

## Chapter 584 Teacher Standards and Practices Commission

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<b>584-001-0005</b>	Model Rules of Procedure	<b>584-017-0120</b>	Elementary Authorization (Valid for Teaching in Grades 3–8 in an Elementary School or in a 5th or 6th Grade Self-Contained Classroom in a Middle School)
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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)
584-038-0030	Basic Agricultural and Technology
584-038-0040	Basic Art
584-038-0050	Basic General Business Education (Valid for Teaching General Business and Non-Professional Technical Office Courses)
584-038-0060	Basic Marketing — Professional Technical (Valid for Teaching Marketing and General Business)
584-038-0080	Basic Educational Media
584-038-0085	English for Speakers of Other Languages/ Bilingual Endorsement
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)
584-038-0100	Basic Health Education
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<b>584-038-0150</b>	Basic Language Arts
<b>584-038-0160</b>	Basic Speech
<b>584-038-0165</b>	Basic Journalism
<b>584-038-0170</b>	Basic Drama
<b>584-038-0180</b>	Basic Mathematics (Valid for Teaching Courses Up To and Including Algebra I)
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<b>584-038-0260</b>	Basic Integrated Science (Valid for all Science, Except Biology, Chemistry, or Physics at Grades 9–12)
<b>584-038-0270</b>	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)
<b>584-038-0275</b>	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)
<b>584-038-0280</b>	Basic Social Studies

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<b>584-038-0320</b>	Basic Speech Impaired
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<b>584-038-0335</b>	Basic Early Intervention and Special Education I (Valid for Teaching Early Intervention and Early Childhood Special Education from Birth through Primary Level)
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<b>584-040-0008</b>	Professional Preparations for the Standard Teaching License

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<b>584-040-0030</b>	Standard Agricultural and Technology
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<b>584-040-0050</b>	Standard General Business Education
<b>584-040-0060</b>	Standard Marketing — Professional Technical
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<b>584-040-0130</b>	Standard Technology Education
<b>584-040-0150</b>	Standard Language Arts
<b>584-040-0160</b>	Standard Speech
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### Standard Special Education Endorsements

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<b>584-050-0042</b>	Reporting Changes of Name or Address	<b>584-065-0030</b>	Special Educator — Early Childhood and Elementary (Valid for Teaching Learners with Mild, Moderate, and Severe Disabilities)
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<b>584-070-0021</b>	Continuing School Counselor License
<b>584-070-0050</b>	Preparatory Standards for Initial School Counselor
<b>584-070-0051</b>	Preparatory Standards for Continuing School Counselor
<b>584-070-0111</b>	Transitional School Counselor License
<b>584-070-0120</b>	Assignment of Teachers Holding Basic and Standard Teaching Licenses as School Counselors
<b>584-070-0132</b>	Emergency School Counselor License
<b>584-070-0211</b>	Initial School Psychologist License
<b>584-070-0221</b>	Continuing School Psychologist License
<b>584-070-0239</b>	Preparatory Standards for Initial School Psychologist
<b>584-070-0240</b>	Preparatory Standards for Continuing School Psychologist
<b>584-070-0271</b>	Transitional School Psychologist License
<b>584-070-0310</b>	Limited Student Service License
<b>584-070-0320</b>	Conditional Assignment in Student Services
<b>584-070-0400</b>	Test Scores Specified by Commission

### DIVISION 80

#### TWENTY-FIRST CENTURY ADMINISTRATIVE LICENSES

<b>584-080-0001</b>	Purpose
<b>584-080-0002</b>	Definitions for Division 080
<b>584-080-0005</b>	Effective Date and Supersedure
<b>584-080-0011</b>	Initial Administrator License
<b>584-080-0012</b>	Initial Administrator License (IAL)
<b>584-080-0021</b>	Continuing Administrator License
<b>584-080-0022</b>	Continuing Administrator License (CAL)
<b>584-080-0031</b>	Continuing Superintendent License
<b>584-080-0050</b>	Preparatory Standards for Initial Administrator
<b>584-080-0051</b>	Preparatory Standards for Continuing Administrator
<b>584-080-0052</b>	Preparatory Standards for Continuing Superintendent
<b>584-080-0131</b>	Test Scores Specified by Commission
<b>584-080-0151</b>	Transitional Administrator License
<b>584-080-0152</b>	Transitional Superintendent License
<b>584-080-0161</b>	Exceptional Administrator License
<b>584-080-0171</b>	Emergency Administrator License

### DIVISION 90

#### CONTINUING PROFESSIONAL DEVELOPMENT

<b>584-090-0001</b>	Purpose and Standards for Professional Development Plan
<b>584-090-0005</b>	Effective Date and Applicability
<b>584-090-0010</b>	Domains of Professional Competency
<b>584-090-0020</b>	Requirements for District and Individual Continuing Professional Development Plans
<b>584-090-0030</b>	Additional Requirements for District Continuing Professional Development Plans
<b>584-090-0040</b>	Additional Requirements for Individual Continuing Professional Development Plans
<b>584-090-0050</b>	Requirements for Renewal of Licensure
<b>584-090-0060</b>	Appeals to the Commission

### DIVISION 100

#### NO CHILD LEFT BEHIND

<b>584-100-0002</b>	Purpose
<b>584-100-0006</b>	Definitions
<b>584-100-0011</b>	Highly Qualified Elementary Teacher New to the Profession
<b>584-100-0016</b>	Highly Qualified Elementary Teacher Not New to the Profession
<b>584-100-0021</b>	Highly Qualified Middle Level Teacher New to the Profession
<b>584-100-0023</b>	Multiple Subject Assessment for Teachers (MSAT) Test for Middle-Level Subject-Matter Competency
<b>584-100-0026</b>	Highly Qualified Middle Level Teacher Not New to the Profession
<b>584-100-0031</b>	Highly Qualified Secondary (grades 9-12) Teacher New to the Profession
<b>584-100-0036</b>	Highly Qualified Secondary (grades 9-12) Teacher Not New to the Profession
<b>584-100-0038</b>	HOUSSE for Middle-Level and High School Teachers
<b>584-100-0041</b>	Approved NCLB Alternative Route Teaching License
<b>584-100-0046</b>	Preliminary Teaching License
<b>584-100-0051</b>	Highly Qualified Professional Technical Teacher
<b>584-100-0056</b>	Highly Qualified Substitute Teacher
<b>584-100-0061</b>	Special Education Teachers Generally
<b>584-100-0066</b>	Highly Qualified Elementary Special Education Teacher (K-8)
<b>584-100-0071</b>	Highly Qualified Secondary Special Education Teacher (9-12)
<b>584-100-0091</b>	Licensed and Registered Elementary Charter School Teacher
<b>584-100-0096</b>	Licensed and Registered Middle-Level or Secondary Charter School Teacher
<b>584-100-0101</b>	Licenses Considered "Full State Certification"
<b>584-100-0106</b>	Licenses Not Considered to be "Full State Certification"
<b>584-100-0111</b>	Non-Core Academic Subjects

### 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.

(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 Degree Authorization;

(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 Counselor Association;
- (q) Oregon School Psychologists Association;
- (r) Oregon Council for the Social Studies;
- (s) Oregon Council for Teachers of English;
- (t) Oregon Council of Teachers of Mathematics;
- (u) Oregon Science Teachers Association; and
- (v) Commission on Indian Services

Stat. Auth.: ORS 183 & 342

Stats. Implemented: ORS 183.335 & 183.341

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

#### 584-001-0005

##### Model Rules of Procedure

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

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

Stat. Auth.: ORS 183

Stats. Implemented: ORS 183.341

Hist.: TS 1, f. 7-31-73, ef. 7-15-73; TS 6, f. 11-21-73, ef. 12-25-73; TS 13, f. 12-20-76, ef. 1-1-77; Renumbered from 584-021-0100; TS 5-1978, f. & ef. 11-1-78; TS 4-1980, f. & ef. 7-29-80; TS 2-1982, f. & ef. 4-16-82; TS 7-1983, f. & ef. 12-14-83; TS 8-1986, f. 12-19-86, ef. 1-15-87; TS 3-1988, f. & cert. ef. 4-7-88; TS 4-1991, f. & cert. ef. 3-12-91; TS 9-1994, f. & cert. ef. 11-21-94; TSPC 1-2000(Temp), f. & cert. ef. 1-18-00 thru 7-11-00; TSPC 2-2000, f. & cert. ef. 5-15-00; TSPC 7-2005, f. & cert. ef. 8-24-05

#### 584-001-0010

##### Access to Information in Licensure Files

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

(1) General information available to the public shall include: the person's license type and status, academic degree(s) and the institutions awarding them, the 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, 192 & 283

Stats. Implemented: ORS 183, 192.440 & 283.110

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

#### 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 & 283

Stats. Implemented: ORS 192.440 & 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 of business entity providing labor or services is registered under ORS Chapter 701, if the individual or business entity provides labor or services for which such registration is required;

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

(c) The individual or business entity represents to the public that the labor or services are to be provided by an independently established business. Except when an individual or business entity files a Schedule F as part of the personal income tax returns and the individual or business entity performs farm labor or services that are

reportable on Schedule C, an individual or business entity is considered to be engaged in an independently established business when four or more of the following circumstances exist:

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

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

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

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

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

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

Stat. Auth: ORS 342

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

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

## DIVISION 5

### DEFINITIONS

#### 584-005-0005

##### Definitions

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

(1) "Administrators:" Superintendents, assistant superintendents, principals, vice principals, and such other personnel, regardless of title, whose positions require them to evaluate other licensed personnel.

(2) "Alternative Assessment:" Procedures established by the Commission for candidates seeking licensure who fail to achieve a passing score on required matter or specialty area licensure tests for endorsement or authorization.

(3) "Alternative Education Program or School:" A private alternative education program or school registered with the Oregon Department of Education or a public alternative education program or school 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. (See OAR 584-036-0015(2)(i).)

(4) "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.

(5) "Appropriately Assigned:" Assignments for administrator, teacher, supervisor, school counselor, school psychologist, or school nurse duties for which the person involved holds the proper license, endorsements and authorizations. (See OAR 584-060-0081.)

(6) "Approved Institution:" A U.S. regionally accredited institution of higher education approved to prepare licensed personnel by a U.S. governmental jurisdiction in which the institution is located. See definition of "Regional Accrediting Associations" at OAR 584-005-0005(54).

(7) "Approved Program:" An Oregon program of educator preparation approved by TSPC and offered by a regionally accredited Oregon institution. As it applies to out-of-state programs, a program approved by the licensure body of any U.S. governmental jurisdiction authorized to approve educator preparation programs.

(8) "Assistant Superintendent:" A superintendent's immediate subordinate who evaluates licensed personnel. May also be designated Deputy or Associate Superintendent.

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

twelve. 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. (See OAR 584-036-0015(2)(e).)

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

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

(12) "Competencies:" Ability to apply knowledge and skills appropriately and effectively in achieving the expected outcomes.

(13) "Completion of Approved Program:" The applicant has met the institution's academic requirements and any additional state or federal requirements and has obtained the institution's recommendation for licensure.

(14) "Conditional Assignment:" (Formerly "Missassignment") Assignment of a licensed educator to a position for which he or she does not hold the subject or specialty area endorsement or authorization level required by the rules for licensure. (See OAR 584-060-0081.)

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

(16) "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.

(17) "Distance Learning Teacher:" A teacher who meets the criteria in OAR 584-036-0017 and provides live interactive instruction transmitted from a remote location or who delivers online education 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) "Domain:" An area of professional competency under which a teacher may select coursework or other approved activities for continuing professional development. (See OAR 584-090-0010.)

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

(20) "Educator:" Any person who is authorized to be employed in the instructional program of the public schools, public charter schools and ESDs, and holds a license to teach, administer, supervise, counsel or provide school psychology services.

(21) "Emergency License:" Issued by TSPC when a school district demonstrates extenuating circumstances that merits the issuance of the license in order to protect the district's programs or students.

(22) "Endorsement:" The subject matter or specialty education field or grade authorization in which the individual is licensed to teach.

(23) "Executive Director:" The Executive Director of the Commission. (See ORS 342.410.)

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

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

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

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

(29) "Joint Application:" Submitted by the school district in cooperation with the applicant.

(30) "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.

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

(32) "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).

(33) "Mentor:" Educators who have demonstrated the appropriate subject matter knowledge and teaching and/or administrative skills, which when assisting beginning educators, should substantially improve the induction and professional growth of beginning educators in this state.

(34) "Misassignment:" See definition of "Conditional Assignment" above.

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

(36) "Oregon Schools:" Includes public school districts, education service districts, registered private schools preprimary through grade twelve, state and federal schools, special state-supported schools, and public charter schools in Oregon serving students ages three through twenty-one, private schools accredited by the Northwest Commission on College and Universities, and private proprietary career schools registered by the Oregon Department of Education.

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

(38) "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.

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

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

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

(42) "Principal:" The administrator of each school building or buildings as designated by the school district board.

(43) "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 or approved or registered by another U.S. jurisdiction or government.

(44) "Professional Development Plan:" A plan for personal professional growth during the next licensure renewal cycle.

(45) "Professional Development Units (PDU):" A unit of domain-related activity that equals one clock hour of professional development and contributes to completion of an educator's professional development plan. (See OAR 584-090-001 et seq.)

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

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

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

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

(50) "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. If the comparable license expired prior to application, a Preparation for Teaching Report, Form C-2, must be submitted.

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

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

(53) "Renewal:" Extension of validity of a current license. An application for renewal must be submitted prior to the expiration date stated on the license. (See OAR 584 div. 48.)

(54) "School:" A single school building or combination of buildings which the school board designates as a school.

(55) "School Administrator:" The principal, vice principals and assistant principals at each school.

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

(57) "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.

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

(59) "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. (See OAR 584 div. 21.)

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

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

(62) "Self-Contained Classroom:" An assignment for teaching in grades preprimary through nine in which the teacher has primary responsibility for the curriculum.

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

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

(65) "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 per-

sonnel. Student teachers may provide instruction or may serve as assistant coaches.

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

(67) "Superintendent:" The district's chief administrator who reports directly to the school board.

(68) "Supervisor of Licensed Personnel:" A person assigned to a position which includes the on-the-job supervision or evaluation of licensed personnel. Should not be confused with "School Supervisor" at OAR 584-050-0005(64) above.

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

(70) "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.

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

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

(73) "Unit:" The institution, college, school, department, or other administrative body with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel, regardless of where these programs are administratively housed.

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

(75) "Violation of Licensure:" Employment by a public school of a teacher or school nurse without a valid license or Conditional Assignment Permit. See definition of Conditional Assignment at 584-005-0005(15).

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

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

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

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 2-2000, f. & cert. ef. 5-15-00; TSPC 5-2000, f. & cert. ef. 9-20-00; TSPC 4-2001, f. & cert. ef. 9-21-01; TSPC 5-2001, f. & cert. ef. 12-13-01; TSPC 2-2002, f. & cert. ef. 3-15-02; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 3-2003, f. & cert. ef. 5-15-03; TSPC 1-2005, f. & cert. ef. 1-21-05; TSPC 11-2006, f. & cert. ef. 8-17-06

## 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. The rules in effect at the time of a unit site visit shall be the rules upon which the unit is evaluated.

(2) Institutions offering programs with alternate time schedules shall submit information equivalent to that required by applicable sections of OAR 584-010-0010 to 584-010-0140 indicating plans at comparable stages of trainee development.

(3) 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.

(4) 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 or a

Commission-approved extension in advance of the expiration of the program approval period.

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

(6) In addition to annual reports, periodic reports may be required from the institution upon evidence that the program, institution or unit has undergone major modifications as defined in OAR 584-005-0005(33). An interim visit may only occur after the institution has had an opportunity to present evidence the program has not undergone unapproved major modifications and only after a full vote of the Commission.

(7) Institutions receive program approval for a period of five or seven years. At the end of the approved period, or any lesser period as designated by the Commission, the Commission will re-evaluate the program through the onsite assessment process and in accordance with the rule adopted in division 10 and 17 of these administrative rules.

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; TSPC 3-2005(Temp), f. & cert. ef. 4-15-05 thru 9-30-05; TSPC 7-2005, f. & cert. ef. 8-24-05

#### 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 & 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 On-Site 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: Publications referenced are available from the agency.]

Stat. Auth.: ORS 342

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

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

Stat. Auth.: ORS 342.125, 342.135, 342.136 & 342.400

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

Hist.: TS 14, f. 12-20-76, ef. 1-1-77; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 2-2000, f. & cert. ef. 5-15-00

**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, 342.147 & 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, 342.147 & 342.165  
Hist.: TSPC 1-1998, f. & cert. ef. 2-4-98

**584-010-0090**

**Program Completion — Field Operation Audit**

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

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

(3) For participating units, the Commission shall schedule annual field operation audits of the program completion process of each institution.

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

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

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

(4) The audit review team will be TSPC staff, including at least one (1) trained licensure evaluator.

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

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

- (A) Degree level;
- (B) Institution granting degree;
- (C) Date degree granted; and
- (D) Major, if specified;

(b) Coursework completion date;

(c) Documentation of subject-matter test scores. If the institution is source of data, then documentation of date reported to TSPC.

(d) Documentation of Basic Skills Test requirements;

(e) Documentation of test score on a test of Civil Rights Knowledge; and

(f) Basis for recommendation of program completion requirements.

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

- (a) PA1 forms submitted;
- (b) PA1 character questionnaire cleared;
- (c) Fingerprint and background check clearance;
- (d) C1 — Educator application;
- (e) Appropriate test score records;
- (f) Fees;
- (g) License issued, based on C-2 request and information; and
- (h) Any appropriate correspondence based on licensure.

(4) All results of these audits shall be reported to the Commission by TSPC staff at the next regularly scheduled meeting.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.147 & 342.165  
Hist.: TSPC 9-2006, f. & cert. ef. 6-15-06

**584-010-0100**

**Reports of Program Completion for TSPC**

(1) At the end of each term or semester, including summer term, institutions shall submit to TSPC Form C-2, Preparation for Teaching Report, for each candidate who has completed an approved program in teaching, school counseling, school psychology, or administration and has met the basic skills and subject matter or specialty test(s) required by TSPC for the respective license.

(2) The report card accounting year shall be September 1 through August 31.

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

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

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

Stat. Auth.: ORS 342  
Stats. Implemented:  
Hist.: TSPC 3-2000, f. 7-17-00, cert. ef. 9-1-00

**584-010-0120**

**Reports on Placement in Public and Private Schools**

(1) By February 15 of each year, TSPC will report to institutions the position and assignment of each teacher, counselor, school psychologist or administrator from the previous accounting year who is employed in Oregon public schools on September 30.

(2) Institutions will correct the list of public school employment based upon data submitted by the candidates and will add employment information as available for those employed in Oregon private schools or employed in public or private schools in other states. These data will be submitted to TSPC by April 7.

Stat. Auth.: ORS 342  
Stats. Implemented:  
Hist.: TSPC 3-2000, f. 7-17-00, cert. ef. 9-1-00

**584-010-0130**

**Substitute Teacher Licenses**

TSPC will issue a Substitute Teaching License to a candidate for whom the institution has submitted documentation of completion of academic requirements but without test scores. The Substitute License will be valid for three years. These candidates will be included in the study of program completers three years later and their licensure status at that time will be reported.

Stat. Auth.: ORS 342  
Stats. Implemented:  
Hist.: TSPC 3-2000, f. 7-17-00, cert. ef. 9-1-00

**584-010-0140**

**Three-Year and Six-Year Reports**

(1) TSPC will report to institutions the licensure status of candidates from Oregon teacher education institutions three years following the program completion. Data analyzed and reported would include:

- (a) Licensure status in Oregon; and
- (b) Employment status in Oregon public schools.

(2) TSPC will prepare a similar report in six years following program completion to determine:

(a) Percent of completers who obtained a Continuing Teaching License;

(b) Employment status in Oregon public schools; and

(c) Number who have been certified by NBPTS.

(3) Institutions will correct the list of public school employment based upon data submitted by the candidates and will add employment information as available for those employed in Oregon private schools or employed in public or private schools in other states. These data will be submitted to TSPC by April 7.

Stat. Auth.: ORS 342  
Stats. Implemented:  
Hist.: TSPC 3-2000, f. 7-17-00, cert. ef. 9-1-00

**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) Titles and rule numbers for 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, 342.147 & 342.165  
Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 6-2002, f. & cert. ef. 10-23-02

#### 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, 342.147 & 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, 342.147 & 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, 342.147 & 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, 342.147 & 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, 342.147 & 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, 342.147 & 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, 342.147 & 342.165  
Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

#### 584-017-0042

##### Waivers for Student Teaching Requirements

(1) An institution may grant a waiver of the student teaching requirements pursuant to OAR 584-017-0045(2) in the event a candidate for teacher licensure is unable to complete the student teaching timeline requirements contained within OAR 584-017-0180(3) due to an unforeseen disruption of school district operations.

(2) In order to grant the waiver, the institution must submit a waiver to the Executive Director for approval pursuant to OAR 584-017-0040 which includes the following:

- (a) A stipulation that the conditions contained within OAR 584-017-0045(2) for each candidate waiver have been met;
  - (b) Identity of the school district where the student teacher is placed; and
  - (c) The number of candidates affected by the early closures.
- (3) The institution must report all the above information within the 2003–2004 annual report to TSPC.

(4) Institutions who grant a waiver pursuant to this rule shall not be considered to have made a minor or major modification to their approved program for the 2003–2004 academic year.

(5) The Executive Director shall provide the Commission with all requested and approved temporary waivers pursuant to this rule.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.147  
Hist.: TSPC 1-2004(Temp), f. & cert. ef. 3-17-04 thru 9-12-04; TSPC 6-2004, f. & cert. ef. 8-25-04

#### 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 584-017-0185.

(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, 342.147 & 342.165

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 6-2002, f. & cert. ef. 10-23-02

#### 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, 342.147 & 342.165

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

#### 584-017-0055

##### Practica and Student Teaching

(1) The unit has a written agreement from each school district/agency that provides practica, student teaching and intern experiences.

(a) The agreement includes a commitment to select and assign qualified supervisors and provide suitable opportunities and adequate financial support for field experiences.

(b) The district agrees to assist the unit in evaluating work samples or portfolios and the success of candidates.

(c) The unit has TSPC approval for each Oregon non-public school in which candidates are to be supervised. Criteria for supervisors must meet the standards for school-based personnel for the program 584-017-0070(2).

(d) The unit has TSPC approval for each out-of-state public school in which candidates are to be supervised. Criteria for supervisors must meet the standards for school-based personnel for the program 584-017-0070(2).

(2) The unit shall submit to TSPC a completed and signed student teaching registration form, including fingerprinting cards, for each candidate prior to the date that the first practicum, student teaching or internship experience begins.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 7-1999, f. & cert. ef. 10-8-99;

TSPC 4-2001, f. & cert. ef. 9-21-01

#### 584-017-0057

##### Internship Agreements

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

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

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

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

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

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 4-2001, f. & cert. ef. 9-21-01

#### 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, 342.147 & 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 two (2) years experience in early childhood, or elementary, or middle or high school immediately prior to supervision or instruction and who hold a valid license for current assignments.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 1-2006(Temp), f. & cert. ef. 1-3-06 thru 1-30-06; TSPC 4-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 9-2006, f. & cert. ef. 6-15-06

#### 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 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, 342.147 & 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, 342.147 & 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, 342.147 & 342.165

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

#### 584-017-0090

##### Curriculum Design

The institution has an articulated program of studies based on a shared conceptual design that prepares effective educators consistent with the unit's mission.

(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 syllabi incorporate the knowledge and skills required for licensure and reflect contemporary curriculum for each of the authorization levels.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 7-1999, f. & cert. ef. 10-8-99

#### 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 (5) 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) Design and adapt unit and lesson plans for all learners and exceptional learners, including but not limited to students with varying cultural, social, socio-economic 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) Establish, communicate, and maintain rules, procedures 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) Employ equitable practices that are just and that support a least restrictive environment for all students;

(d) Model and reinforce classroom social behavior that supports student learning and development;

(e) Use knowledge of the influence of the physical, social, and emotional climates of students' homes and the community to optimize motivation, learning, and behavior;

(f) Monitor student conduct, and take appropriate action when misbehavior occurs;

(g) Interact thoughtfully and courteously with all students and their families and seek to resolve conflicts in a professional manner, respecting familial and community cultural contexts;

(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 promote student learning and are sensitive to individual differences and diverse cultures;

(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) Candidates evaluate, act upon, and report student progress in learning and demonstrate they are able to:

(a) Select or develop non-biased, valid and reliable tests, performance measures, observations student interviews, or other formal or informal assessment procedures to determine the progress of all students;

(b) Document student progress in accomplishing State-adopted 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; and

(d) 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) Understand the organizational culture and expectations that operate within a school and that impact students and student learning;

(f) Interact constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families, and members of the community;

(g) Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families to promote student learning;

(h) Perform advisory functions for students in formal and informal settings;

(i) Function as a member of an interdisciplinary team to achieve long-term curriculum goals, and State content standards and district standards;

(j) Exhibit energy, drive and determination to make one's school and classroom the best possible environment for teaching and learning; and

(k) Exhibit energy, drive and determination to become a professional educator.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 6-2002, f. & cert. ef. 10-23-02;

TSPC 9-2006, f. & cert. ef. 6-15-06

#### 584-017-0115

#### Knowledge, Skills and Abilities for Early Childhood Authorization

(1) In addition to passing the required Commission-approved multiple subjects examination required for this authorization, candidates must complete the required practicum experience with students in one or more age groups or grades between age three and grade four.

(2) Teachers who hold an Initial Teaching License with an elementary authorization may add the early childhood authorization level only upon enrollment in an early childhood authorization program approved by TSPC. (See, OAR 584-060-0051.)

(3) In order to promote child development and learning, the candidate must:

(a) Know and understand young children's characteristics and needs;

(b) Know and understand the multiple influences on development and learning; and

(c) Use developmental knowledge to create healthy, respectful, supportive and challenging learning environments.

(4) In order to build family and community relationships, the candidate must:

(a) Know about and understand family and community characteristics;

(b) Support and empower families and communities through respectful, reciprocal relationships; and

(c) Involve families and communities in their children's development and learning.

(5) In order to document and assess the learning of young children, the candidate will:

(a) Understand the goals, benefits and uses of assessment;

(b) Know about and use observation, documentation, and other appropriate assessment tools and approaches to inform instruction;

(c) Understand and practice appropriate assessment;

(d) Develop partnerships with families and other professionals to assess children's strengths and needs; and

(e) Understand and practice appropriate assessment for all children including culturally and linguistically diverse children as well as children with exceptionalities.

(6) In order to demonstrate teaching and learning, the candidate will:

(a) Connect with children and families to create positive learning environments; and

(b) Use developmentally effective approaches:

(A) Foster oral language and communication;

(B) Draw from continuum of teaching strategies;

(C) Make the most of the environment and routines;

(D) Capitalize on incidental teaching;

(E) Focus on children's characteristics, needs, and interests;

(F) Link children's language and culture to the early childhood program;

(G) Teach through social interactions;

(H) Create support for play;

(I) Address children's challenging behaviors;

(J) Use integrative approaches to curriculum; and

(c) Demonstrate an understanding of content knowledge in early education, the candidate will create a classroom environment that encompasses the following core content objectives:

(A) In language and literacy, candidates will develop curriculum so that students will:

(i) Explore their environments and develop the conceptual, experiential, and language foundations for learning to read and write;

(ii) Develop their ability to converse at length and in depth on a topic in various settings (one-on-one with adults and peers, in small groups, etc.);

(iii) Develop vocabulary that reflects their growing knowledge of the world around them;

(iv) Use language, reading and writing to strengthen their own cultural identity as well as to participate in the shared identity of the school environment;

(v) Associate reading and writing with pleasure and enjoyment as well as with skill development;

(vi) Use a range of strategies to derive meaning from stories and texts;

(vii) Use language, reading, and writing for various purposes;

(viii) Use a variety of print and non-print resources;

(ix) Develop basic concepts of print and understanding of sounds, letters, and letter sound relationships; and

(B) In the Arts: music, creative movement, dance, drama, and art, candidates will develop curriculum so that students will:

(i) Interact musically with others;

(ii) Express and interpret understandings of their world through structured and informal musical play;

(iii) Sing, play, and create music;

(iv) Respond to expressive characteristics of music-rhythm, melody, form-through speaking, singing, moving, and playing simple instruments;

(v) Use music to express emotions, conflicts, and needs;

(vi) Move expressively to music of various tempos, meters, modes, genres, and cultures to express what they feel and hear;

(vii) Understand and apply artistic media, techniques, and processes;

(viii) Make connections between visual arts and other disciplines; and

(C) In Mathematics, candidates will develop curriculum in alignment with the National Council of Teachers of Mathematics (NCTM) curriculum student or K-12 grade, recognizing the quantitative dimensions of children's learning:

(i) Mathematics as problem solving;

(ii) Mathematics as communication;

(iii) Mathematics as reasoning;

(iv) Mathematical connections;

(v) Estimation;

(vi) Number sense and numeration;

(vii) Concepts of whole number operations;

(viii) Whole number computation;

(ix) Geometry and spatial sense;

(x) Measurement;

(xi) Statistics and probability;

(xii) Fractions and decimals;

(xiii) Patterns and relationships; and

(D) In physical activity and Physical Education, candidates will develop curriculum so that students will:

- (i) Have varied, repeated experiences with functional movement and manipulation;
- (ii) Demonstrate progress toward mature forms of selected physical skills;
- (iii) Try new movement activities and skills;
- (iv) Use feedback to improve performance;
- (v) Experience and express pleasure from participation in physical activity;
- (vi) Apply rules, procedures, and safe practices;
- (vii) Gain competence to provide increased enjoyment in movement; and
- (E) In Science, candidates will develop curriculum so that students will:
  - (i) Explore materials, objects and events by acting upon them and noticing what happens;
  - (ii) Make careful observations of objects, organisms, and events using all their senses;
  - (iii) Describe, compare, sort, classify, and order in terms of observable characteristics;
  - (iv) Use a variety of simple tools to extend their observations;
  - (v) Engage in simple investigations including making predictions, gathering and interpreting data, recognizing simple patterns, and drawing conclusions;
  - (vi) Record observations, explanations, and ideas through multiple forms of representation;
  - (vii) Work collaboratively with others, share and discuss ideas, and listen to new perspectives; and
- (F) In Social Studies, candidates will develop curriculum so that students will:
  - (i) Geography:
    - (I) Make and use maps to locate themselves in space;
    - (II) Observe the physical characteristics of the places in which they live and identify landforms, bodies of water, climate, soils, natural vegetation and animal life of that place; and
  - (ii) History:
    - (I) Use the methods of the historian, identifying questions, locating and analyzing information, and reaching conclusions;
    - (II) Record and discuss the changes that occur in their lives, recalling their immediate past; and
  - (iii) Economics:
    - (I) Develop awareness of the difference between wants and needs;
    - (II) Develop interest in the economic system, understanding the contributions of those who produce goods and services; and
  - (iii) Social relations/civics:
    - (I) Become a participating member of the group, giving up some individuality for the greater good;
    - (II) Recognizing similarities among people of many cultures;
    - (III) Respecting others, including those who differ in gender, ethnicity, ability or ideas;
    - (IV) Learn the principles of democracy, working cooperatively with others, sharing and voting as they solve problems; and
  - (d) In order to build meaningful curriculum, the candidate will:
    - (A) Know, understand, and use positive relationships and supportive interactions;
    - (B) Know, understand, and use effective approaches, strategies, and tools for early education;
    - (C) Know and understand the importance, central concepts, inquiry tools, curriculum integration, and structures of content areas or academic disciplines; and
    - (D) Know and use differentiated instructional strategies to promote equitable learning opportunities and success for all students, regardless of native language, socioeconomic background, ethnicity, gender, disability or other individual characteristics.
  - (7) In demonstrating professionalism, the candidate will:
    - (a) Identify and involve oneself with the early childhood field;
    - (b) Know about and uphold ethical standard and other professional guidelines (see National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct);
    - (c) Engage in continuous, collaborative learning to inform practice;
    - (d) Integrate knowledgeable, reflective, and critical perspectives on early education; and
    - (e) Engage in informed advocacy for children and the profession.

(8) Valid for any teaching assignment, except specialization requiring endorsement under OAR 584-060-0071, at or below grade four in a school designated as a pre-primary school, primary school, or an elementary school.

Stat. Auth.: ORS 342  
 Stats. Implemented: ORS 342.120 - 342.165  
 Hist.: TSPC 1-2005, f. & cert. ef. 1-21-05

#### 584-017-0120

#### Elementary Authorization (Valid for Teaching in Grades 3–8 in an Elementary School or in a 5th or 6th Grade Self-Contained Classroom in a Middle 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 by passing the Multiple Subjects Assessment for Teachers (MSAT).

(4) Candidates complete student teaching or internship with students in grades 3–8 in an elementary school or in a 5th or 6th grade self-contained classroom in a middle school. 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, 342.147 & 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; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 4-2002, f. & cert. ef. 5-21-02; TSPC 6-2002, f. & cert. ef. 10-23-02

#### 584-017-0130

#### Middle Level Authorization

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 by passing the required Commission-approved multiple subjects examination.

(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 required Commission-approved test or tests, in the subject or specialty, including Basic Math;

(c) Passing the optional Commission-approved test in middle school Language Arts, Math, Social Studies or Science;

(d) Presenting evidence satisfactory to the Commission of specialized education.

(5) Candidates who have also passed the required Commission-approved multiple subjects examination may add subject-matter endorsements to the Initial Teaching License with middle-level authorizations by:

(a) Passing the high school level subject-mastery test, including Basic math. These endorsements authorize the candidate to teach the subjects through grade 12 so long as the candidate also holds the high school authorization; or

(b) Passing the middle school optional Commission-approved test in Language Arts, Social Studies or Science. These endorsements



are only valid to teach the subject up through grade 9 in an elementary, middle or junior high school regardless if the candidate holds a high school authorization.

(6) Candidates who have not passed the commission-approved multiple subjects examination, but hold middle-level authorizations in art; English for Speakers of Other Languages (ESOL); bilingual education/ESOL; music, physical education, adaptive physical education; reading or special education may add an endorsement by:

(a) Passing the Commission-approved test or tests, including the middle school tests in Language Arts, Social Studies or Science in the subject-matter endorsement; and

(b) Completing one of the following practical experiences in grades 5–9:

(A) A practicum of 2 semester hours or 3 quarter hours, which except as specified below may or may not be part of a longer preparation that includes content or methods courses in the subject area, in an institution approved to prepare teachers for that endorsement;

(B) Verification of one year of experience teaching the new subject-area at least one hour each day or the equivalent on either an optional assignment of ten hours or less or on an approved conditional assignment permit (CAP) as allowed by OAR 584-060-0081; or

(C) Five years of experience teaching the subject area in a public school or regionally accredited private school within a U.S. jurisdiction on a license appropriate for the assignment before holding any Oregon license.

(7) Candidates complete student teaching or internship with students in grades 5–9 in an elementary, middle, or junior high school. 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, 342.147 & 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; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 4-2002, f. & cert. ef. 5-21-02; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 4-2005(Temp), f. & cert. ef. 5-6-05 thru 9-30-05; TSPC 7-2005, f. & cert. ef. 8-24-05

## 584-017-0140

### High School Authorizations

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 by passing the required Commission-approved test or tests in the specific subject area(s).

(4) Candidates holding middle-level endorsements in language arts, social studies or science, pursuant to OAR 584-017-0130(5) are not eligible to teach these subjects on the high school authorization.

(5) 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. (See, OAR 584-017-0175 for adding an authorization level.)

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 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; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 4-2005(Temp), f. & cert. ef. 5-6-05 thru 9-30-05; TSPC 7-2005, f. & cert. ef. 8-24-05

## 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 and elementary education, OR elementary and middle level, OR middle level and high school;

(b) Completing supervised practica and/or student teaching experiences in early childhood and elementary, OR elementary and middle level, OR middle level and high school; and

(c) Documenting knowledge of the endorsement by passing the PRAXIS test in the specialty. The MSAT is not required for these endorsements.

(d) Candidates completing a practica experience at either early childhood or elementary and at either middle or high school level shall qualify for authorization for pre-primary through grade twelve.

(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 and elementary AND middle level and high school;

(b) Completing a supervised work experience and/or student teaching in early childhood and elementary AND middle level and high school; and

(c) Documenting knowledge of the endorsement by passing the PRAXIS test in the specialty. The MSAT is not required for these endorsements.

(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 Subjects Assessment for Teachers (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, 342.147 & 342.165

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 3-2003, f. & cert. ef. 5-15-03

## 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 determine 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 colleagues to enhance job performance and advance teaching as a profession.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 6-2002, f. & cert. ef. 10-23-02

#### 584-017-0170

##### Adding Endorsements to Initial or Continuing Teaching Licenses

The unit makes provisions for adding subject matter and specialty area endorsements to Initial and Continuing Teaching Licenses consistent with the provisions of OAR 584-060-0062.

(1) The unit shall have an approved program for every endorsement it recommends to TSPC. The endorsement will be added to the license upon the submission of a C-2 form documenting the candidate's completion of the program's requirements.

(2) It is at the unit's discretion to accept practicum experience from approved conditional assignments with districts as part of their recommendation to the commission for a candidate's endorsement.

(3) Endorsement programs will be reviewed under the standards in effect as of the effective date of this rule:

(a) For endorsements where no program is required, evidence of passage of the required Commission approved test or tests and documentation of the required practicum experience; or

(b) For endorsements where a program is required by the Commission, evidence that the program conforms to the standards that are currently in effect for that program at the time the program is submitted for approval.

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

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 1-2003, f. & cert. ef. 1-13-03; TSPC 7-2005, f. & cert. ef. 8-24-05

#### 584-017-0175

##### Adding Authorization Levels to Existing Initial and Continuing Teaching Licenses

(1) The unit makes provisions for adding authorizations to Initial and Continuing Teaching Licenses.

(2) A candidate seeking to add the next contiguous authorization to an existing Initial or Continuing Teaching License will:

(a) Successfully complete at least six (6) quarter hours or four (4) semester hours of preparation in child or adolescent development, whichever is appropriate for the level being completed. The program will include methods of instruction in the appropriate subjects at the requested authorization level and may include taking additional subject-matter tests to qualify for the authorization level; and

(b) One of the following practicum experiences, which must include preparation of one (1) work sample to document teaching effectiveness at the new authorization level:

(A) A practicum of two (2) semester hours or three (3) quarter hours, which except as specified below may or may not be part of a longer preparation that includes content or methods courses in the subject area, in an institution approved to prepare teachers for that endorsement; or

(B) Verification of one (1) year of experience teaching the new subject-area at least one (1) hour each day or the equivalent on either an optional assignment of ten (10) hours or less or on an approved conditional assignment permit (CAP) as allowed by OAR 584-060-0081.

(3) A candidate may add an authorization level that is not contiguous to an existing Initial or Continuing Teaching License if the candidate successfully completes an approved program at that level. Completion of the approved program shall include the required practicum experience and completion of a work sample to document teaching effectiveness at the new authorization level.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 2-2005, f. & cert. ef. 4-15-05; TSPC 9-2006, f. & cert. ef. 6-15-06

#### 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, during which the student teacher assumes the full range of responsibilities of a classroom teacher for the purpose of developing and demonstrating the competencies required for initial licensure.

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

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

(4) The unit has policies on supervision of practicum students which state the responsibilities of institutional supervisors and practicum site supervisors or cooperating teachers 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) 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 level.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 4-2001, f. & cert. ef. 9-21-01; TSPC 2-2002, f. & cert. ef. 3-15-02; TSPC 6-2002, f. & cert. ef. 10-23-02

#### 584-017-0182

##### Internship Experience for Teachers

The unit provides internship experiences in public and/or approved private school settings that ensures the candidate will be able to demonstrate the knowledge, skills, and competencies necessary for successful teaching.

(1) The unit sets criteria for admission and establishes performance standards for successful completion of the internship.

(2) The unit has policies on supervision of interns which state the responsibilities of the institutional supervisors and school-based supervisors including the frequency of observations and conferences with the interns.

(3) The unit will have an intern policy and contract that addresses school-based supervision, unit supervision and other relevant issues.

