

Chapter 584 Teacher Standards and Practices Commission

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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. & cf. 9-29-76; TS 6-1984, f. 12-27-84, cf. 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, 137-005-0020 to 137-005-0050, effective in October 2001, and Model Rules of Procedure, 137-001-0005 to 137-001-0080, effective in December 2003 are by this reference adopted as the rules of procedure for the Teacher Standards and Practices Commission and shall be controlling except as otherwise required by statute or rule.

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

Stat. Auth.: ORS 183

Stats. Implemented: ORS 183.341

Hist.: TS 1, f. 7-31-73, cf. 7-15-73; TS 6, f. 11-21-73, cf. 12-25-73; TS 13, f. 12-20-76, cf. 1-1-77; Renumbered from 584-021-0100; TS 5-1978, f. & cf. 11-1-78; TS 4-1980, f. & cf. 7-29-80; TS 2-1982, f. & cf. 4-16-82; TS 7-1983, f. & cf. 12-14-83; TS 8-1986, f. 12-19-86, cf. 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 inter-agency 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 profes-

sional occupation licenses required by state law or local government ordinances for the individual or business entity to conduct the business;

(c) The individual or business entity providing labor or services furnishes the tools or equipment necessary for performance of the contracted labor or services;

(d) The individual or business entity providing labor or services has the authority to hire and fire employees to perform the labor or services;

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

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

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

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

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

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

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

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

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

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

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

Stat. Auth: ORS 342

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

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

DIVISION 5

DEFINITIONS

584-005-0005

Definitions

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

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

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

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

(4) "Appropriately Assigned:" Assignments for administrator, teacher, school counselor, school psychologist, school social worker or

school nurse duties for which the person involved holds the proper license, endorsements and authorizations.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(43) “School Counselor:” A licensed employee of the district assigned to assist students to: develop decision-making skills, obtain information about themselves, understand opportunities and alternatives available in educational programs, set tentative career and educational

goals, accept increasing responsibilities for their own actions, develop skills in interpersonal relations, and utilize school and community resources.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Stat. Auth.: ORS 342

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

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

TSPC 1-2005, f. & cert. ef. 1-21-05; TSPC 11-2006, f. & cert. ef. 8-17-06; TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 3-2008(Temp), f. & cert. ef. 5-30-08 thru 11-25-08; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09; TSPC 6-2011, f. 8-15-11, cert. ef. 9-1-11; TSPC 1-2013, f. & cert. ef. 2-14-13

DIVISION 10

PROCEDURES FOR APPROVAL

584-010-0001

Purpose of Program Approval

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

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

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

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

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

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

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

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

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.533
 Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 6-2002, f. & cert. ef. 10-23-02; Renumbered from 584-017-0001, TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 3-2012, f. & cert. ef. 3-9-12; TSPC 9-2012, f. & cert. ef. 9-14-12

584-010-0006

Definitions

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

(2) "Approved Program:" A program of educator preparation approved by the Commission and offered by a regionally accredited institution. As it applies to out-of-state or international programs, a program approved by the licensure body of the governmental jurisdiction authorized to approve educator preparation programs.

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

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

(5) "Candidate:" Candidate includes but is not limited to persons preparing to teach, teachers who are continuing their professional development enrolled in an approved program and persons preparing for other professional roles in schools such as administrators, school counselors,

school psychologists, and school social workers in a program approved by the Commission.

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

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

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

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

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

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

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

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

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

(15) "Low Performing Unit:" A unit is determined to be "low performing" by the Commission if following on on-site review team visit, the imposition of conditions or stipulations and a subsequent follow-up on-site visit, the institution failed to meet the Commission's standards of quality and effectiveness. Units found to be "low performing" are denied TSPC approval and accreditation to offer educator licensure programs. A unit denied accreditation is prohibited from offering educator preparation programs in Oregon and denied from recommending educators for licensure for a minimum of two years. At the end of such time, the unit may apply for program approval (accreditation) and is required to submit a formal application and demonstrate that the problems identified in the original unit review have been addressed and that the program meets all current requirements for program approval and educator licensure in effect at the time of application for approval.

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

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

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

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

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

(A) Programs are limited in number and size;

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

or

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

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

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

(20) "Regional Accrediting Associations:" Colleges and universities approved for teacher education must be accredited by the appropriate regional association at the time the degree or program is completed. The regional associations are: New England Association of Schools and Colleges; Commission on Institutions of Higher Education; North Central Association of Colleges and Schools; The Higher Learning Com-

mission; Northwest Commission on Colleges and Universities; Middle States Association of Colleges and Schools; Commission on Higher Education; Southern Association of Colleges and Schools; Commission on Colleges; or Western Association of Schools and Colleges; Accrediting Commission for Senior Colleges and Universities.

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

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

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533
 Hist.: TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 9-2012, f. & cert. ef. 9-14-12

584-010-0010

Unit Accreditation for Teachers, Administrators, and Personnel Service Specialists

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

(2) Units providing off-campus programs administered by the unit with instruction provided at sites other than the main campus will have the off-site programs evaluated as part of the institution's professional education unit.

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

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

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

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

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

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

- (a) Information and evidence submitted by the unit;
- (b) The findings and recommendations of the on-site review team;
- (c) The results of staff audits of selected elements of the program conducted pursuant to OAR 584-010-0090; and
- (d) Information obtained through any surveys administered by the Commission.

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

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

(6) Units receive program approval for a period determined by the Commission, but will generally be for five or seven years. At the end of the approved period, or any lesser period as designated by the Commission, the Commission will re-evaluate the program through the pro-

gram approval process and in accordance with the rules adopted in Divisions 10, 17, 18 and 65 of these administrative rules.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533
 Hist.: TS 14, f. 12-20-76, ef. 1-1-77; TS 16, f. 12-19-77, ef. 1-1-78; TS 5-1980, f. & ef. 9-11-80; TS 5-1986, f. 7-31-86, ef. 9-1-87; TS 1-1991, f. & cert. ef. 1-2-91; TS 1-1992, f. & cert. ef. 1-15-92; TS 7-1992, f. 12-17-92, cert. ef. 1-15-93; TS 5-1993, f. & cert. ef. 10-7-93; TSPC 1-1998, f. & cert. ef. 2-4-98; TSPC 3-2005(Temp), f. & cert. ef. 4-15-05 thru 9-30-05; TSPC 7-2005, f. & cert. ef. 8-24-05; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 3-2012, f. & cert. ef. 3-9-12

584-010-0015

Preconditions for First-Time Unit or Program Approval

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

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

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

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

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

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

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

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

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

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

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

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533
 Hist.: TS 14, f. 12-20-76, ef. 1-1-77; TS 3-1988, f. & cert. ef. 4-7-88; TSPC 1-1998, f. & cert. ef. 2-4-98; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 3-2012, f. & cert. ef. 3-9-12

584-010-0020

Procedure for Unit Accreditation Visits

(1) Institutional Reports:

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

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

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

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

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

(b) Set the dates for the visit;

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

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

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

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

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

(a) Conduct an on-site visit;

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

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

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

(e) Assist in the review and drafting of the final report.

(5) Team Chair Responsibilities:

(a) At the conclusion of the visit, conduct an exit review with the unit;

(b) Ensure completion of the written report based on the findings of the review team members;

(c) Circulate a draft of the final report to the TSPC state consultant and the review team members for review and input; and

(c) Send a draft of the final report to Commission staff.

(6) The Final Site Review Team Report:

(a) The final report shall include:

(A) A citation of evidence showing compliance with or deviation from Commission adopted unit or program standards. The citation must include a complete list of contacts, interviews conducted and exhibits that were reviewed; and

(B) A citation of Areas for Improvement (AFI).

(b) The final site review team report will be sent to the unit head and the chief executive officer of the institution.

(c) The unit may submit a rejoinder to the review team's findings to the Executive Director at least six weeks prior to the Commission meeting at which the final report will be reviewed by the Commission. Failure to submit a rejoinder will result in the Executive Director making recommendations to the Commission based only on the findings of the on-site review team.

Stat. Auth.: ORS 342

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

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

584-010-0022

Procedure for New and Continued Program Review Visits

(1) Program Review Reports: (a) Completion of the Program Review Report is required prior to new or continued program recognition;

(b) Program review reports must comply with the procedures and formats outlined in the Site Review Manual adopted by the Commission; and

(c) Program review rubrics will be found in the Commission-adopted program review professional standards publication.

(2)(a) Program Review Reports for programs seeking first time unit accreditation and program recognition must be submitted at least six months prior to the anticipated unit accreditation presentation to the Commission.

(b) State or Specialized Professional Association (SPA) program reports for programs seeking new accreditation may be submitted at any time so long as the unit is already accredited by the Commission.

(c) Program Review Reports for programs seeking continued recognition must be submitted to Commission staff no later than twelve months prior to the Commission-scheduled unit accreditation visit.

(d) Recommendations by the state or SPA Program Review Team will be submitted directly to the Commission. The team may make one of the following recommendations:

(A) Approval with a designation of "State Recognition;"

(B) Approval with conditions with a designation of "Recognition with Conditions;" or

(C) Non Approval.

(e) The Commission may accept or reject the state or SPA Program Review Team's recommendations.

Stat. Auth.: ORS 342

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

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

584-010-0025

Recommendations Following Unit Accreditation Visits

(1) The Executive Director will consider all the elements outlined in OAR 584-010-0010(4) and make recommendations to the Commission regarding unit accreditation.

(2) The Executive Director may prepare resolutions proposing any combination of the following:

(a) Unconditional approval;

(b) Approval with conditions. The unit will present plans for removal of the conditions and correction of areas for improvement as designated by the Commission;

(c) Probationary approval and designation as an "at-risk institution." The unit must correct the conditions and areas for improvement within two years; and

(d) Non-approval and designation as a "low-performing institution."

(3) The Executive Director will submit the proposed recommendations and resolutions to the unit prior to the Commission meeting at which the final review team report will be considered.

Stat. Auth.: ORS 342

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

Hist.: TS 14, f. 12-20-76, ef. 1-1-77; TS 3-1984, f. & ef. 8-3-84; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 1-1998, f. & cert. ef. 2-4-98; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 3-2012, f. & cert. ef. 3-9-12

584-010-0030

Commission Action Following On-Site Review

(1) After consideration of the Executive Director's recommendations, the Commission may take one of the following actions:

(a) Approving the unconditionally unit for a period not to exceed five or seven years. The Commission may grant an accreditation period that does not align with the NCATE or CAEP accreditation cycle;

(b) Approving the unit conditionally for a period designated by the Commission but not to exceed five years. The Commission may require the unit to submit progress reports on identified conditions or correction of areas for improvement.

