License may not provide authorization.

(118) "State Board": The Oregon State Board of Education.

(119) "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.

(120) "Student Teaching": A planned teaching assignment under the supervision of qualified personnel from the district and an Oregon teacher education institution for a total of 15 weeks. A minimum of nine weeks must be full time experience. Teacher education institutions must establish contracts for student teaching in accordance with ORS 332.075(4).

(121) "Successful Experience": If the educator was permitted to fulfill the contract with the district, the experience is deemed successful.

(122) "Supervisor": A person assigned to a position which includes the supervision or evaluation of licensed personnel.

(123) "Teacher": As used in Oregon Revised Statutes, "teacher" includes all licensed employees in public schools or education service districts — teachers, personnel specialists, and administrators. As used in these rules, "teacher" refers to a person directing learning in classes, small groups, individual situations, and the library. A person holding a teaching license may be assigned leadership responsibilities, such as planning and development of curriculum, organization and maintenance of professional growth programs for licensed personnel, or improvement of instructional practices, if neither supervision nor evaluation of licensed personnel is required by the position. See also OAR 584-036-0011 and 584-036-0015.

(124) "Teacher Education 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.

(125) "Teacher Educator": Includes college faculty assigned to the school, college, or department of education; college faculty assigned to other schools, colleges, or departments, but who teach professional education and methods courses for prospective educators; and public school teachers and administrators who teach courses and supervise practica related to the approved program.

(126) "Teaching Specialty": For teachers, the content areas to be taught to pupils and the advanced and supplemental knowledge giving background and adaptability necessary for instruction in current curriculum. For specialists and administrators, this term refers to the technical knowledge and background necessary to perform the duties of the position.

(127) "TSPC": Teacher Standards and Practices Commission.

(128) "Track I Counselor Program": A program leading to the Initial School Counselor License when a candidate has held a teaching license and has two or more years of teaching experience.

(129) "Track II Counselor Program": A program leading to the Initial School Counselor License when a candidate has not held a teaching license and does not have two years of teaching experience.

(130) "Transcripts": An official record of academic preparation which bears the signature of the registrar and the seal of the institution. Photocopies are not acceptable.

(131) "Unit": The college, school, or department or organizational structure designated by the institution to organize and oper-

ate the program.

(132) "Verification": A method to show successful completion of a plan.

(133) "Vice Principal": A principal's immediate subordinate assigned to coordination of instruction, discipline, student activities, or supervision or evaluation of staff.

(134) "Violation of Licensure": Employment by a public school without a valid license. See definition of "Without Proper Licensure".

(135) "Visually Impaired": A student with a visual impairment which, even with correction, adversely affects the student's educational performance. The term includes those children who are partially-sighted or blind.

(136) "Volunteer Nurse": A registered nurse who serves without remuneration in a school health services program.

(137) "Waiver of Practicum": Waiver of any approved program requirement is permitted except for practicum experiences documenting the required competencies.

(138) "Waiver of Student Teaching": One year of full-time successful teaching experience in public schools or regionally accredited private schools on a valid state license substitutes for the student teaching or internship required for the Initial Teaching License.

(139) "Waiver of Tests": Five years of successful teaching experience in public schools or regionally accredited private schools on a valid state license substitutes for the basic skills, specialty area and professional knowledge tests required for the Initial Teaching License.

(140) "Without Proper Licensure": Either employment without a valid license (violation), or employment with a valid license but without the appropriate endorsement for the position (misassignment).

(141) "Work Experience": Structured work experience is employment that is planned and coordinated to increase specific occupational competence as prescribed by the district's Instructor Appraisal Committee. Non-structured work experience is documented employment as a qualified worker, completed within the five years prior to application, that is related to the instructional area. One hour of structured work experience related to the program area equals three hours of non-structured work experience.

(142) "Work Samples": A student designed and implemented unit of study that demonstrates capacity to foster student learning.

(143) "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.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

DIVISION 10

PROCEDURES FOR APPROVAL

584-010-0010

Approval of Education Programs for Teachers, Administrators, and Personnel Service Specialists

(1) Commission rules for program approval apply to all educator licensure programs. Institutions offering programs with alternate time schedules shall submit information equivalent to that required by applicable sections of OAR 584-010-0005 to 584-010-0065, indicating plans at comparable stages of trainee development. Institutions providing off-campus programs administered by the institution with instruction provided at sites other than the main campus including programs taught on weekends and/or nights delivered through technology in another city will be evaluated as part of the institution's professional education unit.

(2) Unless otherwise stipulated, Commission approval of a program shall expire on August 31 of the final year of the approved period. It is the responsibility of the institution to apply

for renewal in advance of expiration.

(3) Commission approval is granted following evaluation of program objectives, philosophy, and content and following an onsite assessment by a visiting committee.

(4) In addition to annual reports, periodic reports may be required from the institution.

(5) Institutions receive program approval for a period of five years. At the end of the five-year period, or any lesser period as designated by the Commission, the Commission will re-evaluate the program.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147

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

584-010-0015

Eligibility to Apply for Program Approval

A college or university seeking program approval shall first obtain full accreditation from the Northwest Association of Schools and Colleges and have the proposed program approved by the Oregon Office of Degree Authorization, if an Oregon state institution, by the State Board of Higher Education.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.165

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

584-010-0020

On Site Review of Licensure Programs

(1) The unit scheduled for an on-site program review will provide the Commission, at least 90 days in advance of the on-site visit, documentation that includes information about the institution, program, and compliance with program standards.

(2) The Commission shall:

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

(b) Appoint a program review committee, consisting of teachers, administrators and teacher educators, and set the dates for the visit; and

(c) Appoint a chair of the team who works with the unit, and is responsible for team assignments and completes the report.

(3) The visiting team, prior to the visit, shall:

(a) Review the institution's annual reports;

(b) Review the exhibits on site and complete a pre-visit audit;

(c) Inform the unit of any additional information needed to complete the visit.

(4) The visiting team shall:

(a) Conduct an on-site visit;

(b) Reach consensus about the degree to which the program elements meet commission standards; and

(c) Conduct an exit review with the institution.

(5) The team chair shall:

(a) Complete the report based on the findings of the committee members;

(b) Circulate the report to team members for their review;

(c) Send report to the institution faculty for review and response; and

(d) Consult with the Executive Director to prepare proposed resolutions for consideration by the Commission.

(6) The report shall:

(a) Cite evidence showing compliance with or deviation from each standard that applies to the unit's programs;

(b) Contain a list of contacts that were made and exhibits that were reviewed; and

(c) Be sent to the unit head and the chief executive officer of the institution.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147

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

584-010-0025

Recommendations Following OnSite Review

(1) The Executive Director shall prepare proposed resolutions for consideration by the Commission.

(2) The Executive Director may:

(a) Propose approval.

(b) Propose approval on conditions that the unit make a report on a specific date indicating progress on correcting deficiencies;

(c) Propose non-approval with conditions. The Commission may grant limited continuance of identified endorsements or grant sufficient time for candidates in a program to complete their work.

[Publications: The publication(s) referred to or incorporated by reference in this rule are available from the agency.]

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.165

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

584-010-0030

Commission Action Following On-Site Review

Upon receipt of visiting committee report and the institution's response to the visiting committee's report, the Commission staff and, if deemed appropriate by the Commission's chairperson, a committee of Commission members, shall prepare a proposed resolution identifying institutional program improvement needs, specifying the length of approval if applicable, and stating conditions upon which approval is contingent. The Commission shall provide the institution a copy of the proposed resolution and inform it of the time and place for consideration of the proposed resolution by the Commission. The Commission shall act on the proposed resolution within 90 days by:

(1) Approving the program for a period not to exceed five years; or

(2) Conditionally approving the program for a period not to exceed five years and requiring the institution to submit progress reports on identified conditions requiring correction or improvement. The Commission may schedule additional on-site visits to the institution in order to verify progress reports; or

(3) Denying program approval. However, the Commission may grant limited continuance of identified endorsements or grant sufficient time for seniors in a program to complete their work.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.165

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

584-010-0035

Review of Existing Program

(1) When the Commission deems it necessary, institutions shall submit plans for modified programs or for elimination of obsolete programs. Such plans shall describe means by which the institution seeks to adapt to changing priorities in education programs.

(2) The Commission shall:

(a) Request appropriate information from the institution, indicating Commission specifications and deadlines for submission;

(b) Study the institutional plans, identify possible deficiencies or omissions, and negotiate with the institution for correction or additions; and

(c) When appropriate, seek recommendation of Department of Education subject matter specialists in the respective program areas.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.165

Hist.: TS 14, f. 12-20-76, ef. 1-1-77

584-010-0040

Review of Modified Programs

Units shall submit plans for modified programs or for elimination of programs to the Commission's Executive Director.

Stat. Auth.: ORS 342.147

Stats. Implemented: ORS 342.147

Hist.: TS 14, f. 12-20-76, ef. 1-1-77; TS 1-1987, f. & ef. 3-3-87; TS 1-1991, f. & cert. ef. 1-2-91; 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

584-010-0045

Major Modification of Programs

If modification of programs reported by an institution are deemed major modifications by the Commission, institutions shall submit the following information within 45 days following notification of need for approval:

- (1) Title of program or endorsement;
- (2) Descriptions of proposed modifications;
- (3) Proof of official institutional approval of proposal;
- (4) Goals/objectives, learning activities and competency of the proposal;
- (5) Procedures used in developing the proposal;
- (6) Procedures to be used to evaluate the proposal once implemented;
- (7) Recommendations from the consortium; and
- (8) Arrangements for field activities for proposal.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147

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

584-010-0050

Annual Report from the Institution

(1) Annual reports shall be submitted to the Commission by the institution by July 31 of each year.

(2) The unit shall identify:

- (a) Changes to the mission statement and how it relates to the mission of the college or university;
- (b) Long and short term strategic plans; and
- (c) Program goals that reflect best practice and state and national standards for education.

(3) The unit shall 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 shall report:

- (a) Any deviation from approved programs;
- (b) Modifications of programs;
- (c) Any change in the liaison officer;
- (d) Off-campus programs or courses;
- (e) Evidence that the consortium has reviewed evaluation results and made recommendations for improvement of program design and operation; and
- (f) Evidence that the institution has provided written response to consortium recommendations.

NOTE: Annual reports subsequent to year one are intended to be updates only.

Stat. Auth.: ORS 342.147

Stats. Implemented: ORS 342.147 & ORS 342.165

Hist.: TS 14, f. 12-20-76, ef. 1-1-77; TSPC 1-1998, f. & cert. ef. 2-4-98

584-010-0055

Review of Programs for Institutions Not Previously Approved

(1) When an institution not previously approved seeks approval, it shall submit to the commission a new program. Such plans shall describe means by which the institution seeks to adapt to changing priorities in education programs.

(2) The proposal shall include:

- (a) Title of the program or endorsement;
- (b) Description of the program or endorsement;
- (c) Justification of need for educational personnel in the proposed specialty;
- (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) Goals of the proposed program and the relationship of those goals to existing program goals;
- (f) Names of members of the institution's program development committee;
- (g) Outline of the organizational structure of faculty in teacher education showing relationship of the proposed program to the existing approved program(s);
- (h) Steps to be followed in formulation, development, evaluation, and renewal of the program;
- (i) Projected schedule in the program developmental process;
- (j) Recommendation from a consortium review of the proposed program or endorsement; and
- (k) Evidence of review of the proposed program by the Oregon Degree Authorization.

(l) Specific objectives of the program, endorsement or authorization;

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

(n) Proposed arrangements for practica.

(3) Upon Commission approval of the program, the unit may enter into contracts with boards of school districts for purposes of preparing candidates. Contracts of more than one year will be contingent upon the length of approval granted by the Commission.

(4) Only new programs are evaluated during the first year of operation; new endorsements are evaluated along with annual reports and scheduled on-site visitations.

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

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.975 - ORS 342.980

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

584-010-0060

Denial of Program Approval

(1) An institution 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 shall:

(a) Upon receiving a recommendation from an on-site visiting committee, or upon review of applications for modified or proposed programs, and before taking formal action, inform the institution of the Commission's intent to deny approval; and

(b) Inform the institution of 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 institution not accept Commission denial of approval, the institution may request a contested case hearing.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.165

Hist.: TS 14, f. 12-20-76, ef. 1-1-77; TSPC 1-1998, f. & cert. ef. 2-4-98

584-010-0065

Contested Case Hearing Procedures

(1) An institution not accepting Commission action denying approval of its program may request a contested case hearing in accordance with ORS Chapter 183.

(2) Upon receipt of a hearing request, the chairperson shall set the matter for hearing not less than ten days and within 45 days after receipt of the request, unless the institution agrees to a longer or shorter period. The hearing shall be as the chairperson prescribes:

(a) Before the full Commission at its next regular meeting within the specified time period; or

(b) Before the full Commission at a special meeting called for the purpose of the hearing, and for such other matters as the chairperson may designate; or

(c) Before a panel of three Commission members designated by the chairperson, at a time and place designated by the chairperson; or

(d) Before a hearing officer designated as such by the Commission.

(3) A hearing officer or panel other than the full Commission shall prepare forthwith its recommended order in accordance with the Attorney General's Model Rules (OAR 584-010-0005) and submit it to the Commission, whereupon the Commission shall act upon the matter, at a special meeting called for the purpose if necessary, no more than 45 days after the hearing.

Stat. Auth.: ORS 342

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

Hist.: TS 14, f. 12-20-76, ef. 1-1-77; TS 1-1992, f. & cert. ef. 1-15-92

584-010-0070

Experimental Programs

(1) The unit may request an experimental program not to exceed two years, that will be approved by the Executive Director that responds to community, social and educational needs.

(2) The proposal includes:

(a) Rationale for the experimental program including the specific variations the unit is seeking;

(b) Descriptions of proposed education experiences and settings;

(c) Arrangements for practicum experiences;

(d) Evidence of institutional capacity to support the program;

(e) Proof of review by the consortium; and

(f) Systematic efforts for evaluation of program completers.

(3) Students enrolled in experimental programs must be able to meet Oregon licensure requirements.

(4) Formal approval within the second year is required to continue the program.

Stat. Auth.: ORS 342

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

Hist.: TSPC 1-1998, f. & cert. ef. 2-4-98

584-010-0080

Appeals

Whenever any teacher education institution or program is denied approval or has such approval withdrawn, such denial or withdrawal shall be treated as a contested case within the meaning of ORS Chapter 183. 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 program, an appeal in a proceeding to withdraw approval shall operate as a stay of withdrawal until determination of the appeal.

Stat. Auth.: ORS 342

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

Hist.: TSPC 1-1998, f. & cert. ef. 2-4-98

DIVISION 15

STANDARDS FOR PROGRAM APPROVAL

Application of Standards and Definitions of Terms

584-015-0005

Compliance with the Standards

(1) The Oregon Legislative Assembly established the approved program approach to teacher education. Under this approach, a teaching, personnel service, or administrative license is granted to an applicant who has completed a preparation program in and received the recommendation of an Oregon college or university approved by the Teacher Standards and Practices Commission.

(2) The Commission established the standards set forth in OAR 584-015-0005 to 584-015-0110 as the basis for approval of colleges and universities in accordance with ORS 342.147 and 342.165. The Commission requires substantial compliance with each section of these standards for approval of a program: consortium, curricula, resources, and students.

(3) These standards shall be used by institutions in preparing exhibits that document program activities and outcomes prior to site visits by the Commission's representatives and by visiting committees conducting site evaluations.

(4) These standards emphasize qualitative elements rather than quantitative aspects of institutions and programs. The Commission shall determine compliance with the standards on the basis of information submitted by the institution, the findings and recommendations of the visiting committee, and the results of staff audits of selected elements of the program.

Stat. Auth.: ORS 342

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

Hist.: TS 8-1982, f. 12-9-82, ef. 1-1-83; TS 5-1983, f. & ef. 7-21-83; TS 2-1991, f. & cert. ef. 1-2-91; TS 1-1992, f. & cert. ef. 1-15-92

584-015-0010

Effective Date and Applicability to Programs

After September 1, 1993, all programs shall be evaluated under these standards.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.165

Hist.: TS 8-1982, f. 12-9-82, ef. 1-1-83; TS 1-1987, f. & ef. 3-3-87; TS 3-1989, f. & cert. ef. 7-31-89

584-015-0015

Application of Rules to New Programs

(1) New programs and new endorsements to existing programs are developed under OAR 584-010-0055. An on-site evaluation of new programs is required during the first year that the practica are in operation.

(2) For those aspects of the program which are not fully operational at this stage of development, the institution shall submit plans to indicate how the respective standards will be met.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.165

Hist.: TS 8-1982, f. 12-9-82, ef. 1-1-83

584-015-0017

Appeals to the Commission

(1) In the event that the members of the consortium are unable to reach mutually agreeable solutions to issues confronting the consortium, and in the event a representative is aggrieved by this situation, the matter may be appealed to the Commission, provided the aggrieved has first presented the matter to the consortium for its consideration and resolution.

(2) Whenever any teacher education institution or program is denied approval or has such approval withdrawn, such denial or withdrawal shall be treated as a contested case within the meaning of ORS Chapter 183. 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 program, an appeal in a proceeding to withdraw approval shall operate as a stay of withdrawal until determination of the appeal.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.165

Hist.: TS 8-1982, f. 12-9-82, ef. 1-1-83

584-015-0018

Waivers

An institution may petition the Commission for waiver of standards or licensure rules. A petition shall include relevant information and shall specify the reasons the institution is seeking the waiver. The petitioner shall demonstrate that the request meets the intent of the standards or rules and provides a program equal to or better than the program required by the standards or rules.

Requirements in Oregon Revised Statutes shall not be waived.

Stat. Auth.: ORS 342

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

Hist.: TS 8-1982, f. 12-9-82, ef. 1-1-83; TS 1-1992, f. & cert. ef. 1-15-92

584-015-0020

Experimental Programs

(1) Responsible experimentation and innovation are essential to improvement of teacher education programs. Colleges and universities are encouraged to respond to pressing social needs by developing programs to prepare teachers with special competencies or to prepare new types of teachers. These programs are subject to the same standards as are the other teacher education programs offered by the institution.

(2) In some instances, the standards as organized may not provide the best vehicle for assessing such programs. In these cases, the institution is invited to propose experimental or special programs under provisions of OAR 584-010-0045, Major Modification of Programs. Such presentations shall include rationale for: The design of the programs, admitting students who do not meet the usual criteria for admission, or using faculty members who do not meet the usual requirements for appointment to the full-time faculty. The institution shall also show that systematic efforts are being made to evaluate the graduates of these programs.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.165

Hist.: TS 8-1982, f. 12-9-82, ef. 1-1-83

584-015-0022

Definitions

The following definitions apply to OAR 584-015-0005 to 584-015-0110 unless the context indicates otherwise:

(1) "Approval": Systematic evaluation and approval of teacher education program under rules established by the Commission. An institution which has Commission approval may recommend candidates for the licenses and endorsements so authorized.

(2) "Commission": Teacher Standards and Practices Commission (TSPC).

(3) "Competencies": Ability to apply knowledge and skills appropriately and effectively in achieving the expected outcomes in an educational position.

(4) "Consortium": Coalition of representatives of institutions, students, agencies, and organizations coming together to review, evaluate, and make recommendations to an institution regarding teacher education programs.

(5) "Endorsements": Licensure classifications specifying the academic preparation required for assignments as teachers, personnel specialists, or administrators.

(6) "Evaluation": Appraising performance or outcome in terms of objectives.

(7) "Field-Centered Activities": Activities based primarily in a school, community, or setting other than a college or university.

(8) "Knowledge": Information and understanding necessary to provide instruction, personnel service, or administration in a public school.

(9) "Modify": Changes in a program intended to improve it based on evaluation.

(10) "Objective": An expected outcome which has been formally accepted by an institution or individual to guide action.

(11) "Oregon Administrative Rule": An administrative rule adopted by the Commission in accordance with ORS Chapter 183. Rules have the force of law.

(12) "Position": A licensed educational job. As used in these standards, "positions" in most cases parallel classifications used in the licensure endorsements found in Oregon Rules for Licensure.

(13) "Practicum": Professional practice in public school settings offered for purposes of instruction, assessment of competency, and/or integration of field work with academic study in ways which are relevant to the job demands for which the students are preparing. Student teaching for an initial teaching license shall

consist of a minimum of 15 weeks of professional practice. For at least nine weeks of the professional practice, the student teacher: is present in a public school during those hours required by the district of full-time classroom teachers; assumes major responsibility for the full-range of teaching duties under the guidance of qualified personnel; and teaches at least three 50-minute periods per day, or the equivalent thereof. The actual teaching experience shall be as continuous as possible to create a teacher/learner relationship for the teacher and pupils. The remaining six weeks may be either full-time or the equivalent in part-time student teaching.

(14) "Professional Course": A course which includes humanistic and behavioral foundations of education, the study of teaching and learning theory, educational methods, or direct or simulated practice in an educational position.

(15) "Program": The objectives, curricula, learning experience, faculty, and resources related to preparation of candidates for respective endorsements.

(16) "Rules for Licensure": Commission rules governing licensing of teachers, personnel service specialists, and administrators as set forth in OAR 584-036-0005 through 584-052-0027.

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

(18) "Teacher Education 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.

(19) "Teacher Educator": Includes college faculty assigned to the school, college, or department of education; college faculty assigned to other schools, colleges, or departments, but who teach professional education and methods courses for prospective educators; and public school teachers and administrators who teach courses and supervise practica related to the approved program.

(20) "Teaching Speciality": For teachers, the content areas to be taught to pupils and the advanced and supplemental knowledge giving background and adaptability necessary for instruction in current curriculum. For specialists and administrators, this term refers to the technical knowledge and background necessary to perform the duties of the position.

Stat. Auth.: ORS 342

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

Hist.: TS 8-1982, f. 12-9-82, ef. 1-1-83; TS 1-1987, f. & ef. 3-3-87; TS 3-1989, f. & cert. ef. 7-31-89; TS 2-1991, f. & cert. ef. 1-2-91; TS 1-1992, f. & cert. ef. 1-15-92

Consortium

584-015-0030

Consortium Organization

(1) An institution seeking approval for teacher education shall establish a consortium to serve as an advisory body to the institution in reviewing, evaluating, and making recommendations on the design, implementation, evaluation, and modification of the program.

(2) The consortium shall include equal representation of each of the following institutions, agencies, and organizations:

(a) Administrators, selected by the superintendent(s) of a public school district(s);

(b) Teachers or personnel specialists who work directly with public school pupils, selected by a professional organization(s) representing such personnel in collective bargaining matters;

(c) Students, selected by students admitted to the teacher education program(s); and

(d) Faculty members in the institution, selected by the Dean, Director, or Chairperson of Education.

(3) When appointing representatives to the Consortium, the institutions, agencies, and organizations listed in section (2) of this rule shall consider minority representatives. In the event that

minority representation is not appointed, then the institution shall appoint minority representation from community organizations.

(4) If the consortium has more than one representative in each of the categories in section (2) of this rule, the representation shall reflect varying assignments and professional responsibilities.

(5) The consortium may appoint individuals, committees, and/or task forces as necessary to assist with the design, implementation, evaluation, or modification of various programs or program components.

(6) Institutions with both the four-year or five-year and fifth-year programs may use one consortium for both programs.

Stat. Auth.: ORS 342

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

Hist.: TS 8-1982, f. 12-9-82, ef. 1-1-83; TS 2-1991, f. & cert. ef. 1-2-91; TS 5-1993, f. & cert. ef. 10-7-93

584-015-0035

Consortium Operation

(1) The Dean, Director, or Chair-person of Education shall assure that:

(a) The consortium meets at least twice each year to review and evaluate the programs and recommend modifications, if any are needed;

(b) The institution considers and responds in writing to the consortium regarding recommended modifications;

(c) Appropriate administrative and clerical support are provided and that an accurate record of consortium actions is maintained; and

(d) Communication is facilitated within the consortium and with the institution.

(2) The consortium shall establish guidelines that are consistent with these standards and which:

(a) State its decision-making and operational procedures;

(b) Include provisions for evaluation and modification of its procedures;

(c) Assure that the consortium cannot obligate constituent agencies, organizations, or institutions to actions or liabilities without their consent;

(d) Provide equality in voting for the institutions, agencies, and organizations represented on the consortium; and

(e) Make provisions for dissolution or reorganization of the consortium.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.165

Hist.: TS 8-1982, f. 12-9-82, ef. 1-1-83

584-015-0040

Consortium Responsibilities

(1) The consortium shall review and evaluate objectives for each program leading to basic and standard licensure and shall recommend objectives giving consideration to:

(a) Particular educational needs of schools and communities served by programs;

(b) Personnel needs of the state;

(c) Professional duties of practicing educators;

(d) Implications of the Standards for Public Schools established by the Board of Education;

(e) Recommendations of the State Board of Education and the Superintendent of Public Instruction;

(f) Standards recommended by the professional organizations as appropriate to the respective endorsements; and

(g) Standards and rules of the Commission.

(2) The consortium shall review and evaluate the criteria for admission to the program and shall recommend such criteria giving consideration to equal educational opportunity.

(3) The consortium shall review and evaluate the human and physical resources available for the program and shall recommend the amount of resources needed for a quality program.

(4) The consortium shall review and evaluate the criteria for selection and retention of faculty and shall recommend such criteria for faculty assigned to professional courses, field experiences,

and practica, giving consideration to equal employment opportunity. See also OAR 584-015-0085(1) and (2).

(5) The consortium shall review and evaluate the criteria and procedures for evaluation of the program and for evaluation of students completing the program and shall recommend criteria for these purposes.

(6) The consortium shall review the results of evaluations of the program and students in relation to program objectives and shall recommend to the institution modifications of the program and/or objectives.

(7) The consortium may review, evaluate, and make recommendations regarding other aspects of the teacher programs.

Stat. Auth.: ORS 342

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

Hist.: TS 8-1982, f. 12-9-82, ef. 1-1-83; TS 1-1992, f. & cert. ef. 1-15-92

584-015-0045

Responsibilities of the Institution

The institution shall consider and respond in writing to the recommendations of the consortium. The unit evaluates and reports to the consortium and TSPC the conditions, activities, and outcomes of the program as follows:

(1) In year one of each five-year approval cycle, the unit compiles and analyzes profiles of students' qualifications for admission to and placement in the program. The admissions data will be gathered and reported until the end of the five-year cycle. Beginning July 31, 1995, all institutions will begin with year one of a five-year reporting cycle for all programs. Year one of the five-year cycle will begin after approval of the annual report for the fifth year of the five-year cycle.

(2) In year two of each cycle, the unit compiles and analyzes profiles of students' performance in the program, including:

(a) Summaries of academic performance in professional courses;

(b) Reports of cooperating teachers and unit supervisors on performance in student teaching;

(c) Analysis of the work samples prepared by student teachers in accordance with OAR 584-015-0070, Practicum requirements; and

(d) The date for year two will continue to be gathered and reported until the end of the five-year approval cycle.

(3) In year three, the unit compiles and analyzes a profile of performance of graduates of the program, including:

(a) Summaries of results of the NTE Specialty and Professional Knowledge Tests;

(b) Follow-up of graduates to determine employment patterns and graduates' assessments of their preparation for teaching;

(c) Summaries of assessments by employing school districts on graduates' preparations for teaching; and

(d) The data for year three will continue to be gathered and reported until the end of the five-year approval cycle.

(4) In year four, the unit shall conduct a comprehensive evaluation of the total program, including:

(a) Analysis of the appropriateness of the curriculum for the positions for which candidates are preparing;

(b) Examination of the performance of instructional faculty and school district supervisors in instructing, supervising, and evaluating students;

(c) Analysis of the degree to which objectives of the course of study are being met by program activities;

(d) Review of minutes of the consortium for the past five years that contain recommendation on the evaluation process and/or modifications needed in the approved program, and analysis of actions taken by the unit to implement consortium recommendations; and

(e) Consideration of any other evidence of efficiency and effectiveness of the program and the context in which it operates.

(5) In year five, the unit shall report the improvements in the program as needed for area of personnel selection, program content, instruction, supervision, and/or evaluation of candidates; and shall report the relevance of the program to public school curricu-

lum, sound professional practices, and current research on effective schooling. Year one of the five-year cycle will begin after the five-year report.

(6) Annually, the unit submits to TSPC by July 31 an outline for each new or revised professional course in the program together with a description of the relationship of such courses to the knowledge, skills, and competencies specified in OAR 584-015-0055.

(7) Different parties in the consortium may agree to be responsible for implementing various elements of the program, but the institution shall assume responsibility for overall operation and management of the program.

(8) The institution shall periodically and systematically review long-range and short-range goals for teacher education programs in conjunction with plans for total institutional development and shall consider recommendations of the consortium regarding modifications and improvements in the programs.

(9) The institution shall file with the Commission a copy of the guidelines which the consortium shall develop under OAR 584-015-0035(2).

(10) The institution shall file a copy of the curriculum materials required by OAR 584-015-0050(1), (2), (3), and (4) with the Commission.

(11) The institution shall update the materials required by OAR 584-015-0050(1), (2), (3), and (4) for the Commission in accordance with OAR 584-010-0045, whenever changes are made in the program.

Stat. Auth.: ORS 342

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

Hist.: TS 8-1982, f. 12-9-82, ef. 1-1-83; TS 3-1989, f. & cert. ef. 7-31-89; TS 2-1991, f. & cert. ef. 1-2-91; TS 5-1993, f. & cert. ef. 10-7-93

Curricula

584-015-0050

Curriculum Design

(1) The institution shall state the objectives for each endorsement in a manner which facilitates program operation and evaluation.

(2) The institution shall provide a complete description of the curriculum for each endorsement. This description shall:

(a) State the knowledge, skills, and competencies to be developed for each position or teaching field;

(b) Explain how the competencies for each position will be demonstrated;

(c) Specify the standards to be applied to competency demonstration; and

(d) Teacher education programs are not required to meet specific requirements of the Rules for Licensure (OAR Chapter 584, Divisions 038 and 040), but the programs must provide preparation necessary to pass the subject matter and professional knowledge tests required by OAR 584-015-0115, Verification of Program Completion. School counselor programs are not required to meet the specific requirements of OAR 584-044-0011 and 584-044-0021, but the programs must provide the preparation related to the TSPC-adopted test on counseling;

(e) The following requirement becomes effective January 15, 1994. School psychologist programs are not required to meet the specific requirements of OAR 584-044-0014, but the programs must provide the preparation related to the TSPC-adopted test for school psychologists.

(f) School administrator programs are not required to meet the specific requirements of OAR 584, Division 046, but the programs must provide opportunity for students to prepare for the TSPC-adopted test on school administration and supervision.

(3) The institution shall describe the interrelationship of the various components of the curriculum in sufficient detail to enable the faculty, students, and consortium to understand the composite outcomes to be achieved upon completion of the program.

(4) The institution shall provide outlines for each professional course or learning experience which specify the objec-

tives of the course, the content to be covered, and the criteria and procedures for evaluating student achievement.

(5) The institution shall provide access to the materials in sections (1), (2), (3), and (4) of this rule for the faculty, the consortium, and the students in the program.

(6) The institution shall establish and utilize procedures for waiver of academic and/or practicum requirements when candidates demonstrate the knowledge, skills, and competencies the requirements are designed to develop.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 340.120, ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 342.176

Hist.: TS 8-1982, f. 12-9-82, ef. 1-1-83, TS 1-1986, f. & ef. 2-28-86; TS 3-1989, f. & cert. ef. 7-31-89; TS 2-1991, f. & cert. ef. 1-2-91; TS 9-1991, f. & cert. ef. 8-7-91; TS 1-1992, f. & cert. ef. 1-15-92; TS 2-1992, f. 5-6-92, cert. ef. 1-15-94; TS 2-1993, f. 4-19-93, cert. ef. 1-15-94

584-015-0055

Objectives for Teacher Education Programs

Through the required course of study, candidates for licensure develop knowledge, skills, and competencies needed to:

(1) Plan for Instruction:

(a) Select or write learning goals that are consistent with district objectives and Oregon Board of Education directives appropriate for the physical and mental maturity of the pupils;

(b) Determine the current achievement level of the pupils with respect to the learning goals;

(c) Establish objectives for a unit of instruction that will be useful in formulating daily lessons and in evaluation of pupils' attainment of learning goals;

(d) Adapt unit and lesson plans for exceptional learners and for pupils from varying cultural, social, and linguistic backgrounds;

(e) Select and organize instructional materials and equipment needed to teach the unit of instruction;

(f) Design instructional activities to achieve unit and lesson objectives; and

(g) Estimate the time required for direct instruction, pupils' practice and application, and evaluation of pupil learning.

(2) Establish a Classroom Climate to Learning:

(a) Communicate classroom rules and behavioral expectations that are appropriate to the level of development of pupils and consistent with laws governing student rights and responsibilities;

(b) Apply for all pupils principles of sex equity and racial justice; and apply to the extent possible principles of least restrictive environment for the handicapped when establishing classroom rules and procedures;

(c) Recognize the effects of the physical, social, and emotional climate of the pupils' homes and community on pupil motivation and behavior;

(d) Encourage appropriate behavior and provide meaningful reinforcement when it occurs;

(e) Monitor pupil conduct and take appropriate action when misbehavior occurs;

(f) Interact thoughtfully and courteously with students, colleagues, and parents and resolve conflicts in a professional manner;

(g) Use classroom time effectively to provide maximum time on learning tasks;

(h) Manage instructional transitions decisively and without loss of time;

(i) Arrange and set up instructional materials and equipment in advance of class to facilitate use during lessons;

(j) Coordinate the use of instructional assistants, parent volunteers, student assistants, and other support personnel to achieve instructional objectives, if these resources are available in the field setting.

(3) Implement Plans for Instruction:

(a) Organize pupils to engage in planned learning activities;

(b) Communicate learning outcomes to be achieved and

focus pupil interest on tasks to be accomplished;

(c) Provide instruction using a variety of instructional techniques to achieve planned objectives;

(d) Monitor the effectiveness of learning activities and modify the pace and content of instruction as needed to achieve unit and lesson objectives; and

(e) Use techniques that promote critical thinking and problem solving and that encourage divergent as well as convergent thinking.

(4) Evaluate Pupil Achievement:

(a) Select and use tests, observation, pupil interviews, and other formal and informal assessment procedures to determine the extent to which each pupil has achieved the objectives of the lesson and/or unit of instruction;

(b) Grade and record the pupils' progress, prepare anecdotal records, and report achievement to pupils and parents;

(c) Summarize the data on pupil achievement in relationship to instructional objectives;

(d) Use data on pupil achievement to refine curriculum objectives and to plan further instruction; and

(e) Document teaching effectiveness through assembling and analyzing samples of pupils' work.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 340.120, ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 342.176

Hist.: TS 8-1982, f. 12-9-82, ef. 1-1-83; TS 2-1991, f. & cert. ef. 1-2-91; TS 1-1992, f. & cert. ef. 1-15-92; TS 5-1993, f. & cert. ef. 10-7-93

584-015-0056

Objectives for Counseling Education Programs

Through the required course of study, candidates for counselor licensure develop knowledge, skills, and competencies needed for:

(1) Counseling: The skills and functions required of the counselor in both one-to-one and group counseling situations, e.g., diagnosing and appraising, communicating in both written and oral forms, and adapting to cross-cultural differences.

(2) Consulting: The role of the counselor in such matters as teaching and information-dispensing, analyzing curricula, consulting with teachers and other school staff, and developing community resources.

(3) Coordinating (Administering, Managing, and Organizing): Those functions of the counselor that are supportive to the major roles of consulting, such as managing and organizing time, activities, and records, evaluating programs, conducting research obtaining resources.

(4) Professional: The legal and ethical considerations governing the counselor's functions as well as objectives related to the counselor's professional development.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 340.120, ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 342.176

Hist.: TS 9-1991, f. & cert. ef. 8-7-91; TS 1-1992, f. & cert. ef. 1-15-92

584-015-0057

Objectives for School Psychologist Education Programs

The following requirements become effective on January 15, 1994. Through the required course of study, candidates for school psychologist licensure develop knowledge, skills, and competencies needed for:

(1) Assessment: Interviewing, observation, file review, norm-referenced tests, and criterion-referenced tests;

(2) Intervention procedures: Behavioral/social/emotional, academic, in-service staff development, and referral out;

(3) Psychological evaluation: Interpretation and evaluation of research, program evaluation, and technical issues in measurement;

(4) Professional practice: Ethics (National Association of School Psychologists, American Psychological Association standards), professional standards of practice, and legal issues;

(5) Psychological foundations: Normal and abnormal develop-

ment, learning theory, biological bases of behavior, and socio-cultural and familial influences; and

(6) Educational foundations: Organization and operation of schools, instructional/remedial techniques, and characteristics of exceptional learners.

Stat. Auth.: ORS 342

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

Hist.: TS 2-1992, f. 5-6-92, cert. ef. 1-15-94

584-015-0058

Objectives for School Administrative Preparation Programs

Through the required course of study, candidates for school administrator licensure develop the following knowledge, skills, and competencies:

(1) Understanding social, economic, and cultural influences on education and public schooling in the United States.

(2) Determining pupil needs, community expectations, and national priorities, with knowledge of current research findings.

(3) Designing curriculum and instructional improvement. Determining goals and objectives, instructional methods, techniques and resources, and strategies for implementing curriculum decisions. Applying relevant research data and technology.

(4) Developing staff and program evaluation. Assessing staff abilities and staff development needs. Evaluating educational programs.

(5) Understanding school organization and operation, governance and control, and legal matters to include Oregon school finance and school law.

(6) Understanding and effecting change in individual groups through effective communication skills. Utilizing community resources. Creating and maintaining a positive affective environment.

Stat. Auth.: ORS 342

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

Hist.: TS 2-1993, f. 4-19-93, cert. ef. 1-15-94

584-015-0059

Requirements for Standard Teacher Licensure Programs

(1) Candidates must hold, have held, or be eligible to hold an Oregon Basic Teaching License and have an accumulative grade point average that qualify for full admission to graduate programs at the preparing institution.

(2) The educational program must strengthen the candidate's background in subject matter and pedagogy and must culminate in a master's degree or completion of 45 quarter hours beyond the bachelor's degree of upper-division or graduate-level preparation. The program design must have a demonstrated relationship to the Objectives for Teacher Education Programs, OAR 584-015-0055.

(3) Each planned program shall incorporate field-centered activities and shall provide an opportunity for the candidate to assemble and analyze one work sample to illustrate his or her ability to foster pupils' learning. Work samples may be constructed in the course of the candidate's regular teaching assignments, but must meet the criteria set forth in OAR 584-015-0070(3)(b), Practicum.

(4) Candidates completing the program must demonstrate mastery of subject matter and professional knowledge by presenting passing scores on the tests of professional knowledge and of the appropriate specialty area as described by OAR 584-015-0120, Test Scores Set by TSPC.

NOTES:

-1- Candidates who presented passing scores for initial teaching licensure are not required to resubmit those test scores for the Standard Teaching License under section (4) of this rule.

-2- Effective September 1, 1993, all candidates admitted into the Standard License programs will meet the requirements of this rule.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147

Hist.: TS 3-1993, f. & cert. ef. 4-19-93; TS 1-1996, f. & cert. ef. 1-29-96

584-015-0065

Preparation for Education of Varying Groups

(1) The institution shall provide opportunities for candidates to acquire and apply knowledge, skills, and competencies needed to educate students of varying social, cultural, linguistic, and socio-economic backgrounds.

(2) The institution shall instruct candidates in the physical and intellectual development of students with a wide range of abilities and exceptionalities.

(3) The institution shall provide instruction on rights and responsibilities of students and on laws prohibiting discrimination.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.165

Hist.: TS 8-1982, f. 12-9-82, ef. 1-1-83

584-015-0070

Practicum

(1) The institution shall provide practica and field centered activities in public school settings for purposes of instruction, assessment of competency, and integration of field work with academic study. Section (7) of this rule permits use of nonpublic schools for practica if approval is secured.

(2) The institution shall set criteria for admission to practicum and establish performance standards for successful completion of practicum.

(3) Institutions may recommend for licensure only those candidates who successfully complete a practicum as follows:

(a) Thirty days after the date that student teaching begins, each candidate shall file with TSPC a completed and signed student teaching registration form. Each candidate for initial Basic Teaching License shall complete a practicum in public school, except as provided by sections (11) and (12) of this rule, which is at least 15 weeks in length before the candidate be recommended for licensure. At least nine weeks of the practicum shall be full-time in the school. During the nine weeks, the student teacher shall: be present in a public school for those hours required by the district of full-time classroom teachers; assume major responsibility for the full-range of teaching duties under the guidance of qualified personnel; and teach at least three fifty-minute periods per day, or the equivalent thereof. The remaining six weeks may be either full-time or the equivalent in parttime student teaching. The assignment of responsibilities may be incremental in keeping with the objectives of the experience, but the student teacher must assume full responsibility for teaching. The actual teaching experience shall be as continuous as possible to create a teacher/learner relationship for the teacher and pupils.

(b) Each student teacher shall assemble and analyze two work samples to illustrate his or her ability to foster pupils' learning. Each work sample shall include:

(A) Goals for the unit of study (generally two to five weeks in length) that vary in kind and complexity, but that include concept attainment and application of knowledge and skills;

(B) Instructional plans to accomplish the learning goals for the identified group(s) of pupils;

(C) Data on learning resulting from instructions, analyzed for each pupil, and summarized in relation to pupils' level of knowledge prior to instruction;

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

(E) A description of the uses to be made of the data on learning gains in planning further instruction on this and subsequent topics and in reporting pupils' progress to them and their parents.

(c) Each candidate for an initial Basic Personnel Service License shall complete a practicum in a public school, except as provided by section (11) of this rule, before being recommended for licensure. The prospective personnel specialist shall assume substantial responsibility, over an extended period of time, for duties appropriate to the professional role.

(A) For prospective counselors who have two years of successful teaching experience in Oregon schools or out-of-state public or regionally accredited private schools, the practicum or internship for the Basic Personnel Service License shall consist of

200 clock hours of supervised counseling in a public school setting. Each candidate shall assemble a portfolio to demonstrate his/her ability to meet the expectations of the public school's counseling program. For the Standard Personnel Service License an additional 400 clock hours of supervised practicum or internship in a public school are required.

(B) For prospective counselors who do not have two years of teaching experience in Oregon schools or out-of-state public or regionally accredited private schools, the supervised practicum or internship shall consist 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 directing learning, and a minimum of 600 clock hours of supervised counseling experience in a public school. Each candidate shall assemble and analyze one work sample to illustrate his/her ability to foster pupils' learning as described in section (3)(b) of this rule, and shall assemble a portfolio to demonstrate his/her ability to meet the expectations of the public school's counseling program.

(C) The following requirement becomes effective January 15, 1994. For prospective school psychologists, a full-time public school practicum for nine weeks in a public school under the direct supervision of a licensed school psychologist is required. Each candidate shall assemble a portfolio to demonstrate his/her ability to perform the duties of a school psychologist.

(d) Each candidate for an initial Basic Administrative License shall complete a practicum in a public school, except as provided by section (11) of this rule. A full-time public school practicum for nine weeks, or the equivalent thereof, under the direct supervision of a licensed school administrator(s) is required. Each candidate shall assemble a portfolio which documents satisfactory performance in at least five of the following areas of responsibility:

(A) Public learning (goals)/evaluation of programs;

(B) Selection and supervision of personnel;

(C) Budget preparation and management;

(D) Student management/student activities;

(E) School building design/management of facilities;

(F) Curriculum development and implementation;

(G) Development and coordination of participatory (site-based) decision making;

(H) Communication of district goals and programs to students, parents, and community constituencies;

(I) Technical requirements of mandates programs, such as special education and talented and gifted.

NOTE: The items not documented by performance must be demonstrated in the portfolio in other ways as appropriate to the circumstances provided in the practicum.

(e) Each candidate for a Standard Teaching License shall engage in field studies, laboratory experiences, and/or simulations which apply educational principles to typical classroom problems.

(4) The institution's supervisor(s) makes a minimum of six supportive/evaluative visits during the student teaching assignment. At least twice during student teaching, the institution's supervisor(s) meets with the candidate and the school district supervisor(s) in joint conferences to discuss supervisors' evaluations and the student teacher's work samples as required by subsection (3)(b) of this rule.

(5) The institution's supervisor shall assign the grade for practicum. However, in determining that a candidate has successfully completed the practicum, the institution's supervisor and the cooperating school supervisor shall jointly determine the success of the candidate and shall report that performance to the institution on a form established by TSPC. The institution shall establish and utilize a procedure to resolve cases in which the institution's supervisor, the cooperating supervisor, and, if appropriate, the practicum site administrator do not agree that the candidate demonstrated the competencies required for successful completion of the practicum. The institution shall use the Student Teacher Summary Report Manual and Evaluation Form for evaluating student teachers.

(6) The institution shall establish and utilize an appeal procedure for candidates who are denied recommendation for licensure

on the basis of unsatisfactory performance in the practicum.

(7) The institution shall establish and utilize policies on supervision of practicum students which shall state the responsibilities of institutional supervisors and practicum site supervisors and administrators, including the frequency of observations and conferences with the students. Practicum site supervisors shall exemplify the professional skills, knowledge, and competencies which the program seeks to develop. The unit has filed with TSPC the criteria and procedures used in selecting and assigning instructional faculty.

(8) The unit has filed with TSPC the procedures and criteria used in selecting and assigning school district supervisors of field activities and student teaching. School district supervisors have:

(a) Preparation in supervising, evaluating, and/or instructing student teachers and practicum students;

(b) Three years' teaching experience in preprimary through grade 12 immediately prior to supervision and/or instruction; and

(c) Hold Basic or Standard Teaching Licenses, or the equivalent, with proper endorsements for current assignments.

(9) Supervision procedures comply with federal and state laws prohibiting discrimination in educational institutions.

(10) The unit has filed with TSPC a description of its current procedures for orienting instructional faculty and school district supervisors to their program assignments and to provide training, if needed, on supervision and evaluation of student teachers.

(11) The institution shall secure Commission approval for each candidate who will be placed for practicum in a non-public school. The Commission shall consider the following evidence in determining that the requested nonpublic school placement is at least equivalent in quality to a public school placement:

(a) The non-public school has been evaluated by and is registered with the Oregon Department of Education as provided by ORS 345.515 through 345.565;

(b) The cooperating supervisor(s) and the practicum site administrator hold valid Oregon licenses;

(c) The cooperating school's curriculum (subject areas taught) is similar to the curriculum required by Oregon Standards for Public Schools, OAR 581-022-0316 and 581-022-0420 or 581-022-0425;

(d) The cooperating school's instructional mode and schedule of class time are similar to those of public schools; and

(e) The cooperating school holds accreditation by the Northwest Association of Schools and Colleges (secondary schools including their affiliated elementary schools) and/or accreditation by appropriate school associations or groups of schools.

(12) The unit has secured TSPC approval for each out-of-state public school in which candidates will be placed for student teaching.

NOTE: Institutions requesting approval of non-public school or special practicum sites under provisions of sections (11) or (12) of this rule must allow up to sixty days for the Commission to process these requests.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.975 - ORS 342.180

Hist.: TS 8-1982, f. 12-9-82, ef. 1-1-83; TS 7-1983, f. & ef. 12-14-83; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1989, f. & cert. ef. 7-31-89; TS 2-1991, f. & cert. ef. 1-2-91; TS 9-1991, f. & cert. ef. 8-7-91; TS 1-1992, f. & cert. ef. 1-15-92; TS 2-1992, f. 5-6-92, cert. ef. 1-15-94; TS 2-1993, f. 4-19-93, cert. ef. 1-15-94; TSPC 1-1998, f. & cert. ef. 2-4-98

Resources

584-015-0085

Faculty

(1) The institution shall select college-based teacher educators and school-based teacher educators who have in-depth preparation and experience in their instructional fields giving consideration to criteria recommended by the consortium.

(2) The institution shall orient teacher educators regarding their individual roles and responsibilities in the program and shall keep them abreast of current state and program requirements.

(3) The institution shall assure that each faculty member assigned to professional education and methods courses has had,

within the immediately preceding three years, an experience in supervising, consulting, teaching, or other appropriate involvement in elementary or secondary schools in contact with public school students and classroom teachers.

(4) All faculty who supervise student teachers have had a minimum of three years' teaching in preprimary through grade 12 while holding licensure in Oregon or another state.

NOTE: This section applies only to faculty employed by the institution after the date of initial approval of the program by TSPC or to faculty employed after September 1, 1993, whichever is earlier.

(5) All faculty who supervise administrative practica must have three years of administration experience in preprimary through grade 12 while holding a license in Oregon or another state.

NOTE: This section applies only to faculty employed by the institution after the date of initial approval of the program by TSPC or to faculty employed after September 1, 1993, whichever is earlier.

(6) The institution shall establish criteria for school-based supervisors of practicum giving consideration to the criteria recommended by the consortium. Only school-based supervisors who meet the established criteria shall be utilized.

(7) If approved for a standard teaching license program, the institution must employ sufficient faculty with appropriate preparation.

(8) College-based teacher educators shall be employed in sufficient numbers to maintain class sizes appropriate to the content and format of professional education courses.

(9) The institution shall enhance its full-time faculty by employing adjunct faculty who have recently demonstrated competence as teachers or administrators in public schools. Other part-time faculty who have in depth preparation and experience in their fields may be employed when appropriate. The institution shall inform part-time faculty of the objectives and procedures for the program and of their role in achieving the objectives.

(10) The institution shall implement a program to attract and employ qualified faculty, giving special attention to the current personnel needs of schools and to promoting equal educational opportunity through an affirmative action plan.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 342.176

Hist.: TS 8-1982, f. 12-9-82, ef. 1-1-83; TS 2-1986, f. 4-18-86, ef. 1-15-88; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1989, f. & cert. ef. 7-31-89; TS 2-1991, f. & cert. ef. 1-2-91; TS 1-1992, f. & cert. ef. 1-15-92; TS 2-1993, f. 4-19-93, cert. ef. 1-15-94

584-015-0090

Materials and Media Services

(1) The institution shall provide print and non-print learning resources necessary to support the programs including standard and contemporary holdings in education, pertinent educational periodicals and text books, and other instructional materials used in elementary and secondary schools.

(2) The instruction shall provide media services to assist candidates in the selection and use of learning resources.

(3) The institution shall assure convenient access to materials and media services necessary for practica.

Stat. Auth.: ORS 342

Stats. Implemented:

Hist.: TS 8-1982, f. 12-9-82, ef. 1-1-83

584-015-0095

Facilities

(1) The institution shall provide facilities, equipment, and other resources essential to effective functioning of the program. For each program offered, personnel shall have office, instructional, and other space necessary to carry out their responsibilities.

(2) The institution shall establish letters of agreement for use of the cooperating district facilities required for effective functioning of practica.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.142 & ORS 342.165
 Hist.: TS 8-1982, f. 12-9-82, ef. 1-1-83

584-015-0100

Resources

- (1) The institution shall provide financial support for the programs at a level which assures their effectiveness and continuity.
- (2) The institution shall provide secretarial and support services for each program.
- (3) The institution shall provide support for research and professional development necessary for maintaining a competent faculty.
- (4) The institution shall provide opportunities for continuing professional development for school-based supervisors of practice.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.142 & ORS 342.165
 Hist.: TS 8-1982, f. 12-9-82, ef. 1-1-83

Students

584-015-0102

Recruitment of Students for Teacher Education

- (1) The institution shall implement a program to attract and admit qualified students, giving special attention to the current personnel needs of schools and to promoting equal educational opportunity through an affirmative action plan.
- (2) The institution preparing school administrators shall give special attention to recruiting able candidates who have been encouraged by their employing school districts to apply for admission to the school administration program. Admission policies and procedures must provide for active recruitment of under-represented groups in school administration.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120, ORS 342.135, ORS 342.140, ORS 342.147 & ORS 342.165
 Hist.: TS 8-1982, f. 12-9-82, ef. 1-1-83; TS 2-1986, f. 4-18-86, ef. 1-15-88; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 2-1993, f. 4-19-93, cert. ef. 1-15-94

584-015-0105

Selection of Students for Teacher Education

- (1) The institution shall publish for interested candidates the procedures and criteria for admission to teacher education programs.
- (2) The institution shall establish performance requirements for admission including minimum competencies in oral and written communication and computation.
- (3) The institution shall admit to the programs only those students who meet the criteria and performance requirements established under sections (1) and (2) of this rule.
- (4) The institution preparing school administrators shall, in addition to sections (1) through (3) of this rule, require the following for admission to the school administration program:
 - (a) Evidence of satisfactory completion, while serving as a teacher, of administrative-type experiences that include coordination of a program or management of school personnel. Applicants without such experiences may complete planned field experiences under the direction of the institution and cooperating school district in lieu of this requirement;
 - (b) Verification that the candidate to the administrator endorsement program either holds or has held a teaching license in Oregon or another state. Candidates to the superintendent endorsement program are not required to provide documentation of a teaching license in accordance with ORS 342.200;
 - (c) Evidence of potential for an administrative role based upon formal assessment procedures and criteria established by the institution; and
 - (d) Satisfactory completion of an introductory course about school administration.
- (5) The institutions preparing school counselors shall, in addition to sections (1) and (3) of this rule, require the following for

admission to the counselor education program:

- (a) Documented experience working with youth in educational or social agencies;
- (b) Verified undergraduate or graduate preparation in human behavior to include: psychological, sociological, and physiological development; learning theory; and motivation.
- (6) The following requirements become effective on January 15, 1994. The institutions preparing school psychologists shall, in addition to sections (1) and (3) of this rule, require the following for admission to the school psychologist education program:
 - (a) Documented experience working with youth in educational or social agencies;
 - (b) Verified undergraduate or graduate preparation in: Psychological, sociological, and physiological development; education of exceptional learners; and use of statistical procedures in the social sciences.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120, ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 342.176
 Hist.: TS 8-1982, f. 12-9-82, ef. 1-1-83, TS 2-1986, f. 4-18-86, ef. 1-15-88; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 9-1991, f. & cert. ef. 8-7-91; TS 1-1992, f. & cert. ef. 1-15-92; TS 2-1992, f. 5-6-92, cert. ef. 1-15-94; TS 2-1993, f. 4-19-93, cert. ef. 1-15-94

584-015-0110

Retention and Advising of Students

- (1) The institution shall publish for students the procedures and criteria for making decisions on retention in the teacher education programs.
- (2) The institution shall periodically and systematically evaluate the progress of students to assure that only qualified candidates are retained in programs.
- (3) The institution shall establish procedures for advising and counseling students regarding personal and professional concerns arising during the program.
- (4) The institution shall establish a system of records for each student which includes data on admissions, retention, advisement, supervision, and transcript of credits. Students' rights and interests in their records shall be afforded the full protection provided by law.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.147 & ORS 342.165
 Hist.: TS 8-1982, f. 12-9-82, ef. 1-1-83

584-015-0115

Verification of Program Completion

- (1) The institution shall establish procedures through which each candidate shall demonstrate the knowledge, skills, and competencies needed in the position for which licensure will be recommended.
- (2) The institution shall systematically assess each candidate's knowledge, skills, and competencies prior to recommendation for licensure, using such measures as oral examinations, comprehensive written examinations, and/or demonstrations of competence during practice:
 - (a) A candidate for an initial Oregon license shall demonstrate competence in basic skills of reading, writing, and mathematics by submitting passing scores on skills tests or under provisions established by OAR 584-036-0065.
 - (b) Candidates for initial teaching licenses shall demonstrate knowledge of subject matter in their endorsements by submitting passing scores as set by TSPC on the appropriate specialty area tests.
 - (c) Candidates for initial teaching licenses shall demonstrate professional knowledge by submitting passing scores as set by TSPC on the NTE Test of Professional Knowledge.
 - (d) Candidates for initial counseling licensure shall demonstrate knowledge of counseling theory and practices by submitting passing scores, as set by TSPC on the TSPC-approved test on counseling.
 - (e) The following requirement becomes effective January 15,

1994. Candidates for initial school psychologist licensure shall demonstrate knowledge of school psychologist theory and practices by submitting passing scores, as set by TSPC on the TSPC-approved test for school psychologists.

(f) Candidates for initial school administrative licensure shall demonstrate knowledge of school administrative theory and practices by submitting passing scores, as set by TSPC, on the TSPC-approved test on administration and supervision.

(g) Candidates for initial supervision licensure shall demonstrate knowledge of school supervisory theory and practices by submitting passing scores, as set by TSPC, on the TSPC-approved test on administration and supervision.