(4) The unit will provide measurable evidence of implementation, policy effectiveness and quality control.

(5) At least twice during each semester of the internship, the institution's supervisor meets with the candidate and the school-based supervisor in joint conferences to discuss the evaluations, work samples, and the candidate's progress in meeting the teacher competencies.

(6) Each intern assembles and analyzes two work samples to illustrate his/her ability to foster student learning. Work samples must meet the standards as stated in OAR 584-017-0185(1).

(7) The unit supervisor(s) and the school-based supervisor(s) jointly determine that the candidate has demonstrated the skills and competencies specified for the authorization level.

(8) The unit recommends for licensure those candidates who successfully complete the program requirements and demonstrate professional competency.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 4-2001, f. & cert. ef. 9-21-01; TSPC 6-2002, f. & cert. ef. 10-23-02

#### 584-017-0185

##### Evidence of Effectiveness

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

(2) Each student teacher preparing for an Initial Teaching License assembles and analyzes two work samples to document the candidate's

ability to demonstrate knowledge, skills and competencies as designated in OAR 584-017-0100. If a candidate is seeking more than one authorization level, one work sample must be completed for each authorization level. Work samples include:

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

(b) Goals for the unit of study, 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;

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

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

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

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

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

(3) Each candidate preparing for a Continuing Teaching License assembles a collection of evidence that documents the candidate's advanced knowledge, skills and competencies as designated in OAR 584-017-0160. The collection of evidence includes:

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

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

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

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

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

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

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

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120, 342.147 & 342.165  
Hist.: TSPC 4-2001, f. & cert. ef. 9-21-01; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 7-2004, f. & cert. ef. 8-25-04; TSPC 8-2005, f. & cert. ef. 10-21-05

#### 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, 342.147 & 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 level(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 20.

(4) Candidates for an Initial License will hold a minimum of a Bachelors degree from a regionally accredited institution.

(5) Candidates for a Continuing License will hold a Masters degree or higher degree in arts and sciences or an advanced degree in the profession from a regionally accredited institution in the United States, of the foreign equivalent of such degree approved by the Commission.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120, 342.147 & 342.165  
Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 6-2002, f. & cert. ef. 10-23-02

### 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, 342.147 & 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, 342.147 & 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, 342.147 & 342.165  
Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

#### 584-017-0240

##### Curriculum Design

The institution has an articulated program of studies based on a shared conceptual design that prepares effective educators consistent with the unit's mission.

(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 syllabi incorporate the knowledge and skills required for licensure and reflect contemporary curriculum for each of the authorization levels.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 7-1999, f. & cert. ef. 10-8-99

#### 584-017-0250

##### Objectives for Initial Administrator License

(1) The unit ensures that candidates for an Initial Administrative License possess the knowledge, skills and competencies required for administrators.

(2) Candidates demonstrate and promote ethical standards of democracy, equity, diversity, and excellence and promote communication among diverse groups;

(3) Candidates support the establishment and implementation of high skill and knowledge expectations designed to meet stated goals and objectives for students;

(4) 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;

(5) Candidates engage staff in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement;

(6) Candidates demonstrate and promote values, ethics, beliefs, and attitudes that achieve the goals of the school and district;

(7) Candidates demonstrate knowledge of the organization of a school within the context of the district and community;

(8) Candidates establish positive school-community relations and encourage parent participation that assists staff in achieving district and/or building goals;

(9) Candidates collaborate in the design and implementation of professional staff development programs to increase the effectiveness of the school program;

(10) Candidates demonstrate knowledge of supervision, professional development, and evaluation of personnel to ensure effective instruction;

(11) Candidates facilitate alternative learning environments when student progress is less than desired;

(12) Candidates assist in the work of district decision making groups, including the school site council;

(13) Candidates develop collaboratively a learning organization that meets the needs of students within the constraints of school, district, and community resources and priorities;

(14) Candidates manage school financial resources to meet established priorities;

(15) Candidates manage the school in accordance with statutes, administrative rules, school district policies, and collective bargaining agreements;

(16) Candidates demonstrate an understanding of Oregon school law and finance; and

(17) Candidates exhibit an understanding of human development, curriculum, and methods for early childhood, elementary, middle school, and high school students.

(18) These rules are repealed and superseded by OAR 584-017-0251 effective December 31, 2006. Additionally, these rules are only effective for programs approved by TSPC prior to January 1, 2005.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 1-2005, f. & cert. ef. 1-21-05

#### 584-017-0251

##### Knowledge, Skills and Abilities Required for Initial Administrator License

(1) Visionary Leadership: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

(a) Candidates develop a vision. Candidates:

(A) Develop a vision of learning for a school that promotes the success of all students; and

(B) Base this vision on culturally relevant knowledge and theories, including but not limited to an understanding of learning goals in a democratic and pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.

(b) Candidates articulate a vision. Candidates:

(A) Demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision;

(B) Demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs; and

(C) Demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

(c) Candidates implement a vision. Candidates:

(A) Can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision; and

(B) Develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).

(d) Candidates steward a vision. Candidates:

(A) Demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision;

(B) Design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision; and

(C) Assume stewardship of the vision through various methods.

(e) Candidates promote community involvement in the vision. Candidates:

(A) Demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts; and

(B) Acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.

(2) Instructional Improvement: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

(a) Candidates promote positive school culture. Candidates:

(A) Assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.

(b) Candidates provide effective instructional program. Candidates:

(A) Demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials;

(B) Demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs;

(C) Demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement;

(D) Demonstrate the ability to use aggregated and disaggregated student achievement data to develop effective instructional programs;

(E) Demonstrate the ability to use individual and group achievement data to develop school improvement plans; and

(F) Are able to use a variety of assessment tools and techniques to improve student achievement.

(c) Candidates apply best practice to student learning. Candidates:

(A) Demonstrate the ability to assist school personnel in understanding and applying best practices for student learning;

(B) Apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process; and

(C) Demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.

(d) Candidates design comprehensive professional growth plans. Candidates:

(A) Apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process; and

(B) Demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.

(3) Effective Management: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

(a) Candidates manage the organization. Candidates:

(A) Demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency;

(B) Develop plans of action for focusing on effective organization and management of fiscal, human and material resources, giving priority to student learning, safety, curriculum, and instruction; and

(C) Have knowledge of licensure rules and apply them properly to assignment of personnel.

(b) Candidates manage operations. Candidates:

(A) Demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision; and

(B) Develop communications plans for staff to develop their family and community collaboration skills.

(c) Candidates manage resources. Candidates:

(A) Use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning; and

(B) Creatively seek new resources to facilitate learning.

(4) Inclusive Practice: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.

(a) Candidates collaborate with families and other community members. Candidates:

(A) Demonstrate an ability to bring together, the resources of family members and the community to positively affect student learning;

(B) Demonstrate an ability to involve all families in the education of their children based on the belief that families have the best interests of their children in mind;

(C) Demonstrate the ability to-use public information and research-based knowledge of issues and trends to collaborate with families and community members;

(D) Apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships;

(E) Develop various methods of outreach aimed at business, religious, political, and service organizations;

(F) Demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community;

(G) Demonstrate the ability to collaborate with community agencies to integrate health, social, and other services; and

(H) Develop a comprehensive program of community relations and demonstrate the ability to work with the media.

(b) Candidates respond to community interests and needs. Candidates:

(A) Demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives;

(B) Demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics;

(C) Provide leadership to programs serving students with special and exceptional needs; and

(D) Demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.

(c) Candidates mobilize community resources. Candidates:

(A) Demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals;

(B) Demonstrate how to use school resources and social service agencies to serve the community; and

(C) Demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

(5) Ethical Leadership: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by acting with integrity, fairly, and in an ethical manner.

(a) Candidates act with integrity. Candidates:

(A) Demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions promote such respect; and

(B) Demonstrate behaviors that are honest and consistent.

(b) Candidates act fairly. Candidates:

(A) Demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others;

(B) Make decisions using an inclusive process; and

(C) Understand and avoid any conflict of interest and avoid the appearance of impropriety.

(c) Candidates act ethically. Candidates:

(A) Make and explain decisions based upon ethical and legal principles; and

(B) Demonstrate respect and diligence regarding the law and compliance with its requirements.

(6) Socio-Political Context: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

(a) Candidates understand the larger context. Candidates:

(A) Act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context;

(B) Demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school;

(C) Demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning;

(D) Demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities;

(E) Demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools;

(F) Demonstrate the ability to analyze and describe the cultural diversity in a school community;

(G) Can describe community norms and values and how they relate to the role of the school in promoting social justice; and

(H) Demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.

(b) Candidates respond to the larger context. Candidates:

(A) Demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

(c) Candidates influence the larger context. Candidates:

(A) Demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws;

(B) Apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families; and

(C) Advocate for policies, programs and instructional strategies that promote equitable learning opportunities and success for all students, regardless of native language, socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

(7) Practicum Experience: The practicum provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

(a) The practicum will be substantial. Candidates:

(A) Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide candidates with substantial responsibilities that increase overtime in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders; and

(B) Each candidate should have a minimum of six months (or equivalent, see note below) of full-time practicum experience.

(b) The practicum will be sustained. Candidates:

(A) Participate in planned practicum activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.

(c) The practicum will be standards-based. Candidates:

(A) Apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders; and

(B) Experiences are designed to accommodate candidates' individual needs.

(d) The practica will be in real settings. Candidates:

(A) Experiences occur in multiple that allow for the demonstration of a wide range of relevant knowledge and skills; and

(B) Experiences include work with appropriate community organizations such as service groups and local businesses.

(e) The practica will be planned and guided cooperatively. Candidates:

(A) Experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs; and

(B) Mentors are provided training to guide the candidate during the practicum experience.

(f) The practicum will be for credit. Candidates:

(g) Earn graduate credit for their practicum experience.

(8) These rules are effective upon filing and shall apply to all new programs approved by the Commission after January 1, 2005. Existing approved administrator programs must implement these standards by no later than July 1, 2007.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 1-2005, f. & cert. ef. 1-21-05; TSPC 10-2006(Temp), f. 6-15-06, cert. ef. 7-1-06 thru 12-27-06

## 584-017-0260

### Objectives for Continuing Administrator License

(1) The unit provides an approved program through which administrators document the advanced competencies required for Continuing Administrator/Initial Superintendent License.

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

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

(4) 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;

(5) Candidates demonstrate effective leadership in communication with diverse and special interest organizations;

(6) Candidates collaborate with patrons, staff and interested organizations in the development, evaluation and improvement of policies and programs to meet school district needs;

(7) Candidates implement practices that ensure effective organizations and management of school district policies and procedures;

(8) Candidates develop productive school, board and community relations;

(9) Candidates demonstrate an advanced understanding of Oregon school law and school finance;

(10) Candidates demonstrate an understanding of planning, maintenance and management of facilities; and

(11) While holding a Continuing Administrator License, complete one year of experience at the district level while working with a mentor.

(12) These rules are repealed and superseded by OAR 584-017-0261 effective December 31, 2006. Additionally, these rules are only effective for programs approved by TSPC prior to January 1, 2005.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 1-2005, f. & cert. ef. 1-21-05

## 584-017-0261

### Knowledge, Skills and Abilities for Continuing Administrator License

(1) Visionary Leadership: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

(a) Candidates develop a vision. Candidates:

(A) Develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students;

(B) Base development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context;

(C) Use data-based research strategies to create a vision that takes into account the diversity of learners in a district; and

(D) Demonstrate knowledge of ways to use a district's vision to mobilize additional resources to support the vision.

(b) Candidates articulate a vision. Candidates:

(A) Demonstrate the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision;

(B) Demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs; and

(C) Demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities

(c) Candidates implement a vision. Candidates:

(A) Demonstrate the ability to plan programs to motivate staff, students, and families to achieve a school district's vision; and

(B) Design research-based processes to effectively implement a district vision throughout an entire school district and community.

(d) Candidates steward a vision. Candidates:



(A) Demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision; and

(B) Understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.

(e) Candidates promote community involvement in the vision. Candidates:

(A) Demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.

(2) Instructional Improvement: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

(a) Candidates promote positive school culture. Candidates:

(A) Develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.

(b) Candidates provide effective instructional program. Candidates:

(A) Demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method;

(B) Are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems;

(C) Demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement;

(D) Demonstrate the ability to allocate and justify resources to sustain the instructional program;

(E) Demonstrate the ability to use aggregated and disaggregated student achievement data to develop district instructional programs;

(F) Demonstrate the ability to use individual and group achievement data to develop district improvement plans; and

(G) Are able to use a variety of assessment tools and techniques to improve student achievement for all students.

(c) Candidates apply best practice to student learning. Candidates:

(A) Demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs;

(B) Demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning;

(C) Understand and can apply human development theory, proven learning, and motivational theories, and concern for the diversity to the learning process; and

(D) Understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.

(d) Candidates design comprehensive professional growth plans. Candidates:

(A) Demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace;

(B) Demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel; and

(C) Develop personal professional growth plans that reflect commitment to life-long learning and best practices.

(3) Effective Management: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by managing the organization, operations, and

resources in a way that promotes a safe, efficient, and effective learning environment.

(a) Candidates manage the organization. Candidates:

(A) Demonstrate the ability to use research-based knowledge of learning, teaching, student-development, organizational development, and data management to optimize learning for all students;

(B) Demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement;

(C) Demonstrate the ability to organize a district based on indicators of equity; effectiveness, and efficiency and can apply legal principles that promote educational equity; and

(D) Demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective and efficient facility.

(b) Candidates manage operations. Candidates:

(A) Demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability;

(B) Can use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision;

(C) Develop staff communication plans for integrating district's schools and divisions; and

(D) Develop a plan to promote and support community collaboration among district personnel.

(c) Candidates manage resources. Candidates:

(A) Use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning;

(B) Creatively seek new resources to facilitate learning;

(C) Apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district;

(D) Apply and assess current technologies for management, business procedures, and scheduling; and

(E) Apply licensure rules to ensure qualified staff are placed in all positions throughout the district.

(4) Inclusive Practice: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.

(a) Candidates collaborate with families and other community members. Candidates:

(A) Demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning;

(B) Demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning;

(C) Apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships;

(D) Demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals;

(E) Demonstrate an ability to involve community members, groups, and other stakeholders in district decision-making, reflecting an understanding of strategies to capitalize on the, district's integral role in the larger community;

(F) Demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning;

(G) Demonstrate the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices; and

(H) Develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.

(b) Candidates respond to community interests and needs. Candidates:

(A) Facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders;

(B) Demonstrate the ability to promote maximum involvement with, and visibility within the community;

(C) Demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives;

(D) Demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement; and

(E) Demonstrate the ability to advocate for students with special and exceptional needs.

(c) Candidates mobilize community resources. Candidates:

(A) Demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals;

(B) Demonstrate how to use district resources to the community to solve issues of joint concern; and

(C) Demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

(5) Ethical Leadership: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by acting with integrity, fairly, and in an ethical manner.

(a) Candidates act with integrity. Candidates:

(A) Demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions promote such respect; and

(B) Demonstrate behaviors that are honest and consistent.

(b) Candidates act fairly. Candidates:

(A) Demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others;

(B) Make decisions using an inclusive process; and

(C) Understand and avoid any conflict of interest and avoid the appearance of impropriety.

(c) Candidates act ethically. Candidates:

(A) Make and explain decisions based upon ethical and legal principles; and

(B) Demonstrate respect and diligence regarding the law and compliance with its requirements.

(6) Socio-Political Context: Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

(a) Candidates understand the larger context. Candidates:

(A) Demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations;

(B) Demonstrate an understanding of the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning;

(C) Demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district;

(D) Can explain the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district;

(E) Demonstrate the ability to work with political leaders at the local, state, and national level;

(F) Can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents; and

(G) Espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies

and laws might improve educational and social opportunities for specific communities.

(b) Candidates respond to the larger context. Candidates:

(A) Demonstrate the ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws;

(B) Apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students; and

(C) Demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.

(c) Candidates influence the larger context. Candidates:

(A) Demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations, affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests; and

(B) Demonstrate the ability to advocate for policies, programs and instructional strategies that promote equitable learning opportunities and success for all students, regardless of native language, socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

(7) Practicum Experience: The practicum provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

(a) The practicum will be substantial. Candidates:

(A) Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide practicum students with substantial responsibilities that increase overtime in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders; and

(B) Each candidate should have a minimum of six (6) months (or equivalent, see note below) of full-time practicum experience.

(b) The practicum will be sustained. Candidates:

(A) Participate in planned practicum activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.

(c) The practicum will be standards-based. Candidates:

(A) Apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders; and

(B) Experiences are designed to accommodate candidates' individual needs.

(d) The practica will be in real settings. Candidates:

(A) Experiences occur in multiple district settings that allow for the demonstration of a wide range of relevant knowledge and skills; and

(B) Experiences include work with appropriate community organizations, parent groups and school boards.

(e) The practica will be planned and guided cooperatively. Candidates:

(A) Experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs; and

(B) Mentors are provided training to guide the candidate during the practicum experience.

(f) The practicum will be for credit. Candidates:

(g) Earn graduate credit for their practicum experience.

(8) These rules are effective upon filing and shall apply to all new programs approved by the Commission after January 1, 2005. Existing approved administrator programs must implement these standards by no later than July 1, 2007.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 1-2005, f. & cert. ef. 1-21-05; TSPC 10-2006(Temp), f. 6-15-06, cert. ef. 7-1-06 thru 12-27-06

**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, 342.147 & 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 practicum in a public and/or approved private school for 360 hours 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, 342.147 & 342.165

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 1-2002, f. & cert. ef. 1-15-02

**584-017-0282**

**Internship Experience for Administrator**

The unit provides internship experiences in public and/or approved private school settings that ensures the candidate will be able to demonstrate the knowledge, skills, and competencies necessary to be a successful administrator.

- (1) The unit sets criteria for admission and establishes performance standards for successful completion of the internship.
- (2) The unit has policies on supervision of interns which state the responsibilities of the institutional supervisors and school-based supervisors including the frequency of observations and conferences with the interns.
- (3) The unit will have an intern policy and contract that addresses school-based supervision, unit supervision and other relevant issues.
- (4) The unit will provide measurable evidence of implementation, policy effectiveness and quality control.
- (5) At least twice during each semester of the internship, the institution's supervisor meets with the candidate and the school-based supervisor in joint conferences to discuss the evaluations, portfolios, and the candidate's progress in meeting the administrator competencies.
- (6) The intern assembles a portfolio. The portfolio must meet the standards in 584-017-0280(3).
- (7) The unit supervisor and the school-based supervisor jointly determine that the intern has demonstrated the knowledge, skills and competencies specified for the license.
- (8) The unit recommends for licensure those candidates who successfully complete the program requirements and demonstrate professional competency.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 4-2001, f. & cert. ef. 9-21-01

**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, 342.147 & 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 level(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.
- (4) Candidates for Initial License will hold a Masters degree or higher in the arts and sciences or an advanced degree in the professions from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the Commission.
- (5) Candidates for Continuing Administrator License shall have completed a minimum of 24 semester hours of graduate credit beyond the Master's degree.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 6-2002, f. & cert. ef. 10-23-02

**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, 342.147 & 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, 342.147 & 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, 342.147 & 342.165  
Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99

#### 584-017-0340

##### Curriculum Design

The institution has an articulated program of studies based on a shared conceptual design that prepares effective educators consistent with the unit's mission.

(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 syllabi incorporate the knowledge and skills required for licensure and reflect contemporary curriculum for each of the authorization levels.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120, 342.147 & 342.165  
Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 7-1999, f. & cert. ef. 10-8-99

#### 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, per-

sonality, 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, 342.147 & 342.165  
Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 6-2002, f. & cert. ef. 10-23-02

#### 584-017-0355

##### Authorization Levels for Initial School Psychologists

The unit assures that candidates for Initial School Psychologist License demonstrate knowledge, skills and competencies for four authorization levels by:

(1) Completing preparation in psychological foundations and methods appropriate for early childhood/elementary and middle level/high school, and

(2) Documenting knowledge by submitting passing PRAXIS test scores in the area of specialty.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120, 342.147 & 342.165  
Hist.: TSPC 6-2000, f. & cert. ef. 11-27-00

#### 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, 342.147 & 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 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 administrators.

(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, 342.147 & 342.165

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 6-2002, f. & cert. ef. 10-23-02

**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 **and** other laws applicable to the practice of school psychologists.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 7-1999, f. & cert. ef. 10-8-99

**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 level(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.

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

(5) Candidates for Continuing License will have completed an advanced program in psychologist competencies consisting of a minimum of six semester hours of graduate credit.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 6-2002, f. & cert. ef. 10-23-02

**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 counselors 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 a public school or in a regionally accredited private school in a U.S. jurisdiction 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, 342.147 & 342.165

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 6-2002, f. & cert. ef. 10-23-02

**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, 342.147 & 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, 342.147 & 342.165

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

**584-017-0430**

**Curriculum Design**

The institution has an articulated program of studies based on a shared conceptual design that prepares effective educators consistent with the unit's mission.

(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 syllabi incorporate the knowledge and skills required for licensure and reflect contemporary curriculum for each of the authorization levels.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 7-1999, f. & cert. ef. 10-8-99

**584-017-0442**

**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, 342.147 & 342.165  
 Hist.: TSPC 10-2006(Temp), f. 6-15-06, cert. ef. 7-1-06 thru 12-27-06

#### 584-017-0452

##### 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 four hundred (400) clock hours of supervised practicum in a public school.

Stat. Auth.: ORS 342  
 Stats. Implemented: ORS 342.120, 342.147 & 342.165  
 Hist.: TSPC 10-2006(Temp), f. 6-15-06, cert. ef. 7-1-06 thru 12-27-06

#### 584-017-0455

##### Authorization Levels for School Counseling

- (1) The unit assures that candidates for Initial School Counseling License demonstrate knowledge, skills and competencies for two levels by:
  - (a) Completing preparation in developmental psychology and methods appropriate for early childhood/elementary OR middle level/high school;
  - (b) Articulating and applying a philosophy of education appropriate for early childhood/elementary OR middle level/high school;
  - (c) Completing supervised practica in early childhood/elementary OR middle level/high school; and
  - (d) Documenting knowledge by submitting passing scores on the PRAXIS specialty area test.
- (2) The unit assures that candidates for Continuing School Counselor License have the option to demonstrate advanced knowledge, skills and competencies for the authorization levels not attained with the Initial School Counselor License.
  - (a) Candidates completing additional authorization levels must complete preparation in developmental psychology and methods for early childhood/elementary OR middle level/high school not attained with the Initial License so that requirements for all four authorization levels are met.
  - (b) Candidates must complete a supervised practicum in either the additional authorization levels or at the authorization levels attained with the Initial License.

Stat. Auth.: ORS 342  
 Stats. Implemented: ORS 342.120, 342.147 & 342.165  
 Hist.: TSPC 6-2000, f. & cert. ef. 11-27-00; TSPC 6-2002, f. & cert. ef. 10-23-02

#### 584-017-0460

##### Field Experience for Initial 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, 342.147 & 342.165  
 Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 4-2001, f. & cert. ef. 9-21-01

#### 584-017-0462

##### Internship Experience for School Counselor

The unit provides internship experiences in public and/or approved private school settings that ensures the candidate will be able to demonstrate the knowledge, skills, and competencies necessary for successful school counseling.

- (1) The unit sets criteria for admission and establishes performance standards for successful completion of the internship.
- (2) The unit has policies on supervision of interns which state the responsibilities of the institutional supervisors and school-based supervisors including the frequency of observations and conferences with the interns.
- (3) The unit will have an intern policy and contract that addresses school-based supervision, unit supervision and other relevant issues.
- (4) The unit will provide measurable evidence of implementation, policy effectiveness and quality control.
- (5) At least twice each semester during the internship, the institution's supervisor meets with the school-based supervisor and the candidate in joint conferences to discuss the intern's performance, evaluation, portfolio and progress in meeting the competencies for school counselor.
- (6) The intern assembles a portfolio. The portfolio must meet the standards in 584-017-0460(1).
- (7) The unit supervisor and the school-based supervisor jointly determine that the intern has demonstrated the knowledge, skills and competencies specified for the license.
- (8) The unit recommends for licensure those candidates who successfully complete the program requirements and demonstrate professional competency.

Stat. Auth.: ORS 342  
 Stats. Implemented: ORS 342.120, 342.147 & 342.165  
 Hist.: TSPC 4-2001, f. & cert. ef. 9-21-01



**584-017-0465**

**Practicum for Continuing School Counselor Program**

The unit provides practica in public and/or private school settings for purposes of acquiring and documenting advanced competencies required for Continuing License.

(1) Candidates for Continuing License will complete a supervised practicum consisting of a minimum of 400 clock hours for adding additional authorization levels or at the authorization levels attained with the Initial License.

(2) The unit's supervisor and the cooperating counselor shall determine jointly that the candidate has demonstrated in the practicum the advanced skills and competencies required for continuing licensure.

(3) 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 candidates.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 6-2002, f. & cert. ef. 10-23-02

**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 and other laws applicable to the practice of school counselors.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 7-1999, f. & cert. ef. 10-8-99

**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 level(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.

(4) Candidates for Initial License in a Track I program will hold a minimum of a Master's degree from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the Commission.

(5) Candidates for Initial License in a Track II program will hold a minimum of a Master's degree in the behavioral sciences from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the Commission.

(6) Candidates for Continuing License will hold a minimum of a Master's degree in behavioral sciences and have completed beyond the Initial program in school counseling an advanced program consisting of a minimum of six semester or nine quarter hours of graduate credit to include 400 clock hours of practicum.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147 & 342.165

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 6-2002, f. & cert. ef. 10-23-02

**DIVISION 19**

**RULES FOR INVESTIGATIONS/HEARINGS**

**584-019-0002**

**Hearing Procedures**

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

(2) The Commission shall, from time to time, adopt written Guidelines for the Management of Discipline Cases, which shall govern internal procedures of the Commission for administering discipline cases and provide for coordination with the Hearing Officer Panel and its rules.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.175 - 342.190

Hist.: TSPC 1-2001, f. & cert. ef. 1-17-01

**584-019-0003**

**Notice of Opportunity for Hearing**

(1) The Commission delegates to the Executive Director the authority to draft the contents of the Notice of Hearing and Notice of Opportunity for Hearing when the Executive Director denies the issuance, renewal or re-instatement of a license under OAR 584-050-0006 or when the Commission determines that there is sufficient cause to justify a hearing under ORS 342.176(5).

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

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

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

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.175 - 342.190

Hist.: TSPC 9-2005, f. & cert. ef. 11-15-05

**584-019-0010**

**Discovery and Subpoenas**

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

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

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

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

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.175 - 342.190

Hist.: TS 7-1989, f. & cert. ef. 12-13-89; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 4-2001, f. & cert. ef. 9-21-01; TSPC 9-2005, f. & cert. ef. 11-15-05

**584-019-0015**

**Evidence**

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

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

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

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

(5) The hearing officer shall have discretion to require the parties to submit prior to the hearing date documents which may be introduced as evidence, names and addresses of witnesses, and other infor-

mation to facilitate the hearing. The hearing officer shall have discretion to require the parties to submit proposed findings of fact and conclusions of law.

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

#### 584-019-0020

##### 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 - 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 hearing officer at the hearing may refuse to accept testimony or evidence that has not been disclosed in compliance with this rule.

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

#### 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, 342.176, 342.177, 342.180 & 342.190  
Hist.: TS 6-1996, f. & cert. ef. 12-9-96; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97

#### 584-019-0040

##### Commission to Issue All Final Orders in Contested Cases and Provide Notice Thereof in Proposed Orders

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

(2) If the recommended action in the Proposed Order is adverse to the educator, the Proposed Order shall contain a statement that the educator may file written exceptions to the Commission and may file a request for oral argument to the Commission. The statement shall inform the educator that written exceptions or a request for oral argument

must be filed with the Commission at the Commission's office within fourteen days of the date of the Proposed Order in order for the exceptions or the request for oral argument to be considered. The Commission need not allow oral argument on the Proposed Order. The Executive Director may permit oral argument in those cases in which the Director believes oral argument may be appropriate or helpful to the Commissioners in making a final determination.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.175 - 342.190  
Hist.: TSPC 1-2001, f. & cert. ef. 1-17-01; TSPC 4-2001, f. & cert. ef. 9-21-01

## DIVISION 20

### STANDARDS FOR COMPETENT AND ETHICAL PERFORMANCE OF OREGON EDUCATORS

#### 584-020-0000

##### Application of Rules

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

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

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

(4) The Commission 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 - 342.190  
Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83; TS 1-1987, f. & ef. 3-3-87; TS 2-1988, f. & cert. ef. 4-7-88; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 5-1999(Temp), f. & cert. ef. 8-24-99 thru 2-19-00; TSPC 7-1999, f. & cert. ef. 10-8-99

#### 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 supervisory educator who holds a valid Oregon Administrative License or registration.

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

(3) "Educator" Any licensed or registered 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 Conduct" 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;

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

(d) Verbal or physical conduct of a sexual nature when directed toward a student or when such conduct has the effect of unreasonably

interfering with a student's educational performance or creates an intimidating, hostile or offensive educational environment; or

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

(6) "Sexual harassment" Any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

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

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

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

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

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 & 342.175 - 342.190

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

#### 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 & 342.175 - 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 & 342.175 - 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 col-

leagues 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 & 342.175 - 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 & 342.175 - 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 & 342.175 - 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.

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

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

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

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

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

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

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

(c) Strive for continued improvement and professional growth;

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

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

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

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

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

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

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & 342.175 - 342.190

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

**584-020-0040**

**Grounds for Disciplinary Action**

(1) The Commission shall deny, revoke or deny the right to apply for a license or charter school registration to any applicant or educator who, has been convicted of any of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if convicted in another jurisdiction or convicted of attempt to commit such crimes as defined in ORS 161.405. 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 a 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 163.688 — Possession of Materials Depicting Sexually Explicit Conduct of a Child in the First Degree;

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

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

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

(gg) ORS 166.005 — Treason;

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

(ii) ORS 167.007 — Prostitution;

(jj) ORS 167.012 — Promoting Prostitution;

(kk) ORS 167.017 — Compelling Prostitution;

(ll) ORS 167.062 — Sadoomasochistic Abuse for Sexual Conduct in a Live Show;

(mm) ORS 167.065 — Furnishing Obscene Materials to Minors;

(nn) ORS 167.070 — Sending Obscene Materials to Minors;

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

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

(qq) ORS 167.087 — Disseminating Obscene Materials ;

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

(ss) ORS 475.995 — Distribution of Controlled Substances to Minors;

(tt) 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 unfitness, or other acts which are in violation of sections (1) or (3) of this rule.

(3) The Commission may initiate proceedings to suspend or revoke the license or registration of an educator under ORS 342.175 or deny a license or registration to an applicant under 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; or

(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 conduct with a student;
  - (g) Appearing on duty or at any district-sponsored activity while under the influence of alcohol or any controlled substance;
  - (h) Unauthorized disclosure of student records information received in confidence by the educator under a statutory privilege, (See, subsection 6, below);
  - (i) Deliberately assigning an educator in violation of licensure requirements;
  - (j) Resignation from a contract in violation of ORS 342.553, (See, subsection 6, below);
  - (k) Knowing violation of any order or rule of the Commission;
  - (l) Sexual harassment;
  - (m) Knowing and willful failure of a chief administrator to report a violation of Commission standards as required by OAR 584-020-0041;
  - (n) Substantial deviation from professional standards of competency set forth in OAR 584-020-0010 through 584-020-0030;
  - (o) Substantial deviation from professional standards of ethics set forth in OAR 584-020-0035;
  - (p) Subject to the exercise of any legal right or privilege, failure or refusal by an educator under investigation to respond to requests for information, to furnish documents or to participate in interviews with a Commission representative relating to a Commission investigation; or
  - (q) Knowing and unauthorized use of school computer equipment to receive, store, produce or send sexually explicit materials.
- (5) Gross unfitness is any conduct which renders an educator unqualified to perform his or her professional responsibilities. Conduct constituting gross unfitness may include conduct occurring outside of school hours or off school premises when such conduct bears a demonstrable relationship to the educator's ability to fulfill professional responsibilities effectively. The following may be admissible as evidence of gross unfitness. Consideration may include but is not limited to:
- (a) Revocation, suspension or denial of a license by another state for reasons and through procedures that are the same as, or substantially equivalent to, those permitting similar action in Oregon;
  - (b) Fraud or misrepresentation;
  - (c) Conviction of violating any federal, state, or local law. A conviction includes any final judgment of conviction by a court whether as the result of guilty plea, no contest plea or any other means.
  - (d) Commission of an act listed in OAR 584-020-0040(1);
  - (e) Admission of or engaging in acts constituting criminal conduct, even in the absence of a conviction; or
  - (f) Violation of a term of probation imposed by a court.
  - (6) In any proceeding brought under subsection (4)(h) of this rule, the Commission may not impose a sanction more severe than a suspension of the educator's license. 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 342.143 & 342.175 - 342.190  
 Hist.: TS 5-1983, f. & ef. 7-21-83; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 2-1988, f. & cert. ef. 4-7-88; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1993, f. & cert. ef. 9-29-93; TS 5-1996, f. & cert. ef. 9-24-96; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 8-1998 f. & cert. ef. 12-9-98; TSPC 5-1999(Temp), f. & cert. ef. 8-24-99 thru 2-19-00; TSPC 6-1999(Temp), f. & cert. ef. 9-20-99 thru 3-17-00; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 9-1999, f. & cert. ef. 11-22-99; TSPC 4-2000, f. & cert. ef. 7-17-00; TSPC 9-2005, f. & cert. ef. 11-15-05

#### 584-020-0041

##### Reporting Requirements

- (1) For purposes of this rule, "chief administrator" means:
  - (a) The superintendent, head teacher or person designated by a school district board as district school clerk under ORS 332.515 of a school district, or education service district;
  - (b) The chief administrative officer of the Oregon School for the Deaf and the Oregon School for the Blind; or
  - (c) The 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) Educators subject to being reported under this rule include:
  - (a) Any educator possessing a TSPC-issued license;
  - (b) Any educator holding a charter school registration;
  - (c) Any pre-service candidate placed in a public or private school for purposes of program completion pursuant to any program described in division 17 of these administrative rules.

- (3) A chief administrator shall report to the Executive Director within thirty (30) days the name of any person described in subsection (2) above, when after appropriate investigation the chief administrator reasonably believes the person may have committed any act which may constitute one (1) of the designated acts of gross neglect of duty under OAR 584-020-0040(4), subsections (a) to (i), (k) to (o) or (q) 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 342.143 & 342.175 - 342.190  
 Hist.: TS 4-1993, f. & cert. ef. 9-29-93; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 5-1999(Temp), f. & cert. ef. 8-24-99 thru 2-19-00; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 1-2001, f. & cert. ef. 1-17-01; TSPC 9-2006, f. & cert. ef. 6-15-06

#### 584-020-0045

##### Factors for Imposing Disciplinary Sanctions

The Commission may consider one or more of the following factors, as it deems appropriate, in its determination of what sanction or sanctions, if any, should be imposed upon a finding that an educator has violated any standard set forth in OAR 584-020-0040:

- (1) If the misconduct or violation is an isolated occurrence, part of a continuing pattern, or one of a series of incidents;
- (2) The likelihood of a recurrence of the misconduct or violation;
- (3) The educator's past performance;
- (4) The extent, severity, and imminence of any danger to students, other educators, or the public;
- (5) If the misconduct was open and notorious or had negative effects on the public image of the school;
- (6) The educator's state of mind at the time of the misconduct and afterwards;
- (7) The danger that students will imitate the educator's behavior or use it as a model;
- (8) The age and level of maturity of the students served by the educator;
- (9) Any extenuating circumstances or other factors bearing on the appropriate nature of a disciplinary sanction; or
- (10) To deter similar misconduct by the educator or other educators.

Stat. Auth.: ORS 342  
 Stats. Implemented: ORS 342.143 & 342.175 - 342.190  
 Hist.: TS 5-1983, f. & ef. 7-21-83; TSPC 2-2005, f. & cert. ef. 4-15-05

## 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 - 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, 342.127, 342.135, 342.140, 342.143, 342.147, 342.165, 342.175 & 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, 342.127, 342.135, 342.140, 342.143, 342.147, 342.165, 342.175 & 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, 342.120, 342.127, 342.135, 342.140, 342.143, 342.147, 342.165, 342.175 & 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 - 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, 342.127, 342.135, 342.140, 342.143, 342.147, 342.165, 342.175 & 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 satisfactory 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, 342.127, 342.135, 342.140, 342.143, 342.147, 342.165, 342.175 & 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, 342.127, 342.135, 342.140, 342.143, 342.147, 342.165, 342.175 & 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, 342.127, 342.135, 342.140, 342.143, 342.147, 342.165, 342.175 & 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 - 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.

[Publications: Publications referenced are available from the agency.]

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.127, 342.135, 342.140, 342.143, 342.147, 342.165, 342.175 & 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

(1) All fees are assessed for evaluation of the application and are nonrefundable.

(2) 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).

(3) The fee for evaluating an application for a school nurse license is \$100.

(4) The fee for evaluating an application for renewal of a license is \$100.

(5) The fee for each duplicate license is \$20.

(6) The fee to evaluate an application for reinstatement of an expired license is \$100 plus a late application fee of \$25 for each month or portion of a month that the license has been expired to a maximum of \$200 total.

(7) The fee for evaluating an application for reinstatement of a suspended license is \$100.

(8) The fee for evaluating an application for reinstatement of a revoked license is \$150 in addition to the \$100 application fee.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.455 - 342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 7-1982(Temp), f. & ef. 12-9-82; TS 1-1983, f. & ef. 2-9-83; TS 6-1983, f. & ef. 10-18-83; TS 4-1985, f. 10-4-85, ef. 1-1-86; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 5-1988, f. 10-6-88, cert. ef. 1-15-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 5-1993, f. & cert. ef. 10-7-93; TS 4-1994, f. 7-19-94, cert. ef. 10-15-94; TS 5-1994, f. 9-29-94, cert. ef. 10-15-94; TSPC 11-2005(Temp), f. 11-18-05, cert. ef. 1-1-06 thru 6-29-06; TSPC 5-2006, f. & cert. ef. 2-10-06

#### 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 alleged violation of professional standards of conduct 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 alleged violation of professional standards of conduct?

(3) Have you ever failed to complete a contract for services in any nursing, educational, or school-related position, or for any alleged misconduct or alleged violation of professional standards of conduct been placed on leave by your employer or left such employment prior to the end of the contract term?

(4) Have you ever had a professional certificate, credential or license of any kind or nursing license revoked or suspended or have you been placed on probationary status for any alleged misconduct or alleged violation of professional standards of conduct?

(5) Have you ever been denied a professional license or nursing license for which you applied or granted a professional license on a conditional or probationary basis for any alleged misconduct or alleged violation of professional standards of conduct?

(6) Have you ever surrendered a professional 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?

**NOTES:** -1- 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.

-2- If you answer "no" to questions 8 through 11 based upon an "expungement," order "setting aside" or "sealing" of a record of a conviction or conditional discharge you must personally verify with the court directly involved that the expungement, setting aside or sealing actually has taken place. An erroneous belief that a conviction has been expunged, set aside or sealed, when in fact it has not, will be deemed a false statement.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.455 - 342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 7-1982(Temp), f. & ef. 12-9-82; TS 1-1983, f. & ef. 2-9-83; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1992, f. & cert. ef. 1-15-92; TS 6-1993, f. & cert. ef. 12-7-93; TS 1-1997, f. & cert. ef. 3-24-97; TSPC 2-1999, f. & cert. ef. 1-19-99

**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 one fingerprint card in a manner specified in the Commission's application packet for checking Oregon and Federal Bureau of Investigation criminal history.

(2) The fee to submit fingerprints for a criminal records check is \$62.

(3) The Commission may issue a temporary license valid until receipt of fingerprint reports from the Oregon State Police and the Federal Bureau of Investigation.