(c) Approving the unit with an established probationary period and designating the unit as an "at risk institution." The Commission may schedule additional on-site visits to the unit in order to verify progress reports; or

(d) Denying unit approval and designating the unit as "low-performing."

(2) If the Commission denies unit approval, the Commission may grant limited continuance of identified programs or grant sufficient time for candidates in a program to complete work that is underway for a reasonable period of time.

Stat. Auth.: ORS 342

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

Hist.: TS 14, f. 12-20-76, ef. 1-1-77; TS 3-1984, f. & ef. 8-3-84; TS 1-1987, f. & ef. 3-3-87; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 3-2012, f. & cert. ef. 3-9-12

584-010-0035

Submitting Program Modifications, Additions or Elimination to the Commission

(1) Units will submit plans to the Commission for review of program modifications; addition of new programs for endorsements or grade-level authorizations; and elimination of obsolete programs.

(2) If the unit is unclear whether a plan for review of the program modification, addition or elimination must be submitted to the Commission, the unit will submit a request for clarification to the Executive Director or the Director of Teacher Education.

(3) The Executive Director or the Director of Teacher Education will take all requests for clarification to the Commission at the next regularly scheduled meeting. If the Commission needs additional information, the Commission may request that the unit provide more information in accordance with subsection (4) below or with OAR 584-010-0045.

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(4) For each of the following situations, the unit will submit the following appropriate evidence and information to the Commission:

(a) For minor program modifications, the unit will submit evidence that the modifications will not affect the program's approval status or reduce the quality of the program in any way. This evidence may be reported in the unit's annual report.

(b) For major modifications, the unit will submit the evidence required in OAR 584-010-0045

(c) For program additions such as new endorsement or grade level-authorization programs, the unit will submit evidence that all the appropriate standards necessary for the proposed endorsement or authorization program will be met upon the program's implementation.

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

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

Stat. Auth.: ORS 342

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

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

584-010-0045

Major Modification of Programs

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

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

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

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

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

(a) Proof that the modification will not affect the program's approval status or reduce the quality of the program in any way;

- (b) Title of the program;
- (c) Descriptions of proposed modifications;
- (d) Proof of official institutional approval of the modified program;
- (e) Goals or objectives, learning activities and competency of the modified program;

(f) Procedures used in developing the modified program;

(g) Procedures to be used to evaluate the modified program once implemented;

- (h) Recommendations from the consortium; or
- (i) Arrangements for field activities for the modified program.

Stat. Auth.: ORS 342

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

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

584-010-0050

Annual Report from the Unit

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

(2) The unit shall identify:

- (a) Changes to the mission statement and how it relates to the mission of the college or university; and
- (b) Long and short term strategic plans.

(3) The unit will show evidence of continual review of programs by:

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

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

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

(4) The unit will report:

(a) Any deviation from approved programs;

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

(c) Any change in the liaison officer;

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

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

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

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

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

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

Stat. Auth.: ORS 342.147

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

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

584-010-0055

Review of Programs Not Previously Approved

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

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

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

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

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

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

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

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

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

(k) Projected timeline for program implementation;

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

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

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

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

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

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

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

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

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

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533
 Hist.: TS 14, f. 12-20-76, ef. 1-1-77; TS 3-1988, f. & cert. 4-7-88; TS 1-1991, f. & cert. ef. 1-2-91; TS 1-1992, f. & cert. ef. 1-15-92; TS 5-1993, f. & cert. ef. 10-7-93; TSPC 1-1998, f. & cert. ef. 2-4-98; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 3-2012, f. & cert. ef. 3-9-12

584-010-0060

Denial of Unit Approval and Appeal

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

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

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

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

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

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533
 Hist.: TS 14, f. 12-20-76, ef. 1-1-77; TSPC 1-1998, f. & cert. ef. 2-4-98; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 3-2012, f. & cert. ef. 3-9-12

584-010-0090

Program Completion Fast Track — Field Operation Audit

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

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

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

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

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

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

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

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

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

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

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

(d) Evidence of basic skills mastery. Preferred documentation is passing scores on one of Commission-approved basic skills tests. In the alternative, completion of specified coursework, per OAR 584-036-0082;

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

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

(g) Basis for recommendation of program completion requirements.
 (6) As part of the audit, the review team shall examine the following Commission agency files and documents for randomly chosen audit candidates:

- (a) PA1 forms submitted;
- (b) Evidence of fingerprint clearance;
- (c) Notices of Noncompliance issued to programs;
- (d) C1 Educator application forms;
- (e) Appropriate test score records;
- (f) Fees;
- (g) License issued, based on C-2 request and information; and
- (h) Any appropriate correspondence based on licensure.

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

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120—342.430; 342.455-342.495 & 342.553
 Hist.: TSPC 9-2006, f. & cert. ef. 6-15-06; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 10-2010, f. 12-30-10, cert. ef. 1-1-11; TSPC 3-2012, f. & cert. ef. 3-9-12

584-010-0100

Reports of Program Completion for the Commission

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

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

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

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

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533
 Hist.: TSPC 3-2000, f. 7-17-00, cert. ef. 9-1-00; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 3-2012, f. & cert. ef. 3-9-12

584-010-0130 [Renumbered to 584-017-0201]

DIVISION 17

STANDARDS FOR UNIT APPROVAL

New Standards for Unit Approval

584-017-1005

Effective Date and Applicability to Unit Programs

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

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

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

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

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

584-017-1008

Conceptual Framework

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

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

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

584-017-1010

Request for Waiver of Rules

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

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

(2) Requirements in Oregon Revised Statutes are not to be waived.
 Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 – 342.430; 342.455 – 342.495; 342.553
 Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12

584-017-1012

Waivers of Academic Requirements and Appeals on Academic Decisions

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

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

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

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

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

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

Candidate Knowledge, Skills, and Professional Dispositions

584-017-1015

Knowledge Skills and Professional Dispositions

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

(2) Areas evaluated under this standard include:

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

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

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

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

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

584-017-1020

Knowledge of School Law for Licensed Educators

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

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

Assessment System and Unit Evaluation

584-017-1022

Assessment System and Unit Evaluation

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

(2) Areas evaluated under this standard include:

- (a) Assessment System;
- (b) Data Collection, Analysis, and Evaluation; and
- (c) Use of Data for Program Improvement.

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

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

584-017-1025

Consortium

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

(1) The consortium must include the following representation:

- (a) Teachers appointed by school district organizations that represent teachers in bargaining matters;
- (b) Public school administrators;
- (c) Students in the program; and
- (d) Faculty from the institution.

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

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

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

(5) The consortium meets regularly but no less than twice each year to review and evaluate the program, the program’s activities and annual reports and makes recommendations to the program. The unit must provide written responses to all recommendations made to the unit by the consortium.

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

584-017-1028

Selection, Recruitment, Admission and Retention of Candidates

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

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

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

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

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

(a) Pass the Commission approved basic skills tests prior to admission into the licensure program;

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

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

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

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

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

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

(d) Passing scores on a Commission-approved basic skills test, unless waived based on possession of a master's degree or higher upon admission;

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

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

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

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

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

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

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

(A) Two years teaching experience in schools; or

(B) Alternative practicum experiences in lieu of teaching.

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

Stat. Auth.: ORS 342

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

Hist.: TSPC 4-2012, f. & cert. ef. 5-18-12; TSPC 2-2013, f. & cert. ef. 4-30-13

584-017-1030

Evidence of Effectiveness for Initial I Teaching License Preparation

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

(2) Each student teacher preparing for an Initial I Teaching License assembles and analyzes two work samples to document the candidate's ability to demonstrate knowledge, skills and professional dispositions as designated in OAR 584-018-0105. If a candidate is seeking more than one authorization level, the two work samples may be completed at either authorization level. One work sample must be delivered over a period of three to five weeks. 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, 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 subsection (a) above;

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

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

Stat. Auth.: ORS 342

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

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

584-017-1032

Evidence of Effectiveness for Continuing Teaching License Preparation

(1) 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 584-018-0102. 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 – 342.430; 342.455-342.495; 342.553

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

584-017-1035

Verification of Program Completion for All Licensure Programs

The unit assures that candidates have completed the program successfully.

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

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

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

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

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

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

(7) Candidates for a Continuing Teaching License will hold a master's or higher degree in arts and sciences or an advanced degree in the

professions from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the Commission.

(8) Candidates for Initial Administrator 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.

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

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

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

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

Field Experiences and Clinical Practice

584-017-1038

Field Experience and Clinical Practice

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

(2) Areas evaluated under this standard include:

(a) Collaboration between Unit and School Partners;

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

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

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

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

584-017-1040

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

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

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

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

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

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

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

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

584-017-1042

Field or Clinical Experiences

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

(1) For all candidates not holding a current TSPC license, the unit shall submit to TSPC a completed and signed PA-1 candidate registration form, including fingerprinting cards, for each candidate prior to the

date that the first field or clinical experience begins. (See also, OAR 584-017-0128 on admission requirements.) At the unit's discretion, candidates may be required to obtain fingerprint clearance prior to the first field or clinical experience, so long as the candidate is admitted into the program.

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

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

584-017-1045

Student Teaching

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

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

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

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

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

584-017-1048

Internship Agreements

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

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

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

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

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

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

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

Diversity and Inclusion

584-017-1050

Diversity and Inclusion

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

(2) Areas evaluated under this standard include:

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

(b) Experiences Working with Diverse Faculty; and

(c) Experiences working with Diverse Candidates; and

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

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

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

Faculty Qualifications, Performances and Development

584-017-1052

Faculty Qualifications, Performances and Development

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

(2) Areas evaluated under this standard include:

- (a) Qualified Faculty;
- (b) Modeling Best Professional Practices in Teaching;
- (c) Modeling Best Professional Practices in Scholarship;
- (d) Modeling Best Professional Practices in Service;
- (e) Unit Evaluation of Professional education Faculty Performance;

and

(f) Unit Facilitation of Professional Development.

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

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

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

Unit Governance and Resources

584-017-1055

Unit Governance and Resources

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

(2) Areas evaluated under this standard include:

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

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

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

DIVISION 18

OREGON LICENSURE STANDARDS AND RELATED RULES

Teacher Licensure Programs

584-018-0100

Objectives for Initial Teachers Generally

(1) The Commission adopts the 2011 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards as the basis upon which Initial Teacher education programs are evaluated. The standards are support the following broad categories: The Learner

and Learning; Content; Instructional Practice; and Professional Responsibility.