(3) The institution shall establish standards of competence that are required for successful completion of the program. Consideration shall be given to recommendations of the consortium when setting the standards of competence.

(4) Successful experience shall be determined as follows:

(a) For student teachers the unit supervisor(s) and cooperating teacher(s) jointly determine that the candidate has demonstrated in student teaching the skills and competencies specified in OAR 584-015-0055. Performance is reported to the unit on forms established by TSPC. The institution shall use the Student Teacher Summary Report Manual and Evaluation Form for evaluating student teachers.

(b) For prospective counselors the institution's supervisor and the cooperating counselor shall jointly determine that the candidate has demonstrated in the practicum or internship the skills and competencies specified in OAR 584-015-0056. Performance is reported to the unit on forms established by TSPC.

(c) The following requirement becomes effective January 15, 1994. For prospective school psychologists the institution's supervisor and the cooperating school psychologist shall jointly determine that the candidate has demonstrated in the practicum or internship the skills and competencies specified in OAR 584-015-0057. Performance is reported to the unit on forms established by TSPC.

(d) For prospective administrators the institution's supervisor and the cooperating school administrator(s) shall jointly determine that the candidate has demonstrated in the practicum or internship the skills and competencies specified in OAR 584-015-0058. Performance is reported to the unit on forms established by TSPC.

(e) The unit shall establish and utilize a procedure to resolve cases in which the institution and the cooperating school district supervisor do not agree that the candidate has demonstrated the knowledge, skills, and competencies required for successful completion of the preparation program.

(5) The institution shall recommend for initial licensure only candidates who demonstrate compliance with Standards for Competent and Ethical Performance of Oregon Educators as set forth in Division 020.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.165

Hist.: TS 2-1986, f. 4-18-86, cert. ef. 1-15-88; TS 3-1989, f. & cert. ef. 7-31-89; TS 2-1991, f. & cert. ef. 1-2-91; TS 6-1991, f. & cert. ef. 3-12-91; TS 9-1991, f. & cert. ef. 8-7-91; TS 1-1992, f. & cert. ef. 1-15-92; TS 2-1992, f. 5-6-92, cert. ef. 1-15-94; TS 2-1993, f. 4-19-93, cert. ef. 1-15-94; TS 1-1996, f. & cert. ef. 1-29-96

584-015-0120

Test Scores Set by TSPC

For purposes of these standards, TSPC has set the following passing scores on tests of basic skills, subject matter, and professional knowledge:

(1) The candidate shall demonstrate knowledge of basic skills by presenting one of the following:

(a) A minimum score of 41 for each of the three content areas (reading, language, and mathematics) on the California Basic Educational Skills Test (CBEST). A total score (the sum of reading, mathematics, and writing scaled scores) of 123 is required for passing status. The lowest possible score for passing a content area of the CBEST is 37 (scaled score) provided that the passing total score of 123 is achieved; or

(b) A score of 659 on the NTE Core Battery Test of Communication Skills and a score of 654 on the NTE Core Battery Test of General Knowledge may be substituted for the CBEST scores; or

(c) Effective October 1, 1995, the following Praxis I Pre-Professional Skills Tests replace subsection (b) of this section:

(A) Reading (0710), 174;

(B) Writing (0720), 171;

(C) Mathematics (0730), 175.

NOTE: Core Battery tests passed prior to October 1, 1995, shall continue to be valid for licensure purposes to meet the basic skills requirement.

(2) For endorsements for which TSPC has not adopted tests and set passing scores, knowledge of subject matter shall be documented to the satisfaction of the Executive Director. Evidence to be considered by the Executive Director will include, but not be limited to, transcripts of college preparation and documented work experiences pertinent to the endorsement. The Commission shall monitor any approval granted by the Executive Director under this section of the rule and shall receive reports of such approval.

(3) The candidate shall demonstrate knowledge of subject matter as required by OAR 584-015-0115(2)(b) by presenting one or more of the following minimum scores appropriate to the teaching position for which he or she is preparing:

(a) Agriculture (10900), 620;

(b) Art (10130), 610;

(c) Biology/general science:

(A) Biology/general science (10030), 650;

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:

(i) Biology/General Science: Content Knowledge, Part 1 (20231), 161;

(ii) Biology/General Science: Content Knowledge, Part 2 (20232), 156;

(iii) Biology/General Science: Content Essays (30233), 154.

(d) Business (10100), 620;

(e) Chemistry:

(A) Chemistry (10240), 570;

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:

(i) Chemistry: Content Knowledge (20241), 144;

(ii) Chemistry: Content Essays (30242), 140.

(f) Chemistry/physics (10070), 570;

(g) Early childhood education (10020), 600;

(h) The following Praxis II Assessment becomes effective October 1, 1995: Special Education: Preschool/Early Childhood (10690), 560;

(i) Educational media (10310), 630;

(j) Elementary:

(A) Elementary (Communication Skills) (20500), 667, and (General Knowledge) (10510), 666 (Scores of 663 and 662 respectively are acceptable provided the applicant has a composite score of 1333);

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection: Combined score of 310 on MSAT: Content Knowledge (10140); and MSAT: Content Area Exercises (20151), provided the applicant has a minimum score of 147 on each exam.

(k) French (10170), 620;

(l) German (20180), 620;

(m) Handicapped learner:

(A) Handicapped learner (10350), 650;

(B) Effective October 1, 1998, the following Praxis II assessments replace paragraph (A) of this subsection:

(i) Special Education: Application of Core Principles Across Categories of Disability (10352), 156;

(ii) Special Education: Knowledge-Based Core Principles (20351), 155.

(n) Health (10550), 720;

(o) Hearing impaired (10270), 580;

(p) Home economics (10120), 650;

(q) Integrated science:

(A) Integrated science (10430), 510;

(B) Effective October 1, 1995, the following Praxis II

Assessments replace paragraph (A) of this subsection:

- (i) General Science: Content Knowledge, Part 1 (10431), 152;
- (ii) General Science: Content Knowledge, Part 2 (10432), 150;
- (iii) General Science: Content Essays (30433), 135.
- (r) Japanese (10660), 600;
- (s) Language arts:
- (A) Language arts (10040), 610;
- (B) Effective October 1, 1995, the following Praxis II

Assessments replace paragraph (A) of this subsection:

- (i) English: Content Knowledge (10041), 164;
- (ii) English: Essays (20042), 145.
- (t) Marketing (10560), 690;
- (u) Mathematics (basic):
- (A) Mathematics (basic) (10060), 570;

(B) Effective October 1, 1995, the following Praxis II

Assessment replaces paragraph (A) of this subsection: Basic Math: Pedagogy (20065), 140;

(C) Effective October 1, 1998, the following Praxis II Assessment shall be required in addition to paragraph (B) of this subsection: Basic Math: Mathematics Specialist: Middle and Intermediate Grades (0066), 167.

(v) Mathematics (advanced):

(A) Mathematics (advanced) (10060), 630;

(B) Effective October 1, 1995, the following Praxis II

Assessments replace paragraph (A) of this subsection:

- (i) Advanced Math: Content Knowledge (10061), 147;
- (ii) Advanced Math: Proofs, Models & Problems, Part 1 (20063), 144;
- (iii) Advanced Math: Proofs, Models & Problems, Part 2 (30064), 140.

(w) Music:

(A) Music (10110), 610;

(B) Effective October 1, 1998, the following assessments replace paragraph (A) of this subsection:

- (i) Music: Analysis (20112), 167;
- (ii) Music: Concepts and Processes (30111), 170;
- (iii) Music: Content Knowledge (10113), 167.

(x) Physical education:

(A) Physical education (10090), 630;

(B) Effective October 1, 1995, the following Praxis II

Assessments replace paragraph (A) of this subsection:

- (i) Physical Education: Content Knowledge (10091), 160;
- (ii) Physical Education: Movement Forms-Analysis & Design (30092), 141;
- (iii) Physical Education: Movement Forms-Video Evaluation (20093), 145.

(y) Physics:

(A) Physics (10260), 570;

(B) Effective October 1, 1995, the following Praxis II

Assessments replace paragraph (A) of this subsection:

- (i) Physics: Content Knowledge (10261), 147;
- (ii) Physics: Content Essays (30262), 145.
- (z) Reading (10300), 640;
- (aa) Severely handicapped learner (10320), 670;
- (bb) Social studies:
- (A) Social studies (10080), 630;

(B) Effective October 1, 1995, the following Praxis II

Assessments replace paragraph (A) of this subsection:

- (i) Social Studies: Content Knowledge (10081), 158;
- (ii) Social Studies: Analytical Essays (20082), 155;
- (iii) Social Studies: Interpretation of Materials (20083), 167.
- (cc) Spanish:
- (A) Spanish (10190), 610;

(B) Effective October 1, 1995, the following Praxis II

Assessments replace paragraph (A) of this subsection:

- (i) Spanish: Content Knowledge (10191), 166;
- (ii) Spanish: Productive Language Skills (20192), 165.
- (dd) Speech (10220), 640;
- (ee) Speech impaired (10330), 630;
- (ff) Technology education (10050), 640;

(gg) Vision impaired (10280), 760.

(4) The candidate shall demonstrate professional knowledge as required by OAR 584-015-0115(2)(c) by presenting a minimum score of 661 on the NTE Core Battery Test of Professional Knowledge.

(5) Elementary candidates who were admitted and began study of the professional sequences in Oregon four-year and fifth-year programs during the 1989-90, 1990-91, 1991-92, 1992-93 academic years shall post their NTE General Knowledge and Communication Skills scores with TSPC without regard to passing scores established in subsection (3)(i) of this rule.

(6) The candidate for an initial counseling license shall demonstrate knowledge of counseling theory and practices by presenting a minimum score of 630 on the NTE school counseling (20420) test.

(7) The following requirement becomes effective January 15, 1994. The candidate for an initial school psychologist license shall demonstrate knowledge of school psychologist theory and practices by presenting a minimum score of 620 on the NTE school psychologist (10400) test.

(8) The candidate for an initial school administrative license shall demonstrate knowledge of school administrative theory and practices by presenting a minimum score of 630 on the NTE Educational Leadership (10410) test.

(9) The candidate for an initial supervisor license shall demonstrate knowledge of school supervisory theory and practices by presenting a minimum score of 630 on the NTE Educational Leadership (10410) test.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.165

Hist.: TS 3-1989, f. & cert. ef. 7-31-89; TS 2-1991, f. & cert. ef. 1-2-91; TS 6-1991, f. & cert. ef. 3-12-91; TS 9-1991, f. & cert. ef. 8-7-91; TS 1-1992, f. & cert. ef. 1-15-92; TS 2-1992, f. 5-6-92, cert. ef. 1-15-94; TS 3-1992, f. & cert. ef. 7-31-92; TS 2-1993, f. 4-19-93, cert. ef. 1-15-94; TS 5-1993, f. & cert. ef. 10-7-93; TS 7-1993, f. & cert. ef. 12-23-93; TS 1-1995, f. & cert. ef. 7-18-95; TS 3-1995, f. 8-30-95, cert. ef. 10-1-95; TS 4-1996(Temp), f. & cert. ef. 7-24-96; TS 5-1996, f. & cert. ef. 9-24-96; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 1-1998, f. & cert. ef. 2-4-98

DIVISION 16

STANDARDS FOR APPROVAL OF TEACHER EDUCATION PROGRAMS

Definitions and Procedures

584-016-0005

Definitions

(1) "Competencies": Ability to apply knowledge and skills appropriately and effectively in achieving the expected outcomes of a public school curriculum including fostering of pupils' achievement.

(2) "Consortium": Coalition of representative of institutions, school districts, teacher organizations, and students coming together to design, evaluate, and make recommendations for improving a teacher education program.

(3) "Endorsement": The subject matter or special education field and grade level in which the individual is authorized to teach. Licenses are endorsed for fields in which the candidates have achieved passing scores on NTE Specialty Area Tests or other Commission-approved tests of subject matter knowledge.

(4) "Evaluation": Appraisal of a program's performance or outcomes.

(5) "Field-Centered Activities": Learning activities designed to develop professional competence through observing, assisting, or teaching in a public or approved non-public school.

(6) "Institution": The college or university that offers the teacher education program.

(7) "Instructional Faculty": Full-time and part-time faculty who teach professional courses and supervise field-centered activities and student teachers.

(8) “Knowledge”: Information and understanding necessary to provide instruction in a public school.

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

(10) “NCATE”: The National Council for Accreditation of Teacher Education, an organization recognized in the U.S. to accredit programs for the preparation of teachers and other professional school personnel.

(11) “NTE”: National Teacher Examinations developed and administered by the Educational Testing Service, P.O. Box 6051, Princeton, NJ 08541-6051.

(12) “Objectives”: Statements of the knowledge, skills, and competencies that prospective teachers are to possess upon completion of the course and/or program.

(13) “Oregon Administrative Rule”: An administrative rule adopted by TSPC in accordance with ORS Chapter 183. Rules have the force of law.

(14) “Post Four-Year Program”: A sequence of professional and/or subject matter courses that culminates in issuance of a Standard Teaching License to candidates who are qualified to hold a Basic Teaching License based upon completion of a four-year teacher education program in Oregon or another state.

(15) “Practicum”: Professional practice in public school settings offered for purposes of instruction, assessment of competency, and/or integration of field work with academic study in ways which are relevant to the job demands for which the students are preparing. Student teaching for an initial teaching license shall consist of a minimum of 15 weeks of professional practice. For at least nine weeks of the professional practice, the student teacher: Is present in a public school during those hours required by the district of full-time classroom teachers; assumes major responsibility for the full-range of teaching duties under the guidance of qualified personnel; and teaches at least three 50-minute periods per day, or the equivalent thereof. The actual teaching experience shall be as continuous as possible to create a teacher/learner relationship for the teacher and pupils. The remaining six weeks may be either full-time or the equivalent in part-time student teaching.

(16) “Professional Course”: A course in pedagogy or a field-centered learning experience for which graduate credit is awarded and that is designed to enable candidates to successfully complete student teaching and pass the NTE Professional Knowledge Test.

(17) “Program”: A 9- to 12-month sequence of professional courses and field-centered activities that culminates in issuance of a Basic Teaching License. All academic requirements for issuance of the Standard Teaching License are also met by successful completion of the 9- to 12-month program.

(18) “School Supervisor”: Public school teachers who assist, supervise, and evaluate students enrolled in field-centered activities and student teaching.

(19) “Skills”: Ability to use knowledge effectively in the performance of specific tasks typical of those required for teaching in a public school.

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

(21) “Unit”: The college, school, or department designated by the institution to organize and operate the program.

Stat. Auth.: ORS 342

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

Hist.: TS 4-1987, f. 12-18-87, ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 4-1988, f. & cert. ef. 10-6-88; TS 7-1989, f. & cert. ef. 12-13-89; TS 3-1991, f. & cert. ef. 1-2-91; TS 8-1991(Temp), f. & cert. ef. 8-7-91; TS 1-1992, f. & cert. ef. 1-15-92

584-016-0010

Application of Standards

(1) The standards set forth in OAR 584-016-0005 through 584-016-0095 are a basis for approval of teacher education pro-

grams developed by Oregon colleges and universities. TSPC requires compliance with each of the standards for approval of a program.

(2) These standards became effective January 15, 1988 and apply to all teacher education programs after that date.

(3) TSPC shall evaluate programs on site using these standards at intervals no longer than five years. Institutions may request the Commission to schedule program approval visits in conjunction with visits of the National Council for Accreditation of Teacher Education (NCATE).

(4) Institutions are not authorized to place student teachers in public schools without TSPC approval. (See ORS 332.075, Powers of Board; ORS 342.975, Training School Defined; and ORS 342.980, Student Teacher; authority to teach; contract requirements and effect.) However, if an institution not previously approved for a teacher education program documents that it meets the preconditions specified in OAR 584-016-0025 through 584-016-0065, the Commission may authorize the institution to begin the program and to place students in public schools for field-centered activities and student teaching. New programs shall be evaluated on site when the first candidates are completing student teaching.

(5) Visiting committees that conduct on-site evaluations under sections (3) and (4) of this rule shall consist of equal representation of teachers, administrators, and teacher educators appointed by TSPC. Commissioners and other consultants may be appointed as needed. Upon receipt of the visiting committee report, and the institution's response to the visiting committee's report, the Executive Director of TSPC shall prepare proposed resolutions for considerations by TSPC. The Executive Director may propose:

(a) Continuing approval without conditions;

(b) Continuing approval on condition that the institution make a report or reports on a specified date(s) indicating its progress in removing deficiencies listed in the report; determining the acceptability of such progress report(s) is the responsibility of TSPC;

(c) Non-approval, but with provisions that students who complete their work within a specified period of time following denial of program approval may receive licensure; or

(d) Non-approval without conditions.

(6) TSPC may re-evaluate programs at intervals other than the five-year cycle when the unit fails to provide the reports specified in OAR 584-016-0075 and 584-016-0080 or when TSPC has other evidence that the program is not meeting one or more Standards for Teacher Education Programs.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147

Hist.: TS 4-1987, f. 12-18-87, ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 4-1988, f. & cert. ef. 10-6-88; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97

584-016-0015

Cost of Programs On-Site Evaluations

All direct costs for on-site evaluations of a program shall be borne by the institution requesting approval. These costs include:

(1) Travel, meals, and lodging to conduct a workshop for the visiting committee;

(2) A preliminary visit to campus by the team chairperson and TSPC consultant; and

(3) Travel, meals, and lodging to conduct the on-site evaluation.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.165

Hist.: TS 4-1987, f. 12-18-87, ef. 1-15-88

584-016-0018

Waivers

An institution may petition the Commission for waiver of standards for licensure rules. A petition shall include relevant information and shall specify the reasons the institution is seeking the waiver. The petitioner shall demonstrate that the request meets

the intent of the standards or rules and provides a program equal to or better than the program required by the standards or rules. Requirements in Oregon Revised Statutes shall not be waived.

Stat. Auth.: ORS 342

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

Hist.: TS 3-1991, f. & cert. ef. 1-2-91; TS 1-1992, f. & cert. ef. 1-15-92

584-016-0020

Contested Cases

Whenever an institution is denied approval or has such approval withdrawn, such denial or withdrawal shall be treated as a contested case within the meaning of ORS Chapter 183.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.165

Hist.: TS 4-1987, f. 12-18-87, ef. 1-15-88

Preconditions for Program Approval

584-016-0025

Verification of Compliance with Preconditions

An institution that is scheduled for an on-site evaluation of a program shall provide for TSPC 60 days prior to the visit verification of compliance with the preconditions in OAR 584-016-0025 through 584-016-0065.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.165

Hist.: TS 4-1987, f. 12-18-87, ef. 1-15-88

584-016-0030

Authorization for the Program

(1) The institution is authorized by the Oregon Office of Policy and Planning to offer teacher education programs in the State of Oregon.

(2) The institution is accredited by or holds candidate status with the Northwest Association of Schools and Colleges to offer graduate programs.

(3) The request for an on-site evaluation of the programs has been authorized by the president of the institution.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.165

Hist.: TS 4-1987, f. 12-18-87, ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 4-1988, f. & cert. ef. 10-6-88

584-016-0035

Control of the Program

(1) The institution has designated responsibility and authority for the program to a college, school, or department, hereinafter called the unit. The unit shall have full responsibility and authority to govern: Objectives of the program; admission and retention of students in the program; selection, professional development, and retention of faculty in the program; use of resources allocated to the program; and recommendation of candidates for licensure upon successful completion of the program.

(2) The unit has established written policies and procedures to guide its operation.

(3) The institution has established and utilized a consortium to develop, evaluate, and recommend improvements of the program. The consortium consists of equal representation appointed by school district(s), organization(s) that represent teachers in bargaining matters, students in the program, and faculty from the institution.

(4) When appointing representatives to the Consortium, the institutions, agencies, and organizations listed in section (3) of this rule shall consider minority representatives. In the event that minority representation is not appointed, then the institution shall appoint minority representation from community organizations.

(5) The consortium has established written bylaws to direct its operation.

(6) Institutions with both the four-year or five-year and fifth-year programs may use one consortium for both programs. The consortium shall operate under the similar standards for organi-

zation, operation, and responsibilities as provided in OAR 584-015-0030, Consortium Organization, OAR 584-015-0035, Consortium Operation, OAR 584-015-0040, Consortium Responsibilities.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 342.176

Hist.: TS 3-1991, f. & cert. ef. 1-2-91; TS 1-1992, f. & cert. ef. 1-15-92; TS 5-1993, f. & cert. ef. 10-7-93

584-016-0040

Plan for Evaluation and Improvement of the Program

(1) The unit has filed with TSPC a plan which has been approved by the consortium for evaluation of the program.

(2) Procedures and criteria to be used in evaluating the program are described in the plan, and a timeline is established for collecting and analyzing data to produce the reports specified in OAR 584-016-0080, Program Evaluation and Reports.

(3) The unit summarizes and analyzes evaluation results.

(4) The consortium makes recommendations on improvements, if needed, in the evaluation procedures and/or the program design and operation.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.165

Hist.: TS 4-1987, f. 12-18-87, ef. 1-15-88

584-016-0045

Curriculum

(1) The unit has filed with TSPC a description of the curriculum for the program.

(2) A current outline is submitted to TSPC for each professional course in the program. Each outline states the objectives and activities of the course and the procedures and criteria for evaluating the achievement of students enrolled in the course.

(3) The relationships of required courses to the knowledge, skills, and competencies specified in OAR 584-016-0070, Objectives of the Course of Study, are displayed in a chart or diagram.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.165

Hist.: TS 4-1987, f. 12-18-87, ef. 1-15-88

584-016-0050

Admission to the Program

(1) The unit has filed with TSPC the procedures and criteria for selection of students and for appropriate placement of them in courses and field experiences.

(2) Admission procedures comply with federal and state laws prohibiting discrimination in educational institutions.

(3) The unit admits only applicants who possess at least the following minimum qualifications:

(a) Possess skills in reading, writing, and mathematics;

(b) Hold baccalaureate degrees from regionally-accredited colleges or universities;

(c) Have accumulative grade-point averages that qualify for full admission to graduate programs at the preparing institution;

(d) Present favorable recommendations from immediate supervisors employed by educational or social agencies attesting to applicants' competence to work with school-aged children or youth in volunteer or paid work experiences; and

(e) Provide evidence of good moral character necessary for licensure in Oregon by responding to character questions asked by TSPC. The response shall be satisfactory to the institution and shall provide a basis for recommending the candidates for licensure.

Stat. Auth.: ORS 342

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

Hist.: TS 4-1987, f. 12-18-87, ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 1-1990(Temp), f. & cert. ef. 5-21-90; TS 3-1991, f. & cert. ef. 1-2-91; TS 1-1992, f. & cert. ef. 1-15-92

584-016-0052

Recruitment of Students for Teacher Education

The institution shall implement a program to attract and admit qualified students, giving special attention to the current personnel needs of schools and to promoting equal education opportunity through an affirmative action plan.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.165

Hist.: TS 3-1991, f. & cert. ef. 1-2-91

584-016-0055

Selection of Faculty for the Program

(1) The unit has filed with TSPC the criteria and procedures used in selecting and assigning instructional faculty. Resumes on forms approved by TSPC demonstrate that:

(a) All faculty in the unit have formal academic preparation in their instructional fields beyond the master's degree;

(b) All faculty in the unit have been involved, such as teaching, consulting, or supervising, with Oregon elementary and/or secondary pupils and classroom teachers, at least every three years;

(c) All faculty who supervise field-centered activities or student teachers have had a minimum of three years' teaching in preprimary through Grade 12 while holding licensure in Oregon or another state.

NOTE: Subsections (1)(a) and (c) of this rule apply only to faculty employed by the institution after the date of initial approval of the program by TSPC or to faculty employed after January 15, 1991, whichever is earlier.

(2) The unit has filed with TSPC the procedures and criteria used in selecting and assigning school district supervisors of field-centered activities and student teaching. School district supervisors have:

(a) Preparation in supervising, evaluating, and/or instructing student teachers;

(b) Three years' teaching experience in preprimary through Grade 12 immediately prior to supervision and/or instruction; and

(c) Hold Basic or Standard Teaching Licenses, or the equivalent, with proper endorsements for current assignments.

(3) Employment procedures comply with federal and state laws prohibiting discrimination in educational institutions.

(4) The unit has filed with TSPC a description of its current procedures for orienting instructional faculty and school district supervisors to their program assignments and to provide training, if needed, on supervision and evaluation of student teachers.

(5) The institution shall establish and utilize policies on supervision of practicum students which shall state the responsibilities of institutional supervisors and practicum site supervisors and administrators, including the frequency of observations and conferences with the students. Supervisors shall exemplify the professional skills, knowledge, and competencies which the program seeks to develop.

Stat. Auth.: ORS 342

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

Hist.: TS 4-1987, f. 12-18-87, ef. 1-15-88; TS 3-1991, f. & cert. ef. 1-2-91; TS 1-1992, f. & cert. ef. 1-15-92

580-016-0058

Resources

(1) The institution shall provide print and non-print learning resources necessary to support the programs including standard and contemporary holdings in education, pertinent educational periodicals and text books and other materials used in elementary and secondary schools.

(2) The institution shall provide media services to assist candidates in the selection and use of learning resources.

(3) The institution shall assure convenient access to materials and media services necessary for practica.

(4) The institution shall provide facilities, equipment, and other resources essential to effective functioning of the program. For each program offered, personnel shall have office, instructional, and other space necessary to carry out their responsibilities.

(5) The institution shall provide financial support for the program at a level which assures their effectiveness and continuity.

(6) The institution shall provide secretarial and support services for each program.

(7) The institution shall provide support for research and professional development for school-based supervisors of practica.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.165

Hist.: TS 3-1991, f. & cert. ef. 1-2-91

584-016-0060

Arrangements for Field-Centered Activities and Student Teaching

(1) The unit has secured a written agreement from each school district that provides field sites. This agreement includes a commitment to select and assign only those supervisors who meet criteria specified in OAR 584-016-0055(2), Selection of Faculty for the Program. In addition, the district agrees to assist the unit in evaluating the work samples and reporting the success of candidates as required by OAR 584-016-0075, Field-Centered Activities and Student Teaching.

(2) The unit has described the field-centered activities that are required prior to and/or following student teaching and has stated the relationship of these activities to required professional courses.

(3) The unit has secured TSPC approval for each Oregon non-public school in which candidates will be placed for student teaching. TSPC shall consider the following evidence in determining that the requested non-public school placement is at least equivalent in quality to public school placements:

(a) The non-public school has been evaluated by and is registered with the Oregon Department of Education as provided by ORS 345.515 through 345.565;

(b) The cooperating school's supervisors and the practicum site administrator hold current Oregon licenses valid for their assignments;

(c) The cooperating school's curriculum is similar to the curriculum required by Oregon Standards for Public Schools, OAR 581-022-0316 and 581-022-0420 or 581-022-0425;

(d) The cooperating school's instructional mode and schedule of classes are similar to those of public schools; and

(e) The cooperating school holds accreditation by the Northwest Association of Schools and Colleges (secondary schools including their affiliated elementary schools) and/or accreditation by appropriate school associations or groups of schools.

(4) The unit has secured TSPC approval for each out-of-state public school in which candidates will be placed for student teaching.

NOTE: Institutions requesting approval of non-public school or special practicum sites under provisions of sections (3) and (4) of this rule must allow up to 60 days for the Commission to process these requests.

Stat. Auth.: ORS 342

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

Hist.: TS 4-1987, f. 12-18-87, ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 3-1991, f. & cert. ef. 1-2-91; TS 1-1992, f. & cert. ef. 1-15-92

584-016-0065

Waivers of Academic Requirements and Appeals on Academic Decisions

(1) The institution has filed with TSPC procedures and criteria whereby the liaison officer may waive part or all of the program on a course-by-course basis if the candidate demonstrates the competencies and knowledge the courses were intended to develop. The institution may waive the requirements for student teaching only if the applicant's ability to foster pupils' learning has been established through work samples required by OAR 584-016-0075(7), Field-Centered Activities and Student Teaching.

(2) The unit has filed with TSPC a procedure to resolve cases in which the unit's supervisor and the cooperating school's supervisor do not agree that the candidate demonstrated the competencies required for successful completion of student teaching.

(3) The unit has filed with TSPC a procedure for handling appeals of candidates who are denied recommendation for licensure on the basis of unsatisfactory performance in the program.

Stat. Auth.: ORS 342

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

Hist.: TS 4-1987, f. 12-18-87, ef. 1-15-88; TS 1-1992, f. & cert. ef. 1-15-92

Operation of the Program

584-016-0070

Objectives of the Course of Study

Through the required course of study, candidates for licensure develop knowledge, skills, and competencies needed to:

(1) Plan for Instruction:

(a) Select or write learning goals that are consistent with district objectives and Oregon Board of Education directives appropriate for the physical and mental maturity of the pupils;

(b) Determine the current achievement level of the pupils with respect to the learning goals;

(c) Establish objectives for a unit of instruction that will be useful in formulating daily lessons and in evaluation of pupils' attainment of learning goals;

(d) Adapt unit and lesson plans for exceptional learners and for pupils from varying cultural, social, and linguistic backgrounds;

(e) Select and organize instructional materials and equipment needed to teach the unit of instruction;

(f) Design instructional activities to achieve unit and lesson objectives; and

(g) Estimate the time required for direct instruction, pupils' practice and application, and evaluation of pupil learning.

(2) Establish a Classroom Climate Conducive to Learning:

(a) Communicate classroom rules and behavioral expectations that are appropriate to the level of development of pupils and consistent with laws governing student rights and responsibilities;

(b) Apply for all pupils principles of sex equity and racial justice; and apply to the extent possible principles of least restrictive environment for the handicapped when establishing classroom rules and procedures;

(c) Recognize the effects of the physical, social, and emotional climate of the pupils' homes and community on pupil motivation and behavior;

(d) Encourage appropriate behavior and provide meaningful reinforcement when it occurs;

(e) Monitor pupil conduct and take appropriate action when misbehavior occurs;

(f) Interact thoughtfully and courteously with students, colleagues, and parents and resolve conflicts in a professional manner;

(g) Use classroom time effectively to provide maximum time on learning tasks;

(h) Manage instructional transitions decisively and without loss of time;

(i) Arrange and set up instructional materials and equipment in advance of class to facilitate use during lessons; and

(j) Coordinate the use of teacher aides, parent volunteers, student assistants, and other support personnel to achieve instructional objectives, if these resources are available in the field setting.

(3) Implement Plans for Instruction:

(a) Organize pupils to engage in planned learning activities;

(b) Communicate learning outcomes to be achieved and focus pupil interest on tasks to be accomplished;

(c) Provide instruction using a variety of instructional techniques to achieve planned objectives;

(d) Monitor the effectiveness of learning activities and modify the pace and content of instruction as needed to achieve unit and lesson objectives; and

(e) Use techniques that promote critical thinking and problem solving and that encourage divergent as well as convergent thinking.

(4) Evaluate Pupil Achievement:

(a) Select and use tests, observation, pupil interviews, and other formal and informal assessment procedures to determine the extent to which each pupil has achieved the objectives of the lesson and/or unit of instruction;

(b) Grade and record the pupils' progress, prepare anecdotal records, and report achievement to pupils and parents;

(c) Summarize the data on pupil achievement in relationship to instructional objectives;

(d) Use data on pupil achievement to refine curriculum objectives and to plan further instruction; and

(e) Document teaching effectiveness through assembling and analyzing samples of pupils' work.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 342.176

Hist.: TS 4-1987, f. 12-18-87, ef. 1-15-88; TS 1-1992, f. & cert. ef. 1-15-92; TS 5-1993, f. & cert. ef. 10-7-93

584-016-0075

Field-Centered Activities and Student Teaching

(1) The unit provides structured, supervised field experiences prior to and/or following student teaching in conjunction with required professional courses.

(2) Prior to licensure, each candidate demonstrates knowledge of subject matter necessary for the teaching position for which he or she is preparing:

(a) For endorsements for which TSPC has adopted tests and set passing scores, knowledge of subject matter shall be documented by passing the appropriate specialty area test.

(b) For endorsements for which TSPC has not adopted tests and set passing scores, knowledge of subject matter shall be documented as specified in OAR 584-016-0095(2).

(3) Student teaching is a full-time experience for a minimum of 15 weeks or the equivalent part-time experience.

(4) At least nine weeks of the practicum shall be full time in the school. During the nine weeks, the student teacher shall be present in a public school for those hours required by the district of full-time classroom teachers; assumes major responsibility for the full-range of teaching duties under the guidance of qualified personnel; and teaches at least three fifty-minute periods per day, or the equivalent thereof. The remaining six weeks may be either full-time or the equivalent in part-time student teaching.

(5) The unit's supervisor(s) makes a minimum of six supportive/evaluative visits during the student teaching assignment. At least twice during student teaching, the unit's supervisor(s) meets with the candidate and the school district supervisor(s) in joint conferences to discuss supervisors' evaluations and the student teacher's work samples as required by section (6) of this rule.

(6) Each student teacher assembles and analyzes two work samples to illustrate his or her ability to foster pupils' learning. Each work sample shall include:

(a) Goals for the unit of study (generally two to five weeks in length) that vary in kind and complexity, but that include concept attainment and application of knowledge and skills;

(b) Instructional plans to accomplish the learning goals for the identified group(s) of pupils;

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

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

(e) A description of the uses to be made of the data on learning gains in planning further instruction on this and subsequent topics and in reporting pupils' progress to them and their parents.

(7) The unit supervisor(s) and the cooperating teacher(s) jointly determine that the candidate has demonstrated in student teaching the skills and competencies specified in OAR 584-016-0070, (1), (2), (3) and (4). Performance is reported to the unit on forms established by TSPC. The institution shall use the Student Teacher Summary Report Manual and Evaluation Form for evaluating student teachers.

(8) Thirty days after the date that student teaching begins, each candidate shall file with TSPC a completed and signed student teaching registration form.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200

Hist.: TS 4-1987, f. 12-18-87, ef. 1-15-88; TS 3-1989, f. & cert. ef. 7-31-89; TS 3-1991, f. & cert. ef. 1-2-91; TS 1-1992, f. & cert. ef. 1-15-92; TS 1-1996, f. & cert. ef. 1-29-96

584-016-0080

Program Evaluation and Reports

The unit evaluates and reports in writing to the consortium and TSPC the conditions, activities, and outcomes of the program as follows:

(1) In year one of each five-year approval cycle, the unit compiles and analyzes profiles of students' qualifications for admission to and placement in the program. The admissions data will be gathered and reported until the end of the five-year approval cycle. Beginning July 31, 1995, all institutions will begin with year one of a five-year reporting cycle for all programs. Year one of the five-year cycle will begin after approval of the annual report for the fifth year of the five-year cycle.

(2) In year two of each cycle, the unit compiles and analyzes profiles of the students' performance in the program, including:

(a) Summaries of academic performance in professional courses;

(b) Reports of cooperating teachers and unit supervisors on performance in student teaching; and

(c) Analysis of the work samples prepared by student teachers in accordance with OAR 584-016-00075(6), Field-Centered Activities and Student Teaching.

(d) The data for year two will continue to be gathered and reported until the end of the five-year approval cycle.

(3) In year three, the unit compiles and analyzes a profile of the performance of graduates of the program, including:

(a) Summaries of results of the NTE Professional Knowledge Test;

(b) Follow-up of graduates to determine employment patterns and graduates' assessments of their preparation for teaching; and

(c) Summaries of assessments by employing school districts on graduates' preparation for teaching.

(d) The data for year three will continue to be gathered and reported until the end of the five-year approval cycle.

(4) In year four, the unit shall conduct a comprehensive evaluation of the total program, including:

(a) Analysis of the appropriateness of the curriculum for the positions for which candidates are preparing;

(b) Examination of the performance of instructional faculty and school district supervisors in instructing, supervising, and evaluating students;

(c) Analysis of the degree to which objectives of the course of study are being met by program activities;

(d) Review of minutes of the consortium for the past five years that contain recommendations on the evaluation process and/or modifications needed in the approved program, and analysis of actions taken by the unit to implement consortium recommendations; and

(e) Consideration of any other evidence of efficiency and effectiveness of the program and the context in which it operates.

(5) In year five, the unit shall report the improvements in the program as needed for areas of personnel selection, program content, instruction, supervision, and/or evaluation of candidates; and shall report the relevance of the program to public school curriculum, sound professional practices, and current research on effective schooling. Year one of the five-year cycle will begin after the five-year report.

(6) Annually, the unit submits to TSPC by June 30:

(a) An outline for each new or revised professional course in the program together with a description of the relationship of such courses to the knowledge, skills, and competencies specified in OAR 584-016-0070, Objectives of the Course of Study; and

(b) The applicable evaluation report in sections (1) through

(4) of this rule.

(7) The institution shall periodically and systematically review long-range and short-range goals for teacher education programs in conjunction with plans for a total institutional development and shall consider recommendations of the consortium regarding modifications and improvements in the programs.

(8) The institution shall file with the Commission a copy of the guidelines which the consortium shall develop under OAR 584-016-0035(4).

Stat. Auth.: ORS 342

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

Hist.: TS 4-1987, f. 12-18-87, ef. 1-15-88; TS 3-1991, f. & cert. ef. 1-2-91; TS 5-1993, f. & cert. ef. 10-7-93

Outcomes of the Program

584-016-0085

Qualified Candidates Recommended for Licensure

The institution recommends for initial teaching licenses candidates who demonstrate:

(1) Mastery of professional knowledge, evidenced in:

(a) Accumulative grade point averages that qualify for graduate degrees at the institution; and

(b) Passing scores as set by TSPC on the tests of professional knowledge and of the appropriate specialty area as described by OAR 584-016-0095, Test Scores Set by TSPC.

(2) Mastery of professional skills and competencies, as evidenced in:

(a) Satisfactory completion of two samples of work to illustrate the candidate's ability to foster pupil learning, in accordance with OAR 584-016-0075(6), Field-Centered Activities and Student Teaching;

(b) Satisfactory performance in field-based activities and student teaching evaluated jointly by unit supervisors and cooperating school supervisors, in accordance with OAR 584-016-0075(7), Field-Centered Activities and Student Teaching.

(3) Compliance with Standards for Competent and Ethical Performance of Oregon Educators as set forth in Division 20.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.165

Hist.: TS 4-1987, f. 12-18-87, ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 1-1992, f. & cert. ef. 1-15-92; TS 1-1996, f. & cert. ef. 1-29-96

584-016-0090

Continuous Program Improvement

The institution and the consortium annually review reports called for under OAR 584-016-0080, Program Evaluation and Reports, and systematically modify the program as needed to:

(1) Better meet the Objectives of the Course of Study in OAR 584-016-0070 through improved personnel selection, program content, instruction, supervision, and/or evaluation of candidates; and

(2) Increase the relevance of the program to public school curriculum, sound professional practices, and current research on effective schooling.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.165

Hist.: TS 1-1987, f. 1-14-88, ef. 1-15-88

584-016-0095

Test Scores Set by TSPC

For purposes of these standards, TSPC has set the following passing scores on tests of basic skills, subject matter, and professional knowledge:

(1) The candidate shall demonstrate knowledge of basic skills by presenting one of the following:

(a) A minimum score of 41 for each of the three content areas (reading, language, and mathematics) on the California Basic Educational Skills Test (CBEST). A total score (the sum of reading, mathematics, and writing scaled scores) of 123 is required for passing status. The lowest possible score for passing a

content area of the CBEST is 37 (scaled score) provided that the passing total score of 123 is achieved; or

(b) A score of 659 on the NTE Core Battery Test of Communication Skills and a score of 654 on the NTE Core Battery Test of General Knowledge may be substituted for the CBEST scores; or

(c) Effective October 1, 1995, the following Praxis I Pre-Professional Skills Tests replace subsection (b) of this section:

(A) Reading (0710), 174;

(B) Writing (0720), 171;

(C) Mathematics (0730), 175.

NOTE: Core Battery tests passed prior to October 1, 1995, shall continue to be valid for licensure purposes to meet the basic skills requirement.

(2) For endorsements for which TSPC has not adopted tests and set passing scores, knowledge of subject matter shall be documented to the satisfaction of the Executive Director. Evidence to be considered by the Executive Director will include, but not be limited to, transcripts of college preparation and documented work experiences pertinent to the endorsement. The Commission shall monitor any approval granted by the Executive Director under this section of the rule and shall receive reports of such approval.

(3) The candidate shall demonstrate knowledge of subject matter as required by OAR 584-016-0075(2) by presenting one or more of the following minimum scores appropriate to the teaching position for which he or she is preparing:

(a) Agriculture (10900), 620;

(b) Art (10130), 610;

(c) Biology/general science:

(A) Biology/general science (10030), 650;

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:

(i) Biology/General Science: Content Knowledge, Part 1 (20231), 161;

(ii) Biology/General Science: Content Knowledge, Part 2 (20232), 156;

(iii) Biology/General Science: Content Essays (30233), 154.

(d) Business (10100), 620;

(e) Chemistry:

(A) Chemistry (10240), 570;

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:

(i) Chemistry: Content Knowledge (20241), 144;

(ii) Chemistry: Content Essays (30242), 140.

(f) Chemistry/physics (10070), 570;

(g) Early childhood education (10020), 600;

(h) The following Praxis II Assessment becomes effective October 1, 1995: Special Education: Preschool/Early Childhood (10690), 560;

(i) Educational media (10310), 630;

(j) Elementary:

(A) Elementary (Communication Skills) (20500), 667, and (General Knowledge) (10510), 666 (Scores of 663 and 662 respectively are acceptable provided the applicant has a composite score of 1333);

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection: Combined score of 310 on MSAT: Content Knowledge (10140), and MSAT: Content Area Exercises (20151), provided the applicant has a minimum score of 147 on each exam;

(k) French (10170), 620;

(l) German (20180), 620;

(m) Handicapped learner:

(A) Handicapped learner (10350), 650;

(B) Effective October 1, 1998, the following Praxis II assessments replace paragraph (A) of this subsection:

(i) Special Education: Application of Core Principles across Categories of Disability (10352), 156;

(ii) Special Education: Knowledge-Based Core Principles (20351), 155.

(n) Health (10550), 720;

(o) Hearing impaired (10270), 580;

(p) Home economics (10120), 650;

(q) Integrated science:

(A) Integrated science (10430), 510;

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:

(i) General Science: Content Knowledge, Part 1 (10431), 152;

(ii) General Science: Content Knowledge, Part 2 (10432), 150;

(iii) General Science: Content Essays (30433), 135.

(r) Japanese (10660), 600;

(s) Language arts:

(A) Language arts (10040), 610;

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:

(i) English: Content Knowledge (10041), 164;

(ii) English: Essays (20042), 145.

(t) Marketing (10560), 690;

(u) Mathematics (basic):

(A) Mathematics (basic) (10060), 570;

(B) Effective October 1, 1995, the following Praxis II Assessment replaces paragraph (A) of this subsection: Basic Math: Pedagogy (20065), 140;

(C) Effective October 1, 1998, the following Praxis II Assessment shall be required in addition to paragraph (B) of this subsection: Basic Math: Mathematics Specialist: Middle and Intermediate Grades (0066), 167.

(v) Mathematics (advanced):

(A) Mathematics (advanced) (10060), 630;

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:

(i) Advanced Math: Content Knowledge (10061), 147;

(ii) Advanced Math: Proofs, Models & Problems, Part 1 (20063), 144;

(iii) Advanced Math: Proofs, Models & Problems, Part 2 (30064), 140.

(w) Music:

(A) Music (10110), 610;

(B) Effective October 1, 1998, the following assessments replace paragraph (A) of this subsection:

(i) Music: Analysis (20112), 167;

(ii) Music: Concepts and Processes (30111), 170;

(iii) Music: Content Knowledge (10113), 167.

(x) Physical education:

(A) Physical education (10090), 630;

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:

(i) Physical Education: Content Knowledge (10091), 160;

(ii) Physical Education: Movement Forms-Analysis & Design (30092), 141;

(iii) Physical Education: Movement Forms-Video Evaluation (20093), 145.

(y) Physics:

(A) Physics (10260), 570;

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:

(i) Physics: Content Knowledge (10261), 147;

(ii) Physics: Content Essays (30262), 145.

(z) Reading (10300), 640;

(aa) Severely handicapped learner (10320), 670;

(bb) Social studies:

(A) Social studies (10080), 630;

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:

(i) Social Studies: Content Knowledge (10081), 158;

(ii) Social Studies: Analytical Essays (20082), 155;

(iii) Social Studies: Interpretation of Materials (20083), 167.

(cc) Spanish:

(A) Spanish (10190), 610;

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:

(i) Spanish: Content Knowledge (10191), 166;

(ii) Spanish: Productive Language Skills (20192), 165.

- (dd) Speech (10220), 640;
- (ee) Speech impaired (10330), 630;
- (ff) Technology education (10050), 640;
- (gg) Vision impaired (10280), 760.

(4) The candidate shall demonstrate professional knowledge as required by OAR 584-016-0085(1)(b) by presenting a minimum score of 661 on the NTE Core Battery Test of Professional Knowledge.

(5) Elementary candidates who were admitted and began study of the professional sequences in Oregon four-year and fifth-year programs during the 1989-90, 1990-91, 1991-92, 1992-93 academic years shall post their NTE General Knowledge and Communication Skills scores with TSPC without regard to passing scores established in section (3)(i) of this rule.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.165

Hist.: TS 2-1989, f. & cert. ef. 2-16-89; TS 3-1989, f. & cert. ef. 7-31-89; TS 3-1991, f. & cert. ef. 1-2-91; TS 6-1991, f. & cert. ef. 3-12-91; TS 1-1992, f. & cert. ef. 1-15-92; TS 3-1992, f. & cert. ef. 7-31-92; TS 5-1993, f. & cert. ef. 10-7-93; TS 7-1993, f. & cert. ef. 12-23-93; TS 1-1995, f. & cert. ef. 7-18-95; TS 3-1995, f. 8-30-95, cert. ef. 10-1-95; TS 4-1996(Temp), f. & cert. ef. 7-24-96; TS 5-1996, f. & cert. ef. 9-24-96; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 1-1998, f. & cert. ef. 2-4-98

584-016-0100

Post Four-Year Standard License Programs

Institutions may design individualized educational programs for candidates who have completed four-year teacher education programs in Oregon or other states. The programs have the following characteristics:

(1) Candidates must hold, have held, or be eligible to hold an Oregon Basic Teaching License and must meet the admissions requirements specified in OAR 584-016-0050, Admission to the Program.

(2) The educational program must strengthen the candidate's background in subject matter and pedagogy and must culminate in a master's degree or completion of 45 quarter hours beyond the bachelor's degree of upper-division or graduate-level preparation. The program design must have a demonstrated relationship to the Objectives of the Course of Study presented in OAR 584-016-0070.

(3) Each planned program shall incorporate field-centered activities and shall provide an opportunity for the candidate to assemble and analyze one work sample to illustrate his or her ability to foster pupils' learning. Work samples may be constructed in the course of the candidate's regular teaching assignments, but must meet the criteria set forth in OAR 584-016-0075(6), Field-Centered Activities and Student Teaching.

(4) Candidates completing the program must demonstrate mastery of professional knowledge required by OAR 584-016-0070 Objectives of the Course of Study, evidenced in:

- (a) Accumulative grade point averages that qualify for graduate degrees at the institution;
- (b) Passing scores as set by TSPC on the tests of professional knowledge;
- (c) Passage of the appropriate specialty area test; and
- (d) Satisfactory completion of one work sample to illustrate the candidate's ability to foster pupil learning.

(5) Candidates must demonstrate compliance with Standards for Competent and Ethical Performance of Oregon Educators set forth in Division 020.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.147 & ORS 342.165

Hist.: TS 8-1991(Temp), f. & cert. ef. 8-7-91; TS 1-1992, f. & cert. ef. 1-15-92

DIVISION 17

STANDARDS FOR PROGRAM APPROVAL

584-017-0001

Purpose of Program Approval

(1) The Oregon Legislative Assembly has delegated to the Teacher Standards and Practices Commission the approved program approach to educator preparation through Oregon Revised Statute 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 institutions and programs. The Commission shall determine compliance with the standards on the basis of: information submitted by the institution, the findings and recommendations of the program review committee, the results of staff audits of selected elements of the program, and performance of candidates for licensure.

(5) Standards for program approval are printed in bold type. Indicators of compliance are listed below each standard in outline form. Institutions must substantially meet all standards to receive unconditional approval for a program.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0005

Effective Date and Applicability to Programs

After January 15, 1999, all programs, graduate and undergraduate, leading to licensure of educators shall be evaluated under these standards.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

Governance, Resources and Personnel

584-017-0010

Designation of the Unit

The institution has designated a unit which has full responsibility and authority for operation of the program.

(1) The organization's authority is clearly outlined.

(2) Allocation of resources is adequate for operation of the unit.

(3) The unit has established written policies and procedures to guide its operation for curriculum, students, faculty and resources.

(4) A practicum may substitute for student teaching if this is an additional authorization on an Initial or Continuing License.

Stats. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 7-1998, f. 9-28-98, cert. ef. 1-15-99

584-017-0020

Consortium

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

(1) The consortium consists of equal representation of teachers appointed by school district organizations that represent teachers in bargaining matters, public school administrators, students in the program and faculty from the institution. In addition, representatives from the community may be appointed with attention given to under-represented groups.

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

(3) The consortium meets at least twice each year to review and evaluate the program, activities and annual reports and receives written response from the unit regarding recommendations.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0025

Evaluating and Verifying Candidate Competency

The unit has filed with TSPC a plan which has been reviewed by the consortium for assessing the competence of each candidate for licensure.

(1) The plan includes both formative and summative assessments of competencies.

(2) The plan outlines procedures, criteria, and timelines for the assessments.

(3) The unit summarizes and analyzes assessment results with the results going to the consortium for recommendation.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0030

Evaluation and Improvement of the Program

The unit has filed with TSPC a plan which has been reviewed by the consortium for evaluation and improvement of the program.

(1) The plan includes long and short-term goals.

(2) The plan includes procedures and criteria to be used in evaluating the program with a timeline for collecting and analyzing data.

(3) The unit summarizes and analyzes evaluation results, with the results going to the consortium in order to make recommendations.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0035

Dispute Resolution

The unit has procedures to resolve disputes in which there is disagreement on successful completion of the practicum.

(1) The unit has procedures to resolve cases in which the institution's supervisor and the school supervisor do not agree that the candidate demonstrated competence required for successful completion of the practicum.

(2) The unit has an appeal procedure for candidates who are denied recommendation for licensure.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0040

Waivers

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, ORS 342.147 & ORS 342.165

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0045

Waivers of Academic Requirements and Appeals on Academic Decisions

The liaison officer may waive part or all of the program for individual candidates when competency is otherwise demonstrated.

(1) The candidate is able to demonstrate the knowledge, skills, and competencies required by the program.

(2) The institution may waive the requirements for student teaching only if the applicant's ability to foster pupils' learning has been established through work samples required by OAR 584-017-0180.

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

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

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0050

Resources

The unit provides resources necessary to assure effectiveness and continuity of the program.

(1) The unit provides financial support for the program to include facilities, equipment, technology, support personnel and other resources.

(2) The unit provides support for professional development of faculty and school-based supervisors.

(3) The unit has a written agreement from each school district that provides field sites.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0055

Practica and Student Teaching

The unit has a written agreement from each school district/agency that provides practica and student teaching experiences.

(1) The agreement includes a commitment to select and assign qualified supervisors and provide suitable opportunities for practices.

(2) The district agrees to assist the unit in evaluating work samples and the success of candidates.

(3) The unit has TSPC approval for each Oregon non-public school in which candidates are to be supervised.

(4) The unit has TSPC approval for each out-of-state public school in which candidates are to be supervised.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0060

Unit Personnel for the Program

The unit provides qualified campus-based faculty to conduct the program.

(1) The unit has a plan to recruit and retain qualified faculty from diverse groups to assure representation of public school populations in accordance with equal employment opportunity laws and regulations.

(2) Personnel have in-depth academic preparation and experience in their instructional fields.

(3) Personnel have knowledge of the early childhood, elementary, middle or high schools.

(4) The unit provides orientation and training to all personnel assigned to professional teacher education programs regardless of their individual roles and responsibilities, and shall keep them abreast of current state and program requirements.

(5) The unit informs all faculty of the objectives and procedures of the program and their role in achieving the objectives.

(6) Each faculty member assigned to professional education and methods courses has had, within the immediately preceding three years, an experience in supervising, consulting, teaching, research, or other appropriate involvement in contact with early childhood, or elementary, or middle or high school students and classroom teachers.

(7) All institutional personnel who supervise field experiences have had a minimum of three years' teaching in early childhood, or elementary, or middle or high school and hold, or are eligible to hold, a license appropriate to the authorization level being supervised.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0070

School-Based Personnel for the Program

The unit provides qualified school-based personnel for the program.

(1) The unit has policies for supervision of practica and student teaching experiences that state the responsibilities of the institutional supervisor and the school based supervisor and administrator.

(2) The unit selects qualified school based supervisors who have had three years' experience in early childhood, or elementary, or middle or high school immediately prior to supervision and/or instruction and who hold a valid license for current assignments.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

Standards for Teacher Preparation Programs

584-017-0075

Purpose of Teacher Licensure

These rules establish a licensure program for teachers that supports the Oregon Educational Act for the 21st Century (ORS Chapter 329) and is consistent with the redesign of teacher work to accomplish objectives for Oregon schools. This licensure program has the following characteristics:

(1) The levels of licensure align with developmental levels of students. Licenses are issued for four levels: early childhood, elementary, middle level and high school. Teachers are authorized for broad assignments at each level to facilitate integration of curriculum and use of multi-disciplinary teams.

(2) The curriculum of teacher preparation affirms the dignity and worth of all students and assists students from diverse cultural and ethnic backgrounds to meet State and district Standards.

(3) Provisions are made for entry into teaching from a variety of backgrounds including: business and industry, teaching experience in other settings, as well as traditional four-year, five-year and fifth-year teacher education programs.

(4) Continuing professional development (CPD) is integral to the entire licensure program. During the first year of teaching, CPD is promoted by assignment of a mentor teacher under the Oregon Board of Education Mentor Teacher Program (ORS 329.790 to 329.820). While holding the Initial Teaching License a teacher's professional development is fostered through one of three options leading to the Continuing Teaching License. Thereafter, individualized professional development plans are incorporated into requirements for the renewal of the Continuing Teaching License.

(5) Oregon's licensure program is compatible with requirements of the National Board for Professional Teaching Standards, in accordance with ORS 342.121, and teachers are encouraged to seek voluntary national certification as evidence of exemplary professional development.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0080

Selection, Recruitment and Admission of Candidates

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

(1) The unit admits only those who meet entry standards and requirements.

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

(3) Each candidate attests to possessing moral character necessary for licensure in Oregon.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0085

Retention and Advising

The unit develops, publishes and implements procedures and criteria for making decisions on retention of candidates in the program.

(1) Procedures and criteria to evaluate progress assure that only those qualified are retained.

(2) Opportunities are established for advising and counseling on personal and professional concerns.

(3) The unit shall collect data on admissions, retention, advising, supervision, transcribing of credits, and evidence of performance. Records shall be secure and comply with confidential and legal requirements to protect candidate rights and interests.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0090

Curriculum Design

The unit has established a curriculum based on its conceptual design.

(1) A syllabus and a program description are submitted to TSPC for each professional course in the program.

(2) Each syllabus states the outcomes and activities of the course and the procedures and criteria for evaluating the achievement of students.

(3) The unit assures that subject matter and the professional knowledge required for licensure are presented to the candidates.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0100

Objectives for Initial Teacher License

The unit assures that candidates for an Initial Teaching License demonstrate knowledge, skills, and competencies in each of the five teacher functions.

(1) Candidates plan instruction that supports student progress in learning and is appropriate for the developmental level and demonstrate they are able to:

(a) Select or write learning goals for units of instruction that are consistent with the school's long-term curriculum goals, State content standards and district standards, research findings on how students learn, and the physical and mental maturity of one's students;

(b) Determine the current performance level of one's students with respect to the learning goals established for a unit of instruction;

(c) Establish objectives within the unit of instruction that will be useful in formulating daily lessons and in evaluating the progress of students toward the attainment of unit goals;

(d) Determine content, skills, and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery;

(e) Select and organize materials, equipment and technologies needed to teach a unit of instruction;

(f) Adapt unit and lesson plans for exceptional learners, and for students with varying cultural, social, and linguistic backgrounds; and

(g) Estimate the time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting and reteaching/problem solving.