Stat. Auth.: ORS 181 & 342  
Stats. Implemented: ORS 181.525, 342.223 & 342.455 - 342.495  
Hist.: TS 6-1993, f. & cert. ef. 12-7-93; TS 2-1994, f. & cert. ef. 7-19-94; TS 2-1995(Temp), f. 8-16-95, cert. ef. 9-11-95; TS 4-1995, f. & cert. ef. 11-9-95; TSPC 10-2005(Temp), f. & cert. ef. 11-15-05 thru 4-30-06; TSPC 5-2006, f. & cert. ef. 2-10-06

**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 - 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 - 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 - 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 - 342.495  
Hist.: TS 4-1982, f. & ef. 7-22-82; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97

**584-021-0202**

**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 & 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, 342.127, 342.135, 342.140, 342.143, 342.147, 342.165, 342.175 & 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, 342.127, 342.135, 342.140, 342.143, 342.147, 342.165, 342.175 & 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, 342.127, 342.135, 342.140, 342.143, 342.147, 342.165, 342.175 & 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, 342.127, 342.135, 342.140, 342.143, 342.147, 342.165, 342.175 & 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, 342.127, 342.135, 342.140, 342.143, 342.147, 342.165, 342.175 & 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, 342.127, 342.135, 342.140, 342.143, 342.147, 342.165, 342.175 & 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, 342.127, 342.135, 342.140, 342.143, 342.147, 342.165, 342.175 & 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 23

### CHARTER SCHOOL REGISTRATION

#### 584-023-0005

##### Registry of Charter School Teachers

No persons shall serve as a teacher (as defined in ORS 342.120) in a public charter school unless such person either holds a valid Oregon teaching license issued by TSPC or is registered with TSPC as a charter school teacher in accordance with ORS 342.125(5).

(1) TSPC shall create a Public Charter School Registry for all non-licensed persons who are employed as teachers in any charter school.

(2) To enroll in the Registry, an applicant and the employing charter school shall submit to TSPC, on forms established by the commission, a joint application, which shall include the following documentation and other data required by the commission for purposes of conducting a background check through the Oregon State Police Law Enforcement Data System, the Federal Bureau of Investigation and an interstate clearinghouse of revoked and suspended licenses.

(a) Description of the specific teaching position the applicant will fill with the employing charter school;

(b) Fingerprints on forms prescribed by the Oregon State Police;

(c) Completed character questionnaire specified by OAR 584-036-0060;

(d) Resume of applicant's postsecondary education; and

(e) A list of any professional licenses held.

(3) Successful completion of the background checks disclosing no disqualifying materials shall entitle the registrant to serve as a teacher as defined in ORS 342.120 in the employing charter school for a period of up to three (3) years or until employment with the employing charter school ceases, whichever occurs first.

(4) The registration is only valid to teach in the position described in the application to TSPC.

(5) A registration may be renewed for an additional three-year term upon joint application of the registrant and employing charter school on forms established by the Commission and upon the payment of the applicable fee.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.125, 338.135  
Hist.: TSPC 5-1999(Temp), f. & cert. ef. 8-24-99 thru 2-19-00; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 9-2006, f. & cert. ef. 6-15-06

#### 584-023-0015

##### Standards of Competence and Ethics

The provisions of ORS 342.120 to 342.430 and the Rules in OAR chapter 584 relating to the issuance, denial, continuation, renewal, lapse, revocation, suspension or reinstatements of licenses shall be applicable to all teachers enrolled in the Registry.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.125, 338.135  
Hist.: TSPC 5-1999(Temp), f. & cert. ef. 8-24-99 thru 2-19-00; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 9-2006, f. & cert. ef. 6-15-06

#### 584-023-0025

##### Charter School Fees

TSPC shall charge a fee of \$75, or such other amount as may hereafter be allowed by law, for each original application and for each renewal application. This fee shall include the costs of fingerprints and criminal history checks.

Stat. Auth.: ORS 342.175  
Stats. Implemented: ORS 342.125 & 338.135  
Hist.: TSPC 5-1999(Temp), f. & cert. ef. 8-24-99 thru 2-19-00; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 10-2005(Temp), f. & cert. ef. 11-15-05 thru 4-30-06; TSPC 5-2006, f. & cert. ef. 2-10-06; TSPC 9-2006, f. & cert. ef. 6-15-06

## DIVISION 36

### RULES FOR LICENSURE

#### License Types and Their Use

#### 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 - 342.200, 342.400 & 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 - 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

(1) A Basic Teaching License is issued to an applicant who meets the requirements set forth in OAR 584-038-0005.

(a) It is valid for three years and may be renewed under conditions set forth in division 048.

(b) 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. To retain authorization for teaching in a high school, holders of subject matter endorsements must meet renewal requirements leading to standard licensure (See, division 40 for further information).

(2) 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.

(3) Grade level authorizations are stated on a Basic or Standard Teaching License as follows:

(a) Preprimary through nine;

(b) Preprimary through twelve;

(c) Grades five through nine in an elementary, middle, or junior high school; or

(d) Grades five through twelve.

(4) Assignments: Assignments which are permitted on Basic and Standard Teaching Licenses are stated as endorsements as follows:

(a) Elementary: An elementary subject matter endorsement issued after January 14, 1987 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:

- (A) Art;
- (B) Educational media;
- (C) Foreign language;
- (D) Health;
- (E) Home economics;
- (F) Technology education;
- (G) Mathematics;
- (H) Music;
- (I) Physical education; and
- (J) Reading.

(b) 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.

(c) The elementary endorsement is also valid for assignments in the high school in which the holder is teaching elementary basic skills as it relates to more than one of the following high school subject areas:

- (A) Language arts;
- (B) Social studies;
- (C) Mathematics; or
- (D) Reading.

(d) An elementary endorsement issued after January 15, 2001 in assignments of .51 FTE or more in English for Speakers of Other Languages requires the ESOL endorsement.

(e) Middle School endorsements: Middle school endorsements in language arts, social studies or science may be added to a Basic or Standard teaching license. These endorsements are valid to teach the subject in grades 5 through 9 in an elementary, middle or junior high school only.

(f) Subject matter endorsements valid in preprimary through 12: The following subject matter endorsements are valid for teaching in the subject area in grades preprimary through grade twelve:

- (A) Art;
- (B) ESOL;
- (C) Foreign language;
- (D) Health;
- (E) Home economics;
- (F) Technology education;
- (G) Library or educational media;
- (H) Mathematics;
- (I) Music;
- (J) Physical education; or
- (K) Reading.

(5) Special Education Assignments: The appropriate special education endorsement is required for a special education assignment in a state-reimbursed or state-approved program. Special education endorsements are valid in preprimary through grade twelve, but are limited to teaching in the special education endorsement area only.

(a) 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.

(b) The Severely Handicapped Learner endorsement is valid for teaching those defined in OAR 584-036-0005.

(6) Basic special education license must qualify for standard: 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.)

(7) Professional technical endorsements: A professional technical endorsement is valid for teaching in professional technical programs approved by the Oregon 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.

(8) Assignments in areas where the Commission does not issue an endorsement: Any Oregon teaching license is valid for assignment

in areas in which the Commission has no endorsements, including but not limited to:

- (a) Computer education;
  - (b) Personal finance; or
  - (c) Outdoor education.
- (9) Coaching assignments: Any Oregon teaching license is also valid for assignment as an athletic coach.

(10) Assignments in "subjects" contained within an endorsement: 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.

(a) Resource room, special teacher assignments: 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.

(b) Teachers On Special Assignments (TOSA): 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.

(c) Counseling assignments: Any Oregon basic or standard teaching license is valid for .49 or less time as a counselor at the grade levels valid for the teaching license.

(d) Drivers education assignments: 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 Department of Transportation.

(e) Alternative Education: 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 - 200, 342.400 & 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; TSPC 5-2001, f. & cert. ef. 12-13-01; TSPC 4-2005(Temp), f. & cert. ef. 5-6-05 thru 9-30-05; TSPC 7-2005, f. & cert. ef. 8-24-05

## 584-036-0017

### Distance Learning Teachers

(1) Except as provided by section (3) of this rule, any teacher employed by a distance learning program in Oregon, employed to deliver education outside of the school district 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 (3) of this rule, an out of state distance learning teacher employed by a distance learning program in or outside of Oregon shall provide verification satisfactory to the Commission that the teacher holds a current valid teaching license from any state for the appropriate grade level and subject matter.

(3) 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 - 342.200, 342.400 & 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 1-1996, f. & cert. ef. 1-29-96; TSPC 2-2004, f. & cert. ef. 3-17-04

## 584-036-0025

### Basic and Standard Personnel Service Licenses

A Basic Personnel Service License 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 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 Commission 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 - 200, 342.400 & 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

### 584-036-0035

#### 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, 342.127, 342.135, 342.140, 342.143, 342.147, 342.164, 342.175 & 342.176

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78, 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

### 584-036-0045

#### 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, Standard, Initial, Continuing, or Professional 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 584-038-0003(1)(c) or (d).

(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, 342.135, 342.140, 342.143, 342.147, 342.164, 342.175 & 342.176

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 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; TSPC 2-2002, f. & cert. ef. 3-15-02

### 584-036-0055

#### Fees

(1) All fees are assessed for evaluation of the application and are not refundable.

(2) The Commission issues the appropriate license at no additional cost if the applicant qualifies for it within 90 days from the date of the original application.

(3) The fee for evaluating an initial application for the following licenses is \$100:

- (a) Initial License;
- (b) Basic License;
- (c) Continuing License;
- (d) Standard License;
- (e) Restricted Transitional License;
- (f) Limited License;
- (g) American Indian Language License;
- (h) Substitute License;
- (i) Restricted Substitute License;
- (j) Exceptional Administrator License;
- (k) Three-Year Professional-Technical License;
- (l) Five-Year Professional-Technical License;
- (m) NCLB Alternative Route License;
- (n) Emergency Teaching License;
- (o) Five Year Teaching, Administrator or Personnel Service License.

(4) The fee for evaluating an application based on completion of an out-of-state educator preparation program or an out of state license is \$120. These licenses include:

- (a) Unrestricted Transitional License;
- (b) Preliminary Teaching License.

(5) The fee for evaluating an application for renewal of any license is \$100.

(6) The fee for each of the following circumstances is \$20:

- (a) A duplicate license for any reason;
- (b) An approved extension to a provisional license; and
- (c) Adding a district to an existing Restricted Substitute License.

(7) The fee for evaluating an application to add one or more endorsements or authorization levels to a currently valid license is \$100.

(a) No additional fee is required to add an endorsement in conjunction with an application for renewal or reinstatement of a license.

(8) The fee to evaluate an application for reinstatement of an expired license is \$100 plus a late application fee of \$25 for each month or portion of a month that the license has been expired to a maximum of \$200 total.

(9) The fee for evaluating an application for reinstatement of a suspended license is \$100.

(10) The fee for evaluating an application for reinstatement of a revoked license is \$150 in addition to the \$100 application fee for a total of \$250.

(11) Forfeiture for a check which the applicant's bank will not honor is \$25, unrelated to any evaluation fees. The total amount due shall be paid in cash or credit at the Commission's office or by a Money Order.

(12) There is no fee for evaluating licensure applications submitted on behalf of teachers participating in exchange programs or on Congressional appointment from foreign countries.

(13) The fee for alternative assessment in lieu of the test of educational specialty is \$100.

(14) The fee for expedited service for an emergency or other license is \$99 plus the fee for the license as defined in this administrative rule.

(15) The fee for registration of a charter school teacher is \$75 which includes the fee for required criminal records and fingerprinting costs.

(16) The fee for renewal of a charter school registration is \$25.

(17) The fee for a criminal records check including fingerprinting is \$62.

(18) The fee for a "highly qualified teacher" evaluation is \$50.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200, 342.400 & 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; TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 2-2000, f. & cert. ef. 5-15-00; TSPC 1-2003, f. & cert. ef. 1-13-03; TSPC 6-2004, f. & cert. ef. 8-25-04; TSPC 6-2005(Temp), f. & cert. ef. 8-16-05 thru 1-30-06; TSPC 9-2005, f. & cert. ef. 11-15-

05; TSPC 11-2005(Temp), f. 11-18-05, cert. ef. 1-1-06 thru 6-29-06; TSPC 5-2006, f. & cert. ef. 2-10-06

#### 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 alleged violation of professional standards of conduct 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 alleged violation of professional standards of conduct?

(3) Have you ever failed to complete a contract for educational services in any educational or school-related position, or for any alleged misconduct or alleged violation of professional standards of conduct been placed on leave by your employer or left such employment prior to the end of the contract term?

(4) Have you ever had a professional certificate, credential or license revoked or suspended or have you been placed on probationary status for any alleged misconduct or alleged violation of professional standards of conduct?

(5) Have you ever been denied a professional license for which you applied or granted a professional license on a conditional or probationary basis for any alleged misconduct or alleged violation of professional standards of conduct?

(6) Have you ever surrendered a professional 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?

**NOTE:** If you answer "no" to questions 8 through 11 based upon an "expungement," order "setting aside" or "sealing" of a record of a conviction or conditional discharge you must personally verify with the court directly involved that the expungement, setting aside or sealing actually has taken place. An erroneous belief that a conviction has been expunged, set aside or sealed, when in fact it has not, will be deemed a false statement.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200, 342.400 & 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; TSPC 2-1999, f. & cert. ef. 1-19-99

#### 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 one fingerprint card for checking Oregon and Federal Bureau of Investigation criminal history records.

(2) An applicant may only be fingerprinted through the process described in subsection (1) of this rule. A fingerprint check for employment in an Oregon school district does not qualify as a TSPC verified fingerprint and criminal background check.

(3) The Commission may issue a temporary or emergency license valid until receipt of fingerprint reports from the Oregon State Police and the Federal Bureau of Investigation.

Stat. Auth.: ORS 181 & 342  
Stats. Implemented: ORS 181.525, 342.120 - 342.200, 342.223, 342.400 & 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; TSPC 5-2003(Temp), f. & cert. ef. 9-17-03 thru 1-15-04; TSPC 3-2004, f. & cert. ef. 5-14-04; TSPC 10-2005(Temp), f. & cert. ef. 11-15-05 thru 4-30-06; TSPC 5-2006, f. & cert. ef. 2-10-06

#### 584-036-0067

##### Temporary One-Year Extension of Initial Licenses

(1) Any licensed educator who possesses an Initial Teaching License (584-060-0011), an Initial School Counselor License (584-070-0011), an Initial School Psychologist License (584-070-0211) or an Initial Administrator License (584-080-0011) that was granted on or before October 3, 2003, is granted one extra year on the life of their license to complete the Continuing Licensure requirements.

(2) The TSPC will administer this extension internally by issuing a letter to the licensees who are entitled to the one year extension and altering the expiration date on their license within the TSPC database. Some license holders may receive the extra year upon renewal of their license.

(3) An educator can check on her or his expiration date by accessing their records on the TSPC Web site on or after June 1, 2004.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.136  
Hist.: TSPC 1-2004(Temp), f. & cert. ef. 3-17-04 thru 9-12-04; TSPC 6-2004, f. & cert. ef. 8-25-04

#### 584-036-0070

##### Expedited Service for Emergency License

(1) An employer and an applicant may jointly request an emergency license or other eligible license by expedited service by submitting a license application, which must include the C-1 and C-3 forms, accompanied by the regular application fee and an expedited service fee pursuant to OAR 584-036-0055.

(2) Qualified applicants will be authorized to perform all duties of the position upon receipt of the emergency licensed issued by the Commission. This emergency license and future licensure is conditional upon determination that all requirements for the non-emergency license have been met.

(3) The Commission may limit the number of applications from an employing district to a maximum of one hundred (100) in any two-day period.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.17  
Hist.: TSPC 4-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 9-2006, f. & cert. ef. 6-15-06

#### 584-036-0081

##### Conditional Assignment Permits

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a district may request a conditional assignment permit for any educator holding a Initial, Continuing, Basic, Standard or Five-year License.

(2) The Conditional Assignment Permit is not a license, but only conditional approval to teach out-of-field for a period not to exceed three years.

(3) A district applying for a permit is assumed to have informed the educator for which the conditional assignment permit is being requested. Failure to inform the educator may result in an invalid conditional assignment permit upon a finding by the Commission that the educator did not grant the district permission to add the CAP to the educator's license.

(4) Licenses not eligible for a Conditional Assignment Permit include but are not limited to the following provisional licenses:

- (a) Transitional;
- (b) Restricted Transitional;
- (c) Limited Teaching License;
- (d) American Indian Language;
- (e) Teaching Associate License;
- (f) Professional Technical License;
- (g) Preliminary Teaching License;
- (h) NCLB Alternative Route License;
- (i) Substitute Teaching License; or

(j) Restricted Substitute Teaching License.

(5) This temporary supplemental permit is issued for three years and is not renewable and is not eligible for a 120 day extension beyond its expiration date. The CAP is valid for teaching at one or more designated grade authorization levels not included on the applicant's license, or in one or more designated subject-matter endorsement areas not included on the applicant's license, or both only if the approval has been granted by the Commission.

(6) Conditional Assignment Permits will not be backdated to cover improper teaching assignments. Districts and educators who violate the provisions of this rule may be subject to forfeiture of state school funds pursuant to ORS 342.173 and OAR 584-050-0060 to 584-050-0070.

(7) A Conditional Assignment Permit is required for:

(a) Any assignment for any amount of time at an unauthorized grade level;

(b) For teaching assignment for more than 10 hours weekly without appropriate subject-matter endorsement;

(c) For teaching in more than one unendorsed subject-matter endorsement area;

(d) For administration; school counseling; or school psychology if do not already hold the respective license in that field pursuant to subsection (1) of this rule;

(8) The permit is restricted to use within a district that has applied for it. However, a new district may request the same type of conditional assignment so long as three years has not elapsed since the date the CAP was first issued.

(9) A Conditional Assignment Permit for teaching may be issued to an educator holding a Initial, Continuing, Basic, Standard or Five-Year license in teaching, school counseling, school psychology, or administration.

(10)(a) The district must apply for a Conditional Assignment Permit by October 31 for the fall term or otherwise within six weeks after the assignment has begun.

(b) The district must agree to provide professional assistance specific to the assignment for the educator during the first year of the conditional assignment.

(11) Conditional Assignment Permits submitted in error by the district may be removed upon contacting TSPC and indicating the nature of the error.

(12) A Conditional Assignment Permit cannot be renewed or later re-issued for the same authorization level or specialty endorsement approved.

(13) After a Conditional Assignment Permit has expired, the educator must have completed all requirements necessary to add the appropriate endorsement, grade-level authorization or new licensure program in order to continue to teach the Commission-approved subject out-of field.

(14) Districts and co-applicant educators may jointly petition the Executive Director for a hardship extension for one year under the following conditions:

(a) The district and educator must explain hardship and the exact circumstances that have prevented the educator from obtaining the endorsement, authorization level or license needed to remain in the conditional assignment; and

(b) The educator has made progress toward completing the requirements which includes but is not limited to:

(A) Having taken any applicable subject-matter tests at least two times; or

(B) Has completed at least half of the coursework for any program required to continue to teach the subject; and

(c) The educator and the district have a plan for completing the requirements for the assignment in the next year.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165, 342.223 - 342.232  
Hist.: TSPC 11-2006, f. & cert. ef. 8-17-06

## DIVISION 38

### BASIC TEACHING LICENSE REQUIREMENTS

#### 584-038-0003

##### Basic Teaching Licensure Under Superseded Standards

Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be



granted a Basic Teaching License, issued for three years plus time to the applicant's next birth date and renewable under OAR 584-048. Such an applicant must have enrolled in a basic teacher education program under standards superseded by 21st century licensure and be found in the judgment of the commission subject to hardship if issued an initial license instead of a basic license. If the initial license is judged preferable, the applicant will not be required to add course work to the basic program, although institutions may make appropriate substitutions for partial updating. The recipient of a basic license may pursue either a standard license (see OAR 584-040) or a continuing license (see OAR 584-060).

(1) General requirements for the Basic Teaching License include:

(a) A bachelor's degree from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the commission.

(b) Completion in Oregon or another U.S. jurisdiction of a basic teacher education program approved by the commission, or completion of a U.S. or foreign program evaluated as satisfactory by an Oregon institution approved to offer the corresponding program.

(c) A passing score as currently specified by the commission on each of one or more tests of subject mastery for license endorsement, except for tests waived due to special academic preparation satisfactory to the commission together with five years of experience teaching the specialty in a public school or regionally accredited private school in a U.S. jurisdiction.

(d) A passing score as currently specified by the commission on a test of basic verbal and computational skills, unless the applicant held an Oregon educator license before 1985 or has a regionally accredited doctor's degree.

(e) A passing score on a test of knowledge of U.S. and Oregon civil rights laws at the conclusion of a course or workshop approved by the commission.

(2) To be eligible for a Basic Teaching License, an applicant must satisfy a recent experience requirement in one of the following ways during the three-year period immediately preceding application:

(a) Completion of an approved teacher education program; or

(b) Beginning and completion in a public school or regionally accredited private school in a U.S. jurisdiction of at least one academic year as a full-time licensed educator or two consecutive years as a half-time licensed educator on any license appropriate for the assignment, or equivalent experience as in a state or federal school; or

(c) Receipt of 6 semester hours or 9 quarter hours of academic credit, germane to teaching licensure, from a regionally accredited college or university.

(3) To be eligible for a Basic Teaching License, an applicant must furnish fingerprints in the manner prescribed by the commission.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 2-2000, f. & cert. ef. 5-15-00

#### 584-038-0004

##### Adding Endorsements to a Basic or Standard License

(1) An endorsement will be added on a basic or standard license upon documentation of a passing score as currently specified by the commission on a designated test of subject mastery, together with completion of one of the following practical experiences: (For Basic or Standard Elementary License practicum exceptions, see subsection (4) below.)

(a) A practicum of two semester hours or three quarter hours, which except as specified below may or may not be part of a longer preparation that includes content or methods courses in the specialty, in an institution approved to prepare teachers for that endorsement; or

(b) Verification of teaching experience on either an optional assignment of ten hours or less or an approved conditional assignment permit as allowed by OAR 584-060-0081 if teaching in Oregon; or

(c) Verification of one year of half-time or more teaching experience in the endorsement; or

(d) Completion of an approved program in the new specialty area.

(2) Alternately, the applicant may qualify for a new endorsement through completion of academic requirements, together with completion of either of the following practical experiences:

(a) Verification of five years of experience teaching the new specialty on a license valid for the assignment. However, all ESOL, ESOL/bilingual experience must be completed outside of Oregon on a license valid for the assignment.

(b) Verification of teaching experience on either an optional assignment of ten hours or less or an approved conditional assignment permit as allowed by OAR 584-060-0081 if teaching in Oregon.

(3) Middle-School Endorsements: Middle-School Endorsements may be added to a Basic or Standard Teaching License under the conditions specified in subsection (1) above with passage of any of the middle-school Commission approved tests in Language Arts, Social Studies or Science. The endorsement will be limited to teaching those subjects in grades 5 through 9 only. (See, OAR 584-036-0015 for rules on assignments.)

(4) Endorsements on Elementary Licenses: A subject-matter endorsement may be added to a Basic or Standard Elementary License in the core academic areas of Language Arts; Social Studies; and Science by passage of a Commission-approved test in the subject-matter area only. An additional practicum is not required.

(5) In addition to the requirements described in subsection (1)(a) above, an approved institutional program including content and methods courses is always required as preparation for added endorsement in elementary education, special education, communication disorders, hearing impairment, or visual impairment.

(6) Approved course preparation is required for adding endorsement in subjects for which no subject mastery test is available.

(7) Subjects in which the commission does not offer endorsement may be taught by anyone whose basic or standard license authorizes teaching at the grade level of the course.

(8) Academic requirements for basic endorsement are detailed in sections of OAR 584-038 below, and academic requirements for standard endorsement are detailed in OAR 584-040. Also, professional-technical endorsements to basic, standard, and pre-1965 licenses are discussed in OAR 584-042-0009.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 6-2005(Temp), f. & cert. ef. 8-16-05 thru 1-30-06; TSPC 9-2005, f. & cert. ef. 11-15-05

#### Basic Subject Matter Endorsements

##### 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 - 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 - 342.200

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 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) Agribusiness 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, 342.135, 342.140, 342.143, 342.147, 342.164, 342.175 & 342.176

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1988, 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 - 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, 342.135, 342.140, 342.143, 342.147, 342.164, 342.175 & 342.176

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 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 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, 342.135, 342.140, 342.143, 342.147, 342.164, 342.175 & 342.176

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 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 - 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 - 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 - 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 - 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 - 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 - 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), (1)(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), (1)(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 - 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 - 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 - 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 - 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 - 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 - 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 - 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 - 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 - 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 - 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 - 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 - 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 - 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 - 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 - 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 - 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 - 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 - 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 - 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 - 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 - 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 One and Grade Two 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 - 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 competence 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 - 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 - 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

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted a Standard Teaching License.

(2) The Standard Teaching License is issued for five (5) years and is renewable repeatedly under conditions specified below. It is valid for regular teaching at one (1) or more designated authorization levels in one (1) or more designated specialties and for substitute teaching at any level in any specialty.

(3) The applicant must 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 in one (1) of the following ways:

(a) Three (3) years of one-half (.5) time or more experience is required; or

(b) For persons holding a Basic Teaching License prior to January 1, 1990, two (2) years of experience or three (3) years of one-half time or more experience, whichever is less.

(4) Notwithstanding subsection (5) below, the applicant must provide evidence of one (1) of the following:

(a) Completion of an approved Standard Teaching License program which culminates with forty-five (45) quarter hours of upper-division or graduate study beyond the bachelor's degree and includes the following:

(A) Verification of completion of the professional preparation described in OAR 584-040-0008 unless the application is for a Standard Teaching License with a standard special education endorsement, in which case the professional preparation in OAR 584-040-0008 is not required; and

(B) Evidence of completion of the academic preparation for one (1) 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 (2) of the basic subject matter endorsements outlined in OAR 584-038-0010 through 584-038-0280. Fifteen (15) of the quarter hours that are required for the endorsement(s) must be at graduate level; or

(b) Completion of a master's or higher degree in the arts and sciences, or an advanced degree in the professions from a regionally accredited institution in the United States or the foreign equivalent of such a degree approved by the Commission;

(c) Completion of an inservice program offered by an approved teacher education program granting credit for the experience, culminating in either a master's degree or forty-five (45) quarter hours of upper-division or graduate study beyond the bachelor's degree.

(5) The holder of a Basic Teaching License with a Basic Special Education endorsement must qualify for a Standard Teaching License in the following manner:

(a) Upon expiration of the second Basic Teaching License, the holder of a Basic Special Education endorsement must qualify for a Standard Teaching License with a Standard Special Education

endorsement by verifying fifteen (15) quarter hours or ten (10) semester hours of graduate preparation in special education.

(b) 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.)

(6) An applicant who does not complete the requirements of (4)(a)(B) above, will not be given a Standard Endorsement, but would retain any Basic Endorsement that the applicant holds.

(7) The applicant must have a passing score on a test of knowledge of U.S. and Oregon civil rights laws at the conclusion of a course or workshop approved by the commission.

(8) The applicant must verify recent education experience in one of the following ways during the three-year period immediately preceding application:

(a) Completion of an approved teacher education program; or

(b) Beginning and completion in a public school or regionally accredited private school in a U.S. jurisdiction of at least one (1) academic year as a full-time licensed educator or two (2) consecutive years as a half-time licensed educator on any license appropriate for the assignment, or equivalent experience as in a state or federal school; or

(c) Receipt of six (6) semester hours or nine (9) quarter hours of academic credit, germane to teaching licensure, from a regionally accredited college or university; or

(d) Completion of one hundred eighty (180) days of teaching in Oregon schools on a teaching license valid for the assignment; or

(e) Compliance with provisions of OAR 584-048-0020; or

(f) A combination of such experience and credit may be submitted in satisfaction of this requirement in which one (1) quarter hour of preparation equals twenty (20) days of successful experience.

(9) The Standard Teaching License may be renewed under the provisions of 584-048-0035 together with completion of the professional development requirements as described in 584-090-0005.

Stat. Auth.: ORS 342  
 Stats. Implemented: ORS 342.120 - 342.200  
 Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TS 4-1983, f. 5-17-83, ef. 7-1-83; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 4-1985, f. 10-4-85, ef. 1-1-86; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1994, f. 7-19-94, cert. ef. 10-15-94; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 1-2004(Temp), f. & cert. ef. 3-17-04 thru 9-12-04; TSPC 6-2004, f. & cert. ef. 8-25-04; TSPC 6-2005(Temp), f. & cert. ef. 8-16-05 thru 1-30-06; TSPC 9-2005, f. & cert. ef. 11-15-05; TSPC 9-2006, f. & cert. ef. 6-15-06

#### 584-040-0008

##### Professional Preparation for the Standard Teaching License

Fifteen quarter hours of upper-division or graduate-level teacher education designed to develop competence in:

(1) Diagnostic, prescriptive, and evaluative techniques;

(2) Research;

(3) Guidance and counseling; and

(4) Advanced instruction in reading appropriate to the candidate's endorsement, assignment, and previous preparation.

Stat. Auth.: ORS 342  
 Stats. Implemented: ORS 342.120 - 342.200  
 Hist.: TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92

### Endorsements for Standard Teaching Licenses

#### 584-040-0010

##### Standard Elementary

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in one or more of the following areas: Language arts, mathematics, reading, science, social studies, health education, physical education, music education, or art education.

Stat. Auth.: ORS 342  
 Stats. Implemented: ORS 342.120 - 342.200  
 Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89

#### 584-040-0030

##### Standard Agricultural and Technology

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in technical agriculture.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.200  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92

#### 584-040-0040

##### Standard Art

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in art.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.200  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89

#### 584-040-0050

##### Standard General Business Education

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in business education.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.200  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1979, f. 8-21-79, ef. 1-1-80; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89

#### 584-040-0060

##### Standard Marketing — Professional Technical

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in marketing.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.200  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1979, f. 8-21-79, ef. 1-1-80; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92

#### 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 - 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 - 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: ORS 342.120 - 342.200  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89

#### 584-040-0120

##### Standard Family and Consumer Sciences

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in home economics.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TSPC 1-1998, f. & cert. ef. 2-4-98

#### 584-040-0130

##### Standard Technology Education

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in technology education.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.200  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89

#### 584-040-0150

##### Standard Language Arts

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in language arts.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.200  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89

#### 584-040-0160

##### Standard Speech

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in speech.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.200  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1979, f. 8-21-79, ef. 1-1-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89

#### 584-040-0165

##### Standard Journalism

(1) Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in journalism.

(2) This endorsement is rescinded effective January 15, 1990; however, candidates who hold basic endorsements in journalism on September 15, 1992, may, upon recommendation of an approved institution, be issued standard endorsements in journalism after January 15, 1990.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.200  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1979, f. 8-21-79, ef. 1-1-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1989, f. & cert. ef. 7-31-89

#### 584-040-0170

##### Standard Drama

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in drama.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.200  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1979, f. 8-21-79, ef. 1-1-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1989, f. & cert. ef. 7-31-89; TS 7-1989, f. & cert. ef. 12-13-89

#### 584-040-0180

##### Standard Advanced Mathematics

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in mathematics.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.200  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89

#### 584-040-0200

##### Standard Music

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in music education.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.200  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89

**584-040-0210**

**Standard Physical Education**

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in physical education.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.200  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89

**584-040-0230**

**Standard Reading**

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in reading.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.200  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-1988, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89

**584-040-0240**

**Standard Biology**

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in biology and other sciences.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.200  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 2-1989, f. & cert. ef. 2-16-89; TS 6-1989, f. & cert. ef. 10-6-89

**584-040-0241**

**Standard Integrated Science**

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in integrated science and other sciences.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.200  
Hist.: TS 2-1989, f. & cert. ef. 2-16-89; TS 6-1989, f. & cert. ef. 10-6-89

**584-040-0242**

**Standard Chemistry**

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in chemistry and other sciences.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.200  
Hist.: TS 2-1989, f. & cert. ef. 2-16-89; TS 6-1989, f. & cert. ef. 10-6-89

**584-040-0243**

**Standard Physics**

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in physics and other sciences.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.200  
Hist.: TS 2-1989, f. & cert. ef. 2-16-89; TS 6-1989, f. & cert. ef. 10-6-89

**584-040-0250**

**Standard Social Studies**

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in social studies.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.200  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89

**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 - 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 - 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 - 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 - 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 - 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 - 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 - 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 - 342.200

Hist.: TS 6-1993, f. & cert. ef. 12-7-93

## DIVISION 42

### PROFESSIONAL-TECHNICAL LICENSES

#### 584-042-0002

##### Definitions

(1) "Approved Professional Technical Education Program:" A professional technical program, normally at grades nine through twelve, approved by the Oregon Department of Education.

(2) "Instructor Appraisal Committee:" A seven-member committee approved by the district superintendent on behalf of the school board to evaluate applicants and make recommendations to the Commission and the employing superintendent relative to their licensure and assignment as professional technical teachers.

(a) Five members of the committee must be employers or employees who are currently engaged in an occupation related to the professional technical program area. One of these five members may be a community college instructor in a professional technical program area related to the endorsement of the applicant.

(b) These five public members must all possess current and substantial knowledge of the technical, environmental, and attitudinal requirements of the occupational field.

(A) At least one of the five should also represent the school district's occupational advisory committee for the instructional program to be offered.

(B) One of the two remaining committee members shall be an ODE recognized Regional Coordinator of Professional Technical Education or an appropriate Oregon Department of Education program area specialist.

(C) The seventh member shall be a district administrator or a director of professional technical education.

(D) Ex officio members may also be appointed.

(c) A facilitator must be chosen and trained in operating an instructor appraisal committee. An ODE recognized Regional Coordinator of Professional Technical Education or an appropriate Oregon

Department of Education program area specialist may serve as the facilitator.

(d) Reports of evaluations that are satisfactorily completed shall be verified by the signatures of the chair of the applicant's Instructor Appraisal Committee and the Regional Coordinator of Professional Technical Education.

(3) Professional Technical endorsements include:

- (a) Communication Journalism;
- (b) Communications Technologies;
- (c) Design & Applied Arts;
- (d) Administrative Services;
- (e) Financial Services;
- (f) Hospitality & Tourism;
- (g) Marketing/Management;
- (h) Health Sciences;
- (i) Leisure & Fitness;
- (j) Education;
- (k) Family/Consumer Sciences;
- (l) Personal Services;
- (m) Legal & Protective Services;
- (n) Social Services;
- (o) Computer Technology;
- (p) Construction;
- (q) Engineering Technology;
- (r) Mechanical Systems;
- (s) Manufacturing Technology;
- (t) Agricultural Science & Technology;
- (u) Forestry/Natural Resources;
- (v) Integrated Environmental Technology.

(4) "Professional Technical Mentor:" A teacher holding a Five-Year Teaching License, Standard Teaching License, Initial Teaching License or Continuing Teaching License or unrestricted Transitional Teaching License who guides and supports a beginning professional technical teacher on a Three-Year Professional Technical License with instructional planning and preparation, delivery of classroom instruction, classroom management, assessment of student performance, and professional development.

(5) "Professional Technical Education (PTE) Professional Development Plan:" A plan for personal professional growth during the life of the professional technical license. A three-year PTE professional development plan is required for the Three-Year Professional Technical Teaching License.

(a) The employing school district will keep a signed copy of the three-year PTE professional development plan agreement between the teacher and the district. (See OAR 584-042-0006(4)(c).)

(b) The plan must include assurances that the district has assigned an appropriate administrator to monitor the progress and timely completion of the signed PTE professional development plan.

(c) For applicants holding an unrestricted teaching license prior to applying for the Three-Year Professional Technical License, the scope of the plan shall include activities that address relevant PTE professional development needs identified by the Instructional Appraisal Committee.

(d) For applicants who have not previously held an unrestricted teaching license, the three-year PTE professional development plan must outline how the applicant will acquire fifteen (15) quarter hours or ten (10) semester hours or the equivalent of teacher preparation required for eligibility for a Five-Year Professional Technical Teaching License. (See, OAR 584-042-0008)

(6) "Work Experience:"

(a) Structured work experience is employment that is planned and coordinated to increase specific occupational competence as prescribed by the district's Instructor Appraisal Committee.

(b) 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.

(c) One hour of structured work experience related to the program area equals three hours of non-structured work experience.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200 & 342.400

Hist.: TSPC 11-2006, f. & cert. ef. 8-17-06

**584-042-0006**

**Requirements for a Three-Year Professional Technical Teaching License**

(1) Upon filing a correct and complete application in form and manner prescribed by the Commission, an applicant may be granted a Three-Year Professional Technical License for one or more Professional Technical endorsements below.

(a) The Three-Year Professional Technical License is valid to teach in ODE approved Professional Technical programs for which the educator is specifically licensed. The license is not eligible for any other district assignment.

(2) A person may not work in a Professional Technical Program unless properly licensed regardless if the educator is licensed in another area.

(a) If an educator holding a Basic, Standard, Initial or Continuing Teaching License is not immediately eligible for a Three-Year Professional Technical License; the educator may be eligible for an Emergency Teaching License in the Professional Technical Endorsement area if the educator meets the requirements as it related to criminal background checks;

(b) Applicants who are not yet licensed by TSPC may be eligible for employment only upon obtaining an Emergency Teaching License prior to employment while the application for the Three-Year Professional Technical License is pending. [See OAR 584-060-0210 for Emergency Teaching License.]

(3) The application shall be a joint application from the applicant and the school district who seeks to employ the applicant. The application must be directly submitted by the applicant only. TSPC will not accept application submitted by third parties.

(4) The application must provide documentation of the following to TSPC:

(a) Evidence the requesting school district has an Oregon Department of Education approved program in the requested professional technical endorsement area.

(b) The applicant has passed the district's Instructor Appraisal Committee examination and the Instructor Appraisal Committee's approval is submitted on the required form; (See, 584-042-0002(2) for definition of Instructor Appraisal Committee.)

(c) The district has a signed agreement outlining the three-year Professional Technical Professional Development Plan on file; a copy of which is submitted with the application; (See OAR 584-042-0002(5) for details regarding the plan.)

(d) The district has provided a professional technical mentor in the professional technical education program area and such mentor is identified in the application materials; and

(e) Evidence the applicant meets the provisions of subsection (5) or (6) below or provides a recommendation from the Oregon Department of Education for a waiver. This evidence must include:

(A) Evidence that the structured or non-structured work experience has been completed and verified as having been completed in the past five years; or

(B) Transcripts documenting completion of an associate's degree; or

(C) The ODE waiver must be signed and dated within 90 days from the date of the application and submitted with the application materials; or

(D) A copy of the industry certification or licensure.

(5) For an applicant holding a teaching license, the work experience must have been performed in the last five years and must include:

(a) Non-structured related work of at least 1920 hours as defined in 584-042-0002(6)(b); or

(b) At least 640 hours of structured related work experience as defined in 584-042-0002(6)(a); or

(c) The equivalent combination of structured and non-structured related work at a technical skill level within the last five years. One hour of structured work experience related to the program area equals three hours of non-structured work experience; or

(d) Industry certification or licensure.

(6) For an applicant who does not hold a teaching license, the applicant must hold an associate's degree or obtain recommendation from the Oregon Department of Education for a waiver of the associate's degree; and

(a) Provide verification that the related work experience includes a minimum of 4,000 hours of non-structured related experience at a technical skill level within the last five years; or

(b) Provide industry certification or licensure; and

(c) Provide documentation that the school district has provided an assigned Professional Technical Mentor as defined in 584-042-0002(4).

(7) 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.

(8) The Three-Year Professional Technical Teaching License is not renewable or eligible for extensions.

(9) If the application and fee for the Five-Year Professional Technical Teaching License is received prior to the expiration of the Three-Year Professional Technical Teaching License, the license will remain valid for another 120 days following the expiration of the license. The applicant and co-applicant district must provide documentation that the requirements for the Five Year Professional Technical Teaching License have been met prior to the expiration of the 120 days after the Three-Year Professional Teaching License has expired to remain continuously licensed in this area.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 & 342.200 & 342.400

Hist.: TSPC 3-2002, f. 3-15-02, cert. ef. 1-15-03; TSPC 11-2006, f. & cert. ef. 8-17-06

**584-042-0008**

**Five-Year Professional Technical Teaching License**

(1) Upon filing a correct and complete application in form and manner prescribed by the Commission, an applicant may be granted a Five-Year Professional Technical Teaching License, valid for five years of teaching in an approved professional technical education program, may be issued.