(2) Indicators for Initial Teacher Performances, Essential Knowledge and Critical Dispositions can be found in the publication: InTASC: Model Core Teaching Standards: A Resource for State Dialogue, published April 2011 by the Council of Chief State School Officers.

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

584-018-0105

Knowledge, Skills, Abilities and Professional Dispositions for Initial I Teaching Licensure

The unit assures that candidates for an Initial I Teaching License have sufficient evidence to show performances, essential knowledge and critical dispositions in each of the following 10 teaching standards.

(1) The Learner and Learning:

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

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

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

(2) Content

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

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

(3) Instructional Practice

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

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

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

(4) Professional Responsibility

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

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

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

584-018-0110

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

The unit assures that candidates for a Continuing Teaching License have sufficient evidence to show a higher level of performances, essential knowledge and critical dispositions in each of the following ten (10)

teaching standards than is expected to achieve the Initial I Teaching License found in OAR 584-018-0100.

(1) The Learner and Learning:

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

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

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

(2) Content

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

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

(3) Instructional Practice

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

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

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

(4) Professional Responsibility

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

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

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

584-018-0115

Early Childhood Education Authorization

The unit assures that candidates for an Early Childhood Education Authorization demonstrate knowledge, skills, and competencies in a pre-kindergarten, kindergarten or an elementary setting.

(1) Candidates document understanding and apply knowledge of developmental psychology and learning, appropriate to students ages three through grade four within the cultural and community 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 pre-kindergarten and 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 commission-approved multiple subjects examination.

(4) Candidates complete student teaching or internship with students in grades pre-kindergarten through grade four. A field or clinical

experience may substitute for student teaching if this is an additional authorization on an Initial, Initial I, Initial II or Continuing Teaching License.

(5) Special Education candidates may complete field, clinical experience or internships in grades pre-kindergarten through grade four.

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

584-018-0120

Elementary Authorization

The unit assures that candidates for an Elementary (ELE) 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 commission-approved multiple subjects examination.

(4) Candidates complete student teaching or internship with students in grades 3-8. A field or clinical experience may substitute for student teaching if this is an additional authorization on an Initial or Continuing Teaching License.

(5) Special Education candidates may complete field, clinical experience, or internships in grades three (3) through eight (8).

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

584-018-0125

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 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.

(4) Candidates who hold the multiple-subjects endorsement may add subject-matter endorsements to the Initial I, Initial II, or Continuing Teaching Licenses 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.

(5) Candidates who do not have the multiple-subjects endorsement, 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 any special education area 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 field or clinical experience 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 a License for Conditional Assignment; 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.

(6) Candidates complete student teaching or internship with students in grades 5-9 in an elementary, middle, or junior high school. A field or clinical experience 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 342.125, 342.127

Hist.: TSPC 3-2012, f. & cert. ef. 3-9-12; TSPC 4-2013(Temp), f. & cert. ef. 11-14-13 thru 5-13-14

584-018-0130

High School Authorization

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, 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 field or clinical experience 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 – 342.430; 342.455-342.495; 342.553

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

584-018-0135

Endorsements Requiring Multiple Authorization Levels

(1) The unit assures that candidates for selected subject matter or special education endorsements demonstrate knowledge, skills, and competencies for multiple authorizations.

(2) Candidates for endorsements in art, ESOL/bilingual, ESOL, 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 field or clinical 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 commission-approved test in the specialty. The Multiple Subjects Examination (MSE) is not required for the endorsements in subsection (2) above.

(d) Candidates completing a field or clinical experience at either early childhood or elementary and at either middle or high school levels shall qualify for authorization for pre-primary (pp) through grade twelve (12).

(3) See, OAR 584-060-0071 for further guidance related to this rule.

Stat. Auth.: ORS 342

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

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

584-018-0140

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 field or clinical experiences, which must include preparation of one (1) work sample to document teaching effectiveness at the new authorization level:

(A) A field or clinical experience 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 584-036-0081.

(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 field or clinical 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 – 342.430; 342.455-342.495; 342.553

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

584-018-0145

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 an 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 develop-

ing 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 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; Renumbered from 584-065-0100 by TSPC 5-2013, f. & cert. ef. 11-14-13

584-018-0150

Knowledge, Skills and Abilities for Library Media Endorsement

(1) Completion of a commission-approved library media academic program, to include completion of a practicum experience and passage of the commission-approved subject-matter examination is required in order to add the Library Media Endorsement to any Initial or Continuing Teaching License. (See, OAR 584-060-0071.)

(2) The endorsement is valid for assignments in library media programs in grades prekindergarten through twelve (12).

(3) Library Media candidates demonstrate skill in use of information and ideas: Candidates must:

(a) Encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. Candidates:

(A) Demonstrate ways to establish and maintain a positive educational climate in the library media center;

(B) Identify relationships among facilities, programs, and environment that impact student learning; and

(C) Plan and organize library media centers according to their use by the learning community.

(b) Apply a variety of strategies to ensure access to resources and information in a variety of formats, to all members of the learning community. Candidates:

(A) Support flexible and open access for the library media center and its services;

(B) Identify barriers to equitable access to resources and services;

(C) Facilitate access to information in print, nonprint, and electronic formats; and

(D) Comply with and communicate the legal and ethical codes of the profession.

(c) Promote efficient and ethical information-seeking behavior as part of the school library program and its services. Candidates:

(A) Model strategies to locate, evaluate and use information for specific purposes;

(B) Identify and address student interests and motivations;

(C) Interact with the learning community to access, communicate and interpret intellectual content; and

(D) Adhere to and communicate legal and ethical policies.

(d) Create a positive educational environment which promotes reading, literacy, and use of appropriate technology for diverse learners. Candidates:

(A) Are aware of major trends in reading material for children and youth;

(B) Select materials in multiple formats to address the needs and interests of diverse young readers and learners; and

(C) Use a variety of strategies to promote leisure reading. They model their personal enjoyment of reading in order to promote the habits of creative expression and lifelong reading.

(4) Library Media Candidates demonstrate skill in teaching and learning. Candidates must:

(a) Model and promote collaborative planning and the use of technology tools with teachers in order to teach concepts and skills of information processes integrated with classroom curriculum. Candidates:

(A) Work with classroom teachers to co-plan, co-teach, and co-assess information skills instruction. The library media specialist as teacher of information skills makes use of a variety of instructional strategies and assessment tools; and

(B) Analyze the role of student interest and motivation in instructional design. Student learning experiences are created, implemented and evaluated in partnership with teachers and other educators.

(b) Partner with other education professionals to develop and deliver an integrated information literacy curriculum. Candidates:

(A) Employ strategies to integrate the information literacy curriculum with content curriculum;

(B) Incorporate technology to promote efficient and equitable access to information beyond print resources; and

(C) Assist students to use technology to access, analyze, and present information.

(c) Design and implement instruction that supports student interests, needs, and experiences to assure successful learning. Candidates:

(A) Design library media instruction that assesses learner needs, instructional methodologies, and information processes to assure that each is integral to information skills instruction; and

(B) Support the learning of all students and other members of the learning community, including those with diverse learning styles, abilities and needs. Information skills instruction is based on student interests and learning needs and is linked to student achievement.

(5) Demonstrated skill in professional collaboration and leadership. Candidates must:

(a) Provide leadership and establish connections with the greater library and education community. Candidates:

(A) Demonstrate the potential for establishing connections to other libraries and the larger library community for resource sharing, networking, and developing common policies and procedures;

(B) Articulate the role of their professional associations and journals in their own professional growth;

(C) Model, share, and promote ethical and legal principles of education and librarianship; and

(D) Acknowledge the importance of participating on school and district committees and in faculty staff development opportunities.

(b) Articulate the relationship of the library media program with current educational trends and important issues. Candidates:

(A) Recognize the role of other educational professionals and professional associations;

(B) Translate for the school the ways in which the library program can enhance school improvement efforts; and

(C) Use information found in professional journals to improve library practice

(c) Provide and promote learning opportunities for the school community with a focus on information technology, information literacy, and literature appreciation. Candidates:

(A) Are able to articulate the relationship of the library media program with current educational trends and important issues;

(B) Recognize the role of other educational professionals and professional associations;

(C) Translate for the school the ways in which the library program can enhance school improvement efforts; and

(D) Use information found in professional journals to improve library practice.

(6) Administer the library media program in order to support the mission of the school, and according to the principles of best practice in library science and program administration. Candidates must:

(a) Apply leadership, collaboration and technology skills to design and manage a student-centered program that is current, comprehensive, and integrated within the school. Candidates: Develop and evaluate policies and procedures that support the mission of the school and address specific needs of the library media program, such as collection development and maintenance, challenged materials and acceptable use policies.

(b) Ensure their school library programs focus on students' diverse learning and achievement. Candidates:

(A) Support intellectual freedom and privacy of users; and

(B) Plan for efficient use of resources and technology to meet diverse user needs.

(c) Adhere to the principles of the school library profession which include selecting, organizing, managing, and developing procedures and policies for print and electronic information resources. Candidates:

(A) Select, analyze, and evaluate print, nonprint and electronic resources using professional selection tools and evaluation criteria to develop a quality collection designed to meet diverse curricular and personal needs; and

(B) Organize the library media facility and its collections - print, nonprint and electronic, according to standard accepted practice.

(d) Assess and manage financial, physical, and human resources. Candidates:

(A) Apply accepted management principles and practices that relate to personnel, financial and operational issues; and

(B) Plan adequate space for individuals, small groups and whole classes.

(7) Skill in use of technology. Candidates must:

(a) Demonstrate a sound understanding of technology operations and concepts;

(b) Implement curriculum plans that include methods and strategies for applying technology to maximize student learning;

(c) Use technology to enhance their productivity and professional practice; and

(d) Understand the social, ethical, and legal issues surrounding the use of technology in schools and apply those principles in practice.

(8) Skill in cultural competency. Candidates must:

(a) Strive to enhance resources, services, 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; and

(b) Ensure that staff and students have access to all library resources to assist them in working effectively with those in the school community with different native languages, socioeconomic backgrounds, ethnicities, genders, disabilities, and other individual characteristics.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120-342.143, 342.153, 342.165 & 342.223- 342.232

Hist.: TSPC 5-2007, f. & cert. ef. 8-15-07; Renumbered from 584-065-0110 by TSPC 5-2013, f. & cert. ef. 11-14-13

584-018-0155

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-ORS 342.143, ORS 342.153, ORS 342.165, & ORS 342.223-ORS 342.232
 Hist.: TSPC 1-2003, f. & cert. ef. 1-13-03; Renumbered from 584-065-0050 by TSPC 5-2013, f. & cert. ef. 11-14-13

**584-018-0160
 Knowledge, Skills and Abilities for Special Education Endorsement**

(1) Definitions:

(a) "Individual with exceptional learning needs" means individuals with disabilities and individuals with exceptional gifts and talents.