(2) Candidates establish a classroom climate conducive to learning and demonstrate they are able to:

(a) Affirm the dignity and worth of all students and provide the positive support students need to be effective learners;

(b) Communicate classroom rules and behavioral expectations that provide a safe and orderly environment for learning,

are appropriate to the level of development of students, and are consistent with laws governing student rights and responsibilities;

(c) When establishing classroom rules and procedures, apply to all students principles of sex equity and racial justice, and apply principles of least restrictive environment for students with disabilities;

(d) When establishing and maintaining classroom rules and procedures, model appropriate social behavior, and provide meaningful reinforcement when it occurs;

(e) When establishing and maintaining classroom rules and procedures, take into account the influence of the physical, social, and emotional climates of students' homes and the community on motivation and behavior;

(f) Monitor student conduct, and take appropriate action when misbehavior occurs;

(g) Interact thoughtfully and courteously with students and their parents and resolve conflicts in a professional manner, respecting the cultural context of the community;

(h) Use classroom time effectively to provide maximum time for learning;

(i) Manage instructional transitions decisively and without loss of instructional time;

(j) Arrange and set up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons; and

(k) Coordinate the use of instructional assistants, parent volunteers, student assistants, and other support personnel to achieve instructional objectives, if these resources are available in the school setting.

(3) Candidates engage students in planned learning activities and demonstrate they are able to:

(a) Choose organizational structures appropriate for the objectives of instruction;

(b) Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished;

(c) Implement instructional plans that employ knowledge of subject matter and basic skills;

(d) Use a variety of research-based educational practices that reflect how students learn, are sensitive to individual differences and diverse cultures, and encourage parent participation;

(e) Emphasize instructional techniques that promote critical thinking and problem solving, and that encourage divergent and well as convergent thinking; and

(f) Monitor the engagement of students in learning activities, and the progress they are making, to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives.

(4) Candidates evaluate, act upon, and report student progress in learning and demonstrate they are able to:

(a) Select and/or develop tests, performance measures, observation schedules, student interviews, or other formal or informal assessment procedures that are valid and reliable to determine the progress of all students including those from diverse cultural or ethnic backgrounds;

(b) Document student progress in accomplishing State content standards and district standards, prepare data summaries that show this progress to others, and inform students, supervisors, and parents about progress in learning;

(c) Refine plans for instruction, establish alternative goals or environments, or make referrals when appropriate;

(d) Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families if needed to promote student learning; and

(e) Assemble, reflect upon, interpret, and communicate evidence of one's own effectiveness as a teacher including evidence of success in fostering student progress in learning and use evidence of effectiveness in planning further intervention.

(5) Candidates exhibit professional behaviors, ethics, and values and demonstrate they are able to:

(a) Be dependable, conscientious, and punctual;

(b) Meet work schedule demands;

(c) Be aware of the importance of dressing appropriately;

(d) Be aware of, and act in accordance with, school policies and practices;

(e) Respect cultural patterns and expectations that operate within a school;

(f) Interact constructively with colleagues, administrators, supervisors, and educational assistants and parents;

(g) Perform advisory functions for students in formal and informal settings;

(h) Function as a member of an interdisciplinary team to achieve long-term curriculum goals, and State content standards and district standards;

(i) Exhibit energy, drive and determination to make one's school and classroom the best possible environment for teaching and learning; and

(j) Exhibit energy, drive and determination to become a professional educator.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0110

Early Childhood Authorization (Valid for Teaching From Age Three Through Grade Four)

The unit assures that candidates for the Early Childhood Authorization demonstrate knowledge, skills, and competencies in an early childhood setting.

(1) Candidates document understanding and apply knowledge of developmental psychology and learning appropriate to students ages three through grade four within the cultural and community contexts of the teacher education institution and cooperating school districts.

(2) Candidates articulate and apply a philosophy of education which is appropriate to the students in early childhood education and which assures that students learn to think critically and integrate subject matter across disciplines.

(3) Candidates document broad knowledge of the subject matter, curriculum, and methods needed to enable students to meet state and district standards.

(4) Candidates complete student teaching or internship with students age three through grade four. A practicum may substitute for student teaching if this is an additional authorization on an Initial or Continuing Teaching License.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 7-1998, f. 9-28-98, cert. ef. 1-15-99

584-017-0120

Elementary Authorization (Valid for Teaching in Grades 3-8 in an Elementary School)

The unit assures that candidates for an Elementary Authorization demonstrate knowledge, skills, and competencies in an elementary setting.

(1) Candidates document understanding and apply knowledge of developmental psychology and learning, appropriate to students in grades 3-8 within the cultural and community context of the teacher education institution and cooperating school districts.

(2) Candidates articulate and apply a philosophy of education which is appropriate to the students in elementary grades and which ensures that students learn to think critically and integrate subject matter across disciplines.

(3) Candidates document broad knowledge of the subject matter, curriculum and methods needed to enable students to meet state and district standards.

(4) Candidates complete student teaching or internship with students in grades 3-8. A practicum may substitute for student teaching if this is an additional authorization on an Initial or Continuing Teaching License.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 7-1998, f. 9-28-98, cert.

ef. 1-15-99

584-017-0130**Middle Level Authorization (Valid for Teaching in Grades 5-10 in a Middle or Junior High School)**

The unit assures that candidates for a Middle Level Authorization demonstrate knowledge, skills, and competencies in the middle level setting.

(1) Candidates document understanding and apply knowledge of developmental psychology and learning, appropriate to students in middle level education within the cultural and community context of the teacher education institution and cooperating school districts.

(2) Candidates articulate and apply a philosophy of education which is appropriate to the students in middle level education and which ensures that students learn to think critically and integrate subject matter across disciplines.

(3) Candidates document broad knowledge of the subject matter, curriculum and methods needed to enable students to meet state and district standards.

(4) Candidates document in-depth knowledge of one subject matter or specialty endorsement appropriate to middle level teaching assignments by one or more of the following:

(a) Completing a college major in the subject matter or specialty endorsement;

(b) Passing the PRAXIS test in the subject or specialty endorsement; or

(c) Presenting other evidence of competence.

(5) Candidates complete student teaching or internship with students in grades 5-10. A practicum may substitute for student teaching if this is an additional authorization on an Initial or Continuing Teaching License.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 6-1998, f. & cert. ef. 7-13-98; TSPC 7-1998, f. 9-28-98, cert. ef. 1-15-99

584-017-0140**High School Authorization (Valid for teaching in Integrated Subjects and Departmental Assignments grades 7-12 in a Mid-High or High School)**

The unit assures that candidates for a High School Authorization demonstrate knowledge, skills, and competencies in a high school setting.

(1) Candidates document understanding and apply knowledge of developmental psychology and learning, appropriate to students in grades 7-12 within the cultural and community context of the teacher education institution and cooperating school districts.

(2) Candidates articulate and apply a philosophy of education which is appropriate to the students in grades 7-12 and which ensures that students learn to think critically and integrate subject matter across disciplines.

(3) Candidates document in-depth knowledge of one subject matter or specialty area, curriculum, and methods needed to enable students to meet state and district standards.

(4) Candidates complete student teaching or internship with students in grades 7-12. A practicum may substitute for student teaching if this is an additional authorization on an Initial or Continuing Teaching License.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 7-1998, f. 9-28-98, cert. ef. 1-15-99

584-017-0150**Selected Subject Matter and Specialty Endorsements**

The unit assures that candidates for selected subject matter or special education endorsements demonstrate knowledge, skills, and competencies for multiple authorizations.

(1) Candidates for endorsements in art, ESOL/bilingual, music, physical education, adaptive physical education, special

education and reading shall qualify for two levels of authorization by:

(a) Completing preparation in developmental psychology and methods appropriate for early childhood/elementary education OR middle level/high school;

(b) Completing a supervised work experience and/or student teaching in early childhood/elementary education OR middle level/high school; and

(c) Documenting knowledge of the endorsement by passing the PRAXIS test in the specialty.

(2) Candidates for special education endorsements, in addition to the requirements stated in section (1) of this rule, must complete preparation in the continuum of disabilities (mild, moderate, and severe).

(3) Candidates for endorsements in educational media, hearing impaired, communication disorders, and vision impaired shall qualify for four levels of authorization by:

(a) Completing preparation in psychological foundations and methods appropriate for early childhood/elementary AND middle level/high school;

(b) Completing a supervised work experience and/or student teaching in early childhood/elementary AND middle level/high school; and

(c) Documenting knowledge of the endorsement by passing the PRAXIS test in the specialty.

(4) Candidates for endorsements in Early Intervention and Early Childhood Special Education must qualify for the Early Childhood Authorization only by:

(a) Completing preparation in psychological foundations and methods appropriate for Early Childhood Education/Early Intervention;

(b) Completing a supervised practicum in early intervention and early childhood special education; and

(c) Documenting knowledge of the endorsement by passing PRAXIS Test in Special Education; Preschool/Early Childhood. The Multiple Subject Assessment Test (MSAT) is required for Early Childhood Education/Early Intervention I endorsement, but is not required for the Early Childhood Education/Early Intervention II endorsement.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0160**Objectives for a Continuing Teaching License**

The unit provides an approved program through which teachers may document the advanced knowledge, skills and competencies required to gain a Continuing Teaching License.

(1) Candidates assess knowledge and skills of students in relation to long-term content goals and district standards, and determining the knowledge and skills each student needs to accomplish them.

(2) Candidates design instructional plans that incorporate knowledge of students' developmental levels, interests, abilities, and learning accomplishments consistent with content goals and district standards.

(3) Candidates establish a classroom climate conducive to learning, e.g., positive classroom management, a safe and developmentally appropriate environment, efficient organization of time and materials, and effective transitions.

(4) Candidates implement instructional plans that employ knowledge of subject matter and use research-based educational practices that reflect how students learn, are sensitive to individual differences and diverse cultures, and encourage parent participation.

(5) Candidates collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and to their families, if needed, to promote student learning.

(6) Candidates evaluate student progress in learning, refine plans for instruction, and establish alternative goals or environments for learning when necessary.

(7) Candidates document and report the progress of students in achieving content goals and district standards.

(8) Candidates use emerging research on teaching, learning and school improvement to enhance practices.

(9) Candidates participate in designing, evaluating and improving opportunities for teaching and learning in an educational institution.

(10) Candidates collaborate with one's colleagues to enhance job performance and advance teaching as a profession.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0170

Adding Endorsements or Authorization Levels to Existing Initial and Continuing Teaching Licenses

The unit makes provisions for adding subject matter and specialty area endorsements or authorization levels to Initial and Continuing Teaching Licenses.

(1) Application for evaluation to add a subject matter or specialty endorsement to an existing Initial or Continuing Teaching License shall be made in one of the following ways:

(a) The applicant may submit transcripts showing completion of the academic requirements for the endorsement from an approved institution together with documentation indicating five years of successful, appropriately assigned teaching in the new endorsement on a license valid for the assignment.

(b) The applicant may submit a Preparation for Teaching Report, Form C-2, from an approved teacher education institution and submit a passing score as determined by the Commission on the Praxis specialty area test for which the endorsement is being requested.

(c) The applicant may submit a passing score as determined by the Commission on the Praxis specialty area test for which the endorsement is being requested and document one year of one-half time or more successful teaching experience in the endorsement; or complete a practicum experience at an approved teacher education institution; or document experience on an approved misassignment if teaching in Oregon. The employing district shall assign a mentor teacher for the first year of this misassignment.

(2) A candidate seeking to add the next contiguous authorization to an Initial or Continuing Teaching License shall:

(a) Successfully complete at least six quarter hours but not more than nine quarter hours of preparation in child and/or adolescent development and methods of instruction in the appropriate subject(s) at the requested authorization level; and

(b) Complete a minimum of 90 clock hours of practicum experience at an approved teacher education institution or on an approved misassignment with an Oregon school. During the practicum, the candidate will prepare one work sample to document effectiveness at the new authorization level. The employing district shall assign a mentor teacher for the first year of the misassignment.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0180

Practica and Student Teaching

The unit provides practica and student teaching in public and/or approved private school settings for purposes of instruction, assessment of competency, and integration of field work with academic study.

(1) The unit sets criteria for admission and establishes performance standards for successful completion of practica.

(2) The unit recommends for licensure those candidates who successfully complete program requirements and demonstrate professional competency.

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

(a) At least nine weeks are full-time in schools where the student teacher assumes the responsibilities of a full-time classroom teacher; and

(b) During the remaining six weeks, the six week requirement may be met either through full-time or the equivalent part-time experience. The assignment of responsibilities may be incremental in keeping with the objectives of the experience.

(4) The unit has policies on supervision of practicum students which state the responsibilities of institutional supervisors and practicum site supervisors and administrators, including the frequency of observations and conferences with the students.

(5) The unit's supervisor(s) makes a minimum of six supportive/evaluative visits during the student teaching assignment.

(6) At least twice during student teaching, the institution's supervisor(s) meets with the candidate and the school district supervisor(s) in joint conferences to discuss supervisors' evaluations and the student teacher's work samples.

(7) Each student teacher assembles and analyzes two work samples to illustrate his/her ability to foster student learning. Each work sample includes:

(a) Goals for the unit of study, which is generally two to five weeks in length, that vary in kind and complexity, but that include concept attainment and application of knowledge and skills;

(b) Instructional plans to accomplish the learning goals of the group(s) of students;

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

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

(e) 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.

(8) The unit supervisor(s) and the cooperating teacher(s) jointly determine that the candidate has demonstrated in student teaching the skills and competencies specified for the authorization.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0190

Knowledge of School Law for Teachers

The unit provides preparation in state and federal statutes on education including laws prohibiting discrimination and rights and responsibilities of students, teachers, and parents.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0200

Verification of Program Completion

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(s) and endorsement(s).

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

(3) The unit attests that candidates comply with Standards for Competent and Ethical Performance of Oregon Educators in Division 020.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

Standards for Administrator Education Programs

584-017-0210

Purpose for Administrator Licensure

These rules establish a licensure program for administrators that supports the Oregon Educational Act for the 21st Century and is consistent with the redesign of administrator work to accomplish objectives for Oregon schools. This program has the following characteristics:

(1) The program is designed to recognize the developmental levels of students.

(2) Entry into administration will require at least three years of successful licensed experience in national, regional, or state accredited schools.

(3) Continuing professional development is integral to the licensure program.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0220

Selection, Recruitment and Admission of Candidates

The unit attracts and admits qualified candidates to the program giving special attention to current personnel needs of schools and actively recruits under represented groups.

(1) The unit admits only those candidates who meet entry standards and requirements.

(2) Each candidate is competent to work with school-aged children.

(3) Each candidate attests to possessing moral character necessary for licensure in Oregon.

(4) Each candidate shall document:

(a) Completion of a teacher or personnel service preparation program and the granting of teaching or personnel service licensure in Oregon;

(b) Three years of successful licensed teaching or personnel service experience in public schools or regionally accredited private schools; and

(c) Evidence of administration potential based on assessments of skill in leadership, management and human relations.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0230

Retention and Advising

The unit develops, publishes and implements procedures and criteria for making decisions on retention of candidates in the program.

(1) Procedures and criteria to evaluate progress assure that only those qualified are retained.

(2) Opportunities are established for advising and counseling on personal and professional concerns.

(3) The unit shall collect data on admissions, retention, advising, supervision, transcribing of credits, and evidence of performance. Records shall be secure and comply with confidential and legal requirements to protect candidate rights and interests.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0240

Curriculum Design

The unit has established a curriculum based on its framework.

(1) A current syllabus is submitted to TSPC for each professional course in the program.

(2) Each syllabus states the outcomes and activities of the course and the procedures and criteria for evaluating achievement of students.

(3) The unit assures that subject matter and professional knowledge required for licensure are presented to candidates.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0250

Objectives for Initial Administrator Licensure

The unit ensures that candidates for an Initial Administrative License possess the knowledge, skills and competencies required for administrators.

(1) Candidates demonstrate and promote ethical standards of democracy, equity, diversity, and excellence and promote communication among diverse groups.

(2) Candidates support the establishment and implementation of high skill and knowledge expectations designed to meet stated goals and objectives for students.

(3) Candidates develop and implement a plan with staff and other stakeholders for school improvement designed to increase student achievement using the best practices for curriculum design, instruction and assessment.

(4) Candidates engage staff in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement.

(5) Candidates demonstrate and promote values, ethics, beliefs, and attitudes that achieve the goals of the school and district.

(6) Candidates demonstrate knowledge of the organization of a school within the context of the district and community.

(7) Candidates establish positive school-community relations and encourage parent participation that assist staff in achieving district and/or building goals.

(8) Candidates collaborate in the design and implementation of professional staff development programs to increase the effectiveness of the school program.

(9) Candidates demonstrate knowledge of supervision, professional development, and evaluation of personnel to ensure effective instruction;

(10) Candidates facilitate alternative learning environments when student progress is less than desired.

(11) Candidates assist in the work of district decision making groups, including the school site council.

(12) Candidates develop collaboratively a learning organization that meets the needs of students within the constraints of school, district, and community resources and priorities.

(13) Candidates manage school financial resources to meet established priorities.

(14) Candidates manage the school in accordance with statutes, administrative rules, school district policies, and collective bargaining agreements.

(15) Candidates demonstrate an understanding of Oregon school law and finance; and

(16) Candidates exhibit an understanding of human development, curriculum, and methods for early childhood, elementary, middle school, and high school students.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0260

Objectives For Continuing Administrator/Initial Superintendent License

The unit provides an approved program through which administrators document the advanced competencies required for Continuing Administrator/Initial Superintendent License.

(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 school's performance and its reputation as a high quality learning environment for all students.

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

(5) Candidates collaborate with patrons, staff and interested organizations in the development, evaluation and improvement of policies and programs to meet school district needs.

(6) Candidates implement practices that ensure effective organizations and management of school district policies and procedures.

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

(8) Candidates demonstrate an advanced understanding of Oregon school law and school finance.

(9) Candidates demonstrate an understanding of planning, maintenance and management of facilities.

(10) While holding a Continuing Administrator License, complete one year of experience at the district level while working with a mentor.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0270

Objectives of Continuing Superintendent License

The unit provides an approved program for superintendents to earn a Continuing Superintendent License. A candidate for a Continuing Superintendent License shall:

(1) Complete the required course of study for superintendents beyond the program required in OAR 584-080-0090;

(2) Verify three years of one-half time or more experience as a superintendent in Oregon public schools or in Oregon private schools accredited by the Northwest Association of Schools and Colleges; and

(3) Through the required course of study, assessments and administrative experience:

(a) Document an understanding of policy development for a school district and the ability to implement policies effectively;

(b) Demonstrate an understanding of planning, maintenance and management of facilities at a school district level;

(c) Demonstrate an ability to develop a process for goal setting for the school district that involves community, school board and staff;

(d) Demonstrate an ability to use research that enhances best practice to implement the goals of the district;

(e) Document leadership with students, staff, school board and the community;

(f) Demonstrate the ability to use various evaluation techniques in order to improve policies and programs across the district; and

(g) Demonstrate the ability to collaborate with patrons, staff and interested organizations to enhance community relations for the school district.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0280

Field Experience for Administrator License Program

The unit provides practica in public and/or approved private school settings for purposes of instruction, assessment of competency, and integration of field work with academic study.

(1) The unit sets criteria for admission to and establishes performance standards for successful completion of practica.

(2) Each candidate for an Initial Administrator License completes a full-time practicum in a public and/or approved private school for nine weeks in early childhood elementary AND in middle level/high school under the direct supervision of an institutional supervisor and a licensed school administrator.

(3) Each candidate assembles a portfolio which documents satisfactory performance in at least five of the following areas of responsibility:

(a) Leadership in establishing learning goals and evaluation of programs;

(b) Selection, supervision and professional development of personnel;

(c) Budget preparation and management;

(d) Student management/student activities;

(e) School building design/management of facilities;

(f) Curriculum development and implementation;

(g) Development and coordination of participatory (site-based) decision making;

(h) Communication of district goals and programs to students, parents, and community constituencies; and

(i) Technical requirements of mandated programs, such as special education and talented and gifted.

(4) The institution shall establish and utilize policies on supervision of practicum students which shall state the responsibilities of institutional supervisors and practicum site supervisors and administrators, including the frequency of observations and conferences with the students.

(5) The institution's supervisor(s) makes a minimum of four supportive/evaluative visits during the practicum.

(6) At least twice during the practicum, the institution's supervisor(s) meets with the candidate and the school administrator in joint conferences to discuss the candidate's performance and evaluation.

(7) The institutional supervisor and the licensed school administrator jointly determine the candidate has demonstrated in the administrator practicum the knowledge, skills and competencies specified for the license.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0290

Knowledge of School Law for Administrators

The unit provides preparation in state and federal statutes on education including laws prohibiting discrimination and rights and responsibilities of students, teachers, and parents.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0300

Verification of Program Completion

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(s) and endorsement(s).

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

(3) The unit attests that candidates comply with Standards for Competent and Ethical Performance of Oregon Educators in Division 020.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

Standards for School Psychologist Program

584-017-0310

Purpose for School Psychologist Licensure

These rules establish a licensure program for school psychologists that supports the Oregon Educational Act for the 21st Century and is consistent with the redesign of work done by school psychologists to accomplish objectives for Oregon schools.

(1) The program is designed to recognize the developmental level of students.

(2) Continuing professional development is integral to the licensure program.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0320

Selection, Recruitment and Admission of Candidates

The unit attracts and admits qualified candidates to the program giving special attention to current personnel needs of schools and actively recruits under represented groups.

(1) The unit admits only those candidates who meet the established entry standards and requirements.

(2) Each candidate is competent to work with school-aged

children.

(3) Each candidate attests to possessing moral character necessary for licensure in Oregon.

(4) Each candidate shall document:

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

(b) Undergraduate or graduate preparation in human behavior to include: psychological, sociological, and physiological development; learning theory; and motivation.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0330

Retention and Advising

The unit develops, publishes and implements procedures and criteria for making decisions on retention of candidates in the program.

(1) Procedures and criteria to evaluate progress assure that only those qualified are retained.

(2) Opportunities are established for advising and counseling on personal and professional concerns.

(3) The unit shall collect data on admissions, retention, advising, supervision, transcribing of credits, and evidence of performance. Records shall be secure and comply with confidential and legal requirements to protect candidate rights and interests.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0340

Curriculum Design

The unit has established a curriculum based on its framework.

(1) A current syllabus is submitted to TSPC for each professional course in the program.

(2) Each syllabus states the outcomes and activities of the course and the procedures and criteria for evaluating achievement of students enrolled in the course.

(3) The unit assures that subject matter and professional knowledge required for licensure is presented to candidates.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0350

Objectives For Initial School Psychologist Licensure

The unit ensures that a candidate for Initial School Psychologist licensure possesses the knowledge, skills and competencies required for a School Psychologist.

(1) Candidates demonstrate the ability to consult and collaborate with parents, school, and outside personnel regarding mental health, behavioral, and education concerns.

(2) Candidates demonstrate the ability to work with others to design and develop procedures for preventing disorders, promoting mental health and learning, and improving educational systems.

(3) Candidates demonstrate skill in assessing or providing for assessments in the following areas: academic knowledge and achievement, intelligence and cognitive functioning, scholastic aptitude, personality, emotional status, social skills and adjustment, adaptive behavior, language and communication skills, sensory and neurological functioning, educational setting, and family/environmental influences. Assessment practices include components specifically designed to take into account cultural, ethnic, religious and other aspects of human diversity, and to prevent bias.

(4) Candidates demonstrate knowledge of assessment strategies appropriate for the age ranges of birth to 21 years, including early intervention, and vocational-transitional approaches.

(5) Candidates demonstrate skill in observing and recording behavior, including regard for the context and setting in which

observations occur.

(6) Candidates demonstrate skill in interpreting assessments and skill in the linking of assessment with subsequent interventions.

(7) Candidates demonstrate the ability to work face-to-face with individual students and groups to enhance learning, affective development, social skills, and vocational development.

(8) Candidates demonstrate the ability to apply a range of skills including individual and group counseling, provision of strategies to improve classroom performance, and methods of measuring results of direct interventions.

(9) Candidates demonstrate awareness of the wide range of human diversity and consideration of this range when providing direct services.

(10) Candidates demonstrate the ability to provide and/or engage in supervision, peer review, and continuing professional development.

(11) Candidates demonstrate the ability to conduct and/or utilize the results of both basic and applied research.

(12) Candidates demonstrate knowledge of current research in the areas of psychological functioning and psychological treatments, psychoeducational assessment tools and procedures, educational programs, and social system/organizational factors associated with school communities and school success.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0360

Objectives For Continuing School Psychologist License

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, ORS 342.147 & ORS 342.165

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0370

Practicum for the School Psychologist Program

The unit provides practica in public and/or private school settings for purposes of instruction, assessment of competency, and integration of field work with academic study.

(1) The candidate completes a full-time practicum in a public school for nine weeks in a public school under the direct supervision of a licensed school psychologist.

(2) The candidate completes one year of mentored experience.

(3) The candidate provides documentation of a clinical psychology practicum, including experience in a public service agency serving school age children and/or youth.

(4) Each candidate assembles a portfolio to demonstrate the ability to perform the duties of a school psychologist.

(5) The unit's supervisor and the cooperating school psychologist jointly determine that the candidate for school psychologist has demonstrated in the practicum the skills and competencies.

(6) The unit establishes and utilizes policies on supervision of practicum students which state the responsibilities of institutional supervisors and practicum site supervisors and administra-

tors.

(7) The unit's supervisor makes a minimum of four supportive/evaluative visits during the practicum.

(8) At least twice during the practicum, the unit's supervisor(s) meets with the candidate and the school supervisor in joint conferences to discuss performance and evaluation.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0380

Knowledge of School Law for School Psychologists

The unit provides preparation in state and federal statutes on education including laws prohibiting discrimination and rights and responsibilities of students, teachers, and parents.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0390

Verification of Program Completion

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(s) and endorsement(s).

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

(3) The unit attests that candidates comply with Standards for Competent and Ethical Performance of Oregon Educators in Division 020.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

Standards for School Counselor Program

584-017-0400

Purpose of School Counselor Licensure

These rules establish a licensure program for school counselors that supports the Oregon Educational Act for the 21st Century and is consistent with the redesign of the work done by school counselor to accomplish objectives for Oregon schools. This program has the following characteristics:

(1) The program is designed to recognize the developmental levels of students.

(2) Continuing professional development is an integral part of the licensure program.

(3) Licensure as a school counselor requires at least two years of successful licensed experience in Oregon public schools or in Oregon private schools accredited by the Northwest Association of Schools and Colleges under Track I. If the candidate does not have the required teaching experience, a practicum in classroom teaching is required under Track II.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0410

Selection, Recruitment and Admission of Candidates

The unit attracts and admits qualified candidates to the program giving special attention to current personnel needs of schools and actively recruits under represented groups.

(1) The unit admits only those candidates who meet unit entry standards and admission requirements.

(2) Each candidate shall document:

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

(b) Undergraduate preparation in human development and behavior to include: psychological, sociological, and physiological development, learning theory, and motivation.

(3) Each candidate in Track I programs shall document two

years of successful teaching experience in schools. Each candidate in Track II programs shall document alternative practicum experiences in lieu of teaching.

NOTE: See OAR 584-015-0070(3)(c) for practicum requirements.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0420

Retention and Advising

The unit develops, publishes and implements procedures and criteria for making decisions on retention of candidates in the program.

(1) Procedures and criteria to evaluate progress assure that only those qualified are retained.

(2) Opportunities are established for advising and counseling on personal and professional concerns.

(3) The unit shall collect data on admissions, retention, advising, supervision, transcribing of credits, and evidence of performance. Records shall be secure and comply with confidential and legal requirements to protect candidate rights and interests.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0430

Curriculum Design

The unit has established a curriculum based on its framework.

(1) A current syllabus is submitted to TSPC for each professional course in the program.

(2) Each syllabus states the outcomes and activities of the course and procedures and criteria for evaluating the achievement of students enrolled in the courses.

(3) The unit assures that subject matter and professional knowledge required for licensure are presented to candidates.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0440

Objectives for Initial School Counselor License

The unit ensures that a candidate for Initial School Counselor License possess the knowledge, skills, and competencies required for a school counselor.

(1) Candidates develop and implement plans which promote social and emotional development.

(2) Candidates establish programs appropriate for group, individual, and family counseling.

(3) Candidates demonstrate interpersonal skills, working with others and communicating with community members.

(4) Candidates practice and promote group process, crisis resolution, anger management and violence prevention.

(5) Candidates demonstrate ethical standards and knowledge of legal frameworks unique to counseling.

(6) Candidates collaborate with social service agencies providing services to students and families.

(7) Candidates support school to work transition and career planning.

(8) Candidates assist with curriculum coordination as it relates to guidance activities.

(9) Candidates understand student assessment as it relates to academic, career counseling and personal/social development.

(10) Candidates assist with goal setting, learning skills and the development of self-directed learners.

(11) Candidates support and develop plans which respect difference and promote communication among diverse groups.

(12) Candidates collaborate with school staff, families, and community members to meet individual student needs.

(13) Candidates assist staff to understand the needs of all students.

(14) Candidates demonstrate effective counseling techniques

for individuals and small groups.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0450

Objectives for Continuing School Counselor License

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

(1) The candidate is able to document an understanding of and ability to apply emerging research on counseling, learning, and school improvement to increase comprehensive counseling program effectiveness.

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

(3) The candidate is able to collaborate with colleagues, staff, parents, and the public to enhance the student's performance.

(4) The candidate is able to demonstrate effective leadership in communication with diverse and special interest organizations.

(5) The candidate is able to demonstrate an advanced understanding of laws applicable to counselors.

(6) The candidate completes an additional 400 clock hours of supervised practicum in a public school.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0460

Practicum for School Counselor Program

The unit provides practica in public and/or private school settings for purposes of instruction, assessment of competency, and integration of field work with academic study.

(1) Prospective counselors who have two years of successful teaching experience in Oregon schools or out-of-state public or regionally accredited private schools (Track I):

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

(b) Assemble a portfolio to demonstrate his/her ability to meet the expectations of the public school's counseling program.

(2) Prospective counselors who do not have two years of teaching experience in Oregon schools or out-of-state public or regionally accredited private schools (Track II):

(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 directing 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 to demonstrate his/her ability to meet the expectations of the public school's counseling program.

(3) The unit's supervisor and the cooperating counselor shall determine jointly that the candidate has demonstrated in the practicum the skills and competencies required for licensure.

(4) The unit establishes and utilizes policies on supervision of practicum students which shall state the responsibilities of unit supervisors and practicum site supervisors and administrators, including the frequency of observations and conferences with the students.

(5) The unit's supervisor makes a minimum of four supportive/evaluative visits during the practicum. At least twice during the practicum, the institution's supervisor(s) meets with the candidate and the school supervisor in joint conferences to discuss performance and evaluation.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0470

Knowledge of School Law for School Counselors

The unit provides preparation in state and federal statutes on education including laws prohibiting discrimination and rights and responsibilities of students, teachers, and parents.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-017-0480

Verification of Program Completion

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(s) and endorsement(s).

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

(3) The unit attests that candidates comply with Standards for Competent and Ethical Performance of Oregon Educators in Division 020.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

DIVISION 19

RULES FOR INVESTIGATIONS/HEARINGS

584-019-0001

Hearing Panel

(1) The Commission delegates to the Commission Chairperson the authority to designate a panel of three or more Commission members to conduct hearings on the denial, revocation, or suspension of a license.

(2) The Commission Chairperson, after consultation with the Executive Director, shall designate a hearing panel consisting of three or more Commissioners and shall designate a Commission member to act as presiding officer or shall appoint a hearing officer to conduct the hearing.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.175 - ORS 342.190

Hist.: 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

584-019-0005

Prehearing Motions

(1) The Commission delegates to the Executive Director the authority to grant or deny motions to postpone, motions to issue subpoenas, and similar prehearing motions.

(2) The Executive Director shall consult with the presiding Commission member or hearing officer prior to ruling on prehearing motions except when the presiding Commission member or hearing officer is not available.

(3) Except in extraordinary circumstances, the Executive Director shall not rule on prehearing motions to dismiss and similar motions which can be deferred until the time of the hearing.

(4) The hearing panel may at the time of the hearing reconsider any prehearing rulings of the Executive Director.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.175 - ORS 342.190

Hist.: TS 7-1989, f. & cert. ef. 12-13-89; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97

584-019-0010

Discovery and Subpoenas

(1) The Commission through the Executive Director shall issue subpoenas to the educator upon request and upon a showing of general relevance and reasonable scope of evidence sought. The educator may have a subpoena issued by an attorney of record, subscribed by the signature of the attorney. Witnesses

appearing pursuant to subpoena shall receive fees and mileage as prescribed by law for witnesses in civil action.

(2) On petition of any party, the presiding Commission member or hearing officer may order that the testimony of any material witness may be taken by deposition in the manner prescribed by law for depositions and civil actions. Depositions may also be taken by the use of audio or audio-visual recordings. The petition shall set forth the name and address of the witness whose testimony is desired, a showing of the materiality of the testimony of the witness, and the request for an order that the testimony of such witness be taken before an officer named in the petition for that purpose. If the witness resides in this state and is unwilling to appear, the Executive Director may issue a subpoena requiring the appearance of the witness.

(3)(a) 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.

(b) A party may charge a fee to reimburse for the actual cost of producing or copying documents.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.175 - ORS 342.190

Hist.: TS 7-1989, f. & cert. ef. 12-13-89; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97

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 Commission may take notice of judicially cognizable facts, and the Commission may take official notice of general, technical, or scientific facts. The educator shall be notified at any time during the proceeding, but in any event prior to the final decision of material officially noticed and the educator shall be afforded an opportunity to cancel the facts so noticed. The Commission may utilize its experience, technical competence, and specialized knowledge in the evaluation of the evidence presented to them.

(5) The Executive Director or the presiding Commission member or 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 Executive Director or the presiding 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 - ORS 342.190

Hist.: TS 7-1989, f. & cert. ef. 12-13-89; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97

584-019-0020 Disclosure

The documents and materials used in the investigation and the report of the Executive Director are confidential and not subject to public inspection unless the Commission makes a final

determination that the person charged has violated ORS 342.143 or 342.175.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.175 - ORS 342.190

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

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 shall 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 presiding 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 - ORS 342.190

Hist.: TS 6-1993, f. & cert. ef. 12-7-93; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97

584-019-0035

Settlement of Cases Prior to Hearing

The purpose of this policy is to promote efficient and timely settlement of disciplinary proceedings.

(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 hearing.

(2) The Executive Director shall not accept a settlement agreement unless it is signed by the educator and his/her attorney, if any, and received by the Executive Director not less than seven days prior to the date scheduled for a hearing.

(3) All matters not settled in accordance with subsection (2) of this rule shall be determined through a hearing before the full commission or a panel of three commissioners or shall be determined through entry of a default order or voluntary surrender of license.

(4) No exception to the requirement shall be allowed except on concurrence of the Executive Director and the Commission Chair that extraordinary circumstances have been established to justify acceptance of a settlement agreement less than seven calendar days prior to the hearing date, and subject to such conditions that the Executive Director deems to be reasonable.

Stat. Auth.: ORS 342

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

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

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 issued by the Commission under ORS 342.120 to 342.200, or the discipline of any license holder or any person who has held a

license 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 will promptly investigate complaints:

(a) The Commission may at its discretion defer action to charge an educator against whom a complaint has been filed under ORS 342.176 when the investigation report indicates that disciplinary action against the educator is pending at the local district level or when criminal charges are pending or are likely to be filed against the educator. In considering whether to defer action to charge an educator, the Commission shall consider all relevant circumstances including the nature and seriousness of the allegations and whether the educator is currently employed as a teacher or school administrator.

(b) The Executive Director shall regularly inform the Commission of the status of any complaints on which the Commission has deferred action.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.175 - ORS 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

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 person who holds a valid Oregon Administrative License.

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

(3) "Educator": Any licensed person who is authorized to be engaged in the instructional program including teaching, counseling, administering, and supervising.

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

(5) "Sexual Contact" includes:

(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; or

(c) Sexual advances and verbal or physical conduct of a sexual nature directed towards a student.

(6) "Sexual harassment": Any unwelcome 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 unreasonably interfering with an individual's work performance or creating 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 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 342.176

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

584-020-0010

The Competent Educator

The teacher or administrator demonstrates a commitment to:

(1) Recognize the worth and dignity of all persons;

(2) Encourage scholarship;

(3) Promote democratic citizenship;

(4) Raise educational standards; and

(5) Use professional judgment.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & ORS 342.175 - ORS 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80

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 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 teachers by complying with state law, 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 & ORS 342.175 - ORS 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83

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) Ways to assess progress of individual students;

(b) Skill in the use of assessment data to assist individual student growth;

(c) Procedures for evaluating curriculum and instructional goals and practices; and

(d) Skill in the supervision of students.

(3) The competent administrator demonstrates:

(a) Skill in the use 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 techniques appropriate to the assignment and according to well established standards which insure due process for the staff being evaluated.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & ORS 342.175 - ORS 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83

584-020-0025

Management Skills

(1) The competent educator is a person who understands students and is able to relate to them in constructive 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 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) 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 utilization.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & ORS 342.175 - ORS 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83

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 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 and its program;

(b) Skills in communicating district and school goals to staff and 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 & ORS 342.175 - ORS 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80

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 family; and

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

(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;

ment;

(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 non-educational benefit 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 & ORS 342.175 - ORS 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

584-020-0040

Grounds for Denial, Suspension, or Revocation of License, or Other Disciplinary Action

(1) The Commission shall deny a license to an applicant or revoke the license of an 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. Evaluation of crimes shall 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 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 163.435 - Contributing to the Sexual Delinquency of a Minor;

(q) ORS 163.445 - Sexual Misconduct;

(r) ORS 163.465 - Public Indecency;

(s) ORS 163.515 - Bigamy;

(t) ORS 163.525 - Incest;

(u) ORS 163.547 - Child Neglect in the First Degree;

(v) ORS 163.575 - Endangering the Welfare of a Minor;

(w) ORS 163.670 - Using Child in Display of Sexually Explicit Conduct;

(x) ORS 163.675 - Sale or Exhibition of Visual Reproduction of Sexual Conduct by Child;

(y) ORS 163.680 - Paying for Viewing Sexual Conduct Involving a Child;

(z) ORS 163.684 - Encouraging Child Sexual Abuse in the First Degree;

(aa) ORS 163.686 - Encouraging Child Sexual Abuse in the Second Degree;

(bb) ORS 163.687 - Encouraging Child Sexual Abuse in the Third Degree;

(cc) ORS 164.325 - Arson in the First Degree;

(dd) ORS 164.415 - Robbery in the First Degree;

- (ee) ORS 166.005 - Treason;
- (ff) ORS 166.087 - Abuse of a Corpse in the First Degree;
- (gg) ORS 167.007 - Prostitution;
- (hh) ORS 167.012 - Promoting Prostitution;
- (ii) ORS 167.017 - Compelling Prostitution;
- (jj) ORS 167.062 - Sadoomasochistic Abuse for Sexual Conduct in a Live Show;
- (kk) ORS 167.065 - Furnishing Obscene Materials to Minors;
- (ll) ORS 167.070 - Sending Obscene Materials to Minors;
- (mm) ORS 167.075 - Exhibiting an Obscene Performance to a Minor;
- (nn) ORS 167.080 - Displaying Obscene Materials to Minors;
- (oo) ORS 167.087 - Disseminating Obscene Materials;
- (pp) ORS 167.090 - Publicly Displaying Nudity or Sex for Advertising Purposes;
- (qq) ORS 475.995 - Distribution of Controlled Substances to Minors;
- (rr) ORS 475.999 - Manufacture or Delivery of Controlled Substance to Minor or Student within 1,000 Feet of School.

(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 misconduct, 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 of an educator under ORS 342.175 or deny a license to an applicant under ORS 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;

(c) Is charged with gross neglect of duty; and

(d) Is charged with gross unfitness.

(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) Knowing and 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) Knowing and substantial unauthorized use of employment time or school resources for private purposes;

(c) Knowing 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 contact 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 a statutory privilege;

(i) Deliberately assigning an educator in violation of licensure requirements;

(j) Resignation from a contract in violation of ORS 342.553;

(k) Knowing violation of any order or rule of the Commission;

(l) Sexual harassment;

(m) Knowing and wilful 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; and

(o) Substantial deviation from professional standards of

ethics set forth in OAR 584-020-0035.

(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 and 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 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;

(d) Commission of an act listed in OAR 584-020-0040(1); and

(e) Admission of facts constituting criminal conduct.

(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. In any proceeding brought under subsection (4)(j) of this rule, the Commission may not impose a sanction more severe than suspension of the educator's license for the remainder of the school year.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.175 - ORS 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

584-020-0041

Reporting Requirements

(1) For purposes of this rule, "chief administrator" means the superintendent, head teacher or person designated by a school district board as district school clerk under ORS 332.515 of a common school district, union high school district or education service district; the director or chief administrative officer of the Oregon School for the Deaf and the Oregon School for the Blind; or the director or chief administrative officer of a private elementary or secondary school under ORS 345.505 to 345.585, regardless of whether the school is registered as a private school with the Department of Education.

(2) A chief administrator shall report to the Executive Director within 30 days the name of any person holding a teaching license or participating in a practicum under OAR 584-015-0070 or under 584-016-0075 when after appropriate investigation the chief administrator reasonably believes the person may have committed any act which may constitute one of the designated acts of gross neglect of duty under OAR 584-020-0040(4), subsections (a) to (i), (l), or (m) or one 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 342.175 - ORS 342.190

Hist.: TS 4-1993, f. & cert. ef. 9-29-93; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97

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.

duct 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.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & ORS 342.175 - ORS 342.190

Hist.: TS 5-1983, f. & ef. 7-21-83

DIVISION 21

SCHOOL NURSE LICENSES

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 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 N-1, the fee, and all supporting documents necessary for the evaluation for the license.

(2) "Approved Institutions": Oregon colleges and universities 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 and/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. See section (16) of this rule for a list of these associations.

(3) "Commission": The Teacher Standards and Practices Commission (TSPC).

(4) "Executive Director": The Executive Director for the Commission.

(5) "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.

(6) "Joint Application": Submitted by the school board or school superintendent in cooperation with the applicant.

(7) "Major Traffic Violations": Includes reckless driving (ORS 487.550); driving while under the influence of intoxicants (ORS 487.540); failure to perform the duties of a driver involved in an accident or collision (ORS 483.602 and 483.604); fleeing or attempting to elude a police officer (ORS 487.555); driving while license is suspended or revoked (ORS 487.560); or driving after being declared to be a habitual offender (ORS 484.740).

(8) "Misassignment": Assignment of a school nurse in a position requiring a teaching, personnel service, or administrative license.

(9) "Nurse": A registered nurse who holds a current license issued by the Oregon State Board of Nursing. See also School Nurse.

(10) "Oregon Administrative Rules (OAR)": Rules adopted by TSPC in accordance with the Attorney General's Model Rules of Procedure. Administrative rules have the force of law.

(11) "Oregon Revised Statutes (ORS)": Laws established by the Legislature and Governor of the State of Oregon.

(12) "Oregon Schools": Includes public school districts, Oregon education service districts, registered private schools preprimary through grade twelve, state and federal schools in Oregon, and special state-supported schools in Oregon serving students ages three through twenty-one.

(13) "Personal Qualifications": Personal qualifications for licensure including possessing good moral character and mental and physical health necessary for employment as a school nurse.

(14) "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.

(15) "Public Schools": Includes Oregon public school districts, Oregon education service districts, state and federal schools in Oregon, special state-supported schools in Oregon serving students ages three through twenty-one, public school districts in other states, the U.S. jurisdictions (American Samoa, Commonwealth of Northern Marianas, District of Columbia, Guam, Puerto Rico, and Virgin Islands), and schools operated by the U.S. Department of Defense.

(16) "Regional Accrediting Associations": Colleges and universities approved for preparation of school nurses 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 Colleges and Secondary Schools, North Central Association of Colleges and Secondary Schools, Northwest Association of Schools and Colleges, Middle States Association of Colleges and Secondary Schools, Southern Association of Colleges and Secondary Schools, or Western Colleges Association.

(17) "Registered Private School": A private school, preprimary through grade twelve, registered with the Oregon Department of Education in compliance with provisions of ORS 345.525 and 345.535.

(18) "Reinstatement": Restoration of the validity of a license which has expired, been revoked, or been surrendered.

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

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

(21) "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.

(22) "School Nurse": A registered nurse who is licensed by the Teacher Standards and Practices Commission as qualified to conduct and coordinate the health service programs of a school.

(23) "Successful Experience": If the nurse was permitted to fulfill the contract with the district, the experience is deemed successful.

(24) "Superintendent": The district's chief administrator who reports directly to the school board.

(25) "Transcripts": An official record of academic preparation which bears the signature of the registrar and the seal of the institution. Photocopies are not acceptable.

(26) "Volunteer Nurse": A registered nurse who serves without remuneration in a school health services program.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.455 - ORS 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 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

584-021-0110

General Provisions for School Nurse Licenses

(1) School districts which employ nurses and compensate them for services from public funds are encouraged to employ persons licensed as school nurses by the Commission.

(2) School districts may employ nurses who are not licensed as school nurses by the Commission. No forfeiture of basic school support will be made for such employment. The district, however, shall not designate such personnel as "school nurses".

(3) A school nurse license is not a teaching license. A person holding a school nurse license is not subject to the Fair Dismissal Law. See also ORS 342.475(5).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 342.176

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 1-1992, f. & cert. ef. 1-15-92

584-021-0115

Types of Licenses

(1) A Professional School Nurse License is issued to an applicant who meets the requirements set forth in OAR 584-021-0130. The Professional School Nurse License is valid for five years and may be renewed.

(2) An Emergency School Nurse License 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 license.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 342.176

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 1-1992, f. & cert. ef. 1-15-92

584-021-0120

Requirements for Applying for Initial Licensure

An applicant for the first Oregon School Nurse License must assemble all materials necessary for the evaluation for the license and must submit these materials as a single package. An incomplete application will be returned. The applicant must:

(1) Supply all information requested on the Application, Form N-1, and sign in the space provided attesting that the information is true and correct. The applicant must answer the questions pertaining to dismissal, revocation, and conviction and attach supporting documents as instructed on Form N-1, if necessary.

NOTE: Applicants for initial Professional School Nurse Licenses who qualify under provisions of OAR 584-021-0130(1), employment or volunteer service on November 1, 1981, or OAR 584-021-0130(3), licensure as a school nurse practitioner by Oregon State Board of Nursing, are not required to answer the questions pertaining to dismissal, revocation, or conviction.

(2) Provide official transcripts from all colleges and universities attended. Transcripts must bear the seal of the institution and the signature of the registrar.

NOTE: Applicants for initial Professional School Nurse Licenses who qualify under provisions of OAR 584-021-0130(1), employment or volunteer service on November 1, 1981, or OAR 584-021-0130(3), licensure as a school nurse practitioner by Oregon State Board of Nursing, are not required to furnish transcripts.

(3) Submit a current registered nurse license issued by the Oregon State Board of Nursing. A photocopy is acceptable.

(4) Demonstrate knowledge of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and state and federal statutes prohibiting discrimination. See OAR 584-021-0165 for options to demonstrate this knowledge.

NOTE: Applicants for initial Professional School Nurse Licenses who qualify under provisions of OAR 584-21-130(1), employment or volunteer service on November 1, 1981, or OAR 584-21-130(3), licensure as a school nurse practitioner by Oregon State Board of Nursing, are not required to demonstrate knowledge of laws prohibiting discrimination.

(5) Submit a check or money order for the evaluation fee(s) as established by OAR 584-021-0170. Cash may be presented when applying at the Commission office.

(6) Submit the employing school board or school superintendent's request for licensure, and an explanation of why the joint application is being made, if the application is for the Emergency School Nurse License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, ORS 342.120, ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 342.176

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

584-021-0130

Requirements for a Professional School Nurse License

An applicant for a Professional School Nurse License must

hold a current registered nurse license issued by the Oregon State Board of Nursing and must submit verification that the requirements in sections (1) or (2) of this rule have been met:

(1) The applicant currently holds a Professional School Nurse License in Oregon.

(2) For new applicants beginning December 1, 1998:

(a) The applicant must hold a baccalaureate degree from an approved institution; and

(b) The applicant must successfully complete thirty clock hours or three quarter hours (two semester hours) of course work approved by the state board of education which will include the following content areas:

(A) American school law and legal responsibilities of the School Nurse;

(B) The nursing process in the school setting;

(C) School health policies, issues and funding;

(D) Schools and society;

(E) Mental health and counseling concepts;

(F) The exceptional child--disabled, gifted, learning disabled;

(G) Physical and developmental assessment of the school-age child;

(H) The role and responsibilities of the School Nurse;

(I) Human growth, development and learning;

(J) Diversity; and

(K) School emergencies.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.455 - ORS 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

580-021-0135

Requirements for an Emergency School Nurse License

(1) An Emergency School Nurse License may be issued when there are insufficient applicants in a region of the state. The emergency license 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 183, ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 342.176

Stats. Implemented:

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

584-021-0140

Requirements for Applying for Renewal or Reinstatement of Licensure

An applicant for renewal or reinstatement of an Oregon School Nurse License must assemble all materials necessary for evaluation for the license and must submit these materials as a single package. An incomplete application will be returned. The applicant 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) Provide verification of successful experience as a school nurse during the life of the current license, if applicable. Experience must be verified by the superintendent of the district on the reverse side of the Application, Form N-1.

(3) Present a statement verifying satisfactory completion of a Commission-approved workshop or course on the laws prohibiting discrimination, if not previously verified. See OAR 584-021-0165 for options for demonstrating this knowledge.

(4) Submit a check or money order for the evaluation fee and, if applicable, submit the late application fee. See OAR 584-021-0170 for a list of fees. Cash may be presented when applying at the Commission office.

(5) Provide verification of professional upgrading satisfac-

tory to the school district, if applicable.

(6) Provide evidence satisfactory to the Commission of fitness to serve as school nurse, if the application is for reinstatement of a surrendered or revoked license.

(7) Submit the employing school board or school superintendent's request for license if the application is for renewal of an Emergency School Nurse License.

(8) Submit a current registered nurse license issued by the Oregon State Board of Nursing. A photocopy is acceptable.

(9) Submit official transcripts of nine quarter hours of additional preparation during the life of the current license or since expiration of the license, if applicable.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 342.176

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

584-021-0150

Renewal

The Professional School Nurse License may be renewed upon verification that the applicant holds a current registered nurse license issued by the Oregon State Board of Nursing and that the requirements in section (1) or (2) of this rule have been met:

(1) The applicant completed at least 960 clock hours of successful school nurse experience during the life of the current license and completed three quarter hours or 60 clock hours of professional upgrading. Professional upgrading must be approved by the school district as part of the professional improvement program for the school nurse. Professional upgrading may include, but is not limited to: College and university courses, community college courses, established workshops, or planned experiences in nursing.

(2) The applicant completed nine quarter hours of additional preparation from an approved institution during the life of the current license designed to increase competence as a school nurse.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 342.176

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

584-021-0155

Emergency School Nurse License Renewal

(1) An Emergency School Nurse License may be renewed for one year upon verification of ten clock hours of professional upgrading as described in OAR 584-021-0150(1) during the life of the license. The application must be submitted jointly with the school board or school superintendent 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, ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 342.176

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

584-021-0160

Procedures for Applications Which are Incomplete or Do Not Meet Requirements

(1) An incomplete application is returned. During the ninety 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 license. If the applicant is eligible, a license will be issued

at no additional cost.

(2) An transcript evaluation which does not result in issuance of a license is retained by TSPC for one year. Upon verification during that time of additional preparation correcting the deficiencies for which the application was denied, a license will be issued at no additional cost.

(3) If the applicant does not qualify for the license within one year from the date of the first evaluation, all documents necessary for reevaluation for the license must be resubmitted. The reevaluation will be made under rules which are in effect at the time of the reevaluation and the \$60 fee for evaluation of an application must be submitted again.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.455 to ORS 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

584-021-0165

Verifying Knowledge of Laws Prohibiting Discrimination

All applicants must demonstrate knowledge of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and state and federal statutes prohibiting discrimination as follows:

(1) An applicant may submit an affidavit for the first school nurse license assuring that he or she has read **Discrimination and the Oregon Educator** and has completed the self-study questions. For renewal, the applicant must complete a Commission-approved workshop or course offered by a teacher education institution, community college, school district, or other approved agency or organization.

NOTE: Applicants for initial Professional School Nurse Licenses who qualify under provisions of OAR 584-021-0130(1), employment or volunteer service on November 1, 1981, or OAR 584-021-0130(3), licensure as a school nurse practitioner by Oregon State Board of Nursing, are not required to demonstrate knowledge of laws prohibiting discrimination. Knowledge must be demonstrated, however, for renewal of a Professional School Nurse License.

(2) An applicant residing outside of the state and not employed by an Oregon school may renew or reinstate an Oregon school nurse license upon submission of an affidavit assuring that he or she has read **Discrimination and the Oregon Educator** and has completed the self-study questions. The applicant must complete a program, workshop, or course as described in section (1) of this rule for the first application following establishment of residence in Oregon or employment by an Oregon school.

(3) An applicant for renewal or reinstatement of an Oregon school nurse license who resides in Oregon or who is employed in an Oregon school must demonstrate knowledge through one of the options set forth in section (1) of this rule.

(4) Demonstration of knowledge through options set forth in section (1) of this rule is required only once.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 342.176

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

584-021-0170

Fees

All fees are assessed for evaluation of the application and are nonrefundable. The Commission issues the appropriate license at no additional cost if the applicant qualifies for it within ninety days following evaluation of the application except as provided in OAR 584-021-0160(2):

(1) The fee for evaluating an application for a school nurse license is \$60.

(2) The fee for evaluating an application for renewal of a license is \$60.

(3) The fee for each duplicate license is \$10.

(4) The fee to evaluate an application for reinstatement of an expired license is \$60 plus a late application fee of \$15 for each

month or portion of a month that the license has been expired to a maximum of \$135 total.

(5) The fee for evaluating an application for reinstatement of a suspended license is \$60.

(6) The fee for evaluating an application for reinstatement of a revoked license is \$150 in addition to the \$60 application fee.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.455 - ORS 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

584-021-0175

Character Questions to Establish Fitness to Serve as a School Nurse

Each applicant must establish his or her fitness to serve as a school nurse and must answer yes or no to the questions which follow in sections (1) through (11) of this rule. Any "yes" answer must be explained fully. If "yes" is answered to section (8) and/or section (10) of this rule, a certified true copy of the court record must accompany the application:

(1) Have you ever left any nursing or school-related employment, voluntarily or involuntarily, while the subject of an inquiry, review or investigation of alleged misconduct or unsatisfactory service or when you had reason to believe such investigation was imminent?

(2) Are you currently the subject of an inquiry, review of investigation for alleged misconduct or unsatisfactory service?

(3) Have you ever failed to complete a contract for services in any nursing, educational, or school-related position, or for any reason been placed on leave by your supervisor or left such employment prior to the end of the contract term?

(4) Have you ever had a certificate, credential or license (of any kind) or nursing license revoked or suspended or have you been placed on probationary status for any alleged violation of professional standards of conduct?

(5) Have you ever been denied a license or nursing license for which you applied or granted a license on a conditional or probationary basis for any alleged violation of professional standards of conduct?

(6) Have you ever surrendered a license of any kind or nursing license before its expiration?

(7) Have you ever been disciplined by any public agency responsible for licensure of any kind, including but not limited to educational, nurse, or school nurse licensure?

(8) Have you ever been convicted or been granted conditional discharge by any court for:

(a) Any felony;

(b) Misdemeanor; or

(c) Any major traffic violation such as: Driving under the influence of intoxicants or drugs; reckless driving; fleeing from or attempting to elude a police officer; driving while your license was suspended, revoked or used in violation of any license restriction; or failure to perform the duties of a driver or witness at an accident?

(9) Have you ever been arrested or cited for any offense listed in section (8) of this rule which is still pending in the courts?

(10) Have you ever entered a plea of guilty or No Contest relative to any charge for an offense listed in section (8) of this rule?

(11) Have you ever had any civil judgment or other court order entered against you resulting from abuse, assault, battery, harassment, intimidation, neglect, stalking, or other threatening behavior toward other persons?