(a) The Five-Year Professional Technical License is valid to teach in ODE approved Professional Technical programs for which the educator is specifically licensed. The license is not eligible for any other district assignment.

(2) The application shall be a joint application from the applicant and the school district who seeks to employ the applicant. The application must be directly submitted by the applicant only. TSPC will not accept application submitted by third parties.

(3) The application must provide documentation that the applicant:

(a) Meets all the requirements for the Three Year Professional Technical Teaching License as set forth in OAR 584-042-0006, and

(b) Has one year of professional technical teaching experience while holding a professional technical license as verified on a Professional Educational Experience Report Form (PEER); and

(c) Has attained a passing score as currently specified by the commission on a test of basic verbal and computational skills, unless the applicant held an Oregon educator license before 1985 or has a regionally accredited doctor's degree; and

(d) Has attained a passing score on a test of knowledge of U.S. and Oregon civil rights laws at the conclusion of a course or workshop approved by the commission; and

(e) Has completed 15 quarter hours of teaching methodology and/or structured work experience as advised by the Instructor Appraisal Committee. The applicant must submit transcripts or other credible evidence that provisions of this subsection have been met.

(4) Preparation for the Five-Year Professional Technical Teaching License may be completed at an approved teacher education institution; a community college; or through inservice instruction approved by the employing school district.

(a) If formal credit is not granted by a college or university, 30 clock hours of inservice shall be equivalent to one quarter hour of credit.

(5) The Five-Year Professional Technical Teaching License may be transferred to another Oregon school district if the new instructional assignment is comparable and in a professional technical program approved by the Oregon Department of Education.

(6) The Five-Year Professional Technical Teaching License is renewable upon joint application of the employing school board or

school superintendent and the instructor under the following conditions:

(a) Completion of 125 clock hours or the equivalent of continuing professional development (CPD);

(A) CPD includes, but is not limited to:

(i) College and university coursework;

(ii) Community college course; or

(iii) Established workshops or planned experiences in business and industry.

(B) One quarter hour of college credit shall be equivalent to 20 clock hours of CPD; and 1 semester hour of college credit shall be equivalent to 30 clock hours of CPD. (See also OAR 584-090-0005 et seq for additional details.)

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200 & 342.400

Hist.: TSPC 3-2002, f. & cert. ef. 1-15-03; TSPC 11-2006, f. & cert. ef. 8-17-06

#### 584-042-0009

##### Adding Professional-Technical Endorsements

Professional technical endorsements may be added to initial, continuing, basic, standard, and five-year teaching licenses. Eligibility for the endorsement is determined under one of the following conditions:

(1) Recommendation by an approved teacher education institution in one or more of the professional technical areas in one of the following endorsements:

(a) Agricultural Science and Technology;

(b) General Business Education;

(c) Family and Consumer Sciences;

(d) Marketing; or

(e) Technology Education.

(2) Verification the applicant holds a current professional technical teaching license issued by another state in the area of the endorsement seeking to be added; or

(3) 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 584-042-0006(4)).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 11-2006, f. & cert. ef. 8-17-06

### DIVISION 44

#### PERSONNEL SERVICE LICENSES

#### 584-044-0003

##### Personnel Service Licensure under Superseded Standards

Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted a Basic Personnel Service License with counselor or psychologist endorsement, issued for three years plus time to the applicant's next birth date and renewable under OAR 584-048. Such an applicant must have originally enrolled in a basic counselor or basic psychologist education program under standards superseded by 21st century licensure and be found in the judgment of the commission subject to hardship if issued a 21st century initial license instead of a basic license. If the initial license is judged preferable, the applicant will not be required to add course work to the basic program, although institutions may make appropriate substitutions for partial updating. Recipients of a basic personnel service license may pursue either a standard license (see below) or a continuing license (see OAR 584-070).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99

#### 584-044-0011

##### Basic Counselor

An applicant for the basic counselor endorsement must complete the requirements under either section (1) or section (2) of this rule.

(1) Applicants with teaching experience must meet all of the following requirements:

(a) Hold, have held, or be eligible for an Oregon teaching license or comparable teaching license issued by another state;

(b) Have completed two years of successful teaching experience in Oregon schools or out-of-state public or regionally accredited private schools; or one year of teaching experience and one year of public school or regionally accredited private school intern counseling experience 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 - 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

#### 584-044-0014

##### 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 - 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 - 342.200 & 342.400

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TS 4-1983, f. 5-17-83, ef. 7-1-83; TS 4-1985, f. 10-4-85, ef. 1-1-86; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1987, f. & ef. 3-3-87; TS 3-1988, f. & cert. 4-7-88; TS 5-1988, f. 10-6-88, cert. ef. 1-15-89; TS 2-1989, f. & cert. ef. 2-16-89; TS 9-1991, f. & cert. ef. 8-7-91; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1994, f. 7-19-94, cert. ef. 10-15-94

#### 584-044-0021

##### Standard Counselor

The applicant for the standard counselor endorsement must have completed 24 quarter hours of graduate preparation, culminating in a master's degree, in addition to requirements for the basic counselor endorsement specified in OAR 584-044-0011(1)(c), designed to strengthen the applicant's background in school counseling through a planned program to include:

- (1) Legal and professional issues for the school counselor;
- (2) Program development, organizational management, and technology-assisted guidance activities;
- (3) Research and program evaluation; and
- (4) Courses related to the development of a specialty area.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200 & 342.400

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 2-1989, f. & cert. ef. 2-16-89; TS 6-1989, f. & cert. ef. 10-6-89; TS 9-1991, f. & cert. ef. 8-7-91

#### 584-044-0023

##### Standard School Psychologist

(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 - 342.200 & 342.400

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-80; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TS 2-1989, f. & cert. ef. 2-16-89; TS 2-1992, f. 5-6-92, cert. ef. 1-15-94

### DIVISION 46

#### ADMINISTRATIVE LICENSES

#### 584-046-0003

##### Administrative Licensure Under Superseded Standards

Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted a Basic Administrative License with basic administrator or basic superintendent endorsement, issued for three years plus time to the applicant's next birth date and renewable under OAR 584-048. Such an applicant must have originally enrolled in a basic administrator or basic superintendent education program under standards superseded by 21st century licensure and be found in the judgment of the commission subject to hardship if issued a 21st century initial license instead of a basic license. If the initial license is judged preferable, the applicant will not be required to add course work to the basic program, although institutions may make appropriate substitutions for partial updating. Recipients of a basic administrative license may pursue either a standard license (see below) or a continuing license (see OAR 584-080).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99

#### 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 - 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 & 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 - 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 - 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 - 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 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

## DIVISION 48

### RENEWAL OF LICENSES

#### 584-048-0006

##### Renewal of Pre-21st Century Educator Licenses

Upon filing a timely, correct, and complete application in form and manner prescribed by the commission, a qualified applicant shall

be granted renewal of a regular (pre-1965), basic, or standard license as described in the following sections.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.200 & 342.400  
Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99

#### 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 - 342.200 & 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 584-005-0005 for definitions of: "Appropriately Assigned," "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 licenses 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 - 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; TSPC 6-2002, f. & cert. ef. 10-23-02

#### Teaching License Renewals

#### 584-048-0020

##### Renewal of Teaching Licenses — Special Provisions

(1) An applicant for renewal of a teaching license for which only one (1) year of experience is required for renewal may submit verification of twelve (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 (1) renewal based on such experience.

(2) An applicant who meets 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 (1) of the following properly assigned educational experiences, if appropriate, during the life of the license:

- (a) One (1) academic year full-time; or
- (b) Two (2) academic years half-time or more; or
- (c) One hundred eighty (180) days as a substitute; or
- (d) Completion of six (6) semester hours or nine (9) quarter hours of preparation in an approved institution; or

(e) A combination of (a)–(d) above may be submitted in satisfaction of this requirement in which one quarter hour of preparation equals twenty (20) days of experience.

(3)(a) An applicant for renewal of a Basic, Initial, Standard, Continuing, or Five-Year Teaching License may provide verification of volunteer experience or employment as an instructional assistant in Oregon schools in lieu of one (1) year of full-time teaching experience or in lieu of nine (9) quarter hours of additional preparation.

(b) A combination of volunteer or instructional assistant experience and credit may be submitted in accordance with the provisions set forth below:

(A) One hundred and twenty (120) hours of volunteer or instructional assistant experience may be substituted for up to three (3) credit hours as experience necessary for renewal, provided the experience is obtained within one (1) academic school year;

(B) All nine (9) credits needed for renewal may be obtained if three hundred sixty (360) hours of volunteer or instructional assistant experience is verified.

(4) An applicant for renewal of a Basic, Initial, Standard, Continuing, or Regular Teaching License may provide verification of employment in a charter school as acceptable experience in lieu of one (1) year of full-time teaching experience or in lieu of nine (9) quarter hours of additional preparation.

(a) Verification of the charter school experience must be provided on a TSPC PEER form and must be signed by an educator holding a TSPC license or a TSPC charter school registration.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.200  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; 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; TSPC 5-2001, f. & cert. ef. 12-13-01; TSPC 9-2006, f. & cert. ef. 6-15-06

#### 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 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 - 342.200 & 342.400  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1980, f. & ef. 12-23-80; TS 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; TSPC 6-2002, f. & cert. ef. 10-23-02

#### 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 - 342.200 & 342.400

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1981(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 - 342.200 & 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 Renewal of 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 - 342.200 & 342.400

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TSPC 6-1983, f. & ef. 10-18-83; TS 8-1986, f. 12-19-86, ef. 1-15-87; TS 1-1988, f. 1-14-88, ef. 1-15-88; TS 4-1989(Temp), f. & cert. ef. 7-31-89; TS 6-1989, f. & cert. ef. 10-6-89; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 1-1996, f. & cert. ef. 1-29-96; TSPC 6-2002, f. & cert. ef. 10-23-02

**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 - 342.200 & 342.400

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78 except section (2)(a), ef. 1-1-80; TS 3-1978, f. 7-24-78, ef. 1-1-79; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1988, f. 1-14-88, ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92

**584-048-0042**

**Renewal of Supervisory Professional-Technical Licenses**

The professional-technical supervisor or director license can be renewed by a holder who has one year of successful experience or six semester hours or nine quarter hours of academic preparation during the life of the current license. A combination of such experience and

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200 & 342.400

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99

**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 - 342.200 & 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. 5-1-83; 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 - 342.200 & 342.400

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1979, f. 8-21-79, ef. 1-1-80; TS 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 Personnel Service Licenses — Special Provisions**

(1) An applicant who completes all requirements for the Standard Personnel Service License except the experience in Oregon schools

will be granted a third Basic Personnel Service License without further preparation. 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 who meets all requirements for the Continuing School Counselor or Continuing School Psychologist License except for school counseling/school psychologist experience in Oregon schools and documentation of the advanced competencies for the Continuing School Counselor or Continuing School Psychologist License may renew the Initial License contingent upon recent educational experience. However, the applicant must acquire the Continuing License within three years after accepting a contracted position of half time or more in an Oregon school.

(3) An applicant for renewal of a Basic, Initial, Standard, or Continuing 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 or Initial License. An applicant who qualifies under this section is permitted one additional renewal of the Basic or Initial License before having to qualify for the Standard or Continuing License or is permitted one renewal of the Standard or Continuing License on the basis of this experience.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.200 & 342.400  
Hist.: TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-84; TS 1-1988, f. 1-14-88, ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 5-1993, f. & cert. ef. 10-7-93; TSPC 5-2001, f. & cert. ef. 12-13-01

#### 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 - 342.200 & 342.400  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TS 8-1986, f. 12-19-86, ef. 1-15-87; TS 1-1988, f. 1-14-88, ef. 1-15-88; TS 4-1989(Temp), f. & cert. ef. 7-31-89; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92

#### 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 - 342.200 & 342.400  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1979, f. 8-21-79, ef. 1-1-80; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 2-1986, f. 4-18-86, ef. 1-15-88; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, ef. 1-15-88; TS 2-1989, f. & cert. ef. 2-16-89; TS 4-1989(Temp), f. & cert. ef. 7-31-89; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92

#### 584-048-0090

##### Renewal of Administrative License — Special Provisions

(1) An applicant may submit verification of twelve (12) months service in the Armed Forces, Peace Corps, or VISTA during the validity of the Basic, Initial, Standard, or Continuing Administrative License. An applicant who qualifies under this section is permitted one (1) additional renewal of the Basic or Initial Administrative License before having to qualify for the Standard or Continuing Administrative License or is permitted one (1) renewal of the Standard or Continuing Administrative License on the basis of this experience.

(2) An applicant who meets all requirements for the Standard Administrative License except the requirement of three (3) 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 (1) year of full-time successful administrative experience or completion of nine (9) 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 (1) quarter hour of preparation equals twenty (20) days of successful experience.

(3) An applicant who meets all requirements for the Continuing Administrator License except administrative experience in Oregon schools and documentation of the advanced competencies for the Continuing Administrator License may renew the Initial Administrator License contingent upon recent educational experience. However, the applicant must acquire the Continuing Administrator License within three (3) years after accepting a contracted position of half time or more in an Oregon school.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.200 & 342.400  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1979, f. 8-21-79, ef. 1-1-80; TS 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; TSPC 5-2001, f. & cert. ef. 12-13-01; TSPC 10-2006(Temp), f. 6-15-06, cert. ef. 7-1-06 thru 12-27-06

#### 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 - 342.200 & 342.400  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TS 2-1986, f. 4-18-86, ef. 1-15-88; TS 8-1986, f. 12-19-86, ef. 1-15-87; TS 1-1988, f. 1-14-88, ef. 1-15-88; TS 2-1989, f. & cert. ef. 2-16-89; TS 4-1989(Temp), f. & cert. ef. 7-31-89; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92

#### 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 - 342.200 & 342.400  
 Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82;  
 TS 3-1983, f. & ef. 5-16-83; TSPC 6-1983, f. & ef. 10-18-83; TS 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 - 200 & 342.400  
 Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TS 1-1988, f. 1-1-4-88, ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. cert. ef. 1-15-92

#### 584-048-0115

##### Reinstatement of Expired Licenses

(1) For one year after expiration a license may be reinstated, or upgraded if it would not have been renewable, upon payment of the regular and late application fee and satisfaction of applicable renewal or upgrading requirements. In each case, the proviso that renewal experience or education must be gained during the life of the license is waived, and the applicable time span becomes the most recent three years.

(2) Thereafter, a renewable expired license may be reinstated as if renewed upon completion of renewal requirements, including applicable experience or education within the last three years, and payment of the regular and late application fee. In addition to types of experience listed as applicable to renewal of a particular license, experience applicable to reinstatement of any teaching license includes 180 days of service as a substitute teacher on any valid license, or as a teaching assistant, or as a school volunteer under conditions detailed in OAR 584-048-0020. Unlike renewal experience, however, reinstatement experience may not include that in military service, the Peace Corps, or VISTA.

Stat. Auth.: ORS 342  
 Stats. Implemented: ORS 342.120 - 342.200 & 342.400  
 Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 5-2001, f. & cert. ef. 12-13-01

#### 584-048-0120

##### Special Provisions for a One-Year Extension to Basic and Standard Licenses

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a one-year extension of a Basic or Standard License will be granted. The joint application shall be submitted by the prospective educator and the school board or school superintendent who is seeking to employ the applicant. The extension is valid for one year and 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 License with the applicable endorsement(s).

(b) Has completed all academic requirements for either a Basic or a Standard License with the exception of passing scores on the specialty area test, if required.

Stat. Auth.: ORS 342  
 Stats. Implemented: ORS 342.120 - 342.200 & 342.400  
 Hist.: TSPC 9-1999, f. & cert. ef. 11-22-99; TSPC 2-2000, f. & cert. ef. 5-15-00

## DIVISION 50

## COMMISSION SANCTION

#### 584-050-0002

##### Exercise of Commission Authority

Commission sanction, the exercise of authority granting, denying, or revoking a license, is described in the following sections as it relates to particular circumstances.

Stat. Auth.: ORS 342  
 Stats. Implemented: ORS 342.120 - 342.200 & 342.400  
 Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99

#### 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 & 342  
 Stats. Implemented: ORS 181.525, 342.120 - 200 & 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 - 200 & 342.400  
 Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97

#### 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 applicant refuses to consent to criminal records checks or refuses to be fingerprinted upon request of TSPC.

Stat. Auth.: ORS 181 & 342  
 Stats. Implemented: ORS 181.525, 342.120 - 200 & 342.400  
 Hist.: TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1992, f. & cert. ef. 1-15-92; TS 6-1993, f. & cert. ef. 12-7-93; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 4-1998, f. & cert. ef. 6-5-98; TSPC 4-1999, f. & cert. ef. 8-2-99

#### 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 - 200 & 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 - 200 & 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. Contested case hearings shall be held in accordance with OAR 137-003-0501 through 137-003-0700.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 200 & 342.400  
Hist.: TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1994, f. & cert. ef. 1-25-94; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 6-2002, f. & cert. ef. 10-23-02

#### 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 & 342  
Stats. Implemented: ORS 181.525 & 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 License or Registration (Including Revoked Privilege to Apply) and Termination of Probation

(1) General. A suspended, revoked or surrendered license or registration may be reinstated if the applicant is otherwise qualified, meets recent educational experience requirements in effect at the time of reinstatement, and complies with the remaining applicable provisions of this rule. Licenses or registrations that are revoked, suspended, or surrendered shall be reinstated for the same period of time as an application for a new or renewed license or registration of that type.

(2) Probation. (a) Promptly after the full term of probation is completed, the educator must submit to TSPC a personal affidavit, together with requisite and additional documentation, sufficient to establish convincingly that all terms and conditions of the probation have been met successfully and fulfilled. If the materials submitted are satisfactory, the Director shall terminate the probation. If not, the Director shall make a recommendation to the Commission in Executive Session. Before taking action on the Director's recommendation, the Commission Chair or the Chair of the Discipline Committee of the Commission may schedule an informal meeting between the educator and one or more Commissioners or between the educator and the Discipline Committee of the Commission meeting in executive session. The decision to schedule or not to schedule an informal meeting is entirely discretionary. If the Commission does not terminate the probation, the educator shall be entitled to a contested case hearing under ORS 342.175 to 342.190.

(b) The Executive Director may issue a charge and notice of opportunity for hearing to an educator on probation when the Director has information that any term or condition of probation may have been violated. If the educator is unwilling to accept disciplinary action proposed by the Executive Director, the educator shall be entitled to a contested case hearing under ORS 342.175 to 342.190.

(3) Suspended License or Registration. An educator must apply to have a suspended license or registration reinstated, however, no

reinstatement shall be effective until expiration of the period of suspension. An educator must submit to TSPC a personal affidavit, together with requisite and additional documentation, sufficient to establish convincingly that all terms and conditions have been met satisfactorily and fulfilled. If the Director is satisfied that the terms and conditions have been met successfully and fulfilled, the Director shall reinstate the suspended license or registration. If not, the Director shall make a recommendation to the Commission in Executive Session. The Director shall mail a copy of the recommendation to the educator and shall advise the educator that he or she may elect to treat the recommendation as a denial and immediately request a hearing or the educator may elect not to request a hearing until the Commission takes action on the recommendation of the Executive Director. Before taking action on the Director's recommendation, the Commission Chair or the Chair of the Discipline Committee of the Commission may schedule an informal meeting between the educator and one or more Commissioners or between the educator and the Discipline Committee meeting in executive session. The decision to schedule or not to schedule an informal meeting is entirely discretionary. If reinstatement of the suspended license or registration is denied, the educator shall be entitled to a contested case hearing under ORS 342.175 to 342.190.

(4) Revoked Licenses, Registration or Privilege to Apply. Any revocation for conviction for crimes listed in ORS 342.143(3) is permanent and the license or registration is not subject to reinstatement. Application for reinstatement of a license or registration revoked for any reason other than those cited in ORS 342.143(3) may be submitted at any time more than one year after the license, registration or privilege to apply has been revoked. The application shall be supported by a personal affidavit, together with requisite and additional documentation, sufficient to establish convincingly that the educator possesses all of the qualifications required for renewal or reinstatement of a license or registration of that type. The burden shall be on the educator to establish fitness for reinstatement. The Executive Director shall consider the application documents and shall make a recommendation to the Commission in Executive Session. The Director shall mail a copy of the recommendation to the educator and shall advise the educator that he or she may elect to treat the recommendation as a denial and immediately request a hearing or the educator may elect not to request a hearing until the Commission takes action on the recommendation of the Executive Director. Before taking action on the Director's recommendation, the Commission Chair or the Chair of the Discipline Committee of the Commission may schedule an informal meeting between the educator and one or more Commissioners or between the educator and the Discipline Committee meeting in executive session. The decision to schedule or not to schedule an informal meeting is entirely discretionary. If the application for reinstatement is denied or conditionally reinstated, the educator shall be entitled to a contested case hearing under ORS 342.175 to 342.190.

Stat. Auth.: ORS 181 & 342  
Stats. Implemented: ORS 181.525, 342.120 - 200 & 342.400  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 3-1978, f. 7-24-78, ef. 1-1-79; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 4-2000, f. & cert. ef. 7-17-00; TSPC 4-2001, f. & cert. ef. 9-21-01

#### 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 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.

(4) 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  
Stat. Implemented: ORS 342.553  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 1-2000(Temp), f. & cert. ef. 1-18-00 thru 7-11-00; TSPC 2-2000, f. & cert. ef. 5-15-00

#### 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 Lifeline 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 - 200 & 342.400  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1981(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 - 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 assignment. Such denial shall extend *either* for one year from the date of application for licensure or for a period equal to the time served without licensure, whichever is less. A notice intent to deny the license and of opportunity for a hearing will be mailed to the educator.

(2) Licensed persons must be assigned in accordance with the authorizations and endorsement(s) they hold or under provisions of OAR 584-036-0081, *Conditional Assignment Permits*.

(3) Persons who serve in violation of licensure assignment rules and administrators who assign licensed persons in violation of licensure assignment rules may have such action considered as evidence of gross neglect of duty under ORS 342.175 and OAR 584-020-0040.

(4) TSPC may revoke or deny any license upon evidence that the holder or applicant knowingly made false statements to a prospective employing school district concerning the individual's licensure status or qualifications for assignment. (See also, OAR 584-020-0040.)

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.175 - 342.190  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 11-2006, f. & cert. ef. 8-17-06

#### 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 - 200 & 342.400  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1980, f. & ef. 3-19-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1992, f. & cert. ef. 1-15-92

#### 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 - 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, but not be limited to 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 Professional Educational Experience Report Form verifying the change of name; or

(b) Photocopy of the marriage certificate or court order establishing the change of name; or

(c) Any other legal document indicating the name change including but not limited to: a driver's license, credit card, social security card.

(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, a new application and duplicate license fee are required.

(5) The Commission may send notice to an educator at the address the educator provides in writing to the Commission. The Commission may complete service of notice under ORS 342.143(4) or 342.176(5), by mailing the notice through certified mail addressed to the educator's address on file with the Commission and such mailing shall be deemed conclusive evidence of service.

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

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200 & 342.400

Hist.: TS 2-1990, f. 6-1-90, cert. ef. 6-14-90; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 6-2004, f. & cert. ef. 8-25-04

#### 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 or conditional assignment permits appropriate to their assignments.

(2) TSPC may require a district to forfeit a portion of the State School Fund moneys due the district for each violation of licensure that takes place during a school year. The amount of forfeiture is determined by TSPC through procedures and criteria in OAR 584-050-0065 through 584-050-0067.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.173

Hist.: TS 1-1980, f. & ef. 3-19-80; TS 1-1982, f. & ef. 1-5-82; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 6-2002, f. & cert. ef. 10-23-02

#### 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 explain the violation including the following as appropriate:

- (a) Demographic characteristics of the district;
- (b) Size of school;
- (c) Local availability of licensed personnel and substitutes;
- (d) Date the district first became aware the position in question required filling (e.g., date the district was notified of the resignation, illness, etc., of the previous employee in that position or, if a new position, date of its authorization);
- (e) Prior violations by the district, regardless of whether any penalty was assessed 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; TSPC 4-1999, f. & cert. ef. 8-2-99

#### 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, 342.135, 342.140, 342.143, 342.147, 342.165, 342.175 & 342.176

Hist.: TS 1-1982, f. & ef. 1-5-82; TS 5-1989(Temp), f. & cert. ef. 10-6-89; TS 7-1989, f. & cert. ef. 12-13-89; TS 2-1990, f. 6-1-90, cert. ef. 6-14-90; TS 1-1992, f. & cert. ef. 1-15-92



**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, 342.135, 342.140, 342.143, 342.147, 342.165, 342.175 & 342.176  
Hist.: TS 1-1982, f. & ef. 1-5-82; TS 1-1992, f. & cert. ef. 1-15-92

**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 & 342  
Stats. Implemented: ORS 183.310 - 183.550 & 342.173  
Hist.: TS 1-1980, f. & ef. 3-19-80; TS 1-1982, f. & ef. 1-5-82; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97

**DIVISION 52**

**EVALUATION OF EDUCATOR PREPARATION**

**584-052-0005**

**Generally**

Oregon grants licensure to an applicant completing a preparation program approved by the Commission. Graduates of Commission approved Oregon programs are initially licensed when the preparing institution recommends them for the license and endorsements. No transcript review is necessary, the Commission having given prior approval to courses and learning experiences required for program completion.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.127, 342.135, 342.140, 342.143, 342.147, 342.165, 342.175 & 342.176  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1992, f. & cert. ef. 1-15-92

**584-052-0010**

**Preparation in Oregon Institutions**

(1) An Oregon college or university may recommend candidates for Oregon educator licenses in instruction, personnel service, or administration when the institution's programs are approved by the Commission. Such a school is an approved teacher education institution and its programs constitute approved teacher education programs.

(2) Applicants from Oregon approved programs must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.200  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 4-1999, f. & cert. ef. 8-2-99

**584-052-0015**

**Preparation in Another State**

(1) An applicant whose academic degrees can be legally claimed under Oregon degree law may have his or her preparation evaluated by the Commission if the applicant holds a current license issued by another state or has completed a preparation program in an out-of-state college or university which would confer entitlement to such a license. One of the following will result:

(2) If the out-of-state applicant with valid degrees and credits has met the professional requirements established by TSPC and has completed a course of study substantially similar to that required of an in-state applicant, but has not met all requirements for initial licensure, the commission will issue a transitional license together with instructions on how to fulfill remaining requirements.

(3) 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 342.120 - 200 & 342.400  
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1981, f. & ef. 4-8-81; TS 2-1981(Temp), f. & ef. 8-17-81; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 3-1987(Temp), f. & ef. 8-4-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 4-1999, f. & cert. ef. 8-2-99

**584-052-0021**

**Preparation in Another Country**

An applicant with one or more academic degrees valid in Oregon and professional preparation from outside the United States may request evaluation of his or her qualifications by an approved Oregon teacher education institution, successfully complete any work necessary to meet requirements of the institution's approved program, and thereupon receive institutional recommendation for licensure. The Oregon institution may waive part or all of the approved program requirements on a course-by-course basis as authorized in OAR 584-052-0025.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 200 & 342.400  
Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99

**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 requirements;

(g) Evidence that the applicant has exhausted all avenues of appeal within the approved teacher preparation institution; and

(h) A statement from the applicant: Indicating the reasons for appealing the matter to the Commission; identifying the requirement on which the waiver is requested and the applicant's qualifications to be considered by the Commission; and, specifying the effect that granting the appeal will have on the applicant's preparation program.

Stat. Auth.: ORS 342

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

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 5-1980, f. & ef. 9-11-80; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 1-1992, f. & cert. ef. 1-15-92

#### 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 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 or subject matter, 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 - 200 & 342.400

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1980, f. & ef. 12-23-80; 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; Administrative correction 8-9-99; TSPC 2-2000, f. & cert. ef. 5-15-00

#### 584-052-0030

#### Eligibility for Alternative Assessment

(1) Effective July 1, 2006, through June 30, 2007, applicants for any endorsement on a license may petition the Commission for alternative assessment in lieu of passing a subject-matter test when all of the following conditions have been met. The applicant:

(a) Has taken the appropriate subject-matter test at least once without passing;

(b) Submitted an application for alternative assessment in the form and manner required by the Commission; and

(c) Has paid a fee of \$100 for the assessment:

(A) The fee will be valid for 90 days after the receipt of the application for alternative assessment.

(B) If the application is incomplete and the applicant does not complete the application within 90 days from the date the application and fee was received, a new fee must be paid.

(2) All evidence must be submitted at least four weeks prior to the commission meeting in order to be considered. The commission reserves the right to accept late applications for submission only when extenuating circumstances have been demonstrated and commission staff reasonably can complete the evaluation prior to the commission meeting. Requests for late applications will be submitted directly to the Executive Director for consideration.

Stat. Auth.: ORS 342

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

Hist.: TSPC 5-2004, f. & cert. ef. 8-25-04; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06

#### 584-052-0031

#### Evidence Needed for Subject-Matter Alternative Assessment

All applications for waiver of subject-matter tests through alternative assessment must contain the following items of evidence:

(1) An application in the form and manner required by the Commission;

(2) A fee of \$100;

(3) Official transcripts showing:

(a) Coursework aligned with the subject-matter endorsement requirements as outlined in OAR 584-038 for which the applicant is seeking waiver;

(b) A 3.0 GPA or better in the coursework directly related to the endorsement; and

(c) That any part of the coursework in the subject-area has been completed within the three (3) years immediately prior to the application for alternative assessment.

(4) A completed and signed affidavit attesting to the applicant's eligibility and the authenticity of the work presented;

(5) Original score report showing the attempt at the test for which the applicant is seeking waiver. All original score reports will be returned to the applicant after verification by Commission staff; and

(6) Two letters of recommendation from two educators attesting to the applicant's content knowledge expertise and describing how the expert has observed the applicant's content knowledge.

(a) The letters must be on professional letterhead and dated not more than one year from the date of submission of the first application for alternative assessment.

(b) The letters must be from any of the following qualified educators:

(A) University faculty members;

(B) College of education practicum or student teaching supervisors;

(C) Practicum or student teaching mentor teacher;

(D) District curriculum specialist; or

(E) Other expert in the content area.

Stat. Auth.: ORS 342

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

Hist.: TSPC 5-2004, f. & cert. ef. 8-25-04; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06

#### 584-052-0032

#### Determination of Subject-matter Competency through Alternative Assessment

(1) The application, fee and all evidence for alternative assessment must be submitted at least four weeks prior to the scheduled Commission meeting at which the applicant would like to have the application considered.

(2) The application will be evaluated based on the coursework requirements in division 38 for the endorsement area in which the applicant is seeking licensure.

(a) The evaluation will be based on the following:

(A) Whether coursework submitted meets the requirements in OAR 584 division 38 for the content area the candidate is seeking waiver; and

(B) Whether the coursework in the subject area meets a GPA of 3.0 or better.

(3) If no further coursework is recommended by commission staff, the commission will consider the recommendation of the Executive Director and the applicant's coursework evaluation and other submitted evidence to make a determination of whether the applicant is eligible for subject-matter test waiver.

(4) The Commission will pass a resolution either waiving the applicant's requirement to pass a subject-matter test in the content area or denying the waiver to pass the test based on the evidence submitted for alternative assessment.

(5) If the coursework does not meet the requirements for endorsement in OAR 584 division 38, a list of necessary additional coursework directly relevant to meeting the division 38 requirements will be prepared for the applicant by a TSPC evaluator. The application for alternative assessment will be considered incomplete and the applicant may reapply for alternative assessment once the coursework is completed.

(a) All evidence, such as record of the score report for the attempted test, transcripts and letters of recommendation submitted with the first alternative assessment application will be kept on file for subsequent alternative assessment resubmissions.

(b) Applicants will only need to submit, a new application, a new fee and proof that the additional coursework required has been completed under the conditions set forth under subsection (2) above.

(6) For purposes of "Highly Qualified Teacher" alternative assessment shall be considered a rigorous state test for new teachers.

Stat. Auth.: ORS 342

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

Hist.: TSPC 5-2004, f. & cert. ef. 8-25-04; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06

#### 584-052-0033

##### Resubmissions of Alternative Assessments

(1) The Commission will accept only one resubmission of alternative assessment evidence for another evaluation under the following conditions:

(a) The candidate submits a new application and fee for alternative assessment; and

(b) The candidate submits new evidence of subject-matter competency.

(2) If a candidate has failed the alternative assessment two times, the application for the endorsement, based on waiver of the test will be considered incomplete rather than a denial. The applicant's only recourse is to pass the required subject-matter test.

(3) Candidates who did not pass Alternative Assessment prior to July 1, 2006 may begin the process under the new rules and it will not be considered a resubmission.

Stat. Auth.: ORS 342

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

Hist.: TSPC 5-2004, f. & cert. ef. 8-25-04; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06

### DIVISION 60

#### TWENTY-FIRST CENTURY TEACHING LICENSES

#### 584-060-0001

##### Purpose

(1) These rules establish a licensure program 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:

(a) The authorization 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.

(b) 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.

(c) 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.

(2) Oregon's licensure program embraces the value and worth of an educator as a professional. The professional teacher will direct her or his long-term career goals and choose the appropriate route to continuing licensure. However, certain endorsement programs shall require additional coursework and practica experience in order to be added to a professional teaching license.

(3) The initial licensure program is designed so that candidates will engage in active reflection and interpretation of the candidate's teaching effectiveness as part of the initial teaching licensure preparation program.

(4) Continuing licensure will include a combination of additional knowledge and experience beyond initial licensure that is relevant to the teacher's long-term professional goals.

(5) 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 options outlined in OAR 584-060-0022 leading to the Continuing Teaching License. Thereafter, individualized professional development plans are incorporated into requirements for the renewal of the Continuing Teaching License.

(6) 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 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 6-2004, f. & cert. ef. 8-25-04

#### 584-060-0002

##### Definitions for Division 60

(1) "Alternative Assessment": Procedures established by the Commission for candidates seeking licensure who fail to achieve a passing score on required subject matter or specialty area licensure tests for endorsement or authorization.

(2) "Application": A request for an Oregon license authorizing service in public schools or a request for reinstatement or renewal of such license. As used in these rules, "application" includes the Application Form, C-1, the fee, and all supporting documents necessary for the evaluation for the license. A copy of the C-1 can be found on TSPC's Web page at: [www.tspc.state.or.us](http://www.tspc.state.or.us).

(3) "Appropriately Assigned": Assignments for administrator, teacher, supervisor, school counselor, school psychologist, or school nurse duties for which the person involved holds the proper license, endorsements and authorizations. See OAR 584-060-0081.

(4) "Approved Institution": A U.S. regionally accredited institution of higher education approved to prepare licensed personnel by a U.S. governmental jurisdiction in which the institution is located. See definition of "Regional Accrediting Associations" at OAR 584-005-0005(99).

(5) "Approved Programs": An Oregon program of educator preparation approved by TSPC and offered by a regionally accredited Oregon institution. As it applies to out-of-state programs, a program approved by the licensure body of any U.S. governmental jurisdiction authorized to approve educator preparation programs.

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

(7) "Basic Skills Tests": Tests of basic reading, writing and mathematics as approved by the commission. These tests may only be waived if the applicant possesses a regionally accredited doctor's degree or was licensed in Oregon prior to 1985.

(8) "Completion of Approved Program": The applicant has met the institution's academic requirements and any additional state or federal requirements and has obtained the institution's recommendation for licensure.

(9) "Endorsement": The subject matter or specialty education field and/or grade authorization in which the individual is licensed to teach.

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

(11) "Out of State Licenses or Certificates": A certificate or license valid for full-time employment which is at least equivalent to



the Oregon license being requested and is issued by one of the United States, a U.S. jurisdiction (American Samoa, Commonwealth of Northern Marianas, District of Columbia, Guam, Puerto Rico, and Virgin Islands), or the U.S. Department of Defense.

(12) "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.

(13) "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 or approved or registered by another U.S. jurisdiction or government.

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

(15) "Renewal": Extension of validity of a current license. An application for renewal must be submitted prior to the expiration date stated on the license. See OAR 584 div. 48.

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

(17) "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. Related to "successful experience."

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

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165 & 342.223 - 342.232

Hist.: TSPC 6-2004, f. & cert. ef. 8-25-04

#### 584-060-0005

##### Effective Date and Conflict Resolution

(1) Teachers issued licenses prior to January 15, 1999, are entitled to the rights granted by law and the rules of the Commission under which the license was issued.

(2) Effective January 15, 1999, licenses for teachers will be issued under the rules set forth in this division. In cases of conflict, these rules supersede numerically preceding divisions unless the interpretation would reduce or diminish rights teachers acquired who were licensed prior to January 15, 1999.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 6-2004, f. & cert. ef. 8-25-04

#### 584-060-0006

##### 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 an Initial Teaching License with all subject matter endorsements except early childhood and elementary multiple subject authorization levels. These provisions also apply to an early childhood or elementary level if the employing school board requests a restricted Transitional Teaching License with the early childhood or elementary levels. This rule does not apply to special education.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 5-2001, f. & cert. ef. 12-13-01

#### 584-060-0012

##### Initial I Teaching License Requirements

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted an Initial I Teaching License for three years.

(2) The Initial I Teaching License is valid for regular teaching at one or more designated authorization levels in one or more designated specialties and for substitute teaching at any level in any specialty. (See 584-060-0052 for Authorization Levels.)

(3) To be eligible for an Initial I Teaching License, an applicant must:

(a) Possess the personal qualifications for licensure including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as an educator; and

(b) Hold a bachelor's degree or higher from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the commission. A master's degree or a doctoral degree from a regionally accredited institution in the United States validates a non-regionally accredited bachelor's degree for licensure; and

(c) Complete an initial teacher education program approved by the commission in Oregon, or complete a state-approved teacher preparation program in any U.S. jurisdiction, or complete a foreign program evaluated as satisfactory by an Oregon institution approved to offer the corresponding program; and

(d) Receive a passing score as currently specified by the commission on each of one or more tests of subject mastery for license endorsement or authorization; and

(A) Any subject-matter test, except the basic skills tests, may be waived if the applicant demonstrates special academic preparation satisfactory to the commission together with five years of experience teaching the specific subject matter on a license valid for the assignment in a public school or regionally accredited private school in a U.S. jurisdiction before holding any Oregon license. The five years of experience must be acquired entirely outside of the state of Oregon and must be obtained while holding an out-of-state license valid for the assignment.

(B) Some applicants may be eligible for alternative assessment for waiver of the subject-matter tests only. (See OAR 584-052-0030 to 0033 regarding Alternative Assessment guidelines and regulations.)

(e) Receive a passing score as currently specified by the commission on a test of basic verbal and computational skills; (See 584-060-0002(7) for definition of Basic Skills Tests.)

(f) Receive a passing score on a test of knowledge of U.S. and Oregon civil rights laws at the conclusion of a course or workshop approved by the commission; and

(g) Furnish fingerprints in the manner prescribed by the commission. (See OAR 584-036-0062 for Criminal Records Check Requirement.)

(h) Obtain a first aid card pursuant to ORS 342.126.

(i) Complete a recent experience during the three-year period immediately preceding application. (See OAR 584-005-0005(54) for definition of Recent Experience.)

(4) Applicants who have completed programs from states other than Oregon will be required to submit a C-2 form from the institution granting program completion, in addition to transcripts, verifying completion of the teacher education program. A license from another state valid for unrestricted full time teaching may be accepted in lieu of a C-2. A teaching license issued by the U.S. Department of Defense will be considered as a license from another state. Completion of alternative routes teaching programs through school districts or other avenues are subject to Executive Director approval.

(5) The Initial I Teaching License may be renewed two times for three years upon showing progress toward completion of the renewal requirements as described in OAR 584-060-0013 during the life of the Initial I Teaching License under the following conditions:

(a) The progress must meet or exceed the equivalent of 3 semester hours or 4.5 quarter hours of graduate coursework germane to the license or directly germane to public school employment.