(b) "Exceptional Condition" means both single and co-existing conditions. These may be two or more disabling conditions or exceptional gifts or talents coexisting with one or more disabling condition.

(c) "Special Curricula" denotes curricular areas not routinely emphasized or addressed in general curricula, e.g., social, communication, motor, independence, self-advocacy.

(2) **Authorizations:** Candidates for endorsements special education 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 authorizations;

(b) Documenting knowledge of the endorsement by passing the commission-approved test for special education;

(A) The Commission-adopted elementary multiple subjects examination is not required to obtain the license;

(B) However, passage of the Commission-adopted elementary multiple subjects examination is required in order for special educators licensed to teach general education content in grades preK through 8 (elementary teachers) and to be meet the federal definition of "highly qualified" teacher under the Education/Secondary Education Act (ESEA);

(c) Candidates completing a practica experience at either the early childhood or elementary authorization levels and at either the middle or high school authorization levels shall qualify for grade authorization for pre-kindergarten through grade twelve.

(3) Field Experience:

(a) Candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities (mild, moderate and severe), and collaborative opportunities that are appropriate to the license or roles for which they are preparing.

(b) These field and clinical experiences are supervised by qualified professionals who are either licensed as special educators or eligible for licensure as special educators.

(4) Candidates for special education endorsements must complete an approved academic program for special education and will demonstrate competency through OAR 584-017-1030 in the following standards:

(a) **Standard 1: Foundations:** Candidates understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Candidates:

(A) Understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation;

(B) Understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services;

(C) Understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies; and

(D) Use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

(b) **Standard 2: Development and Characteristics of Learners.** Candidates know and demonstrate respect for their students first as unique human beings. Candidates:

(A) Understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs;

(B) Understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond

to the varying abilities and behaviors of individual's with exceptional learning needs; and

(C) Understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

(c) **Standard 3: Individual Learning Differences.** Candidates understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Candidates:

(A) Understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community;

(B) Are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options; and

(C) Demonstrate that the understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs.

(d) **Standard 4: Instructional Strategies.** Candidates possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs. Candidates:

(A) Select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for individuals with exceptional learning needs;

(B) Enhance the learning of critical thinking, problem solving, and performance skills of individuals with exceptional learning needs, and increase students' self-awareness, self-management, self-control, self-reliance, and self-esteem; and

(C) Emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

(e) **Standard 5: Learning Environments and Social Interactions.** Candidates actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with exceptional learning needs. Candidates:

(A) Foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world;

(B) Shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs;

(C) Help their general education colleagues integrate individuals with exceptional learning needs in regular environments and engage them in meaningful learning activities and interactions;

(D) Use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations;

(E) Demonstrate the ability to safely intervene with individuals with exceptional learning needs in crisis; and

(F) Demonstrate the ability to coordinate all these efforts and provide guidance and direction to para-professionals and others, such as classroom volunteers and tutors.

(f) **Standard 6: Language.** Candidates understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Candidates:

(A) Use individualized strategies to enhance language development and teach communication skills to individuals with exceptional learning needs;

(B) Are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional need;

(C) Match their communication methods to an individual's language proficiency and cultural and linguistic differences; and

(D) Provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.

(g) **Standard 7: Instructional Planning.** Individualized decision-making and instruction is at the center of special education practice. Candidates:

(A) Develop long-range individualized instructional plans anchored in both general and special curricula;

(B) Systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors;

(C) Understand that individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization;

(D) Demonstrate that understanding these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables;

(E) Demonstrate the ability to modify instructional plans based on ongoing analysis of the individual's learning progress;

(F) Facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate;

(G) Develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts; and

(H) Are comfortable using appropriate technologies to support instructional planning and individualized instruction.

(h) **Standard 8: Assessment.** Assessment is integral to the decision-making and teaching of special educators and candidates use multiple types of assessment information for a variety of educational decisions. Candidates:

(A) Use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress;

(B) Understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds;

(C) Understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results;

(D) Understand the appropriate use and limitations of various types of assessments;

(E) Collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making;

(F) Conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with exceptional learning needs;

(G) Use assessment information to identify supports and adaptations required for individuals with exceptional learning needs to access the general curriculum and to participate in school, system, and statewide assessment programs;

(H) Regularly monitor the progress of individuals with exceptional learning needs in general and special curricula; and

(I) Use appropriate technologies to support their assessments.

(i) **Standard 9: Professional and Ethical Practice.** Candidates are guided by the profession's ethical and professional practice standards. Candidates:

(A) Practice in multiple roles and complex situations across wide age and developmental ranges;

(B) Understand that their practice requires ongoing attention to legal matters along with serious professional and ethical considerations;

(C) Engage in professional activities and participate in learning communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth;

(D) View themselves as lifelong learners and regularly reflect on and adjust their practice;

(E) Are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice;

(F) Understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with exceptional learning needs and their families;

(G) Actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices; and

(H) Know their own limits of practice and practice within them.

(j) **Standard 10: Collaboration.** Candidates routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with exceptional learning needs are addressed throughout schooling. Candidates:

(A) Embrace their special role as advocate for individuals with exceptional learning needs;

(B) Promote and advocate the learning and well being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences;

(C) Are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with exceptional learning needs;

(D) Are a resource to their colleagues in understanding the laws and policies relevant to Individuals with exceptional learning needs; and

(E) Use collaboration to facilitate the successful transitions of individuals with exceptional learning needs across settings and services.

(5) **Valid to Teach:** This endorsement is valid to teach: Any assignment requiring a special education teacher for students with the full range of disabilities from mild to severe within the grade authorizations held on the educator's license.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455-342.495 & 342.533

Hist.: TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 9-2012, f. & cert. ef. 9-14-12; Renumbered from 584-065-0035 by TSPC 5-2013, f. & cert. ef. 11-14-13

Administrator Licensure Programs

584-018-0220

Knowledge, Skills, Abilities, and Professional Dispositions for Education Service District (ESD) Leadership Endorsement

The licensed administrator eligible for the Education Service District (ESD) Leadership endorsement:

(1) Understands the history of education service agencies in Oregon and the history of education service agencies nationally;

(2) Understands the uniqueness of education service agencies and their role in enhancing K-12 educational services to students;

(3) Demonstrates an understanding of regional school improvement initiatives which are supported by evidence-based practices and state initiatives;

(4) Understands and demonstrates the ability to be entrepreneurial in developing services and products for component school districts;

(5) Understands the differences and demonstrates the ability to accommodate large and small district needs in the Local Service Plan;

(6) Understands the various education service agency business models, including the effectiveness and efficiencies found in each;

(7) Demonstrates an understanding of effective change processes;

(8) Demonstrates the ability to form networks with regional agencies and component school districts;

(8) Demonstrates the skills to understand and influence the political climate surrounding education service agencies;

(9) Understands the unique features of Oregon school finance as it relates to education service districts;

(10) Demonstrates the ability to effectively use group facilitation and consensus building skills;

(11) Demonstrates the ability to focus on the future through strategic planning, data gathering, and other relevant skills; and

(12) Acts with integrity, fairness, and in an ethical manner in interactions with education service district constituents and stakeholders.

Stat. Auth.: ORS 342

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

Hist.: TPSC 10-2012, f. & cert. ef. 11-19-12

584-018-0305

Knowledge, Skills, Abilities, Cultural Competencies and Professional Dispositions for Initial School Counselor License

These standards align with the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP) school counselor standards found at: <http://www.cacrep.org>; (Specifically, pp. 40-46 of the 2009 CACREP standards document.) Candidates who are preparing to work as school counselors will demonstrate the professional knowledge, skills, cultural competence and practices necessary to promote the academic, career, and personal and social development of all K-12 students. In addition to the common core curricular experiences outlined in Professional Identity section of the CACREP standards at subsection (G), Initial School Counselor programs must provide evidence that student learning has occurred in the following domains:

- (1) Foundations:
 - (a) Knowledge:
 - (A) Know the history, philosophy, and current trends in school counseling and educational systems;
 - (B) Understands ethical and legal considerations specifically related to the practice of school counseling;
 - (C) Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school;
 - (D) Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling;
 - (E) Understands current models of school counseling programs and their integral relationship to the total educational program;
 - (F) Understands the effects of: Atypical growth and development, health and wellness, language; ability level, multicultural issues, and factors of resiliency on student learning and development; and
 - (G) Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.
 - (b) Skills and Practices:
 - (A) Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling; and
 - (B) Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
 - (2) Counseling, Prevention and Intervention:
 - (a) Knowledge:
 - (A) Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students;
 - (B) Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students;
 - (C) Knows strategies for helping students identify strengths and cope with environmental and developmental problems;
 - (D) Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling;
 - (E) Understands group dynamics — including counseling, psycho-educational, task, and peer helping groups — and the facilitation of teams to enable students to overcome barriers and impediments to learning; and
 - (F) Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.
 - (b) Skills and Practices:
 - (A) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to each diverse individual, group, and classroom;
 - (B) Provides individual and group counseling and classroom guidance to promote the academic, career, and personal and social development of students;
 - (C) Designs and implements prevention and intervention plans related to the effects of: Atypical growth and development, health and wellness, language, ability level, multicultural issues, and factors of resiliency on student learning and development;
 - (D) Demonstrates the ability to use procedures for assessing and managing suicide risk; and
 - (E) Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.
 - (3) Diversity and Advocacy:
 - (a) Knowledge:
 - (A) Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and multicultural excellence in terms of student learning;
 - (B) Identifies community, environmental, and institutional opportunities that enhance, as well as barriers that impede, the academic, career, and personal and social development of students;
 - (C) Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families; and
 - (D) Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.
 - (b) Skills and Practices:
 - (A) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development;
 - (B) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students;
 - (C) Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations; and
 - (D) Engages parents, guardians, and families to promote the academic, career, and personal and social development of students.
 - (4) Assessment:
 - (a) Knowledge:
 - (A) Understands the influence of multiple factors such as: Abuse, violence, eating disorders, attention deficit hyperactivity disorder, and childhood depression; that may affect the personal, social, and academic functioning of students;
 - (B) Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs; and
 - (C) Identifies various forms of needs assessments for academic, career, and personal and social development.
 - (b) Skills and Practices:
 - (A) Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities;
 - (B) Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development;
 - (C) Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs;
 - (D) Makes appropriate referrals to school and/or community resources; and
 - (E) Assesses barriers that impede students' academic, career, and personal and social development.
 - (5) Research and Evaluation:
 - (a) Knowledge:
 - (A) Understands how to critically evaluate research relevant to the practice of school counseling;
 - (B) Knows models of program evaluation for school counseling programs;
 - (C) Knows basic strategies for evaluating counseling outcomes in school counseling such as: behavioral observation and program evaluation;
 - (D) Knows current methods of using data to inform decision making and accountability such as: school improvement plan and school report card; and
 - (E) Understands the outcome research data and best practices identified in the school counseling research literature.
 - (b) Skills and Practices:
 - (A) Applies relevant research findings to inform the practice of school counseling;
 - (B) Develops measurable outcomes for school counseling programs, activities, interventions, and experiences; and
 - (C) Analyzes and uses data to enhance school counseling programs.
 - (6) Academic Development:
 - (a) Knowledge:
 - (A) Understands the relationship of the school counseling program to the academic mission of the school;
 - (B) Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school; and
 - (C) Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.
 - (b) Skills and Practices:
 - (A) Conducts programs designed to enhance student academic development;
 - (B) Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities; and
 - (C) Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.
 - (7) Collaboration and Consultation:
 - (a) Knowledge:
 - (A) Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration;