NOTE: Applicants for initial Professional School Nurse Licenses who qualify under provisions of OAR 584-021-0130(1), employment or volunteer service on November 1, 1981, or OAR 584-021-0130(3), licensure as a school nurse practitioner by Oregon State Board of Nursing, are not required to answer these questions. The questions must be answered,

however, for renewal of a Professional School Nurse License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.455 - ORS 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 1-1992, f. & cert. ef. 1-15-92; TS 6-1993, f. & cert. ef. 12-7-93; TS 1-1997, f. & cert. ef. 3-24-97

584-021-0177

Criminal Records Check Requirement

(1) For the first Oregon license as a school nurse, or for reinstatement of a license that has been expired for more than three years, the applicant must submit two fingerprint cards for checking Oregon and Federal Bureau of Investigation criminal history records as follows:

(a) Secure two original FBI fingerprint cards from TSPC, an Oregon school district or Education Service District, or an Oregon Approved Teacher Education Institution.

(b) Arrange to have fingerprints taken by any local or state police jurisdiction in the United States, or by authorized personnel at an Oregon school district or Education Service District, or an Oregon Approved Teacher Education Institution which provides this service.

(c) Provide for the authorized fingerprinter at least one form of picture identification, such as a photo driver's license, Division of Motor Vehicles photo identification card, military identification card, student body card, etc.

(d) Submit to the authorized fingerprinter the 8 1/2" x 10" envelope furnished by TSPC and the form entitled "Instructions for Handling Fingerprint Cards."

(e) Submit to TSPC as a part of the complete application, the fingerprint cards and a personal check, money order, or cashiers check in the amount of \$38 to cover the actual cost of acquiring and processing the fingerprint information. Effective September 11, 1995, the fee for checking criminal records shall be \$42.

(2) Effective September 11, 1995, a criminal history records check as specified in section (1) of this rule, is required for renewal of licensure if the applicant has not previously submitted to a records check with TSPC.

(3) An applicant under section (1) of this rule may submit verification of a fingerprint check for employment in an Oregon school district in lieu of the fingerprint cards. The fingerprint check must have been made within three years prior to application for licensure.

(4) The Commission may issue a temporary license valid until receipt of fingerprint reports from the Oregon State Police and the Federal Bureau of Investigation.

Stat. Auth.: ORS 181 & ORS 342

Stats. Implemented: ORS 181.525, ORS 342.223 & ORS 342.455 - ORS 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

584-021-0180

Criteria for Granting School Nurse Licenses

The Executive Director may issue licenses, grant reinstatements, and renew licenses when each of the following conditions exists:

(1) All requirements established by law and rules have been met.

NOTE: Initial Professional School Nurse Licenses may be issued to applicants who qualify under provisions of OAR 584-021-0130(1), employment or volunteer service on November 1, 1981, or OAR 584-021-0130(3), licensure by Oregon State Board of Nursing, without further proof of qualification by the applicants.

(2) The applicant has furnished evidence satisfactory to TSPC of his or her fitness to serve as a school nurse.

(3) The Executive Director deems that any conviction for a felony, misdemeanor, or major traffic offense which the applicant may have had does not adversely affect his or her ability to serve as a school nurse. The Director may delay action when a conviction has occurred and refer the application to TSPC for a decision.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.455 - ORS 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

584-021-0185

Criteria for Denying Issuance or Reinstatement of School Nurse Licenses

The Executive Director may deny issuance of licenses or reinstatement of licenses when any of the following conditions exists:

(1) The applicant submits an incomplete application. The denial will be delayed for ninety days to permit the applicant to resubmit a complete application. The applicant is notified of the deficiencies in the incomplete application and may treat such notice as notice of denial.

(2) The applicant submits a falsified application.

(3) The applicant lacks the academic or experience requirements established by statutes or rules or lacks a current registered nurse license issued by the Oregon State Board of Nursing.

(4) The applicant has been convicted of any felony, misdemeanor, or major traffic offense.

(5) The applicant has been convicted of a sexually-related crime listed in ORS 342.175(2), or any equivalent offense under the laws of another state.

(6) The Executive Director has evidence that the applicant may lack fitness to serve as a school nurse.

(7) The applicant did not complete, sign, and date the application within ninety days prior to submission to TSPC.

(8) The justification provided by the district in support of an application for emergency licensure is unsatisfactory to the Executive Director.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.455 - ORS 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

584-021-0190

Criteria and Procedures for Denying Renewal of a School Nurse License

(1) The Executive Director may deny renewal of a license when any of the conditions stated in OAR 584-021-0185 exists.

(2) In any case where the Executive Director of TSPC proposes to deny renewal of a license, 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 license 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 342.455 - ORS 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

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 342.455 - ORS 342.495
Hist.: TS 4-1982, f. & ef. 7-22-82; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97

584-021-0200

Contested Case Hearings

If an applicant requests a hearing, the Commission's chairperson will schedule the hearing under procedures specified in ORS Chapter 183. The hearing must be held not sooner than ten

days, but not later than 45 days, after TSPC receives the request, unless the applicant agrees to a shorter or longer time. The chairperson determines whether the hearing will be held before the full Commission, or before a panel of three Commissioners, or before a hearing officer.

Stat. Auth.: ORS 183 & ORS 342
Stats. Implemented: ORS 342
Hist.: TS 4-1982, f. & ef. 7-22-82

584-021-0202

Criteria for Denial of Licensure Based on Conviction for Crimes

(1) An applicant for the initial Oregon license or for reinstatement of an Oregon license 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 licensure.

(2) If the applicant has been convicted of one of the other crimes listed by the Oregon Board of Education under OAR 581-022-0716, pertaining to employment of classified personnel by school districts, the application shall be referred to the Commission's Discipline Committee. The Discipline Committee shall make a recommendation to the Commission on issuing a license taking into consideration the requirements of ORS 670.280.

Stat. Auth.: ORS 181.525 & ORS 342.223
Stats. Implemented: ORS 342
Hist.: TS 2-1994, f. & cert. ef. 7-19-94

584-021-0205

Reinstatement of Revoked or Surrendered School Nurse Licenses

A revoked or surrendered license may be reinstated, if the applicant is qualified, for the number of months remaining on the license 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 183, ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 342.176
Stats. Implemented: ORS 342
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

584-021-0210

Reinstatement of Expired Licenses

(1) For one year after expiration, a Professional Nurse License may be reinstated upon payment of the late application fee required by OAR 584-021-0170. Applicable renewal requirements must also be met. See OAR 584-021-0150 for renewal requirements.

(2) During the second and subsequent years after expiration, a Professional School Nurse License may be reinstated by completion of nine quarter hours of additional preparation from an approved institution designed to increase competence as a school nurse. 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 183, ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 342.176
Stats. Implemented: ORS 342
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

584-021-0215

Revocations

(1) Revocations of licenses 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 License or an Emergency School Nurse License.

Stat. Auth.: ORS 183, ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 342.176

Stats. Implemented: ORS 342

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

584-021-0220

Surrender of License

(1) TSPC may permit a school nurse to voluntarily surrender an Oregon license 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 licensure 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 license.

Stat. Auth.: ORS 183, ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 342.176

Stats. Implemented: ORS 342

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

584-021-0225

Serving Without Proper Licensure

(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 license.

(2) TSPC may revoke 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 183, ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 342.176

Stats. Implemented: ORS 342

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

584-021-0230

Expiration of Licenses

A license expires on the date posted on the license unless a complete application for renewal is received by TSPC prior to that date. If a license expires, reinstatement requirements must be met for further licensure.

Stat. Auth.: ORS 183, ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 342.176

Stats. Implemented: ORS 342

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

584-021-0235

Issuance — Effective Date of License

(1) A school nurse license is valid from the date upon which the applicant was determined by TSPC to be eligible for the license or reinstatement. The license is effective for the appropriate number of years for that license (one or five years) plus that period to the applicant's next birthday.

(2) A renewed license is effective for the number of years for that license beyond the birthdate on which the current license expires. An application for renewal must be submitted before the current license expires. The Commission will renew a license up to ninety days in advance of the current license's expiration.

Stat. Auth.: ORS 183, ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 342.176

Stats. Implemented: ORS 342

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 1-1992, f. & cert. ef. 1-15-92

DIVISION 36

RULES FOR LICENSURE

License Types and Their Use

584-036-0005

Definitions

As used in OAR Chapter 584, Divisions 036 through 052, unless otherwise indicated by the context, the following definitions apply:

(1) "Administrators": Principals, vice principals, and such other personnel, regardless of title, whose positions require them to evaluate other licensed personnel.

(2) "Alternative Education Program": A private alternative education program registered with the Oregon Board of Education or a public alternative education program operated by a school district, education service district, or community college, which is established to serve students identified under ORS 339.250(6) and other students whose academic or professional technical interests and needs are best served through participation in such programs. All public and private alternative education programs operated or contracted by districts must be approved by the local school board.

(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, "application" includes the Application Form, C-1, the fee, and all supporting documents necessary for the evaluation for the license.

(4) "Appropriately Assigned": Assigned to teaching, administrative, or personnel service duties for which the person involved holds the proper license and endorsement(s).

(5) "Approved Institutions": Oregon public community colleges, Oregon regionally accredited colleges and universities, and other regionally accredited colleges or universities approved to prepare licensed personnel by the state or governmental jurisdiction in which the institutions are located. All approved institutions must be accredited by the appropriate regional accrediting association. See definition of "Regional Accrediting Associations" in this rule for a list of these associations.

NOTE: Only lower-division courses eligible for transfer to four-year institutions are accepted from Oregon public community colleges. Only credits in arts and sciences and in technical courses applicable to selected teaching endorsements are accepted from Oregon Institute of Technology.

(6) "Approved Teacher Education Institution": An Oregon institution with one or more programs approved by TSPC as a basis for licensure or regionally accredited college or university approved to prepare licensed personnel by the state or governmental jurisdiction in which the institution is located.

(7) "Approved Professional Technical Educational Program": A professional technical program, normally at grades nine through twelve, approved by the State Board.

(8) "Assistant Superintendents": A superintendent's immediate subordinates who evaluate licensed personnel.

(9) "Athletic Coaches": Licensed personnel employed full time or part time and whose duties include instruction of students, preprimary through grade twelve, for purposes of participation in interscholastic athletics. A student teacher or intern may serve as an assistant coach without licensure if assigned for a full-time practicum in the school in which he or she is coaching.

(10) "Attendance Unit": A single school building or combination of buildings which the school board designates as a "school."

(11) "Authorization": The grade levels which a person may teach, i.e., preprimary through grade nine; preprimary through grade twelve; grades five through nine in an elementary, middle, or junior high school; or grades five through twelve.

(12) "Board": See definition of "School Board" in this rule.

(13) "Certificate or License Issued by Another State": 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.

(14) "Commission": The Teacher Standards and Practices Commission (TSPC).

(15) "Completion of an Approved Program": The applicant has met the institution's academic requirements and has obtained the institution's recommendation for the license.

(16) "Counselor": Personnel who 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.

(17) "Distance Learning Teacher": A teacher who provides live, interactive instruction transmitted from a remote location either from within Oregon or from another state and who is employed by one or more Oregon public school districts to teach public school students.

(18) "Education Service District (ESD)": A district established to assist the State Board of Education in providing state-level services and at the local level to provide professional services and facilities on a cooperative basis with local districts.

(19) "Educational Media": Printed, audio-visual, and electronic forms of communication and their accompanying technologies.

(20) "Elementary District": A district that operates only elementary schools with preprimary through grade eight.

(21) "Emergency License": Issued by TSPC when there are insufficient applicants for available positions or when the district has extenuating circumstances.

(22) "Endorsement": Evidence of competence in an area of the public school curriculum or program which permits assignment in that area.

(23) "Executive Director": The Executive Director for the Commission.

(24) "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.

(25) "Handicapped Learner": A student who is certified by the Oregon Department of Education as requiring an individualized educational program (IEP) because of mental, physical, emotional, or learning problems in order to attain the skills and competencies of which he or she is capable.

(26) "Hearing Impaired": A student with a hearing impairment which, even with amplified sound, adversely affects the student's educational performance.

(27) "Instruction": Direction of learning in classes, small groups, individual situations, and the library.

(28) "Instructional Assistant": A nonlicensed position of employment in a school district assigned to assist a licensed teacher in a supportive role in the classroom working directly with students.

(29) "Instructor Appraisal Committee": A seven-member committee appointed by a school board to evaluate applicants and make recommendations to the Commission and the employing superintendent or school board relative to their licensure and assignment as professional technical teachers. Five members of the committee must be employers and employees currently engaged in an occupation related to the professional technical program area. These five public members must all possess current and substantial knowledge of the technical, environmental, and attitudinal requirements of the occupational field, and one of the five should also represent the school district's occupational advisory committee for the instructional program to be offered. One of the two remaining committee members shall be the regional coordinator of professional technical education or an appropriate Ore-

gon Department of Education program area specialist. The seventh member shall be a district administrator or a director of professional technical education. Ex officio members may also be appointed. A facilitator must be chosen and inserviced in operating an instructor appraisal committee. Reports of evaluations that are satisfactorily completed shall be verified by the signatures of the chair of the occupational advisory committee, the chair of the district's Instructor Appraisal Committee, and the regional coordinator of professional technical education.

(30) "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. Interns receive both academic credit from the institution and financial compensation from the school district. Interns may serve as assistant coaches.

(31) "Joint Application": Submitted by the school board or school superintendent in cooperation with the applicant.

(32) "Major Traffic Violations": Includes driving while under the influence of intoxicants (ORS 487.540); reckless driving (ORS 487.550); fleeing or attempting to elude a police officer (ORS 487.555); driving while license is suspended or revoked or beyond license restrictions (ORS 487.560); or failure to perform the duties of a driver or witness at an accident (ORS 483.602).

(33) "Misassignment": Assignment of a licensed person to a position for which he or she does not hold the endorsement required by Rules for Licensure. See definition of "Without Proper Licensure".

(34) "Nine Quarter Hours of Preparation": Required to renew a license when the applicant does not have experience on the current license. The credit must be completed in an approved institution, be germane to the endorsement(s) held, and/or reflect State Board priorities. See "State Board Priorities".

(35) "One Year of Experience": See definition of "Year of Experience".

(36) "Oregon Administrative Rules (OAR)": Rules adopted by TSPC in accordance with the Attorney General's Model Rules of Procedure. Administrative rules have the force of law.

(37) "Oregon Revised Statutes (ORS)": Laws established by the legislature and Governor of the State of Oregon.

(38) "Oregon Schools": Includes public school districts, Oregon education service districts, registered private schools preprimary through grade twelve, state and federal schools in Oregon, and special state-supported schools in Oregon serving students ages three through twenty-one.

(39) "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.

(40) "Personnel Service": A type of license issued to counselors, supervisors, and school psychologists.

(41) "Practicum": A course or portion of a course offered by an approved institution to provide professional practice in a school situation under the guidance of qualified personnel.

(42) "Principal": The administrator of each attendance unit.

(43) "Professional Technical Program": See definition of "Approved Professional Technical Program".

(44) "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.

(45) "Public Schools": Includes Oregon public school districts, Oregon education service districts, state and federal schools in Oregon, special state-supported schools in Oregon serving students ages three through twenty-one, public school districts in other states and U.S. jurisdictions (American Samoa, Commonwealth of Northern Marianas, District of Columbia, Guam, Puerto Rico, and Virgin Island), and schools operated by the U.S. Department of Defense.

(46) "Recent Experience": An application for a license submitted to TSPC either within three years following completion of an approved program or during the effective period of a comparable license and within three years of the last year of experience on such license. If more than three years have elapsed since comple-

tion of the program or since the last year of public school experience or regionally accredited private school experience, recency may be met by completion of nine quarter hours of additional preparation from an approved institution germane to the license and endorsement requested. The additional credits must be completed during the three-year period prior to application and must help the applicant keep abreast of current needs of public schools and State Board priorities. See definition of "State Board Priorities". If the comparable license expired prior to application, a Preparation for Teaching Report, Form C-2, must be submitted.

(47) "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 Colleges and Secondary Schools, North Central Association of Colleges and Secondary Schools, Northwest Association of Schools and Colleges, Middle States Association of Colleges and Secondary Schools, Southern Association of Colleges and Secondary Schools, or Western Colleges Association.

(48) "Reinstatement": Restoration of the validity of a license which has expired, been suspended, or been revoked.

(49) "Registered Private School": A private school, pre-primary through grade twelve, registered with the Oregon Department of Education in compliance with provisions of ORS 345.525 and 345.535.

(50) "Related Services For Handicapped": Services rendered by public agencies, such as a community mental health program, or by professionals licensed within their own specialties, to assess educational needs, design educational programs, and instruct handicapped students. These personnel are not required to hold licensure from the Commission. See also ORS 343.221.

(51) "Rules for Licensure": Chapter 584 of Oregon Administrative Rules, Divisions 036 through 052.

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

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

(54) "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.

(55) "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.

(56) "Self-Contained Classroom": An assignment for teaching in grades preprimary through nine in which the teacher has full responsibility for the curriculum. Specialists who provide instruction in areas such as art, music, physical education, or reading for students in self-contained classrooms must hold basic subject matter endorsements if such assignments constitute fifty-one percent or more of the position.

(57) "Severely Handicapped Learners": Students who are severely emotionally disturbed, severely mentally retarded, or who have concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.) the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments.

(58) "Special Education": Specially designed instruction to achieve the goals of the handicapped learner's individualized educational program (IEP), including regular classroom instruction, instruction in physical education, home instruction, related services, and instruction in hospitals, institutions, and special schools.

(59) "Speech Impaired": A student with a communication disorder, such as language impairment, stuttering, impaired articulation, or voice impairment, which adversely affects the student's educational performance.

(60) "State Board": The Oregon State Board of Education.

(61) "State Board Priorities": The following areas are identified by the Commission as reflecting current needs of public school personnel and priorities of the State Board: reading and composition, educational needs of students from a variety of cultural and linguistic backgrounds, contemporary knowledge in the subject matter to be taught, and global studies.

(62) "Student Teacher": A student of an approved teacher education institution who is assigned to a public school for professional practice. Student teachers must be appropriately assigned for the entire school day for a minimum of nine weeks. Student teachers may provide instruction or may serve as assistant coaches. Teacher education institutions must establish contracts for student teaching in accordance with ORS 332.075(4).

(63) "Successful Experience": If the educator was permitted to fulfill the contract with the district, the experience is deemed successful.

(64) "Superintendent": The district's chief administrator who reports directly to the school board.

(65) "Supervisor": A person assigned to a position which includes the supervision or evaluation of licensed personnel.

(66) "Teacher": As used in Oregon Revised Statutes, "teacher" includes all licensed employees in public schools or education service districts - teachers, personnel specialists, and administrators. As used in these rules, "teacher" refers to a person directing learning in classes, small groups, individual situations, and the library. A person holding a teaching license may be assigned leadership responsibilities, such as planning and development of curriculum, organization and maintenance of professional growth programs for licensed personnel, or improvement of instructional practices, if neither supervision nor evaluation of licensed personnel is required by the position. See also OAR 584-036-0011 and 584-036-0015.

(67) "Transcripts": An official record of academic preparation which bears the signature of the registrar and the seal of the institution. Photocopies are not acceptable.

(68) "Vice Principal": A principal's immediate subordinate assigned to coordination of instruction, discipline, student activities, or supervision or evaluation of staff.

(69) "Visually Impaired": A student with a visual impairment which, even with correction, adversely affects the student's educational performance. The term includes those children who are partially-sighted or blind.

(70) "Violation of Licensure": Employment by a public school without a valid license. See definition of "Without Proper Licensure".

(71) "Without Proper Licensure": Either employment without a valid license (violation), or employment with a valid license but without the appropriate endorsement for the position (mis-assignment).

(72) "Work Experience": Structured work experience is employment that is planned and coordinated to increase specific occupational competence as prescribed by the district's Instructor Appraisal Committee. Non-structured work experience is documented employment as a qualified worker, completed within the five years prior to application, that is related to the instructional area. One hour of structured work experience related to the program area equals three hours of non-structured work experience.

(73) "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.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200, ORS 342.400 & ORS 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; TS 1-1982, f. & ef. 1-5-82; TS 6-1982, f. & ef. 12-9-82; TS 3-1983, f. & ef. 5-16-83; TS 1-1984(Temp), f. 8-2-84, ef. 9-1-84; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1985(Temp), f. & ef. 3-11-85; TS 3-1985, f. & ef.

7-30-85; TS 2-1986, f. 4-18-86, cert. ef. 1-15-88; 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 2-1989, f. & cert. ef. 2-16-89; TS 3-1989, f. & cert. ef. 7-31-89; TS 5-1989(Temp), f. & cert. ef. 10-6-89; TS 7-1989, f. & cert. ef. 12-13-89; TS 8-1989(Temp), f. & cert. ef. 12-13-89; TS 2-1989, f. & cert. ef. 2-16-89; TS 3-1989, f. & cert. ef. 7-31-89; 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 3-1990, f. & cert. ef. 8-21-90; TS 1-1992, f. & cert. ef. 1-15-92; TS 5-1993, f. & cert. ef. 10-7-93; TS 6-1993, f. & cert. ef. 12-7-93; TS 5-1996, f. & cert. ef. 9-24-96; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97

584-036-0010

Personnel Required to Hold Licenses

(1) Educators who are employed by public schools and who are compensated for their services from public funds must hold licenses except as provided in section (2) of this rule. Licenses are required for: teachers; counselors; school psychologists; supervisors; professional technical directors; principals, program directors, and other district administrators who evaluate licensed personnel; superintendents; athletic coaches; school nurses; substitute teachers; and other personnel performing the above duties regardless of title.

(2) School districts may provide related services for handicapped children by employing a public agency, such as a community mental health program, or by employing professionals who are licensed within their own specialties. These personnel are not required to hold licensure from the Commission. See also ORS 343.221.

(3) Notwithstanding ORS 342.173, community college faculty who provide instruction in cooperation with a school district for academic professional technical, school-to-work or other work-related programs under ORS chapter 329 shall not be required to have teaching licenses. If the faculty member is not a regular full-time employee of the community college, the school district shall follow the instructor appraisal committee procedures adopted by the Teacher Standards and Practices Commission. See also ORS 341.535. Both full-time and part-time faculty employed under this section are subject to checks of criminal history records by the Oregon State Police and the Federal Bureau of Investigation. See also ORS 181.539.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 to ORS 342.200, ORS 342.400, & ORS 342.985

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1979, f. 8-21-79, ef. 1-1-80; TS 1-1982, f. & ef. 1-5-82; TS 2-1986, f. 4-18-86, cert. ef. 1-15-88; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1995, f. & cert. ef. 11-9-95

584-036-0011

Responsibilities of Teachers

A teacher 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:

(1) 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 and mental maturity of the students;

(b) Determines the current achievement level of the students 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 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 instructional activities to achieve unit and lesson objectives; and

(g) Estimates the time required for direct instruction, students' practice and application, and evaluation of student learning.

(2) Establishes a classroom climate conducive to learning by 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 sex equity, racial justice, and least restrictive environment for disabled students;

(c) Recognizes the effects of the physical, social, and emotional climate of the students' homes 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;

(f) Interacts thoughtfully and courteously with students, colleagues, and parents and resolves conflicts in a professional 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.

(3) 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.

(4) 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 assessment procedures to determine the extent to which each student has achieved the objectives of the lesson and/or unit of instruction;

(b) Grades and records the students' progress, prepare 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 to plan further instruction; and

(e) Documents teaching effectiveness through assembling and analyzing samples of students' work.

(5) 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;

(d) Assumes full accountability for effectiveness and safety of tasks delegated to instructional assistants.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200

Hist.: TS 6-1993, f. & cert. ef. 12-7-93

Types of Licenses and Their Use in Public Schools

584-036-0015

Basic and Standard Teaching Licenses With Authorizations and Endorsements

A Basic Teaching License is issued to an applicant who meets the requirements set forth in OAR 584-038-0005. It is valid for three years and may be renewed under conditions set forth in Division 048. A Standard Teaching License is issued to an applicant who meets the requirements set forth in OAR 584-040-0005. The Standard Teaching License is valid for five years and may be renewed. A Standard Teaching License is valid for the same assignments as a Basic Teaching License with similar authorizations and endorsements. In addition, the Standard Teaching License authorizes assignments in grades five through twelve or in preprimary through grade twelve for which a renewed Basic Teaching License may not provide authorization. These authorizations and endorsements are explained in the following sections:

(1) Grade level authorizations are stated on a Basic or Standard Teaching License as follows: preprimary through nine, preprimary through twelve; grades five through nine in an elementary, middle, or junior high school; or grades five through twelve.

(2) Assignments which are permitted on Basic and Standard Teaching Licenses are stated as endorsements as follows:

(a) An elementary subject matter endorsement is valid for the self-contained classroom and for departmental assignments in preprimary through grade nine of an elementary, middle, or junior high school except assignments of .51 percent or more in art, educational media, foreign language, health, home economics, technology education, mathematics, music, physical education, and reading. However, an elementary endorsement issued on or before January 14, 1987, is valid for departmental assignments in mathematics in preprimary through grade nine of an elementary, middle, or junior high school regardless of the percentage of the mathematics assignment. An elementary subject matter endorsement is also valid for substituting in any assignment in preprimary through grade nine. Substituting assignments in special education areas are limited to not more than 20 teaching days for any individual teacher per school year. See OAR 584-038-0010 for requirements for a basic elementary subject matter endorsement. Effective January 15, 1990, this endorsement is also valid for assignments in the high school in which the holder is teaching elementary basic skills as relates to more than one of the following high school subject areas: language arts, social studies, mathematics, or reading. Effective January 15, 2001, assignments of .51 FTE percent or more in English for Speakers of Other Languages/Bilingual require the endorsement.

(b) All subject matter endorsements except elementary are valid for teaching in the subject area in grades five through twelve of departmental elementary, middle, junior high, or senior high schools. These subject matter endorsements are also valid for substituting in any departmental assignment in grades five through twelve. Endorsements in art, foreign language, health, home economics, technology education, library or educational media, mathematics, music, physical education, or reading are valid for teaching or substituting in the subject area in grades preprimary through grade twelve. The subject matter endorsement is valid for substituting in a special education area at the grade levels specified on the license for not more than 20 teaching days for any individual teacher per school year. Requirements for all basic subject matter endorsements except elementary are stated in OAR 584-038-0030 through 584-038-0280. All standard subject matter endorsements except elementary are stated in OAR 584-040-0030 through 584-040-0250.

NOTE: To retain authorization for teaching in a high school, holders of subject matter endorsements must meet renewal requirements leading to standard licensure. The endorsements are valid only for departmental assignments in elementary, middle, or junior high schools through grade nine if requirements leading to standard licensure are not met.

(c) The appropriate special education endorsement is required for a special education assignment in a state-reimbursed or state-approved program. The Handicapped Learner I and II endorsements are valid for teaching handicapped learners and severely handicapped learners (including multi-handicapped), except hearing impaired, speech impaired, and visually impaired, which require the specific endorsement. The Severely Handicapped Learner endorsement is valid for teaching those defined in

OAR 584-036-0005. Special education endorsements are valid in preprimary through grade twelve, but are limited to teaching in the special education endorsement area only. The special education endorsement is valid for substituting in any subject area at the grade levels specified on the license for not more than 20 teaching days for any individual teacher per school year. Requirements for basic special education endorsements are stated in OAR 584-038-0290 through 584-038-0330. Requirements for standard special education endorsements are stated in OAR 584-040-0260 through 584-040-0300.

NOTE: Upon expiration of the second Basic Teaching License, the holder of a special education endorsement must qualify for a Standard Teaching License with a standard special education endorsement. The severely handicapped 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 severely handicapped learner endorsement.

(d) A professional technical endorsement is valid for teaching in professional technical programs approved by the State Department of Education and as noted on the license. Any professional technical endorsement is valid for assignments in diversified occupations or as work experience coordinators. See OAR 584-038-0009 for the requirements for professional technical endorsements.

(e) Any Oregon teaching license is valid for assignment in areas in which the Commission has no endorsements, such as computer education, personal finance, or outdoor education. Any Oregon teaching license is also valid for assignment as an athletic coach. Assignments in subjects which are a component of a broader endorsement (such as history, which is subsumed in the social studies endorsement) necessitate the broader endorsement. Teachers whose titles are broad (such as resource center, enrichment, learning center, or special teacher, etc.) shall hold the subject matter and grade level endorsements that are most compatible with the curriculum being taught.

(f) Any Oregon teaching license is valid for an assignment involving leadership responsibilities, such as planning and development of curriculum, organization and maintenance of professional growth programs for licensed personnel, or improvement of instructional practices, if evaluation of licensed personnel is not required by the position.

(g) Any Oregon teaching license is valid for .49 or less time as a counselor at the grade levels valid for the teaching license.

(h) A teacher holding a Basic, Standard, or Five-Year Regular Teaching License and the appropriate Oregon motor vehicle operator's license may serve as a driver education instructor for the classroom portion of the course. An instructor who provides the behind-the-wheel portion of the course shall meet requirements established by the Oregon Board of Education.

(i) Any Oregon teaching license is valid to teach any subject or grade level in a public alternative education program. A teaching license is not required to teach in a private alternative education program.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200, ORS 342.400 & ORS 342.985

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1979, f. 8-21-79, ef. 1-1-80; TS 2-1981(Temp), f. & ef. 8-17-81; TS 1-1982, f. & ef. 1-5-82; TS 6-1982, f. & ef. 12-9-82; TS 3-1983, f. & ef. 5-16-83; 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 2-1989, f. & cert. ef. 2-16-89; TS 3-1989, f. & cert. ef. 7-31-89; 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; TS 4-1992, f. & cert. ef. 10-1-92; TS 6-1997, f. 9-25-97, cert. ef. 1-15-01

584-036-0017

Distance Learning Teachers

(1) Except as provided by section (4) of this rule, any teacher employed by a distance learning program in Oregon shall hold a valid Oregon teaching license appropriate for the grade level and subject matter being taught.

(2) Except as provided by section (4) of this rule, a distance learning teacher employed by a distance learning program outside the State of Oregon shall provide verification satisfactory to the Commission that he or she:

(a) holds a current teaching license issued by Oregon or any other state appropriate for the grade level and subject matter, and

(b) has passed the California Basic Educational Skills Test (CBEST), the NTE Core Battery Tests of Communication Skills and General Knowledge, or the Praxis I Pre-Professional Skills Tests in accordance with scores established by OAR 584-036-0065, Basic Skills Test.

(3) Any Oregon teaching license is valid for assignment to be present in a classroom during a distance learning presentation.

(4) A school district may contract with a post-secondary institution accredited by the Northwest Association of Schools and Colleges for distance instruction at the high school level provided restrictions and approvals required by ORS 342.173 have been met.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200, ORS 342.400 & ORS 342.985

Hist.: TS 8-1989(Temp), f. & cert. ef. 12-13-89; TS 2-1990, f. 6-1-90, cert. ef. 6-14-90; TS ; TS 1-1996, f. & cert. ef. 1-29-96

584-036-0020

Special Teaching Licenses

(1) A Professional Technical Teaching License is valid for the specific professional technical assignment in an Oregon Department of Education-approved professional technical education program for which the employing district's Instructor Appraisal Committee has recommended employment. The recommendation shall be a part of the documentation retained by the district as a public record. This license is valid for a period of three or five years depending on the qualifications of the applicant. See OAR 584-042-0005 and 584-042-0007 for the requirements for this license. This license is not valid for assignments in areas in which the Commission has no endorsement nor for misassignment in endorsement areas.

(2) A Teaching License of Accomplishment is valid for the subject area and grade level specified on the license. A License of Accomplishment will not ordinarily be issued for teaching a subject for which there is an endorsement in the Rules for Licensure. This renewable license is valid for one year. See OAR 584-042-0015 for the requirements for this license.

(3) A Teaching License with Coach Endorsement is valid for coaching groups or individual students in grades preprimary through twelve to develop specific abilities or skills required to participate in interscholastic athletics. This renewable license is valid for one year. See OAR 584-042-0020 for the requirements for this license.

(4) A Restricted Teaching License is valid for teaching in the grades, subject areas, and school district indicated by the license. Restricted licenses are only issued upon joint application by the applicant and the employing school superintendent or school board. Restricted licenses are valid for one year and are not renewable. Restricted Teaching Licenses may be endorsed in elementary, subject area, or special education. See OAR 584-042-0025 and 584-042-0030 for the requirements for these licenses.

(5) Restricted Licenses for Exchange Teachers are issued only to out-of-state or foreign teachers exchanging positions with Oregon teachers and to foreign teachers authorized by Congress to come to the United States. These licenses are valid for twelve months from the date the applicant is determined by the TSPC to be eligible for licensure and may be renewed upon joint application. See OAR 584-042-0045 for the requirements for this license.

(6) The Substitute Teaching License is valid only for temporarily taking the place of a regularly contracted teacher in any subject area at the grade levels specified on the license; it is not valid for contractual purposes. There is no limit on the number of days that a Substitute Teaching License may be used each year, but the holder shall not substitute for any individual teacher more than sixty teaching days per school year. This license is not valid

as an alternate license for a contracted teacher who fails to qualify for renewal of his or her Basic, Standard, or Five-Year Regular License. This renewable license is valid for three years. See OAR 584-042-0050 for the requirements for this license.

(7) A Special Substitute Teaching License is issued only when a district establishes that regularly licensed substitutes are unavailable due to extenuating circumstances. This license is valid for only twenty days of service per year, but may be reissued for subsequent years upon joint application. See OAR 584-042-0065 for requirements for this license.

(8) An Emergency Teaching License is valid for the grade level and endorsement(s) specified on the license. This license is also valid for substituting in any assignment at the grade levels specified on the license. This license is issued only when there are insufficient applicants in an endorsement or in a region of the state. It is valid for one year and is renewable, but the period of time that an individual may hold an Emergency Teaching License may not exceed three years following the date of initial granting of the license.

(9) An Interim Teaching License is valid for teaching in the grades and endorsement(s) specified on the license. This license is issued when there are insufficient applicants in an endorsement or in a region of the state. It is issued to an applicant who has not previously held a teaching license or been enrolled in a teaching preparation program.

(10) Effective January 15, 1995, a Reciprocal Teaching License is valid for teaching in the grades and endorsement(s) specified on the license. This license is issued to applicants who hold current licenses or have completed approved teacher education programs in states with which Oregon has reciprocity. The Reciprocal Teaching License is issued only as the first Oregon license valid for contractual employment. It is valid for two years, but is not renewable. For issuance of a Basic Teaching License, the applicant must meet the test score and statutory requirements identified on issuance of the Reciprocal Teaching License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 to ORS 342.200, ORS 342.400 & ORS 342.985

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78, except section (1)(a), ef. 1-1-80; TS 6-1980, f. & ef. 12-23-80; 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 2-1983, f. & ef. 2-9-83; TS 5-1983, f. & ef. 7-21-83; TS 1-1984(Temp), f. 8-2-84, ef. 9-1-84; TS 6-1984, f. 12-27-84, ef. 1-15-85; 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 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 7-1994, f. 9-29-94, cert. ef. 1-15-95; TS 8-1994, f. 11-16-94, cert. ef. 1-15-95

584-036-0025

Basic and Standard Personnel Service Licenses

A Basic Personnel Service License is valid for three years is issued to an applicant who meets the requirements set forth in OAR 584-044-0005. A Basic Personnel Service License is renewable, but personnel specialists must qualify for a Standard Personnel Service License upon expiration of the second basic license. A Standard Personnel Service License is valid for five years is issued to an applicant who meets the requirements set forth in OAR 584-044-0015. A Standard Personnel Service License is renewable and is valid for the same assignments as a basic license with similar endorsements. Basic or Standard Personnel Service Licenses are valid for personnel service, substitute teaching, and athletic coaching from preprimary through grade twelve when endorsed as follows:

(1) A counselor endorsement is required for personnel assigned one-half time or more 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. Requirements for basic and standard counselor endorsements are set forth in OAR 584-044-0011 and 584-044-0021.

(2) A school psychologist endorsement issued by the Com-

mission or a psychologist license issued by the Oregon Board of Psychologist Examiners is required for an employee of the district who is not providing instruction as a teacher or counselor, but who is assigned to: Assessment of student's mental aptitude, emotional development, motor skills or educational progress; designing educational programs for students and conferring with licensed personnel regarding such programs; providing specially designed instruction in the area of social and behavioral skills; and, consulting with parents and students regarding interpretation of assessments and the design of educational programs. See also OAR 584-036-0010 pertaining to "related services" for the handicapped. Requirements for basic and standard school psychologist endorsements are set forth in OAR 584-044-0014 and 584-044-0023.

(3) A supervisor endorsement is required for a position which includes the evaluation of licensed personnel. Requirements for basic and standard supervisor endorsements are set forth in OAR 584-044-0013 and 584-044-0022.

NOTE: An Administrative License may be used in place of a Personnel Service License with the supervisor endorsement.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200, ORS 342.400 & ORS 342.985

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78, except section (1)(a)(b), (3)(d), ef. 1-1-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1982, f. & ef. 12-9-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1992, f. & cert. ef. 1-15-92; TS 1-1995, f. & cert. ef. 7-18-95

584-036-0030

Special Personnel Service Licenses

(1) A Professional Technical Supervisor License is valid for five years and is renewable. It is required for personnel assigned one-half time or more to supervision of one or more areas in the professional technical instruction program. See OAR 584-044-0025 for the requirements for this license.

(2) A Professional Technical Director License is valid for five years and is renewable. It is required for personnel assigned one-half time or more to administration of all aspects of a professional technical education program. See OAR 584-044-0030 for the requirements for this license.

(3) A Personnel Service License of Accomplishment is valid for one year and is renewable. A License of Accomplishment will not ordinarily be issued for an endorsement provided for in the Rules of Licensure. See OAR 584-044-0035 for the requirements for this license.

(4) An Emergency Personnel Service License is valid for the endorsement(s) specified on the license and for substitute teaching from preprimary through grade twelve. This license is issued only when there are insufficient applicants in an endorsement or in a region of the state. It is valid for one year and is renewable, but the period of time that an individual may hold an Emergency Personnel Service License may not exceed three years following the date of initial granting of the license. See OAR 584-044-0037 for the requirements for this license.

(5) A Restricted Personnel Service License is valid for the endorsement(s) specified on the license. Restricted Licenses are issued only upon joint application by the applicant and the employing school superintendent or school board. Restricted Licenses are valid for one year and are not renewable. See OAR 584-044-0024 for the requirements for this license.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.164, ORS 342.175 & ORS 342.176

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 6-1984, f. 12-27-84, ef. 1-15-85; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1992, f. & cert. ef. 1-15-92

584-036-0035

Basic and Standard Administrative Licenses

A Basic Administrative License valid for two years is issued to an applicant who meets the requirements set forth in OAR 584-

046-0005. The basic license is renewable, but an administrator or superintendent must qualify for a Standard Administrative License on expiration of the third Basic Administrative License. A Standard Administrative License valid for five years is issued to an applicant who meets the requirements set forth in OAR 584-046-0020. A standard license is renewable and is valid for the same assignments as a basic license with similar endorsements. Basic or Standard Administrative Licenses are valid for administration, substitute teaching, and athletic coaching from preprimary through grade twelve when endorsed as provided in section (1) or (2) of this rule:

NOTE: The vice principal endorsement is an exception to this rule; a Basic Administrative License with only a vice principal endorsement may be renewed without completion of a Standard Administrative License. See OAR 584-036-0045(8) regarding renewal of the vice-principal endorsement.

(1) Superintendent endorsements are required for the district's chief administrator who reports directly to the school board and for the chief administrator's subordinates whose titles include the term "superintendent," such as deputy, associate, or assistant superintendents, and who evaluate licensed personnel. Only the superintendent endorsement is required if one serves as both superintendent and principal in the district. Administrative licensure is not required for the head teacher in an elementary school district with seven or fewer teachers including the head teacher. See OAR 584-046-0019 and 584-046-0024 for the requirements for basic and standard superintendent endorsements.

(2) A basic or standard administrator endorsement is required for the administrator in each school attendance unit who evaluates licensed personnel. But administrative licensure is not required for the head teacher in an elementary school with seven or fewer teachers including the head teacher. See OAR 584-046-0016 and 584-046-0021 for the requirements for basic and standard administrator endorsements.

(3) Either an administrator or superintendent endorsement is required for an administrator who evaluates licensed personnel, but who does not serve as a principal, vice-principal, or superintendent (or whose title does not include the term superintendent).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.164, ORS 342.175 & ORS 342.176

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78, except sections (1)(a)(b), (3)(a),(d),(e), (4); TS 4-1979, f. 12-19-79, ef. 1-1-80; TS 2-1986, f. 4-18-1986, cert. ef. 1-15-88; 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 1-1992, f. & cert. ef. 1-15-92; TS 2-1993, f. 4-19-93, cert. ef. 1-15-94

584-036-0040

Special Administrative Licenses

(1) A Restricted Administrative License is valid for assignments as specified on the license. Restricted licenses are issued only upon joint application by the applicant and the employing school superintendent or school board. Restricted licenses are valid for one year and are not renewable. See OAR 584-046-0027 for the requirements for this license.

(2) An Administrative License of Accomplishment is issued upon joint application by the applicant and the employing school superintendent or school board to an exceptional person who lacks full formal preparation to serve as an administrator or superintendent, but who has other preparation and/or experience appropriate to an administrative position in Oregon schools. If the application is for licensure of the school superintendent, the applicant and the employing school board must submit the joint application. This renewable license is valid for two years. See OAR 584-046-0030 for the requirements for this license.

(3) An Emergency Administrative License is valid for the endorsement(s) specified on the license and for substitute teaching from preprimary through grade twelve. This license is issued only when there are insufficient applicants in an endorsement or in a region of the state. It is valid for one year and is renewable, but

the period of time that an individual may hold an Emergency Administrative License may not exceed three years following the date of initial granting of the license. See OAR 584-046-0035 for the requirements for this license.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.164, ORS 342.175 & ORS 342.176

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 5-1983, f. & ef. 7-21-83; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 2-1986, f. 4-18-86, cert. ef. 1-15-88; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92

584-036-0045

Licenses Issued Under Previous Rules

(1) A Five-Year Elementary Teaching License originally issued prior to October 15, 1965 is valid from preprimary through grade eight in an elementary school and in grades seven through nine in a middle, junior high, or six-year high school. This license is also valid to serve as a vice principal or counselor in an elementary, middle, or junior high school.

(2) A Provisional or Five-Year Regular Secondary License originally issued prior to October 15, 1965 is valid for any teaching assignment in grades seven through twelve in a departmental elementary, middle, junior high, or senior high school. This license is also valid to serve as a vice principal or counselor in grades seven through twelve.

(3) A Five-Year or One-Year License originally issued prior to October 15, 1965 for a specific subject or special education is valid only in the specified subject or field.

(4) An Administrative License originally issued prior to October 15, 1965 is valid for the administrative assignments stated on the license.

(5) Persons renewing Basic or Standard Licenses with endorsements that have been renamed or otherwise modified are issued comparable licenses and endorsements under Rules for Licensure in effect at the time of renewal.

(6) A person holding a Standard Teaching License with a standard endorsement in extreme learning problems, mentally retarded, or physically handicapped may renew the Standard Teaching License, but without a change of endorsement as provided in section (5) of this rule. Or such a person may qualify for a handicapped learner endorsement by presenting credit or demonstrating competency in each of the following: diagnostic and prescriptive techniques and materials, classroom management and student discipline, alternative organizational patterns and curricula, and communication and counseling.

(7) A Five-Year Elementary Teaching License or a Provisional or Five-Year Regular Secondary Teaching License shall be converted to a Basic or Standard Teaching License when the holder applies and qualifies for one or more of the subject matter endorsements listed in OAR 584-038-0010 through 584-038-0330, without further verification of the preparation required by OAR 584-038-0005(8) or (9).

(8) Vice-principals may renew the Basic Administrative License with the vice-principal endorsement in accordance with OAR 584-048-0085(2).

(9) A person who holds a basic or standard endorsement in which TSPC has rescinded, and for which there is no comparable endorsement under the current rules, may continue to renew the endorsement if requirements for renewal of the Basic or Standard Teaching License to which the endorsement is attached have been met.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.164, ORS 342.175 & ORS 342.176

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1979, f. 12-19-79, ef. 1-1-80; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TS 2-1986, f. 4-18-86, cert. ef. 1-15-88; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 8-1986, f. 12-19-86, ef. 1-15-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 2-1989, f. & cert. ef. 2-16-89; 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

584-036-0051

Requirements for Applying for Initial Licensure

An applicant for the first Oregon Teaching, Personnel Service, or Administrative License must assemble all materials necessary for the evaluation for the license and must submit these materials as a single package. An incomplete application will be returned. The applicant must:

(1) Supply all information requested on the Application, Form C-1, and sign in the space provided attesting that the information is true and correct. The applicant must answer the questions pertaining to dismissal, revocation, and conviction and attach supporting documents as instructed on Form C-1, if necessary. Identification of the ethnic status of the applicant is voluntary.

(2) Provide official transcripts from all colleges and universities attended. Transcripts must bear the seal of the institution and the signature of the registrar.

NOTE: 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.

(3) *Either* provide a Preparation for Teaching Report, Form C-2, if the application is based upon completion of an approved program, or submit a current and comparable license issued by another state.

(4) Submit a transcript verifying satisfactory scores on the basic skills tests as specified in OAR 584-036-0065. Photocopies are not acceptable. If the applicant holds or has held any Oregon license or verifies five years of public school or regionally accredited private school experience, the applicant is not required to provide scores for the basic skills tests.

(5) Provide evidence of recent educational experience.

(6) Demonstrate knowledge of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and state and federal statutes prohibiting discrimination. See OAR 584-036-0054 for options to demonstrate this knowledge.

(7) Submit verification of satisfactory completion of an examination before the employing district's Instructor Appraisal Committee if the application is for a professional technical endorsement or a Professional Technical License. See OAR 584-038-0009 and 584-042-0005 through 584-042-0007 for requirements pertaining to professional technical endorsements.

(8) Submit a check or money order for the evaluation fee(s) as established by OAR 584-036-0055. Cash may be presented when applying at the Commission office.

(9) Submit the employing school board or school superintendent's request for licensure and an explanation of why the joint application is being made, if the application is for a restricted license, a license of accomplishment, or an emergency license involving extenuating circumstances in the district.

(10) Allow thirty days for the Commission to process an application for a license.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200, ORS 342.400 & ORS 342.985

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1978, f. 6-6-78, ef. 9-1-78; TS 2-1979, f. 8-21-79, ef. 1-1-80; TS 6-1980, f. & ef. 12-23-80; TS 2-1981(Temp), f. & ef. 8-17-81; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TS 8-1983, f. 12-14-83, ef. 1-1-85; 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 6-1991, f. & cert. ef. 3-12-91; TS 1-1992, f. & cert. ef. 1-15-92; TS 5-1993, f. & cert. ef. 10-7-93; TS 1-1996, f. & cert. ef. 1-29-96; TSPC 1-1998, f. & cert. ef. 2-4-98

584-036-0052

Requirements for Applying for Renewal or Reinstatement of Licensure

An applicant for renewal or reinstatement of an Oregon

Teaching, Personnel Service, or Administrative License must assemble all materials necessary for evaluation for the license and must submit these materials as a single package. An incomplete application will be returned. The applicant must:

(1) Provide the information requested on the Application, Form C-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. Identification of the ethnic status of the applicant is voluntary.

(2) Provide verification, if renewal is based upon experience, of one year of full-time successful experience during the life of the license or of one hundred eighty days of teaching in Oregon schools during the life of the license. Experience must be verified by the employing superintendent on the Application, Form C-1.

NOTE: Experience of superintendents must be verified by the district's deputy clerk, personnel officer, or board chairperson.

(3) Provide a Preparation for Teaching Report, Form C-2, if preparation toward standard licensure is required for renewal of a basic license.

(4) Provide official transcripts of any additional preparation if the application is based upon nine quarter hours of additional preparation in lieu of experience or upon completion of a standard license program. Transcripts must bear the signature of the registrar and the seal of the institution.

NOTE: An applicant bears the burden of proving that he or she has met licensure requirements. The applicant who is meeting renewal or reinstatement requirements 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.

(5) Present evidence of knowledge of the laws prohibiting discrimination, if not previously verified. See OAR 584-036-0054 for options for demonstrating this knowledge.

(6) Submit a check or money order for the evaluation fee and, if applicable, submit the late application fee. See OAR 584-036-0055 for a list of fees. Cash may be presented when applying at the Commission office.

(7) Provide verification of continuing professional development (CPD), if the application is for renewal of a Five-Year Special Professional Technical License.

(8) Provide evidence satisfactory to the Commission of fitness to serve as an educator, if the application is for reinstatement of a suspended, surrendered, or revoked license.

(9) Allow 30 days for the Commission to process an application for renewal or reinstatement of a license.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.164, ORS 342.175 & ORS 342.176

Hist.: TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; 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 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 5-1993, f. & cert. ef. 10-7-93

584-036-0053

Procedures for Applications Which Are Incomplete or Do not Meet Requirements

(1) An incomplete application is handled as follows:

(a) If the application is lacking only basic skills scores and/or evidence of recent educational experience, a transcript evaluation is done and the candidate is notified of these and any other outstanding requirements for issuance of the license requested;

(b) If the application is lacking documentation other than basic skills scores or recent educational experience, the application and all supporting materials are returned to the applicant. During the ninety 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 license. If the applicant is eligible, a license will be issued at no additional cost. An additional \$60 fee

will be required if more than 90 days have elapsed since the first evaluation was made.

(2) A transcript evaluation which does not result in issuance of a license is retained by TSPC for one year. Upon verification during that time of additional preparation correcting the deficiencies for which the application was denied, a license will be issued at no additional cost.

(3) If the applicant does not qualify for the license within one year from the date of the first evaluation, all documents necessary for reevaluation for the license must be resubmitted. The reevaluation will be made under rules which are in effect at the time of the reevaluation. The fee for evaluation of an application based upon preparation in Oregon or the fee for evaluation of an application based upon preparation in another state must be submitted again as applicable. See OAR 584-036-0055(1) and (2) for these fees.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200, ORS 342.400 & ORS 342.985

Hist.: TS 1-1982, f. & ef. 1-5-82; TS 4-1983, f. 5-17-83, ef. 7-1-83; TS 4-1985, f. 10-4-85, ef. 1-1-86; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 5-1988, f. 10-6-88, cert. ef. 1-15-89; 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

584-036-0054

Verifying Knowledge of Laws Prohibiting Discrimination

All applicants must demonstrate knowledge of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and state and federal statutes prohibiting discrimination as follows:

(1) Graduates of Oregon approved programs may submit either a Preparation for Teaching Report, Form C2, verifying completion of a Basic Teaching License program since September 1, 1978, or a statement verifying satisfactory completion of a Commission approved workshop or course offered by a teacher education institution, community college, school district, or other Commission approved agency or organization.

(2) An applicant from out of state may submit an affidavit for the first Oregon license assuring that he or she has read *Discrimination and the Oregon Educator* and has completed the self-study questions. This affidavit is acceptable for any further licensure for one year, but the applicant must complete a program, workshop, or course as described in section (1) of this rule for any application for licensure after that time.

(3) An applicant residing outside of the state and not employed by an Oregon school may renew or reinstate an Oregon license upon submission of an affidavit assuring that he or she has read *Discrimination and the Oregon Educator* and has completed the self-study questions. The applicant must complete a program, workshop, or course as described in section (1) of this rule for the first application following establishment of residence in Oregon or employment by an Oregon school.

(4) An applicant for renewal or reinstatement of an Oregon license who resides in Oregon or who is employed in an Oregon school must demonstrate knowledge through one of the options set forth in section (1) of this rule.

(5) An Emergency Teaching, Personnel Service or Administrative License may be issued at the request of the employing superintendent when an otherwise qualified applicant has met all requirements for a license except for the demonstration of knowledge specified in ORS 342.123.

(a) The Emergency Teaching License is valid for one year plus the period of time to the applicant's next birthday.

(b) The regular license may be reinstated upon application at any time during the life of the Emergency License upon verification that the applicant has demonstrated knowledge of laws prohibiting discrimination by completing a program, workshop or course as described in section (1) of this rule.

(6) Demonstration of knowledge through options set forth in section (1) of this rule is required only once. See also ORS 342.123(2) pertaining to this matter.

[Publications: The publication(s) referred to or incorporated by reference in

this rule are available from the Teacher Standards and Practices Commission.]
Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - ORS 342.200, ORS 342.400 & ORS 342.985
Hist.: TS 1-1982, f. & ef. 1-5-82; TS 1-1990(Temp), f. & cert. ef. 5-21-90; TS 1-1992, f. & cert. ef. 1-15-92; TS 5-1993, f. & cert. ef. 10-7-93; TSPC 6-1998, f. & cert. ef. 7-13-98

584-036-0055

Fees

All fees are assessed for evaluation of the application and are nonrefundable. The Commission issues the appropriate license at no additional cost if the applicant qualifies for it within 90 days following evaluation of the application except as provided in OAR 584-036-0053(2).

(1) The fee for evaluating an application for a license based upon completion of an Oregon approved program is \$60.

(2) The fee for evaluating an application for a license based upon completion of an approved program in another state is \$75.

(3) The fee for evaluating an application for renewal of a license is \$60.

(4) The fee for each duplicate license is \$10.

(5) The fee for evaluating an application to add an endorsement(s) to a currently valid license is \$60. No additional fee is required to add an endorsement in conjunction with an application for renewal or reinstatement of a license.

(6) The fee to evaluate an application for reinstatement of an expired license or to obtain an Emergency License or a Restricted License is \$60 plus a late application fee of \$15 for each month or portion of a month that the license has been expired to a maximum of \$135 total.

(7) The fee for evaluating an application for reinstatement of a suspended license is \$60.

(8) The fee for evaluating an application for reinstatement of a revoked license is \$150 in addition to the \$60 application fee.

(9) The fee for evaluating any application that is accompanied by a check which the applicant's bank will not honor is \$10 in addition to the evaluation fees listed in sections (1) through (7) of this rule. The total amount due shall be paid in cash at the Commission's office or by a Money Order.

(10) There is no fee for evaluating licensure applications submitted on behalf of teachers participating in exchange programs or on Congressional appointment from foreign countries under OAR 584-042-0045, Requirements for a Restricted License for Exchange Teachers.

(11) The fee for alternative assessment in lieu of tests of subject matter, education specialty, or professional knowledge is \$100.

(12) The fee for assessment of competence through the Beginning Teacher Assessment Program is \$400.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200, ORS 342.400 & ORS 342.985

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1979, f. 8-21-79, ef. 1-1-80; 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 5-1988, f. 10-6-88, cert. ef. 1-15-89; 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; TS 5-1994, f. 9-29-95, cert. ef. 10-15-94; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97

584-036-0060

Character Questions to Establish Fitness to Serve as an Educator

Each applicant must establish his or her fitness to serve as an educator and must answer yes or no to the questions which follow in sections (1) through (11) of this rule. Any "yes" answer must be explained fully. If "yes" is answered to section (8) and/or section (10) of this rule, a certified true copy of the court record must accompany the application:

(1) Have you ever left any educational or school-related employment, voluntarily or involuntarily, while the subject of an

inquiry, review or investigation of alleged misconduct or unsatisfactory service or when you had reason to believe such investigation was imminent?

(2) Are you currently the subject of an inquiry, review or investigation for alleged misconduct or unsatisfactory service?

(3) Have you ever failed to complete a contract for services in any educational or school-related position, or for any reason been placed on leave by your supervisor or left such employment prior to the end of the contract term?

(4) Have you ever had a certificate, credential or license (of any kind) revoked or suspended or have you been placed on probationary status for any alleged violation of professional standards of conduct?

(5) Have you ever been denied a license for which you applied or granted a license on a conditional or probationary basis for any alleged violation of professional standards of conduct?

(6) Have you ever surrendered a license of any kind before its expiration?

(7) Have you ever been disciplined by any public agency responsible for licensure of any kind, including but not limited to educational licensure?

(8) Have you ever been convicted or been granted conditional discharge by any court for:

(a) Any felony;

(b) Misdemeanor; or

(c) Any major traffic violation such as: driving under the influence of intoxicants or drugs; reckless driving; fleeing from or attempting to elude a police officer; driving while your license was suspended, revoked or used in violation of any license restriction; or failure to perform the duties of a driver or witness at an accident?

(9) Have you ever been arrested or cited for any offense listed in section (8) of this rule which is still pending in the courts?