(b) The educator must qualify for an Initial II Teaching License upon expiration of ten years following the date the first Initial I Teaching License was issued. A one year unconditional extension may be obtained if the educator is unable to meet all requirements within the

nine year period. (See, OAR 584-060-0013 Initial II Teaching License.)

(6) The Executive Director may grant an extension to the Initial I Teaching License for a term determined by the director, if and only if extraordinary circumstances can be demonstrated that the teacher was unable to complete the requirements for the Initial II Teaching License during the life of the Initial I Teaching License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.165 & 342.136

Hist.: TSPC 1-2005, f. & cert. ef. 1-21-05; TSPC 5-2005(Temp), f. & cert. ef. 7-1-05 thru 12-28-05; TSPC 7-2005, f. & cert. ef. 8-24-05

#### 584-060-0013

##### Initial II Teaching License Requirements

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted an Initial II Teaching License for three years.

(2) To be eligible for an Initial II Teaching License, and if the Initial I Teaching License was granted on the basis of a completed teacher preparation program culminating in a bachelor's degree, the applicant must:

(a) Complete a master's degree or higher in the arts and sciences or an advanced degree in the professions from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the commission, together with an equally accredited bachelor's degree; or

(b) In lieu of a master's degree, a candidate must complete graduate level coursework germane to the license or directly germane to public school employment as follows:

(A) At least ten semester hours or fifteen quarter hours in subject-matter coursework; and

(B) At least ten semester hours or fifteen quarter hours in graduate-level education-related coursework; and

(C) At least ten semester hours or fifteen quarter hours in graduate-level electives.

(3) To be eligible for an Initial II Teaching License, and if the Initial I Teaching License was granted on the basis of a post-baccalaureate completed teacher preparation program whether the program culminates in a master's degree, the applicant must complete one of the following (a)–(c):

(a) Six semester hours or nine quarter hours of graduate level academic credit from a regionally accredited college or university, or the graduate level credit must:

(A) Be completed after the Initial I Teaching License has first been issued; and

(B) Be germane to the teaching license or directly germane to public school employment; and

(C) May include pedagogy, or content related to an existing endorsement or authorization, or content related to a new endorsement or authorization. (Completion of this required coursework does not guarantee completion of commission approved endorsement requirements offered by any Oregon college or university)

(b) A commission-approved school district program determined to be equivalent to (a) above; or

(c) Any commission-approved professional assessment.

(d) In all cases, the combination of a post-baccalaureate program and the additional hours required by this subsection must be equivalent to a master's degree or 45 quarter hours or 30 semester hours.

(4) The Initial II Teaching License may be renewed repeatedly for three years upon completion of:

(a) All the requirements in either (3) or (4) above; and

(b) Any one of the following educational experiences as a licensed educator on a license appropriate for the assignment:

(A) One academic year full-time; or

(B) Two academic years half-time or more; or

(C) One hundred and eighty (180) days as a substitute; or

(D) Completion of 6 semester hours or 9 quarter hours of preparation completed in an approved institution during the life of the current teaching license; or

(E) A combination of (A)–(D) above may be submitted in satisfaction of this requirement in which one quarter hour of preparation equals 20 days of successful experience;

(F) Meeting any of the special provisions for renewal contained in OAR 584-048-0015 or 584-048-0020; and

(c) A professional development plan in accordance with OAR 584-090.

(5) A teacher may choose to become eligible for the Continuing Teaching License in lieu of obtaining the Initial II Teaching License. (See OAR 584-060-0022.)

(6) Teachers issued Initial Teaching Licenses prior to July 1, 2005 must meet the requirements of this rule prior to the expiration of ten (10) years from the date the first Initial Teaching License was issued. The additional year granted to licensees holding an Initial Teaching License prior to October 13, 2003, will be included in the ten year calculation for meeting the requirements of this rule.

(7) This rule applies to all Initial Teaching Licenses issued after December 1998.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.165 & 342.136

Hist.: TSPC 1-2005, f. & cert. ef. 1-21-05; TSPC 5-2005(Temp), f. & cert. ef. 7-1-05 thru 12-28-05; TSPC 7-2005, f. & cert. ef. 8-24-05

#### 584-060-0022

##### Continuing Teaching License Requirements

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted a Continuing Teaching License.

(2) This license is issued for five years and is renewable repeatedly under conditions specified below.

(3) This license is valid for regular teaching at one or more designated authorization levels in one or more designated specialties and for substitute teaching at any level in any specialty.

(4) To be eligible for a Continuing Teaching License an applicant must:

(a) Meet or complete all requirements of the Initial Teaching License; and

(b) Hold a master's degree or higher in the arts and sciences or an advanced degree in the professions from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the commission, together with an equally accredited bachelor's degree; and

(c) Have taught five years of at least half-time or more on any non-provisional license appropriate for the assignment; and

(d) Demonstrate minimum competencies, knowledge and skills in accordance with OAR 584-017-0160 by completing one of the following:

(A) A TSPC approved Continuing Teaching License program offered by a college or university; or

(B) A doctorate degree in education from a regionally accredited institution; or

(C) Certification by the National Boards of Professional Teaching Standards; or

(D) Certificate of Clinical Competence awarded by the American Speech and Hearing Association for those holding a communication disorders endorsement; or

(E) A commission-approved school district program; or

(F) Any commission-approved professional assessment.

(5) The Continuing Teaching License may be renewed for five years upon completion of:

(a) Any one of the following educational experiences as a licensed educator on a license appropriate for the assignment:

(A) One academic year full-time; or

(B) Two academic years half-time or more; or

(C) One hundred and eighty (180) days as a substitute; or

(D) Completion of 6 semester hours or 9 quarter hours of preparation completed in an approved institution during the life of the current teaching license; or

(E) A combination of (A)–(D) above may be submitted in satisfaction of this requirement in which one quarter hour of preparation equals 20 days of successful experience; or

(F) Meeting any of the special provisions for renewal contained in OAR 584-048-0015 or 584-048-0020; and

(b) A professional development plan in accordance with OAR 584-090.

(6) This rule becomes effective July 1, 2005.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.165, 342.125 & 342.138

Hist.: TSPC 1-2005, f. & cert. ef. 1-21-05

**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 - 143, 342.153, 342.165 & 342.223 - 232

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

**584-060-0041**

**Preparatory Standards for Continuing Teaching License**

A candidate for a Continuing Teaching License will hold a Masters degree or equivalent and will document competence as a teacher as specified below:

(1) 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;

(2) Design instructional plans that incorporate knowledge of students' developmental levels, interests, abilities, and learning accomplishments consistent with content standards and district standards;

(3) 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) 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) Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students, and to their families;

(6) Evaluate student progress in learning, refine plans for instruction, and establish alternative learning options when necessary;

(7) Document and report the progress of students in achieving content standards and district standards; and

(8) 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.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 2-1998, f. & cert. ef. 1-15-99; TSPC 4-1999, f. & cert. ef. 8-2-99,

Renumbered from 584-060-0100

#### 584-060-0051

##### Teaching Authorization Levels

(1) Teachers must prepare for one or more authorization levels at the early childhood, elementary, middle or high school levels in addition to satisfying the Objectives for Initial Teaching License in OAR 584-017-0100.

(2) Demonstrated competency at these developmental levels indicates the teacher knows, understands and can apply developmental psychology and learning theory appropriate to student age and grade within cultural and community contexts, and can apply an articulated philosophy of education capable of ensuring that students at a particular authorization level will learn to think critically and integrate knowledge across disciplines.

(3) A first Transitional or Initial Teaching License is authorized for levels on the basis of professional education, experience, previous licensure, and specialized academic course work.

(4) Early Childhood Education (ECE) Authorization: The early childhood education (ECE) authorization level requires completion of an approved program including passing the commission-approved multiple subjects examination (MSE) together with completion of a practicum experience with students in preprimary through grade four (4) in a school designated as a pre-primary school, a primary school, or an elementary school. (See, OAR 584-017-0115 for ECE authorization competencies and OAR 584-017-0175 for adding an authorization level to a license.)

(a) The ECE authorization level is valid for any multiple subjects teaching assignment, except assignments in subsection (b) below, in pre-primary through grade four (4) in a school designated as a preprimary school, a primary school, or an elementary school.

(b) The ECE authorization level is not valid for assignments requiring specialization endorsement such as art, music, ESOL, ESOL/bilingual, physical education, adaptive physical education, or special education under OAR 584-060-0071.

(5) Elementary (ELEM) Authorization: The Elementary (ELEM) authorization level requires completion of an approved program including passing the commission-approved multiple subjects examination (MSE) together with completion of a practicum experience with students in one or more grades between grades three (3) through eight (8) in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school. (See, OAR 584-017-0120 for ELEM authorization competencies and OAR 584-017-0175 for adding an authorization level to a license.)

(a) The ELEM authorization level is valid for any multiple subjects teaching assignment, except assignments in subsection (b) below, in grades three (3) through eight (8) in a school designated as an elementary school with the Oregon Department of Education; or in a self-contained 5th or 6th grade classroom in a middle school.

(b) The ELEM authorization level is not valid for assignments requiring specialization endorsement such as art, music, ESOL, ESOL/bilingual, physical education, adaptive physical education, or special education under OAR 584-060-0071.

(6) The Middle-Level (ML) Authorization: The Middle-Level (ML) authorization level requires completion of an approved program including passing the commission-approved multiple subjects examination (MSE) together with completion of a practicum experience with students in one or more grades between grades five (5) through eight (8). Additionally, the ML authorization requires in-depth knowledge of one subject-matter or specialty endorsement appropriate to middle-level teaching assignments. (See, OAR 584-017-0130 for further ML authorization requirements; OAR 584-060-0062 for ML endorsements; and OAR 584-017-0175 for adding an authorization level to a license.)

(a) The ML authorization is valid for any multiple subjects teaching assignment, except assignments in subsection (b) below, in grades

five (5) through eight (8) of a school designated as an elementary, middle, or junior high school.

(b) The ML authorization level is not valid for assignments requiring specialization endorsement such as art, music, ESOL, ESOL/bilingual, physical education, adaptive physical education, or special education under OAR 584-060-0071.

(7) The high school authorization level requires completion of an approved program and qualification for at least one subject-matter endorsement appropriate to secondary schools by passing the required Commission-approved test or tests of subject mastery in the endorsement area, together with completion of a practicum experience with students in one or more grades between grades nine (9) through twelve (12). The high school (HS) authorization is valid for teaching one or more integrated or departmentalized subjects, with which the license must be endorsed, in grades seven (7) through twelve (12) of a school designated as a high school. (See OAR 584-017-0140 for HS authorization requirements; OAR 584-060-0062 for HS endorsements; and OAR 584-017-0175 for adding an authorization level to a license.)

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 4-2002, f. & cert. ef. 5-21-02; TSPC

6-2002, f. & cert. ef. 10-23-02; TSPC 2-2005, f. & cert. ef. 4-15-05; TSPC 4-

2005(Temp), f. & cert. ef. 5-6-05 thru 9-30-05; TSPC 7-2005, f. & cert. ef. 8-24-05

#### 584-060-0052

##### Adding Authorization Levels to Existing Initial and Continuing Teaching Licenses

(1) A candidate seeking to add the next contiguous authorization level to an existing Initial or Continuing Teaching License will complete the following:

(a) A program of at least six (6) quarter hours or four (4) semester hours of preparation in child or adolescent development, whichever is appropriate for the level being completed. The program will include methods of instruction in the appropriate subjects at the requested authorization level and may include taking additional subject-matter tests to qualify for the authorization level. Verification from the institution at which the program is completed is required to add the authorization; and

(b) One of the following practicum experiences, which must include preparation of one (1) work sample to document teaching effectiveness at the new authorization level:

(A) A practicum of two (2) semester hours or three (3) quarter hours, which except as specified below may or may not be part of a longer preparation that includes content or methods courses in the subject area, in an institution approved to prepare teachers for that endorsement; or

(B) Verification of one (1) year of experience teaching the new subject-area at least one (1) hour each day or the equivalent on either an optional assignment of ten (10) hours or less or on an approved conditional assignment permit (CAP) as allowed by OAR 584-060-0081.

(2) A candidate may add an authorization level that is not contiguous to an existing Initial or Continuing Teaching License if:

(a) The candidate successfully completes an approved program at that level; and

(b) The completed program includes the required practicum experience and completion of a work sample to document teaching effectiveness at the new authorization level.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165 & 342.223 - 342.232

Hist.: TSPC 3-2005(Temp), f. & cert. ef. 4-15-05 thru 9-30-05; TSPC 7-2005, f. & cert.

ef. 8-24-05; TSPC 9-2006, f. & cert. ef. 6-15-06

#### 584-060-0062

##### Adding Endorsements to Initial or Continuing Teaching Licenses

(1) Subject-Matter Competency: A new endorsement will be added to a new or existing Initial or Continuing Teaching License upon documentation of one of the following: (For Middle-Level Endorsement exceptions see subsection (3) below.)

(a) For endorsements where subject-matter mastery tests are required by the commission: Documentation of a passing score on all Commission-approved tests required for the endorsement; or

(b) For endorsements where the commission has not approved subject-matter mastery tests in Drama, Japanese, Latin, Russian and Adaptive Physical Education:

(A) Completion of a program or demonstrated completion of required coursework; or

(B) A nonprovisional out-of-state license in the subject-area.

(c) For out-of-state applicants upon first licensure in Oregon: Proof of licensure and five years experience teaching the endorsed subject on an out-of-state non provisional license may allow for waiver of subject-matter tests in the endorsement area. (See, Section (2)(c) below for further information on the required experience.)

(2) **Practicum Requirements:** In addition to the requirements in subsection (1) above, one of the following practical experiences must be completed:

(a) A practicum of 2 semester hours or 3 quarter hours, which except as specified below may or may not be part of a longer preparation that includes content or methods courses in the subject area, in an institution approved to prepare teachers for that endorsement;

(b) Verification of one year of experience teaching the new subject-area at least one hour each day or the equivalent on either an optional assignment of ten hours or less or an approved conditional assignment permit (CAP) as allowed by OAR 584-060-0081.

(c) For out-of-state licensed applicants only: Five years of experience teaching the subject area in a public school or regionally accredited private school within a U.S. jurisdiction on a license appropriate for the assignment before holding any Oregon license. Other licensed teaching experience deemed to be equivalent to five years of teaching in the manner described above must be specifically approved by the Executive Director.

(3) **Specified Middle-Level Subject-Matter Endorsements:** Teachers holding an Initial or Continuing Teaching License with a middle-level authorization are not required to complete an additional subject-related practicum to add the endorsements specified in this subsection. To add a middle-level endorsement to a middle-level authorized license, only the Commission-approved subject-matter high school or middle-level test or tests are required in any of the following areas:

- (a) Language Arts;
- (b) Social Studies;
- (c) Science; or
- (d) Math.

(4) Some endorsement areas may require the completion of a new authorization level prior to being added to the license. The applicant should obtain a check sheet of requirements from TSPC prior to pursuing adding a new endorsement to an existing license.

(5) **When Programs are Required:** An approved institutional program including content and methods courses is always required as preparation for added endorsement in the following areas:

- (a) Special education, including Early Intervention;
- (b) Communication disorders;
- (c) Hearing impairment;
- (d) Visual impairment;
- (e) Reading; or
- (f) Subjects for which no subject mastery test has been required by the commission for endorsement including but not limited to: Drama, Japanese, Latin, Russian and Adaptive Physical Education.

(6) **Specialty Endorsements:** Specialty endorsements such as art, music, ESOL, ESOL/bilingual, physical education, adaptive physical education, reading, special education and educational media specialists require multiple-authorizations and may involve additional coursework. (See, OAR 584-060-0071.)

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165 & 342.223 - 342.232  
Hist.: TSPC 3-2005(Temp), f. & cert. ef. 4-15-05 thru 9-30-05; TSPC 7-2005, f. & cert. ef. 8-24-05

#### 584-060-0071

##### Endorsements Requiring Multiple Authorization Levels

(1) There are several specialties in which endorsement of a teaching license must apply to more than one level of authorization. Multiple-subject endorsement is not required at any level for these specialties, meaning that a subject mastery test is required, but the Multiple Subjects Examination (MSE) is not. However, passage of the MSE alone, will not qualify an applicant for addition of the multiple subjects endorsement on licenses endorsed in specialty areas provided for under this rule.

(2)(a) Teachers of the following specialty areas must qualify, through approved academic preparation in the desired authorization levels and through supervised work experience or student teaching, for

authorization at any of the following two levels: early childhood and elementary; or elementary and middle-level; or middle-level and high school:

- (A) Art;
- (B) Bilingual education with English for speakers of other languages (ESOL);
- (C) ESOL;
- (D) Music;
- (E) Physical education;
- (F) Adaptive physical education;
- (G) Reading; and
- (H) Special education.

(b) Candidates completing a practica experience at either early childhood or elementary and at either middle or high school level shall qualify for authorization for pre-primary through grade twelve.

(c) Teachers of special education must complete preparation in the full continuum of disabilities: mild, moderate, and severe.

(3) Educational media specialists must qualify, through approved academic preparation and through supervised work experience or student teaching, for authorization at all four levels: early childhood, elementary, middle-level, and high school.

(4)(a) Endorsements in the following areas must qualify, through approved academic preparation and through supervised work experience or student teaching, for authorization at all four levels: early childhood, elementary, middle-level, and high school:

- (A) Communication disorders;
- (B) Hearing impairments; or
- (C) Visual impairments.

(b) Teachers for the visually impaired must demonstrate proficiency in reading and writing Braille by obtaining a certificate of competency from the National Library Service for the Blind and Physically Handicapped or an equivalent certificate currently approved by the commission.

(c) Teachers for students with communication disorders may obtain authorization at all four levels by earning a certificate of clinical competence from the American Speech and Hearing Association or successor approved by the commission.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165 & 342.223 - 342.232  
Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 3-2003, f. & cert. ef. 5-15-03; TSPC 7-2005, f. & cert. ef. 8-24-05

#### 584-060-0091

##### Alternative School Levels and Specialties

In accordance with ORS 336.635, any teaching license is valid to teach at any grade level in any specialty within a public alternative education program operated by a school district or education service district. Use of the Substitute Teaching License in alternative schools is subject to whichever 60-day limitation is established on the license under OAR 584-060-0180.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.125 & 336.635  
Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99

#### 584-060-0141

##### Test Scores Specified by Commission

Test scores currently specified by the commission for all teaching licenses are appended to these rules and separately published for conveyance to all applicants and employers, and to others on request.

(1) Testing policy is determined by the commission through public hearing following recommendations by panels of educators. Specific passing scores based on any general policy result from a highly technical process of psychometrics.

(2) An applicant may present a score from a test that was used by the commission at one time but is no longer administered. Passing scores for such tests are published along with the current list.

(3) Specialty endorsements for which no test is available require an academic program approved by the commission such that knowledge of the specialty is documented in detail through an academic transcript and supplemental information.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232  
Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99

**584-060-0161**

**Transitional Teaching License Requirements**

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted a Transitional Teaching License.

(2)(a) This license is issued for three years. It is non-renewable except under extraordinary conditions described below in subsection (7) of this rule.

(b) Holders of the Transitional Teaching License must meet all the requirements for ongoing renewal of the Initial Teaching License as defined in OAR 584-060-0013 within ten (10) years of the date when the first Transitional Teaching License is issued.

(3) This license is valid for regular teaching with any employer at one or more designated levels in one or more designated specialties and for substitute teaching at any level in any specialty.

(4) Upon expiration of the Transitional Teaching License, recipients of this license must meet the requirements of the Initial Teaching License for which they may apply at any time. Applicants are not eligible for a Restricted Transitional License.

(5) To be eligible for a Transitional Teaching License, an applicant must:

(a) Possess the personal qualifications for licensure including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as an educator; and

(b) Hold a bachelor's degree or higher from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the commission. A master's degree or a doctoral degree from a regionally accredited institution in the United States validates a non-regionally accredited bachelor's degree for licensure; and

(c) Complete an initial teacher education program in any state-approved teacher preparation program in any U.S. jurisdiction, or completion of a foreign program evaluated as satisfactory by an Oregon institution approved to offer the corresponding program. Oregon graduates are not eligible for a Transitional Teaching License; and

(d) Demonstrate knowledge of applicable civil rights laws. An applicant from out of state may submit an affidavit for the first Oregon license assuring that the applicant has read *Discrimination and the Oregon Educator* and has completed the self-study questions. The applicant must complete the course or workshop prior to any further licensure; and

(e) Furnish fingerprints in the manner prescribed by the commission. (See OAR 584-036-0062 for Criminal Records Check Requirement); and

(f) Obtain an approved first aid card within 90 days of receiving the license.

(6) Applicants who have completed programs from states other than Oregon will be required to submit a **C-2 form**, in addition to transcripts, verifying completion of the teacher education program. A teaching license issued by the U.S. Department of Defense will be considered as a license from another state. Completion of alternative routes teaching programs through school districts or other avenues are subject to Executive Director approval.

(7) When the Executive Director determines that extenuating circumstances have prevented the applicant from completing requirements for the Initial Teaching License, a restricted extension may be issued for up to one year upon joint application from an educator and the employing district. The applicant must provide an explanation of the circumstances which make the request necessary. The co-applicant district must ensure that the applicant will meet all requirements for the Initial Teaching License upon expiration of the restricted Transitional Teaching License.

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

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165 & 342.223 - 342.232  
Hist.: TSPC 3-1999, f. & cert. ef. 7-15-99; TSPC 9-1999, f. & cert. ef. 11-22-99; TSPC 5-2001, f. & cert. ef. 12-13-01; TSPC 6-2004, f. & cert. ef. 8-25-04; TSPC 10-2004(Temp), f. & cert. ef. 10-20-04 thru 3-1-05; Administrative correction, 3-18-05; TSPC 2-2005, f. & cert. ef. 4-15-05

**584-060-0162**

**Restricted Transitional Teaching License**

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted a Restricted Transitional Teaching License.

(2) This license is issued for three years and is non-renewable.

(3) This license is valid for teaching with the requesting employer only at the designated level and/or specialty specifically requested by the employer. This license may not be transferred to another employer without a specific request from the new district.

(4) Upon expiration of the Restricted Transitional Teaching License, recipients of this license must meet all the requirements of the Initial Teaching License for which they may apply at any time.

(5) To be eligible for a Restricted Transitional Teaching License, the applicant must:

(a) Possess the personal qualifications for licensure including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as an educator; and

(b) Hold a bachelor's degree or higher from a regionally accredited institution or approved foreign equivalent. A master's degree or a doctoral degree from a regionally accredited institution in the United States validates a non-regionally accredited bachelor's degree for licensure; and

(c) Demonstrate knowledge of applicable civil rights laws. An applicant from out of state may submit an affidavit for the first Oregon license assuring that the applicant has read *Discrimination and the Oregon Educator* and has completed the self-study questions. The applicant must complete the course or workshop prior to any further licensure; and

(d) Furnish fingerprints in the manner prescribed by the commission. (See OAR 584-036-0062 for Criminal Records Check Requirement); and

(e) Obtain an approved first aid card within 90 days of receiving the license; and

(f) Submit a letter from the employing district describing the particular need in relation to the applicant's teacher qualifications summarized on a submitted resume. The district must agree to provide a mentor and attest that circumstances prevent hiring a suitable teacher holding an unrestricted full-time license appropriate for the assignment to be filled.

(6) When the Executive Director determines that extenuating circumstances have prevented the applicant from completing requirements for the Initial Teaching License, an extension for up to one year may be issued upon joint application from an educator and the employing district. The applicant must provide an explanation of the circumstances which make the request necessary. The co-applicant district must ensure that the applicant will meet all requirements for the Initial Teaching License upon expiration of the Restricted Transitional Teaching License.

[Publications: Publications referenced are available from the agency.]

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232  
Hist.: TSPC 6-2004, f. & cert. ef. 8-25-04

**584-060-0171**

**Limited Teaching License**

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted a Limited Teaching License.

(2) This license, issued for three years and renewable, is valid at any level and designated for one or more highly specialized subjects of instruction for which the commission does not issue a specific endorsement.

(a) The Executive Director has the authority to grant a Limited Teaching License for an exception to some discreet subjects within an established endorsement upon a showing of district needed. Requests for exceptions to established endorsements may be submitted to the commission for approval at the Executive Director's discretion.

(3) This license is valid for substitute teaching at any level but only in subjects listed on the license.

(4) To be eligible for a Limited Teaching License the applicant must have:

(a) An accredited associate's degree or its approved equivalent in objectively evaluated post-secondary education related to the intended subject of instruction,

(b) Demonstrate knowledge of applicable civil rights laws,

(c) Furnish fingerprints in the manner prescribed by the commission; and



(d) Obtain an approved first aid card within 90 days of receiving the license.

(5) The Limited Teaching License is restricted to use within a district that has applied for it jointly with the teacher, whose qualifications and job description are subject to commission approval.

(6) Upon application, the co-applicant district must describe its particular need in relation to the co-applicant teacher's documented qualifications, agree to provide a mentor up to the first renewal of the license, and attest that circumstances prevent hiring a suitable teacher holding any other full-time license appropriate for the role to be filled.

(7) To be eligible for renewal of the Limited Teaching License, an applicant must:

(a) Obtain a passing score on a test of knowledge of U.S. and Oregon civil rights laws at the conclusion of a course or workshop approved by the commission, for the first renewal only; and

(b) Submit a letter from the district that includes the following:

(i) A statement from the principal verifying that the students taught by the teacher continue to make satisfactory academic progress; and

(ii) A statement attesting that the teacher's assignment is exactly the same as originally requested; and

(c) Additionally, for the first renewal only, the district must identify the mentor assigned to the teacher including a statement from the mentor attesting to the teacher's progress during the first three years of the license; and

(d) Establish, maintain and report a professional development plan in accordance with OAR 584-090-0020. Exceptionally, a teacher with a Limited Teaching License who works less than .5 FTE during the school year, averaged out over the entire year, need not report continuing professional development.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.123, 342.125, 342.126, 342.127 & 342.165

Hist.: TSPC 3-1999, f. & cert. ef. 7-15-99; TPSC 6-2003(Temp), f. & cert. ef. 11-13-03 thru 5-9-04; TSPC 3-2004, f. & cert. ef. 5-14-04; TSPC 1-2005, f. & cert. ef. 1-21-05

#### 584-060-0181

##### Substitute Teaching License

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted a Substitute Teaching License. This license, issued for three years and renewable, is valid at any level for replacing in any specialty a teacher who is temporarily unable to work.

(2) To be eligible for a Substitute Teaching License, the applicant must have a bachelor's degree or higher from a regionally accredited institution or approved foreign equivalent related to teaching at one or more levels, demonstrate knowledge of applicable civil rights laws, and furnish fingerprints in the manner prescribed by the commission. An applicant without an approved first aid card must obtain one within 90 days of receiving the license.

(3) Awarding of a higher degree in the arts and sciences or an advanced degree in the professions from a regionally accredited institution in the United States validates a non-regionally accredited bachelor's degree for licensure.

(4) If the applicant has held an unrestricted license for full-time teaching in any state or completed an approved teacher education program in any state, the Substitute Teaching License will not be restricted as to employer or number of days taught. However, the holder of a Substitute Teaching License may not continuously replace an individual teacher absent for more than three consecutive months without obtaining a full-time license.

(5) If the applicant has not held an unrestricted license for full-time teaching in any state or completed an approved teacher education program in any state, a Restricted Substitute Teaching License will be issued and will be restricted to 60 days total use during each school year within a district that has applied for it jointly with the teacher.

(6) Upon application for a Restricted Substitute Teaching License, the co-applicant district must describe its particular need in relation to the co-applicant teacher's qualifications summarized on a submitted resume, and the district must attest that circumstances prevent hiring a suitable teacher holding another license of any kind appropriate for the role to be filled.

(7) To be eligible for renewal of the Substitute Teaching License or the Restricted Substitute Teaching License, an applicant must obtain a passing score as currently specified by the commission on a test of basic verbal and computational skills, unless the applicant held an Ore-

gon educator license before 1985 or has a regionally accredited doctor's degree. The applicant must also obtain a passing score on a test of knowledge of U.S. and Oregon civil rights laws at the conclusion of a course or workshop approved by the commission.

(8) A district may apply for an emergency extension to either a Substitute Teaching License or a Restricted Substitute Teaching License if they are unable to obtain a regularly licensed teacher for the position beyond the allowed timelines stated in subsections (4) and (5) above. The Executive Director may approve a reasonable extension upon proof of the emergency.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.123, 342.125, 342.126, 342.127 & 342.165

Hist.: TSPC 3-1999, f. & cert. ef. 7-15-99; TSPC 9-1999, f. & cert. ef. 11-22-99; TSPC 5-2004, f. & cert. ef. 8-25-04

#### 584-060-0190

##### Teaching Associate License

Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted a Teaching Associate License. This license, issued for two years and not renewable, is valid for regular teaching at one or more designated levels in one or more designated specialties but not for substitute teaching.

(1) The Teaching Associate License is issued only to an experienced teaching assistant engaged in an intensive professional development program for teaching assistants approved by the commission under institutional standards found in OAR 584-017.

(2) The Teaching Associate License is restricted to use within a district that has applied for it jointly with the teacher.

(3) To be eligible for a Teaching Associate License, an applicant must satisfy the following requirements:

(a) Be enrolled in a specified institutional program of undergraduate education and professional teacher preparation approved by the commission and have completed 75% of the program required to qualify for assignment as a full-time intern.

(b) Successfully complete one year as a full-time intern in an approved program under the supervision of a school-based supervisor and unit supervisor.

(c) Obtain a passing score on a test of knowledge of U.S. and Oregon civil rights laws at the conclusion of a course or workshop approved by the commission.

(d) Have three academic years of half-time or more experience as a teaching assistant assigned primarily to direct instruction and related support.

(e) Furnish fingerprints in the manner prescribed by the commission.

(4) The unit and school district will provide supervision for the individual holding a Teaching Associate License. The unit and the district will provide a mentor for the teaching associate. The mentor will be designated the teacher of record.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120, 342.147, 342.165 & 342.223 - 342.232

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 2-2001(Temp), f. & cert. ef. 1-17-01 thru 7-15-01; TSPC 3-2001, f. & cert. ef. 6-21-01

#### 584-060-0200

##### Requirements for an American Indian Languages Teaching License

Upon filing a correct and complete application in form and matter prescribed by the Commission, an applicant may be granted an American Indian Teaching License for one or more American Indian languages. The license shall be valid for three years and may be renewed upon application from the holder of the license.

(1) The initial application shall be a joint application from the prospective teacher and the tribe whose language will be taught. The tribe must certify that the applicant is qualified to teach the language of the tribe.

(2) The initial application shall include the submission of fingerprint cards with the appropriate fees and a completed affidavit attesting to the review of laws prohibiting discrimination as found in the booklet entitled *Discrimination and the Oregon Educator*.

(3) A holder of an American Indian languages teaching license who does not also have a teaching license or registration issued under ORS 342.125 may not teach any subject other than the American Indian language they are approved to teach by the tribe.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.144, 181.539 & 342.123  
Hist.: TSPC 5-2002, f. & cert. ef. 8-9-02

#### 584-060-0210

##### Emergency Teaching License

(1) An Emergency Teaching License may be issued when a school district demonstrates extenuating circumstances that merit the issuance of the license in order to protect the district's programs or students.

(2) The Emergency Teaching License shall be issued solely at the discretion of the Executive Director for any length of time deemed necessary to protect the district's programs or students. The Executive Director may consider efforts the educator has made in meeting licensure requirements.

(3) An Emergency Teaching License will not exceed one year unless the educator or the district has presented unusual extenuating circumstances.

(4) The Emergency Teaching License is not subject to the 120 day grace period allowed for licensure renewal purposes under ORS 342.127(4).

Stat. Auth.: ORS 342.125

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 342  
Hist.: TSPC 3-2003, f. & cert. ef. 5-15-03; TSPC 8-2004(Temp), f. & cert. ef. 9-10-04 thru 3-9-05 (Suspended by TSPC 9-2004(Temp), f. & cert. ef. 9-5-04 thru 3-9-05); TSPC 1-2005, f. & cert. ef. 1-21-05

### 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:

(a) Advising Oregon Teacher Education Institutions of academic requirements for endorsements under divisions 60, 70 and 80;

(b) Assessing the preparation of out-of-state applicants who make application for Oregon licensure; and

(c) Guiding in the selection and use of licensure tests in the respective endorsements.

(2) Teachers holding Basic or Standard Licenses are endorsed under requirements stated in divisions 38 and 40.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 5-1998, f. 6-5-98, cert. ef. 1-15-99

#### 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:

(1) Demonstrated competence in each of the following:

(a) Theory and foundations of exceptional learner education;

(b) Law and policy;

(c) IEP development and implementation;

(d) Collaboration/consultation;

(e) Behavior supports/classroom management;

(f) Family supports/community links;

(g) Assessment/evaluation — academic;

(h) Assessment/evaluation — functional;

(i) Curriculum and instruction — academic;

(j) Curriculum and instruction — functional;

(k) Specialized supports and technology; and

(l) General education curriculum and foundations;

(m) Multi-cultural and diversity issues.

(2) Teaching experience or practicum in a regular education classroom in early childhood or elementary;

(3) Student teaching, internship, or practicum with students with disabilities in Early Childhood and Elementary (age three to grade 8).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 5-1998, f. 6-5-98, cert. ef. 1-15-99

#### 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:

(1) Demonstrated competence in each of the following:

(a) Theory and foundations of exceptional learner education;

(b) Law and policy;

(c) IEP development and implementation;

(d) Collaboration/consultation;

(e) Behavior supports/classroom management;

(f) Family supports/community links;

(g) Assessment/evaluation — academic;

(h) Assessment/evaluation — functional;

(i) Curriculum and instruction — academic;

(j) Curriculum and instruction — functional;

(k) Specialized supports and technology;

(l) General education curriculum and foundations; and

(m) Multi-cultural and diversity issues.

(2) Teaching experience or field experience in a regular education classroom in middle level or secondary;

(3) Student teaching, internship, or practicum with students with disabilities in Middle Level and High School (Grade Five–age 21).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 5-1998, f. 6-5-98, cert. ef. 1-15-99

#### 584-065-0050

##### Reading Specialist — Early Childhood and Elementary, OR Elementary and Middle Level OR Middle and High School

The following requirements must be met:

(1) Foundational Knowledge and Dispositions:

(a) Knowledge of psychological, sociological, linguistic and anthropological foundations of reading and writing processes and instruction.

(b) Knowledge of reading research and histories of reading.

(c) Knowledge of language development and reading acquisition and the variations related to culture and linguistic diversity.

(d) Knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies and motivation) and how they are integrated in fluent reading.

(e) Display dispositions related to reading and the teaching of reading.

(2) Instructional Strategies and Curriculum Materials:

(a) Use key instructional grouping options (individual, small-group, whole-class, computer-based.).

(b) Use a wide range of instructional practices, including technology-based practices that promote reading and/or writing across the curriculum.

(c) Use a wide range of curriculum materials in effective reading instruction for learners at various stages of reading and writing development and from different cultural and linguistic backgrounds including English language learners.

(d) Plan and use appropriate practices, including technology-based practices in effective reading instruction for learners at various stages of reading and writing development and from different cultural and linguistic backgrounds including English language learners.

(3) Assessment, Diagnosis and Evaluation:

(a) Use a wide range of assessment tools and practices that range from individual and standardized group tests to informal, individual, and group classroom assessment strategies and also include technology-based assessment tools.

(b) Place students along a developmental continuum and identify students' proficiencies and difficulties.

(c) Use assessment information to plan and revise effective instruction for all students.

(d) Effectively communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).

(4) Creating a Literate Environment:

(a) Use students' interest and backgrounds as foundations for the reading and writing program.

(b) Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds.

- (c) Model reading and writing enthusiastically as valued life-long activities.
  - (d) Motivate learners to be life-long readers.
  - (5) Professional Development:
    - (a) Continue to pursue the development of professional knowledge and dispositions.
    - (b) Work with colleagues to observe, evaluate and provide feedback on each other's practice.
    - (c) Participate in, initiate, implement and evaluate professional development programs.
    - (6) Leadership: Guidance and supervision of paraprofessionals.
    - (7) A candidate must also complete student teaching, an internship or a supervised practicum with students in Early Childhood and Elementary, OR Elementary and Middle Level OR Middle Level and High School. Candidates completing a practica experience at either early childhood or elementary and at either middle or high school level shall qualify for authorization for pre-primary through grade twelve.
- Stat. Auth.: ORS 342  
 Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232  
 Hist.: TSPC 1-2003, f. & cert. ef. 1-13-03; Hist.: TSPC 3-2003, f. & cert. ef. 5-15-03

#### 584-065-0060

#### Knowledge, Skills and Abilities for Physical Education Endorsement

(1) In addition to passing the required Commission-approved subject-matter, examinations for physical education and completing the required practicum experience, the following requirements must be met to add a physical education endorsement onto any Initial or Continuing Teaching License. The requirements to add a physical education endorsement onto a Basic or Standard Teaching License can be found at: OAR 584-038-0230 and 584-040-0210.

(2) Demonstrated Content Knowledge. Candidates demonstrate an understanding of physical education content, disciplinary concepts, and tools of inquiry related to the development of a physically educated person. Candidates must:

- (a) Identify critical elements of motor skill performance, and combine motor skills into appropriate sequences for the purpose of improving learning;
- (b) Demonstrate competent motor skill performance in a variety of physical activities;
- (c) Describe performance concepts and strategies related to a skillful movement and physical activity such as: fitness principles, game tactics, skill improvement principles;
- (d) Describe and apply: anatomical, physiological and biomechanical bioscience and psychological concepts to skillful movement, physical activity and fitness;
- (e) Understand and debate current physical education and activity issues and laws based on historical, philosophical and sociological concepts; and
- (f) Demonstrate knowledge of national and state content standards and local programs goals.

(3) Demonstrated Knowledge of Growth and Development. Candidates demonstrate an understanding of how individuals learn and develop, and can provide opportunities that support their physical, cognitive, social and emotional development. Candidates must:

- (a) Monitor individual and group performance in order to design safe instruction that meets student development needs in the physical, cognitive and social and emotional domains;
- (b) Understand the biological, psychological, sociological, experiential and environmental factors such as: neurological development, physique, gender and socio-economic status that impact developmental readiness to learn and demonstrate the ability to refine movement skills accordingly; and
- (c) Identify, select and implement appropriate learning and best practices opportunities based on understanding the student, the learning environment and the task.

(4) Demonstrated Ability to Differentiate Instruction. Candidates demonstrate competencies in differentiated instruction for diverse learners by demonstrating an understanding of how individuals differ in their approaches to learning and create appropriate instruction opportunities adapted to individual differences. Candidates must:

- (a) Identify, select, and implement appropriate instruction that is sensitive to students' strengths and weaknesses, multiple needs, learning styles, and prior experiences including but not limited to cultural, ethnic, personal, family and community influences; and

(b) Use appropriate services and resources in the delivery of differentiated instruction to ensure success for all students.

(5) Demonstrated Competency in Classroom Management and Individual and Group Motivation. Candidate demonstrates ability to understand individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation. Candidates must:

- (a) Use managerial routines that create smoothly functioning learning experiences and environments;
- (b) Organize, allocate, and manage resources such as students, time, space, equipment, activities and teacher attention;
- (c) Use a variety of developmentally appropriate practices to motivate students to participate in physical activity inside and outside the school;

(d) Use strategies to help students demonstrate responsible personal and social behaviors such as mutual respect, support for others, safety and cooperation that promote positive relationships and a productive learning environment; and

(e) Develop effective behavior management plans when appropriate.

(6) Demonstrate Competency in Communication. Candidates demonstrate skill and knowledge in the use of effective verbal, non-verbal and media communication techniques to foster inquiry, collaboration and engagement in physical activity settings. Candidates must:

- (a) Describe and demonstrate effective communication skills, such as: use of language, clarity, conciseness, pacing, giving and receiving, feedback, age appropriate language and non-verbal communication;
- (b) Communicate managerial and instructional information in a variety of ways such as bulletin boards, music, task cards, posters, Internet and video;
- (c) Communicate in ways that demonstrate sensitivity and consideration of ethnic, cultural, socio-economic, ability and gender differences; and

(d) Describe and implement strategies to enhance communication and collaboration among students in physical activity settings.