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

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

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

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

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

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

(b) Skills and Practices:

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

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

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

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

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

(8) Leadership:

(a) Knowledge:

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

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

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

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

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

(b) Skills and Practices:

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

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

Stat. Auth.: ORS 342

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

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

584-018-0310

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

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

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

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

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

(3) Candidates who complete the Continuing School Counselor program are accomplished school counselors and educational leaders who have the knowledge, skill, ability, and cultural competence to con-

sult and collaborate with colleagues, staff, parents, and the public to enhance the student's performance, as well as advocate for changes in the program that benefit all students.

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

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

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

Stat. Auth.: ORS 342

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

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

Personnel Service Licensure Programs

School Counselors

584-018-0315

Authorization Levels for School Counselors

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

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

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

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

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

Stat. Auth.: ORS 342

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

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

School Psychologists

584-018-0405

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

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

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

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

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

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

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

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

(8) Prevention, Crisis Intervention, and Mental Health: Candidates have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. Candidates provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students. Candidates have knowledge of crisis intervention and collaborate with school personnel, parents, and the community in the aftermath of crises.

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

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

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

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

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

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

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

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

**584-018-0410
 Knowledge, Skills, Abilities and Professional Dispositions for Continuing School Psychologist Licensure**

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

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

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

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

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

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

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

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

**584-018-0415
 Authorization Levels for School Psychologists**

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

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

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

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

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

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

School Social Workers

**584-018-0505
 Knowledge, Skills, Abilities and Professional Dispositions for Initial School Social Worker Licensure**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Stat. Auth.: ORS 342

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

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

584-018-0510

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Stat. Auth.: ORS 342

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

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

584-018-0515

Authorization Levels for School Social Workers

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

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

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

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

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

Stat. Auth.: ORS 342

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

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

DIVISION 19

RULES FOR INVESTIGATIONS/HEARINGS

584-019-0002

Hearing Procedures

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

(2) The Commission will, from time to time, adopt written Guidelines for the Management of Discipline Cases, which will 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; TSPC 7-2007, f. & cert. ef. 12-14-07

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:

(a) The Executive Director denies the issuance, renewal or reinstatement of a license, school nurse certificate or a charter school registration under OAR 584-050-0006;

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

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

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

(3) The Commission will review, approve or reject all Amended Notices of Hearing at the next Commission meeting following 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 will be in executive session under ORS 342.176.

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

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.175 - 342.190

Hist.: TSPC 9-2005, f. & cert. ef. 11-15-05; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 5-2009, f. & cert. ef. 10-5-09

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 docu-

ments or any tangible things which are relevant to the proceeding and are not otherwise exempt from disclosure. The educator or the Commission may charge a fee to reimburse for the actual cost of producing or copying documents.

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

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

584-019-0015

Evidence

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

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

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

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

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

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

584-019-0025

Mutual Disclosure Prior to Contested Case Hearings

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

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

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

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

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

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

584-019-0035

Settlement of Cases Prior to Hearing

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

(a) A stipulation to an order that is signed by the educator;

(b) A consent by the educator to a negotiated default order; or

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

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

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

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.175, 342.176, 342.177, 342.180 & 342.190
 Hist.: TS 6-1996, f. & cert. ef. 12-9-96; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 7-2007, f. & cert. ef. 12-14-07

584-019-0040

Commission Final Orders in Contested Cases

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

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

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.175 - 342.190
 Hist.: TSPC 1-2001, f. & cert. ef. 1-17-01; TSPC 4-2001, f. & cert. ef. 9-21-01; TSPC 7-2007, f. & cert. ef. 12-14-07

DIVISION 20

STANDARDS FOR COMPETENT AND ETHICAL PERFORMANCE OF OREGON EDUCATORS

584-020-0000

Application of Rules

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

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

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

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

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

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

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

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

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

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.175 - 342.190
 Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83; TS 1-1987, f. & ef. 3-3-87; TS 2-1988, f. & cert. ef. 4-7-88; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 5-1999(Temp), f. & cert. ef. 8-24-99 thru 2-19-00; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 7-2007, f. & cert. ef. 12-14-07

584-020-0005

Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(7) “Teacher:” Any person who holds a teacher’s license as provided in ORS 342.125.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 & 342.175 - 342.190

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

584-020-0010

The Competent Educator

The educator demonstrates a commitment to:

(1) Recognize the worth and dignity of all persons and respect for each individual;

(2) Encourage scholarship;

(3) Promote democratic and inclusive citizenship;

(4) Raise educational standards;

(5) Use professional judgment; and

(6) Promote equitable learning opportunities.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & 342.175 - 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TSPC 7-2007, f. & cert. ef. 12-14-07

584-020-0015

Curriculum and Instruction

(1) The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of goals as they are appropriate for each individual.

(2) The competent teacher demonstrates:

(a) Use of state and district adopted curriculum and goals;

(b) Skill in setting instructional goals and objectives expressed as learning outcomes;

(c) Use of current subject matter appropriate to the individual needs of students;

(d) Use of students’ growth and development patterns to adjust instruction to individual needs consistent with the number of students and amount of time available; and

(e) Skill in the selection and use of teaching techniques conducive to student learning.

(3) The competent administrator demonstrates:

(a) Skill in assisting individual staff members to become more competent educators by complying with federal, state and local laws, rules, and lawful and reasonable district policy and contracts;

(b) Knowledge of curriculum and instruction appropriate to assignment;

(c) Skill in implementing instructional programs through adequate communication with staff; and

(d) Skill in identifying and initiating any needed change which helps each student toward realization of personal learning potential.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & 342.175 - 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83; TSPC 7-2007, f. & cert. ef. 12-14-07

584-020-0020

Supervision and Evaluation

(1) The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district’s program, and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.

(2) The competent teacher demonstrates:

(a) Multiple ways to assess the academic progress of individual students;

(b) Skill in the application of assessment data to assist individual student growth;

(c) Procedures for evaluating curriculum and instructional goals and practices;

(d) Skill in the supervision of students; and

(e) Skill in differentiating instruction.

(3) The competent administrator demonstrates:

(a) Skill in the application of assessment data to provide effective instructional programs;

(b) Skill in the implementation of the district’s student evaluation program;

(c) Skill in providing equal opportunity for all students and staff; and

(d) Skill in the use of employee and leadership techniques appropriate to the assignment and according to well established standards which ensure due process for the staff for which the administrator is responsible for evaluating.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & 342.175 - 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83; TSPC 7-2007, f. & cert. ef. 12-14-07

584-020-0025

Management Skills

(1) The competent educator is a person who understands students and is able to relate to them in constructive and culturally competent ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required, and as needed to assist the growth of students.

(2) The competent teacher demonstrates skills in:

(a) Establishing and maintaining classroom management that is conducive to learning;

(b) Using and maintaining district property, equipment, and materials appropriately;

(c) Using and maintaining student records as required by federal and state law and district policies and procedures;

(d) Using district and school business and financial procedures; and

(e) Using district lawful and reasonable rules and regulations.

(3) The competent administrator demonstrates:

(a) Leadership skills in managing the school, its students, staff, and programs as required by lawful and reasonable district policies, rules, and regulations, state and federal laws and regulations, and other programs as assigned, and assures that staff is informed of these requirements; and

(b) Skills in planning and staff assignment.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & 342.175 - 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TS 7-1983, f. & ef. 12-14-83; TSPC 7-2007, f. & cert. ef. 12-14-07

584-020-0030

Human Relations and Communications

(1) The competent educator works effectively with others -- Students, staff, parents, and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can communicate with knowledge, clarity, and judgment about educational matters, the school, and the needs of students.

(2) The competent teacher demonstrates:

(a) Willingness to be flexible in cooperatively working with others; and

(b) Skill in communicating with administrators, students, staff, parents, and other patrons.