(10) Have you ever entered a plea of guilty or No Contest relative to any charge for an offense listed in section (8) of this rule?

(11) Have you ever had any civil judgment or other court order entered against you resulting from abuse, assault, battery, harassment, intimidation, neglect, stalking, or other threatening behavior toward other persons?

Stat. Auth.: ORS 342.

Stats. Implemented: ORS 342.120 - ORS 342.200, ORS 342.400 & ORS 342.985

Hist.: TS 1-1982, f. & ef. 1-5-82; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1992, f. & cert. ef. 1-15-92; TS 6-1993, f. & cert. ef. 12-7-93; TS 7-1996, f. 12-9-96, cert. ef. 1-15-97

584-036-0062

Criminal Records Check Requirement

(1) For the first Oregon license as an educator, or for reinstatement of a license that has been expired for more than three years, the applicant must submit two fingerprint cards for checking Oregon and Federal Bureau of Investigation criminal history records as follows:

(a) Secure two original FBI fingerprint cards from TSPC, an Oregon school district or Education Service District, or an Oregon Approved Teacher Education Institution.

(b) Arrange to have fingerprints taken by any local or state police jurisdiction in the United States, or by authorized personnel at an Oregon school district or Education Service District, or an Oregon Approved Teacher Education Institution which provides this service.

(c) Provide for the authorized fingerprinter at least one form of picture identification, such as a photo driver's license, Division of Motor Vehicles photo identification card, military identification card, student body card, etc.

(d) Submit to the authorized fingerprinter the 8 1/2" x 10" envelope furnished by TSPC and the form entitled "Instructions for Handling Fingerprint Cards."

(e) Submit to TSPC as a part of the complete application, the fingerprint cards and a personal check, money order, or cashiers check in the amount of \$38 to cover the actual cost of acquiring and processing the fingerprint information. Effective September

11, 1995, the fee for checking criminal records shall be \$42.

(2) Effective September 11, 1995, a criminal history records check as specified in section (1) of this rule, is required for renewal of licensure if the applicant has not previously submitted to a records check with TSPC.

(3) An applicant under section (1) of this rule may submit verification of a fingerprint check for employment in an Oregon school district in lieu of the fingerprint cards. The fingerprint check must have been made within three years prior to application for licensure.

(4) The Commission may issue a temporary license valid until receipt of fingerprint reports from the Oregon State Police and the Federal Bureau of Investigation.

Stat. Auth.: ORS 181 & ORS 342

Stats. Implemented: ORS 181.525, ORS 342.120 - ORS 342.200, ORS 342.223, ORS 342.400 & ORS 342.985

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

584-036-0065

Basic Skills Tests

(1) To meet the requirement of OAR 584-036-0051(4) an applicant for an initial license as a teacher, personnel specialist, or administrator shall submit acceptable scores as indicated below on the California Basic Educational Skills Test (CBEST) except as allowed under sections (9) or (10) of this rule or under OAR 584-052-0027(4) Waiver of Academic or Experience Requirements by the Commission. An acceptable score in each of the three content areas (reading, language, and mathematics) is a scaled score value of 41. A total score (the sum of reading, mathematics, and writing scaled scores) of 123 is required for passing status. The lowest possible score for passing a content area of the CBEST is 37 (scaled score) provided that the passing total score of 123 is achieved. In establishing this lower boundary, estimates of the standard error of measurement were utilized. It is not possible to pass the CBEST if any content area score is below 37, regardless of how high the total score may be. The number of correct answers required to pass the multiple-choice examinations may vary somewhat from administration to administration in order to ensure that the scaled scores represent essentially the same level of basic skill mastery.

(2) Candidates may take the CBEST at any administration at any approved testing center.

(3) Candidates who do not pass the CBEST may retake the examination as many times as they choose. Candidates who obtain a passing score on any section of the test (reading, language, or mathematics) need not repeat that test section, however retesting to obtain a higher score is permitted. The highest score obtained will be used to compute the total CBEST score.

(4) The Commission shall have the CBEST administered in Oregon six times each year on Saturday on the dates and locations to be established. Those applicants who are unable to take the tests on the appropriate Saturday because of their religious beliefs may request a special test administration.

(5) Candidates who have physical handicaps that prevent their taking of the CBEST may request special testing provisions. A letter from an appropriate authority verifying the handicap is also required.

(6) The test administrator shall report the results of the CBEST in triplicate to each test taker (a permanent verification card for the candidate's personal records and two transcript copies of the verification card). These transcript copies may be submitted by the candidate to the institution and upon application for licensure to the Commission. In addition, the Commission shall receive a listing by candidate code number and institution of each person taking the tests and his or her scores.

(7) Costs of the testing system shall be paid by fees assessed persons taking the tests. Fees shall be established by the test administrator. The fee shall be based upon the actual and reasonable costs of the program. Included are the costs for all test examination materials for administration, scoring, reporting of the results to the individual tested and to the Commission, record

keeping, test development and validation, and analysis of test results. The test administrator shall notify the Commission at least 90 days in advance of any fee adjustment.

(8) The test administrator shall establish procedures acceptable to the Commission for assuring the identity of test takers, for maintaining appropriate testing decorum, and for disqualifying test results in which testing irregularities exist.

(9) A non-renewable exemption from the test requirements of this rule and valid for 24 months shall be granted to a candidate who has not passed the test, but who is otherwise qualified for licensure, upon request of an employing school board or school superintendent who verifies that:

(a) Attempts have been made to secure an educator who holds proper licensure;

(b) The position is necessary for the normal operation of the school; and

(c) The applicant for the two-year exemption will be hired by the requesting school board if the license is issued.

(10) Any applicant may meet the basic skills test requirement of OAR 584-036-0051(4) by submitting acceptable scores as set by TSPC on:

(a) The NTE Core Battery Tests (Communication Skills, 659, and General Knowledge, 654) in lieu of CBEST scores established by section (1) of this rule.

(b) Effective October 1, 1995, the following Praxis I Pre-Professional Skills Tests replace subsection (a) of this section:

(A) Reading (10710), 174;

(B) Writing (20720), 171;

(C) Mathematics (10730), 175.

(11) Any Oregon license may be issued as a Temporary license for 24 months if all requirements for the license are met and a non-renewable exemption request has been received as specified in section (9) of this rule. The Commission may renew Licenses of Accomplishment and Professional Technical Teaching Licenses without passage of CBEST when the district has a shortage of applicants in the specialty or has other extenuating circumstances.

(12) Transfer-level courses approved by TSPC and offered by community colleges and four-year institutions in Oregon may be substituted for one or more of the CBEST tests. Each course must be completed after at least one unsuccessful attempt on CBEST and must be completed with grades of "B" or better. Prior to registration for the courses, the candidate must contact the counseling center at the community college or four-year institution and secure specific advice pertaining to the approved courses and sections. These courses may be challenged through the institution's course challenge and/or credit by examination procedure when the candidate possesses the skills and knowledge that the courses are designed to develop. All courses which are challenged or in which credit is earned shall be reported to TSPC on official transcripts. Further information is available from the Commission or the counseling centers at Oregon community colleges and four-year institutions.

(13) CBEST is not required of candidates who document five years of successful, fulltime employment in a licensed position in public schools or regionally accredited private schools in another state. CBEST is not required of Oregon licensed educators who apply for a different type of teaching, personnel specialist, or administrative license. CBEST is not required for Oregon licensed educators who add new endorsements to their existing licenses.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200, ORS 342.400 & ORS 342.985

Hist.: TS 2-1984, f. & ef. 8-2-84; TS 4-1984(Temp) f. & ef. 10-17-84; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 6-1986(Temp), f. & ef. 10-15-86; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 1-1989, f. & cert. ef. 1-20-89; TS 2-1989, f. & cert. ef. 2-16-89; TS 7-1989, f. & cert. ef. 12-13-89; TS 5-1990, f. & cert. ef. 12-3-90; TS 5-1991, f. & cert. ef. 3-12-91; TS 1-1992, f. & cert. ef. 1-15-92; TS 3-1995, f. 8-30-95, cert. ef. 10-1-95; TS 1-1996, f. & cert. ef. 1-29-96; TSPC 1-1998, f. & cert. ef. 2-4-98

584-036-0075

Expedited Service

A district superintendent or school board and the applicant jointly may submit an application requesting expedited service for any license. The Commission may limit the number of applications from a school district or education service district to not more than 100 applications in a period of two working days.

(1) Procedures for issuance of initial Emergency licenses with expedited service:

(a) Emergency licenses are issued in any endorsement to in-state or out-of-state applicants.

(b) Upon receipt of Form C-3 with application materials attached that form a complete application together with materials that are on file, TSPC will issue an Emergency License within two working days and mail it to the employing school district.

(c) An incomplete application will be denied and the district will be notified by mail of deficiencies on a TSPC checklist. Reapplications shall be accompanied by an additional \$10 evaluation fee.

(d) After an initial Emergency License has been issued, the complete application will be entered into the regular stream of licensure mail according to the date of receipt for evaluation for a Basic License or other license requested. If the applicant meets all TSPC requirements, a Basic License or other license requested will be issued without additional fee. If the applicant does not meet requirements for the license requested, TSPC will notify the applicant of the outstanding requirements that must be met for issuance of a Basic License or other license requested. The applicant will have 90 days to submit additional documentation in accordance with OAR 584-036-0053.

(e) Application submissions must follow the applicable rules for the licenses requested.

(f) Emergency Licenses issued under this rule are valid for two years and are not renewable.

(2) Expedited services may be authorized in other cases upon justification from the employing district satisfactory to the Executive Director.

(3) The fee for expedited service is \$100.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200, ORS 342.400 & ORS 342.985

Hist.: TS 2-1989, f. & cert. ef. 2-16-89; 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 2-1996, f. & cert. ef. 4-1-96; TS 2-1997, f. & cert. ef. 7-14-97; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97

DIVISION 38**BASIC TEACHING LICENSE REQUIREMENTS****584-038-0005****Basic Teaching License Requirements**

An applicant for a Basic Teaching License must assemble all materials necessary for the evaluation for the license and must submit these materials as a single package. An incomplete application will be returned. The applicant must:

(1) Supply all information requested on the Application, Form C-1, and sign in the space provided attesting that the information is true and correct. The applicant must answer the questions pertaining to dismissal, revocation, and conviction and attach supporting documents as instructed on Form C-1, if necessary.

(2) Provide official transcripts from all colleges and universities attended. Transcripts must bear the seal of the institution and the signature of the registrar and must verify completion of a bachelor's degree.

NOTES:

-1- The bachelor's degree must be conferred by an approved teacher education institution unless an approved teacher education institution has accepted the bachelor's degree and signed a Form C-2 recommending for licensure or the applicant has verification of five years of public school or regionally accredited private school teaching. If the applicant has these

five years of experience or is recommended by an approved teacher education institution, a bachelor's degree from any college or university will be accepted for purposes of this rule. Experience must be verified by the employing superintendent on the Professional Educational Experience Report Form.

-2- 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.

(3) *Either* provide a Preparation for Teaching Report, Form C2, if the application is based upon completion of an approved program in the endorsement area(s), or provide a current license which is not limited due to coursework, issued by another state and valid for the endorsement in which Oregon licensure is requested. If the out-of-state license expired prior to application, a Preparation for Teaching Report, Form C-2, must be submitted.

NOTE: If TSPC has approved a certificate issued by a national professional association, an applicant may present a current certificate in lieu of either the Form C-2 or current license from another state. The applicant must also submit passing scores established by the Commission for the specialty area test in which the endorsement is being requested.

(4) Provide evidence of recent educational experience.

NOTE: Recent experience means the application is submitted to TSPC *either* within three years following completion of an approved program *or* during the effective period of a comparable license and within three years of the last year of public school teaching experience or regionally accredited private school experience on such license. If more than three years have elapsed since completion of the program or since the last year of public school or regionally accredited private school teaching experience, recency may be met by completion of nine quarter hours of additional preparation as explained in OAR 584-036-0005, "Recent Experience."

(5) Demonstrate knowledge of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and state and federal statutes prohibiting discrimination. See OAR 584-036-0054 for options to demonstrate this knowledge.

(6) Submit a recommendation for a professional technical endorsement from an approved teacher education program or submit verification of satisfactory completion of an examination before the employing district's Instructor Appraisal Committee if the application is for a professional technical endorsement. See OAR 584-038-0009 for requirements pertaining to professional technical endorsements.

(7) Submit a check or money order for the evaluation fee. Cash may be presented when applying at the Commission office. The fee for evaluation of an application based upon completion of an Oregon approved teacher education program is \$60. The fee for evaluation of preparation in another state is \$75.

(8) *Either* verify completion of five years of public school or regionally accredited private school teaching, or submit a score of 661 on the Professional Knowledge test of the NTE Core Battery.

NOTE: Professional preparation required by this rule is incorporated in Oregon approved programs.

(9) Provide one of the following:

(a) Verification of completion of academic preparation from an approved teacher education institution for one or more of the basic endorsements outlined in OAR 584-038-0010 through 584-038-0330 *and* five years of public school or regionally accredited private school teaching in the endorsement on a license valid for the assignment; or

(b) Acceptable score(s) as set by TSPC on one or more of the specialty area tests for the endorsement(s) being requested.

NOTE: The subject matter preparation required by this rule is incorporated in Oregon-approved programs. TSPC evaluates the transcripts of applicants from other states to establish that subject matter requirements are met when at least five years of public school or regionally accredited private school teaching experience is verified. For all subject matter endorsements for which TSPC has not adopted tests, a transcript evaluation is required.

(10) Submit a transcript from ETS verifying satisfactory

scores on the basic skills tests as specified in OAR 584-036-0065. Photocopies are not acceptable. If the applicant holds or has held an Oregon license issued prior to January 1985 or verifies five years of public school or regionally accredited private school experience in another state, the applicant is not required to provide scores for the basic skills tests.

(11) Allow thirty days for the Commission to process an application for a license.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1981, f. & ef. 4-8-81; TS 2-1981(Temp), f. & ef. 8-17-81; 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 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 5-1988, f. 10-6-88, cert. ef. 1-15-89; TS 1-1989, f. & cert. ef. 1-20-89; TS 2-1989, f. & cert. ef. 2-16-89; TS 3-1989, f. & cert. ef. 7-31-89; TS 7-1989, f. & cert. ef. 12-13-89; TS 6-1991, f. & cert. ef. 3-12-91; TS 1-1992, f. & cert. ef. 1-15-92; TS 5-1992, f. 10-1-92, cert. ef. 1-15-93; TS 5-1993, f. & cert. ef. 10-7-93; TS 4-1994, f. 7-19-94, cert. ef. 10-15-94; TS 1-1996, f. & cert. ef. 1-29-96; TSPC 1-1998, f. & cert. ef. 2-4-98

584-038-0006

NTE Test Scores for Out-of-State Applicants

(1) Applicants for initial teaching licenses shall present passing scores on the Praxis II Subject Assessments and NTE Specialty Area Tests as listed below:

(a) Agriculture (10900), 620;

(b) Art (10130), 610;

(c) Biology/general science:

(A) Biology/general science (10030), 650;

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:

(i) Biology/General Science: Content Knowledge, Part 1 (20231), 161;

(ii) Biology/General Science: Content Knowledge, Part 2 (20232), 156;

(iii) Biology/General Science: Content Essays (30233), 154.

(d) Business (10100), 620;

(e) Chemistry:

(A) Chemistry (10240), 570;

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:

(i) Chemistry: Content Knowledge (20241), 144;

(ii) Chemistry: Content Essays (30242), 140.

(f) Chemistry/physics (10070), 570;

(g) Early childhood education (10020), 600;

(h) The following Praxis II Assessment becomes effective October 1, 1995: Special Education: Preschool/Early Childhood (10690), 560;

(i) Educational media (10310), 630;

(j) Elementary:

(A) Elementary (Communication Skills) (20500), 667, and (General Knowledge) (10510), 666 (Scores of 663 and 662 respectively are acceptable provided the applicant has a composite score of 1333);

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection: Combined score of 310 on MSAT: Content Knowledge (10140), and MSAT: Content Area Exercises (20151), provided the applicant has a minimum score of 147 on each exam.

(k) French (10170), 620;

(l) German (20180), 620;

(m) Handicapped learner:

(A) Handicapped learner (10350), 650;

(B) Effective October 1, 1998, the following Praxis II assessments replace paragraph A of this subsection:

(i) Special Education: Application of Core Principles Across Categories of Disability (10352), 156;

(ii) Special Education: Knowledge-Based Core Principles (20351), 155.

(n) Health (10550), 720;

(o) Hearing impaired (10270), 580;

(p) Home economics (10120), 650;

(q) Integrated science:

(A) Integrated science (10430), 510;

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:

(i) General Science: Content Knowledge, Part 1 (10431), 152;

(ii) General Science: Content Knowledge, Part 2 (10432), 150;

(iii) General Science: Content Essays (30433), 135.

(r) Japanese (10660), 600;

(s) Language arts:

(A) Language arts (10040), 610;

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:

(i) English: Content Knowledge (10041), 164;

(ii) English: Essays (20042), 145.

(t) Marketing (10560), 690;

(u) Mathematics (basic):

(A) Mathematics (basic) (10060), 570;

(B) Effective October 1, 1995, the following Praxis II Assessment replaces paragraph (A) of this subsection: Basic Math: Pedagogy (20065), 140;

(C) Effective October 1, 1998, the following Praxis II Assessment shall be required in addition to paragraph (B) of this subsection: Basic Math: Mathematics Specialist: Middle and Intermediate Grades (0066), 167.

(v) Mathematics (advanced):

(A) Mathematics (advanced) (10060), 630;

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:

(i) Advanced Math: Content Knowledge (10061), 147;

(ii) Advanced Math: Proofs, Models & Problems, Part 1 (20063), 144;

(iii) Advanced Math: Proofs, Models & Problems, Part 2 (30064), 140.

(w) Music:

(A) Music (10010), 610;

(B) Effective October 1, 1998, the following assessments replace paragraph (A) of this subsection:

(i) Music: Analysis (20112), 167;

(ii) Music: Concepts and Processes (30111), 170;

(iii) Music: Content Knowledge (10113), 167.

(x) Physical education:

(A) Physical education (10090), 630;

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:

(i) Physical Education: Content Knowledge (10091), 160;

(ii) Physical Education: Movement Forms-Analysis & Design (30092), 141;

(iii) Physical Education: Movement Forms-Video Evaluation (20093), 145.

(y) Physics:

(A) Physics (10260), 570;

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:

(i) Physics: Content Knowledge (10261), 147;

(ii) Physics: Content Essays (30262), 145.

(z) Reading (10300), 640;

(aa) Severely handicapped learner (10320), 670;

(bb) Social studies:

(A) Social studies (10080), 630;

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:

(i) Social Studies: Content Knowledge (10081), 158;

(ii) Social Studies: Analytical Essays (20082), 155;

(iii) Social Studies: Interpretation of Materials (20083), 167.

(cc) Spanish:

(A) Spanish (10190), 610;

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:

- (i) Spanish: Content Knowledge (10191), 166;
- (ii) Spanish: Productive Language Skills (20192), 165.
- (dd) Speech (10220), 640;
- (ee) Speech impaired (10330), 630;
- (ff) Technology education (10050), 640;
- (gg) Vision impaired (10280), 760.

(2) For all subject matter endorsements for which TSPC has not adopted tests, a transcript evaluation is required.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200

Hist.: TS 7-1992, f. 12-17-92, cert. ef. 1-15-93; TS 7-1993, f. & cert. ef. 12-23-93; TS 1-1995, f. & cert. ef. 7-18-95; TS 3-1995, f. 8-30-95, cert. ef. 10-1-95; TS 4-1996(Temp), f. & cert. ef. 7-24-96; TS 5-1996, f. & cert. ef. 9-24-96; TSPC 1-1998, f. & cert. ef. 2-4-98

584-038-0007

Provisions for Experience in Certain Federal Programs

(1) A teaching license may be issued on the basis of two years of satisfactory service under the auspices of the Armed Forces of the United States, the Peace Corps, or Section 603 of the Economic Opportunity Act of 1964. The service must have consisted primarily of teaching in preprimary through grade twelve in subjects regularly taught in public schools. The applicant must have completed *either* an approved teacher education program *or* a teacher training program under the auspices of the federal program.

(2) The provisions of section (1) of this rule apply to issuance of a Basic Teaching License with all subject matter endorsements except elementary. These provisions also apply for an elementary endorsement if the employing school board requests a Restricted Teaching License with an elementary endorsement. This rule does not apply to special education endorsements.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200

Hist.: TS 1-1982, f. & ef. 1-5-82; TS 3-1988, f. & cert. ef. 4-7-88; TS 1-1992, f. & cert. ef. 1-15-92; TS 1-1995, f. & cert. ef. 7-18-95

584-038-0008

Professional Preparation for the Basic Teaching License

Thirty-six quarter hours of teacher education designed to develop pedagogical competence, to include:

- (1) Diagnostic and prescriptive techniques;
- (2) Methods in subject matter appropriate for the grade levels of the endorsement;
- (3) Methods of teaching reading (six quarter hours for the elementary endorsement and three quarter hours for all subject matter endorsements other than elementary);
- (4) Public school curriculum emphasizing the goals and structure of subject matter taught;
- (5) Foundations of education in a pluralistic society, including federal and state statutes on public education prohibiting discrimination;
- (6) Behavioral foundations emphasizing the educational psychology of individuals and groups served by public schools;
- (7) Classroom management and student discipline;
- (8) Education of exceptional children and/or youth; and
- (9) Student teaching or internship at a grade level authorized with the endorsement(s) being completed.

NOTES:

-1- OAR 584-038-0005(3) permits one year of full-time successful teaching experience in public schools or regionally accredited private schools on a valid state license to substitute for the student teaching or internship required under section (9) of this rule.

-2- OAR 584-038-0005(5) permits outofstate prepared teachers to demonstrate knowledge of laws prohibiting discrimination through affidavits and workshops.

-3- OAR 584-038-0005(8) permits five years of successful teaching experience in public schools or regionally accredited private schools on a valid state license to substitute for the preparation required by sections (1) through (9) of this rule with exception of the requirement to demonstrate knowledge of laws prohibiting discrimination.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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; TSPC 1-1998, f. & cert. ef. 2-4-98

Basic Subject Matter Endorsements

584-038-0009

Adding Endorsements to Existing Basic and Standard Teaching Licenses

(1) Application for evaluation for basic subject matter endorsements to be added to existing Basic or Standard Teaching Licenses shall be made in one of the following ways:

(a) The applicant must submit transcripts showing completion of the academic requirements for the endorsement from an approved institution together with documentation indicating five years of successful, appropriately assigned teaching in the new endorsement on a license valid for the assignment or experience on an approved misassignment if teaching in Oregon.

(b) The applicant must submit a Preparation for Teaching Report, Form C-2, from an approved teacher education institution and submit a passing score as determined by the Commission in the specialty area test for which the endorsement is being requested.

(c) The applicant must submit a passing score as determined by the Commission on the Praxis II Subject Assessments and the National Teacher Examination (NTE) in the specialty area test for which the endorsement is being requested. Verification of an acceptable score shall be done by submitting one of the original test result reports provided the applicant by Educational Testing Service.

(d) Effective January 15, 1999 the following rule shall supercede sub-section (c) of this rule. The applicant may submit a passing score as determined by the Commission on the specialty area test for which the endorsement is being requested and document one year of half-time or more successful teaching experience in the endorsement; or complete a practicum experience at an approved teacher education institution; or document experience on an approved misassignment if teaching in Oregon. The employing school district shall assign a mentor teacher for the first year of this misassignment.

(2) The passing scores are:

(a) Agriculture (10900), 620;

(b) Art (10130), 610;

(c) Biology/general science:

(A) Biology/general science (10030), 650;

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:

(i) Biology/General Science: Content Knowledge, Part 1 (20231), 161;

(ii) Biology/General Science: Content Knowledge, Part 2 (20232), 156;

(iii) Biology/General Science: Content Essays (30233), 154.

(d) Business (10100), 620;

(e) Chemistry:

(A) Chemistry (10240), 570;

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:

(i) Chemistry: Content Knowledge (20241), 144;

(ii) Chemistry: Content Essays (30242), 140.

(f) Chemistry/physics (10070), 570;

(g) Early childhood education (10020), 600;

(h) Educational media (10310), 630;

(i) French (10170), 620;

(j) German (20180), 620;

(k) Handicapped learner:

(A) Handicapped learner (10350), 650;

(B) Effective October 1, 1998, the following Praxis II assessments replace paragraph (A) of this subsection:

(i) Special Education: Application of Core Principles Across

Categories of Disability (10352), 156;
 (ii) Special Education: Knowledge-Based Core Principles (20351), 155.
 (l) Health (10550), 720;
 (m) Home economics (10120), 650;
 (n) Integrated science:
 (A) Integrated science (10430), 510;
 (B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:
 (i) General Science: Content Knowledge, Part 1 (10431), 152;
 (ii) General Science: Content Knowledge, Part 2 (10432), 150;
 (iii) General Science: Content Essays (30433), 135.
 (o) Japanese (10660), 600;
 (p) Language arts:
 (A) Language arts (10040), 610;
 (B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:
 (i) English: Content Knowledge (10041), 164;
 (ii) English: Essays (20042), 145.
 (q) Marketing (10560), 690;
 (r) Mathematics (basic):
 (A) Mathematics (basic) (10060), 570;
 (B) Effective October 1, 1995, the following Praxis II Assessment replaces paragraph (A) of this subsection: Basic Math: Pedagogy (20065), 140;
 (C) Effective October 1, 1998, the following Praxis II Assessment shall be required in addition to paragraph (B) of this subsection: Basic Math: Mathematics Specialist: Middle and Intermediate Grades (0066), 167.
 (s) Mathematics (advanced):
 (A) Mathematics (advanced) (10060), 630;
 (B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:
 (i) Advanced Math: Content Knowledge (10061), 147;
 (ii) Advanced Math: Proofs, Models & Problems, Part 1 (20063), 144;
 (iii) Advanced Math: Proofs, Models & Problems, Part 2 (30064), 140.
 (t) Music:
 (A) Music (10110), 610;
 (B) Effective October 1, 1998, the following assessments replace subparagraph (A) of this subsection:
 (i) Music: Analysis (20112), 170;
 (ii) Music: Concepts and Processes (30111), 170;
 (iii) Music: Content Knowledge 10113), 167.
 (u) Physical education:
 (A) Physical education (10090), 630;
 (B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:
 (i) Physical Education: Content Knowledge (10091), 160;
 (ii) Physical Education: Movement Forms-Analysis & Design (30092), 141;
 (iii) Physical Education: Movement Forms-Video Evaluation (20093), 145.
 (v) Physics:
 (A) Physics (10260), 570;
 (B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:
 (i) Physics: Content Knowledge (10261), 147;
 (ii) Physics: Content Essays (30262), 145.
 (w) Reading (10300), 640;
 (x) Social studies:
 (A) Social studies (10080), 630;
 (B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:
 (i) Social Studies: Content Knowledge (10081), 158;
 (ii) Social Studies: Analytical Essays (20082), 155;
 (iii) Social Studies: Interpretation of Materials (20083), 167.
 (y) Spanish:
 (A) Spanish (10190), 610;

(B) Effective October 1, 1995, the following Praxis II Assessments replace paragraph (A) of this subsection:
 (i) Spanish: Content Knowledge (10191), 166;
 (ii) Spanish: Productive Language Skills (20192), 165.
 (z) Speech (10220), 640;
 (aa) Technology education (10050), 640;
 (bb) The applicant must submit a passing score as determined by the Commission on the Crosscultural Language and Academic Development (CLAD) examination for the English for Speakers of Other Languages (ESOL) endorsement. Verification of an acceptable score shall be done by submitting the original test result report provided the applicant by the National Evaluation Systems.
 (3) Professional technical endorsements may be added to Basic, Standard, and Five-Year Regular Licenses. Eligibility for the endorsement is determined by any one of the sections which follow:
 (a) Recommendation by an approved teacher education institution in one or more of the professional technical areas in one of the following endorsements: Agricultural Science and Technology; General Business Education; Family and Consumer Sciences; Marketing; and Technology Education; or
 (b) A current professional technical teaching license issued by another state; or
 (c) Verification of one year of professional technical teaching experience while holding a Three-Year Professional Technical Teaching License and verification by the district's superintendent that the three-year improvement plan designed by the Instructor Appraisal Committee has been completed. See OAR 584-042-0005(2)(a).
 Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - ORS 342.200
 Hist.: TS 1-1982, f. & ef. 1-5-82; TS 3-1982(Temp), f. & ef. 7-23-82; TS 5-1982, f. & ef. 10-29-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 4-1985, f. 10-4-85, ef. 1-1-86; TS 4-1986, f. & ef. 7-31-86; TS 1-1987, f. & ef. 3-3-87; TS 3-1988, f. & cert. ef. 4-7-88; TS 1-1989, f. & cert. ef. 1-20-89; TS 2-1989, f. & cert. ef. 2-16-89; TS 3-1989, f. & cert. ef. 7-31-89; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 3-1992, f. & cert. ef. 7-31-92; TS 1-1993, f. & cert. ef. 2-5-93; TS 7-1993, f. & cert. ef. 12-23-93; TS 3-1995, f. 8-30-95, cert. ef. 10-1-95; TS 1-1996, f. & cert. ef. 1-29-96; TS 4-1996(Temp), f. & cert. ef. 7-24-96; TS 5-1996, f. & cert. ef. 9-24-96; TS 6-1997, f. 9-25-97, cert. ef. 1-15-01; TSPC 1-1998, f. & cert. ef. 2-4-98

584-038-0010
Basic Elementary
 Sixty quarter hours designed to develop competence in elementary instruction, distributed as follows:
 (1) Eighteen quarter hours of language arts.
 (2) Twelve quarter hours of mathematics.
 (3) Nine quarter hours in science.
 (4) Nine quarter hours in U.S. history, cultural geography, and other social sciences.
 (5) Three quarter hours in health education.
 (6) Three quarter hours in physical education.
 (7) Three quarter hours in music education.
 (8) Three quarter hours in art education.
 Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - ORS 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 3-1988, f. & cert. ef. 4-7-88; TS 6-1989, f. & cert. ef. 10-6-89

584-038-0012
Basic Early Childhood Education (Optional in Combination with the Elementary, Preprimary Through Grade Twelve Subject Matter, and Special Education Endorsements for Teaching Age Three Through Primary Level in Self-contained and Non-Graded Classrooms)
 (1) Hold a Basic or Standard Teaching License with an elementary, special education, or preprimary through grade 12 subject matter endorsement.

(2) Completion of 21 quarter hours designed to develop competence in early childhood education, to include:

(a) Human development with special emphasis on cognitive, physical, language, social, emotional, and aesthetic development from birth through age eight;

(b) Foundations of early childhood education, to include familial, social, and cultural contexts and diversity;

(c) 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;

(d) Classroom management to meet the individual needs of young children, to include children with disabilities and special abilities;

(e) 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; and

(f) Communicating and conferencing with parents, regular and special educators, and other professional resources to achieve educational objectives with each child.

(3) 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 - ORS 342.200

Stats. Implemented: ORS

Hist.: TS 4-1990, f. & cert. ef. 8-21-90; TS 1-1992, f. & cert. ef. 1-15-92; TS 6-1993, f. & cert. ef. 12-7-93

584-038-0013

Basic Middle Level Education (Optional in Combination with Elementary, Subject Matter and Special Education Endorsements for Teaching in Middle and Junior High Schools)

(1) Hold a Basic or Standard Teaching License with an elementary, subject matter or special education endorsement.

(2) Complete 21 quarter hours designed to develop competence in middle level education, to include:

(a) Human development with special emphasis on cognitive, physical, language, social, emotional, and aesthetic aspects of adolescence;

(b) Philosophy of middle level education, organization, and curriculum;

(c) Developmentally appropriate integrated curriculum, teaching methods, instructional materials, and learning experiences;

(d) Classroom management techniques to address diverse cultural backgrounds, learning patterns, and modalities of students;

(e) Observation, assessment, and evaluation of behavior and achievement and use of these data in planning instruction, guiding students, and collaborating with parents and resource persons; and

(f) Communicating and conferencing with parents, regular and special educators, and other professional resources to achieve educational objectives with each student.

(3) Supervised practicum integrated with instruction in all of the above.

Stat. Auth.: ORS Ch. 342

Stat. Implemented: ORS 342.120 - 342.200

Hist.: TS 3-1996, f. & cert. ef. 7-15-96

584-038-0030

Basic Agricultural and Technology

Sixty quarter hours designed to develop competence in agriculture education, to include:

(1) Agri-business management.

(2) Agricultural mechanics.

(3) Animal science.

(4) Crop sciences.

(5) Soil science.

(6) Horticulture.

(7) Program organization and administration, such as advisory

committees, student organizations, and supervision of occupational experience.

(8) Verified work experiences as a qualified worker in an occupation appropriate to the endorsement as specified by Oregon Department of Education guidelines.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.164, ORS 342.175 & ORS 342.176

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1988, 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

584-038-0040

Basic Art

Forty-five quarter hours designed to develop competence in art, distributed as follows:

(1) Eighteen quarter hours of study of the historical, cultural, and appreciative aspects of art.

(2) Twenty-seven quarter hours of studio production work and basic design.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89

584-038-0050

Basic General Business Education (Valid for Teaching General Business and Non-Professional Technical Office Courses)

(1) Forty-eight quarter hours designed to develop competence in general business education, to include:

(a) Economics;

(b) Business law;

(c) Business communications;

(d) Data and information processing;

(e) Accounting;

(f) Keyboard operation;

(g) Finance; and

(h) Program organization and administration, such as advisory committees, student organizations, and supervision of occupational experience.

(2) To add a professional technical endorsement in Office Systems or Accounting authorizing assignment in an Oregon Department of Education-approved professional technical program, the applicant must:

(a) Complete an additional 13 quarter hours in the professional technical endorsement area; and

(b) Verify work experience as a qualified worker in an occupation appropriate to the endorsement as specified by Oregon Department of Education guidelines.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.164, ORS 342.175 & ORS 342.176

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 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92

584-038-0060

Basic Marketing—Professional Technical (Valid for Teaching Marketing and General Business)

(1) Forty-eight quarter hours designed to develop competence in marketing, to include:

(a) Retail merchandising;

(b) Marketing management;

(c) Sales promotion;

(d) Management and organizational behavior;

(e) Finance;

(f) Accounting;

(g) Economics;

(h) Business law;

(i) Business communications;

(j) Program organization and administration, such as advisory

ory committees, student organizations, and supervision of occupational experience; and

(k) Verified work experience as a qualified worker in an occupation appropriate to the endorsement as specified by Oregon Department of Education guidelines.

(2) 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.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.164, ORS 342.175 & ORS 342.176

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 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

584-038-0080

Basic Educational Media

Twenty-four quarter hours designed to develop competence in educational media, to include:

(1) Use, design, and production of printed, audiovisual, and electronic forms of educational media.

(2) Selection and utilization of media to include children's and young adult literature.

(3) Administration of library media collections.

(4) Implementation of a library information skills program.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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

584-038-0085

English for Speakers of Other Languages/Bilingual Endorsement

The following requirements become effective January 15, 2001:

(1) Hold a Basic or Standard Teaching License endorsed for the regular classroom or special education.

(2) Complete 18 quarter hours in an approved teacher education program designed to develop competencies in:

(a) Knowledge of first and second language acquisition;

(b) Knowledge of applied linguistics and structure and functions of spoken and written languages;

(c) Methods for teaching first and second languages, such as whole language, project approaches, inquiry/discovery techniques, individualized instruction, cooperative learning, cross-age grouping, and sheltered classrooms;

(d) Curriculum materials for teaching conversation, composition, literature, and culture of the second language, and for teaching content of other academic disciplines in the second language;

(e) Use of technology to enhance instruction;

(f) Knowledge of local, state, and federal laws pertaining to educating students with limited English proficiency;

(g) Assessment of students' oral proficiency, literacy, and knowledge of academic content in their first and second languages;

(h) Knowledge of cultural diversity and the impact of diversity on learning and communication styles; and

(i) Involvement of parents and the community in educating students with limited English proficiency.

(3) Complete student teaching or practicum with students with limited English proficiency.

(4) Document proficiency in a target language for designation as bilingual. An ESOL endorsement is issued without this documentation.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200

Hist.: TS 5-1995, f. 11-9-95, cert. ef. 1-1-99; TS 6-1997, f. 9-25-97, cert. ef. 1-15-01

584-038-0090

Basic Foreign Language (Valid for Teaching the Foreign Language(s) Endorsed on the License. Effective January 15, 1992, Endorsements Shall Include French, German, Japanese, Latin, Russian, or Spanish. Licenses of Accomplishment May be Issued in Other Foreign Languages)

Forty-five hours designed to develop competence in a single foreign language, to include:

(1) Reading, composition, and conversation in language.

(2) Literature of language.

(3) Culture of native speakers.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1989, f. & cert. ef. 7-31-89; TS 1-1992, f. & cert. ef. 1-15-92

584-038-0100

Basic Health Education

Forty-two quarter hours designed to develop competence in health education, to include:

(1) Personal health.

(2) Environmental and consumer health.

(3) Mental and social health.

(4) Safe living and emergency care.

(5) School health program.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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

584-038-0110

Basic Health Education (Valid Only in Grades Five Through Twelve)

This endorsement is rescinded effective January 15, 1988; however, candidates enrolled in Oregon-approved programs leading to this endorsement have until September 15, 1990, to complete the program and submit an application for an Oregon teaching license with this endorsement.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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 3-1988, f. & cert. ef. 4-7-88

584-038-0120

Basic Family and Consumer Sciences

(1) Forty-eight quarter hours designed to develop competence in consumer homemaking, to include:

(a) Life-span development;

(b) Clothing and textiles;

(c) Family relationships;

(d) Personal and family resource management;

(e) Foods and nutrition;

(f) Housing; and

(g) Program organization and administration, such as advisory committees, student organizations, and supervision of occupational experience.

(2) To add a professional technical endorsement in Child Care or Food Service authorizing assignment in an Oregon Department of Education-approved professional technical program, the applicant must:

(a) Complete an additional 12 quarter hours in the professional technical endorsement area; and

(b) Verify work experience as a qualified worker in an occupation appropriate to the endorsement as specified by Oregon Department of Education guidelines.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1988, 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

584-038-0130

Basic Technology Education

(1) Complete 30 quarter hours designed to develop competence in technology education which shall include:

(a) Instructional processes of problem solving techniques; cooperative learning techniques; technological impact on society; applied academics; workplace readiness; global economy; computer applications; laboratory health, safety, and maintenance; and program organization and administration, advisory committees, student organizations, and supervision of occupational work experience; and

(b) Technical processes in each of the following areas: Construction Technology; Graphics Design/Production or Communications Technology; Electronics Technology; Transportation and Power and Energy Technology, or Mechanical Technology; Drafting Technology; and Manufacturing Technology.

(2) In addition complete:

(a) Thirty quarter hours distributed among the technologies in subsection (1)(b) of this rule; or

(b) Thirty quarter hours concentrated in one of the technologies in subsection (1)(b) of this rule.

(3) To add a professional technical endorsement authorizing assignment in an Oregon Department of Education-approved Integrated Technology Program, the applicant must satisfy the requirements in subsections (1)(a), (b) and (2)(a) of this rule, and possess 4,000 verified clock hours of recent work experience as a qualified worker in at least two technologies in subsection (1)(b) of this rule. (See OAR 584-036-0005 for a definition of "Work Experience".)

(4) To add a professional technical endorsement authorizing assignment in an Oregon Department of Education-approved selected specialty program, the applicant must satisfy the requirements in subsections (1)(a), (b) and (2)(b) of this rule, and possess 4,000 verified clock hours of recent work experience as a qualified worker at the journeyman or technician level in an occupation appropriate to the technology in subsection (1)(b) of this rule.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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; TS 1-1992, f. & cert. ef. 1-15-92

584-038-0150

Basic Language Arts

Forty-five quarter hours designed to develop competence in language arts, distributed as follows:

(1) Twenty-three quarter hours in contemporary and traditional literature, to include:

- (a) American literature;
- (b) English literature; and
- (c) World literature.

(2) Nine quarter hours in advanced written expression.

(3) Thirteen quarter hours in communication arts, to include:

- (a) Oral expression; and
- (b) General and cultural linguistics.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89

584-038-0160

Basic Speech

Twenty-four quarter hours designed to develop competence in speech, to include:

- (1) Discussion techniques.
- (2) Oral interpretation.
- (3) Argumentative speech.
- (4) Forensics.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89

584-038-0165

Basic Journalism

This endorsement is rescinded effective January 15, 1990; however, candidates enrolled in Oregon-approved programs leading to this endorsement have until September 15, 1992, to complete the program and submit an application for an Oregon teaching license with this endorsement.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1988, f. 1-14-88, ef. 1-15-88; TS 3-1989, f. & cert. ef. 7-31-89; TS 1-1992, f. & cert. ef. 1-15-92

584-038-0170

Basic Drama

Twenty-four quarter hours designed to develop competence in drama, to include:

- (1) Acting;
- (2) Directing; and
- (3) Technical theater.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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 1-1988, 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; TS 1-1992, f. & cert. ef. 1-15-92

584-038-0180

Basic Mathematics (Valid for Teaching Courses Up to and Including Algebra I)

Twenty-one quarter hours designed to develop competence in mathematics, distributed as follows:

- (1) Arithmetic.
- (2) Algebra.
- (3) Geometry.
- (4) Computer science.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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 3-1988, f. & cert. ef. 4-7-88; TS 6-1989, f. & cert. ef. 10-6-89

584-038-0190

Basic Advanced Mathematics

Forty-two quarter semester hours designed to develop competence in college-level mathematics, to include:

- (1) Abstract algebra.
- (2) Linear algebra.
- (3) Geometry.
- (4) Analysis.
- (5) Probability and statistics.
- (6) Elementary number theory.
- (7) Computer science.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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

584-038-0210

Basic Music

Sixty quarter hours designed to develop competence in music education, distributed as follows:

- (1) Basic musicianship.
- (2) Music history and literature.
- (3) Individual and group performance.
- (4) Conducting.
- (5) Instrumental techniques.

(6) Vocal techniques and demonstration of vocal proficiency.
Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - ORS 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

584-038-0230

Basic Physical Education

Forty-eight quarter hours designed to develop competence in physical education, distributed as follows:

(1) Thirty-three quarter hours in physical education, including:

- (a) Anatomy and physiology;
- (b) Kinesiology;
- (c) Historical and aesthetic aspects of human movement;
- (d) Measurement of pupils' development and behavior and evaluation of physical education programs;
- (e) Adapted physical education; and
- (f) Prevention of injuries and emergency care.

(2) Fifteen quarter hours of laboratory experiences, including:

- (a) Aquatics;
- (b) Body mechanics;
- (c) Dance, rhythms, and games;
- (d) Gymnastics and stunts; and
- (e) Individual and team sports.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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 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 6-1989, f. & cert. ef. 10-6-89

584-038-0235

Basic Adapted Physical Education (Optional in Combination with the Physical Education Endorsement)

(1) Eighteen quarter hours designed to develop competence in adapted physical education to include:

- (a) Specific teaching methodology for students with disabilities;
- (b) Applied motor learning theory for specific physical and motor needs;
- (c) Medical aspects in special education and implications for movement;
- (d) Neurological foundations of movement disorders;
- (e) Normal and abnormal growth and motor development;
- (f) Assessment and evaluation of students with disabilities in physical education;

(g) Developing performance goals and objectives;

(h) Determining and implementing placement in the least restrictive environment;

(i) Adapting physical education activities and equipment;

(j) Task analysis and individualized instruction in physical education for students with disabilities;

(k) Behavior management techniques for all students;

(l) Effective consultation and interdisciplinary team work; and

(m) Utilizing community resources to improve program effectiveness.

(2) Six quarter hours of student teaching or internship with special needs students beyond that required for the basic physical education endorsement.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200

Hist.: TS 1-1992, f. & cert. ef. 1-15-92

584-038-0240

Basic Reading

Twenty-one quarter hours designed to develop competence in reading instruction, to include:

- (1) Language development and communication.

- (2) Foundations of reading instruction.
- (3) Instructional materials and media.
- (4) Diagnosis and correction of reading problems.
- (5) Alternative organizational patterns and curricula.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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

Basic Science Endorsements

584-038-0250

Basic Biology (Valid for Teaching All Science at Grades 5-8, and for Teaching all Science in Which the Majority of the Content is Biology at Grades 9-12)

Forty-five quarter hours designed to develop competence in science, distributed as follows:

(1) Twenty-seven quarter hours in biology science, including:

- (a) Classical and molecular genetics;
- (b) Evolution;
- (c) General microbiology; and
- (d) Ecology.

(2) Eighteen quarter hours in physical and earth science.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; 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

584-038-0260

Basic Integrated Science (Valid for All Science, Except Biology, Chemistry, or Physics at Grades 9-12)

Forty-five quarter hours designed to develop competence in science, distributed as follows:

(1) Eighteen quarter hours in:

- (a) Astronomy;
- (b) Geology;
- (c) Meteorology; and
- (d) Oceanography.

(2) Twenty-seven quarter hours in:

- (a) Biology; and
- (b) Chemistry or physics.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; 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 7-1989, f. & cert. ef. 12-13-89

584-038-0270

Basic Chemistry (Valid for Teaching All Science at Grades 5-8, and for Teaching All Science in Which the Majority of the Content is Chemistry at Grades 9-12)

Twenty-seven quarter hours to develop competence in chemistry, including organic and physical chemistry.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-80; 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

584-038-0275

Basic Physics (Valid for Teaching All Science at Grades 5-8, and for Teaching All Science in Which the Majority of the Content is Physics at Grades 9-12)

Twenty-seven quarter hours designed to develop competence in physics including advanced and modern physics.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200

Hist.: 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

584-038-0280

Basic Social Studies

Fifty-four quarter hours designed to develop competence in social studies, distributed as follows:

(1) Eighteen quarter hours distributed among three of the following: world history, geography, political science, sociology, psychology, and anthropology.

- (2) Nine quarter hours in economics.
- (3) Thirteen quarter hours in U.S. history.
- (4) Nine quarter hours in government.
- (5) Five quarter hours in contemporary issues.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, 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

Basic Special Education Endorsements

584-038-0290

Basic Handicapped Learner I (Valid for Teaching Handicapped Learners and Severely Handicapped Learners)

(1) Hold a Basic or Standard Teaching License with a subject matter endorsement.

(2) Completion of 27 quarter hours designed to develop competence in:

- (a) Educating students with handicapping conditions;
- (b) Application of learning theory;
- (c) Language development and language disabilities;
- (d) Assessment and evaluation;
- (e) Diagnostic and prescriptive techniques and materials;
- (f) Classroom management and student discipline;
- (g) Utilizing community resources;
- (h) Alternative organizational patterns and curricula; and
- (i) Communication and counseling.

(3) Six quarter hours of student teaching or internship with handicapped learners.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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; TS 1-1992, f. & cert. ef. 1-15-92

584-038-0295

Basic Handicapped Learner II (Valid for Teaching Handicapped Learners and Severely Handicapped Learners)

(1) Forty-eight quarter semester hours designed to develop competence in special education, to include:

- (a) Educating students with handicapping conditions;
- (b) Application of learning theory;
- (c) Language development and language disabilities;
- (d) Assessment and evaluation;
- (e) Diagnostic and prescriptive techniques and materials;
- (f) Classroom management and student discipline;
- (g) Utilizing community resources;
- (h) Alternative organizational patterns and curricula; and
- (i) Communication and counseling.

(2) Student teaching or internship with handicapped learners.

NOTE: The professional preparation outlined in OAR 584-038-0008 is not required.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200

Hist.: TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89

584-038-0300

Basic Hearing Impaired

(1) Forty-five quarter hours designed to develop competence in educating hearing impaired learners, to include:

- (a) Structure and function of the ear;
- (b) Speech and audiology;
- (c) Language and communication;

- (d) Diagnostic and prescriptive techniques;
 - (e) Educational implications of subnormal hearing and deafness;
 - (f) Education of exceptional children and/or youth; and
 - (g) Classroom management and student discipline.
- (2) Supervised teaching or internship with the hearing impaired.

NOTE: The professional preparation outlined in OAR 584-038-0008 is not required.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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

584-038-0310

Basic Severely Handicapped Learner (Valid for Teaching Severely Handicapped Learners)

(1) Forty-five quarter hours designed to develop competence in educating severely handicapped learners, to include:

- (a) Educating students with handicapping conditions;
- (b) Application of learning theory;
- (c) Language development and language disabilities;
- (d) Assessment and evaluation;
- (e) Diagnostic and prescriptive techniques and materials;
- (f) Behavior management;
- (g) Utilizing community resources;
- (h) Alternative organization patterns and curricula; and
- (i) Communication and counseling.

(2) Supervised teaching or internship with severely handicapped students.

NOTE: The professional preparation outlined in OAR 584-038-0008 is not required.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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 1-1987, 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

584-038-0320

Basic Speech Impaired

(1) Forty-two quarter hours designed to develop competence in educating speech impaired learners, to include:

- (a) Anatomy and physiology of speech, language, and hearing;
- (b) Phonetics;
- (c) Normal language development;
- (d) Education of exceptional children and/or youth;
- (e) Language and speech pathology;
- (f) Behavior management;
- (g) Audiology;
- (h) Aural rehabilitation; and
- (i) Diagnostic and prescriptive techniques.

(2) Supervised teaching or internship with the speech impaired.

NOTE: The professional preparation outlined in OAR 584-038-0008 is not required.

(3) Effective January 15, 1993, the requirements in sections (3) and (4) supersede sections (1) and (2) of this rule. An applicant for the basic speech impaired endorsement must complete the requirements under either section (3) or section (4) of this rule.

(a) Complete an approved speech impaired program consisting of a minimum of 63 quarter hours in educating speech impaired learners and culminating in a master's degree or 45 quarter hours of upper-division or graduate study beyond the bachelor's degree to include 15 graduate hours in language, speech, and hearing. The program must include:

- (A) Anatomy and physiology of speech, language, and hearing;
- (B) Phonetics;
- (C) Normal language development;
- (D) Education of exceptional children and/or youth;

- (E) Language and speech pathology;
- (F) Behavior management;
- (G) Audiology;
- (H) Aural rehabilitation; and
- (I) Diagnostic and prescriptive techniques.

(b) A minimum of 275 clock hours of supervised teaching, internship, and practicum with the speech impaired.

NOTE: One year of full time public school or regionally accredited private school experience as a speech pathologist shall be substituted for this supervised teaching, internship, and practicum.

(4) Effective January 15, 1993, an applicant may demonstrate the knowledge of theory and practice about speech impaired learners required by section (3) of this rule by presenting a minimum score as set by TSPC on the National Teacher Examination (NTE) specialty area test for speech impaired and a current Certificate of Clinical Competence awarded by the American Speech and Hearing Association.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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 1-1998, f. & cert. ef. 2-4-98

584-038-0330

Basic Visually Impaired

(1) Thirty quarter hours designed to develop competence in educating visually-impaired learners, to include:

- (a) Structure and function of the eye;
- (b) Educational implications of subnormal vision and blindness;
- (c) Education of the exceptional child;
- (d) Curriculum and methods of teaching the visually handicapped;
- (e) Reading, writing, and transcribing braille as specified in ORS 342.153;
- (f) Classroom management and student discipline;
- (g) Orientation and mobility for the classroom teacher; and
- (h) Diagnostic and prescriptive techniques.

(2) Supervised teaching or internship with visually handicapped students.

(3) Competence in Braille in subsection (1)(e) of this rule may be demonstrated by one of the following:

- (a) Certificate of Competency issued by the National Library Service (NLS) of the Library of Congress; or
- (b) Successful completion of courses or workshops in Grade 1 and Grade 2 Braille that are approved by TSPC and that are consistent with NLS standards.

NOTES:

-1- The professional preparation outlined in OAR 584-038-0008 is not required.

-2- Effective September 1, 1994 all applicants for issuance or renewal of a Basic or Standard Teaching License with the vision impaired endorsement must demonstrate proficiency in Braille as specified in ORS 342.153. No teacher shall be required to demonstrate the proficiency more than once.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1987, f. & ef. 3-3-87; TS 6-1989, f. & cert. ef. 10-6-89; TS 3-1994, f. 7-19-94, cert. ef. 9-1-94; TS 4-1995, f. & cert. ef. 11-9-95

584-038-0335

Basic Early Intervention and Special Education I (Valid for Teaching Early Intervention and Early Childhood Special Education from Birth Through Primary Level)

(1) The following requirements become effective January 15, 1995.

(2) Hold a Basic or Standard Teaching License with an elementary or special education endorsement.

(3) Complete 21 quarter hours designed to develop com-

petence in:

- (a) Issues in early intervention and early childhood special education to include professional development, values, and ethics;
 - (b) Typical and atypical child development;
 - (c) Infant, toddler and preschool assessment and evaluation;
 - (d) Family involvement in early intervention and early childhood special education;
 - (e) Intervention strategies to include design, implementation, and evaluation;
 - (f) Interdisciplinary and interagency collaboration to include case management and program management; and
 - (g) Research design and methods in early intervention and early childhood special education.
- (4) Supervised practicum in early intervention and early childhood special education.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200

Hist.: TS 6-1993, f. & cert. ef. 12-7-93

584-038-0336

Basic Early Intervention and Special Education II (Valid for Teaching Early Intervention and Early Childhood Special Education from Birth Through Primary Level)

(1) The following requirements become effective January 15, 1995.

(2) Forty-five quarter hours designed to develop competence in early intervention and early childhood special education, to include:

- (a) Issues in early intervention and early childhood special education to include professional development, values, and ethics;
- (b) Typical and atypical child development;
- (c) Infant, toddler and preschool assessment and evaluation;
- (d) Family involvement in early intervention and early childhood special education;
- (e) Intervention strategies to include design, implementation, and evaluation;
- (f) Interdisciplinary and interagency collaboration to include case management and program management; and
- (g) Research design and methods in early intervention and early childhood special education.

(3) Student teaching or internship with early childhood special education children.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200

Hist.: TS 6-1993, f. & cert. ef. 12-7-93

DIVISION 40

STANDARD TEACHING LICENSE REQUIREMENTS

584-040-0005

Standard Teaching License Requirements

An applicant for a Standard Teaching License must assemble all materials necessary for evaluation for a license and must submit these materials as a single package. An incomplete application will be returned. The applicant must:

(1) Provide the information requested on the Application, Form C-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) Provide verification of successful teaching experience in Oregon schools while holding a Basic Teaching License or a Five-Year Regular License valid for the assignment. Experience must be verified by the employing superintendent on the Application, Form C-1:

(a) Effective January 1, 1990, three years of one-half time or more experience is required; and

(b) Those receiving a Basic Teaching License prior to January 1, 1990, are required to verify two years of experience or three years of one-half time or more experience, whichever is less.

OAR 584-036-0005 defines “Year of Experience” as at least eight consecutive months of full-time work or two consecutive years of one-half time or more.

(3) Provide *either* official transcripts together with a Preparation for Teaching Report, Form C-2, verifying completion of an approved Standard Teaching License program which culminates with forty-five quarter hours of upper-division or graduate study beyond the bachelor’s degree, *or* official transcripts verifying completion of a master’s degree from an approved teacher education institution in another state.

NOTES:

-1- An approved teacher education program, culminating in either a master’s degree or 45 quarter hours of upper-division or graduate study beyond the bachelor’s degree, may also be completed in an inservice program offered by a school district if credit is given by an approved teacher education institution. Also, if an applicant has completed at least 33 quarter hours of upper division or graduate preparation beyond the bachelor’s degree through an approved teacher education institution in another state prior to the first application in Oregon, he or she is evaluated for the standard license by TSPC. The applicant is advised by TSPC of the remaining requirements for the Standard Teaching License when the basic license is issued. Neither a Preparation for Teaching Report, Form C-2, nor a master’s degree is required for issuance of the Standard Teaching License for this applicant.

-2- 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.

-3- For Oregon fifth-year program graduates under Division 016 of these rules, neither official transcripts nor Form C-2 are required.

(4) Present evidence of knowledge of the laws prohibiting 036-0054 for demonstrating this knowledge.

(5) Submit a check or money order for \$60 for the evaluation fee and, if applicable, submit the late application fee. See OAR 584-036-0055 for an explanation of the late application fee. Cash may be presented when applying at the Commission office.

(6) Provide verification of recent educational experience. See OAR 584-036-0005 for an explanation of “Recent Experience”.