(7) Demonstrate Competency in Planning and Instruction. The candidate demonstrates skill in planning and implements a variety of developmentally appropriate instructional strategies to develop physically educated individuals. Candidates must:

- (a) Identify, develop and implement appropriate program and instructional goals;
- (b) Develop long and short-term plans that are linked to both programs, instructional goals and student needs;
- (c) Select and implement instructional strategies, based on selected content, student needs and safety issues, to facilitate learning in the physical activity setting;
- (d) Design and implement learning experiences that are safe, appropriate, relevant and based on principles of effective instruction;
- (e) Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences;
- (f) Provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas;
- (g) Select and implement appropriate, comprehensive, accurate, useful and safe teaching resources and curriculum materials;
- (h) Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences;
- (i) Develop and use appropriate instructional cues and prompts to facilitate competent motor skills performance; and
- (j) Develop a repertoire of direct and indirect instructional formats to facilitate student learning such as ask questions, pose scenarios, promote problem-solving and critical thinking; facilitate factual recall and promote literacy.

(8) Demonstrate Competencies in Learner Assessment. The candidate demonstrates an understanding and use of formal and informal assessment strategies to foster physical, cognitive, social and emotional development of learners in physical activity. Candidates must:

- (a) Identify key component of various types of assessment, describe their appropriate and inappropriate use and address issues of validity, reliability and adverse impact;
- (b) Use a variety of appropriate authentic and traditional assessment techniques, including both self and peer assessments, to assess student understanding and performance, provide feedback and com-



communicate student progress for both formative and summative purposes; and

(c) Interpret and use learning and performance data to make informed curricular and instructional decisions.

(9) Demonstrate Competency in the Ability to Reflect and Make Appropriate Adjustments in Teaching Quality. Candidates demonstrate the ability to reflect and evaluate the effects of her or his actions on others. Candidates must:

(a) Use a reflective cycle involving description of teaching, justification of teaching performance, critique of the teaching performance, the setting of teaching goals and implementation of change;

(b) Use available resources such as colleagues, literature and professional associations to develop as a reflective physical educator; and

(c) Construct a plan for continued professional growth based on the assessment of personal teaching performance.

(10) Demonstrate Competency in Technology. Candidates use information technology to enhance learning and to enhance personal and professional productivity. Candidates must:

(a) Demonstrate knowledge of current technologies and their application in physical education;

(b) Design, develop and implement student learning activities that integrate information technology; and

(c) Use technologies to communicate, network, locate resources and enhance continuing professional development.

(11) Demonstrate Competency to Foster Collaboration. Candidates will foster relationships with colleagues, parents and guardians and community agencies to support learners' growth and well-being. Candidates will:

(a) Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities;

(b) Actively participate in the local, state and national professional physical education community and within the broader education field;

(c) Identify and actively seek community resources to enhance physical activity opportunities; and

(d) Pursue productive relationships with parents, guardians and school colleagues to support student growth and well-being.

(12) Candidates for physical education endorsement must be authorized at one paired authorization level as defined in OAR 584-060-0071 in any one of the following combinations below. Candidates completing a practica experience at either early childhood or elementary and at either middle or high school levels shall qualify for authorization to teach preprimary through grade 12. Paired authorizations may be:

(a) Early Childhood and Elementary;

(b) Elementary and Middle Level; or

(c) Middle Level and High School.

(13) This endorsement is valid to teach:

(a) Games and sports skills;

(b) Gymnastics;

(c) Movement;

(d) Personal and Social Development;

(e) Physical Fitness and Body Development;

(f) Rhythms;

(g) Adaptive motor skills; and

(h) Athletic training.

(14) This endorsement is required for teaching any subject in subsection (4) above:

(a) More than 51% on a Basic or Standard Teaching License with an elementary endorsement; or

(b) More than 10 hours per week on:

(A) Any Basic or Standard Teaching License with other than an elementary endorsement; or

(B) An Initial or Continuing Teaching License at any grade authorization level.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165 & 342.173

Hist.: TSPC 2-2005, f. & cert. ef. 4-15-05

#### 584-065-0070

#### Knowledge, Skills and Abilities for Health Education Endorsement

(1) In addition to passing the required Commission-approved subject-matter, examinations for health education and completing the required practicum experience, the following requirements must be

met to add a health education endorsement onto any Initial or Continuing Teaching License. The requirements to add a health education endorsement onto a Basic or Standard Teaching License can be found at: OAR 584-038-0110 and 584-040-0100.

(2) Candidates Assess Individual and Community Needs for Health Education. Candidates will:

(a) Obtain health-related data about social and cultural environments, growth and development factors, needs, and interests of students;

(b) Distinguish between behaviors that foster and those that hinder well-being; and

(c) Candidates determine health education needs based on observed and obtained data.

(3) Candidates Plan Effective Health Education Programs. Candidates will:

(a) Recruit school and community representatives to support and assist in program planning;

(b) Develop a logical scope and sequence plan for a health education program;

(c) Formulate appropriate and measurable learner objectives; and

(d) Design educational strategies consistent with specified learner objectives.

(4) Candidates Implement Health Education Programs. Candidates will:

(a) Analyze factors affecting the successful implementation of health education and Coordinated School Health Programs (CSHPs);

(b) Select resources and media best suited to implement program plans for diverse learners;

(c) Exhibit competence in carrying out planned programs; and

(d) Monitor educational programs, adjusting objectives and instructional strategies as necessary.

(5) Candidates Evaluate the Effectiveness of Coordinated School Health Programs. Candidates will:

(a) Develop plans to assess student achievement of program objectives;

(b) Carry out evaluation plans;

(c) Interpret results of program evaluation; and

(d) Infer implications of evaluation findings for future program planning.

(6) Candidates Coordinate Provision of Health Education Programs and Services. Candidates will:

(a) Develop a plan for coordinating health education with other components of a school health program;

(b) Demonstrate the dispositions and skills to facilitate cooperation among health educators, other teachers, and appropriate school staff;

(c) Candidates formulate practical modes of collaboration among health educators in all settings and other school and community health professionals; and

(d) Candidates organize professional development programs for teachers, other school personnel, community members, and other interested individuals.

(7) Candidates Act as a Resource Person in Health Education. Candidates will:

(a) Utilize computerized health information retrieval systems effectively;

(b) Establish effective consultative relationships with those requesting assistance in solving health-related problems;

(c) Interpret and respond to requests for health information; and

(d) Select effective educational resource materials for dissemination.

(8) Candidates Communicate Health and Health Education Needs, Concerns, and Resources. Candidates will:

(a) Interpret concepts, purposes, and theories of health education;

(b) Predict the impact of societal value systems on health education programs;

(c) Select a variety of communication methods and techniques in providing health information; and

(d) Foster communication between health care providers and consumers.

(9) Candidates Apply Appropriate Research Principles and Methods in Health Education. Candidates will:

(a) Conduct thorough reviews of health-related literature;

(b) Use appropriate qualitative and quantitative research methods; and

(c) Apply research to health education practices.

(10) Candidates Have the Skills to Administer Health Education Programs. Candidates will:

(a) Develop and manage health education program fiscal resources;

(b) Develop and manage human resources; and

(c) Exercise organizational leadership.

(11) Candidates Advance the Profession of Health Education. Candidates will:

(a) Provide a critical analysis of current and future needs in health education;

(b) Assume responsibility for advancing the profession;

(c) Apply ethical principles as they relate to the practice of health education.

(12) Candidates Have the Ability to Differentiate Instruction. Candidates will:

(a) Demonstrate competencies in delivering differentiated instructional strategies that promote equitable learning opportunities and success for all students regardless of native language, socioeconomic background, ethnicity, gender, disability or other individual characteristics;

(b) Identify, select, and implement appropriate instruction that is sensitive to students' strengths and weaknesses, multiple needs, learning styles, and prior experiences including but not limited to cultural, ethnic, personal, family and community influences; and

(c) Use appropriate services and resources in the delivery of differentiated instruction.

(13) This endorsement is valid to teach:

(a) Health Education;

(b) Advanced Health;

(c) Food and Fitness;

(d) Drug Education;

(e) Health Promotion;

(f) Health and Wellness Education;

(g) Individual Health Projects;

(h) Chemical and Substance Abuse Education;

(i) Family Living; and

(j) Other health-related courses or activities.

(14) This endorsement is required for teaching any subject in subsection (12) above for more than ten hours per week, or if conditionally assigned in more than one subject (See, OAR 584-060-0081) on:

(a) Any Basic or Standard Teaching License with other than an elementary endorsement in grades 5 through 12; and

(b) Any Initial or Continuing Teaching License with a high school authorization.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165 & 342.223 - 342.232

Hist.: TSPC 2-2005, f. & cert. ef. 4-15-05

## 584-065-0080

### Knowledge, Skills and Abilities for Basic Math Endorsement

(1) In addition to passing the required Commission-approved subject-matter, examinations for basic math and completing the required practicum experience, the following requirements must be met to add a basic math endorsement onto any Initial or Continuing Teaching License. The requirements to add a basic math endorsement onto a Basic or Standard Teaching License can be found at OAR 584-038-0180.

(2) Demonstrated Content Knowledge:

(a) For knowledge of numbers, operations, candidates will:

(A) Demonstrate conceptual understanding of complex numbers and real numbers particularly rational numbers and integers; ways of representing numbers; relationships among numbers and number systems; and the meaning of operations; and

(B) Be computationally proficient and choose the appropriate computational format such as exact or approximate; and method, such as mental, paper and pencil, or electronic.

(b) For knowledge of algebra and functions, candidates will:

(A) Understand the various roles of algebra and demonstrate conceptual understanding of variables and functions including linear, quadratic and exponential functions and their inverses;

(B) Use a variety of representations including verbal, pictorial, tabular, symbolic and graphic to emphasize relationships among quantities; and

(C) Demonstrate conceptual understanding of and skill in appropriate use of symbols.

(c) For knowledge of geometry, candidates will:

(A) Use spatial visualization and geometric modeling and constructions to explore and analyze geometric shapes, structures, and their properties;

(B) Make conjectures about two- and three-dimensional shapes and offer justifications for conjectures; and

(C) Apply coordinates geometry and transformations including the use of congruence, similarity, and symmetry to analyze mathematical situations.

(d) For knowledge of measurement, candidates will:

(A) Understand measurement processes including estimation, accuracy and choice of measurement tool for both U.S. customary and metric systems; and

(B) Understand and use direct and indirect measurement techniques and formulas for both two- and three-dimensional figures.

(e) For knowledge of data analysis and probability and statistic, candidates will:

(A) Design investigations, collect data, use a variety of ways to display the data and critically interpret data representations;

(B) Make predictions and draw conclusions involving uncertainty by applying basic concepts of probability; and

(C) Use appropriate statistical methods to analyze and describe shape, spread, and center data; then they use that information to make inferences.

(f) For knowledge of calculus, candidates will:

(A) Demonstrate a conceptual understanding of limits, particularly in relation to understanding series, repetitive processes and non-terminating decimals; and

(B) Demonstrate a conceptual understanding of rate of change and the relationship to minimums, maximums and area of a region.

(3) Demonstrated Competency in Following Process Standards.

(a) For competency in problem solving, candidates will engage in mathematical inquiry through understanding a problem, exploring, conjecturing, experimenting and justifying.

(b) For competency in reasoning and proof, candidates will:

(A) Select and use various types of reasoning including categorizing based on numeric and geometric properties, and using Venn diagrams, set notation and operations; and

(B) Develop and evaluate mathematical arguments such as informal proofs, and the foundations on which arguments are built.

(c) For competency in communication, candidates will:

(A) Organize and consolidate their mathematical thinking through communication;

(B) Communicate coherently and use the language of mathematics, such as symbols and terminology, to express ideas precisely; and

(C) Analyze the mathematical thinking of others.

(d) For competency in representation, candidates will:

(A) Use multiple forms of representation including concrete models, pictures, diagrams, tables and graphs; and

(B) Use invented and conventional terms and symbols to communicate reasoning and solve problems.

(e) For competency in connections, candidates will:

(A) Understand how mathematical ideas interconnect and build on one another to produce a coherent whole; and

(B) Recognize and apply mathematics in contexts outside of mathematics.

(4) Demonstrated knowledge and skill in mathematics pedagogy:

(a) For demonstrated knowledge and skill in the principles equity candidates will demonstrate high expectations and strong support for all students to learn mathematics.

(b) For demonstrated knowledge and skill in developing curriculum, candidates will:

(A) Map curriculum that is coherent, focused on important mathematics and carefully sequenced;

(B) Be familiar with curriculum both preceding and following the middle level; and

(C) Be able to discern the quality of learning opportunities for students when given a particular task, activity, educational software, etc., and are able to make adaptations to assure quality.

(c) For demonstrated knowledge and skill in developing quality learning environment candidates will foster a classroom environment conducive to mathematical learning through:

(A) Providing and structuring the time necessary to explore sound mathematics and grapple with significant ideas and problems;

(B) Using the physical space and materials in ways that facilitate students' learning of mathematics;

(C) Providing a context that encourages the development of mathematical skill and proficiency; and

(D) Respecting and valuing students' ideas, ways of thinking and mathematical dispositions.

(d) For demonstrated knowledge and skill in teaching, candidates will:

(A) Understand what mathematics students know and need to learn and then challenge and support them to learn it well; and

(B) Orchestrate discourse by:

(i) Posing questions and tasks that elicit, engage and challenge each student's thinking;

(ii) Listening carefully to students' ideas; asking students to clarify and justify their ideas orally and in writing;

(iii) Deciding what to pursue in depth from among the ideas that students bring up during a discussion;

(iv) Deciding when and how to attach mathematical notation and language to students' ideas;

(v) Deciding when to provide information, when to clarify an issue, when to model, when to lead, and when to let a student struggle with a difficulty; and

(vi) Monitoring students' participation in discussions and deciding when and how to encourage each student to participate.

(e) For demonstrated knowledge and skill in learning, candidates will:

(A) Know that students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge; and

(B) Have the ability to recognize and move students from concrete to abstract levels of understanding.

(f) For demonstrated knowledge and skill in assessment, candidates will:

(A) Use a variety of formal and informal, formative and summative assessment techniques to support the learning of important mathematics;

(B) Understand how, why, and when to use various assessment techniques and tools; as well as how these tools inform their understanding about student thinking and understanding; and

(C) Plan instruction based upon the information obtained through classroom and external assessments of each student's developmental level.

(g) For demonstrated knowledge and skill in technology, candidates will:

(A) Understand that technology is an integral part of teaching and learning mathematics both influencing what is taught and enhancing how it is learned.

(B) Demonstrate effective and appropriate use of technology.

(h) For demonstrated knowledge and skill in mathematic historical development candidates will demonstrate knowledge of historical and cultural influences in mathematics including contributions of underrepresented groups.

(i) For demonstrated ability to differentiate instruction, candidates will demonstrate competencies in delivering differentiated instructional strategies that promote equitable learning opportunities and success for all students regardless of native language, socioeconomic background, ethnicity, gender, disability or other individual characteristics. Candidates will:

(A) Identify, select, and implement appropriate instruction that is sensitive to students' strengths and weaknesses, multiple needs, learning styles, and prior experiences including but not limited to cultural, ethnic, personal, family and community influences; and

(B) Use appropriate services and resources in the delivery of differentiated instruction.

(5) This endorsement is valid to teach any course at or below Algebra I including:

(a) Remedial Math;

(b) Mathematics;

(c) Basic Math;

(d) Math Concepts (grades 6–8);

(e) Pre-Algebra;

(f) Introductory Algebra;

(g) Basic Algebra;

(h) Algebra I;

(i) Competency Mathematics;

(j) Consumer Mathematics;

(k) General Math I & II;

(l) Mathematics Fundamentals;

(m) Math Lab;

(n) Middle Mathematics Skills;

(o) Problem Solving; and

(i) Other math-related courses at or below the Algebra I level.

(6) This endorsement is required for teaching any subject in subsection (4) above:

(a) More than 51% of a full teaching assignment on a Basic or Standard Teaching License with an elementary endorsement issued after 1987 with the licensure code of (016); or

(b) More than 10 hours per week or if conditionally assigned in more than one subject, (See, OAR 584-060-0081) on:

(A) Any Basic or Standard Teaching License with other than an elementary endorsement; or

(B) An Initial or Continuing Teaching License with a high school authorization.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165 & 342.223 - 342.232

Hist.: TSPC 2-2005, f. & cert. ef. 4-15-05

#### 584-065-0090

#### Knowledge, Skills and Abilities for Advanced Math Endorsement

(1) In addition to passing the required Commission-approved subject-matter, examinations for advanced math and completing the required practicum experience, the following requirements must be met to add an advanced math endorsement onto any Initial or Continuing Teaching License. The requirements to add an advanced math endorsement onto a Basic or Standard Teaching License can be found at: OAR 584-038-0190 and 584-040-0180.

(2) Demonstrated Content Knowledge.

(a) For knowledge of numbers, operations and algebra, candidates will:

(A) Demonstrate knowledge of the properties of the natural, integer, rational, real and complex number systems and the interrelationships of these number systems

(B) Identify and apply the basic ideas, properties and results of number theory and algebraic structures that underlie numbers and algebraic expressions, operations, equations and inequalities;

(C) Use algebraic equations to describe lines, planes and conic sections and to find distances in the plane and space;

(D) Demonstrate the use of algebra to model, analyze, and solve problems from various areas of mathematics, science and the social sciences;

(E) Apply properties and operations of matrices and techniques of analytic geometry to analyze and solve systems of equations; and

(F) Use graphing calculators, computer algebra systems, and spreadsheets to explore algebraic ideas and algebraic representations of information and to solve problems.

(b) For knowledge of geometry, candidates will:

(A) Identify and apply the basic ideas, properties and results of number theory and algebraic structures that underlie numbers and algebraic expressions, operations, equations and inequalities;

(B) Use algebraic equations to describe lines, planes and conic sections and to find distances in the plane and space;

(C) Demonstrate the use of algebra to model, analyze, and solve problems from various areas of mathematics, science and the social sciences;

(D) Apply properties and operations of matrices and techniques of analytic geometry to analyze and solve systems of equations; and

(E) Use graphing calculators, computer algebra systems, and spreadsheets to explore algebraic ideas and algebraic representations of information, and to solve problems.

(c) For knowledge of functions, candidates will:

(A) Demonstrate knowledge of the concept of a function and the most important classes of functions, including polynomial, exponential and logarithmic, rational and trigonometric;



- (B) Represent functions in multiple forms, such as graphs, tables, mappings, formulas, matrices and equations;
- (C) Perform a variety of operations on functions, including addition, multiplication and composition of functions, and recognize related special functions such as identities and inverses and those operations that preserve the various properties;
- (D) Use functions to model situations and solve problems in calculus, linear and abstract algebra, geometry, statistics and discrete mathematics;
- (E) Explore various kinds of relations, including equivalence relations, and the differences between relations and functions;
- (F) Use calculator and computer technology effectively to study functions and solve problems;
- (G) Demonstrate specific knowledge of trigonometric functions, including properties of their graphs, special angles, identities and inequalities, and complex and polar forms; and
- (H) Use analytic representations, measures, and properties to analyze transformation of two- and three-dimensional objects.
- (d) For knowledge of discrete mathematics and computer science, candidates will:
  - (A) Demonstrate knowledge of discrete topics including graphs, trees, networks, enumerative combinatorics and finite difference equations, iteration and recursion, and the use of tools such as functions, diagrams and matrices to explore them;
  - (B) Build discrete mathematical models for social decision-making;
  - (C) Apply discrete structures such as: sets, logic, relations and functions, and their applications in design of data structures and programming;
  - (D) Use recursion and combinatorics in the design and analysis of algorithms; and
  - (E) Candidates employ linear and computer programming to solve problems.
  - (e) For knowledge of probability and statistics, candidates will:
    - (A) Explore data using a variety of standard techniques to organize and display data and detect and use measures of central tendency and dispersion;
    - (B) Use surveys to estimate population characteristics and design experiments to test conjectured relationships among variables;
    - (C) Use theory and simulations to study probability distributions and apply them as models of real phenomena;
    - (D) Demonstrate knowledge of statistical inference by using probability models to draw conclusions from data and measure the uncertainty of those conclusions;
    - (E) Employ calculators and computers effectively in statistical explorations and practice; and
    - (F) Demonstrate knowledge of basic concepts of probability such as conditional probability and independence, and develop skill in calculating probabilities associated with those concepts.
    - (f) For knowledge of calculus, candidates will:
      - (A) Demonstrate conceptual understanding of and procedural facility with basic calculus concepts such as limits, derivatives and integrals of functions of one and two variables;
      - (B) Use concepts of calculus to analyze the behavior of functions and solve problems; and
      - (C) Determine the limits of sequences and series and demonstrate the convergence or divergence of series.
  - (3) Demonstrated Competency in Following Process Standards.
    - (a) For competency in problem solving, candidates will engage in mathematical inquiry through understanding a problem, exploring, recognizing patterns, conjecturing, experimenting and justifying.
    - (b) For competency in reasoning and proof, candidates will select and use various types of reasoning and develop and evaluate mathematical arguments and proof in all the mathematics content knowledge areas.
    - (c) For competency in communication, candidates will:
      - (A) Organize and consolidate their mathematical thinking through communication;
      - (B) Communicate coherently and use the language of mathematics such as symbols and terminology to express ideas precisely; and
      - (C) Analyze the mathematical thinking of others.
    - (d) For competency in representation, candidates will:
      - (A) Use multiple forms of representation including concrete models, pictures, diagrams, tables and graphs; and

- (B) Use invented and conventional terms and symbols to communicate reasoning and solve problems.
- (e) For competency in connections, candidates will:
  - (A) Understand how mathematical ideas interconnect and build on one another to produce a coherent whole; and
  - (B) Recognize and apply mathematics in contexts outside of mathematics.
- (4) Demonstrated Knowledge and Skill In Mathematics Pedagogy.
  - (a) For demonstrated knowledge and skill in the principles of equity, candidates will demonstrate high expectations and strong support for all students to learn mathematics,
  - (b) For demonstrated knowledge and skill in developing curriculum, candidates will:
    - (A) Map curriculum that is coherent, focused on important mathematics and carefully sequenced;
    - (B) Be familiar with curriculum both preceding and following the high school level; and
    - (C) Be able to discern the quality of learning opportunities for students when given a particular task, activity, educational software, etc., and are able to make adaptations to assure quality.
  - (c) For demonstrated knowledge and skill in developing a quality learning environment, candidates will foster a classroom environment conducive to mathematical learning through:
    - (A) Providing and structuring the time necessary to explore sound mathematics and grapple with significant ideas and problems;
    - (B) Using the physical space and materials in ways that facilitate students' learning of mathematics;
    - (C) Providing a context that encourages the development of mathematical skill and proficiency; and
    - (D) Respecting and valuing students' ideas, ways of thinking, and mathematical dispositions.
  - (d) For demonstrated knowledge and skill in teaching, candidates will:
    - (A) Understand what mathematics students know and need to learn and then challenge and support them to learn it well; and
    - (B) Orchestrate discourse by:
      - (i) Posing questions and tasks that elicit, engage and challenge each student's thinking;
      - (ii) Listening carefully to students' ideas; asking students to clarify and justify their ideas orally and in writing;
      - (iii) Deciding what to pursue in depth from among the ideas that students bring up during a discussion;
      - (iv) Deciding when and how to attach mathematical notation and language to students' ideas;
      - (v) Deciding when to provide information, when to clarify an issue, when to model, when to lead, and when to let a student struggle with a difficulty; and
      - (vi) Monitoring students' participation in discussions and deciding when and how to encourage each student to participate.
  - (e) For demonstrated knowledge and skill in learning, candidates will:
    - (A) Know that students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge; and
    - (B) Have the ability to recognize and move students from concrete to abstract levels of understanding.
  - (f) For demonstrated knowledge and skill in assessment, candidates will:
    - (A) Use a variety of formal and informal, formative and summative assessment techniques to support the learning of important mathematics;
    - (B) Understand how, why and when to use various assessment techniques and tools; as well as how these tools inform their understanding about student thinking and understanding; and
    - (C) Plan instruction based upon the information obtained through classroom and external assessments of each student's developmental level.
  - (g) For demonstrated knowledge and skill in technology, candidates will:
    - (A) Understand that technology is an integral part of teaching and learning mathematics both influencing what is taught and enhancing how it is learned.
    - (B) Demonstrate effective and appropriate use of technology.

(h) For demonstrated knowledge and skill in mathematic historical development candidates will demonstrate knowledge of historical and cultural influences in mathematics including contributions of underrepresented groups.

(i) For demonstrated ability to differentiate instruction, candidates will demonstrate competencies in delivering differentiated instructional strategies that promote equitable learning opportunities and success for all students regardless of native language, socioeconomic background, ethnicity, gender, disability or other individual characteristics. Candidates will:

(A) Identify, select, and implement appropriate instruction that is sensitive to students' strengths and weaknesses, multiple needs, learning styles, and prior experiences including but not limited to cultural, ethnic, personal, family and community influences; and

(B) Use appropriate services and resources in the delivery of differentiated instruction.

(5) This endorsement is valid to teach:

- (a) Advanced Algebra;
- (b) Trigonometry;
- (c) Pre-Calculus;
- (d) Calculus;
- (e) Statistics & Probability;
- (f) Geometry;
- (g) Survey Geometry;
- (h) Trigonometry Analysis; and
- (i) Other math-related courses.

(6) This endorsement is required to teach any math course above the Algebra I level.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165 & 342.223 - 342.232

Hist.: TSPC 2-2005, f. & cert. ef. 4-15-05

## 584-065-0100

### Knowledge Skills and Abilities for English to Speakers of Other Languages

(1) Language: Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Speakers of Other Languages (ESOL) and bilingual students' language and literacy development and content area achievement.

(a) Describing Language: Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL and bilingual students acquire and use English in listening, speaking, reading, and writing for social and academic purposes. Candidates:

(A) Apply knowledge of phonology (the sound system) to help ESOL and bilingual students develop oral, reading and writing (including spelling) skills in English;

(B) Apply knowledge of morphology (the structure of words) to assist ESOL and bilingual students' development of oral and literacy skills in English;

(C) Apply knowledge of syntax (phrase and sentence structure) to assist ESOL and bilingual students in developing written and spoken English;

(D) Apply understanding of semantics (word/sentence meaning) to assist ESOL and bilingual students in acquiring and productively using a wide range of vocabulary in English;

(E) Apply knowledge of pragmatics (the effect of context on language) to help ESOL and bilingual students communicate effectively and use English appropriately for a variety of purposes in spoken and written language and in formal and informal settings;

(F) Demonstrate ability to help ESOL and bilingual students develop social and academic language skills in English;

(G) Demonstrate ability to help ESOL and bilingual students acquire a range of genres, rhetorical and discourse structures and writing conventions in English;

(H) Demonstrate understanding of the nature and value of World Englishes and dialect variation, and build on the language that ESOL and bilingual students bring in order to extend their linguistic repertoire;

(I) Locate and use linguistic resources to learn about the structure of English and of students' home language; and

(J) Demonstrate proficiency in English and serve as a good language model for ESOL and bilingual students.

(b) Language Acquisition and Development: Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings. Candidates:

(A) Provide rich exposure to English;

(B) Provide comprehensible input and scaffolding;

(C) Provide opportunities for meaningful interaction;

(D) Create a secure, positive, and motivating learning environment;

(E) Understand and apply current theories and research in language and literacy development;

(F) Recognize and build on the processes and stages of English language literacy development;

(G) Recognize the importance of ESOL and bilingual students' home languages and language varieties and build on these skills on a foundation for learning English;

(H) Understand and apply knowledge of sociocultural and political variable to facilitate the process of learning English;

(I) Understand and apply knowledge of the role of individual learner variable in the process of learning English;

(J) Provide appropriate instruction and feedback;

(K) Help ESOL and bilingual students to communicate in socially and culturally appropriate ways while being sensitive to the student's native culture;

(L) Help ESOL and bilingual students develop academic language proficiency; and

(M) Help ESOL and bilingual students develop effective language learning strategies.

(2) Culture: Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL and bilingual students' cultural identities, language and literacy development, and content area achievement.

(a) Nature and Role of Culture: Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning. Candidates:

(A) Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning English as a Second Language (ESL);

(B) Understand and apply knowledge about the effects of racism, stereotyping, and discrimination to ESL teaching and learning;

(C) Understand and apply knowledge about home/school communication to enhance ESL teaching and build partnerships with ESOL and bilingual families; and

(D) Understand and apply concepts about the interrelationship between language and culture.

(b) Cultural Groups and Identity: Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement. Candidates:

(A) Use a range of resources, including the Internet, to learn about world cultures and cultures of students in their classrooms and apply that learning to instruction;

(B) Understand and apply knowledge about how an individual's cultural identity affects their ESL learning and how levels of cultural identity will vary widely among students;

(C) Understand and apply knowledge about cultural conflicts and home-area events that can have an impact on ESOL and bilingual students' learning;

(D) Understand and apply knowledge about the impact of students' socioeconomic status, native language, race, religion, class, national origin disability on gender on learning and teaching ESL; and

(E) Understand and apply knowledge of U.S. immigration history and patterns in teaching ESL.

(3) Planning, Implementing, and Managing Instruction: Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

(a) Planning for Standards-Based ESL and Content Instruction: Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL and bilingual students. Candidates serve as effective

tive English language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum. Candidates:

- (A) Plan standards-based ESL and content instruction;
- (B) Create environments that promote standards-based language learning in supportive, accepting classrooms and schools;
- (C) Plan students' learning experiences based on assessment of language proficiency and prior knowledge; and
- (D) Provide for particular needs of students with limited formal schooling (LFS) in their first language.

(b) Managing and Implementing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL and bilingual students in accessing the core curriculum as they learn language and academic content together. Candidates:

- (A) Organize learning around standards-based subject matter and language learning objectives;
- (B) Incorporate activities, tasks, and assignments that develop authentic uses of language, as students learn about content-area material;
- (C) Provide activities and materials that integrate listening, speaking, reading and writing;
- (D) Develop students' listening skills for a variety of academic and social purposes;
- (E) Develop students' speaking skills for a variety of academic and social purposes;
- (F) Provide standards-based instruction that builds on students' oral English to support learning to read and write;
- (G) Provide standards-based reading instruction adapted to ESOL and bilingual learners; and
- (H) Provide standards-based writing instruction adapted to ESOL and bilingual learners. Develop students' writing through a range of activities from sentence formation to expository writing.

(c) Using Resources Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching. Candidates:

- (A) Select, adapt and use culturally responsive, age-appropriate and linguistically accessible materials;
- (B) Select materials and other resources that are appropriate to students' developing language and content-area abilities, including appropriate use of the student's first language;
- (C) Employ an appropriate variety of materials for language learning, including books, visual aids, props and realia.
- (D) Use appropriate technological resources to enhance language and content-area instruction for ESOL and bilingual students (e.g., Web, software, computers, and related devices); and
- (E) Use software and Internet resources effectively in ESL and content instruction.

(4) Assessment: Candidates understand issues of assessment and use standards-based assessment measures with ESOL and bilingual students.

(a) Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL and bilingual student learning. Candidates:

- (A) Demonstrate an understanding of the purposes of assessment as they relate to ESOL and bilingual learners and use results appropriately;
- (B) Demonstrate an understanding of the quality indicators of assessment instruments;
- (C) Demonstrate understanding of the limitations of assessment situations and make accommodations for ESOL and bilingual students; and
- (D) Distinguish between a language difference, gifted and talented and special education needs for ESOL and bilingual students.

(b) Language Proficiency Assessment. Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification,

placement, and demonstration of language growth of ESOL and bilingual students. Candidates:

- (A) Understand and implement national and state requirements for identification, reclassification and exit of ESOL and bilingual students from language support programs;
- (B) Understand, develop and use norm-referenced assessments appropriately with ESOL and bilingual learners;
- (C) Understand, develop and use criterion referenced assessments appropriately with ESOL and bilingual learners;
- (D) Understand, construct and use assessment measures for a variety of purposes for ESOL and bilingual students; and
- (E) Assess ESOL and bilingual learners' language skills and communicative competence using multiple sources of information.

(c) Classroom-Based Assessment for ESL. Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction. Candidates:

- (A) Use performance-based assessment tools and tasks that measure ESOL and bilingual learners' progress toward state and national standards;
- (B) Use various instruments and techniques to assess content-area learning (e.g. math, science, social studies) for ESOL and bilingual learners at varying levels of language and literacy development; and
- (C) Prepare ESOL and bilingual students to use self- and peer-assessment techniques when appropriate.

(5) Professionalism: Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL and bilingual students and their families and work collaboratively to improve the learning environment.

(a) ESL Research and History: Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning. Candidates:

- (A) Demonstrate knowledge of language teaching methods in their historical contexts; and
- (B) Demonstrate knowledge of the evolution of laws and policy in the ESL profession.

(b) Partnerships and Advocacy. Candidates serve as professional resources, advocate for ESOL and bilingual students, and build partnerships with students' families. Candidates:

- (A) Advocate and serve as language and education resources for students and families in their schools and communities;
- (B) Serve as professional resources personnel in their education communities; and
- (C) Advocate for ESOL and bilingual students' access to all available academic resources, including instructional technology.

(c) Professional Development and Collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL and bilingual students. Candidates:

- (A) Establish professional goals and pursue opportunities to grow in the field of ESL;
- (B) Work with other teachers and staff to provide comprehensive, challenging educational opportunities for ESOL and bilingual students in the school;
- (C) Engage in collaborative teaching in general education and content-area classrooms; and
- (D) Model academic proficiency in the English language.

(6) Technology: Candidates use information technology to enhance learning and to enhance personal and professional productivity. Candidates:

- (a) Demonstrate knowledge of current technologies and their application in ESOL;
- (b) Design, develop, and implement student learning activities that integrate information technology; and
- (c) Use technologies to communicate, network, locate resources, and enhance continuing professional development.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165 & 342.223 - 342.232

Hist.: TSPC 9-2005, f. & cert. ef. 11-15-05



## DIVISION 70

## TWENTY-FIRST CENTURY PERSONNEL LICENSES

**584-070-0001****Purpose**

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.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 4-1999, f. & cert. ef. 8-2-99

**584-070-0005****Effective Date and Supersedure**

Effective January 15, 1999, licenses for personnel service will be issued under the rules set forth in this division, which supersedes divisions preceding OAR 584-060 in case of conflict.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 4-1999, f. & cert. ef. 8-2-99

**584-070-0011****Initial School Counselor License**

Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted an Initial School Counselor License. This license is issued for three years plus time to the applicant's next birth date and is renewable once under conditions specified below. It is valid as designated for regular counseling at the early childhood and elementary levels, or at middle and high school levels, or at all four levels. It is also valid for substitute counseling at any level and for substitute teaching at any level in any specialty.

(1) To be eligible for an Initial School Counselor License, an applicant must satisfy all of the following general preparation requirements:

(a) Two academic years of experience as a full-time licensed teacher in a public school or regionally accredited private school in any state or other U.S. jurisdiction, or in one or more of the following schools in Oregon: an education service district school, a state-operated or state-supported school, a federal school, a private elementary or secondary school registered by the state Department of Education, or a private proprietary career school licensed by the superintendent of public instruction or completion of a practicum approved by the commission in teaching at any level, as part of an initial graduate program or separately.

(b) A master's or higher degree in counseling, education, or related behavioral sciences from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the commission, together with any equally accredited bachelor's degree.

(c) Completion in Oregon or another U.S. jurisdiction, as part of the master's degree or separately, of an initial graduate program in school counseling at an institution approved for counselor education by the commission.

(d) Completion of a practicum approved by the commission in early childhood and elementary counseling, or in middle level and high school counseling, as part of the initial graduate program or separately.

(e) A passing score as currently specified by the commission on a test of professional knowledge for school counselors, or five years of experience counseling full time on a license valid for the assignment in a public school or regionally accredited private school in a U.S. jurisdiction before holding any Oregon license.

(f) A passing score as currently specified by the commission on a test of basic verbal and computational skills, unless the applicant held an Oregon educator license before 1985 or has a regionally accredited doctor's degree.

(g) A passing score on a test of knowledge of U.S. and Oregon civil rights laws at the conclusion of a course or workshop approved by the commission.

(2) To be eligible for an Initial School Counselor License, an applicant must satisfy a recent experience requirement in one of the following ways during the three-year period immediately preceding application:

(a) Completion of an approved counselor education program; or  
(b) Beginning and completion in a public school or regionally accredited private school in a U.S. jurisdiction of at least one academic year as a full-time licensed educator or two consecutive years as a half-time licensed educator on any license appropriate for the assignment, or equivalent experience as in a state or federal school; or

(c) Receipt of 6 semester hours or 9 quarter hours of academic credit, germane to counseling licensure, from a regionally accredited college or university.

(3) To be eligible for an Initial School Counselor License, an applicant must furnish fingerprints in the manner prescribed by the commission.

(4) The Initial School Counselor License can be renewed once for three years upon completion of recent educational experience verified by either:

(a) Completion of one academic year of educational work in any capacity at full time or two consecutive years at half-time, or 180 days of substitution in counseling or teaching, in one or more of the following organizations: a public school or a regionally accredited private school in any U.S. governmental jurisdiction, a state or federal school in Oregon, an Oregon private elementary or secondary school registered by the state Department of Education, an Oregon private proprietary career school licensed by the superintendent of public instruction, a degree-granting college or university in Oregon, a special state-supported school in Oregon, the state Department of Education itself, the Teacher Standards and Practices Commission, the Department of Human Resources, a juvenile court school in Oregon, an Oregon education service district, or a school operated by the U.S. Department of Defense; or

(b) Completion of 6 semester hours or 9 quarter hours of preparation completed in an approved institution during the life of the current school counselor license.

(5) School counselor licenses are authorized for student levels that are the same as those used to authorize teachers (see OAR 584-060-0051), except that the levels are authorized in pairs: early childhood and elementary, or middle and high school. Early childhood and elementary authorization is valid up through grade four in any school and through grade eight in a school designated as a self-contained elementary school. Middle level and high school authorization is valid in grades five through ten of a school designated as a middle school or junior high school and in grades seven through twelve of a school designated as a high school. The Initial School Counselor License is authorized for either two or four levels, i.e., one or both pairs, on the basis of professional education, experience, previous licensure, and specialized academic course work.

(6) On an Initial School Counselor License authorized for only two levels, the remaining pair of levels can be added prior to attainment of the Continuing School Counselor License. The remaining levels will be added upon acquisition of practical experience in one of two ways:

(a) A practicum of 4 semester hours or 6 quarter hours at either or both of the paired new levels, entailing a minimum of 200 clock hours, in an institution approved to prepare for those levels; or

(b) One academic year at either or both of the paired new levels as permitted in subsection 7 below.

(7) A counselor authorized for only two levels may counsel at either or both of the levels remaining unauthorized for a period of not more than three years while pursuing authorization at all four levels. The commission shall be informed of this extension of responsibility, but no supplemental permit is required.

**NOTE:** See OAR 584-048-0067 for Special Provisions for renewing an Initial School Counselor License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 9-1999, f. & cert. ef. 11-22-99; TSPC 3-2001, f. & cert. ef. 6-21-01; TSPC 5-2001, f. & cert. ef. 12-13-01; TSPC 6-2002, f. & cert. ef. 10-23-02

**584-070-0021****Continuing School Counselor License**

Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted a Continuing School Counselor License. This license is issued for

five years and is renewable repeatedly under conditions specified below. It is valid for counseling at all age or grade levels and for substitute teaching at any level in any specialty.

(1) To be eligible for a Continuing School Counselor License, an applicant must hold a master's or higher degree in the behavioral sciences or their derivative therapeutic professions from a regionally accredited institution in the United States, or hold the foreign equivalent of such degree approved by the commission, together with an equally accredited bachelor's degree. As part of the master's degree or separately, the applicant must have completed in Oregon or another U.S. jurisdiction an initial graduate program in school counseling at an institution approved for counselor education by the commission.