(3) The competent administrator demonstrates:

(a) Skill in helping students, staff, parents, and other patrons to learn about the school, the district and its program;

(b) Skills in communicating district and school goals to staff and the public;

(c) Willingness to be flexible in cooperatively working with others; and

(d) Skill in reconciling conflict.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & 342.175 - 342.190

Hist.: TS 5-1979, f. 12-19-79, ef. 1-1-80; TSPC 7-2007, f. & cert. ef. 12-14-07

584-020-0035

The Ethical Educator

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

(1) The ethical educator, in fulfilling obligations to the student, will:

(a) Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family;

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

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

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

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

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

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

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

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

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

(c) Strive for continued improvement and professional growth;

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

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

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

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

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

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

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & 342.175 - 342.190

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

584-020-0040

Grounds for Disciplinary Action

(1) The Commission will deny, revoke or deny the right to apply for a license or charter school registration to any applicant or educator

who, has been convicted of any of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if convicted in another jurisdiction or convicted of attempt to commit such crimes as defined in 161.405. Evaluation of substantially equivalent crimes or attempts to commit crimes will be based on Oregon laws in effect at the time of the conviction, regardless of the jurisdiction in which the conviction occurred. The crimes listed in 342.143 are:

(a) ORS 163.095 — Aggravated Murder;

(b) ORS 163.115 — Murder;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(s) ORS 163.445 — Sexual Misconduct;

(t) ORS 163.465 — Public Indecency;

(u) ORS 163.515 — Bigamy;

(v) ORS 163.525 — Incest;

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

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

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

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

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

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

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

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

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

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

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

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

(ii) ORS 166.005 — Treason;

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

(kk) ORS 167.007 — Prostitution;

(ll) ORS 167.012 — Promoting Prostitution;

(mm) ORS 167.017 — Compelling Prostitution;

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

(oo) ORS 167.057 — Luring a Minor

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

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

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

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

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

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

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

Chapter 584 Teacher Standards and Practices Commission

- (ww) ORS 475.860 — Unlawful delivery of marijuana;
- (xx) ORS 475.862 — Unlawful delivery of marijuana within 1,000 feet of school;
- (yy) ORS 475.864(4) — Possession of less than 1 ounce of marijuana within 1,000 feet of school;
- (zz) ORS 475.868 — Unlawful manufacture of 3,4-methylenedioxymethamphetamine within 1,000 feet of school;
- (aaa) ORS 475.872 — Unlawful delivery of 3,4-methylenedioxymethamphetamine within 1,000 feet of school;
- (bbb) ORS 475.878 — Unlawful manufacture of cocaine within 1,000 feet of school;
- (ccc) ORS 475.880 — Unlawful delivery of cocaine;
- (ddd) ORS 475.882 — Unlawful delivery of cocaine within 1,000 feet of school;
- (eee) ORS 475.888 — Unlawful manufacture of methamphetamine within 1,000 feet of school;
- (fff) ORS 475.890 — Unlawful delivery of methamphetamine;
- (ggg) ORS 475.892 — Unlawful delivery of methamphetamine within 1,000 feet of school;
- (hhh) ORS 475.904 — Unlawful manufacture or delivery of controlled substance within 1,000 feet of school; or
- (iii) ORS 475.906 — Penalties for distribution to minors.
- (2) An applicant fails to meet the requirement of ORS 342.143 “good moral character” if the applicant engages in gross neglect of duty, gross unfitness, in violation of section (4) of this rule or other acts which are in violation of sections (1) or (3) of this rule.
- (3) The Commission may initiate proceedings to suspend or revoke the license or registration of an educator under ORS 342.175 or deny a license or registration to an applicant under 342.143 who:
- (a) Has been convicted of a crime not listed in section (1) of this rule, if the Commission finds that the nature of the act or acts constituting the crime for which the educator was convicted render the educator unfit to hold a license;
- (b) Is charged with knowingly making any false statement in the application for a license or registration;
- (c) Is charged with gross neglect of duty;
- (d) Is charged with gross unfitness; or
- (e) Is convicted of a crime involving the illegal use, sale or possession of controlled substances.
- (4) Gross neglect of duty is any serious and material inattention to or breach of professional responsibilities. The following may be admissible as evidence of gross neglect of duty. Consideration may include but is not limited to:
- (a) 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 ORS 40.245, (See, subsection (6), below);
- (i) Knowingly assigning an educator in violation of licensure requirements;
- (j) Resignation from a contract in violation of ORS 342.553,
- (k) Knowing violation of any order or rule of the Commission;
- (l) Sexual harassment;
- (m) Knowing and 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;

- (q) Knowing and unauthorized use of school computer equipment to receive, store, produce or send sexually explicit materials;
- (r) Knowingly working without a license; or
- (s) Failing to report child abuse pursuant to ORS 419B.010.
- (5) Gross unfitness is any conduct which renders an educator unqualified to perform his or her professional responsibilities. Conduct constituting gross unfitness may include conduct occurring outside of school hours or off school premises when such conduct bears a demonstrable relationship to the educator’s ability to fulfill professional responsibilities effectively. The following may be admissible as evidence of gross unfitness. Consideration may include but is not limited to:
- (a) Revocation, suspension or denial of a license by another state for reasons and through procedures that are the same as, or substantially equivalent to, those permitting similar action in Oregon;
- (b) Fraud or misrepresentation;
- (c) Conviction of violating any federal, state, or local law. A conviction includes any final judgment of conviction by a court whether as the result of guilty plea, no contest plea or any other means.
- (d) Commission of an act listed in OAR 584-020-0040(1);
- (e) Admission of or engaging in acts constituting criminal conduct, even in the absence of a conviction; or
- (f) Violation of a term of probation imposed by a court.
- (6) In any proceeding brought under subsection (4)(h) of this rule, the Commission may not impose a sanction more severe than a suspension of the educator’s license.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & 342.175 - 342.190

Hist.: TS 5-1983, f. & ef. 7-21-83; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 2-1988, f. & cert. ef. 4-7-88; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1993, f. & cert. ef. 9-29-93; TS 5-1996, f. & cert. ef. 9-24-96; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 8-1998 f. & cert. ef. 12-9-98; TSPC 5-1999(Temp), f. & cert. ef. 8-24-99 thru 2-19-00; TSPC 6-1999(Temp), f. & cert. ef. 9-20-99 thru 3-17-00; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 9-1999, f. & cert. ef. 11-22-99; TSPC 4-2000, f. & cert. ef. 7-17-00; TSPC 9-2005, f. & cert. ef. 11-15-05; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 8-2008, f. & cert. ef. 11-13-08; TSPC 4-2010, f. & cert. ef. 7-15-10; TSPC 5-2011, f. & cert. ef. 6-15-11

584-020-0041

Misconduct Reporting Requirements

(1) For purposes of this rule, “chief administrator” means:

- (a) The superintendent, head teacher, head administrator or person designated by a school district board as district school clerk under ORS 332.515, of a school district, education service district or charter school;
- (b) The chief administrative officer of public schools administered by the Oregon Department of Education; or
- (c) The chief administrative officer of a private elementary or secondary school, as long as the chief administrative officer is licensed by the Commission.

(2) A chief administrator will report educators described in this subsection regardless if the educator is employed in the chief administrator’s district. Subject educators include:

- (a) Any educator possessing a TSPC-issued license or certification;
- (b) Any educator holding a charter school registration;
- (c) Any pre-service candidate enrolled in a public or private school

for purposes of program completion pursuant to any program described in division 17 of these administrative rules.

(3) A chief administrator will report to the Executive Director within thirty (30) days the name of any person described in subsection (2) above, when the chief administrator reasonably believes the person may have committed any act which may constitute any of the designated acts of gross neglect of duty under OAR 584-020-0040(4), subsections (a) to (s) or any of the designated acts of gross unfitness listed under OAR 584-020-0040(5), subsections (a) to (e).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.143 & 342.175 - 342.190

Hist.: TS 4-1993, f. & cert. ef. 9-29-93; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 5-1999(Temp), f. & cert. ef. 8-24-99 thru 2-19-00; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 1-2001, f. & cert. ef. 1-17-01; TSPC 9-2006, f. & cert. ef. 6-15-06; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 3-2013, f. & cert. ef. 8-19-13

584-020-0045

Factors for Imposing Disciplinary Sanctions

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

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

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

DIVISION 21

SCHOOL NURSE CERTIFICATES

584-021-0105

Definitions

As used in OAR chapter 584, division 021, unless otherwise indicated by the context, the following definitions apply:

- (1) "Application": A request for an Oregon certificate authorizing service in public schools or a request for reinstatement or renewal of such certificate. As used in these rules, "application" includes the Application Form N-1, the fee, and all supporting documents necessary for the evaluation for the certificate.
- (2) "Approved Institutions": Oregon colleges and universities regionally accredited for the preparation of nurses by the Oregon State Board of Nursing or for preparation of teachers by Teacher Standards and Practices Commission and other regionally accredited colleges or universities approved to prepare nurses or teachers by the state or governmental jurisdiction in which the institutions are located. All approved institutions must be accredited by the appropriate regional accrediting association.
- (3) "Commission": The Teacher Standards and Practices Commission (TSPC).
- (4) "Executive Director": The Executive Director for the Commission.
- (5) "Expired Certificate": A certificate for which an application for renewal was not received by TSPC prior to the date of expiration stated on the certificate.
- (6) "Joint Application": Submitted by the school board or school superintendent in cooperation with the applicant.
- (7) "Nurse": A registered nurse who holds a current license issued by the Oregon State Board of Nursing. See also School Nurse.
- (8) "Personal Qualifications": Personal qualifications for certification including possessing good moral character and mental and physical health necessary for employment as a school nurse.
- (9) "Registered Private School": A private school, prekindergarten through grade twelve, registered with the Oregon Department of Education.
- (10) "Reinstatement": Restoration of the validity of a certificate which has expired, been revoked, or been surrendered.
- (11) "Renewal": Extension of validity of a current certificate. An application for renewal must be submitted prior to the expiration date stated on the certificate.
- (12) "School Nurse": A registered nurse who is certified by the Teacher Standards and Practices Commission as qualified to conduct and coordinate the health service programs of a school.
- (13) "Volunteer Nurse": A registered nurse who serves without remuneration in a school health services program.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 183, 342.455 - 342.495
 Hist.: TS 4-1982, f. & 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; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 5-2008, f. & cert. ef. 6-13-08; TSPC

3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09

584-021-0110

General Provisions for School Nurse Certificate

- (1) School districts which employ nurses and compensate them for services from public funds are encouraged to employ persons certified as school nurses by the Commission.
- (2) School districts may employ nurses who are not certified as school nurses by the Commission. No forfeiture of state school funds will be made for such employment. The district, however, shall not designate such personnel as "school nurses."
- (3) A school nurse certificate is not a teaching license. A person holding a school nurse certificate is not subject to the Fair Dismissal Law. See also ORS 342.475(5).

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 183, 342.455 - 342.495
 Hist.: TS 4-1982, f. & ef. 7-22-82; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0115

Types of Nursing Certificates

- (1) A Professional School Nurse Certificate is issued to an applicant who meets the requirements set forth in OAR 584-021-0130. The Professional School Nurse Certificate is valid for five years and may be renewed.
- (2) An Emergency School Nurse Certificate is issued only when there are insufficient applicants in a region of the state. It is valid for one year and is renewable. (See OAR 584-021-0135 for the requirements for this certificate.)