(7) Verify completion of the professional preparation described in OAR 584-040-0008. If the application is for a Standard Teaching License with a standard special education endorsement, the professional preparation in OAR 584-040-0008 is not required.

(8) Submit either 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 quarter hours in the endorsement(s) must be at graduate level.

(9) Allow 30 days for the Commission to process an application for a license.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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

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 candi-

date’s endorsement, assignment, and previous preparation.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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

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 - ORS 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

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 - ORS 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

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 - ORS 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

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 - ORS 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

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 - ORS 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

584-040-0080

Standard Educational Media

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant’s background in educational

media.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - ORS 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

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 - ORS 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

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

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 - ORS 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

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 - ORS 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

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 - ORS 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

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 - ORS 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

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 - ORS 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

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 - ORS 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

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 - ORS 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

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 - ORS 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

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 - ORS 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

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 - ORS 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

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 - ORS 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

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 - ORS 342.200

Hist.: TS 2-1989, f. & cert. ef. 2-16-89; TS 6-1989, f. & cert. ef. 10-6-89

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 - ORS 342.200

Hist.: TS 2-1989, f. & cert. ef. 2-16-89; TS 6-1989, f. & cert. ef. 10-6-89

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 - ORS 342.200

Hist.: TS 2-1989, f. & cert. ef. 2-16-89; TS 6-1989, f. & cert. ef. 10-6-89

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 - ORS 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

Standard Special Education Endorsements

584-040-0260

Standard Handicapped 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 option.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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

584-040-0265

Standard Handicapped Learner II

(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 584-038-0295 for the basic handicapped learner II endorsement.

(2) A subject matter endorsement is not required for this option, nor is the professional preparation set forth in OAR 584-040-0008 required.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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

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 - ORS 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

584-040-0280

Standard Severely Handicapped Learner

(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 584-038-0310 for the basic severely handicapped learner endorsement.

(2) Satisfaction of requirements for the basic or standard subject matter endorsement is not required for the standard severely handicapped learner endorsement, nor is the professional preparation set forth in OAR 585-040-0008 required.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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

584-040-0290

Standard Speech Impaired

(1) Fifteen quarter hours of graduate level preparation in language, speech, and hearing distributed to strengthen the applicant's background in this field. This preparation shall be in addition to the preparation required by OAR 584-038-0320 for the basic speech impaired endorsement.

(2) Satisfaction of requirements for a basic or standard subject matter endorsement is not required for the standard speech impaired endorsement, nor is the professional preparation set forth in OAR 584-040-0008 required.

(3) For teachers issued a Basic Teaching License with a basic speech impaired endorsement after January 15, 1993, no additional preparation is required, only the three years of half-time or more experience as specified by OAR 584-040-0005(2).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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

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 - ORS 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

584-040-0310

Standard Early Intervention and Special Education I (Valid for Teaching Early Intervention and Early Childhood Special Education from Birth Through Primary Level)

(1) The following requirements become effective January 15, 1995.

(2) Fifteen quarter hours of graduate preparation in early intervention and early childhood special education distributed to strengthen the applicant's background in the field.

(3) Completion of a Standard Teaching License program.

(4) The professional preparation set forth in OAR 584-040-0008 is not required for this option.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200

Hist.: TS 6-1993, f. & cert. ef. 12-7-93

584-040-0315

Standard Early Intervention and Special Education II (Valid for Teaching Early Intervention and Early Childhood Special Education from Birth Through Primary Level)

(1) The following requirements become effective January 15, 1995.

(2) Fifteen quarter hours of graduate preparation in early intervention and early childhood special education distributed to strengthen the applicant's background in the field. This preparation shall be in addition to the preparation required by OAR 584-038-0336 for the Basic Early Intervention Special Education II endorsement.

(3) 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 - ORS 342.200

Hist.: TS 6-1993, f. & cert. ef. 12-7-93

DIVISION 42

SPECIAL TEACHING LICENSE REQUIREMENTS

584-042-0003

Special Teaching License Requirements

An applicant for a Special Teaching License must assemble all materials necessary for the evaluation for the license and must submit these materials as a single package. An incomplete application will be returned. The applicant must:

(1) Supply all information requested on the Application, Form C-1, and sign in the space provided attesting that the information is true and correct. The applicant must answer the questions pertaining to dismissal, revocation, and conviction and attach supporting documents as instructed on Form C-1, if necessary.

(2) Provide official transcripts from all colleges and universities attended. Transcripts must bear the seal of the institution and the signature of the registrar.

NOTE: 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.

(3) *Either* provide verification from an Oregon-approved teacher education institution that the applicant is within 12 quarter hours of completing an approved program in the endorsement area(s) requested, together with a copy of the applicant's program leading to licensure, or provide a current license which is not limited due to coursework, issued by another state and valid for the endorsement in which Oregon licensure is requested, if the application is for a Restricted Teaching License with a subject matter or special education endorsement.

NOTE: Verification from an Oregon institution that the applicant is within 12 quarter hours is not required when the applicant lacks only recent educational experience for reinstatement of an Oregon teaching license.

(4) Demonstrate knowledge of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and state and federal statutes prohibiting discrimination. See OAR 584-036-0054 for options to demonstrate this knowledge.

(5) Submit a letter from the employing school district's superintendent or school board resolution, if the application is for a Professional Technical Teaching License.

(6) Submit a check or money order for the evaluation fee. Cash may be presented when applying at the Commission office. The fee for evaluation of an application based upon completion of an Oregon approved teacher education program is \$60. The fee for evaluation of preparation in another state is \$75.

NOTE: No fee is required for exchange teachers in accordance with OAR 584-036-0055, Fees.

(7) Submit the employing school board or school superintendent's request for licensure and explain why the application is being made, if the application must be submitted jointly with an Oregon school board or school superintendent.

NOTE: The only special licenses not requiring a request from the employing Oregon school board or school superintendent are substitute licenses issued under OAR 584-042-0050 and emergency licenses in an area of shortage issued under OAR 584-042-0067(1).

(8) Provide verification of two years of satisfactory service under the auspices of the Armed Forces of the United States, the Peace Corps, or Section 603 of the Economic Opportunity Act of 1964, if the application is based upon experience in certain federal programs. The service must have consisted primarily of teaching in preprimary through grade twelve in subjects regularly taught in public schools. The applicant must also verify completion of *either* an approved teacher education program *or* a teacher training program under the auspices of the federal program.

(9) Submit a description of the position to be filled and a statement of qualifications of the applicant especially desirable to the employing school board or school superintendent, if the application is for a License of Accomplishment.

(10) Submit a valid first aid card and evidence of competencies required by OAR 584-042-0020, if the application is for a Teaching License with Coach Endorsement.

NOTE: All other applicants must secure a first aid card within ninety days after receipt of the license. See OAR 584-050-0022 regarding the first aid requirement.

(11) Submit official transcripts verifying completion of a bachelor's degree, if the application is for a Restricted License with a subject matter or special education endorsement. See note under section (2) of this rule.

(12) Submit an explanation of the circumstances which make necessary the request, if the application is for a Restricted License.

(13) Submit a transcript verifying satisfactory scores on the basic skills tests as specified in OAR 584-036-0065. Photocopies are not acceptable. If the applicant holds or has held any Oregon license or verifies five years of public school or regionally accredited private school experience, the applicant is not required to provide scores for the basic skills tests.

(14) Allow thirty days for the Commission to process an

application for a license.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: 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 5-1988, f. 10-6-88, cert. ef. 1-15-89; TS 2-1989, f. & cert. ef. 2-16-89; TS 3-1989, f. & cert. ef. 7-31-89; TS 7-1989, f. & cert. ef. 12-13-89; TS 6-1991, f. & cert. ef. 3-12-91; 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 1-1996, f. & cert. ef. 1-29-96; TSPC 1-1998, f. & cert. ef. 2-4-98

584-042-0005

Requirements for a Three-Year Professional Technical Teaching License

A Three-Year Professional Technical Teaching License is valid for any professional technical assignment in an Oregon Department of Education-approved professional technical education program for which the employing district's Instructor Appraisal Committee has recommended employment. This non-renewable license is issued as follows:

(1) The applicant must pass the examination by the Instructor Appraisal Committee, following the criteria listed in subsections (2)(a) and (b) of this rule.

(2) The applicant must agree to the requirements of improvement in a three-year plan developed by the Instructor Appraisal Committee and approved by the employing local school district superintendent in subsections (2)(a) or (b) of this rule:

(a) For an applicant who holds a teaching license, the Instructor Appraisal Committee shall review the applicant's recent, related experience as a qualified worker. The experience must include work at a technician, journeyman, or management level. If the applicant has fewer than 4,000 hours as a qualified worker, the Committee must assign structured, related work experience outside of education to be substituted for the required 4,000 clock hours of non-structured experience. One hour of structured work experience related to the program area equals three hours of non-structured work experience. (See OAR 584-036-0005 for the definition of "Work Experience") Applicants for an Agricultural Science and Technology endorsement must have a minimum of 2,000 hours of work experience prior to issuance of the Three-Year Professional Technical Teaching License. The following are Instructor Appraisal Committee criteria by program area for assignment of structured work experience:

(A) Accounting/Financial Systems, Marketing, and Office Systems — 160 to 640 hours of structured work experience.

(B) Agricultural Science and Technology — 160 to 960 hours of structured work experience.

(C) Child Care, Food Service, and Hospitality Tourism and Recreation — 160 to 640 hours of structured work experience including work at the management level.

(D) Construction Technology — 160 to 640 hours of structured work experience including work at the journeyman level and holds an AGC (Associated General Contractor) Craftworker certification or its equivalent.

(E) Cooperative Work Experience and Diversified Occupations — 160 to 640 hours of structured work experience.

(F) Electronics Technology, Drafting Technology, Graphics Design and Production, and Manufacturing Technology — 160 to 640 hours of structured work experience including work at the journeyman or technician level.

(G) Forestry/Natural Resources — 160 to 640 hours of structured work experience.

(H) Health Occupations — 240 to 640 hours of structured work experience including work at the technician, certified, or management level.

(I) Integrated Technology — 160 to 640 hours of structured work experience in two or more occupations.

(J) Mechanical Technology — 160 to 640 hours of structured work experience at the technician level and holds an ASE (Automotive Service Excellence) Master Technician certification or its equivalent.

(b) For an applicant who does not hold a teaching license, the three-year plan must state how the candidate will acquire 12 quarter hours or the equivalent of teacher preparation required for issuance of a Five-Year Professional Technical Teaching License as set forth in OAR 584-042-0007. The applicant must document the minimum clock hours of recent, related experience as a qualified worker and must demonstrate minimum technical competence as follows:

(A) Accounting/Financial Systems, Marketing, and Office Systems — 4,000 hours of work experience with a two-year associate degree or higher degree in the technical area, or 8,000 hours of work experience including some experience in management, without a degree.

(B) Agricultural Science and Technology — 4,000 hours of work experience with a four-year degree or higher degree in agriculture, or 8,000 hours of work experience including some experience in management, without a degree.

(C) Child Care, Food Service, and Hospitality Tourism and Recreation — 4,000 hours of work experience as a qualified worker, including some experience in management, with a two-year associate degree or higher degree in early childhood education or home economics education.

(D) Construction Technology — 4,000 hours of work experience, including work at the journeyman level with a two-year associate degree or higher degree in the technical area and has acquired the AGC Craftworker certification or its equivalent, or 6,000 hours of work experience, including work at the journeyman level, without a degree and holds the AGC Craftworker certification or its equivalent.

(E) Cooperative Work Experience and Diversified Occupations — 4,000 hours of work experience in two or more occupations.

(F) Electronics Technology, Drafting Technology, Graphics Design and Production, and Manufacturing Technology — 4,000 hours of work experience, including work at the journeyman or technician level, with a two-year associate degree or higher degree in the technical area, or 6,000 hours of work experience, including work at the journeyman or technician level, without a degree.

(G) Forestry/Natural Resources — 4,000 hours of work experience with a two-year associate degree or higher degree in the technical area, or 8,000 hours of work experience including some experience in management, without a degree.

(H) Health Occupation — 4,000 hours of work experience, including work at the technician, certified, or management level, with a four-year degree related to health occupations.

(I) Integrated Technology — 4,000 hours of work experience in two or more occupations with a four-year degree related to Technology Education or appropriate technical area, or 4,000 hours of work experience in each of two or more occupational areas including at least 1,000 hours of work experience at the journeyman or technician level in each of the occupational areas, without a degree.

(J) Mechanical Technology — 4,000 hours of work experience, including work at the technician level, with a two-year associate degree or higher degree in the technical area, and holds the ASE Master Technician certification or its equivalent, or 6,000 hours of work experience, including work at the journeyman or technician level, without a degree, and has acquired the ASE Master Technician certification or its equivalent.

(3) The application shall be a joint application from the prospective teacher and the school board or school superintendent who seeks to employ the applicant. A letter from the employing superintendent or a board resolution must be submitted supporting the application, stating that the applicant passed the district's Instructor Appraisal Committee examination, that the district has an Oregon Department of Education-approved program in the professional technical area in which the license is requested, and that the district has on file a signed agreement outlining the three-year plan of improvement.

(4) The Three-Year Professional Technical Teaching License is transferable to another Oregon school district if the new instructional assignment is comparable and in an Oregon Department of

Education-approved professional technical program. The receiving school district superintendent must ensure that the instructor's three-year improvement plan is successfully completed.

NOTE: See OAR 584-036-0005 for an explanation of the Instructor

Appraisal Committee.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-80; TS 3-1978, f. 7-24-78, ef. 1-1-79; TS 4-1979, f. 12-19-79, ef. 1-1-80; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 3-1982(Temp), f. & ef. 7-23-82; TS 6-1982, f. & ef. 10-29-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 2-1989, f. & cert. ef. 2-16-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 1-1996, f. & cert. ef. 1-29-96

584-042-0007

Requirements for a Five-Year Professional Technical Teaching License

A Professional Technical Teaching License, valid for five years of teaching in an approved professional technical education program, will be issued upon receipt of a joint application of the prospective teacher and the school board or school superintendent who is seeking to employ the applicant. The applicant must meet the requirements for the Three-Year Professional Technical License as set forth in OAR 584-042-0005(2)(b). In addition, the applicant must:

- (1) Have one year of professional technical teaching experience while holding a professional technical license; and
- (2) Have completed 13 quarter hours or the equivalent of teacher preparation including one of the following areas: Methods of teaching, evaluation of learning, psychology of learning, curriculum, classroom and shop management, student organization, and resource utilization. If the applicant has already completed a teacher preparation program, the 13 quarter hours may be utilized to improve occupational competency. Preparation for the Five-Year Professional Technical Teaching License may be completed at an approved teacher education institution, at a community college, or through inservice instruction approved by the employing school district. If formal credit is not granted, 30 clock hours of inservice shall be equivalent to one quarter hour of credit.
- (3) The Five-Year Professional Technical Teaching License is transferable to another Oregon School District if the new instructional assignment is comparable and in an Oregon Department of Education-approved professional technical program.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TS 6-1984, f. 12-27-84, ef. 1-15-85; 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

584-042-0015

Requirements for Teaching License of Accomplishment

(1) A License of Accomplishment, valid for one year, may be issued upon joint application from the prospective teacher and the Oregon school board or school superintendent who is seeking to employ the applicant if the Commission is convinced that the applicant has training and experience equivalent to that specified by the Rules for Licensure. A License of Accomplishment is not ordinarily issued in a teaching endorsement provided for in the Rules for Licensure. However, Japanese and ESOL/Bilingual may be issued both as an endorsement and a License of Accomplishment.

(2) The application must be accompanied by: a description of the position to be filled, a summary of the qualifications of the applicant especially desirable to the employing school board or school superintendent, a statement of the reasons for requesting special licensure, and a copy of the applicant's resume.

(3) The License of Accomplishment is valid only for the position outlined in the application and for a period of one year.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: TS 16, 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 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1989, f. & cert. ef. 7-31-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 5-1995, f. 11-9-95, cert. ef. 1-1-99

584-042-0020

Requirements for a Teaching License with Coach Endorsement

A Teaching License with Coach Endorsement, valid for one year, may be issued upon receipt of a joint application from the prospective coach and the school board or school superintendent who is seeking to employ the applicant. The applicant must:

- (1) Hold a recognized first aid card; and
- (2) Be competent in athletic conditioning and care and prevention of injuries and have knowledge of growth and development (physical, psychological, and social) of children and youth. Acceptable competency may be verified in writing to the Board and TSPC by the superintendent of the employing district. Additional information, such as college transcripts or statements from other school officials may also be submitted as evidence of the applicant's qualifications.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 1-1992, f. & cert. ef. 1-15-92

584-042-0025

Requirements for a Restricted License With a Subject Matter or Special Education Endorsement

(1) A Restricted License with a subject matter or special education endorsement may be issued upon receipt of a joint application from the prospective teacher and the school board or school superintendent who is seeking to employ the applicant. A Restricted License is valid for one year is not renewable.

(2) The applicant must submit verification that the conditions in either subsection (2)(a) or (b) of this rule have been met:

- (a) Be within 12 quarter hours of qualifying for either a Basic or a Standard Teaching License with the applicable endorsement(s).
- (b) Has completed all academic requirements for either a Basic or a Standard Teaching License with the exception of passing scores on the Professional Knowledge test and/or the Specialty Area test, if required.

(3) The applicant must provide an explanation of the circumstances which make the request necessary.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; 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; TSPC 1-1998, f. & cert. ef. 2-4-98

584-042-0030

Requirements for Restricted License with Elementary Endorsement Based on Certain Federal Programs

A Restricted License with an elementary endorsement may be issued upon receipt of a joint application from the prospective teacher and school board or school superintendent who is seeking to employ the applicant. A restricted license is valid for one year and is not renewable. The applicant shall provide each of the following:

(1) Evidence that the applicant completed a teacher preparation program under the auspices of the Armed Forces of the United States, the Peace Corps, or the Economic Opportunity Act of 1964.

(2) Verification of two years of satisfactory teaching in any grade from preprimary through twelve in subjects taught in public schools while with the Armed Forces, the Peace Corps, or as a volunteer of the Economic Opportunity Act of 1964.

(3) Verification of recent educational experience.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92

584-042-0045

Requirements for a Restricted License for Exchange Teachers

A Restricted Teaching License for Exchange Teachers may be issued upon joint application from the prospective teacher and the Oregon school board or school superintendent who is seeking to employ the applicant. This license is valid for 12 months from the date the applicant is determined by the TSPC to be eligible for licensure and may be renewed upon joint application for the purpose of exchange teaching. The applicant must hold a teaching certificate for license in his or her home state or country valid for teaching in the subject or grade to which the applicant will be assigned in Oregon.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1990, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 56-1984, f. 12-27-84, ef. 1-15-85; 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 1-1992, f. & cert. ef. 1-15-92

584-042-0050

Substitute Teaching License Requirements

A Substitute Teaching License, valid for three years, may be issued if the applicant holds or has held a teaching license in Oregon or another state valid for full-time teaching. A Substitute Teaching License may also be issued to an applicant who has completed an approved teacher education program in Oregon or another state, but who lacks recent educational experience, testing requirements, or academic requirements necessary for issuance of a Basic Teaching License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 1-1998, f. & cert. ef. 2-4-98

584-042-0065

Special Substitute Teaching License

A Special Substitute Teaching License valid for only 20 days of service per school year, may be issued upon joint application from the prospective teacher and the Oregon school board or school superintendent who is seeking to employ the applicant. The employing board or superintendent must provide an explanation of the circumstances which make the request necessary and must show that regularly licensed substitutes are not available for employment within the district. The board or superintendent shall also state the qualifications of the applicant which are especially desirable to the district.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: 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, cert. ef. 1-15-88; TS 1-1992, f. & cert. ef. 1-15-92

584-042-0067

Emergency Teaching Licenses

An Emergency Teaching License may be issued when there are insufficient applicants in an endorsement or in a region of the state or when a school district has other extenuating circumstances. The Emergency License is issued under one of two circumstances as follows:

(1) An Emergency License is issued as the initial Oregon teaching license to an applicant whose preparation was completed in another state when there is a shortage of candidates in the applicant's field:

(a) Each December, the Commission lists the endorsements in which these Emergency Licenses will be issued during the en-

suuing year. A copy of the list for the current year is available from TSPC or any ESD;

(b) The Emergency License is issued without the request of an employing school board or school superintendent and is valid from the date of issuance for one year plus the time to the applicant's next birthday;

(c) The applicant must hold a bachelor's degree from an approved teacher education institution;

(d) The applicant must *either* have completed an approved teacher education program, *or* hold a current teaching license issued by another state. The out-of-state program or license must be in the field in which Oregon licensure is requested;

(e) Any academic or recent educational experience requirements for a Basic Teaching License which the applicant has not met become a part of the renewal requirements. A minimum of nine quarter hours of additional preparation must be completed for each renewal of the emergency license, and all requirements for a Basic Teaching License must be completed within three years of the date of initial licensure.

(2) An Emergency License may be issued when a teacher will be misassigned for a second year in accordance with OAR 584-050-0055, Misassignment, upon joint application of the educator and employing district superintendent or school board:

(a) The applicant must make a complete application and submit a transcript verifying completion of at least nine quarter hours applicable to the appropriate endorsement(s) for the assignment. This preparation must have been completed subsequent to the beginning of the misassignment; and

(b) The Emergency License is valid for one year plus the period of time to the applicant's next birthday and may be renewed upon completion of a minimum of nine quarter hours of additional preparation. However, all requirements for the appropriate endorsement(s) for the assignment must be met within three years of issuance of the first Emergency License even if the amount of misassignment is reduced to two periods or less.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: 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 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1988, f. & cert. ef. 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 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

584-042-0068

Emergency License for Teachers of Vision Impaired

(1) An Emergency Teaching License may be issued when an otherwise qualified applicant has met all requirements for a Basic or Standard Teaching License with the Visually Impaired Endorsements except for the demonstration of Braille proficiency specified in ORS 342.153.

(2) The Emergency Teaching License is valid for one year plus the period of time to the applicant's next birthday and may be renewed upon verification that the applicant has demonstrated proficiency in Grade 1 and Grade 2 Braille.

(3) All requirements for the Basic or Standard Teaching License must be met within 3 years of issuance of the first Emergency Teaching License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: TS 3-1994, f. 7-19-94, cert. ef. 9-1-94; TS 4-1995, f. & cert. ef. 11-9-95

584-042-0075

Interim Teacher Licenses

An Interim Teacher License may be issued when there are insufficient applicants in an endorsement or in a region of the state. An Interim Teacher License may also be issued for participants in the U.S. Department of Defense Teacher and Teacher's Aide Replacement Assistance Program (Troops to Teachers). An Interim Teacher License is valid for one year and is issued to an applicant who has not previously held a teaching license or been enrolled in a teacher preparation program. This license is issued as follows:

(1) Each December the Commission lists the endorsements in which Interim Teacher Licenses may be issued. The list of endorsements which have insufficient applicants in the current year is available from TSPC or any ESD office. In addition, the Commission shall consider applications for endorsements not currently listed if the employing school district is located in a region of the state with insufficient applicants; or the district has other extenuating circumstances; or the district has entered into a Memorandum of Agreement to receive an incentive grant for the Troops to Teachers Program.

(2) The application shall be a joint application from the prospective teacher and the school board or school superintendent who states the applicant will be employed if a license is issued.

(3) The applicant holds a baccalaureate or higher degree from an approved institution to include a major or minor of at least 30 quarter hours of study in an area directly related to the licensure endorsement.

(4) The applicant submits passing scores established by the Commission for the specialty area test in which the endorsement is being requested.

(5) The applicant must submit the materials required by OAR 584-042-0003, sections (1), (2), (4), (6), (7), and (13).

(6) The Interim Teacher License shall be valid for one year and may be renewed twice by meeting the requirements of OAR 584-048-0063 which include a statement from the district describing the applicant's professional growth experiences and a copy of the applicant's performance evaluation.

(7) The holder of an Interim Teacher License who is otherwise qualified shall be eligible for a Basic Teaching License upon submitting:

(a) An application;

(b) Fee;

(c) Evidence of being granted permanent teacher status as defined by ORS 342.815(5);

(d) Verification of completion of 12 quarter hours in humanistic and behavioral foundations of education, the study of teaching and learning theory, or educational methods; and

(e) Posting satisfactory scores on the National Teacher Examination's Professional Knowledge Test of the Core Battery.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: TS 3-1986, f. & ef. 7-31-86; TS 4-1986, f. & ef. 7-31-86; 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. 4-7-8; TS 1-1989, f. & cert. ef. 1-20-89; TS 3-1989, f. & cert. ef. 7-31-89; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 1-1995, f. & cert. ef. 7-18-95; TS 1-1996, f. & cert. ef. 1-29-96

584-042-0085

Reciprocal Teaching License

(1) Effective January 15, 1995, a Reciprocal Teaching License is issued as the first Oregon license valid for contractual employment to an applicant who holds a comparable license in a state with which TSPC has reciprocity or to an applicant who has completed an approved teacher education program in such a state. A Reciprocal Teaching License is valid for two years, but is not renewable. A Basic Teaching License is issued upon application at the expiration of the Reciprocal Teaching License if the applicant has submitted the test scores required and has met the statutory requirements which were identified when the Reciprocal License was issued.

(2) An applicant for a Reciprocal Teaching License must meet one of the following:

(a) Hold a current teaching certificate or license from the reciprocal state and provide verification of one year of successful teaching in a public school or regionally accredited private school in the reciprocal state in the previous three years;

(b) Hold a current teaching certificate or license from the reciprocal state and provide verification of 27 months of successful teaching in public schools or regionally accredited private schools in a reciprocal state within the seven years prior to application for Oregon licensure; or

(c) Or provide verification of completion of an approved

teacher education program in the reciprocal state within three years prior to application for Oregon licensure.

(3) If the applicant does not meet the recent educational experience requirements of section (2) of this rule, the applicant must submit transcripts showing 9 quarter hours of additional academic preparation germane to the license completed within three years prior to applying for Oregon licensure.

(4) Requirements for a Basic Teaching License are identified at the time of issuance of a Reciprocal Teaching License. These requirements shall include: a basic skills test, a test(s) of teaching specialty, and a test of professional knowledge. In addition, any statutory requirements, including knowledge of laws prohibiting discrimination and skills in first aid, must be met for issuance of a Basic Teaching License.

(5) Test scores for a basic skills test, a test(s) of teaching specialty, and a test of professional knowledge are not required if the applicant submits verification of five years of public school teaching or regionally accredited private school teaching while holding a certificate or license in another state which was valid for the assignment. Teaching experience in non-reciprocal states may also be counted for this purpose.

(6) Teaching specialties are identified on the Reciprocal Teaching License based upon: specialty area endorsements held in another state; endorsements recommended by approved teacher education institutions; specialty area test scores meeting Oregon requirements; a college or university major in the subject together with five years of successful teaching in the specialty area; and/or academic preparation in the specialty area which is substantially similar to requirements in Division 038 together with five years of successful teaching in the specialty area.

(7) The Reciprocal Teaching License is issued without a request from an Oregon school district for postponement of test scores.

(8) The applicant for a Reciprocal Teaching License must present evidence of fitness to teach including answering the character questions on Application Form C-1 and submission of fingerprint cards for Oregon and FBI check of criminal history records.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: TS 7-1994, f. 9-29-94, cert. ef. 1-15-95; TS 8-1994, f. 11-16-94, cert. ef. 1-15-95; TS 1-1996, f. & cert. ef. 1-29-96; TSPC 1-1998, f. & cert. ef. 2-4-98

DIVISION 44

PERSONNEL SERVICE LICENSES

584-044-0005

Basic Personnel Service License Requirements

An applicant for a Basic Personnel Service License must assemble all materials necessary for the evaluation for the license and must submit these materials as a single package. An incomplete application will be returned. The applicant must:

(1) Supply all information requested on the Application, Form C-1, and sign in the space provided attesting that the information is true and correct. The applicant must answer the questions pertaining to dismissal, revocation, and conviction and attach supporting documents as instructed on Form C-1, if necessary.

(2) Provide official transcripts from all colleges and universities attended. Transcripts must bear the seal of the institution and the signature of the registrar. Transcripts supporting an application for a school psychologist endorsement must also verify completion of a master's degree from an approved teacher education institution.

NOTE: 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.

(3) *Either* provide a Preparation for Teaching Report, Form C-2, if the application is based upon completion of an approved program in the endorsement area(s) requested, or provide a current license which is not limited due to coursework, issued by another state and valid for the endorsement in which Oregon licensure is requested. If the out-of-state license expired prior to application, a Preparation for Teaching Report, Form C-2, must be submitted.

NOTE: If TSPC has approved a certificate issued by a national professional association, an applicant may present a current certificate in lieu of either the Form C-2 or current license from another state. The applicant must also submit passing scores established by the Commission for the specialty area test in which the endorsement is being requested.

(4) Provide evidence of recent educational experience.

NOTE: Recent experience means the application is submitted to TSPC either within three years following completion of an approved program or during the effective period of a comparable license and within three years of the last year of public school or regionally accredited private school personnel service experience on such license. If more than three years have elapsed since completion of the program or the last year of public school or regionally accredited private school personnel service experience, recency may be met by completion of nine quarter hours of additional preparation as explained in OAR 584-036-0005.

(5) Demonstrate knowledge of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and state and federal statutes prohibiting discrimination. See OAR 584-036-0054 for options to demonstrate this knowledge.

(6) Submit a check or money order for the evaluation fee. Cash may be presented when applying at the Commission office. The fee for evaluation of an application based upon completion of an Oregon approved teacher education program is \$60. The fee for evaluation of preparation in another state is \$75.

(7) Provide one of the following:

(a) Verification of completion of academic preparation for one or more of the basic endorsements outlined in OAR 584-044-0011 through 584-044-0014 and five years of public school or regionally accredited private school personnel service experience in the endorsement area on a license valid for the assignment; or

(b) Acceptable score(s) as set by TSPC on one or more of the specialty area tests for the endorsement(s) being requested. However, the Oregon school law requirement in OAR 584-044-0013 must be met before the Basic Personnel Service License with supervisor endorsement can be issued.

NOTE: Endorsement requirements are incorporated in Oregon-approved programs. TSPC evaluates the transcripts of applicants from other states to establish that the endorsement requirements are met when at least five years of public school experience or regionally accredited private school experience is verified.

(8) Submit a transcript from ETS verifying satisfactory scores on the basic skills tests as specified in OAR 584-036-0065. Photocopies are not acceptable. If the applicant holds or has held an Oregon license issued prior to January 1985 or verifies five years of public school experience or regionally accredited private school experience, the applicant is not required to provide scores for the basic skills tests.

(9) Allow thirty days for the Commission to process an application for a license.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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 6-1980, f. & ef. 12-23-80; 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 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 5-1988, f. 10-6-88, cert. ef. 1-15-89; TS 2-1989, f. & cert. ef. 2-16-89; TS 3-1989, f. & cert. ef. 7-31-89; TS 7-1989, f. & cert. ef. 12-13-89; TS 6-1991, f. & cert. ef. 3-12-91; TS 1-1992, f. & cert. ef. 1-15-92; TS 5-1992, f. 10-1-92, cert. ef. 1-15-93; TS 5-1993, f. & cert. ef. 10-7-93; TS 4-1994, f. 7-19-94, cert. ef. 10-15-94; TS 1-1996, f. & cert. ef. 1-29-96; TSPC 1-1998, f. & cert. ef. 2-4-98

584-044-0006

NTE Test Scores for Out-of-State Applicants

Effective January 15, 1993, applicants for initial personnel service licenses must submit scores on the appropriate NTE Specialty Area Test as follows:

(1) School Guidance and Counseling (20420), 630;

(2) School Psychologist (10400), 620; and

(3) Educational Leadership: Administration and Supervision (10410), 630.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: TS 7-1992, f. 12-17-92, cert. ef. 1-15-93; TS 7-1993, f. & cert. ef. 12-23-93

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 as defined under OAR 584-036-0005; 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.

NOTE: 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 required by OAR 584-015-0070(3)(c).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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

584-044-0013

Basic Supervisor

An applicant for the basic supervisor endorsement must:

(1) Hold, have held, or be eligible for an Oregon Basic or Standard teaching license, or comparable teaching license issued by another state;

(2) Hold or be eligible for an Oregon Standard subject matter, special education, or personnel service endorsement;

(3) Have completed three years of successful teaching experience in Oregon schools or out-of-state public or regionally accredited private schools;

(4) 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.

(5) Have completed five quarter hours of supervised practicum or internship in a supervisory role.

NOTE: One year of full-time successful supervisory experience in public schools or regionally accredited private schools on a valid state license is substituted for the practicum or internship required under section (5) of this rule.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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 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 1-1998, f. & cert. ef. 2-4-98

584-044-0014

Basic School Psychologist

An applicant for the basic school psychologist endorsement must:

(1) Have completed a master's degree from an approved teacher education institution.

(2) Have completed 75 quarter 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.

(3) Have completed a full-time public school practicum for nine weeks in a public school under the direct supervision of a licensed school psychologist.

NOTE: One year of full-time successful school psychologist experience in public schools or regionally accredited private schools on a valid state license is substituted for the practicum required under section (3) of this rule.

(4) Effective January 15, 1994, the following requirements supersede sections (1) through (3) of this rule. An applicant for the basic school psychologist endorsement must complete the requirements under either subsection (a) or (b) of this section.

(a) Complete an approved school psychologist program verifying completion of:

(A) A master's degree from an approved teacher education institution.

(B) Seventy-five quarter hours of graduate preparation designed to develop competence in:

(i) The cognitive, affective, and developmental foundations of human behavior;

(ii) Psychometric techniques, both verbal and non-verbal, employed in individual and group assessment;

(iii) Learning problems of school-age children, including exceptional pupils;

(iv) Consultation and educational interventions, including behavior management, classroom consultation, communication techniques, intervention strategies, and counseling; and

(v) 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.

NOTE: One year of fulltime successful school psychologist experience in public schools or regionally accredited private schools on a valid state license is substituted for the practicum required under paragraph (C) of this subsection.

(b) Demonstrate knowledge of school psychology theory and

practice by presenting a minimum score on the National Teacher Examination (NTE) specialty area 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 - ORS 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

584-044-0015

Standard Personnel Service License Requirements

An applicant for a Standard Personnel Service License must assemble all materials necessary for evaluation for a license and must submit these materials as a single package. An incomplete application will be returned. The applicant must:

(1) Provide the information requested on the Application, Form C-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) Provide verification of successful personnel service experience in Oregon schools in the endorsement area while holding a Basic Personnel Service License with that endorsement. Experience must be verified by the employing superintendent on the Professional Educational Experience Report Form. See OAR 584-036-0005 for the definition of a "Year of Experience":

(a) Effective January 15, 1994, three years of one-half time or more experience is required;

(b) Those receiving a Basic Personnel Service License prior to January 15, 1994, are required to verify two years of experience or three years of one-half time or more experience, whichever is less.

(3) Provide *either* official transcripts together with a Preparation for Teaching Report, 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. For C-2 and transcripts are not required for the standard school psychologist endorsement.

NOTE: 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. See OAR 584-036-0054 for options for demonstrating this knowledge.

(5) Submit a check or money order for \$60 for the evaluation fee and, if applicable, submit the late application fee. See OAR 584-360-0055 for an explanation of the late application fee. Cash may be presented when applying at the Commission office.

(6) Provide verification of recent educational experience. See OAR 584-036-0005 for an explanation of "Recent Experience".

(7) Verify completion of academic preparation for one of the standard endorsements outlined in OAR 584-044-0021 through 584-044-0023.

(8) Allow thirty days for the Commission to process an application for a license.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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

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 - ORS 342.200 & ORS 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

584-044-0022

Standard Supervisor

The applicant for the standard supervisor endorsement must:

- (1) Have completed 18 quarter hours of graduate preparation in addition to requirements for the Basic Supervisor endorsement specified in OAR 584-044-0013, designed to strengthen the applicant's background in school supervision through a planned program 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) Eighteen quarter hours of the Basic and Standard Supervisor endorsement program must be completed subsequent to the master's degree.

- (3) Effective January 15, 1993 the following will supersede section (2) of this rule. All of the Basic and Standard Supervisor endorsement program must be completed subsequent to earning the master's degree.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 2-1989, f. & cert. ef. 2-16-89; TS 6-1989, f. & cert. ef. 10-6-89

584-044-0023

Standard School Psychologist

- (1) No additional preparation is required, only the two years of experience as specified in OAR 584-044-0015(2).

- (2) Effective January 15, 1994, the following supersedes section (1) of this rule. 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 - ORS 342.200 & ORS 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

Special Personnel Service Licenses

584-044-0024

Special Personnel Service License Requirements

An applicant for a Special Personnel Service License must assemble all materials necessary for the evaluation for the license and must submit these materials as a single package. An incomplete application will be returned. The applicant must:

- (1) Supply all information requested on the Application, Form C-1, and sign in the space provided attesting that the information is true and correct. The applicant must answer the questions pertaining to dismissal, revocation, and conviction and attach supporting documents as instructed on Form C-1, if necessary.
- (2) Provide official transcripts from all colleges and univer-

sities attended. Transcripts must bear the seal of the institution and the signature of the registrar.

NOTE: 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.

- (3) Demonstrate knowledge of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and state and federal statutes prohibiting discrimination. See OAR 584-036-0054 for options to demonstrate this knowledge.

- (4) Submit a check or money order for the evaluation fee. Cash may be presented when applying at the Commission office. The fee for evaluation of an application based upon completion of an Oregon approved teacher education program is \$60. The fee for evaluation of preparation in another state is \$75.

- (5) Submit the employing school board or school superintendent's request for licensure and explain why the application is being made, if the application must be submitted jointly with an Oregon school board or school superintendent.

- (6) Submit a statement of qualifications of the applicant especially desirable to the board or the superintendent, if the application is for a Professional Technical Director or a License of Accomplishment.

- (7) Submit a transcript verifying satisfactory scores on the basic skills tests as specified in OAR 584-036-0065. Photocopies are not acceptable.

- (8) *Either* provide verification from an Oregon-approved teacher education institution that the applicant is within 12 quarter hours of completing an approved program in the endorsement area(s) requested, together with a copy of the applicant's program leading to licensure, or provide a current license which is not limited due to coursework, issued by another state and valid for the endorsement in which Oregon licensure is requested, if the application is for a Restricted Personnel Service License.

NOTE: Verification from an Oregon institution that the applicant is within 12 quarter hours is not required when the applicant lacks only recent educational experience for reinstatement of an Oregon Personnel Service License.

- (9) Submit an explanation of the circumstances which make necessary the request, if the application is for a Restricted License.

- (10) Submit official transcripts verifying completion of a bachelor's degree, if the application is for a Restricted License with counselor or supervisor endorsement(s). Transcripts supporting the application for a school psychologist endorsement must also verify completion of a master's degree from an approved teacher education institution.

- (11) Allow thirty days for the Commission to process an application for a license.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: 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 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 5-1988, f. 10-6-88, cert. ef. 1-15-89; TS 6-1991, f. & cert. ef. 3-12-91; 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 1-1996, f. & cert. ef. 1-29-96

584-044-0025

Requirements for a Professional Technical Supervisor License

Applicants for a Professional Technical Supervisor License must meet all of the following requirements:

- (1) Completion of 15 quarter hours in improvement and evaluation of instruction, principles and objectives of professional technical education, and personnel supervision.

- (2) Holds or is eligible for an Oregon Standard Teaching License with a professional technical endorsement or a Five-Year Professional Technical License.

- (3) Completion of three years of teaching or coordinating experience in a professional technical area.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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 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

584-044-0030

Requirements for a Professional Technical Director License

Applicants for a Professional Technical Director License must meet all of the following requirements:

- (1) Holds or is eligible for a Professional Technical Supervisor License;
- (2) Completion of five years of professional technical teaching or supervision in a professional technical subject area; and
- (3) Is recommended by the superintendent of the Oregon school district which employs the applicant as having knowledge and understanding of professional technical education, proven ability to teach and supervise it, and understanding of the subject areas to be coordinated and directed.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1992, f. & cert. ef. 1-15-92

584-044-0033

Restricted Personnel Service License

(1) A Restricted Personnel Service License may be issued upon joint application from the prospective applicant and the school board or school superintendent who seeks to employ the applicant. A restricted license is valid for one year and is not renewable.

(2) The applicant must submit verification that the conditions in either subsection (a) or (b) of this section have been met:

- (a) Be within 12 quarter hours of qualifying for either a Basic or a Standard Personnel Service License with the applicable endorsement(s);
- (b) Has completed all academic requirements for the Basic Personnel Service License with the exception of passing scores on the Specialty Area test, if required.
- (3) The applicant must provide an explanation of the circumstances which make the request necessary.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: TS 7-1991, f. & cert. ef. 5-20-91; TS 1-1992, f. & cert. ef. 1-15-92; TS 6-1994, f. & cert. ef. 9-29-94

584-044-0035

Personnel Service License of Accomplishment Requirements

(1) A License of Accomplishment may be issued upon joint application from the prospective personnel specialist and the school board or school superintendent who is seeking to employ the applicant, if the Commission is convinced that the applicant has training and experience equivalent to that specified by the Rules for Licensure. A License of Accomplishment is not ordinarily issued in a personnel service endorsement provided for in the Rules for Licensure.

(2) The application must be accompanied by: a description of the position to be filled, a summary of qualifications of the applicant especially desirable to the board or the superintendent, a statement of the reasons for requesting special licensure, and a copy of the applicant's resume.

(3) The License of Accomplishment shall be valid only for the position outlined in the application and for a period of one year.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 1-1992, f. & cert. ef. 1-15-92

584-044-0037

Emergency Personnel Service Licenses

An Emergency Personnel Service License may be issued when there are insufficient applicants in an endorsement or in a region of the state or when a school district has other extenuating circumstances. The Emergency License is issued under one of two circumstances as follows:

(1) An Emergency License is issued as the initial Oregon personnel service license to an applicant whose preparation was completed in another state when there is a shortage of candidates in the applicant's field:

(a) Each December, the Commission lists the endorsements in which these Emergency Licenses will be issued during the ensuing year. A copy of the list for the current year is available from TSPC or any ESD;

(b) The Emergency License is issued without the request of an employing school board or school superintendent and is valid from the date of issuance for one year plus the time to the applicant's next birthday;

(c) The applicant must hold a bachelor's degree from an approved teacher education institution for a counselor or supervisor endorsement; a master's degree is required for a school psychologist endorsement;

(d) The applicant must *either* have completed an approved personnel service education program, *or* hold a current personnel service license issued by another state and have one year of successful personnel service experience in public schools. The out-of-state program or license must be in the field in which Oregon licensure is requested;

(e) Any academic or recent educational experience requirements for a Basic Personnel Service License which the applicant has not met become a part of the renewal requirements. A minimum of nine quarter hours of additional preparation must be completed for each renewal of the Emergency License, and all requirements for a Basic Personnel Service License must be completed within three years of the date of initial licensure.

(2) An Emergency License may be issued when a personnel specialist will be misassigned for a second year in accordance with OAR 584-050-0055, Misassignment, upon joint application of the educator and employing school district superintendent or school board:

(a) The applicant must make a complete application and submit a transcript verifying completion of at least nine quarter hours applicable to the appropriate endorsement(s) for the assignment. This preparation must have been completed subsequent to the beginning of the misassignment;

(b) The Emergency License is valid for one year plus the period of time to the applicant's next birthday and may be renewed upon completion of a minimum of nine quarter hours of additional preparation. However, all requirements for a personnel service license with the appropriate endorsement(s) for the assignment must be met within three years of issuance of the first Emergency License. Educators misassigned as counselors must secure the counselor endorsement even if the amount of misassignment is reduced to less than one-half time.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: 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 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1988, f. & cert. ef. 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 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

584-044-0040

Reciprocal Personnel Service License

(1) A Reciprocal Personnel Service License is issued as the first Oregon license valid for contractual employment. An applicant who must hold a comparable license in a state with which TSPC has reciprocity or must have completed an approved personnel service preparation program in a reciprocal state. The license or preparation program must be in the endorsement in which the Oregon License is requested. A Reciprocal Personnel

Service License is valid for two years, but is not renewable. A Basic Personnel Service License is issued upon application at the expiration of the Reciprocal Personnel Service License if the applicant has submitted the test scores required and has met the statutory requirements which were identified when the Reciprocal License was issued.

(2) An applicant for a Reciprocal Personnel Service License must meet one of the following:

(a) Hold a current Personnel Service certificate or license from the reciprocal state and provide verification of one year of successful personnel service experience in a public school or regionally accredited private school in the reciprocal state in the previous three years;

(b) Hold a current Personnel Service certificate or license from the reciprocal state and provide verification of 27 months of successful personnel service experience in public schools or regionally accredited private schools in a reciprocal state within the seven years prior to application for Oregon licensure; or

(c) Provide verification of completion of an approved personnel service preparation program in the reciprocal state within three years prior to application for Oregon licensure.

(3) If the applicant does not meet the recent educational experience requirements of section (2) of this rule, the applicant must submit transcripts showing 9 quarter hours of additional academic preparation germane to the license completed within three years prior to applying for Oregon licensure.

(4) Requirements for a Basic Personnel Service License are identified at the time of issuance of a Reciprocal Personnel Service License. These requirements shall include: a basic skills test, and a test of knowledge of the personnel service specialty. In addition, any statutory requirements, including knowledge of laws prohibiting discrimination and skills in first aid, must be met for issuance of a Basic Personnel Service License.

(5) Test scores for a basic skills test, a test of knowledge of the personnel service specialty are not required if the applicant submits verification of five years of public school or regionally accredited private school personnel service experience while holding a certificate or license in another state which was valid for the assignment. personnel service experience in non-reciprocal states may also be counted for this purpose.

(6) Personnel Service specialties are identified on the Reciprocal Personnel Service License based upon: endorsements held in another state or endorsements recommended by approved personnel service preparation institutions.

(7) The Reciprocal Personnel Service License is issued without a request from an Oregon school district for postponement of test scores.

(8) The applicant for a Reciprocal Personnel Service License must present evidence of fitness to serve as a personnel service specialist including answering the character questions on Application Form C-1 and submission of fingerprint cards for Oregon and FBI check of criminal history records.

[ED. NOTE: The Form referenced in this rule is not printed in the OAR Compilation. Copies are available from the agency.]

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: TSPC 6-1998, f. & cert. ef. 7-13-98

DIVISION 46

ADMINISTRATIVE LICENSES

584-046-0005

Basic Administrative License Requirements

An applicant for a Basic Administrative License must assemble all materials necessary for the evaluation for the license and must submit these materials as a single package. An incomplete application will be returned. The applicant must:

(1) Supply all information requested on the Application, Form C-1, and sign in the space provided attesting that the information is true and correct. The applicant must answer the ques-

tions pertaining to dismissal, revocation, and conviction and attach supporting documents as instructed on Form C-1, if necessary.

(2) Provide official transcripts of bachelor's and advanced degrees. Transcripts must bear the seal of the institution and the signature of the registrar and must verify completion of a master's degree from an approved teacher education institution.

NOTE: 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.

(3) *Either* provide a Preparation for Teaching Report, Form C-2, if the application is based upon completion of an approved program in the endorsement area(s) requested, or provide a current license which is not limited due to coursework, issued by another state and valid for the endorsement in which Oregon licensure is requested. If the out-of-state license expired prior to application, a Preparation for Teaching Report, Form C-2, must be submitted.

(4) Provide evidence of recent educational experience.

NOTE: Recent experience means the application is submitted to TSPC either within three years following completion of an approved program or during the effective period of a comparable license and within three years of the last year of public school or regionally accredited private school administrative experience on such license. If more than three years have elapsed since completion of the program or since the last year of public school or regionally accredited private school administrative experience, recency may be met by completion of nine quarter hours of additional preparation from an approved institution as explained in OAR 584-036-0005.

(5) Demonstrate knowledge of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and state and federal statutes prohibiting discrimination. See OAR 584-036-0054 for options to demonstrate this knowledge.

(6) Submit a check or money order for the evaluation fee. Cash may be presented when applying at the Commission office. The fee for evaluation of an application based upon completion of an Oregon approved teacher education program is \$60. The fee for evaluation of preparation in another state is \$75.

(7) Provide one of the following:

(a) Verification of completion of academic preparation for one or more of the basic endorsements outlined in OAR 5840460016 through 5840460019 and five years of public school or regionally accredited private school administrative experience in the endorsement area being requested; or

(b) An acceptable score as set by TSPC on the National Teacher Exam (NTE) Specialty Area Test for administration and supervision. However, the Oregon school law requirement in OAR 584-046-0016 must be met before the Basic Administrative License can be issued.

NOTE: Endorsement requirements are incorporated into Oregon-approved programs. TSPC evaluates the transcripts of applicants from other states to establish that these endorsement requirements are met when at least five years of public school or regionally accredited private school experience is verified.

(8) Submit a transcript verifying satisfactory scores on the basic skills tests as specified in OAR 584-036-0065. Photocopies are not acceptable. If the applicant holds or has held an Oregon license issued prior to January 1985 or verifies five years of public school experience, the applicant is not required to provide scores for the basic skills tests.

(9) Allow 30 days for the Commission to process an application for a license.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 3-1979, f. & ef. 9-20-79; TS 6-1980, f. & ef. 12-23-80; 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 8-1986, f. 12-19-86, 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 5-1988, f. 10-6-88, cert. ef. 1-15-89; TS 2-1989, f. & cert. ef. 2-16-89; TS 3-1989, f. & cert. ef. 7-31-89; TS 7-1989, f. & cert. ef. 12-13-89; TS 6-1991, f. & cert. ef. 3-12-91; TS 1-1992, f. & cert. ef. 1-15-92; TS 5-1992, f. 10-1-92, cert. ef. 1-15-93; TS 5-1993, f. & cert. ef. 10-7-93; TS 4-1994, f. 7-19-94, cert. ef. 10-15-94; TS 1-1996, f. & cert. ef. 1-29-96; TSPC 1-1998, f. & cert. ef. 2-4-98

584-046-0006

NTE Test Scores for Out-of-State Applicants

Effective January 15, 1993, applicants for initial administrative licenses with either administrator or superintendent endorsements must present a passing score of 630 on the NTE Test of Educational Leadership: Administration and Supervision (10410).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200

Hist.: TS 7-1992, f. 12-17-92, cert. ef. 1-15-93; TS 7-1993, f. & cert. ef. 12-23-93

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.

NOTE: 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 section (3) of this rule.

- (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 - ORS 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

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.

NOTE: 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 section (3) of this rule.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 & ORS 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

584-046-0020

Standard Administrative License Requirements

An applicant for a Standard Administrative License must assemble all materials necessary for evaluation for a license and must submit these materials as a single package. An incomplete application will be returned. The applicant must:

- (1) Provide the information requested on the Application, Form C-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) 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 must be verified by the employing superintendent on the Application, Form C-1. See OAR 584-036-0005 for the definition of a "Year of Experience".

NOTE: Experience of superintendents must be verified by the district's deputy clerk, personnel officer, or board chairperson.

- (3) Provide *either* official transcripts together with a Preparation for Teaching Report, Form C-2, verifying completion of an approved Standard Administrative License program, *or* official transcripts verifying completion of 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.

NOTES:

-1- 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.

-2- 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. See OAR 584-036-0054 for options for demonstrating this knowledge.

- (5) Submit a check or money order for \$60 for the evaluation fee and, if applicable, submit the late application fee. See OAR 584-036-0055 for an explanation of the late application fee. Cash may be presented when applying at the Commission office.

- (6) Provide verification of recent educational experience. See OAR 584-036-0005 for an explanation of "Recent Experience".

- (7) Verify completion of the academic preparation for one of the standard endorsements outlined in OAR 584-046-0021 or 584-046-0024.

- (8) Allow 30 days for the Commission to process an application for a license.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 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

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) Eighteen quarter hours of the basic and standard administrator endorsement program must be completed subsequent to the master's degree.

(3) Effective January 15, 1993, the following will supersede section (2) of this rule. 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 - ORS 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

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) Twenty-four quarter hours of the basic and standard superintendent endorsement program must be completed subsequent to the master's degree.

(3) Effective January 15, 1993, the following will supersede section (2) of this rule. 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 - ORS 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

Special Administrative Licenses

584-046-0026

Special Administrative License Requirements

An applicant for a Special Administrative License must assemble all materials necessary for the evaluation for the license and must submit these materials as a single package. An incomplete application will be returned. The applicant must:

(1) Supply all information requested on the Application, Form C-1, and sign in the space provided attesting that the information is true and correct. The applicant must answer the questions pertaining to dismissal, revocation, and conviction and attach supporting documents as instructed on Form C-1, if necessary.

(2) Provide official transcripts of bachelor's and advanced degrees. Transcripts must bear the seal of the institution and the signature of the registrar.

NOTE: 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 tran-

script 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.

(3) *Either* provide verification from an Oregon approved teacher education institution that the applicant is within 12 quarter hours of completing an approved program together with a copy of the applicant's program leading to licensure, or provide a current and comparable license issued by another state, if the application is for a Restricted Administrative License.

(4) Demonstrate knowledge of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and state and federal statutes prohibiting discrimination. See OAR 584-036-0054 for options to demonstrate this knowledge.

(5) Submit a check or money order for the evaluation fee. Cash may be presented when applying at the Commission office. The fee for evaluation of an application based upon completion of an Oregon approved teacher education program is \$60. The fee for evaluation of preparation in another state is \$75.

(6) Submit the employing school board or school superintendent's request for licensure and explain why the application is being made.

(7) Submit a statement of qualifications of the applicant especially desirable to the board or the superintendent, if the application is for a License of Accomplishment.

(8) Submit a transcript verifying satisfactory scores on the basic skills tests as specified in OAR 584-036-0065. Photocopies are not acceptable.

(9) Allow 30 days for the Commission to process an application for a license.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: 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 6-1989, f. & cert. ef. 10-6-89; TS 6-1991, f. & cert. ef. 3-12-91; 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 1-1996, f. & cert. ef. 1-29-96

584-046-0027

Restricted Administrative Licenses

Restricted Administrative Licenses may be issued upon joint application from the prospective administrator and the school board or school superintendent who seeks to employ the applicant. A Restricted License is valid for one year and is not renewable. The applicant must meet all of the following requirements:

(1) Holds a master's degree from an approved teacher education institution and has completed an approved basic administrative preparation program in Oregon or another state.

(2) Submits verification that the conditions in either subsection (a) or (b) of this section have been met:

(a) Be within 12 quarter hours of qualifying for a Basic or Standard Administrative License with the appropriate endorsement(s);

(b) Has completed all academic requirements for the Basic Administrative License with the exception of passing scores on the Specialty Area test, if required.

(3) Provides a written explanation of the circumstances which make necessary the request for a restricted license.

(4) Has recent educational experience. See OAR 584-036-0005 for an explanation of "Recent Experience".

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

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 6-1994, f. & cert. ef. 9-29-94

584-046-0030

Administrative License of Accomplishment

(1) In order to allow the school districts of the state to take full advantage of various professional skills and disciplines not

directly developed through teaching experience or professional education for which teaching experience is a prerequisite, it is the public policy of the State of Oregon, as stated in ORS 342.200, that the Commission shall consider professional skills, education, and experience not directly related to, nor contingent upon, teaching experience or training as a classroom teacher. In such cases, a License of Accomplishment may be issued upon joint application from the prospective administrator and the school superintendent or, if the application is for a superintendent endorsement, the school board chairperson who seeks to employ the applicant, if the Commission is convinced that the applicant has training and experience equivalent to that specified by the Rules for Licensure.

(2) The application must be accompanied by: A description of the position to be filled, a summary of the qualifications of the applicant especially desirable to the board or superintendent, a statement of the reasons for requesting special licensure, a copy of the applicant's resume, and a transcript from ETS for the applicant verifying satisfactory scores on the basic skills tests.