(2) To be eligible for a Continuing School Counselor License, an applicant must have completed, beyond the initial graduate program in school counseling, an advanced program in counseling competencies consisting of at least six semester hours or nine quarter hours of graduate credit or the equivalent. As part of the advanced program, the applicant must have had practica in counseling early childhood/elementary students, or middle level/high school students. If credit is not awarded directly by an institutional program for continuing licensure approved by the commission, all advanced counseling competencies must be validated through assessment by an approved professional development program offered by an institution, an employer, or the two working together. Exceptionally, the applicant may qualify for waiver of that institutional or employer assessment of advanced competencies by having a regionally accredited doctor's degree in educational or vocational or clinical counseling, or else in clinical or counseling psychology.

(3) To be eligible for a Continuing School Counselor License, an applicant after receiving a Transitional or an Initial School Counselor License must have three years of successful experience counseling at least half time in one or more of the following schools in Oregon: a public elementary or secondary school, an education service district school, a state-operated or state-supported school, a federal school, a private elementary or secondary school accredited by the Northwest Association of Schools and Colleges, a private elementary or secondary school registered by the state Department of Education, or a private proprietary career school licensed by the superintendent of public instruction.

(4) The Continuing School Counselor License can be renewed for five years whenever two requirements have been met during the preceding five-year period:

(a) Completion of one academic year as a full-time licensed educator or two consecutive years as a half-time licensed educator or 180 days of substitution in counseling or teaching, on any license appropriate for the assignment, in one or more of the following schools in Oregon: a public elementary or secondary school, an education service district school, a state-operated or state-supported school, a federal school, a private elementary or secondary school accredited by the Northwest Association of Schools and Colleges, a private elementary or secondary school registered by the state Department of Education, or a private proprietary career school licensed by the superintendent of public instruction.

(b) Establishment, maintenance, and reporting of a continuing professional development plan in accordance with OAR 584-090.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232  
Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 6-2002, f. & cert. ef. 10-23-02

#### 584-070-0050

##### Preparatory Standards for Initial School Counselor

Through the required course of study, assessments, and practica, the candidate for an Initial School Counselor License shall demonstrate knowledge, skills, and competencies necessary to accomplish each of the following:

- (1) Develop and implement plans which promote social-emotional-development growth.
- (2) Establish programs appropriate for group, individual, and family counseling.
- (3) Demonstrate interpersonal skills, working with others and communicating with community members;
- (4) Practice and promote group process, crisis resolution, anger management and violence prevention;
- (5) Demonstrate ethical standards and legal framework unique to counseling;

- (6) Collaborate with social service agencies providing services to students and families;
- (7) Support school to work transition and career planning;
- (8) Assist with curriculum coordination as it relates to guidance activities;
- (9) Understand student assessment as it relates to academic, career counseling and personal/social development;
- (10) Assist with goal setting, learning skills and the development of self-directed learners;
- (11) Support and develop plans which respect difference and promote communication among diverse groups;
- (12) Collaborate with school staff, families, and community members to meet individual student needs;
- (13) Assist staff to understand the needs of all students; and
- (14) Demonstrate effective counseling techniques for individuals and small groups.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232  
Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 4-1999, f. & cert. ef. 8-2-99

#### 584-070-0051

##### Preparatory Standards for Continuing School Counselor

Through the required course of study, assessments, and counseling experience, the candidate for a Continuing School Counselor License shall:

- (1) Document an understanding of and ability to apply emerging research on counseling, learning, and school improvement to increase comprehensive counseling program effectiveness;
- (2) Implement research-based educational practices that ensure student achievement and are sensitive to individual differences, diverse cultures, and ethnic backgrounds;
- (3) Collaborate with colleagues, staff, parents, and the public to enhance the student's performance;
- (4) Demonstrate effective leadership in communication with diverse and special interest organizations;
- (5) Demonstrate an advanced understanding of laws applicable to counselors.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232  
Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 4-1999, f. & cert. ef. 8-2-99; Renumbered from 584-070-0090

#### 584-070-0111

##### Transitional School Counselor License

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted a Transitional School Counselor License. This license is issued for three years and is non-renewable. It is valid for regular or substitute school counseling at all age or grade levels. Recipients whose first license is transitional and who wish to counsel more than three years will be advised on how they can qualify for the Initial School Counselor License, for which they may apply at any time.

(2) To be eligible for a Transitional School Counselor License, the applicant must have:

- (a) A master's or higher degree in counseling, education, or related behavioral sciences, including but not limited to social work or psychology, from a regionally accredited institution or approved foreign equivalent; or at some time have been licensed to practice school counseling in any state; and
- (b) Demonstrate knowledge of applicable civil rights laws; and
- (c) Furnish fingerprints in the manner prescribed by the commission; and

(d) An applicant without an approved first aid card must obtain one within 90 days of receiving the license.

(3) The Transitional School Counselor License will not be restricted as to employer if the applicant has held an unrestricted license for school counseling in any state or completed an approved graduate program in school counseling in any state.

(4) A restricted Transitional School Counselor License will be issued if:

- (a) The applicant is enrolled in an Oregon-approved school counselor program, has a bachelor's or higher degree, and has completed approximately one-half of the program; or
- (b) The applicant has been a certified Child Development Specialist for at least three academic years full time.
- (c) The application:

(A) Must be made jointly with an employing district; and  
(B) The co-applicant district must describe its particular need in relation to the co-applicant counselor's qualifications summarized on a submitted resume; and

(C) The district must attest that circumstances prevent hiring for the role to be filled a suitable counselor with any unrestricted license.

(5) A restricted Transitional School Counselor License will be restricted to use within a district that has applied for it jointly with the counselor and may not be used for substitute teaching.

(6) A restricted extension for up to one year of the Transitional School Counselor License may be issued upon joint application from an educator and the employing district when the Executive Director determines that extenuating circumstances have prevented the applicant from completing requirements for a regular license. If the extenuating circumstances are due to the lack of due diligence by the applicant, only enough time to prevent the district from experiencing a true hardship may be granted at the Executive Director's discretion. The applicant must provide an explanation of the circumstances which make the request necessary. The co-applicant district must ensure that the applicant will meet all requirements for the regular license upon expiration of the restricted Transitional School Counselor License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.123, 342.125, 342.126, 342.127 & 342.165

Hist.: TSPC 3-1999, f. & cert. ef. 7-15-99; TSPC 9-1999, f. & cert. ef. 11-22-99; TSPC 3-2001, f. & cert. ef. 6-21-01; TSPC 5-2001, f. & cert. ef. 12-13-01; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 1-2005, f. & cert. ef. 1-21-05; TSPC 1-2005, f. & cert. ef. 1-21-05

#### 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 - 143, 342.153, 342.165 & 342.223 - 232

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

#### 584-070-0132

##### Emergency School Counselor License

(1) An Emergency School Counselor License may be issued when a school district demonstrates extenuating circumstances that merit the issuance of the license in order to protect the district's programs or students.

(2) The Emergency School Counselor License shall be issued solely at the discretion of the Executive Director for any length of time deemed necessary to protect the district's programs or students. The Executive Director may consider efforts the educator has made in meeting school counselor licensure requirements.

(3) An Emergency School Counselor License generally will not exceed one year unless the educator or the district has presented unusual extenuating circumstances.

(4) The Emergency School Counselor License is not subject to the 120 days allowed for licensure renewal purposes under ORS 342.127(4).

Stat. Auth.: ORS 342.125

Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165 & 342.223 - 342.342

Hist.: TSPC 7-2005, f. & cert. ef. 8-24-05

#### 584-070-0211

##### Initial School Psychologist License

Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted an Initial School Psychologist License. This license is issued for three years plus time to the applicant's next birth date and is renewable once under conditions specified below. It is valid for school psychology at all age or grade levels, for substitute counseling at any level, and for substitute teaching at any level in any specialty.

(1) To be eligible for an Initial School Psychologist License, an applicant must satisfy all of the following general preparation requirements:

(a) A master's or higher degree in the behavioral sciences or their derivative therapeutic professions from a regionally accredited institution in the United States, or the foreign equivalent of such degree

approved by the commission, together with an equally accredited bachelor's degree in any field.

(b) Completion in Oregon or another U.S. jurisdiction, as part of the master's degree or separately, of an initial graduate program in school psychology at an institution approved for psychologist education by the commission.

(c) Completion of a clinical practicum approved by the commission which may include experience in a public service agency serving persons of school age, as part of the initial graduate program or separately.

(d) Completion of a practicum approved by the commission in school psychology, including full-time experience with early childhood or elementary students and with middle level or high school students, as part of the initial graduate program or separately; or else completion of one academic year of supervised full-time experience in a broad range of school psychologist services.

(e) A passing score as currently specified by the commission on a test of professional knowledge for school psychologists, or five years of experience practicing school psychology on a license valid for the assignment full time in a public school or regionally accredited private school in a U.S. jurisdiction before holding any Oregon license.

(f) A passing score as currently specified by the commission on a test of basic verbal and computational skills, unless the applicant held an Oregon educator license before 1985 or has a regionally accredited doctor's degree.

(g) A passing score on a test of knowledge of U.S. and Oregon civil rights laws at the conclusion of a course or workshop approved by the commission.

(2) The degree, program, and practicum requirements specified in subsection (1)(a) through (1)(d) above can be satisfied by obtaining certification from the National Association of School Psychologists.

(3) To be eligible for an Initial School Psychologist License, an applicant must satisfy a recent experience requirement in one of the following ways during the three-year period immediately preceding application:

(a) Completion of an approved school psychologist education program; or

(b) Beginning and completion in a public school or regionally accredited private school in a U.S. jurisdiction of at least one academic year as a full-time licensed educator or two consecutive years as a half-time licensed educator on any license appropriate for the assignment, or equivalent experience as in a state or federal school; or

(c) Receipt of 6 semester hours or 9 quarter hours of academic credit, germane to psychologist licensure, from a regionally accredited college or university.

(4) To be eligible for an Initial School Psychologist License, an applicant must furnish fingerprints in the manner prescribed by the commission.

(5) The Initial School Psychologist License can be renewed once for three years upon completion of recent educational experience verified by either:

(a) Completion of one academic year of educational work in any capacity at full time or two consecutive years at half-time, or 180 days of substitution in psychology or counseling or teaching, in one or more of the following organizations: a public school or a regionally accredited private school in any U.S. governmental jurisdiction, a state or federal school in Oregon, an Oregon private elementary or secondary school registered by the state Department of Education, an Oregon private proprietary career school licensed by the superintendent of public instruction, a degree-granting college or university in Oregon, a special state-supported school in Oregon, the state Department of Education itself, the Teacher Standards and Practices Commission, the Department of Human Resources, a juvenile court school in Oregon, an Oregon education service district, or a school operated by the U.S. Department of Defense; or

(b) Completion of 6 semester hours or 9 quarter hours of preparation completed in an approved institution during the life of the current school psychologist license.

NOTE: See OAR 584-048-0067 for Special Provisions for renewing an Initial School Psychologist License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 5-2001, f. & cert. ef. 12-13-01



**584-070-0221**

**Continuing School Psychologist License**

Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted a Continuing School Psychologist License. This license is issued for five years and is renewable repeatedly under conditions specified below. It is valid for school psychology at all age or grade levels, for substitute counseling at any level, and for substitute teaching at any level in any specialty.

(1) To be eligible for a Continuing School Psychologist License, an applicant must have completed, beyond the initial graduate program in school psychology, an advanced program in psychologist competencies consisting of at least six semester hours or nine quarter hours of graduate credit or the equivalent. If credit is not awarded directly by an institutional program for continuing licensure approved by the commission, all advanced psychologist competencies must be validated through assessment by an approved professional development program offered by an institution, an employer, or the two working together. Exceptionally, the applicant may qualify for waiver of that institutional or employer assessment of advanced competencies in one of two ways:

(a) By obtaining a current National School Psychology Certificate awarded by the National Association of School Psychologists; or

(b) By having a regionally accredited doctor's degree in educational or clinical or counseling psychology.

(2) To be eligible for a Continuing School Psychologist License, an applicant after receiving a Transitional or an Initial School Psychologist License must have three years of successful experience practicing psychology at least half time in one or more of the following schools in Oregon: a public elementary or secondary school, an education service district school, a state-operated or state-supported school, a federal school, a private elementary or secondary school accredited by the Northwest Association of Schools and Colleges, a private elementary or secondary school registered by the state Department of Education, or a private proprietary career school licensed by the superintendent of public instruction.

(3) The Continuing School Psychologist License can be renewed for five years whenever two requirements have been met during the preceding five-year period:

(a) Completion of one academic year as a full-time licensed educator or two consecutive years as a half-time licensed educator or 180 days of substitution in psychology or counseling or teaching, on any license appropriate for the assignment, in one or more of the following schools in Oregon: a public elementary or secondary school, an education service district school, a state-operated or state-supported school, a federal school, a private elementary or secondary school accredited by the Northwest Association of Schools and Colleges, a private elementary or secondary school registered by the state Department of Education, or a private proprietary career school licensed by the superintendent of public instruction.

(b) Establishment, maintenance, and reporting of a continuing professional development plan in accordance with OAR 584-090.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 6-2002, f. & cert. ef. 10-23-02

**584-070-0239**

**Preparatory Standards for Initial School Psychologist**

Through the required course of study, assessments, and practica, the candidate for an Initial School Psychologist License shall demonstrate knowledge, skills, and competencies necessary to accomplish each of the following:

(1) 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.

(2) 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 function-

ing, 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.

(3) 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.

(4) Supervision: Demonstrate the ability to provide and/or engage in supervision, peer review, and continuing professional development.

(5) 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, psycho-educational 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 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 4-1999, f. & cert. ef. 8-2-99, Renumbered from 584-070-0200

**584-070-0240**

**Preparatory Standards for Continuing School Psychologist**

Through the required continuing professional development, assessments, and school psychologist experience, the candidate for a Continuing School Psychologist License shall:

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

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

(3) Exhibit collaboration with colleagues, staff, parents, and the public to enhance the student's performance;

(4) Demonstrate effective leadership in communication with diverse and special interest organizations;

(5) Develop productive school, board and community relations;

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

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 4-1999, f. & cert. ef. 8-2-99

**584-070-0271**

**Transitional School Psychologist License**

Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted a Transitional School Psychologist License. This license is issued for three years and is non-renewable. It is valid for regular or substitute school psychology at all age or grade levels. If not restricted as to employer, it is also valid for substitute counseling at any level and for substitute teaching at any level in any specialty. Recipients whose first license is transitional and who wish to practice school psychology more than three years will be advised on how they can qualify for the Initial School Psychologist License, for which they may apply at any time.

(1) To be eligible for a Transitional School Psychologist License, the applicant must have a master's or higher degree in educational or therapeutic psychology from a regionally accredited institution or approved foreign equivalent or at some time have been licensed to

practice school psychology in any state, demonstrate knowledge of applicable civil rights laws, and furnish fingerprints in the manner prescribed by the commission. An applicant without an approved first aid card must obtain one within 90 days of receiving the license.

(2) If the applicant has held an unrestricted license for school psychology in any state or completed an approved graduate program in school psychology in any state, the Transitional School Psychologist License will not be restricted as to employer.

(3) If the applicant has not held an unrestricted license for school psychology in any state or completed an approved graduate program in school psychology in any state, the Transitional School Psychologist License will be restricted to use within a district that has applied for it jointly with the psychologist, and it may not be used for substitute counseling or teaching. Upon application, the co-applicant district must describe its particular need in relation to the co-applicant school psychologist's qualifications summarized on a submitted resume, and the district must attest that circumstances prevent hiring for the role to be filled a suitable psychologist with any unrestricted license.

(4) A one-year restricted Transitional School Psychologist License may be issued upon joint application from an educator and the employing district when the Executive Director determines that extenuating circumstances have prevented the applicant from completing requirements for a regular license. The applicant must provide an explanation of the circumstances which make the request necessary. The co-applicant district must ensure that the applicant will meet all requirements for the regular license upon expiration of the restricted Transitional School Psychologist License.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232  
Hist.: TSPC 3-1999, f. & cert. ef. 7-15-99; TSPC 9-1999, f. & cert. ef. 11-22-99; TSPC 5-2001, f. & cert. ef. 12-13-01

#### 584-070-0310

##### Limited Student Service License

Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted a Limited Student Service License. This license, issued for three years and renewable, is valid at any authorization level and designated for a specialized type of direct service to students for which the commission at its discretion may not require a counselor or psychologist license. It is not valid for substitution of any kind.

(1) To be eligible for a Limited Student Service License the applicant must have a bachelor's degree or higher from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the commission, together with an equally valid master's degree or other specialized preparation related to the intended service role and ordinarily equivalent to one academic year of graduate study. The applicant also must demonstrate knowledge of applicable civil rights laws and furnish fingerprints in the manner prescribed by the commission. An applicant without an approved first aid card must obtain one within 90 days of receiving the license.

**NOTE:** Awarding of a higher degree in the arts and sciences or an advanced degree in the professions from a regionally accredited institution in the United States validates a non-regionally accredited bachelor's degree for licensure.

(2) The Limited Student Service License is restricted to use within a district that has applied for it jointly with the student service specialist, whose qualifications and job description are subject to commission approval. Upon application, the co-applicant district must describe its particular need in relation to the co-applicant specialist's qualifications summarized on a submitted resume, agree to provide a mentor during the first year of the assignment, and attest that the role to be filled has been structured so as not to require a licensed school counselor or psychologist.

(3) The holder of a Limited Student Service License shall use only the title specifically approved by the commission and shall not use any unapproved title or imply any unapproved function. Titles such as "advisor" or "student service specialist" or "student assistance specialist" will more readily be approved. The following provisos apply:

(a) No holder of a limited license shall use a title containing words derived from "psychology" nor claim to be a psychologist or to render psychological services without obtaining a school psychologist license from the commission unless licensed as a psychologist or psychologist associate by the Board of Psychologist Examiners.

**NOTE:** Under ORS 675.990(1)(b), violation is a Class A misdemeanor.

(b) The commission at its discretion may consider a title indicating a therapeutic student service role like counseling or social work,

for a specialist who has a corresponding master's or doctor's degree, if the applicant is licensed by the Board of Licensed Professional Counselors and Therapists or is demonstrably prevented from gaining admission to a graduate program in school counseling or school psychology and therefore cannot reasonably be required to apply for a non-renewable transitional license.

(c) The commission will ordinarily approve an appropriate social work title for an applicant licensed by the Board of Clinical Social Workers.

(4) To be eligible for renewal of the Limited Student Service License, an applicant must obtain a passing score as currently specified by the commission on a test of basic verbal and computational skills, unless the applicant held an Oregon educator license before 1985 or has a regionally accredited doctor's degree. The applicant must also obtain a passing score on a test of knowledge of U.S. and Oregon civil rights laws at the conclusion of a course or workshop approved by the commission.

Stat. Auth.: ORS 342  
Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232  
Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 9-1999, f. & cert. ef. 11-22-99

#### 584-070-0320

##### Conditional Assignment in Student Services

Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant holding a renewable type of regular license shall be granted a Conditional Assignment Permit for student advisory and educational support services in the nature of counseling but limited to a pre-professional level of counseling responsibility. This temporary supplemental permit is issued for three years and is not renewable. It is valid for providing designated student services at any age or grade level authorized on the applicant's regular license, and for a person holding an initial or continuing license, at any level adjoining a regularly authorized level.

(1) The practice of school counseling as an independent professional requires a transitional or renewable license in school counseling, and the practice of school psychology as an independent professional requires a transitional or renewable license in school psychology. Any other assignment in related student services requires a Conditional Assignment Permit as of September 1, 2000. The permit is restricted to use within a district that has applied for it jointly with the prospective specialist, whose qualifications and job description are subject to commission approval. The job description must limit depth of the specialist's responsibility and liability of the employer by excluding mental health functions or else by requiring referral of serious problems to a fully qualified counselor or mental health professional.

(2) A Conditional Assignment Permit for student services may be issued to an applicant holding a renewable regular license in teaching or administration. "Renewable" refers to the type of license and therefore includes basic or initial licenses whose holders have received their final renewal. Conditional assignment is not permitted on a Limited Teaching License, a Teaching Associate License, a Limited Student Service License, or any first transitional license.

(3) The teacher or administrator must apply for a Conditional Assignment Permit for student services by October 31 for the fall term or otherwise within six weeks after the assignment has begun. The employer as co-applicant must agree to provide the conditionally assigned specialist with professional assistance specific to the assignment during the first year of the conditional assignment. The employer must attest that circumstances prevent hiring a suitable licensed counselor or psychologist, necessitating a restructured role that can be filled by someone without such license.

(4) A Conditional Assignment Permit for student services cannot be renewed or later re-issued. To continue or resume the same or a similar assignment for the co-applicant employer, the recipient must obtain a school counselor license, a school psychologist license, or a Limited Student Service License.

(5) The holder of a Conditional Assignment Permit for student services shall use only the title individually approved by the commission, which may be a title such as "advisor" or "student service specialist" or "student assistance specialist." The following paragraphs explicitly prohibit improper uses of titles:

(a) No person working in the schools shall use a title containing words derived from "psychology" nor claim to be a psychologist or to render psychological services without obtaining a school psychol-

ogist license from the commission unless licensed as a psychologist or psychologist associate by the Board of Psychologist Examiners.

**NOTE:** Under ORS 675.990(1)(b), violation is a Class A misdemeanor.

(b) No person working in the schools shall use a title containing words derived from “counseling” or “social work” without obtaining a school counselor or school psychologist license from the commission, or else obtaining a limited student service license together with approval of the title, unless licensed by the Board of Licensed Professional Counselors and Therapists, the Board of Psychologist Examiners, or the Board of Clinical Social Workers.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 8-1999, f. 10-8-99, cert. ef. 9-1-00

#### 584-070-0400

##### Test Scores Specified by Commission

Test scores currently specified by the commission for school counselor, school psychologist, and student service licenses are appended to these rules and separately published for conveyance to all applicants and employers, and to others on request.

(1) Testing policy is determined by the commission through public hearing following recommendations by panels of educators. Specific passing scores based on any general policy result from a highly technical process of psychometrics.

(2) An applicant may present a score from a test that was used by the commission at one time but is no longer administered. Passing scores for such tests are published along with the current list.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99

### DIVISION 80

#### TWENTY-FIRST CENTURY ADMINISTRATIVE LICENSES

#### 584-080-0001

##### Purpose

(1) These rules establish an administrator licensure program that is designed to strengthen Oregon educational leadership. Specifically, Oregon licensed administrators will be instructional leaders with the knowledge, skills and abilities to close the achievement gap, implement visionary literacy programs and demonstrate exemplary instructional leadership. Oregon administrators will be leaders in demonstrating culturally competent strategies to ensure an equitable education for every Oregon student. Oregon-approved programs and licensure have the following characteristics:

(2) The administrator licensure standards are designed to recognize the developmental levels of students;

(3) The Initial Administrator License requires at least three (3) years of properly assigned licensed experience in public schools, regionally accredited private schools, registered private schools or other federal or state-regulated schools. Additionally, programs for the Initial Administrator License will emphasize a school-level context.

(4) The Continuing Administrator License requires demonstrated competency in a broad spectrum of Oregon-specific administrator skills and experience at both the building and district levels. Additionally, programs for the Continuing Administrator License will emphasize a district level context.

(5) Continuing professional development is integral to continuous administrator licensure.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 10-2006(Temp), f. 6-15-06, cert. ef. 7-1-06 thru 12-27-06

#### 584-080-0002

##### Definitions for Division 80

(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, C-1, the fee, and all supporting documents necessary for the evaluation for the license. A copy of the C-1 can be found on TSPC’s Web page at: [www.tspc.state.or.us](http://www.tspc.state.or.us).

(2) “Appropriately Assigned:” Assignments for administrator, teacher, supervisor, school counselor, school psychologist, or school

nurse duties for which the person involved holds the proper license, endorsements and authorizations. See OAR 584-080-0081.

(3) “Approved Institution:” A U.S. regionally accredited institution of higher education approved to prepare licensed personnel by a U.S. governmental jurisdiction in which the institution is located. See definition of “Regional Accrediting Associations” at OAR 584-005-0005(99).

(4) “Approved Programs:” An Oregon program of educator preparation leading to licensure approved by TSPC and offered by a regionally accredited Oregon institution. As it applies to out-of-state programs, a program approved by the licensure body of any U.S. governmental jurisdiction authorized to approve educator preparation programs.

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

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

(7) “Personal Qualifications:” Personal qualifications for licensure including attainment of at least eighteen (18) years of age and possessing good moral character and mental and physical health necessary for employment as an educator.

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

(9) “Renewal:” Extension of validity of a current license. An application for renewal must be submitted prior to the expiration date stated on the license. See OAR 584 div 48.

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

(11) “Year of Experience:” A period of at least eight (8) consecutive months of full-time work or two (2) 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 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 10-2006(Temp), f. 6-15-06, cert. ef. 7-1-06 thru 12-27-06

#### 584-080-0005

##### Effective Date and Supersedure

Effective January 15, 1999, licenses for administrators will be issued under the rules set forth in this division, which supersedes divisions preceding OAR 584-060 in case of conflict.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 4-1999, f. & cert. ef. 8-2-99

#### 584-080-0011

##### Initial Administrator License

Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted an Initial Administrator License. This license is issued for three years plus time to the applicant’s next birth date and for an applicant who is not a superintendent is renewable once under conditions specified below. It is valid for school administration at all age or grade levels in any position and for substitute teaching at any level in any specialty.



(1) To be eligible for an Initial Administrator License, an applicant must satisfy all of the following general preparation requirements:

(a) Three academic years of experience as a full-time licensed educator, on any license appropriate for the assignment, in a public school or regionally accredited private school in any state or other U.S. jurisdiction or in one or more of the following schools in Oregon: an education service district school, a state-operated or state-supported school, a federal school, a private elementary or secondary school registered by the state Department of Education, or a private proprietary career school licensed by the superintendent of public instruction.

(b) A master's or higher degree in the arts and sciences or an advanced degree in the professions from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the commission, together with an equally accredited bachelor's degree.

(c) Completion in Oregon or another U.S. jurisdiction, as part of the master's degree or separately, of an initial graduate program in school administration at an institution approved for administrator education by the commission.

(d) Completion of practica approved by the commission in school administration for early childhood or elementary students, and for middle level or high school students, as part of the initial graduate program or separately.

(e) A passing score as currently specified by the commission on a test of professional knowledge for school administrators, or five years of experience on a license valid for the assignment administering full time in a public school or regionally accredited private school in a U.S. jurisdiction before holding any Oregon license.

(f) A passing score as currently specified by the commission on a test of basic verbal and computational skills, unless the applicant held an Oregon educator license before 1985 or has a regionally accredited doctor's degree.

(g) A passing score on a test of knowledge of U.S. and Oregon civil rights laws at the conclusion of a course or workshop approved by the commission.

(h) A passing score on tests of knowledge of Oregon school law and finance at the conclusion of or in lieu of a course or courses approved by the commission, unless the applicant completed the initial school administration program in Oregon.

(2) To be eligible for an Initial Administrator License, an applicant must satisfy a recent experience requirement in one of the following ways during the three-year period immediately preceding application:

(a) Completion of an approved administrator education program; or

(b) Beginning and completion in a public school or regionally accredited private school in a U.S. jurisdiction of at least one academic year as a full-time licensed educator or two consecutive years as a half-time licensed educator on any license appropriate for the assignment, or equivalent experience as in a state or federal school; or

(c) Receipt of 6 semester hours or 9 quarter hours of academic credit, germane to administrator licensure, from a regionally accredited college or university.

(3) To be eligible for an Initial Administrator License, an applicant must furnish fingerprints in the manner prescribed by the commission.

(4) For an administrator who is not a superintendent, the Initial Administrator License can be renewed once for three years upon completion of recent educational experience verified by either:

(a) Completion of one academic year of educational work in any capacity at full time or two consecutive years at half-time, or 180 days of substitution in administration or teaching, in one or more of the following organizations: a public school or a regionally accredited private school in any U.S. governmental jurisdiction, a state or federal school in Oregon, an Oregon private elementary or secondary school registered by the state Department of Education, an Oregon private proprietary career school licensed by the superintendent of public instruction, a degree-granting college or university in Oregon, a special state-supported school in Oregon, the state Department of Education itself, the Teacher Standards and Practices Commission, the Department of Human Resources, a juvenile court school in Oregon, an Oregon education service district, or a school operated by the U.S. Department of Defense; or

(b) Completion of 6 semester hours or 9 quarter hours of preparation completed in an approved institution during the life of the current administrator license.

(5) A superintendent cannot renew the Initial Administrator License but instead upon its expiration must qualify for a Continuing Administrator License.

**NOTE:** See OAR 584-048-0090 for Special Provisions for renewing an Initial Administrator License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 5-2001, f. & cert. ef. 12-13-01; Suspended by TSPC 10-2006(Temp), f. 6-15-06, cert. ef. 7-1-06 thru 12-27-06

## 584-080-0012

### Initial Administrator License (IAL)

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted an Initial Administrator License.

(2) The Initial Administrator License is valid for three (3) years and may be renewed under the conditions set forth in subsections below.

(3) The Initial Administrator License is valid for school administration at all age or grade levels in any administrative position. This license is also valid for substitute teaching at any level in any specialty. (See, OAR 584-060-0181 for explanation of Substitute Teaching.)

(4) To be eligible for an Initial Administrator License, an applicant must satisfy all of the following provisions within this subsection. The applicant must:

(a) Educator Fitness: Possess the personal qualifications for licensure including attainment of at least eighteen (18) years of age and possessing good moral character and mental and physical health necessary for employment as an educator;

(b) Licensed Experience: Have three (3) academic years of experience as a full-time licensed educator on any license appropriate for the assignment in:

(A) A public school or regionally accredited private school in any state or other U.S. jurisdiction; or

(B) In one or more of the following schools in Oregon:

(i) An education service district school;

(ii) A state-operated or state-supported school;

(iii) A federal school;

(iv) A private elementary or secondary school registered by the state Department of Education; or

(v) A private proprietary career school licensed by the superintendent of public instruction.

(c) Master's Degree: Hold a master's or higher degree in the arts and sciences or an advanced degree in the professions from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the commission, together with an equally accredited bachelor's degree;

(d) Approved Administrator Program: Complete, as part of the master's degree or separately, an initial graduate program in school administration at an institution approved for administrator education;

(A) A candidate for initial licensure who has completed an administrator preparation program outside the state of Oregon must:

(i) Have completed at least eighteen (18) semester hours or twenty-seven (27) quarter hours of graduate credit in school administration or educational leadership; and

(ii) Receive a passing score on tests of knowledge of Oregon school law and finance at the conclusion of or in lieu of a course or courses approved by the commission.

(e) Civil Rights: A passing score on a test of knowledge of U.S. and Oregon civil rights laws at the conclusion of a course or workshop approved by the commission. If the applicant is making first application for the Initial Administrator License from out-of-state, an applicant may submit an affidavit for the first Oregon license assuring that the applicant has read Discrimination and the Oregon Educator and has completed the self-study questions. An emergency license will be issued for 90 days during which time the applicant must complete the civil rights requirement.

(f) Fingerprints: Furnish fingerprints in the manner prescribed by the commission. (See OAR 584-036-0062 for Criminal Records Check Requirement.)

(g) First Aid Card: Hold a valid first aid card. An emergency license will be issued to the educator for up to ninety (90) days until the applicant has demonstrated possession of a valid first aid card; and

(h) Recency: Satisfy a recent experience requirement in one of the following ways during the three-year period immediately preceding application:

(A) Completion of an approved administrator education program; or

(B) Beginning and completion in a public school or regionally accredited private school in a U.S. jurisdiction of at least one (1) academic year as a full-time licensed educator or two (2) consecutive years as a half-time licensed educator on any license appropriate for the assignment, or equivalent experience as in a state or federal school; or

(C) Receipt of six (6) semester hours or nine (9) quarter hours of academic credit, germane to administrator licensure, from a regionally accredited college or university.

(5) Renewal: The Initial Administrator License may be renewed up to two times if the applicant makes progress toward completion of the Continuing Administrator License by completing at least six (6) semester hours or nine (9) quarter hours of academic credit in an approved Continuing Administrator License Program upon each renewal. A transcript of the completed coursework is required for renewal. (See OAR 584-048-0090 for additional "Special Provisions" which may apply to renewing an Initial Administrator License).

(6) Reinstatement for Administrator Experience: An applicant may reinstate an expired Initial Administrator License for one three-year period for the purposes of completing the administrative experience requirements for the Continuing Administrator License under the following conditions:

(a) The applicant has completed all requirements for the CAL except for the administrative experience required;

(b) The application includes a request from a district for reinstatement; and

(c) The applicant demonstrates educational recency within the three (3) years prior to the application for reinstatement of the license.

(7) Incomplete CAL Programs: Initial Administrator License holders who are unable to complete the academic requirements for the Continuing Administrator License within nine (9) years after the Initial Administrator License was first granted may only take an administrator position upon joint application with an employing district requesting a Restricted Transitional Administrator License.

(8) Licenses issued prior to October 13, 2003: All Initial Administrator Licenses for positions other than a Superintendent issued after January 1, 1999 and prior to and including October 13, 2003 have ten (10) years to complete the requirements of the Continuing Administrator License. Initial Administrator Licenses issued after October 13, 2003, with the exception of Superintendents subject to subsection (9) below, have nine (9) years, or two (2) renewal cycles to complete the requirements of the Continuing Administrator License.

(9) Superintendency on the Initial Administrative License: The Continuing Administrator Licensure program must be completed within the three (3) years following the next renewal of the Initial Administrator License if the holder of an Initial Administrator License takes a position as a Superintendent at any time within the life of the Initial Administrator License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 10-2006(Temp), f. 6-15-06, cert. ef. 7-1-06 thru 12-27-06

#### 584-080-0021

##### Continuing Administrator License

Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted a Continuing Administrator License. This license is issued for five years and for an applicant who is not a superintendent or superintendent-principal is renewable repeatedly under conditions specified below. It is valid for school administration at all age or grade levels in any position and for substitute teaching at any level in any specialty.

(1) To be eligible for a Continuing Administrator License, an applicant must have completed, beyond both the master's degree and the integrated or separate initial graduate program in school administration, an advanced program in administrative competencies consisting of at least 18 semester hours or 27 quarter hours of graduate credit or the equivalent. If credit is not awarded directly by an institutional

program for continuing licensure approved by the commission, all advanced administrator competencies must be validated through assessment by such a program. Exceptionally, the applicant may qualify for waiver of the advanced institutional program or the assessment of advanced competencies by having a regionally accredited doctor's degree in school administration.

(2) To be eligible for a Continuing Administrator License, an applicant must have three years of successful experience on transitional or initial licenses administering at least half time in one or more of the following schools in Oregon: a public elementary or secondary school, an education service district school, a state-operated or state-supported school, a federal school, a private elementary or secondary school accredited by the Northwest Association of Schools and Colleges, a private elementary or secondary school registered by the state Department of Education, or a private proprietary career school licensed by the superintendent of public instruction.

(3) Unless issued to a superintendent or superintendent-principal, the Continuing Administrator License can always be renewed for five years whenever two requirements have been met during the preceding five-year period:

(a) Completion of one academic year as a full-time licensed educator or two consecutive years as a half-time licensed educator or 180 days of substitution in administration or teaching, on any license appropriate for the assignment, in one or more of the following schools in Oregon: a public elementary or secondary school, an education service district school, a state-operated or state-supported school, a federal school, a private elementary or secondary school accredited by the Northwest Association of Schools and Colleges, a private elementary or secondary school registered by the state Department of Education, or a private proprietary career school licensed by the superintendent of public instruction.

(b) Establishment, maintenance, and reporting of a continuing professional development plan in accordance with OAR 584-090.

(4) Whether a superintendent or superintendent-principal can renew the Continuing Administrator License depends on the timing of application. When issued originally or on renewal to a superintendent, the Continuing Administrator License is valid until five years have elapsed since the superintendency was first held on either initial or continuing license, and it cannot be renewed thereafter. When issued originally or on renewal to a superintendent-principal, the Continuing Administrator License is valid until nine years have elapsed since the superintendency was first held on either initial or continuing license, and it cannot be renewed thereafter. At the point of expiration in either case, the applicant must qualify for a Continuing Superintendent License.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 4-2001, f. & cert. ef. 9-21-01; Suspend by TSPC 10-2006(Temp), f. 6-15-06, cert. ef. 7-1-06 thru 12-27-06

#### 584-080-0022

##### Continuing Administrator License (CAL)

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted a Continuing Administrator License.

(2) The Continuing Administrator License is issued for five years and is renewable repeatedly under conditions specified below.

(3) The Continuing Administrator License is valid for school administration at all age or grade levels in any position and for substitute teaching at any level in any specialty.

(4) To be eligible for a Continuing Administrator License, an applicant must satisfy all of the following provisions within this subsection. The applicant must:

(a) Educator Fitness: Possess the personal qualifications for licensure including attainment of at least eighteen (18) years of age and possessing good moral character and mental and physical health necessary for employment as an educator;

(b) Master's Degree: Hold a master's degree or higher;

(c) Program of Advanced Competency: Complete beyond both the master's degree and beyond the initial graduate program in school administration, an advanced program in administrative competencies consisting of at least 18 semester hours or 27 quarter hours of graduate credit or the equivalent.

(A) Advanced Program Waiver: Exceptionally, the applicant may qualify for waiver of the advanced institutional program or the assess-

ment of advanced competencies by having a regionally accredited doctor's degree in school administration or educational leadership;

(B) Out-of-State Advanced Program:

(i) If the eighteen (18) semester hours or twenty-seven (27) quarter hours beyond the master's degree, required in subsection (c) above, was completed out-of-state, no additional validation will be required so long as the applicant also has five (5) years of administrative experience on any unrestricted out-of-state administrator license.

(ii) The out-of-state experience may be cumulative and need not be continuous in one state.

(iii) If the applicant does not have five (5) years of administrative experience, the advanced program will be evaluated by the Commission to determine equivalency. The evaluation will be based upon an established rubric representing the equivalent programs offered by Oregon approved administrator preparation programs.

(iv) After TSPC evaluation, additional coursework may be required to acquire the Continuing Administrator License.

(d) First Aid Card: Hold a valid first aid card. An emergency license will be issued to the educator for up to ninety (90) days until the applicant has demonstrated possession of a valid first aid card; and

(e) Fingerprints: Furnish fingerprints in the manner prescribed by the commission; and (See OAR 584-036-0062 for Criminal Records Check Requirement.)

(f) Civil Rights: A passing score on a test of knowledge of U.S. and Oregon civil rights laws at the conclusion of a course or workshop approved by the commission. If the applicant is making their first application for the Initial Administrator License from out-of-state, an applicant may submit an affidavit for the first Oregon license assuring that the applicant has read Discrimination and the Oregon Educator and has completed the self-study questions. An emergency license will be issued for 90 days during which time the applicant must complete the civil rights requirement;

(g) Professional Knowledge Test: A passing score on a test of professional administrator knowledge or completion of alternative assessment pursuant to OAR 584-052-0030 et seq. approved by the Commission.

(h) Experience on an Administrative License: Have three (3) years of one-half time or more experience on any administrator license appropriate for the assignment in a public or accredited private school setting.

(5) The Continuing Administrator License may be renewed for five (5) years upon completion of experience and professional development under the following circumstances:

(a) Completion of licensed education experience during the life of the license under any of the following conditions:

(A) One (1) academic year as a full-time licensed educator on any valid Oregon license appropriate for the assignment;

(B) Two (2) consecutive years as a half-time licensed educator; or

(C) One hundred eighty (180) days of substitution in administration or teaching, on any license appropriate for the assignment, in any K-12 public or private school or district registered or licensed by the Oregon Department of Education; and

(b) Completion of continuing professional development requirements in accordance with OAR 584-090-0001 et seq.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 10-2006(Temp), f. 6-15-06, cert. ef. 7-1-06 thru 12-27-06

#### 584-080-0031

##### Continuing Superintendent License

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted a Continuing Superintendent License.

(2) The Continuing Superintendent License is issued for five (5) years and is renewable repeatedly under conditions specified below.