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 183, 342.455 - 342.495
 Hist.: TS 4-1982, f. & ef. 7-22-82; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0120

Requirements for Applying for Initial School Nurse Certification

- (1) An applicant for the first Oregon School Nurse Certificate must:
 - (a) Supply all information requested on the application, Form N-1, and sign in the space provided attesting that the information is true and correct;
 - (b) Provide official transcripts from all colleges and universities attended. Transcripts must bear the seal of the institution and the signature of the registrar;
 - (c) Submit a current registered nurse license issued by the Oregon State Board of Nursing. A photocopy is acceptable;
 - (d) Obtain a passing score on a commission adopted test of knowledge of U.S. and Oregon civil rights and professional ethics;
 - (e) Furnish fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application. (See also, OAR 584-036-0062 for Criminal Records Check Requirement.)
 - (f) Submit the evaluation fee(s) as established by OAR 584-021-0170; and
 - (g) Submit the employing school district's request for certification, and an explanation of why the joint application is being made, if the application is for the Emergency School Nurse Certificate.

- (2) A registered nurse who applies for certification and who is employed by a school, school district or education service district to conduct and coordinate a school or district health services program or who serves in such a capacity on a voluntary basis on November 1, 1981 will be issued a certificate under this subsection without further proof of qualification by the applicant.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553
 Hist.: TS 4-1982, f. & ef. 7-22-82; TS 7-1982(Temp), f. & ef. 12-9-82; TS 1-1983, f. & ef. 2-9-83; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 1-1992, f. & cert. ef. 1-15-92; TS 5-1993, f. & cert. ef. 10-7-93; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 3-2011, f. & cert. ef. 3-15-11

584-021-0130

Requirements for a Professional School Nurse Certificate

- (1) Upon filing a correct and complete application in form and manner prescribed by the Commission, a qualified applicant may be granted a Professional School Nurse Certificate for five years. The first license will be issued for five years plus time to the applicant's birthday.
- (2) To be eligible for a Professional School Nurse Certificate, an applicant must:

(a) Possess the personal qualifications for certification including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as an educator; and

(b) Hold a bachelor's degree from an approved institution; and
(c) Hold a current registered nurse license issued by the Oregon State Board of Nursing; and

(d) Obtain a passing score on a test of knowledge of U.S. and Oregon civil rights laws and professional ethics; and

(e) Evidence of completion of one of the following:

(A) Coursework equivalent to thirty clock hours, three quarter hours, or two semester hours in the following content areas:

(i) American school law and legal responsibilities of the School Nurse;

(ii) The nursing process in the school setting;

(iii) School health policies, issues and funding;

(iv) Schools and society;

(v) Mental health and counseling concepts;

(vi) The exceptional child -- disabled, gifted, learning disabled;

(vii) Physical and developmental assessment of the school-age child;

(viii) The role and responsibilities of the School Nurse;

(ix) Human growth, development and learning;

(x) Diversity; and

(xi) School emergencies; or

(B) Evidence of current National School Nurse Certification received from the National Board for Certification of School Nurses.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.455 –342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 1-1992, f. & cert. ef. 1-15-92; TS 5-1997, f. 9-25-97, cert. ef. 1-15-99; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 5-2013, f. & cert. ef. 11-14-13

584-021-0135

Requirements for an Emergency School Nurse Certificate

(1) An Emergency School Nurse Certificate may be issued when there are insufficient applicants in a region of the state. The emergency certificate is valid for one year and issued upon joint application from the employing school board or school superintendent.

(2) An applicant under section (1) of this rule must hold a current registered nurse license issued by the State Board of Nursing.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.455 –342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0140

Requirements for Applying for Renewal or Reinstatement of Certification

An applicant for renewal or reinstatement of an Oregon School Nurse Certificate must:

(1) Provide the information requested on the Application, Form N-1, and sign in the space provided. The character questions pertaining to dismissal, revocation, and conviction must be answered and supporting materials attached to the application, if necessary;

(2) Present a statement verifying satisfactory completion of a Commission-approved workshop or course on the laws prohibiting discrimination, if not previously verified;

(3) Submit all required fees;

(4) Provide verification of professional upgrading satisfactory to the school district, if applicable;

(5) Provide evidence satisfactory to the Commission of fitness to serve as school nurse, if the application is for reinstatement of a surrendered or revoked certificate;

(6) Submit the employing school district's request for the certificate if the application is for renewal of an Emergency School Nurse Certificate;

(7) Submit a current registered nurse license issued by the Oregon State Board of Nursing. A photocopy is acceptable; and

(8) Submit official transcripts of nine quarter hours or six semester hours of additional preparation during the life of the current certificate or since expiration of the certificate, if unable to verify adequate or acceptable experience during the life of the certificate.

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

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.455 –342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 7-1982(Temp), f. & ef. 12-9-82; TS 1-1983, f. & ef. 2-9-83; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 2-2007,

f. & cert. ef. 4-23-07; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09

584-021-0150

Renewal for Professional School Nurse Certificate

(1) The Professional School Nurse Certificate may be renewed for five years upon verification that the applicant holds a current registered nurse license issued by the Oregon State Board of Nursing and that one of the following continuing professional development requirements has been met:

(a) Nine (9) quarter hours, six (6) semester hours, or 125 clock hours of professional upgrading; or

(b) Evidence of National School Nurse Certification recertification.

(2) Professional upgrading must be approved by the school district as part of the professional improvement program for the school nurse if the school nurse has been employed during the life of the license. Professional upgrading may include, but is not limited to: College and university courses, community college courses, established workshops, or planned experiences in nursing.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.455 –342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09; TSPC 5-2013, f. & cert. ef. 11-14-13

584-021-0155

Emergency School Nurse Certificate Renewal

(1) An Emergency School Nurse Certificate may be renewed for one year upon verification of ten clock hours of professional upgrading as described in OAR 584-021-0150 during the life of the certificate. The application must be submitted jointly with the school district and must include verification that the applicant holds a current registered nurse license issued by the Oregon State Board of Nursing.

(2) There is no limit on the number of renewals permitted if the requirements specified in section (1) of this rule are met for each renewal.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.455 –342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0160

Incomplete Applications

(1) An incomplete application will not be processed. During the ninety (90) days following the evaluation which determined that the application was incomplete, an applicant may resubmit the application with additional supporting documents necessary for the evaluation for the certificate. If the applicant is eligible, a certificate will be issued at no additional cost. Materials provided following the expiration of ninety (90) days must be accompanied by a new evaluation fee.

(2) A transcript evaluation which does not result in the issuance of a certificate is retained by TSPC for one year. Upon verification during that time of additional preparation correcting the deficiencies for which the certificate was not issued initially, a certificate will be issued at no additional cost.

(3) If the applicant does not qualify for the certificate within one year from the date of the first evaluation, all documents necessary for reevaluation for the certificate must be resubmitted. The reevaluation will be made under rules which are in effect at the time of the reevaluation and the fee for evaluation of an application must be submitted again.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.455 –342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 6-1983, f. & ef. 10-18-83; TS 4-1985, f. 10-4-85, ef. 1-1-86; TS 5-1988, f. 10-6-88, cert. ef. 1-15-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1994, f. 7-19-94, cert. ef. 10-15-94; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0165

Verifying Knowledge of Laws Prohibiting Discrimination

All new applicants for a school nurse certificate must demonstrate knowledge of civil rights and ethics by obtaining a passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights laws and professional ethics.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.533

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 7-1982(Temp), f. & ef. 12-9-82; TS 1-1983, f. & ef. 2-9-83; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11

584-021-0170

Fees for Nursing Certificates

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

(2) The Commission issues the appropriate certificate at no additional cost if the applicant qualifies for the certificate within ninety (90) days following evaluation of the application except as provided in OAR 584-021-0160(2).

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

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

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

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

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

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

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.127, 342.455 – 342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 7-1982(Temp), f. & ef. 12-9-82; TS 1-1983, f. & ef. 2-9-83; TS 6-1983, f. & ef. 10-18-83; TS 4-1985, f. 10-4-85, ef. 1-1-86; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 5-1988, f. 10-6-88, cert. ef. 1-15-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 5-1993, f. & cert. ef. 10-7-93; TS 4-1994, f. 7-19-94, cert. ef. 10-15-94; TS 5-1994, f. 9-29-94, cert. ef. 10-15-94; TSPC 11-2005(Temp), f. 11-18-05, cert. ef. 1-1-06 thru 6-29-06; TSPC 5-2006, f. & cert. ef. 2-10-06; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0177

Criminal Records Check Requirement

(1) For the first Oregon certificate as a school nurse, or for reinstatement of a certificate that has been expired for more than three years, the applicant must submit one fingerprint card in a manner specified in the Commission's application packet for checking Oregon and Federal Bureau of Investigation criminal history.

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

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

Stat. Auth.: ORS 181 & 342

Stats. Implemented: ORS 181.533, 183, 342.175 – 342.190, 342.223, 342.455 – 342.495

Hist.: TS 6-1993, f. & cert. ef. 12-7-93; TS 2-1994, f. & cert. ef. 7-19-94; TS 2-1995(Temp), f. 8-16-95, cert. ef. 9-11-95; TS 4-1995, f. & cert. ef. 11-9-95; TSPC 10-2005(Temp), f. & cert. ef. 11-15-05 thru 4-30-06; TSPC 5-2006, f. & cert. ef. 2-10-06; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0180

Criteria for Granting School Nurse Certificates

The Executive Director may issue certificates, grant reinstatements, and renew certificates when each of the following conditions exists:

(1) All requirements for certification established by law and rules have been met;

(2) The applicant has furnished evidence satisfactory to TSPC of the applicant's fitness to serve as a school nurse;

(3) The Executive Director deems that any "yes" answer on the application's character questions does not adversely affect the applicant's ability to serve as a school nurse.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.455 – 342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 7-1982(Temp), f. & ef. 12-9-82; TS 1-1983, f. & ef. 2-9-83; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0185

Criteria for Denying Issuance or Reinstatement of School Nurse Certificates

The Executive Director may deny issuance of certificates or reinstatement of certificates under the same conditions that apply to educator licenses as described in OAR 584-050.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.455 – 342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0190

Criteria and Procedures for Denying Renewal of a School Nurse Certificate

(1) The Executive Director may deny renewal of a certificate under the same conditions that apply to educator licenses as described in OAR 584-050

(2) In any case where the Executive Director of TSPC proposes to deny renewal of a certificate, a notice must be furnished the applicant at least ten days prior to the date of denial. Notice must be given personally or by registered mail and must state that the applicant may, prior to the date of denial, request a contested case hearing.