(3) This license shall be valid only for the position outlined in the application and for a period of two years.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-29-77, 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 2-1989, f. & cert. ef. 2-16-89; TS 6-1991, f. & cert. ef. 3-12-91; TS 1-1992, f. & cert. ef. 1-15-92

584-046-0035

Emergency Administrative Licenses

An Emergency Administrative License may be issued when there are insufficient applicants in an endorsement or in a region of the state or when a school district has other extenuating circumstances. The Emergency License is issued under one of two circumstances as follows:

(1) An Emergency License is issued as the initial Oregon administrative license to an applicant whose preparation was completed in another state when there is a shortage of candidates in the applicant's field:

(a) Each December, the Commission lists the endorsements in which these Emergency Licenses will be issued during the ensuing year. A copy of the list for the current year is available from TSPC or any ESD;

(b) The Emergency License is issued without the request of an employing school board or school superintendent and is valid from the date of issuance for one year plus the time to the applicant's next birthday;

(c) The applicant must hold a master's degree from an approved teacher education institution;

(d) The applicant must *either* have completed an approved administrator preparation program, *or* hold a current administrative license issued by another state and have one year of successful administrative experience in public school. The out-of-state program or license must be in the field in which Oregon licensure is requested; and

(e) Any academic or recent educational experience requirements for a Basic Administrative License which the applicant has not met become a part of the renewal requirements. A minimum of nine quarter hours of additional preparation must be completed for each renewal of the Emergency License, and all requirements for a Basic Administrative License must be completed within three years of the date of initial licensure.

(2) An Emergency License may be issued when an administrator will be misassigned for a second year in accordance with OAR 584-050-0055, Misassignment, upon joint application of the educator and employing district superintendent or school board:

(a) The applicant must make a complete application and submit a transcript verifying completion of at least nine quarter hours applicable to the appropriate endorsement(s) for the assignment. This preparation must have been completed subsequent to the beginning of the misassignment; and

(b) The Emergency License is valid for one year plus the period of time to the applicant's next birthday and may be

renewed upon completion of a minimum of nine quarter hours of additional preparation. However, all requirements for an administrative license with the appropriate endorsement(s) for the assignment must be met within three years of the issuance of the first Emergency License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: 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 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 5-1988, f. 10-6-88, cert. ef. 1-15-89; TS 2-1989, f. & cert. ef. 2-16-89; 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

584-046-0040

Reciprocal Administrative License

(1) Effective January 15, 1997, a Reciprocal Administrative License is issued as the first Oregon license valid for contractual employment to an applicant who holds a comparable license in a state with which TSPC has reciprocity or to an applicant who has completed an approved administrative preparation program in such a state. A Reciprocal Administrative License is valid for two years, but is not renewable. A Basic Administrative License is issued upon application at the expiration of the Reciprocal Administrative License if the applicant has submitted the test scores required and has met the statutory requirements which were identified when the Reciprocal License was issued.

(2) An applicant for a Reciprocal Administrative License must meet one of the following:

(a) Hold a current administrative certificate or license from the reciprocal state and provide verification of one year of successful administrative experience in a public school or regionally accredited private school in the reciprocal state in the previous three years;

(b) Hold a current administrative certificate or license from the reciprocal state and provide verification of 27 months of successful administrative experience in public schools or regionally accredited private schools in a reciprocal state within the seven years prior to application for Oregon licensure; or

(c) Provide verification of completion of an approved administrative preparation program in the reciprocal state within three years prior to application for Oregon licensure.

(3) If the applicant does not meet the recent educational experience requirements of section (2) of this rule, the applicant must submit transcripts showing 9 quarter hours of additional academic preparation germane to the license completed within three years prior to applying for Oregon licensure.

(4) Requirements for a Basic Administrative License are identified at the time of issuance of a Reciprocal Administrative License. These requirements shall include: a basic skills test, and a test of knowledge of school administration. In addition, any statutory requirements, including knowledge of laws prohibiting discrimination and skills in first aid, must be met for issuance of a Basic Administrative License.

(5) Test scores for a basic skills test, a test of knowledge of school administration are not required if the applicant submits verification of five years of public school or regionally accredited private school administrative experience while holding a certificate or license in another state which was valid for the assignment. Administrative experience in non-reciprocal states may also be counted for this purpose.

(6) Administrative specialties are identified on the Reciprocal Administrative License based upon: endorsements held in another state or endorsements recommended by approved administrative preparation institutions.

(7) The Reciprocal Administrative License is issued without a request from an Oregon school district for postponement of test scores.

(8) The applicant for a Reciprocal Administrative License must present evidence of fitness to serve as an administrator including answering the character questions on Application Form C-1 and submission of fingerprint cards for Oregon and FBI check

of criminal history records.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: TS 5-1996, f. & cert. ef. 9-24-96; TSPC 1-1998, f. & cert. ef. 2-4-98

DIVISION 48

RENEWAL OF LICENSES

584-048-0005

Requirements for Applying for Renewal of Licensure

An applicant for renewal of an Oregon Teaching, Personnel Service, or Administrative License must assemble all materials necessary for evaluation for the license and must submit these materials as a single package. An incomplete application will be returned. The applicant must:

(1) Provide the information requested on the Application, Form C-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) Provide verification, if renewal is based upon experience, of one of the following:

(a) One year of full-time successful public school or regionally accredited private school experience during the life of the license. Experience must be verified by the employing superintendent on the Professional Educational Experience Report Form.

NOTE: Experience of superintendents must be verified by the district's deputy clerk, personnel officer, or board chairperson.

(b) Volunteer teaching experience during the life of the license as permitted under OAR 584-048-0020(4), Renewal of Basic, Standard, or Regular Teaching Licenses - Special Provisions.

(3) Provide official transcripts of nine quarter hours of additional preparation completed during the life of the current license, if the applicant did not have the experience required by section (2) of this rule. Transcripts must bear the signature of the registrar and the seal of the institution.

NOTE: 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) Provide a Preparation for Teaching Report, Form C-2, if preparation toward standard licensure is required for renewal of a basic license.

(5) Present evidence of knowledge of the laws prohibiting discrimination, if not previously verified. See OAR 584-036-0054 for options for demonstrating this knowledge.

(6) Submit a check or money order for \$60 for the evaluation fee and, if applicable, submit the late application fee. See OAR 584-036-0055 for an explanation of the late fees. Cash may be presented when applying at the Commission office.

(7) Provide verification of continuing professional development (CPD) if the application is for renewal of a Five-Year Professional Technical Teaching License.

(8) Provide evidence of completion of professional growth experiences satisfactory to the employing district, if application is for a Teaching License of Accomplishment or a Teaching License with a Coach Endorsement.

(9) Provide verification of twelve months of service in the Armed Forces, Peace Corps, or VISTA during the life of the current license, if application is made under the special provisions set forth in OAR 584-048-0020(1) or (2).

(10) Submit a school board or school superintendent's request if the application must be submitted jointly with a school board or school superintendent.

(11) Submit evidence that conditions for renewal set by TSPC upon issuance of the current license have been met, if application is for renewal of a License of Accomplishment.

(12) Effective January 15, 2002, verification of continuing professional development (CPD) shall be required for renewal of Basic and Standard licenses in accordance with the implementation schedule in Division 090.

(13) Allow thirty days for the Commission to process an application for a license.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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; TSPC 6-1983, f. & ef. 10-18-83; 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, ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 5-1988, f. 10-6-88, cert. ef. 1-15-89; 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 5-1993, f. & cert. ef. 10-7-93; TS 4-1994, f. 7-19-94, cert. ef. 10-15-94; TSPC 1-1998, f. & cert. ef. 2-4-98

584-048-0010

Renewal of Licenses Based Upon Continuous Licensed Employment

Educators are required to renew only the licenses valid for their current assignments. Other licenses which they hold, and which are renewable on verification of successful experience, may be renewed or reinstated upon application. Additional preparation is not required, provided the individual is continuously employed on an Oregon license appropriate to the assignment.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-29-77, ef. 1-1-78; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 2-1989, f. & cert. ef. 2-16-89; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92

584-048-0015

Experience Acceptable for Renewal of Licenses

(1) For purposes of renewing licenses based upon verification of one year of full-time experience, the Commission accepts educational experience in: public schools and regionally accredited private schools in the United States, state and federal schools in Oregon, registered private schools in Oregon, special state-supported schools in Oregon, the Oregon Department of Education, the Teacher Standards and Practices Commission, the Oregon Department of Human Resources, juvenile court schools in Oregon, Oregon Education Service Districts, public schools in other governmental jurisdictions, and schools operated by the U.S. Department of Defense. The applicant must have been appropriately assigned and the experience must have been successful. See OAR 584-036-0005 for definitions of: "Appropriately Assigned," "One Year of Experience," and "Successful Experience."

(2) College instructors who teach at the Oregon Institute of Technology, Oregon public community colleges, and approved teacher education institutions may verify either one year of successful full-time teaching experience or teaching at least three different college courses to total nine quarter hours. The experience must be in an approved program and appropriate to the license and endorsement(s) being renewed. Courses taught by Oregon community college instructors must be applicable to the license and endorsements being renewed and must be transferable to an approved teacher education institution. Verification must be provided by the institution's registrar, designated personnel officer, or dean of the school or college.

(3) The Executive Director may accept for renewal of licensure teaching experience in an Oregon private vocational school that is licensed by the Superintendent of Public Instruction if such experience is directly related to the endorsement(s) held by the applicant and to the curriculum normally offered in Oregon school districts.

Stat. Auth.: ORS 342

Stat. Implemented: ORS 342.120 - ORS 342.200

Hist.: TS 15, f. 1-20-76, ef. 1-1-77; TS 17, 12-19-77, ef. 1-1-78; TS 3-1978, f. 7-24-78, ef. 1-1-79; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1987, f. & ef. 3-3-87; TS 3-1988, f.

& cert. ef. 4-7-88; TS 2-1989, f. & cert. ef. 2-16-89; 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 1-1998, f. & cert. ef. 2-4-98

Teaching License Renewals

584-048-0020

Renewal of Basic, Standard, or Regular Teaching Licenses — Special Provisions

In addition to other renewal privileges set forth in these Rules for Licensure:

(1) An applicant for renewal of a Basic Teaching License with a special education endorsement or with a subject matter endorsement valid for use in grades five through twelve or in preprimary through grade twelve may submit verification of 12 months of service in the Armed Forces, the Peace Corps, or VISTA during the life of the current license. An applicant who qualifies under this section is permitted one additional renewal of the Basic Teaching License before having to qualify for the Standard Teaching License.

(2) An applicant for renewal of a teaching license for which only one year of experience is required for renewal may submit verification of twelve months of service in the Armed Forces, the Peace Corps, or VISTA during the life of the current license. An applicant who qualifies under this section is permitted one renewal based on such experience.

(3) Applicants meeting all requirements for the Standard Teaching License except teaching experience in Oregon schools will be granted a third Basic Teaching License without further preparation. Thereafter, if the experience requirement has not been met, the applicant may renew the Basic Teaching License upon verification of one of the following:

(a) One year of full-time successful teaching experience during the life of the current license;

(b) One hundred eighty days of teaching in Oregon schools during the life of the current teaching license;

(c) Nine quarter hours of preparation completed in an approved institution during the life of the current license; and

(d) A combination of such experience and credit may be submitted in satisfaction of this requirement in which one quarter hour of preparation equals 20 days of successful experience.

(4) An applicant for renewal of a Basic, Standard, and Regular Teaching License may provide verification of volunteer experience or employment as an instructional assistant in Oregon schools in lieu of one year of full-time successful teaching experience or in lieu of nine quarter hours of additional preparation. A combination of volunteer experience or instructional assistant experience and credit may be submitted in accordance with the ratio set forth in subsection (4)(a) of this rule. Volunteer experience or instructional assistant experience must meet the following criteria:

(a) A minimum of 120 hours of successful experience must be completed within a ten-week period. This amount of experience shall be accepted in lieu of three quarter hours of the additional preparation required for renewal of a license. Not more than three quarter hours of the renewal requirement may be met in any ten-week period through this option, but experiences over a period of 30 weeks totaling 360 hours may be used to satisfy the entire credit requirement;

(b) Personnel must be assigned in accordance with the license and endorsement held and must work directly with students for at least one-half of the required hours of experience. The remainder of the time may be used for planned observations, development of lesson plans and instructional materials, and other experiences designed to acquaint the person with current curricula and practices in public schools;

(c) The volunteer must be under the direct supervision of the principal or a licensed educator designated by the principal. The instructional assistant must be under the direct supervision of a licensed teacher. The person shall, in consultation with the supervisor, develop a written professional improvement plan for the ten-week experience. The plan shall state goals and objectives which will form the basis for evaluation of the experience and per-

formance. Verification of the successful experience must be provided by the district superintendent.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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; TSPC 6-1983, f. & ef. 10-18-83; TS 6-1984, f. 12-27-84, ef. 1-15-85; 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 3-1989, f. & cert. ef. 7-31-89; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 5-1993, f. & cert. ef. 10-7-93

584-048-0025

Renewal of Basic Teaching Licenses for Use in Elementary, Middle, and Junior High Schools

The Basic Teaching License with a subject matter endorsement may be renewed for a period of three years for use in an elementary, middle, or junior high school upon verification of successful experience or nine quarter hours of additional preparation. Authorizations are for preprimary through grade nine or for grades five through nine as appropriate for the endorsement. Experience or preparation required by this rule may be met by verification of one of the following:

(1) One year of full-time successful teaching experience during the life of the license.

(2) Nine quarter hours of preparation completed through an approved institution during the life of the license.

(3) One hundred eighty days of teaching in preprimary through grade twelve in Oregon schools during the life of the license.

(4) Compliance with provisions of OAR 584-048-0020, Renewal of Basic, Standard, or Regular Teaching Licenses — Special Provisions.

(5) A combination of such experience and credit may be submitted in satisfaction of this requirement in which one quarter hour of preparation equals 20 days of successful experience.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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 2-1981(Temp), f. & ef. 8-17-81; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-82; TSPC 6-1983, f. & ef. 10-18-83; TS 1-1988, f. 1-14-88, ef. 1-15-88; 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

584-048-0030

Renewal of Basic Licenses for Use in Special Education in Preprimary Through Grade Twelve

(1) The Basic Teaching License with a special education endorsement may be renewed for three years if the teacher has completed 24 quarter hours of upper-division or graduate credit applicable to a Standard Teaching License program. Basic special education endorsements are renewable only once; thereafter, the teacher must qualify for a Standard Teaching License with a standard special education endorsement.

NOTES:

-1- See also Special Provisions for renewal described in OAR 584-048-0020(1).

-2- Effective September 1, 1994, all applicants for issuance or renewal of a Basic or Standard Teaching License with the vision impaired endorsement must demonstrate proficiency in Braille as specified in ORS 342.153. No teacher shall be required to demonstrate the proficiency more than once.

(2) The severely handicapped learner endorsement is the only exception to section (1) of this rule. A Basic Teaching License with a severely handicapped learner endorsement may be renewed for use in preprimary through grade twelve on the basis of experience or nine quarter hours of preparation as provided in OAR 584-048-0025(1) through (4).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1981(Temp), f. & ef. 8-17-81; TS 1-1982, f. & ef. 1-5-82; 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 1-1996, f. & cert. ef. 1-29-96

584-048-0032

Renewal of Basic Licenses for Use in Grades Five Through Twelve or in Preprimary Through Grade Twelve

The Basic Teaching License with a subject matter endorsement(s) may be renewed for a period of three years for use in grades five through twelve when the applicant has completed additional preparation applicable to a Standard Teaching License. Basic Teaching Licenses with endorsements in art, foreign language, health, home economics, technology education, library or educational media, music, physical education or reading may also be renewed for use in preprimary through grade twelve under this rule. To retain authorization for teaching in a high school, holders of subject matter endorsements must complete 24 quarter hours toward standard licensure for renewal of the first Basic Teaching License and must qualify for a Standard Teaching License upon expiration of the second Basic Teaching License.

NOTE: Subject matter endorsements are valid only for teaching the subject in elementary, middle, or junior high schools through grade nine, as explained in OAR 584-048-0025, if requirements leading to standard licensure are not met. See also Special Provisions for renewal described in OAR 584-048-0020(1).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: TS 1-1982, f. & ef. 1-5-82; TS 1-1988, f. 1-14-88, ef. 1-15-88; TS 3-1988, f. & cert. 4-7-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92

584-048-0035

Standard Teaching License Renewal

The Standard Teaching License may be renewed upon verification of one of the following:

- (1) One year of full-time successful teaching experience during the life of the current license.
- (2) One hundred eighty days of teaching in Oregon schools during the life of the current license.
- (3) Nine quarter hours of preparation completed through an approved institution during the life of the current license.
- (4) Compliance with provisions of OAR 584-048-0020(2) and (4) Renewal of Basic, Standard, or Regular Teaching Licenses - Special Provisions.

(5) A combination of such experience and credit may be submitted in satisfaction of this requirement in which one quarter hour of preparation equals 20 days of successful experience.

NOTE: Effective September 1, 1994, all applicants for issuance or renewal of a Basic or Standard Teaching License with the vision impaired endorsement must demonstrate proficiency in Braille as specified in ORS 342.153. No teacher shall be required to demonstrate the proficiency more than once.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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

584-048-0040

Professional Technical Teaching License Renewal

(1) The Three-Year Professional Technical Teaching License is not renewable. To obtain further professional technical licensure, the applicant must qualify for the Five-Year Professional Technical Teaching License. See OAR 584-042-0007 for requirements for the five-year license.

(2) The Five-Year Professional Technical Teaching License may be renewed upon joint application of the employing school board or school superintendent and the instructor and upon completion, during the life of the license, of 120 clock hours or the equivalent of continuing professional development (CPD). CPD may include, but is not limited to, college and university courses, community college courses, established workshops, or planned

experiences in business and industry. If formal credit is granted, one quarter hour of credit shall be equivalent to 20 clock hours of CPD.

NOTE: The 120-hour requirement shall be implemented as identified below. This schedule identifies the year the application is submitted and the continuing professional development hours required:

1989 — not less than 48 hours;

1990 — not less than 72 hours;

1991 — not less than 96 hours;

1992 — not less than 120 hours.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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

584-048-0045

Renewal of Professional Technical Endorsements

(1) A person who holds a Five-Year Regular or Standard Teaching License with a professional technical endorsement must meet only the requirements for renewal of the license to retain the professional technical endorsement.

(2) For renewal of a professional technical endorsement on a Basic Teaching License, the applicant must complete the academic preparation required for renewal of the Basic Teaching License with authorization for grades five through twelve.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: 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 1-1992, f. & cert. ef. 1-15-92

584-048-0050

Teaching License of Accomplishment Renewal

The Teaching License of Accomplishment may be renewed for one year upon joint application by applicant and the employing school board or school superintendent which includes:

(1) Evidence of applicable professional growth including, but not limited to, participation in courses, workshops, and other developmental activities. The professional growth experiences must be approved by the employing district as part of a professional improvement program for the instructor.

(2) Evidence verifying that conditions for renewal set by the Commission upon issuance, if any, have been met.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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 1-1988, f. 1-14-88, ef. 1-15-88; TS 1-1992, f. & cert. ef. 1-15-92

584-048-0055

Substitute Teaching License Renewal

The Substitute Teaching License may be renewed for three years upon submission of an application for renewal.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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 1-1992, f. & cert. ef. 1-15-92

584-048-0060

Teaching License with Coach Endorsement Renewal

The Teaching License with Coach Endorsement may be renewed for one year on submission of a joint application which includes evidence of applicable professional growth including, but not limited to, participation in courses, clinics, and other developmental activities. The professional growth experiences must be approved by the employing school board or superintendent as part of a professional improvement program for the coach.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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 1-1988, f. 1-14-88, ef. 1-15-88; TS 1-1992, f. & cert. ef. 1-15-92

584-048-0062

Emergency Teaching License Renewal

An Emergency Teaching License may be renewed for one year upon verification of completion of nine quarter hours from an approved institution applicable to the Basic Teaching License with the appropriate endorsement(s). The application must be submitted jointly with the school board or school superintendent who employs the applicant if the endorsement was not classified as a shortage when the first emergency license was issued. Two renewals are permitted, but not to exceed a total of three years on emergency licensure; thereafter, the applicant must qualify for a Basic Teaching License with the appropriate endorsement(s).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

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, 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

584-048-0063

Interim Teacher License Renewal

The Interim Teacher License may be renewed twice for a period of one year each upon joint application by the applicant and the employing school board or school superintendent which includes:

(1) Evidence of applicable professional growth including, but not limited to, participation in courses, workshops, and other developmental activities. The professional growth experiences must be approved by the employing district as part of a professional improvement program.

(2) A copy of the applicant's annual teacher evaluation report as presented to the teacher by the district. For the license to be renewed, the evaluation report must be satisfactory to the Commission.

(3) Evidence verifying that conditions for renewal set by the Commission upon issuance, if any, have been met.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: TS 3-1986, f. & ef. 7-31-86; TS 1-1987, f. & ef. 3-3-87; TS 1-1992, f. & cert. ef. 1-15-92

Personnel Service License Renewal

584-048-0065

Basic Personnel Service License Renewal

(1) 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. The recommendation shall be contingent upon satisfactory completion of nine quarter hours of the program leading to a Standard Personnel Service License. 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 - ORS 342.200 & ORS 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 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

584-048-0067

Renewal of Basic or Standard Personnel Service Licenses —

Special Provisions

(1) Applicants completing 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. Thereafter, if the experience requirement has not been met, the applicant may renew the Basic Personnel Service License upon verification of *either* one year of full-time personnel service experience *or* completion of nine quarter hours of additional preparation germane to the license and endorsement from an approved institution during the life of the current Basic Personnel Service License. A combination of such experience and credit may be submitted in satisfaction of this requirement in which one quarter hour of preparation equals 20 days of successful experience.

(2) An applicant for renewal of a Basic or Standard Personnel Service License may submit verification of 12 months of service in the Armed Forces, the Peace Corps, or VISTA during the life of the current Basic Personnel Service License. An applicant who qualifies under this section is permitted one additional renewal of the Basic Personnel Service License before having to qualify for the Standard Personnel Service License or is permitted one renewal of the Standard Personnel Service License on the basis of this experience.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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

584-048-0070

Standard Personnel Service License Renewal

A Standard Personnel Service License may be renewed when the holder has one year of successful experience or nine quarter hours of preparation during the life of the current license. A combination of such experience and credit may be submitted in satisfaction of this requirement in which one quarter hour of preparation equals 20 days of successful experience.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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

584-048-0075

Special Personnel Service License Renewal (Professional Technical Director or Professional Technical Supervisor Licenses)

A Special Personnel Service License may be renewed when the holder has one year of successful experience or nine quarter hours of preparation during the life of the current license. A combination of such experience and credit may be submitted in satisfaction of this requirement in which one quarter hour of preparation equals 20 days of successful experience.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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 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

584-048-0080

Personnel Service License of Accomplishment Renewal

The Personnel Service License of Accomplishment may be renewed for one year upon submission of a joint application which includes:

(1) Evidence of applicable professional growth including, but not limited to, participation in courses, workshops, and other developmental activities. The professional growth experiences must be approved by the employing district as part of a professional improvement program for the personnel specialist.

(2) Evidence verifying that conditions for renewal set by the Commission upon issuance, if any, have been met.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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

584-048-0082

Emergency Personnel Service License Renewal

An Emergency Personnel Service License may be renewed for one year upon verification of completion of nine additional quarter hours applicable to the Basic Personnel Service License with the appropriate endorsement(s). The application must be submitted jointly with the employing school board or school superintendent if the endorsement was not classified as a shortage when the first emergency license was issued. Two renewals are permitted, but not to exceed a total of three years on emergency licensure; thereafter, the applicant must qualify for a Basic Personnel Service License with the appropriate endorsement(s).

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400
 Hist.: TS 1-1982, f. & ef. 1-5-82; 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

Administrative License Renewals

584-048-0085

Renewal of a Basic Administrative License

(1) 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 hours applicable to a Standard Administrative License. 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.

(2) A person holding a Basic Administrative License with a vice principal endorsement may renew this license without change of endorsement on the basis of one year of administrative experience or nine quarter hours of additional preparation. Use of the license is limited to serving as a vice principal. Upon assuming a principalship, the educator must hold a basic or standard administrator endorsement.

(3) 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. The recommendation shall be contingent upon satisfactory completion of 12 quarter hours of the program applicable to a Standard Administrative License. The additional preparation must be completed subsequent to issuance of the current license.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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

584-048-0090

Renewal of Basic or Standard Administrative License — Special Provisions

(1) An applicant may submit verification of 12 months service in the Armed Forces, Peace Corps, or VISTA during the validity of the Basic or Standard Administrative License. An applicant who qualifies under this section is permitted one additional renewal of the Basic Administrative License before having to qualify for the Standard Administrative License or is permitted one renewal of the Standard Administrative License on the basis of this experience.

(2) An applicant meeting 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. Thereafter, if the experience requirement has not been met, the applicant may renew the Basic Administrative License upon verification of *either* one year of full-time successful administrative experience *or* completion of nine quarter hours of additional preparation germane to the license and endorsement from an approved institution during the life of the current Basic Administrative License. A combination of such experience and credit may be submitted in satisfaction of this requirement in which one quarter hour of preparation equals 20 days of successful experience.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; 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

584-048-0095

Standard Administrative License Renewal

A Standard Administrative License may be renewed for five years upon completion of one school year of administrative experience or nine quarter additional preparation during the life of the current license. A combination of experience and credit may be submitted in satisfaction of these requirements. One quarter hour of preparation germane to the license equals 20 days of the required experience.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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

584-048-0100

Administrative License of Accomplishment Renewal

The Administrative License of Accomplishment may be renewed for two years upon joint application from the administrator and the employing school board or school superintendent, provided conditions indicated upon issuance, if any, have been satisfactorily met.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400
 Hist.: TS 15, f. 12-10-76, 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, ef. 1-15-88; TS 1-1992, f. & cert. ef. 1-15-92

584-048-0102

Emergency Administrative License Renewal

An Emergency Administrative License may be renewed for one year upon verification of completion of nine additional quarter hours applicable to the Basic Administrative License with the appropriate endorsement(s). The application must be submitted jointly with the employing school board or school superintendent if the endorsement was not classified as a shortage when the first emergency license was issued. Two renewals are permitted, but not to exceed a total of three years on emergency licensure; thereafter, the applicant must qualify for a Basic Administrative License with the appropriate endorsements.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400
 Hist.: TS 1-1982, f. & ef. 1-5-82; 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

Renewal of Licenses Issued Under Previous Rules

584-048-0105

Five-Year Teaching License Renewal

A Five-Year Teaching License originally issued prior to

October 15, 1965, may be renewed on verification of one of the following during the life of the current license:

- (1) One year of full-time teaching.
- (2) One hundred eighty days of teaching in Oregon schools.
- (3) Completion of nine quarter hours of preparation in an approved institution.
- (4) A combination of such experience and credit may be submitted in satisfaction of this requirement in which one quarter hour of preparation equals 20 days of teaching.
- (5) Compliance with provisions of OAR 584-048-0020(4), Renewal of Basic, Standard, or Regular Teaching Licenses — Special Provisions.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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 1-1988, f. 1-14-88, ef. 1-15-88; 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

584-048-0110

Administrative License Renewal

An Administrative License originally issued prior to October 15, 1965 may be renewed on verification of one of the following during the life of the current license:

- (1) One year of educational experience.
- (2) Nine quarter hours of preparation from an approved institution designed to improve a school administrator.
- (3) A combination of such experience and credit may be submitted in satisfaction of this requirement in which one quarter hour of preparation equals 20 days of successful experience.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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 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

DIVISION 50

PROCEDURAL RULES

584-050-0003

Requirements for Applying for Reinstatement of Licensure

An applicant for reinstatement of an Oregon Teaching, Personnel Service, or Administrative License must assemble all materials necessary for evaluation for the license and must submit these materials as a single package. An incomplete application will be returned. The applicant must:

- (1) Provide the information requested on the Application, Form C-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) Provide verification of recent educational experience by submission of one of the following:
 - (a) Official transcripts verifying completion of nine quarter hours of additional preparation during the past three years. Transcripts must bear the signature of the registrar and the seal of the institution.

NOTE: 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.

- (b) Verification of volunteer teaching experience during the past three years as permitted under OAR 584-050-0017(5).
- (c) Verification of college teaching experience as permitted under OAR 584-050-0017(4).
- (d) Verification of 180 days of substitute teaching experience in Oregon schools as permitted under OAR 584-050-0017(6).

(e) Verification of 180 days of experience in Oregon schools on an Oregon Restricted License as permitted under OAR 584-050-0017(7).

(f) Verification of one year of appropriately assigned experience in out-of-state public schools or regionally accredited private schools together with a copy of the out-of-state license appropriate for the assignment as permitted under OAR 584-050-0017(8).

(g) Verification of one year of appropriately assigned experience on an Oregon license appropriate for the assignment as permitted under OAR 584-050-0017(9).

(3) Present evidence of knowledge of the laws prohibiting discrimination, if not previously verified. See OAR 584-036-0054 for options for demonstrating this knowledge.

(4) Submit a check or money order for \$60 for the evaluation fee and, if applicable, submit the late application fee. See OAR 584-036-0055 for an explanation of the late fees. Cash may be presented when applying at the Commission office.

(5) Provide verification that any required additional preparation, continuing professional development (CPD), or instructor improvement experiences have been completed.

(6) Submit the employing school board or school superintendent's request for licensure if the application is submitted jointly with an Oregon school board or school superintendent.

(7) Submit evidence that conditions for renewal set by TSPC upon issuance of the expired license have been met.

(8) Submit evidence that the conditions, if any, set by TSPC upon suspension or revocation of the license have been met.

(9) Allow thirty days for the Commission to process an application for a license.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. 5-16-83; TS 4-1983, f. 5-17-83, ef. 7-1-83; TSPC 6-1983, f. & ef. 10-18-83; 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 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 5-1988, f. 10-6-88, cert. ef. 1-15-89; 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; TS 4-1994, f. 7-19-94, cert. ef. 10-15-94; TSPC 1-1998, f. & cert. ef. 2-4-98

584-050-0004

Procedure for Incomplete Application

(1) The Commission shall not process an initial application or an application for renewal or reinstatement that is incomplete or is not on the currently prescribed application form. The Commission shall inform the applicant at the address on the application of the deficiencies in the incomplete application and may return the incomplete application to the applicant by regular first class mail.

(2) The applicant shall be allowed 90 days after the date the notice is mailed to correct any deficiencies or incomplete items in an application and to resubmit a complete application.

Stat. Auth.: ORS 181 & ORS 342

Stats. Implemented: ORS 181.525, ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: TSPC 4-1998, f. & cert. ef. 6-5-98

584-050-0005

Criteria for Granting Licenses

The Executive Director may issue licenses, grant reinstatements, and renew licenses when each of the following conditions exists:

(1) All requirements established by law and rules have been met.

(2) The applicant has attained at least eighteen years of age and has furnished evidence satisfactory to TSPC of his or her fitness to serve as an educator. See also ORS 342.143 regarding qualifications to serve as an educator.

(3) The Executive Director deems that any conviction for a felony, misdemeanor, or major traffic offense which the applicant may have had does not adversely affect his or her ability to serve as an educator. The Director may delay action when a conviction has occurred and refer the application to TSPC for a decision.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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

584-050-0006

Criteria for Denying Issuance or Reinstatement of Licenses

The Executive Director may deny issuance of licenses or reinstatement of licenses as follows: Immediate notices of denial shall be issued when any of the following conditions exist:

- (1) The applicant submits a falsified application.
- (2) The applicant lacks the academic or experience requirements established by statutes or rules.
- (3) The applicant has been convicted of any felony, misdemeanor, or major traffic offense.
- (4) The applicant has been convicted of a sexually related crime listed in ORS 342.143(3)(a), or any equivalent offense under the laws of another state.
- (5) The Executive Director has evidence that the applicant may lack fitness to serve as an educator. See also ORS 342.143 regarding qualifications to serve as an educator.
- (6) The justification provided by the district in support of an application for emergency licensure is unsatisfactory to the Executive Director or the Executive Director determines that the applicant does not have sufficient preparation and/or experience to qualify for a basic license within three years.
- (7) The applicant refuses to consent to criminal records checks or refuses to be fingerprinted upon request of TSPC.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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

584-050-0007

Criteria and Procedures for Denying Renewal of a License

- (1) The Executive Director may deny renewal of a license when any of the conditions stated in OAR 584-050-0006 exists.
- (2) In any case where the Executive Director or TSPC proposes to deny renewal of a license, a notice must be furnished the applicant at least ten days prior to the date of denial. Notice must be given personally or by certified 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 license 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 342.120 - ORS 342.200 & ORS 342.400

Hist.: 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 4-1998, f. & cert. ef. 6-5-98

584-050-0008

Procedures for Consideration of Other Cases

In a case not covered by OAR 584-050-0005 through 584-050-0007, the Executive Director must refer the application to TSPC for action.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: TS 1-1982, f. & ef. 1-5-82; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97

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 TSPC, against an educator who has been convicted of a crime listed in OAR 584-020-0040(1) or who has admitted in the course of judicial proceeding or criminal prosecution conduct constituting a crime listed in OAR 584-020-0040(1).
- (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. The Commission shall afford the educator a hearing according to the procedure under OAR 584-050-0010 and shall determine whether the educator has violated any term or condition of probation and the appropriate sanction for any violation.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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

584-050-0010

Contested Case Hearings

If an applicant requests a hearing, the Commission's chairperson will schedule the hearing under procedures specified in ORS Chapter 183. The hearing must be held not sooner than ten days, but not later than 45 days, after TSPC receives the request, unless the applicant agrees to a shorter or longer time. The chairperson determines whether the hearing will be held before the full Commission, or before a panel of three Commissioners or before a hearing officer.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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

584-050-0012

Criteria for Denial of Licensure Based on Conviction for Crimes

An applicant for the initial Oregon license or for reinstatement of an Oregon license 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, the applicant shall be denied licensure.

Stat. Auth.: ORS 181 & ORS 342

Stats. Implemented: ORS 181.525 & ORS 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

584-050-0015

Reinstatement of Suspended, Revoked, or Surrendered Licenses

A suspended, revoked, or surrendered license may be reinstated, if the applicant is qualified, for the number of months remaining on the license when it was suspended, revoked, or surrendered, plus that period of time to the applicant's next birthday. The applicant must meet the recent educational experience requirement at the time of reinstatement.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 181.525, ORS 342.120 - ORS 342.200 & ORS 342.400

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

584-050-0017

Reinstatement of Expired Licenses

(1) For one year after expiration, a license may be reinstated upon payment of the late application fee required by OAR 584-036-0055(6). Applicable renewal requirements must also be met. See OAR 584-048-0005 through 584-048-0110 for renewal requirements.

(2) Thereafter, an expired license may be reinstated upon completion of applicable renewal requirements, payment of the late application fee required by OAR 584-036-0055(6), and verification of recent educational experience. A combination of credit and experience may be submitted in satisfaction of the recency required by sections (3) through (10) of this rule. One quarter hour of preparation equals 20 days of experience. One year of experience equals 180 days.

(3) An applicant may complete nine quarter hours of additional preparation germane to the license and endorsement being

reinstated within the three-year period prior to application for reinstatement. The additional credits required for reinstatement may simultaneously apply toward the renewal requirements (if additional preparation was necessary for renewal).

(4) College instructors may reinstate a license upon verification of teaching three different college courses to total nine quarter hours in the approved program germane to the license and endorsement(s) being reinstated. The courses must have been taught in a three-year period prior to application for reinstatement. Verification must be provided by the institution's registrar, designated personnel officer, or dean of the school or college.

(5) An applicant for reinstatement of a Basic, Standard, or Regular Teaching License may provide verification of volunteer experience or employment as an instructional assistant in Oregon schools. The volunteer or instructional assistant experience must be completed within the three-year period prior to application for reinstatement. Volunteer or instructional assistant experience must meet the following criteria:

(a) A minimum of 120 hours of successful experience must be completed within a ten-week period. This amount of experience shall be accepted in lieu of three quarter hours of the additional preparation required for reinstatement of a license. Not more than three quarter hours of the reinstatement requirement may be met in any ten-week period through this option, but experiences over a period of 30 weeks totaling 360 hours may be used to satisfy the entire credit requirement.

(b) Personnel must be assigned in accordance with the license and endorsement held and must work directly with students for at least one-half of the required hours of experience. The remainder of the time may be used for planned observations, development of lesson plans and instructional materials, and other experiences designed to acquaint the person with current curricula and practices in public schools.

(c) The volunteer must be under the direct supervision of the principal or a licensed educator designated by the principal. The instructional assistant must be under the direct supervision of a licensed teacher. The person shall, in consultation with the supervisor, develop a written professional improvement plan for the ten-week experience. The plan shall state goals and objectives which will form the basis for evaluation of the experience and performance. Verification of the successful experience must be provided by the district superintendent.

(6) An applicant for reinstatement of a Basic, Standard, or Regular Teaching License may provide verification of 180 days of substitute teaching in Oregon schools on an Oregon Substitute Teaching License within the three-year period prior to application for reinstatement.

(7) An applicant for reinstatement of a Basic, Standard, or Regular License may provide verification of 180 days of experience in Oregon schools on an Oregon Restricted License valid for the assignment within the three-year period prior to application for reinstatement.

(8) An applicant for reinstatement of a Basic, Standard, or Regular License may provide verification of one year of appropriately assigned experience in out-of-state public schools or regionally accredited private schools and a copy of the out-of-state license valid for that experience. The experience must be completed within the three-year period prior to application for reinstatement.

(9) Any educator may reinstate a Basic, Standard, or Regular License which would have been renewable upon verification of successful experience at the time of expiration by verifying one year of appropriately assigned experience in Oregon schools on a license appropriate for the assignment. The experience must be completed within the three-year period prior to application.

(10) An applicant for reinstatement of a Special License may provide verification of renewal requirements, if any, and payment of the late application fee. Renewal requirements must be completed within the three-year period prior to application. Special licenses requiring a joint application (see definition in OAR 584-036-0005) must verify renewal requirements; however, no late fee is assessed.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: 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 1-1988, f. 1-14-88, ef. 1-15-88; TS 2-1989, f. & cert. ef. 2-16-89; TS 3-1989, f. & cert. ef. 7-31-89; TS 7-1989, f. & cert. ef. 12-13-89; 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

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 copy of the Board's resolution containing the teacher's notice of resignation and the Board's request for suspension of licensure, a copy of the teacher's contract, a copy of the applicable collective bargaining agreement, and a statement from the superintendent describing the provisions of the agreement for resignations.

(2) Upon receipt of the information specified in section (1) of this rule, the Executive Director will notify the teacher of suspension of his or her license. This notice of suspension contains the following statement: "You may appeal this action in writing within twenty days after the date of this notice. If an appeal is made to the Commission, suspension of your teaching license shall be stayed until the Commission reaches its decision."

(3) If the teacher appeals the proposed suspension, the Commission's chairperson will schedule a hearing under procedures specified in ORS Chapter 183 and instruct the Executive Director to notify both the teacher and the district. The hearing is private unless the teacher requests a public hearing. The chairperson determines whether the hearing will be held before the full Commission, or before a panel of three Commissioners, or before a hearing officer. The teacher may be represented by counsel and may present evidence and argument pertinent to the charge.

(4) If the hearing is held before a panel of Commissioners or a hearing officer, a recommended order must be prepared for consideration by the full Commission in accordance with the Attorney General's Model Rules. TSPC will act upon the matter at the next meeting following the hearing.

(5) If TSPC decides that the charge has been proven and the justification for violating the contract is not satisfactory, TSPC will suspend the teacher's license for the remainder of the school year. The decision of TSPC is final. See also ORS 342.553(2) regarding violation of contracts.

(6) A license which has been suspended for violation of contract may be reinstated after the period of suspension upon application and payment of the evaluation fee.

Stat. Auth.: ORS 342

Stats. 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

584-050-0022

Suspension for Failure to Obtain Valid First Aid Card

(1) After a person receives the first license in Oregon, he or she must secure a recognized first aid card within 90 days. Cardiopulmonary resuscitation (CPR) training alone does not meet this requirement. Failure to hold a current first aid card within this period of time constitutes grounds for suspension of the license.

(2) First aid cards recognized by TSPC include, but are not limited to, the following: Standard First Aid and Convalescent Patient Aid Cards issued by American Red Cross; First Aid, First Responder, and Medical Self Help Cards issued by the U.S. Bureau of Mines; U.S. Department of Defense; U.S. Department of Human Resources; U.S. Department of Interior; and U.S. Department of Labor; and Medic First Aid, Pediatric Medic First Aid, and First Aid Cards issued in Oregon by Childhood Emergencies Workshops, Clackamas County Fire District, CPR Life-line Emergency Life Support, Emergency Medical Planning, Linn-Benton Community College, and Southern Oregon State

College.

(3) A current Emergency Medical Technician, Nursing, or Nursing Assistant license issued by Oregon or another state may be submitted as evidence of recognized first aid training instead of a first aid card.

(4) A person with a physical handicap may submit a statement signed by an approved first aid instructor verifying that he or she completed a first aid course, but was unable to meet the competencies required by the course due to the physical handicap. This statement constitutes a valid card for purposes of this rule. See ORS 342.126 regarding the first aid card requirement.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.126

Hist.: TS 2-1981(Temp), f. & ef. 8-17-81; TS 1-1982, f. & ef. 1-5-82; TS 3-1989, f. & cert. ef. 7-31-89; TS 1-1992, f. & cert. ef. 1-15-92

584-050-0025

Revocations and Suspensions for Other Than Violation of Contract or Failure to Obtain Card

Revocations and suspensions of licenses for reasons other than resignation in violation of contract or failure to obtain a valid first aid card shall be handled in accordance with ORS 342.175 through 342.180. See also OAR 584-050-0030.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1981(Temp), f. & ef. 8-17-81; TS 1-1982, f. & ef. 1-5-82; TS 1-1992, f. & cert. ef. 1-15-92

584-050-0027

Surrender of License

(1) TSPC may permit an educator to voluntarily surrender an Oregon license prior to its expiration date if TSPC finds that such action is in the best interest of the public.

(2) Where TSPC has grounds for disciplinary action against an educator under ORS 342.175 through 342.180 and the educator offers to surrender his or her license, TSPC shall require the educator to stipulate to pertinent facts and to the revocation or suspension of the license as a condition of TSPC's acceptance of the surrender of the license. This stipulation shall become a part of the person's licensure file and may be used as evidence of fitness to serve as an educator within the meaning of ORS 342.175 if the person applies for reinstatement of the license and for purposes of ORS 342.203. If the TSPC and the educator cannot agree on a stipulation, TSPC may proceed with disciplinary proceedings.

(3) The Executive Director is authorized to enter into a stipulation described in section (2) of this rule on behalf of TSPC.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200

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

584-050-0030

Serving Without Proper Licensure

(1) TSPC may deny a license if a person has served in violation of licensure. 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.

(2) Licensed persons must be assigned in accordance with the endorsement(s) they hold or under provisions of OAR 584-050-0055, Misassignments. Persons who serve and administrators who assign licensed persons in violation of 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 suspension, probation, or public reprimand.

(3) 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 - ORS 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

584-050-0035

Registration of Licenses: Duties of School Districts and ESD's

School districts and education service districts must determine that personnel serving in licensed positions, including substitute teachers, hold valid licenses appropriate to their assignments on the date employment begins. To achieve these objectives, each school district and ESD shall maintain a current record of its licensed employees including:

- (1) Name;
- (2) Type of license(s) and endorsement(s) held;
- (3) Expiration date of license; and
- (4) Transcripts of professional preparation.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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

584-050-0040

Expiration of Licenses and Continued Use of Expired Licenses

(1) A license expires on the date posted on the license unless an application for renewal is received by TSPC prior to that date. If a license expires, reinstatement requirements must be met for further licensure.

(2) In spite of the expiration date, a license continues to be valid for 120 days after the date of expiration for purposes of ORS 342.173 (forfeiture for non-licensed personnel) and ORS 342.505(2) (fair dismissal). See also OAR 584-050-0066(3) pertaining to expiration of a license during employment.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1981(Temp), f. & ef. 8-17-81; TS 1-1982, f. & ef. 1-5-82; TS 1-1992, f. & cert. ef. 1-15-92

584-050-0042

Reporting Changes of Name or Address

A license holder must report changes of name and/or address to the Commission within 90 days of such change. Reports shall include the following information and documentation:

(1) Changes of address may be made by telephone or in writing. Changes of address must include the educator's name, social security number, and old and new residence addresses.

(2) Notification of a new married or assumed name must be in writing and must include the educator's old and new names, social security number, and one of the following documents:

- (a) Employing superintendent's signature on the Form-C-1 verifying the change of name; or
- (b) Photocopy of the marriage license or court order establishing the change of name.

(3) If the educator reverts to a name previously established with the Commission, the report must be in writing and must include the educator's old and new names and social security number. In this case, documentation from a court is not required.

(4) If the educator requests a new license bearing the new name, an Application, Form C-1 and duplicate license fee are required.

Stat. Auth.: ORS 342

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

Hist.: TS 2-1990, f. 6-1-90, cert. ef. 6-14-90; TS 1-1992, f. & cert. ef. 1-15-92

580-050-0045

Issuance — Effective Date of Licenses

(1) All applications are evaluated within 30 days in the order in which they are received, except applications for emergency licenses with expedited service submitted jointly by the applicant and the employing school board or school superintendent. These emergency license applications are evaluated within two working

days. Upon issuance of the emergency license, the applications are placed in the regular mail stream for evaluation for a Basic License in accordance with OAR 584-042-0067, 584-044-0037, or 584-046-0035.

(2) A license is valid from the date upon which the applicant is determined by TSPC to be eligible for the license or reinstatement. The license is effective for the appropriate number of years for that license (one, two, three, or five years) plus that period to the applicant's next birthday.

(3) A renewed license is effective for the number of years for that license beyond the birthdate on which the current license expires. An application for renewal must be submitted before the current license expires. The Commission will renew a license up to 90 days in advance of the current license's expiration.

Stat. Auth.: ORS 342

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

Hist.: TS 2-1978, f. 6-6-78, ef. 10-15-78; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 5-1983, f. & ef. 7-21-83; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92

584-050-0055 Misassignment

Misassignment as defined by OAR 584-036-0005 is an assignment of a licensed person to a position for which he or she does not hold the endorsement required by Rules for Licensure. Misassignment is appropriate only as an emergency measure and shall be temporary in nature. Misassignments are to be reported to the Commission on a form supplied by the Commission. Misassignments must be reported annually by October 15 or within six weeks of when the misassignment begins. As used in this rule, a class period is approximately 50 minutes in length or the equivalent.

(1) Misassignment of two periods or less do not require the submission of a plan for correction.

(2) If a person is misassigned for more than two class periods outside the areas permitted under the license and endorsement(s) held, the following subsections (a), (b), and (c) of this section are applicable:

(a) During the first year of misassignment, the employing superintendent must file a misassignment report to include an acceptable plan for correction. If the Executive Director deems the justification for misassignment is satisfactory, he or she may authorize the district to continue the assignment for the balance of the school year.

(b) Effective January 15, 1999, the following rule shall supercede sub-section (a) of this rule. During the first year of misassignment, the employing superintendent must file a misassignment report that includes an acceptable plan for correction and indicates that an appropriate mentor has been assigned. If the Executive Director deems the justification for misassignment is satisfactory, he or she may authorize the district to continue the assignment for the balance of the school year.

(c) If a misassignment will occur for a second year, whether continuous or not, the person must obtain by October 15 of the second year an emergency license as set forth in OAR 584-042-0067 (teaching), OAR 584-044-0037 (personnel service), or OAR 584-046-0035 (administration). If the person has served in this position for one year, or a portion thereof, on a misassignment report permitted under subsection (2)(a) of this rule, issuance of an emergency license will be contingent upon completion of nine quarter hours applicable to a basic or standard license with the appropriate endorsement(s). The nine quarter hours are to be completed after the misassignment began as reported and approved. The coursework completed must be in satisfaction of outstanding requirements for the new endorsement or in accordance with an amended and approved plan of correction.

(d) The reporting school district is not authorized to continue or to make new misassignments to include one, two, or more periods for the same educator if a misassignment was approved under subsection (2)(a) of this rule, but the plan for correction was not

completed.

(3) If the Executive Director deems that the demographic characteristics of the district, the size of the student body, the number of licensed personnel, and the educational practices of the school warrant, an educator may be permitted to continue in a misassignment without additional preparation.

(4) If a misassignment beyond the initial year is not approved, the district cannot continue without penalty to assign the staff to that position. If the misassignment continues, the district can be required to forfeit basic school support funds. A forfeiture may be assessed when the school district fails to report a misassignment or be in compliance with the Rules. See OAR 584-050-0066.

(5) Any appeal from the decision of the Executive Director on approval and/or continuation of a misassignment shall be referred to the Discipline Committee (or other appropriate committee if a Discipline Committee has not been appointed). The committee shall develop for the Commission a recommendation on the appeal and a recommendation on resolving the misassignment if the Executive Director's decision is not sustained.

Stat. Auth.: ORS 342

Stat. Implemented: ORS 342.120 - ORS 342.200 & ORS 342.400

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 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1989, f. & cert. ef. 7-31-89; TS 10-1991, f. & cert. ef. 8-7-91; 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

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 appropriate to their assignments.

(2) TSPC may require a district to forfeit a portion of the basic school support funds 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 342.127, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 342.176

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

584-050-0065 Procedure for Determining Propriety and Amount of Forfeiture

(1) If TSPC obtains information indicating that a person has served without proper licensure, the Executive Director shall 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 shall 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 justify 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 therefor, 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 TSPC 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. TSPC may refuse to consider any other grounds in any subsequent hearing on the matter.

(5) The Executive Director shall consider any written explanation submitted by the district under section (3) of this rule and any other factors he or she deems relevant and shall make a preliminary determination as to whether the employment without proper licensure was or was not justified. The Executive Director shall also make a preliminary determination of the appropriate forfeiture, if any, of basic school support funds due the district. In making these determinations the Executive Director shall apply the criteria for setting forfeitures stated in OAR 584-050-0066 and 584-050-0067.

(6) The Executive Director shall inform TSPC 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, he or she has determined that a violation has occurred. TSPC may adopt the Executive Director's determinations or may modify those determinations. This is not a contested case proceeding, so the district is not entitled to present argument unless requested by TSPC. The district is entitled to a contested case hearing as indicated in OAR 584-050-0070.

(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.

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

584-050-0066

Criteria for Setting Amount of Forfeiture

TSPC shall 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 (1) through (6) of this rule exists. In determining the number of days which a teacher has served without proper licensure, TSPC shall include a teacher's inservice days and shall not count the 120 calendar days past the certification expiration date as permitted in OAR 584-050-0045:

(1) After consideration of the explanation of the district and any other factors deemed relevant, TSPC may determine that extraordinary circumstances justify a lesser forfeiture.

(2) No forfeiture will be assessed where the justification for employment without proper licensure is satisfactory to TSPC.

(3) A school district shall be required to forfeit not more than \$1,000 of basic school support 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 qualification necessary to renew the license. Subject to any applicable collective bargaining agreement, a district required to forfeit any basic school support funds under this section is entitled to recover one-half of the amounts forfeited from the licensed personnel whose unlicensed status caused the forfeiture. Recovery shall not exceed one-half of the amount forfeited that is attributed to the particular licensed person.

(4) The maximum forfeiture for a single incident of employment without proper licensure shall 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.

(5) If a misassignment report is filed or an application for an emergency license is made, as provided in OAR 584-050-0055, no forfeiture will be assessed for employment during the six-week reporting period.

(6) No school district shall be required to forfeit basic school support funds solely as a result of payment for services from a private alternative education program registered with the Oregon Department of Education or for misassignment of a teacher holding a valid Oregon teaching license in an alternative education program operated by the district. Education service districts shall not be required to make payment to the basic school support fund for the employment or assignments specified above.

Stat. Auth.: ORS 342

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

584-050-0067

Setting Amount of Forfeiture During a Labor Dispute

Notwithstanding provisions of OAR 584-050-0066 and 584-050-0070, if a school district employs a nonlicensed person in a position requiring licensure during a labor dispute, it must forfeit the full amount of salary paid the person for each teaching day that the person was employed without licensure. In this case, 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, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 342.176

Hist.: TS 1-1982, f. & ef. 1-5-82; TS 1-1992, f. & cert. ef. 1-15-92

584-050-0070

Notice of Commission's Determinations and Opportunity for a Hearing

(1) The Executive Director shall notify the district superintendent and district board of TSPC'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. The district is entitled to a contested case hearing on the matter if a written request for a hearing is received by TSPC within thirty days of mailing of the notice. If the district does not submit a timely request for a hearing, the forfeiture is imposed.

(2) The scope of a contested case hearing may be limited by TSPC 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.

(3) Following the hearing, TSPC may affirm or deny the alleged violation, and may affirm, increase, or decrease the amount of forfeiture.

(4) TSPC shall 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 & ORS 342

Stats. Implemented: ORS 183.310 - ORS 183.550 & 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; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97

DIVISION 52

APPROVED TEACHER 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 en-

dorsements. 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, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 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

584-052-0010

Oregon Teacher Education Institutions

(1) An Oregon college or university may recommend candidates for Oregon Basic and Standard 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 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 and must meet the recent experience requirement set forth in OAR 584-036-0005.

Stat. Auth.: ORS 342

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

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, 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

584-052-0015

Non-Oregon License Holders

Applicants may have their preparation evaluated by the Commission if they *either* hold a license issued by another state *or* have one year of appropriate public school experience *or* have completed a preparation program in an out-of-state college or university which would entitle them to such a license. One of the following will result:

(1) If the out-of-state applicant has met the professional requirements established by TSPC and has completed a course of study substantially similar to that required for an in-state applicant, the Commission will issue a basic license and advise the applicant of the academic and experience requirements for renewal of the basic license. The Commission will also advise the applicant of the requirements for the standard license.

(2) If the applicant does not meet requirements for basic licensure, the Commission may issue an emergency license under OAR 584-042-0067 (teaching), 584-044-0037 (personnel service), or 584-046-0035 (administrative) when the endorsement being requested is one in which there are insufficient applicants or when the employing district submits verification of extenuating circumstances.

Stat. Auth.: ORS 342

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

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1981, 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

584-052-0020

Approval of Other Teacher Preparation

Teacher preparation not completed through one of the procedures identified in OAR 584-052-0005 to 584-052-0015 may be approved for purposes of teacher licensure in one of the following ways:

(1) The applicant whose preparation was completed in a non-accredited institution or in a college or university outside the United States may request an evaluation of his or her previous preparation by an approved Oregon teacher education institution, complete the work necessary to meet requirements of the institu-

tion's approved program, and request recommendation by the institution for licensure. The Oregon institution may waive part or all of the approved program requirements on a course-by-course basis under provisions of OAR 584-052-0025. The institution shall submit a recommendation on Form C-2 indicating the date that the applicant was deemed to be eligible for Oregon licensure, either through completion of outstanding courses or through evaluation of transcripts and waivers. Receipt of such recommendation by the Commission verifies acceptability of the applicant's bachelor's degree required for the Basic Teaching License.

(2) The applicant may earn either a bachelor's or advanced degree from an approved teacher education institution in another state, incorporating previous preparation as a part of the degree program. A bachelor's degree from an institution that is not approved will be accepted if an approved teacher education institution has accepted the bachelor's degree and signed a Form C-2 recommending for licensure. The preparation will be evaluated in accordance with requirements of the Rules for Licensure, where upon an appropriate license will be issued to a qualified applicant based upon recommendation by the institution.

(3) Applicants seeking to qualify for Oregon licensure under provisions in section (1) or (2) of this rule must also meet the basic skills tests and recent educational experience requirements.

Stat. Auth.: ORS 342

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

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 2-1989, f. & cert. ef. 2-16-89; TS 7-1989, f. & cert. ef. 12-13-89; TS 6-1991, f. & cert. ef. 3-12-91; TS 1-1992, f. & cert. ef. 1-15-92

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 (OAR 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 require-

ments;

(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, ORS 342.135, ORS 342.140, ORS 342.143, ORS 342.147, ORS 342.165, ORS 342.175 & ORS 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

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. The Executive Director shall consider experience to satisfy minimal licensure requirements only when it clearly serves the interests of the school district and its students. To be granted a basic or standard 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.

(4) The Executive Director may postpone the basic skills tests required in OAR 584-036-0065 in extraordinary situations that cannot be resolved by arrangements for special testing. The Executive Director may substitute other evidence of qualifications for the basic skills, subject matter, and/or professional knowledge tests if the applicant has unusual handicapping conditions or cultural or ethnic background that cannot be accommodated through special ETS testing provisions. The Executive Director shall periodically report to the Commission on such postponements and substitutions.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.200 & ORS 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, Of. & ef. 12-23-80; Renumbered from 584-052-025; 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

DIVISION 60

TEACHER LICENSURE UNDER OREGON

Oregon Administrative Rules Compilation

EDUCATIONAL ACT FOR THE 21ST CENTURY

584-060-0001

Purpose

These rules establish a licensure program for teachers that supports the Oregon Educational Act for the 21st Century (ORS Chapter 329) and is consistent with the redesign of teacher work to accomplish objectives for Oregon schools. This licensure program has the following characteristics:

(1) The levels of licensure align with developmental levels of students. Licenses are issued for four levels: early childhood, elementary, middle level and high school. Teachers are authorized for broad assignments at each level to facilitate integration of curriculum and use of multi-disciplinary teams.