(3) The Continuing Superintendent License is voluntary and is valid for school administration at all age or grade levels in any position and for substitute teaching at any level in any specialty. (See OAR 584-060-0181 for explanation of Substitute Teaching.)

(4) To be eligible for Continuing Superintendent License, an applicant must have:

(a) Completed, beyond the advanced administrator program specified in OAR 584-080-0022 an advanced education leadership or school administration program consisting of at least twelve (12)

semester hours or eighteen (18) quarter hours of graduate credit or the equivalent; or in the alternative, hold a regionally accredited doctor's degree in school administration or educational leadership.

(A) Completion of the advanced program must be verified by the institution offering the program or through official transcripts.

(B) Doctorates in programs other than school administration or educational leadership do not qualify for this license.

(b) Three (3) years of half (.5) time or more experience on a transitional, initial, continuing, or out-of-state administrative license valid for the assignment functioning as a superintendent in a public school district, education service district, or regionally accredited private school system.

(5) The Continuing Superintendent License may be renewed for five years upon completion of experience and professional development under the following circumstances:

(a) Completion of licensed education experience during the life of the license under any of the following conditions:

(A) One academic year as a full-time licensed educator on any valid Oregon license appropriate for the assignment;

(B) Two consecutive years as a half-time licensed educator; or

(C) One hundred eighty (180) days of substitution in administration or teaching, on any license appropriate for the assignment, in any K-12 public or private school or district registered or licensed by the Oregon Department of Education; and

(b) Completion of continuing professional development requirements in accordance with OAR 584-090-0001 et seq.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 4-2001, f. & cert. ef. 9-21-01; TSPC 10-2006(Temp), f. 6-15-06, cert. ef. 7-1-06 thru 12-27-06

#### 584-080-0050

##### Preparatory Standards for Initial Administrator

Through the required course of study, assessments, and practica, the candidate for an Initial Administrator License shall demonstrate knowledge, skills, and competencies necessary to accomplish each of the following:

(1) Demonstrate and promote ethical standards of democracy, equity, diversity, and excellence and promote communication among diverse groups;

(2) Support the establishment and implementation of high skill and knowledge expectations designed to meet stated goals and objectives for students;

(3) 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) Engage staff in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement;

(5) Demonstrate and promote values, ethics, beliefs, and attitudes that achieve the goals of the school and district;

(6) Demonstrate knowledge of the organization of a school within the context of the district and community;

(7) Establish positive school-community relations and encourage parent participation that assist staff in achieving district and/or building goals;

(8) Collaborate in the design and implementation of professional staff development programs that will improve the skills of every staff member;

(9) Demonstrate knowledge of supervision, professional development, and evaluation of personnel to ensure effective instruction;

(10) Facilitate alternative learning environments when student progress is less than desired;

(11) Assist in the work of district decision making groups, including the school site council;

(12) Develop collaboratively a learning organization that meets the needs of students within the constraints of school, district, and community resources and priorities;

(13) Manage school financial resources to meet established priorities;

(14) Manage the school in accordance with statutes, administrative rules, school district policies, and collective bargaining agreements; and



(15) Demonstrate an understanding of Oregon school law and finance.

(16) Exhibit an understanding of human development, curriculum, and methods for preprimary to grade 12 in (2), (4), (7), (8), (9), and (12), above.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 4-1999, f. & cert. ef. 8-2-99

#### 584-080-0051

##### Preparatory Standards for Continuing Administrator

Through the required course of study, assessments, and administrative experience, the candidate for a Continuing Administrative License shall:

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

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

(3) 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) Demonstrate effective leadership in communication with diverse and special interest organizations;

(5) Collaborate with patrons, staff and interested organizations in the development, evaluation and improvement of policies and programs to meet school district needs;

(6) Implement practices that ensure effective organizations and management of school district policies and procedures;

(7) Develop productive school, board and community relations;

(8) Demonstrate an advanced understanding of Oregon school law and school finance; and

(9) Demonstrate an understanding of planning, maintenance and management of facilities.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 4-1999, f. & cert. ef. 8-2-99, Renumbered from 584-080-0090

#### 584-080-0052

##### Preparatory Standards for Continuing Superintendent

Through the required course of study, assessments and administrative experience, the candidate for a Continuing Superintendent License shall:

(1) Document the development of policies for a school district and the ability to implement and evaluate the policies effectively;

(2) Document competencies in planning, maintenance and management of facilities at a school district level;

(3) Document the use of a process for goal setting for the school district that involves community, school board and staff;

(4) Document the use of research to enhance best practice to implement goals of the district;

(5) Document leadership with students, staff, school board and the community to improve teaching and learning;

(6) Document use of various evaluation techniques in order to improve policies and programs across the district; and

(7) 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 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 4-1999, f. & cert. ef. 8-2-99, Renumbered from 584-080-0110

#### 584-080-0131

##### Test Scores Specified by Commission

Test scores currently specified by the commission for administrative licenses are appended to these rules and separately published for conveyance to all applicants and employers, and to others on request.

(1) Testing policy is determined by the commission through public hearing following recommendations by panels of educators. Specific passing scores based on any general policy result from a highly technical process of psychometrics.

(2) An applicant may present a score from a test that was used by the commission at one time but is no longer administered. Passing scores for such tests are published along with the current list.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99

#### 584-080-0151

##### Transitional Administrator License

Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted a Transitional Administrator License. This license is ordinarily issued only once for three years, but it can be renewed as described below. It is valid for regular or substitute administration at all age or grade levels and valid for a superintendency when issued to a person who has been a superintendent or principal on regular assignment in any state or on conditional assignment in Oregon. If not restricted as to employer, it is also valid for substitute teaching at any level in any specialty. Recipients whose first license is transitional and who wish to administer more than three years will be advised on how they can qualify for the Initial Administrator License, for which they may apply at any time.

(1) To be eligible for a Transitional Administrator License as the first regular administrative license, the applicant must have a master's or higher degree in the arts and sciences or an advanced degree in the professions from a regionally accredited institution or approved foreign equivalent, demonstrate knowledge of applicable civil rights laws, and furnish fingerprints in the manner prescribed by the commission. An applicant without an approved first aid card must obtain one within 90 days of receiving the license.

(2) If the applicant has three academic years of experience as a full-time licensed educator on any license appropriate for the assignment in a public school or regionally accredited private school in any state or other U.S. jurisdiction, and if the applicant has held an unrestricted license for school administration in any state or completed an approved graduate program in school administration in any state, the Transitional Administrator License will not be restricted as to employer except when used for a superintendency by an applicant who has never been a superintendent.

(3) If the applicant has not had three academic years of experience as a full-time licensed educator as described in subsection (2) above, or if the applicant has neither held an unrestricted license for school administration in any state nor completed an approved graduate program in school administration in any state, or if the license is to be used for a superintendency by an applicant who has never been a superintendent, the Transitional Administrator License will be restricted to use within a district that has applied for it jointly with the administrator, and it may not be used for substitute teaching.

(4) Upon application for a restricted Transitional Administrator License, the co-applicant district must describe its particular need in relation to the co-applicant administrator's qualifications summarized on a submitted resume, and the district must attest that circumstances prevent hiring for the role to be filled a suitable administrator with any unrestricted license.

(5) To be eligible for renewal of a restricted Transitional Administrator License, upon joint application with the same or another co-applicant district, the applicant must have completed all requirements for the Initial Administrator License except for the experience described in OAR 584-080-0011(1)(a).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.123, 342.125, 342.126, 342.127, 342.140 & 342.165

Hist.: TSPC 3-1999, f. & cert. ef. 7-15-99; TSPC 5-2001, f. & cert. ef. 12-13-01

#### 584-080-0152

##### Transitional Superintendent License

Upon filing a correct and complete application in form and manner prescribed by the Commission, a qualified applicant shall be granted a Transitional Superintendent License. This license is issued only for three years, and cannot be renewed or reissued. It is valid for superintendency when issued to a person who has been a superintendent on regular assignment in any state. This license is not restricted as to employer. It is also valid for substitute teaching at any authorization level in any specialty. Recipients whose first license in Oregon is a transitional and who wish to be employed as a superintendent for more

than three years will be advised on how they can qualify for the Continuing Superintendent License.

(1) To be eligible for a Transitional Superintendent License, the applicant must:

(a) Hold a master's degree or higher degree in the arts and sciences or an advanced degree in the professions from a regionally accredited institution;

(b) Have been employed as a superintendent for five years or more in any state before holding an Oregon license;

(c) Hold a valid superintendent's license from that state based upon completion of an approved program;

(d) Furnish fingerprints in the manner prescribed by the Commission; and

(e) Obtain a Commission-approved first aid card within 90 days of receiving the license.

(2) While holding this license, an applicant must complete an Oregon school law and finance class under OAR 584-017-0290 and show evidence of adequate knowledge of the anti-discrimination law as defined in ORS 342.123.

(3) Upon completion of the requirements in (2) above and three consecutive years of successful experience as a superintendent at least half time or more in the State of Oregon, the applicant shall qualify for a Continuing Superintendent License as defined in 584-080-0031(2).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.123, 342.125, 342.126, 342.127, 342.140 & 342.165

Hist.: TSPC 3-2001, f. & cert. ef. 6-21-01; TSPC 5-2001, f. & cert. ef. 12-13-01

#### 584-080-0161

##### Exceptional Administrator License

Upon filing a correct and complete application in form and manner prescribed by the commission, an unconventionally qualified applicant may be granted an Exceptional Administrator License at the sole discretion of the commission as permitted under ORS 342.200. This license, issued for three years and renewable under conditions that the commission may specify, is valid only for a designated position with a job description approved by the commission.

(1) To be eligible for an Exceptional Administrator License the applicant must have a master's or higher degree in the arts and sciences or an advanced degree in the professions from a regionally accredited institution or approved foreign equivalent, together with extraordinary professional experience that compensates for lack of experience in elementary or secondary schools. The applicant must also demonstrate knowledge of applicable civil rights laws and furnish fingerprints in the manner prescribed by the commission. An applicant without an approved first aid card must obtain one within 90 days of receiving the license.

(2) Experience that included supervising teachers or working directly with students in some educational setting shall be required as a compensatory qualification for any Exceptional Administrator License to be used for supervising teachers or working directly with students in Oregon schools.

(3) The Exceptional Administrator License will be restricted to use within a district that has applied for it jointly with the administrator. Upon application, the co-applicant district must describe its particular need in relation to the co-applicant administrator's qualifications summarized on a submitted resume, and the district must attest that no suitable candidate with any regular administrator license is comparably qualified and available for the role to be filled.

(4) When issuing an Exceptional Administrator License, the commission at its discretion may specify a program of continuing professional development, which the recipient must complete in order to be eligible for renewal.

(5) To be eligible for renewal of the Exceptional Administrator License, an applicant must obtain a passing score as currently specified by the commission on a test of basic verbal and computational skills, unless the applicant held an Oregon educator license before 1985 or has a regionally accredited doctor's degree. The applicant must also obtain a passing score on a test of knowledge of U.S. and Oregon civil rights laws at the conclusion of a course or workshop approved by the commission.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.123, 342.125, 342.126, 342.127, 342.140, 342.165 & 342.200

Hist.: TSPC 3-1999, f. & cert. ef. 7-15-99

#### 584-080-0171

##### Emergency Administrator License

(1) An Emergency Administrator License may be issued when a school district demonstrates extenuating circumstances that merit the issuance of the license in order to protect the district's programs or students.

(2) The Emergency Administrator License shall be issued solely at the discretion of the Executive Director for any length of time deemed necessary to protect the district's programs or students. The Executive Director may consider efforts the educator has made in meeting licensure requirements.

(3) An Emergency Administrator License generally will not exceed one year unless the educator or the district has presented unusual extenuating circumstances.

(4) The Emergency Administrator License is not subject to the 120 days allowed for licensure renewal purposes under ORS 342.127(4).

Stat. Auth.: ORS 342.125

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 342

Hist.: TSPC 8-2004(Temp), f. & cert. ef. 9-10-04 thru 3-9-05; Suspended by TSPC 9-2004(Temp), f. & cert. ef. 9-5-04 thru 3-9-05; TSPC 10-2004(Temp), f. & cert. ef. 10-20-04 thru 3-1-05; TSPC 1-2005, f. & cert. ef. 1-21-05

### 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 - 143, 342.153, 342.165 & 342.223 - 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 - 143, 342.153, 342.165 & 342.223 - 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 - 143, 342.153, 342.165 & 342.223 - 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. The educator or the supervisor or the advisor may verify to the district superintendent or designee that the educator has successfully completed the individual Professional Development Plan.
- (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 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 6-2002, f. & cert. ef. 10-23-02

**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 - 143, 342.153, 342.165 & 342.223 - 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 meet with his/her supervisor or CPD advisor to review the CPD proposal for the ensuing three or five years.
- (2) Modifications to the plan may be made at any time, after meeting with the supervisor or CPD advisor for review, to reflect changes in assignment or professional goals.
- (3) The educator who has met the minimum requirement of 75 PDUs for a three year license, or 125 PDUs for a five year license may, at that time, complete his/her plan and obtain the review and verification from his/her supervisor or CPD advisor.
- (4) The supervisor or CPD advisor will verify completion of the plan and verify that the educator has successfully completed all CPD requirements to the district superintendent or designee at renewal of licensure.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 4-2000, f. & cert. ef. 7-17-00; TSPC 6-2002, f. & cert. ef. 10-23-02

**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 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 a 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 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 4-2000, f. & cert. ef. 7-17-00; TSPC 5-2000, f. & cert. ef. 9-20-00

**584-090-0060**

**Appeals to the Commission**

- (1) After exhausting available in-district appeals procedures, educators who choose to complete the individual CPD plan may appeal to the Commission their CPD plan is not verified by the supervisor or CPD advisor, or if there are exceptional circumstances which justify extension of time for completion of their CPD plan.
- (2) After exhausting available in-district appeals procedures, educators who choose to complete a District CPD plan may appeal to the Commission if successful completion of their plans is not verified by the supervisor or CPD advisor, or if there are exceptional circumstances which justify extension of the time for completion of their CPD plan.
- (3) To appeal, an educator shall submit written notice to the Commission of appeal together with evidence of activities completed to fulfill the CPD plan.
- (4) 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 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 4-2000, f. & cert. ef. 7-17-00



## DIVISION 100

## NO CHILD LEFT BEHIND

**584-100-0002****Purpose**

(1) These rules establish requirements and procedures under the federal No Child Left Behind Act that mandates all teachers in core academic areas meet the law's definition of "highly qualified" by the end of the 2005-2006 school year.

(2) Additionally, after the first day of the 2002-2003 school year, all teachers hired in all programs supported with Title IA funds or hired with Title IIA funds to specifically reduce class size must be "highly qualified."

(3) Teachers new to Oregon licensure must first be evaluated under the existing Oregon administrative rules to become licensed, and then meet the requirements for "highly qualified teacher" appropriate for the license with which they qualify.

(4) The rules in division 100 apply only to No Child Left Behind core academic subjects.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06

**584-100-0006****Definitions**

These definitions apply only to division 100.

(1) "Advanced Credential or Advanced Certification" for teachers holding middle level or secondary authorization levels:

(a) A Continuing Teaching License; or

(b) A Standard Teaching License with a Standard endorsement in the core academic subject; or

(c) A certificate from the National Board for Professional Teaching Standards in the core academic subject area.

(2) "Bachelor's Degree":

(a) A degree obtained from a regionally accredited institution in the United States; or

(b) A degree from a foreign institution that is appropriately accredited as affirmed through the Oregon Office of Degree Authorization; or

(c) A higher degree in the arts or sciences or an advanced degree in the professions from a regionally-accredited institution may validate a non-regionally accredited bachelor's degree.

(3) "Complete School Year": Any related teaching assignment for 135 instructional days in a school year. Exceptions may be appealed to the Executive Director pursuant to OAR 584-052-0027.

(4) "Core Academic Subjects":

(a) English (Language Arts);

(b) Reading or Language Arts (Reading or Language Arts)

(c) Mathematics (Basic or Advanced Mathematics);

(d) Science (Integrated Science, Biology, Chemistry, or Physics);

(e) Foreign Languages (Spanish, French, German, Russian, Japanese, or Latin);

(f) Civics and Government (Social Studies);

(g) Economics (Social Studies);

(h) Arts (Art, Music, or Drama);

(i) History (Social Studies);

(j) Geography (Social Studies).

(5) "Elementary Classroom": Any combination of self-contained classrooms in grades preprimary through eight in any school identified as an elementary school pursuant to OAR 581-022-0102(25).

(6) "Elementary Teacher": An educator teaching in a self-contained classroom grades preprimary through eight.

(7) "Middle-level Classroom": Any classrooms in grades seven or eight organized departmentally by subject matter.

(8) "New to the Profession": A teacher who has been teaching on an approved license in any U.S. jurisdiction in a public or regionally accredited private school less than three complete school years. (See definition of "Complete School Year" above)

(9) "Newly Hired Teacher": A teacher hired after the first day of the 2002-2003 school year in a Title IA program or Title IA school-wide program. The teacher is not considered "newly hired" if the teacher is already employed in the district and transferred into a Title IA program or Title IA school-wide program.

(10) "Not New to the Profession": A teacher who has been teaching on an approved license in any U.S. jurisdiction in a public or private school for a total of three or more complete school years. (See definition of "Complete School Year" above.)

(11) "Rigorous State Test":

(a) The Multiple Subjects Assessment for Teachers (MSAT) test for elementary or middle level; the ORELA Multiple Subjects Examination; or

(b) The appropriate Praxis II or NTE Subject-matter test for middle-level and high school; or

(c) Satisfaction of the TSPC alternative assessment procedure, pursuant to OAR 584-052 0030 et seq.; or

(d) Another state's subject-matter licensure exam designated as a "rigorous state test."

(12) "Secondary School or high school":

(a) A combination of grades ten through twelve in districts providing a junior high school containing grade nine; or

(b) Any combination of grades nine through twelve organized as a separate unit; or

(c) Grades nine through twelve housed with grades preprimary through twelve.

(13) "Self-contained Classroom": An assignment for teaching in grades preprimary through eight in which the teacher has full responsibility for the curriculum.

(14) "Subject-matter competency": Subject matter competency may be demonstrated through any one of the following:

(a) Passing the appropriate "rigorous state test;" or

(b) Having a major in the subject-matter area (does not apply to elementary endorsements or authorizations); or

(c) Having coursework equivalent to a major in the subject-matter area (does not apply to elementary endorsements or authorizations); or

(d) Having a graduate degree in the subject matter area (does not apply to elementary endorsements or authorizations); or

(e) Satisfying the Highly Objective Uniform State Standard of Evaluation (HOUSS) requirements set forth in these rules if have taught three complete years or more.

(15) "Undergraduate Major or Coursework Equivalent to a Major": Thirty-six (36) quarter hours or twenty-four (24) semester hours of undergraduate or graduate coursework in core academic subject matter numbered 100 level or above, from a regionally accredited college or university. (See definition of "Bachelor's Degree" for undergraduate credits obtained from an unaccredited college or university.)

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06

**584-100-0011****Highly Qualified Elementary Teacher New to the Profession**

Teachers new to the profession teaching multiple subjects in grades kindergarten through eight (8) in an Oregon elementary school must meet the following criteria in order to meet the federal definition of "highly qualified teacher." The teacher must:

(1) Hold a Basic, Initial, Preliminary Teaching License or an Approved NCLB Alternative Route Teaching License; and

(2) Be properly assigned to a self-contained classroom in grades preprimary through eight.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06

**584-100-0016****Highly Qualified Elementary Teacher Not New to the Profession**

Teachers not new to the profession teaching multiple subjects in grades kindergarten through eight (8) in an Oregon elementary school must meet the following criteria in order to meet the federal definition of "highly qualified teacher." The teacher must:

(1) Hold a Basic, Standard, Initial, Continuing, Five-Year Elementary Teaching License, Preliminary Teaching License, or Approved NCLB Alternative Route Teaching License; and

(2) Pass a multiple subject rigorous state test appropriate for grades kindergarten (K) through eight (8); or

(3) Meet one of the Elementary Highly Objective Uniform State Standard of Evaluation (HOUSS) standards as follows:

(a) Complete an approved elementary teacher education program or the coursework equivalent to sixty-quarter hours distributed as follows:

- (A) Eighteen quarter or twelve semester hours in language arts;
- (B) Twelve quarter or eight semester hours in mathematics;
- (C) Nine quarter or six semester hours in science;
- (D) Nine quarter or six semester hours in U.S. history, cultural geography, and other social sciences;
- (E) Three quarter or two semester hours in health education;
- (F) Three quarter or two semester hours in physical education;
- (G) Three quarter or two semester hours in music education;
- (H) Three quarter or two semester hours in art education; or
- (b) Complete the TSPC Alternative Assessment procedure; or
- (c) Obtain a certificate as Early Childhood Generalist, Early Childhood Art, Early Childhood Music, or Early Childhood ESOL from the National Board for Professional Teaching Standards; or
- (d) Hold a Standard Teaching License with a Standard elementary endorsement; and
- (e) Be properly assigned to a self-contained classroom in grades preprimary (pre-K) through eight (8) of an Oregon elementary school.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06

#### 584-100-0021

##### Highly Qualified Middle Level Teacher New to the Profession

(1) Teachers new to the profession teaching core academic subjects in grades seven (7) and eight (8) in an Oregon middle, junior high school, or a high school that includes grades seven (7) and eight (8), must meet the following criteria in order to meet the federal definition of “highly qualified teacher.” The teacher must:

(a) Hold a Basic, Initial, *Approved NCLB Alternative Route Teaching License* or *Preliminary Teaching License* authorized to teach in any one of the core academic areas and satisfy one of the following:

- (A) Pass a rigorous state exam in the core academic subject matter area; or
- (B) Hold an undergraduate major in the subject core academic matter area; or
- (C) Hold a graduate degree in the core academic subject matter area; or
- (D) Complete coursework equivalent to an undergraduate major in the core academic subject; and
- (b) Be properly assigned in the core academic subject matter area in grades seven (7) or eight (8).

(2) Teachers on an approved conditional assignment permit for any core academic subject may be highly qualified based on completed coursework in the core academic subject area.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06

#### 584-100-0023

##### Multiple Subject Assessment for Teachers (MSAT) Test for Middle-Level Subject-Matter Competency

(1) A teacher who has passed the Multiple Subjects Assessment for Teachers (MSAT) test as a rigorous state test may be qualified to teach multiple core academic subjects in math, language arts, social studies and science only.

(2) MSAT scores to determine whether a teacher is eligible to have core academic subject matter area competency based upon performance on this test will be evaluated as follows:

(a) The composite score of 310 required to pass the MSAT in Oregon represents 77.5% success rate overall on the test.

(b) To be qualified in one or more core academic subject matter areas, based on performance on the MSAT, a candidate must pass each subject in which they wish to be “highly qualified” by at least 77.5%.

(3) The calculation will be as follows: The total number of raw points possible for each core academic subject matter area is achieved by adding together the total points available in both the content knowledge and content area exercises portions of that core academic subject only. The total number of raw points achieved by the test candidate must meet or exceed 77.5% of the total number of points available for that core academic subject matter area.

(4) If the candidate meets or exceeds 77.5% of the total points available in a core academic subject matter area, the candidate meets the requirements for having passed a rigorous state test in the core academic subject matter area at the middle level only.

(5) This analysis only applies for teachers wishing to seek multiple subject highly qualified designations on Initial Teaching Licenses with middle-level authorizations or Basic Elementary Teaching Licenses.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04

#### 584-100-0026

##### Highly Qualified Middle Level Teacher Not New to the Profession

Teachers not new to the profession teaching core academic subjects in grades seven (7) and eight (8) in an Oregon middle or junior high school must meet the following criteria in order to meet the federal definition of “highly qualified teacher.” The teacher must:

(1) Hold a Basic, Standard, Initial, Continuing, Five-Year Elementary, Five-Year Secondary, Preliminary Teaching License or an *Approved NCLB Alternative Route Teaching License* and satisfy one of the following:

- (a) Pass the prescribed rigorous state exam in the core academic subject; or
- (b) Hold an undergraduate major in the core academic subject area(s); or
- (c) Hold a graduate degree in the core academic subject area(s); or
- (d) Complete coursework equivalent to an undergraduate major in the core academic subject area; or
- (e) Hold advanced certification or credentialing in the core academic subject area; or
- (f) Meet the HOUSSE requirements as defined in OAR 584-100-0038; and
- (g) Be properly assigned in the core academic subject area in grades seven (7) or eight (8).

(2) Teachers on an approved conditional assignment permit for any core academic subject may be highly qualified based on completed coursework in the core academic subject area pursuant to OAR 584-100-0038.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 4-2004(Temp), f. & cert. ef. 5-14-04 thru 11-9-04; TSPC 6-2004, f. & cert. ef. 8-25-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06

#### 584-100-0031

##### Highly Qualified Secondary (grades 9-12) Teacher New to the Profession

(1) Teachers new to the profession teaching core academic subjects in grades nine (9) through twelve (12) in an Oregon high school must meet the following criteria in order to meet the federal definition of “highly qualified teacher.” The teacher must:

- (a) Hold a Basic, Initial, Preliminary Teaching License, or an *Approved NCLB Alternative Route Teaching License* with an endorsement in the core academic subjects taught; and
- (b) Be properly assigned in the core academic subject area in grades nine (9) through twelve (12).

(2) New secondary teachers on an approved conditional assignment permit for any core academic subject may be highly qualified based on completed coursework in the core academic subject area if they have a major or coursework equivalent to a major in the core academic subject, but lack the endorsement on the license.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06

#### 584-100-0036

##### Highly Qualified Secondary (grades 9-12) Teacher Not New to the Profession

Teachers not new to the profession teaching core academic subjects in grades nine (9) through twelve (12) in an Oregon high school must meet the following criteria in order to meet the federal definition of “highly qualified teacher.” The teacher must:

(1) Hold a Basic, Standard, Initial, Continuing, Five Year Teaching License, Preliminary Teaching License or an *Approved NCLB*

*Alternative Route Teaching License* with an endorsement in the core academic area(s) taught; or

(2) Meet the HOUSS requirements for high school teachers as defined in 584-100-0038; and

(3) Be properly assigned in the core academic subject area in grades nine (9) through twelve (12).

(4) Teachers on an approved conditional assignment permit for any core academic subject may be highly qualified based on completed coursework in the core academic subject area pursuant to OAR 584-100-0038.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 4-2004(Temp), f. & cert. ef. 5-14-04 thru 11-9-04; TSPC 6-2004, f. & cert. ef. 8-25-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06

#### 584-100-0038

##### HOUSS for Middle-Level and High School Teachers

(1) Teachers may use a combination of coursework, professional development and experience to acquire points on a one-hundred (100) point scale to meet the federal definition of Highly Qualified Teacher (HQT) through Oregon's High Objective Uniform State Standard of Evaluation (HOUSS).

(2) To qualify for the HOUSS, a total of one hundred (100) points of combined coursework, professional development and experience must be earned. Experience may not count for more than 50 points.

(3) Teaching Off License in the Core Academic Subjects: Teachers who are conditionally assigned to teach the core academic subject more than 10 hours per week must apply for a conditional assignment permit (CAP) pursuant to rules in Division 36 or Division 60 and must add the endorsement to teach the assignment for more than three years. Unless the teacher meets the federal definition for HQT in the core academic subject, the district may not report the teacher as being highly qualified.

(a) If the educator meets the federal definition for HQT under any circumstances, then the district may report the teacher as HQT for purposes of that core academic subject even if the teacher does not immediately qualify to add the endorsement to the teaching license and even if the teacher is teaching under a conditional assignment permit (CAP).

(b) If the educator meets the federal definition for HQT and is teaching less than 10 hours per week in the core academic subject, the district may report the teacher as highly qualified and the teacher does not have to add the core academic endorsement to the license.

(4) Experience: Experience may not exceed more than fifty (50) points in the HOUSS calculation. Generally, the educator will be given ten (10) points of credit for each full academic year as defined by the district's contracted teacher year. Experience will be valued under the following conditions:

(a) One (1) instructional day is one (1) period or more teaching the core academic subject.

(b) The subject must have been taught at grade 4 or above.

(c) One full instructional year equals 10 points.

(d) Partial instructional years will be calculated as the number of instructional days teaching the subject divided by the number of contracted days in one full instructional year times 10. [Example: 150 days taught/180 days in full instructional year =  $(5/6 \times 10) = 8.3$  points.]

(e) An educator must have taught at least five complete school years in order to earn the full fifty (50) points.

(5) Academic Coursework in the Core Academic Subject: There is no limit to the number of points that may be obtained through academic coursework related to the core academic subject.

(a) Core academic coursework must be college transfer level or graduate credit and must have a course number of 100 or greater;

(b) Transcripts for core academic coursework must be from a regionally accredited college or university;

(c) Core academic coursework will be valued as follows:

(A) One (1) quarter hour of credit equals three (3) points.

(B) One (1) semester hour of credit equals four and one-half (4.5) points.

(6) Professional Development: Professional Development directly related to the core academic credit may be counted toward the one hundred (100) points needed to meet the state's HOUSS. Professional Development points will be valued under the following conditions:

(a) One (1) hour of core academic professional development is equal to 0.15 points.

(b) School district personnel authorized to certify professional development must verify that the professional development is directly relevant to the core academic subject in which the teacher is seeking to meet the definition of being "highly qualified." "Directly relevant" means that upon scrutiny, the professional development is more content related than pedagogy related.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06

#### 584-100-0041

##### Approved NCLB Alternative Route Teaching License

(1) Upon filing a correct and complete application in form and manner prescribed by the Commission, a qualified applicant shall be granted an *Approved NCLB Alternative Route Teaching License*.

(2) The application must be filed jointly by the hiring district and the teacher seeking the license.

(3) Districts hiring a highly qualified teacher based on the *Approved NCLB Alternative Route Teaching License* must ensure that the license has been obtained by the teacher prior to assignment within the district.

(4) The *Approved NCLB Alternative Route Teaching License* shall be restricted to use within the district that has jointly applied for it with the teacher.

(5) The license is not transferable to another district. Should the teacher seek to obtain another *Approved NCLB Alternative Route Teaching License* with another district, the license is only valid for the remainder of the three years from the initial date of the license.

(6) The district must submit an approved plan with the licensee's application that describes how the teacher will receive high-quality professional development that is sustained, intensive and classroom-focused before and while teaching in the district. The plan must also include how the teacher will be making progress toward completing full state licensure requirements in the next three years.

(7) The license will expire exactly three-years from the date of issue and is not subject to the 120-day grace period.

(8) To be eligible for an *Approved NCLB Alternative Route License*, the applicant must:

(a) Hold a bachelor's degree;

(b) Demonstrate core academic subject matter competency by:

(A) Passing the TSPC approved rigorous state test required for the grade-level and subject-matter area; or

(B) Holding an undergraduate major or coursework equivalent in the core academic subject in the teaching area (does not apply to elementary authorizations); or

(C) Holding a graduate degree in the core academic subject in the teaching area (does not apply to elementary authorizations).

(9) Per federal law:

(a) Teachers on the *Approved NCLB Alternative Route Teaching License* are considered highly qualified for only three years; and

(b) The license is not renewable and is not eligible for any extension.

(10) Teachers who have taught on a Restricted Transitional License for one-year or less, upon application with a district may be eligible for the *Approved NCLB Alternative Route Teaching License* provided the requirements of section (8)(a) and (b) of this rule are met.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06

#### 584-100-0046

##### Preliminary Teaching License

(1) Upon filing a correct and complete application in form and manner prescribed by the Commission, a qualified applicant shall be granted a Preliminary Teaching License for up to one-year.

(2) To be eligible for a Preliminary Teaching License, the applicant must meet the following requirements:

(a) Hold a bachelor's degree;

(b) Document completion of a teacher education program in any state;

(c) Demonstrate knowledge of applicable civil rights laws by completing the required civil rights affidavit;



(d) Demonstrate subject matter competency as defined in OAR 584-100-0006(14);

(e) Furnish fingerprints in the manner prescribed by the Commission; and

(f) If do not hold a current first aid card, must obtain an approved first aid card within 90 days of receiving the license.

(3) At the expiration of one-year, in order to remain highly qualified, educators holding a Preliminary Teaching License must meet all remaining requirements for the Initial Teaching License.

(4) The Preliminary Teaching License is valid for one year only, and cannot be renewed or extended.

(5) The Preliminary Teaching License is not eligible for district conditional assignment permits.

(6) Eligible applicants will also receive a three-year unrestricted Transitional Teaching License pursuant to ORS 584-060-0161.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 5-2005(Temp), f. & cert. ef. 7-1-05 thru 12-28-05; TSPC 6-2005(Temp), f. & cert. ef. 8-16-05 thru 1-30-06; TSPC 9-2005, f. & cert. ef. 11-15-05

#### 584-100-0051

##### Highly Qualified Professional Technical Teacher

All professional technical teachers who teach professional technical courses that contain core academic subjects, for which students receive core academic credit, must meet the federal definitions for highly qualified secondary teachers for that particular core academic subject.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06

#### 584-100-0056

##### Highly Qualified Substitute Teacher

Teachers substituting more than four (4) continuous weeks in a core academic subject must meet the federal definitions for highly qualified teacher.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06

#### 584-100-0061

##### Special Education Teachers Generally

(1) Special education teachers who are providing direct instruction in core academic subjects must meet the federal definition for "highly qualified teacher."

(2) Special educators who do not provide direct instruction to special education students in any core academic subject, or who provide only consultation to highly qualified teachers of core academic subjects in adapting curricula, using behavioral supports and interventions, and selecting appropriate accommodations, are not required to meet the federal definitions for highly qualified teachers.

(3) A special education teacher would have to meet the federal definitions for highly qualified teacher including, but not limited to, the following circumstances:

(a) Teaching life skills to students;

(b) Teaching elective credits in core academic areas;

(c) Providing direct instruction in a core academic subject in a resource room setting; and

(d) Providing direct instruction in a core academic subject in any setting.

(4) Direct instruction for the purposes of this rule is planning curriculum, delivering instruction and evaluating the performance of the student in any core academic area.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06

#### 584-100-0066

##### Highly Qualified Elementary Special Education Teacher (K-8)

Special Education teachers who are new or not new to the profession and who are providing direct instruction in core academic subjects in grades kindergarten (k) through grades eight (8) to students identified as special education students are highly qualified under the following conditions. The teacher:

(1) Holds a Basic, Standard, Initial, Continuing, Five-Year Elementary Teaching License, or Preliminary Teaching License with a special education endorsement and is appropriately assigned on that license; and

(2) Meets the federal definition of Highly Qualified Teacher for elementary teachers in OAR 584-100-0011 if new to the profession; or

(3) Meets the federal definition of Highly Qualified Teacher for elementary teachers in OAR 584-100-0016 if not new to the profession; and

(4) Teaches only in kindergarten (k) through grade eight (8) in a self-contained special education classroom.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06

#### 584-100-0071

##### Highly Qualified Secondary Special Education Teacher (9-12)

Special Education teachers who are new or not new to the profession and who are providing direct instruction in core academic subjects in grades nine (9) through grades twelve (12) to students identified as special education students are highly qualified under the following conditions. The teacher:

(1) Holds a Basic, Standard, Initial, Continuing, Five-Year Teaching License, or Preliminary Teaching License with a special education endorsement and is properly assigned in accordance with endorsement; and

(2) Has met the federal definition for highly qualified elementary teacher new or not new to the profession and is teaching special education students who are performing at or below grade eight (8); or

(3) Has met the federal definition for highly qualified secondary teacher new or not new to the profession for each core academic subject the teacher is teaching to students who are performing above the eighth (8th) grade level.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 10-2004(Temp), f. & cert. ef. 10-20-04 thru 3-1-05; TSPC 1-2005, f. & cert. ef. 1-21-05; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06

#### 584-100-0091

##### Licensed and Registered Elementary Charter School Teacher

Licensed and registered elementary charter school teachers teaching in pre-primary through grade eight self-contained classrooms must meet the following criteria:

(1) Licensed teachers must meet the highly qualified teacher definition for new or not new to the profession for elementary teachers.

(2) Registered teachers must hold a bachelor's degree and demonstrate subject matter competency by passing the appropriate rigorous multiple subjects state test.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06

#### 584-100-0096

##### Licensed and Registered Middle-Level or Secondary Charter School Teacher

(1) Licensed middle-level or secondary charter school teachers teaching in grades seven (7) through twelve (12) must meet the highly qualified teacher definition for new or not new to the profession for middle-level or secondary teachers.

(2) Registered middle-level or secondary charter school teachers teaching in departmentalized middle level grades seven (7) through twelve (12) must hold a bachelor's degree and must demonstrate subject matter competency by having one of the following:

(a) A passing score on the appropriate rigorous state test in the core academic subject area; or

(b) An undergraduate major in the core academic subject area; or

(c) A graduate degree in the core academic subject area; or

(d) Coursework equivalent to an undergraduate major in the core academic subject area.

(3) Charter school teachers are not eligible for HOUSSE evaluations.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.125  
Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06

#### 584-100-0101

##### Licenses Considered "Full State Certification"

The following Oregon Teaching Licenses are considered to meet full state certification under the No Child Left Behind federal act:

- (1) Basic Teaching License; or
- (2) Standard Teaching License; or
- (3) Initial Teaching License; or
- (4) Continuing Teaching License; or
- (5) Five-Year Elementary Teaching License; or
- (6) Five-Year Secondary Teaching License; or
- (7) Approved NCLB Alternative Route Teaching License; or
- (8) Preliminary Teaching License.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06

#### 584-100-0106

##### Licenses Not Considered to be "Full State Certification"

The following Oregon Teaching Licenses are not considered to meet full state certification under the No Child Left Behind federal act:

- (1) Personnel Service Licenses:
  - (a) School Counseling;
  - (b) School Psychologist;
  - (c) Supervisor.
- (2) Limited Student Services License.
- (3) Restricted or unrestricted Transitional Counselor License.
- (4) Restricted or unrestricted School Psychologist License.
- (5) Teaching Associate License.
- (6) Substitute Teaching License.
- (7) American Indian Languages License.
- (8) Emergency Teaching License.
- (9) Unrestricted Transitional Teaching License.

(10) Restricted Transitional Teaching License (See OAR 584-100-0041 for possible *Approved NCLB Alternative Route Teaching License eligibility*.)

- (11) Limited Teaching License.
- (12) Any Administrative License.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06

#### 584-100-0111

##### Non-Core Academic Subjects

A teacher need not be highly qualified under the federal act in the following subjects taught in departmental middle, junior high or high schools:

- (1) Basic Early Childhood Education;
- (2) Business courses other than Economics;

- (3) Educational Media;
- (4) Family and Consumer Sciences;
- (5) Health Education;
- (6) Technology Education (non-vocational);
- (7) Physical Education;
- (8) Basic Adapted Physical Education;
- (9) Professional Technical Endorsements:
  - (a) Communication Journalism;
  - (b) Communications Technologies;
  - (c) Design and Applied Arts;
  - (d) Administrative Services;
  - (e) Financial Services;
  - (f) Hospitality & Tourism;
  - (g) Marketing/Management;
  - (h) Health Services;
  - (i) Leisure & Fitness;
  - (j) Education;
  - (k) Family & Consumer Sciences;
  - (l) Personal Services;
  - (m) Legal & Protective Services;
  - (n) Social Services;
  - (o) Computer Technology;
  - (p) Construction;
  - (q) Engineering Technology;
  - (r) Mechanical Systems;
  - (s) Manufacturing Technology;
  - (t) Agricultural Science & Technology;
  - (u) Forestry/Natural Resources; and
  - (v) Integrated Environmental Technology
- (10) Foreign Languages not considered core academic subject:
  - (a) Greek;
  - (b) Hebrew;
  - (c) Mandarin;
  - (d) Cantonese;
  - (e) Korean;
  - (f) Vietnamese;
  - (g) Filipino associated languages;
  - (h) Native American Languages;
  - (i) African Languages;
  - (j) Sign Language; and
  - (k) Other languages for which an endorsement is not required.
- (11) Law Studies;
- (12) Consumer Law;
- (13) Business Law;
- (14) Psychology;
- (15) Sociology;
- (16) Anthropology;
- (17) Philosophy;
- (18) World Religions.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04