(2) The curriculum of teacher preparation affirms the dignity and worth of all students and assists students from diverse cultural and ethnic backgrounds to meet State content standards and district standards.

(3) Provisions are made for entry into teaching from a variety of backgrounds including: business and industry, teaching experience in other settings, as well as traditional four-year, five-year and fifth-year teacher education programs.

(4) Continuing professional development (CPD) is integral to the entire licensure program. During the first year of teaching, CPD is promoted by assignment of a mentor teacher. (See ORS 329.790 to 329.820.) While holding the Initial Teaching License a teacher's professional development is fostered through one of three options leading to the Continuing Teaching License. Thereafter, individualized professional development plans are incorporated into requirements for the renewal of the Continuing Teaching License.

(5) Oregon's licensure program is compatible with requirements of the National Board for Professional Teaching Standards, in accordance with ORS 342.121, and teachers are encouraged to seek voluntary national certification as evidence of exemplary professional development.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-060-0005

Effective Date

Effective January 15, 1999, licenses for teachers will be issued under the rules set forth in this division.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-060-0010

Initial Teaching License Requirements

(1) An applicant for a Teaching License must assemble the materials necessary for evaluation for a license. All materials will be submitted in one package. An incomplete application will be returned.

(2) An applicant for an Initial Teaching License must submit the following:

(a) Completed C-1 Form;

(b) Official transcripts from all colleges and universities;

(c) Completed C-2 Form or a license issued by another state and valid for the requested endorsement in Oregon;

(d) Evidence of recent educational experience;

(e) Evidence of knowledge of state and federal statutes prohibiting discrimination;

(f) The fee of \$60 for evaluation of an application based on completion of an Oregon approved teacher education program, or \$75 for evaluation of preparation from another state;

(g) Submission of a score of 661 on the Professional Knowledge Test of the NTE Core Battery;

NOTE: An out-of-state applicant may verify completion of five years of public school or regionally accredited private school teaching experience.

(h) Verification of completion of academic preparation from an approved teacher education institution for one or more endorsements and five years of public school or regionally accredited private school teaching in the endorsement or evidence of acceptable scores as set by TSPC on one or more of the endorsement area(s);

(i) Transcripts from ETS verifying satisfactory scores on basic skills tests; and

(j) Two FBI fingerprint cards together with payment of the \$42 fee for fingerprint clearance by Oregon State Police (584-036-0062).

(3) An applicant renewing the Initial Teaching License must submit evidence of recent educational experience.

(4) The Commission will process an application within 30 days.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-060-0020

Continuing Teaching License Requirements

(1) An applicant for a Teaching License must assemble the materials necessary for evaluation for a license. All materials will be submitted in one package. An incomplete application will be returned.

(2) An applicant applying for the Continuing Teaching License must submit the following materials:

(a) A completed C-1 Form;

(b) Verification from the district of three years of successful teaching experience while holding an Initial Teaching License;

(c) Documentation of advanced competencies by verifying one of the following:

(A) Completion of an approved professional development program offered by a district or consortium of districts;

(B) Completion of an approved program at a teacher education institution;

(C) Completion of an approved professional development program offered by a combination of districts and institutions;

(D) Certification by the National Board For Professional Teaching Standards; or

(E) A Beginning Teacher Assessment Program.

(d) Evidence of knowledge of state and federal laws prohibiting discrimination, if not previously verified; and

(e) Fee of \$60 for evaluation and, if applicable, the late application fee.

(3) An applicant applying for renewal of a Continuing Teaching License shall submit the following materials:

(a) A completed C-1 Form;

(b) Verification from the district of successful teaching experience and completion of a professional development plan; and

(c) A fee of \$60 for evaluation and, if applicable, a late application fee.

(4) The commission will process an application within 30 days.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-060-0030

Selected Subject Matter and Specialty Endorsements

(1) Teachers of art, bilingual/ESOL, music, physical education, reading and special education must qualify for two levels of authorization by:

(a) Completing preparation in psychological foundations and methods appropriate for early childhood education/elementary education OR middle level/high school;

(b) Completing a supervised work experience and/or student teaching in early childhood education and elementary OR middle level and high school; and

(c) Documenting knowledge of the endorsement by passing the PRAXIS test in the specialty. The Multiple Subject Assessment Test (MSAT) is not required for these endorsements.

ment Test (MSAT) is not required for these endorsements.

(2) Teachers of Special Education, in addition to requirements stated in 584-060-0030(1) must complete preparation in the continuum of disabilities (mild, moderate, and severe).

(3) Teachers of educational media, hearing impaired, communication disorders, and vision impaired must qualify for four levels of authorization by:

(a) Completing preparation in psychological foundations and methods appropriate for early childhood education/elementary education AND middle level/high school;

(b) Completing a supervised work experience and/or student teaching in early childhood education/elementary education AND middle level/high school; and

(c) Documenting knowledge of the endorsement by passing the PRAXIS test in the specialty. The Multiple Subject Assessment Test (MSAT) is not required for these endorsements.

(4) Teachers of Early Intervention and Early Childhood Special Education must qualify for the Early Childhood Authorization only by:

(a) Completing preparation in psychological foundations and methods appropriate for early childhood/early intervention;

(b) Completing a supervised practicum in early intervention and early childhood special education; and

(c) Documenting knowledge of the endorsement by passing PRAXIS Test in Special Education: Preschool/Early Childhood. The Multiple Subject Assessment Test (MSAT) is required for Early Childhood Education/Early Intervention I endorsement but is not required for the Early Childhood Education/Early Intervention II endorsement.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-060-0040

Standards for an Initial Teaching License

Through the required course of study, and related assessments, candidates for an Initial Teaching License will demonstrate knowledge, skills, and competencies in each of the five areas set forth below:

(1) Plan instruction that supports student progress in learning and is appropriate for the developmental level:

(a) Select or write learning goals for units of instruction that are consistent with the school's long-term curriculum goals, State content standards and district standards, research findings on how students learn, and the physical and mental maturity of one's students;

(b) Determine the current performance level of one's students with respect to the learning goals established for a unit of instruction;

(c) Establish objectives within the unit of instruction that will be useful in formulating daily lessons and in evaluating the progress of students toward the attainment of unit goals;

(d) Determine content, skills, and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery;

(e) Select and organize materials, equipment and technologies needed to teach a unit of instruction;

(f) Adapt unit and lesson plans for students with diverse needs, and for students with varying cultural, social, and linguistic backgrounds; and

(g) Estimate the time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting and reteaching/problem solving.

(2) Establish a classroom climate conducive to learning:

(a) Affirm the dignity and worth of all students and provide the positive support students need to be effective learners;

(b) Communicate classroom rules and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of development of students, and are consistent with laws governing student rights and responsibilities;

(c) When establishing classroom rules and procedures, apply

to all students principles of gender equity and racial justice, and apply principles of least restrictive environment for students with disabilities;

(d) When establishing and maintaining classroom rules and procedures, model appropriate social behavior, and provide meaningful reinforcement when it occurs;

(e) When establishing and maintaining classroom rules and procedures, take into account the influence of the physical, social, and emotional climates of students' homes and the community on motivation and behavior;

(f) Monitor student conduct, and take appropriate action when misbehavior occurs;

(g) Interact thoughtfully and courteously with students and their parents and resolve conflicts in a professional manner, respecting the cultural context of the community;

(h) Use classroom time effectively to provide maximum time for learning;

(i) Manage instructional transitions decisively and without loss of instructional time;

(j) Arrange and set up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons; and

(k) Coordinate the use of instructional assistants, parent volunteers, student assistants, and other support personnel to achieve instructional objectives, if these resources are available in the school setting.

(3) Engage students in planned learning activities:

(a) Apply organizational structures appropriate for the developmental level of students, including individual and group instruction;

(b) Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished;

(c) Implement instructional plans that employ knowledge of subject matter and basic skills;

(d) Use a variety of research-based educational practices that reflect how students learn, are sensitive to individual differences and diverse cultures, and encourage parent participation;

(e) Emphasize instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking; and

(f) Monitor the engagement of students in learning activities, and the progress they are making, to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives.

(4) Evaluate, act upon, and report student progress in learning:

(a) Select and/or develop tests, performance measures, observation schedules, student interviews, or other formal or informal assessment procedures that are appropriate to determine the progress of all students including those from diverse cultural or ethnic backgrounds;

(b) Document student progress in accomplishing State content standards and district standards, prepare data summaries that show this progress to others, and inform students, supervisors, and parents about progress in learning;

(c) Evaluate student progress in learning and refine plans for instruction, establish alternative learning options, or make appropriate referrals;

(d) To the extent appropriate and feasible, collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families if needed to promote student learning;

(e) Assemble, reflect upon, interpret, and communicate evidence of one's own effectiveness as a teacher including evidence of success in fostering student progress in learning; and use evidence of effectiveness in planning further instruction.

(5) Exhibit professional behaviors, ethics and values:

(a) Is dependable, conscientious, and punctual;

(b) Meets work schedule demands;

(c) Is aware of the importance of professional appearance and demeanor;

(d) Is aware of, and acts in accordance with, school policies

and practices;

(e) Is respectful of cultural patterns and expectations that operate within a school;

(f) Interacts constructively with colleagues, administrators, supervisors, and educational assistants and parents;

(g) Performs advisory functions for students in formal and informal settings;

(h) Functions as a member of an instructional team to achieve long-term curriculum goals, State content standards and district standards;

(i) Exhibits energy, drive and determination to make one's school and classroom the best possible environment for teaching and learning; and

(j) Exhibits energy, drive and determination to become a professional educator.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-060-0050

Early Childhood Authorization (Valid for Teaching from Age Three Through Grade Four)

Through the required course of study and related practicum and/or student teaching experiences, candidates will demonstrate competencies specified in OAR 584-060-0040 and knowledge, skills and competencies stated below:

(1) Document understanding and ability to apply knowledge of developmental psychology and learning appropriate to students ages three through grade four within the cultural and community context of the teacher education institution and cooperating school districts.

(2) Articulate and apply a philosophy of education which is appropriate to the students in early childhood education and which ensures that students learn to think critically and integrate subject matter across disciplines.

(3) Document broad knowledge of the curriculum of early childhood education by passing the PRAXIS Multiple Subject Assessment Test (MSAT).

(4) Complete student teaching or internship with students age three through grade four. A practicum may substitute for student teaching if this is an additional authorization on an Initial or Continuing Teaching License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 7-1998, f. 9-28-98, cert. ef. 1-15-99

584-060-0060

Elementary Authorization (Valid for Teaching in Grades 3-8 in an Elementary School)

Through the required course of study and related practicum and/or student teaching experiences, candidates will demonstrate competencies specified in OAR 584-060-0040 and knowledge, skills and competencies stated below:

(1) Document understanding and ability to apply knowledge of developmental psychology and learning appropriate to students in grades 3-8 within the cultural and community context of the teacher education institution and cooperating school districts.

(2) Articulate and apply a philosophy of education which is appropriate to the students in elementary grades and which ensures that students learn to think critically and integrate subject matter across disciplines.

(3) Document broad knowledge of the curriculum of elementary education by passing the PRAXIS Multiple Subject Assessment Test (MSAT).

(4) Complete student teaching or internship with students in grades 3-8. A practicum may substitute for student teaching if this is an additional authorization on an Initial or Continuing Teaching License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232
Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 7-1998, f. 9-28-98, cert. ef. 1-15-99

584-060-0070

Middle Level Authorization (Valid for Teaching in Grades 5-10 in a Middle or Junior High School)

Through the required course of study and related practicum and/or student teaching experiences, candidates will demonstrate competencies specified in OAR 584-060-0040 and knowledge, skills and competencies stated below:

(1) Document understanding and ability to apply knowledge of developmental psychology and learning appropriate to students in grades 5-10 within the cultural and community context of the teacher education institution and cooperating school districts.

(2) Articulate and apply a philosophy of education which is appropriate to the students in middle level education and which ensures that students learn to think critically and integrate subject matter across disciplines.

(3) Document broad knowledge of the curriculum of middle-level education by passing the Multiple Subject Praxis Test (MSAT).

(4) Document in-depth knowledge of one subject matter or specialty endorsement appropriate to middle level teaching assignments by one or more of the following:

(a) Completing a college major in the subject matter or specialty endorsement;

(b) Passing the PRAXIS test in the subject matter or specialty endorsement; or

(c) Presenting other evidence of competence.

(5) Complete student teaching or internship with students in grades 5-10. A practicum may substitute for student teaching if this is an additional authorization on an Initial or Continuing Teaching License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 6-1998, f. & cert. ef. 7-13-98; TSPC 7-1998, f. 9-28-98, cert. ef. 1-15-99

584-060-0080

High School Authorization (Valid for Teaching in Integrated Subjects and Departmental Assignments Grades 7-12 in a Mid-High or High School)

Through the required course of study and related practicum and/or student teaching experiences, candidates will demonstrate competencies specified in OAR 584-060-0040 and knowledge, skills and competencies stated below:

(1) Document understanding and ability to apply knowledge of developmental psychology and learning appropriate to students in grades 7-12 within the cultural and community context of the teacher education institution and cooperating school districts.

(2) Articulate and apply a philosophy of education which is appropriate to the students in high school and which ensures that students learn to think critically and integrate subject matter across disciplines.

(3) Document in-depth knowledge of one subject matter or specialty area appropriate to secondary level teaching assignments by passing the PRAXIS specialty test in that area.

(4) Complete student teaching or internship with students in grades 9-12. A practicum may substitute for student teaching if this is an additional authorization on an Initial or Continuing Teaching License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 7-1998, f. 9-28-98, cert. ef. 1-15-99

584-060-0090

Renewal of Initial Teaching License

The Initial Teaching License is renewable once upon verification of successful experience while working with a mentor. Thereafter, the teacher must meet requirements for a Continuing Teaching License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-060-0100

Standards for a Continuing Teaching License

A candidate for a Continuing Teaching License will hold a Masters degree or equivalent and will demonstrate the advanced competencies specified below.

(1) Document competence as a teacher:

(a) Assess knowledge and skills of students in relation to long-term content goals State content standards, and district standards, and determine the knowledge and skills each student needs to accomplish them;

(b) Design instructional plans that incorporate knowledge of students' developmental levels, interests, abilities, and learning accomplishments consistent with content standards and district standards;

(c) Establish a classroom climate conducive to learning, e.g., positive classroom management, a safe and developmentally appropriate environment, efficient organization of time and materials, and effective transitions;

(d) Implement instructional plans that employ knowledge of subject matter and use research-based educational practices that reflect how students learn, are sensitive to individual differences and diverse cultures, and encourage parent participation;

(e) Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students, and to their families;

(f) Evaluate student progress in learning, refine plans for instruction, and establish alternative learning options when necessary;

(g) Document and report the progress of students in achieving content standards and district standards; and

(h) Document competency as a professional educator through:

(A) Use of emerging research on teaching, learning and school improvement to enhance practices;

(B) Participation in designing, evaluating and improving opportunities for teaching and learning in an educational institution; and

(C) Collaboration with one's colleagues to enhance job performance and advance teaching as a profession.

(2) Verify three years of one-half time or more teaching experience in Oregon public schools or in Oregon schools accredited by Northwest Association of Schools and Colleges.

(3) Evidence to document sections (1) must be provided by one of the following:

(a) Completion of an approved professional development program offered by:

(A) School district or a consortium of the district(s);

(B) A teacher education institution; or

(C) A combination of district(s) and institution(s).

(b) Certification by the National Board of Professional Teaching Standards; or

(c) Assessment by the Beginning Teacher Assessment Program and completion of any prescribed professional development activities.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-060-0110

Renewal of a Continuing Teaching License

The Continuing Teaching License may be renewed upon submission of the following:

(1) Verification from the employing district of one year of successful teaching experience;

(2) Documentation that the applicant has established and annually updated a professional development plan which has been reviewed by the employing district; and

(3) A report by the applicant summarizing completed professional development activities and verifying successful completion of the applicant's professional development plan for the previous licensure period.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-060-0120

Waivers of Rules on Assignment

(1) If the Commission deems that the demographic characteristics of the district, the size of the student body, the number of licensed personnel, and the educational practices of the school warrant, the district may be granted a three year case-specific waiver of rules on assignment for licensure level and/or endorsement. The Commission shall grant a waiver only when it clearly serves the interests of the school district and its students.

(2) The Commission shall monitor any waivers granted under section (1) of this rule and shall receive periodic reports on such waivers.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-060-0130

Adding Endorsements or Authorization Levels to Existing Initial and Continuing Teaching Licenses

(1) Application for evaluation to add a subject matter or specialty endorsement to an existing Initial or Continuing Teaching License shall be made in one of the following ways:

(a) The applicant may submit transcripts showing completion of the academic requirements for the endorsement from an approved institution together with documentation indicating five years of successful, appropriately assigned teaching in the new endorsement on a license valid for the assignment;

(b) The applicant may submit a Preparation for Teaching Report, Form C-2, from an approved teacher education institution and submit a passing score as determined by the Commission on the PRAXIS specialty area test for which the endorsement is being requested;

(c) The applicant may submit a passing score as determined by the Commission on the PRAXIS specialty area test for which the endorsement is being requested and document one year of one-half time or more successful teaching experience in the endorsement, OR complete a practicum experience at an approved teacher education institution, OR document or experience on an approved misassignment if teaching in Oregon. The employing district shall assign a mentor teacher for the first year of this misassignment.

(2) A candidate seeking to add the next contiguous authorization to an Initial or Continuing license shall:

(a) Successfully complete at least six quarter hours but shall not be required to complete more than nine quarter hours of preparation in child and/or adolescent development and methods of instruction in the appropriate subject(s) at the requested authorization level; and

(b) Complete a minimum of 90 clock hours of practicum experience at an approved teacher education institution or on an approved misassignment with an Oregon school. During the practicum, the candidate will prepare one work sample to document effectiveness at the new authorization level. The employing district shall assign a mentor teacher for the first year of the misassignment.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS

342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-060-0140

Test Scores Set by TSPC

For purposes of these standards, TSPC has set the following passing scores on tests of basic skills, subject matter, and professional knowledge:

(1) The candidate shall demonstrate knowledge of basic skills by presenting one of the following:

(a) A minimum score of 41 for each of the three content areas (reading, language, and mathematics) on the California Basic Educational Skills Test (CBEST). A total score (the sum of reading, mathematics, and writing scaled scores) of 123 is required for passing status. The lowest possible score for passing a content area of the CBEST is 37 (scaled score) provided that the passing total score of 123 is achieved; or

NOTE: Candidates who do not pass the CBEST may retake the examination as many times as they choose. Candidates who obtain a passing score on any section of the test (reading, language, or mathematics) need not repeat that test section. However, retesting to obtain a higher score is permitted. The highest score obtained will be used to compute the total CBEST score.

(b) The following PRAXIS I Pre-Professional Skills Tests:

(A) Reading (0710), 174 (CBT-321);

(B) Writing (0720), 171 (CBT-317);

(C) Mathematics (0730), 175 (CBT-320).

NOTE: Core Battery tests passed prior to October 1, 1995, shall continue to be valid for licensure purposes to meet the basic skills requirement.

(2) For endorsements for which TSPC has not adopted tests and set passing scores, knowledge of subject matter shall be documented to the satisfaction of the Executive Director. Evidence to be considered by the Executive Director will include, but not be limited to, transcripts of college preparation and documented work experiences pertinent to the endorsement. The Commission shall monitor any approval granted by the Executive Director under this section of the rule and shall receive reports of such approval.

(3) The candidate demonstrates knowledge of subject matter by presenting one or more of the following minimum scores appropriate to the endorsements for which the applicant is applying:

(a) Agriculture (10900), 620;

(b) Art (10130), 610;

(c) Biology/general science:

(A) Biology/General Science: Content Knowledge, Part 1 (20231), 161;

(B) Biology/General Science: Content Knowledge, Part 2 (20232), 156;

(C) Biology/General Science: Content Essays (30233), 154.

(d) Business (10100), 620;

(e) Chemistry:

(A) Chemistry: Content Knowledge (20241), 144;

(B) Chemistry: Content Essays (30242), 140.

(f) Chemistry/physics (10070), 570;

(g) Early childhood education (10020), 600;

(h) Special Education: Preschool/Early Childhood (10690), 560;

(i) Educational media (10310), 630;

(j) Elementary: Combined score of 310 on MSAT: Content Knowledge (10140), and MSAT: Content Area (20151), provided the applicant has a minimum score of 147 on each exam;

(k) French (10170), 620;

(l) German (20180), 620;

(m) Handicapped learner:

(A) Special Education: Application of Core Principles Across Categories of Disability (10352), 156;

(B) Special Education: Knowledge-Based Core Principles (20351), 155.

(n) Health (10550), 720;

(o) Hearing impaired (10270), 580;

(p) Home economics (10120), 650;

(q) Integrated science:

- (A) General Science: Content Knowledge, Part 1 (10431), 152;
 (B) General Science: Content Knowledge, Part 2 (10432), 150;
 (C) General Science: Content Essays (30433), 135.
 (r) Japanese (10660), 600;
 (s) Language arts:
 (A) English: Content Knowledge (10041), 164;
 (B) English: Essays (20042), 145.
 (t) Marketing (10560), 690;
 (u) Mathematics (basic):
 (A) Basic Math: Mathematics Specialist: Middle and Intermediate Grades (66), 167;
 (B) Basic Math: Pedagogy (20065), 140.
 (v) Mathematics (advanced):
 (A) Advanced Math: Content Knowledge (10061), 147;
 (B) Advanced Math: Proofs, Models & Problems, Part 1 (20063), 144;
 (C) Advanced Math: Proofs, Models & Problems, Part 2 (30064), 140.
 (w) Music:
 (A) Music: Analysis (20112), 167;
 (B) Music: Concepts and Processes (30111), 170;
 (C) Music: Content Knowledge (10113), 167.
 (x) Physical education:
 (A) Physical Education: Content Knowledge (10091), 160;
 (B) Physical Education: Movement Forms-Analysis & Design (30092), 141;
 (C) Physical Education: Movement Forms-Video Evaluation (20093), 145.
 (y) Physics:
 (A) Physics: Content Knowledge (10261), 147;
 (B) Physics: Content Essays (30262), 145.
 (z) Reading (10300), 640;
 (aa) Severely handicapped learner (10320), 670;
 (bb) Social studies:
 (A) Social Studies: Content Knowledge (10081), 158;
 (B) Social Studies: Analytical Essays (20082), 155;
 (C) Social Studies: Interpretation of Materials (20083), 167.
 (cc) Spanish:
 (A) Spanish: Content Knowledge (10191), 166;
 (B) Spanish: Productive Language Skills (20192), 165.
 (dd) Speech (10220), 640;
 (ee) Speech impaired (10330), 630;
 (ff) Technology education (10050), 640;
 (gg) Vision impaired (10280), 760.
 (4) The candidate demonstrates professional knowledge by presenting a minimum score of 661 on the NTE Core Battery Test of Professional Knowledge.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

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 Continuing Teacher Licenses. The use of this rule includes, but is not limited to, the following:

- Advising Oregon Teacher Education Institutions of academic requirements for endorsements under Divisions 60, 70 and 80;
- Assessing the preparation of out-of-state applicants who make application for Oregon licensure; and
- 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 - ORS 342.143, ORS 342.153, ORS 342.165, & ORS 342.223 - ORS 342.232

Hist.: TSPC 5-1998, f. 6-5-98, cert. ef. 1-15-99

584-065-0030

Special Educator - Early Childhood and Elementary (Valid for Teaching Learners with Mild, Moderate, and Severe Disabilities)

The following requirements must be met:

- Demonstrated competence in each of the following:
 - Theory and foundations of exceptional learner education;
 - Law and policy;
 - IEP development and implementation;
 - Collaboration/consultation;
 - Behavior supports/classroom management;
 - Family supports/community links;
 - Assessment/evaluation - academic;
 - Assessment/evaluation - functional;
 - Curriculum and instruction - academic;
 - Curriculum and instruction - functional;
 - Specialized supports and technology; and
 - General education curriculum and foundations;
 - Multi-cultural and diversity issues.
- Teaching experience or practicum in a regular education classroom in early childhood or elementary;
- Student teaching, internship, or practicum with students with disabilities in Early Childhood and Elementary (age 3 to grade 8).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165, & ORS 342.223 - ORS 342.232

Hist.: TSPC 5-1998, f. 6-5-98, cert. ef. 1-15-99

584-065-0040

Special Educator - Middle and High School (Valid for Teaching Learners with Mild, Moderate, and Severe Disabilities)

The following requirements must be met:

- Demonstrated competence in each of the following:
 - Theory and foundations of exceptional learner education;
 - Law and policy;
 - IEP development and implementation;
 - Collaboration/consultation;
 - Behavior supports/classroom management;
 - Family supports/community links;
 - Assessment/evaluation - academic;
 - Assessment/evaluation - functional;
 - Curriculum and instruction - academic;
 - Curriculum and instruction - functional;
 - Specialized supports and technology;
 - General education curriculum and foundations; and
 - Multi-cultural and diversity issues.
- Teaching experience or field experience in a regular education classroom in middle level or secondary;
- Student teaching, internship, or practicum with students with disabilities in Middle Level and High School (Grade 5 - age 21).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165, & ORS 342.223 - ORS 342.232

Hist.: TSPC 5-1998, f. 6-5-98, cert. ef. 1-15-99

DIVISION 70

PERSONNEL SERVICE LICENSES

584-070-0001

Purpose

Oregon Administrative Rules Compilation

These rules establish a licensure program for school counselors and school psychologists that supports the Oregon Educational Act for the 21st Century and is consistent with the redesign of school counselor and school psychologists work to accomplish objectives for Oregon schools. This program has the following characteristics:

- (1) The program is designed to recognize the developmental levels of students.
- (2) Continuing professional development is an integral part of the licensure program.
- (3) Licensure as a school counselor requires at least two years of successful licensed experience in Oregon public schools or in Oregon private schools accredited by the Northwest Association of Schools and Colleges under Track I. If the candidate does not have the required teaching experience, a practicum in classroom teaching is required under Track II.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-070-0005

Effective Date

Effective January 15, 1999, licenses for Personnel Service will be issued under the rules set forth in this division.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-070-0010

Initial School Counselor License Requirements

(1) An applicant for an Initial Counselor License must assemble all materials necessary for the evaluation for the license. All materials must be submitted in one package. An incomplete application will be returned.

(2) An applicant for an Initial School Counselor License must submit the following:

- (a) Completed C-1 Form;
- (b) Official transcripts from all colleges and universities attended;
- (c) Completed C-2 Form or a license issued by another state and valid for endorsement in Oregon;
- (d) Evidence of recent educational experience;
- (e) Evidence of knowledge of state and federal statutes prohibiting discrimination;
- (f) The fee of \$60 for evaluation of an application based on completion of an Oregon approved teacher education program, or \$75 for evaluation of preparation from another state;

(g) Verification of completion of academic preparation for one or more of the basic endorsements and five years of counselor experience in a public school or regionally accredited private school or acceptable scores as set by TSPC on one or more of the specialty area tests;

(h) Transcripts from ETS verifying satisfactory scores in basic skills tests; and

(i) Two FBI fingerprint cards together with payment of the \$42 fee for fingerprint clearance, if not previously cleared by Oregon State Police (584-036-0062).

(3) An applicant renewing the Initial School Counselor License must submit evidence of recent educational experience.

(4) The Commission will process an application within 30 days.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-070-0020

Continuing School Counselor License Requirements

(1) An applicant for a Continuing School Counselor License must submit the following materials:

- (a) A completed C-1 Form;
- (b) Verification from the district of successful counseling experience while hold the Initial School Counselor License;
- (c) Verification of completion of an approved program in school counseling;
- (d) Verification of completion of practica in early childhood/elementary and middle level/high school (584-070-0040(3);
- (e) Evidence of knowledge of state and federal laws prohibiting discrimination, if not previously verified; and
- (f) Fee of \$60 for evaluation and, if applicable, the late application fee.

(2) An applicant renewing a Continuing School Counselor License shall submit the following materials:

- (a) A completed C-1 Form;
- (b) Verification from the district of successful counseling experience and completion of a professional development plan; and

(c) A fee of \$60 for evaluation and, if applicable, a late application fee.

(3) The Commission will process an application within 30 days.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-070-0030

Initial School Psychologist Licensure Requirements

(1) An applicant for an Initial School Psychologist License must assemble the materials necessary for evaluation for the license. All materials must be submitted in one package. An incomplete package will be returned.

(2) An applicant for an Initial School Psychologist License must submit the following:

- (a) Completed C-1 Form;
- (b) Official transcripts from all colleges and universities attended;
- (c) Completed C-2 Form or a license issued by another state and valid for the requested endorsement in Oregon;
- (d) Evidence of recent educational experience;
- (e) Evidence of knowledge of state and federal statutes prohibiting discrimination;
- (f) Fee of \$60 for evaluation of an application based on completion of an approved program or \$75 for evaluation of preparation from another state;

(g) Verification of completion of academic preparation culminating in a Master's Degree from an approved teacher education institution;

(h) Documentation of a clinical practicum that includes experience in a public service agency that serves school age youth;

(i) Verification of successful completion of a full-time practicum as a school psychologist in a public school in early childhood/elementary and middle level/high school;

(j) Verification of completion of academic preparation or acceptable scores as set by TSPC on the specialty area test and hold a current National School Psychologist Certificate awarded by the National Association of School Psychologists;

(k) Transcripts from ETS verifying satisfactory scores on basic skills tests; and

(l) Two FBI fingerprint cards together with payment of the \$42 fee for fingerprint clearance, if not previously cleared by Oregon State Police (584-036-0062).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-070-0040

Continuing School Psychologists Licensure Requirements

(1) An applicant for a Continuing School Psychologist License must submit the following materials:

- (a) A completed C-1 Form;

(b) Verification from the district of successful experience as a school psychologist while holding the Initial School Psychologist License;

(c) Documentation of gaining advanced competencies;

(d) Evidence of knowledge of state and federal statutes prohibiting discrimination, if not previously verified; and

(e) Fee of \$60 for evaluation and, if applicable, the late application fee.

(2) An applicant renewing a Continuing School Psychologist License shall submit the following:

(a) A completed C-1 Form;

(b) Verification from the district of successful teaching experience and completion of a professional development plan; and

(c) A fee of \$60 for evaluation and, if applicable, a late application fee.

(3) The Commission will process an application within 30 days.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-070-0050

Standards for Initial School Counselor License (valid for preprimary through grade 12)

A candidate for an Initial School Counselor License shall:

(1) Hold a Master's Degree or the equivalent;

NOTE: Candidates in Track I programs may be recommended for licensure by an approved teacher education institution upon completion of approximately one-half of the approved program. They will be issued an Initial Counseling License without the Master's degree, however the Master's degree is required for the Continuing School Counselor License. Candidates in Track II programs must complete the Master's degree prior to Initial Licensure.

(2) Provide documentation of at least two years of successful licensed experience for Track I program; OR document a practicum in teaching and a practicum in counseling if Track II program;

NOTE: See OAR 584-015-0070(3)(c) for practicum requirements.

(3) Complete a counseling practicum in early childhood/elementary or a counseling practicum in middle level/high school;

(4) Document knowledge of psychological foundations and counseling theory and practice by presenting an acceptable score as set by TSPC on the specialty area test for school counselors;

(5) Through the required course of study, assessments, and practica, the candidate shall demonstrate knowledge, skills, and competencies necessary to accomplish each of the following:

(a) Develop and implement plans which promote social-emotional-development growth.

(b) Establish programs appropriate for group, individual, and family counseling.

(c) Demonstrate interpersonal skills, working with others and communicating with community members;

(d) Practice and promote group process, crisis resolution, anger management and violence prevention;

(e) Demonstrate ethical standards and legal framework unique to counseling;

(f) Collaborate with social service agencies providing services to students and families;

(g) Support school to work transition and career planning;

(h) Assist with curriculum coordination as it relates to guidance activities;

(i) Understand student assessment as it relates to academic, career counseling and personal/social development;

(j) Assist with goal setting, learning skills and the development of self-directed learners;

(k) Support and develop plans which respect difference and promote communication among diverse groups;

(l) Collaborate with school staff, families, and community members to meet individual student needs;

(m) Assist staff to understand the needs of all students; and

(n) Demonstrate effective counseling techniques for individuals and small groups.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-070-0080

Renewal of Initial School Track I Counselor License

The Initial School Counselor License is renewable once for a period of three years upon verification of one year of successful experience while working with a mentor. Thereafter, the school counselor shall meet requirements for a Continuing School Counselor License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-070-0090

Standards for a Continuing School Counselor License (valid for counseling preprimary through grade twelve)

A candidate for a Continuing School Counselor License shall:

(1) Complete an approved program in school counseling.

(2) Verify three years of one-half time or more counseling experience in Oregon public schools or in Oregon private schools accredited by the Northwest Association of Schools and Colleges.

(3) Through the required course of study, assessments, and counseling experience, the candidate shall:

(a) Document an understanding of and ability to apply emerging research on counseling, learning, and school improvement to increase comprehensive counseling program effectiveness;

(b) Implement research-based educational practices that ensure student achievement and are sensitive to individual differences, diverse cultures, and ethnic backgrounds;

(c) Collaborate with colleagues, staff, parents, and the public to enhance the student's performance;

(d) Demonstrate effective leadership in communication with diverse and special interest organizations;

(e) Demonstrate an advanced understanding of laws applicable to counselors.

(f) Complete both practica as described in 584-070-0050(3).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-070-0100

Renewal of a Continuing School Counselor License

The Continuing School Counselor License is renewable every five years upon verification by the district of successful counseling experience and completion of a professional development plan.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-070-0120

Assignment of Teachers Holding Basic and Standard Teaching Licenses as School Counselors

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. Initial or Continuing Teaching Licenses are not valid for counseling assignments except as allowed under misassignment rules in OAR 584-050-0055.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-070-0200**Standards for Initial School Psychologist License (valid for preprimary through grade 12)**

A candidate for an Initial School Psychologist License shall:

(1) Hold a Master's Degree from an approved teacher education institution.

(2) Provide documentation of a clinical psychology practicum, including experience in a public service agency serving school-age children and/or youth.

(3) Complete a full-time practicum as a school psychologist in a public school or regionally accredited private school, including experience in early childhood/elementary and in middle level/high school, **OR** document one year of mentored experience of 1200 hours minimum designed to provide students experience in delivery of a broad range of school psychologist services;

(4) Document knowledge of school psychology theory and practice by presenting an acceptable score as set by TSPC on the specialty area test for school psychologist.

(5) Through the required course of study, assessments, and practica, the candidate shall demonstrate knowledge, skills, and competencies necessary to accomplish each of the following:

(a) Consultation:

(A) Demonstrate the ability to consult and collaborate with parents, school, and outside personnel regarding mental health, behavioral, and education concerns.

(B) Demonstrate the ability to work with others to design and develop procedures for preventing disorders, promoting mental health and learning, and improving educational systems.

(b) Assessment:

(A) Demonstrate skill in assessing or providing for assessments in the following areas: academic knowledge and achievement, intelligence and cognitive functioning, scholastic aptitude, personality, emotional status, social skills and adjustment, adaptive behavior, language and communication skills, sensory and neurological functioning, educational setting, and family/environmental influences. Assessment practices include components specifically designed to take into account cultural, ethnic, religious and other aspects of human diversity, and to prevent bias.

(B) Demonstrate knowledge of assessment strategies appropriate for the age ranges of birth to 21 years, including early intervention, and vocational-transitional approaches.

(C) Demonstrate skill in observing and recording behavior, including regard for the context and setting in which observations occur.

(D) Demonstrate skill in interpreting assessments and skill in the linking of assessment with subsequent interventions.

(c) Direct Service:

(A) Demonstrate the ability to work face-to-face with individual students and groups to enhance learning, affective development, social skills, and vocational development.

(B) Demonstrate the ability to apply a range of skills including individual and group counseling, provision of strategies to improve classroom performance, and methods of measuring results of direct interventions.

(C) Demonstrate awareness of the wide range of human diversity and consideration of this range when providing direct services.

(d) Supervision: Demonstrate the ability to provide and/or engage in supervision, peer review, and continuing professional development.

(e) Research:

(A) Demonstrate the ability to conduct and/or utilize the results of both basic and applied research.

(B) Demonstrate knowledge of current research in the areas of psychological functioning and psychological treatments, psychoeducational assessment tools and procedures, educational programs, and social system/organizational factors associated with school communities and school success.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

584-070-0220**Standards of Initial School Psychologist License Based on National Certification**

The candidate for an Initial School Psychologist License may, as an alternative to 584-070-0200, demonstrate knowledge of school psychology theory and practice by presenting a minimum score on the National Teacher Examination (NTE) specialty area 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 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-070-0230**Renewal of Initial School Psychologist License**

The Initial School Psychologist License is renewable once for a period of three years upon verification of one year (1200 hours minimum) of successful experience while working with a mentor. Thereafter, the school psychologist shall meet requirements for a Continuing School Psychologist License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-070-0240**Standards for Continuing School Psychologist License**

A candidate for a Continuing School Psychologist License shall:

(1) Verify three years of one-half time or more school psychologist experience in Oregon public schools or in Oregon private schools accredited by the Northwest Association of Schools and Colleges.

(2) Through the required continuing professional development, assessments, and school psychologist experience, the candidate shall:

(a) Document an understanding of and ability to apply emerging research on teaching, learning, and school improvement to increase district effectiveness;

(b) Implement research-based educational practices that ensure student achievement and are sensitive to individual differences, diverse cultures, and ethnic backgrounds;

(c) Exhibit collaboration with colleagues, staff, parents, and the public to enhance the student's performance;

(d) Demonstrate effective leadership in communication with diverse and special interest organizations;

(e) Develop productive school, board and community relations;

(f) Demonstrate an advanced understanding of laws applicable to school psychologists.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-070-0250**Renewal of a Continuing School Psychologist License**

The Continuing School Psychologist License is renewable every five years upon verification by the district of successful school psychologist experience and completion of a professional development plan.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-070-0260**Test Scores Set by TSPC**

For purposes of these standards, TSPC has set the following passing scores on tests of basic skills, subject matter, and professional knowledge:

(1) The candidate shall demonstrate knowledge of basic skills by presenting one of the following:

(a) A minimum score of 41 for each of the three content areas (reading, language, and mathematics) on the California Basic Educational Skills Test (CBEST). A total score (the sum of reading, mathematics, and writing scaled scores) of 123 is required for passing status. The lowest possible score for passing a content area of the CBEST is 37 (scaled score) provided that the passing total score of 123 is achieved; or

NOTE: Candidates who do not pass the CBEST may retake the examination as many times as they choose. Candidates who obtain a passing score on any section of the test (reading, language, or mathematics) need not repeat that test section, however retesting to obtain a higher score is permitted. The highest score obtained will be used to compute the total CBEST score.

(b) The following PRAXIS I Pre-Professional Skills Tests:

(A) Reading (0710), 174 (CBT-321);

(B) Writing (0720), 171 (CBT-317);

(C) Mathematics (0730), 175 (CBT-320).

NOTE: Core Battery tests passed prior to October 1, 1995, shall continue to be valid for licensure purposes to meet the basic skills requirement.

(2) The candidate demonstrates knowledge of school counseling by presenting a minimum score of 630 on the PRAXIS Test of School Guidance and Counseling (20420).

(3) The candidate demonstrates knowledge of school psychology by presenting a minimum score of 620 on the PRAXIS Test of School Psychology (10400).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

DIVISION 80

ADMINISTRATIVE LICENSES

584-080-0001

Purpose

These rules establish a licensure program for administrators that supports the Oregon Educational Act for the 21st Century and is consistent with the redesign of administrator work to accomplish objectives for Oregon schools. This program has the following characteristics:

(1) The program is designed to recognize the developmental levels of students.

(2) Entry into administration will require at least three years of successful licensed experience in national, regional, or state accredited schools.

(3) Continuing professional development is integral to the licensure program.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-080-0005

Effective Date

Effective January 15, 1999, licenses for administrators will be issued under the rules set forth in this division.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-080-0010

Initial Administrator License Requirements

(1) An applicant for an Initial Administrator License must assemble the materials necessary for evaluation for a license. All

materials must be submitted in one package. An incomplete application will be returned.

(2) An applicant for an Initial Administrator License must submit the following:

(a) Completed C-1 Form;

(b) Official transcripts from all colleges and universities;

(c) Completed C-2 Form or a license issued by another state and valid for the requested endorsement in Oregon;

(d) Evidence of recent educational experience;

(e) Evidence of knowledge of state and federal statutes prohibiting discrimination;

(f) The fee of \$60.00 for evaluation of an application based on completion of an Oregon approved teacher education program, or \$75.00 for evaluation of preparation from another state;

(g) Verification of a Master's Degree or its equivalent;

(h) Documentation of at least three years of successful licensed teaching experience;

(i) Verification of completion of a practicum in early childhood/elementary and a practicum in middle level/high school;

(j) Submission of an acceptable score as set by TSPC on the specialty area test for administrators;

(k) Transcripts from ETS verifying satisfactory scores on basic skills tests.

(l) Two FBI fingerprint cards together with payment of the \$42 fee for fingerprinting clearance, if not previously cleared by Oregon State Police (584-036-0062).

(3) An applicant who wishes to renew the Initial Administrator License must submit evidence of successful experience and completion of a professional development plan.

(4) The Commission will process an application within 30 days.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-080-0020

Continuing Administrator License Requirements

(1) An applicant for a Continuing Administrator License must assemble the materials necessary for evaluation for a license. All materials must be submitted in one package. An incomplete application will be returned.

(2) An applicant who wishes to apply for the Continuing Administrator License must submit the following:

(a) A completed C-1 Form;

(b) Verification by the district of three years of one-half time or more successful administrative experience;

(c) Verification of completion of one year of graduate study in an approved teacher education program in school administration beyond the Master's Degree;

(d) Evidence of knowledge of state and federal laws prohibiting discrimination, if not previously verified; and

(e) A fee of \$60.00 for evaluation and, if applicable, the late application fee.

(3) An applicant who wishes to apply for the renewal of a Continuing Administrator License must submit the following materials:

(a) A completed C-1 Form;

(b) Verification from the district of successful administrative experience and completion of a professional development plan; and

(c) A fee of \$60.00 for evaluation and, if applicable, a late application fee.

(4) An applicant who wishes to apply for the Continuing License for Superintendent must submit the following materials:

(a) A completed C-1 Form;

(b) Verification from the district of three years of one-half time or more experience as a superintendent;

(c) Verification of completion of graduate study beyond that required for Continuing Administrator license at an approved teacher education institution; and

(d) A fee of \$60.00 for evaluation and, if applicable, a late

application fee.

(5) An applicant who wishes to apply for the renewal of a Continuing Superintendent License must submit the following materials:

- (a) A completed C-1 Form;
- (b) Verification from the district of successful experience as a superintendent and the completion of a professional development plan; and
- (c) A fee of \$60.00 for evaluation and, if applicable, a late application fee.

(6) The Commission will process an application within 30 days.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-080-0050

Standards for Initial Administrator License (valid for building and program administration preprimary through grade 12)

A candidate for an Initial Administrator License shall:

- (1) Hold a Master's Degree or the equivalent;
- (2) Provide documentation of at least three years of successful licensed experience;
- (3) Complete a practicum in early childhood/elementary and a practicum in middle level/high school;
- (4) Document knowledge of psychological foundations, curriculum, and methods for administration by presenting an acceptable score as set by TSPC on the specialty area test for administrators;
- (5) Through the required course of study, assessments, and practica, the candidate shall demonstrate knowledge, skills, and competencies necessary to accomplish each of the following:
 - (a) Demonstrate and promote ethical standards of democracy, equity, diversity, and excellence and promote communication among diverse groups;
 - (b) Support the establishment and implementation of high skill and knowledge expectations designed to meet stated goals and objectives for students;
 - (c) Develop and implement a plan with staff and other stakeholders for school improvement designed to increase student achievement using the best practices for curriculum design, instruction and assessment;
 - (d) Engage staff in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement;
 - (e) Demonstrate and promote values, ethics, beliefs, and attitudes that achieve the goals of the school and district;
 - (f) Demonstrate knowledge of the organization of a school within the context of the district and community;
 - (g) Establish positive school-community relations and encourage parent participation that assist staff in achieving district and/or building goals;
 - (h) Collaborate in the design and implementation of professional staff development programs that will improve the skills of every staff member;
 - (i) Demonstrate knowledge of supervision, professional development, and evaluation of personnel to ensure effective instruction;
 - (j) Facilitate alternative learning environments when student progress is less than desired;
 - (k) Assist in the work of district decision making groups, including the school site council;
 - (l) Develop collaboratively a learning organization that meets the needs of students within the constraints of school, district, and community resources and priorities;
 - (m) Manage school financial resources to meet established priorities;
 - (n) Manage the school in accordance with statutes, administrative rules, school district policies, and collective bargaining agreements; and

(o) Demonstrate an understanding of Oregon school law and finance.

(p) Exhibit an understanding of human development, curriculum, and methods for preprimary to grade 12 in (5) (b), (d), (g), (h), (i), and (l).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-080-0080

Renewal of Initial Administrator License

The Initial Administrator License is renewable once for a period of three years upon verification of one year of successful experience while working with a mentor. Thereafter, the administrator shall meet requirements for a Continuing Administrator License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-080-0090

Standards for a Continuing Administrator License (valid for continuing building and program administration preprimary through grade 12 and for initial superintendent assignments)

A candidate for a Continuing Administrator License shall:

- (1) Complete one year of graduate study in school administration beyond the Master's Degree.
- (2) While holding a Continuing Administrator License, complete one year of experience at the district level while working with a mentor;
- (3) Verify three years of one-half time or more administrative experience in Oregon public schools or in Oregon private schools accredited by the Northwest Association of Schools and Colleges, except that a candidate for an Initial Superintendent License may substitute comparable experience outside Oregon.
- (4) Through the required course of study, assessments, and administrative experience, the candidate shall:
 - (a) Document an understanding of and ability to apply emerging research on teaching, learning, and school improvement to increase district effectiveness;
 - (b) Implement research-based educational practices that ensure student achievement and are sensitive to individual differences, diverse cultures, and ethnic backgrounds;
 - (c) Exhibit collaboration with colleagues, staff, parents, and the public to enhance the school's performance and its reputation as a high quality learning environment for all students;
 - (d) Demonstrate effective leadership in communication with diverse and special interest organizations;
 - (e) Collaborate with patrons, staff and interested organizations in the development, evaluation and improvement of policies and programs to meet school district needs;
 - (f) Implement practices that ensure effective organizations and management of school district policies and procedures;
 - (g) Develop productive school, board and community relations;
 - (h) Demonstrate an advanced understanding of Oregon school law and school finance; and
 - (i) Demonstrate an understanding of planning, maintenance and management of facilities.
- (5) Appointment to a position as superintendent is permitted on a Continuing Administrator License but completion of the Continuing Superintendent License is required within five years of initial appointment as a superintendent.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-080-0100

Renewal of a Continuing Administrator License

The Continuing Administrator License is renewable every five years upon verification by the district of successful administrative experience and completion of a professional development plan.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-080-0110

Continuing Superintendent License

A candidate for a Continuing Superintendent License shall:

(1) Complete the required course of study for superintendents beyond the program required in OAR 584-080-0090;

(2) Verify three years of one-half time or more experience as a superintendent in Oregon public schools or in Oregon private schools accredited by the Northwest Association of Schools and Colleges;

(3) Through the required course of study, assessments and administrative experience, the candidate shall:

(a) Document the development of policies for a school district and the ability to implement and evaluate the policies effectively;

(b) Document competencies in planning, maintenance and management of facilities at a school district level;

(c) Document the use of a process for goal setting for the school district that involves community, school board and staff;

(d) Document the use of research to enhance best practice to implement goals of the district;

(e) Document leadership with students, staff, school board and the community to improve teaching and learning;

(f) Document use of various evaluation techniques in order to improve policies and programs across the district; and

(g) Document the ability to collaborate with patrons, staff and interested organizations to enhance community relations for the school district.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-080-0120

Superintendent/Principal Positions

Appointment to a position as superintendent/principal is permitted on the Initial Administrator License, but completion of the Continuing Administrator License and Continuing Superintendent License is required within nine years to remain in a superintendent/principal position.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-080-0130

Test Scores Set by TSPC

For purposes of these standards, TSPC has set the following passing scores on tests of basic skills, subject matter, and professional knowledge:

(1) The candidate shall demonstrate knowledge of basic skills by presenting one of the following:

(a) A minimum score of 41 for each of the three content areas (reading, language, and mathematics) on the California Basic Educational Skills Test (CBEST). A total score (the sum of reading, mathematics, and writing scaled scores) of 123 is required for passing status. The lowest possible score for passing a content area of the CBEST is 37 (scaled score) provided that the passing total score of 123 is achieved; or

NOTE: Candidates who do not pass the CBEST may retake the examination as many times as they choose. Candidates who obtain a passing score on any section of the test (reading, language, or mathematics) need not repeat that test section, however retesting to obtain a higher score is permitted. The highest score obtained will be used to compute the total CBEST score.

(b) The following PRAXIS I Pre-Professional Skills Tests:

(A) Reading (0710), 174 (CBT-321);

(B) Writing (0720), 171 (CBT-317);

(C) Mathematics (0730), 175 (CBT-320).

NOTE: Core Battery tests passed prior to October 1, 1995, shall continue to be valid for licensure purposes to meet the basic skills requirement.

(2) The candidate demonstrates knowledge of administration by presenting a minimum score of 630 on the Test of Educational Leadership, Administrator and Supervision (10410).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

DIVISION 90

CONTINUING PROFESSIONAL DEVELOPMENT

584-090-0001

Purpose and Standards for Professional Development Plan

These rules establish a Continuing Professional Development (CPD) plan for all educators that hold Basic, Standard or Continuing licenses. Each CPD plan shall have as a primary purpose improved student learning by improving professional skills of educators. Each plan shall be designed to assist the educator to:

(1) Achieve district, state and national standards;

(2) Keep current with the development and use of best practices; and

(3) Develop ways to enhance learning for a diverse student body.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-090-0005

Effective Date and Applicability

(1) Effective January 15, 2002, applicants for renewal of Basic, Standard, and Continuing Licenses must meet the requirements set forth in these rules. Applicants for the reinstatement of licensure must meet all renewal requirements as well as requirements in OAR 584-050-0017.

(2) Applicants for renewal of Basic Licenses must complete 75 Professional Development Units to renew their licenses. Applicants for Standards or Continuing Licenses must complete 125 Professional Development Units to renew their licenses. PDUs must be part of a CPD Plan completed during the life of the current license.

(3) The Continuing Professional Development requirements will be phased in as follows:

(a) Educators renewing Basic, Standard or Continuing Licenses after January 14, 2002, must complete 25 Professional Development Units;

(b) Educators renewing Basic, Standard or Continuing Licenses in 2003 must complete 50 Professional Development Units;

(c) Educators renewing Basic, Standard or Continuing Licenses in 2004 must complete 75 Professional Development Units;

(d) Educators renewing Basic Licenses in 2005 must complete 75 Professional Development Units. Educators renewing Standard or Continuing Licenses in 2005 must complete 100 Professional Development Units;

(e) Educators renewing Basic, Standard or Continuing Licenses in 2006 must meet the full requirement of Professional Development Units as stated in subsection (2) of this rule.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-090-0010

Domains of Professional Competency

For purposes of renewal of licensure educators shall choose activities and experiences that are based on at least one of the following domains of professional growth:

(1) Content of the subject matter or specialty area directly related to the educator's current assignment(s) or to responsibilities the educator reasonably expects to be assigned.

(2) Strategies for assessment of pupil performance in achieving school and district objectives and State content standards and interpretation and application of the results.

(3) Methods for effective teaching, classroom management, counseling, supervision, leadership, and curriculum development.

(4) Understanding of diversity in abilities, social and/or cultural background and use of such knowledge to promote achievement of high standards for all students.

(5) Knowledge of State and national education priorities and the application of that knowledge to one's school and district programs.

(6) Competence in the uses of technology in schools and the application of that knowledge to one's assignment.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-090-0020

Requirements for District and Individual Continuing Professional Development Plans

(1) At the beginning of a licensure cycle when a Basic, Standard or Continuing License is issued or renewed, an educator shall select a CPD option from OAR 584-090-0030 or 584-090-0040;

(2) Each plan shall:

(a) Identify at least one domain of professional competency to be addressed as stated in OAR 584-090-0010;

(b) List the goals/objectives to be achieved through the CPD plan;

(c) Identify activities and experiences that might be selected to meet the goals;

(d) State how the CPD plan will assist the educator to improve professionally;

(e) Describe the resources that will be used to complete the plan; and

(f) Provide for verification of review of the plan by a supervisor or CPD advisor.

(3) A completed five-year plan consists of a minimum of 125 professional development units. A completed three-year plan consists of a minimum of 75 professional development units.

(4) The plan is portable if the educator moves to a different district and is amendable to reflect changes in the educator's goals, assignments or employment; and

(5) The plan is comprehensive and is sufficient to master new strategies and content.

(6) Each educator shall provide documentation to the supervisor or CPD advisor that the plan has been completed and the educator has analyzed the results and applied the acquired knowledge and skills to improve student learning.

(7) If appropriate to the current CPD Plan, up to 25 excess PDUs may be counted toward completion of the current plan.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-090-0030

Additional Requirements for District Continuing Professional Development Plans

(1) Educators in districts that have qualified district CPD programs that meet the purpose and standards set forth in OAR 584-090-0001 and 584-090-0020.

(2) To be qualified, a district CPD program must be in writing and be reviewed and approved by the district school board.

(3) All educators who have verification from the district superintendent or designee of meeting the district requirement for CPD will be judged to have met CPD requirements for renewal of licensure.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-090-0040

Additional Requirements for Individual Continuing Professional Development Plans

(1) At the beginning of each licensure cycle, an educator will confer with his/her supervisor or CPD advisor to develop a CPD plan for the ensuing three or five years which shall meet the purposes and standards set forth in OAR 584-090-0001 and 584-090-0020.

(2) Modifications to the plan may be made at any time, after consultation with the supervisor or CPD advisor, to reflect changes in assignment or professional goals.

(3) The educator will document completion of the plan.

(4) The supervisor or CPD advisor will verify completion of the plan at renewal of licensure.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-090-0050

Requirements for Renewal of Licensure

(1) Applicants who are employed in contractual positions as teachers, personnel service specialists or administrators in Oregon schools or in public schools or regionally accredited private elementary or secondary schools in other states, may renew the Basic, Standard or Continuing License upon verification of:

(a) One year of full-time successful experience during the life of the current license; and

(b) Successful completion of an approved professional development plan.

(2) Applicants who are not employed in contractual positions as stated in section (1) may renew the Basic, Standard or Continuing License upon verification of one of the following:

(a) Nine quarter hours or six semester hours of preparation completed in an approved teacher education institution;

(b) 180 days of substitute experience in Oregon schools;

(c) College or university credit germane to the license may be substituted for part of the experience required in section (b). One quarter hour of preparation equals 20 days of the required experience. One semester hour equals 30 days of the required experience.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

584-090-0060

Appeals to the Commission

(1) Educators who choose to complete the individual CPD plan may appeal to the Commission if the successful completion of their plans is not verified by the supervisor or CPD advisor, or if there are exceptional circumstances which justify extension of time for completion.

(2) To appeal, an educator shall submit written notice to the Commission of appeal together with evidence of activities completed to fulfill the CPD plan.

(3) Upon receipt of an appeal, the following shall occur:

(a) The Executive Director will contact the supervisor or CPD advisor for a statement on the dispute.

(b) The Chair of the Commission will appoint a Committee to review the appeal and evidence submitted by the educator.

(c) The committee will make recommendations to the Executive Director of the Commission on its finding after reviewing the

documentation of CPD.

(d) The Executive Director shall make a final decision on the appeal within 120 days of receipt of the appeal and report that decision to the Commission.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - ORS 342.143, ORS 342.153, ORS 342.165 & ORS 342.223 - ORS 342.232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