(3) When the applicant requests a hearing, the decision on the denial shall be postponed until the hearing has been held. The current certificate continues in effect despite any expiration dates stated thereon until a formal order of denial has been issued.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.175 – 342.190, 342.455 – 342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0195

Procedures for Consideration of Other Cases

In a case not covered by OAR 584-021-0180 through 584-021-0190, the Executive Director must refer the application to TSPC for action.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.455 – 342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0202

Criteria for Denial of Certification Based on Conviction for Crimes

An applicant for the initial Oregon certificate or for reinstatement of an Oregon certificate that has been lapsed for three years or more must submit to a fingerprint check. If the applicant has been convicted of any of the crimes listed in ORS 342.143 or if the applicant has made a false statement about a conviction, the applicant shall be denied certification.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.175 – 342.190, 342.455 – 342.495

Hist.: TS 2-1994, f. & cert. ef. 7-19-94; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0205

Reinstatement of Revoked or Surrendered School Nurse Certificates

A revoked or surrendered certificate may be reinstated, if the applicant is qualified, for the number of months remaining on the certificate when it was revoked or surrendered. The applicant must hold a current registered nurse license issued by the Oregon State Board of Nursing at the time of reinstatement.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.175 – 342.190, 342.455 – 342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 7-1982(Temp), f. & ef. 12-9-82; TS 1-1983, f. & ef. 2-9-83; TS 1-1987, f. & ef. 3-3-87; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0210

Reinstatement of Expired School Nurse Certificates

(1) For one year after expiration, a Professional Nurse Certificate may be reinstated upon payment of the required late application fee. Applicable renewal requirements must also be met. (See OAR 584-021-0150 for renewal requirements.)

(2) The applicant also must hold a current registered nurse license issued by the Oregon State Board of Nursing. The additional preparation must be completed within the three-year period prior to application for reinstatement.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.175 – 342.190, 342.455 – 342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 2-1989, f. & cert. ef. 2-16-89; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09

584-021-0215

Revocations

(1) Revocations of certificates shall be handled in accordance with ORS 342.175 through 342.190.

(2) Failure to maintain a valid registered nurse license issued by the Oregon State Board of Nursing shall constitute grounds for revocation of a Professional School Nurse Certificate or an Emergency School Nurse Certificate.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.175 – 342.190, 342.455 – 342.495

Chapter 584 Teacher Standards and Practices Commission

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 7-1982(Temp), f. & ef. 12-9-82; TS 1-1983, f. & ef. 2-9-83; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0220

Surrender of Certificate

(1) TSPC may permit a school nurse to voluntarily surrender an Oregon certificate prior to its expiration date if TSPC finds that such action is in the best interest of the public.

(2) In any case, where TSPC has grounds for disciplinary action under ORS 342.175 through 342.190, TSPC may require the school nurse to enter into a stipulation of those facts. This stipulation shall become a part of the person's certification file and may be used as evidence of fitness to serve as a school nurse within the meaning of ORS 342.175 at such times as the person may apply for reinstatement of the certificate.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.175 – 342.190, 342.455 – 342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 7-1982(Temp), f. & ef. 12-9-82; TS 1-1983, f. & ef. 2-9-83; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0225

Serving Without Proper Certification

(1) School nurses are not teachers and may not be assigned to positions requiring teaching, personnel service, or administrative licensure without proper licensure for such positions. School nurses who serve in positions requiring teaching, personnel service, or administrative licensure without proper licensure may have such action considered as evidence of gross neglect of duty under ORS 342.175. Gross neglect of duty may be grounds for revocation of a school nurse certificate.

(2) TSPC may revoke any certificate upon evidence that the holder or applicant knowingly made false statements to a prospective employing school district concerning the individual's certification status or qualifications for assignment.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.455 – 342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 7-1982(Temp), f. & ef. 12-9-82; TS 1-1983, f. & ef. 2-9-83; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0230

Expiration of Certificates

A certificate expires on the date posted on the certificate unless a complete application for renewal is received by TSPC prior to that date. If a certificate expires, reinstatement requirements must be met for further certification.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.455 – 342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 2-1989, f. & cert. ef. 2-16-89; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07

584-021-0235

Issuance — Effective Date of Certificates

A school nurse certificate is valid from the date upon which the applicant was determined by TSPC to be eligible for the certificate or reinstatement. The certificate is effective for the appropriate number of years for that certificate (one or five years) plus that period to the applicant's next birthday upon initial certification.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 183, 342.455 – 342.495

Hist.: TS 4-1982, f. & ef. 7-22-82; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 5-2007, f. & cert. ef. 8-15-07

DIVISION 23

CHARTER SCHOOL REGISTRATION

584-023-0005

Registry of Charter School Teachers and Administrators

(1) No persons shall serve as a teacher or administrator (as defined in ORS 342.120) in a public charter school unless such person either holds a valid Oregon license issued by TSPC pursuant to 338.135 or is registered with TSPC as a charter school teacher or charter school administrator in accordance with 342.125(5).

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

(3) To obtain a charter school registration, an applicant and the employing charter school will submit a joint application, which will include the following documentation:

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

(b) Fingerprints on forms prescribed by the Oregon State Police and in the manner required by TSPC. Fingerprint cards previously filed with the Oregon Department of Education do not qualify;

(c) Completed application and fee;

(d) A description of the applicant's post-secondary education and other experience relevant to the teaching or administrator position the applicant is seeking;

(e) A list of any professional licenses held; and

(f) A passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights laws and professional ethics.

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

(5) The registration is not transferrable to another charter school without an application for a registration change with TSPC.

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

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.533

Hist.: TSPC 5-1999(Temp), f. & cert. ef. 8-24-99 thru 2-19-00; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 9-2006, f. & cert. ef. 6-15-06; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 4-2009, f. & cert. ef. 9-22-09; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11; TSPC 4-2012, f. & cert. ef. 5-18-12

584-023-0015

Standards of Professional Practices and Ethics for Charter School Registrants

The provisions of ORS 342.120 to 342.430 and the administrative rules in OAR chapter 584 relating to the issuance, denial, continuation, renewal, lapse, revocation, suspension or reinstatements of licenses shall be applicable to all teachers and administrators holding a charter school registration.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.125, 338.135

Hist.: TSPC 5-1999(Temp), f. & cert. ef. 8-24-99 thru 2-19-00; TSPC 7-1999, f. & cert. ef. 10-8-99; TSPC 9-2006, f. & cert. ef. 6-15-06; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 4-2009, f. & cert. ef. 9-22-09; TSPC 4-2012, f. & cert. ef. 5-18-12

DIVISION 36

RULES FOR LICENSURE

License Types and Their Use

584-036-0010

Personnel Required to Hold Licenses, Certificates or Charter School Registrations

(1) Educators who are employed by public schools and who are compensated for their services from public funds must hold licenses, certificates or registrations issued by the Commission except as provided in section (2) of this rule. Licenses, certificates or registrations are required for:

(a) Teachers;

(b) School counselors;

(c) School psychologists;

(d) Supervisors;

(e) Career and technical education directors;

(f) Principals;

(g) Program directors; and

(h) District administrators who evaluate or discipline licensed personnel, or who authorize out-of-school suspensions or expulsions of students;

(i) Superintendents and Assistant or Deputy Superintendents;

(j) Athletic coaches who coach during the school day;

(k) School nurses (certificates);

(l) Substitute teachers;

(m) Charter school teachers (registrations);

(n) Charter school administrators (registrations); and

(o) Other personnel performing the above duties regardless of title.

(2) School districts may provide related services for children identified as requiring special education services by employing a public agen-

cy, such as a community mental health program, or by employing professionals who are licensed within their own specialties by the State of Oregon. These personnel are not required to hold licensure from the Commission. See also ORS 343.221.

(3) Notwithstanding ORS 342.173, community college faculty who provide instruction in cooperation with a school district for academic career and technical education, school-to-work or other work-related programs under ORS Chapter 329 shall not be required to have teaching licenses. See also ORS 341.535. Both full-time and part-time faculty employed under this section are subject to criminal history records checks by the Oregon State Police and the Federal Bureau of Investigation. See also ORS 326.603 and OAR 581-022-1730.

Stat. Auth.: ORS 342

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

Hist.: 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; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 2-2009, f. & cert. ef. 3-12-09; TSPC 5-2012, f. & cert. ef. 5-18-12

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 issued under rules adopted prior to 1999 is valid for three years and may be renewed under conditions set forth in division 90. Except as provided in subsection (b) immediately below, the endorsements are valid only for assignments in grade K through grade nine if requirements leading to standard licensure are not met.

(a) 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).

(b) If the Basic Teaching License is endorsed in art, library (educational) media, world (foreign) language, health, family and consumer science (home economics), technology (industrial arts), music, physical education and reading, the assignment is limited to preprimary programs and grades 1 through 8, in any school and grade 9 if the teacher is teaching in a middle school or a junior high.

(2) A Standard Teaching License issued under rules adopted prior to 1999 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, except as provided in section (1)(b) of this rule;

(b) Preprimary through twelve;

(c) Grades five through nine; 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 (014): An elementary subject matter endorsement issued before 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) Library media;

(C) Foreign language;

(D) Health;

(E) Home economics;

- (F) Technology education;
- (G) Music;
- (H) Physical education;
- (I) Reading;
- (J) ESOL; and
- (K) School Counseling.

(b) Elementary (016): 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 except assignments of .51 percent or more in:

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

(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) 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.

(e) 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 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 Exceptional Learner I and II endorsements are valid for teaching exceptional learners and severe exceptional needs learners, except hearing impaired, speech impaired, and visually impaired, which require the specific endorsement.

(b) The Severe Exceptional Needs 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 severe exceptional needs learner endorsement is an exception to this rule; it may be renewed without completion of a Standard Teaching License. (See OAR 584-048-0030 regarding renewal of the severe exceptional needs learner endorsement.)

(7) Career and Technical Education endorsements: A career and technical education endorsement is valid for teaching in career and technical education programs approved by the Oregon Department of Education and as noted on the license. Any career and technical education endorsement is valid for assignments in diversified occupations or as work experience coordinators. (See OAR 584 division 42 for Career and Technical Education Licenses.)

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120-342.430; 342.430-342.455; 342.533

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; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 2-2009, f. & cert. ef. 3-12-09; TSPC 7-2011(Temp), f. & cert. ef. 11-15-11 thru 5-11-12; Administrative correction, 5-25-12; TSPC 6-2012, f. & cert. ef. 5-18-12

**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 ; 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**

(1) A Basic Personnel Service License is valid for three years.

(2) 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.

(3) 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.

(4) A Standard Personnel Service License is renewable and is valid for the same assignments as a basic license with similar endorsements.

(5) 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:

(a) A counselor endorsement is required for personnel assigned one-half time or more to assist students to:

- (A) Develop decision-making skills;
- (B) Obtain information about themselves;
- (C) Understand opportunities and alternatives available in educational programs;
- (D) Set tentative career and educational goals;
- (E) Accept increasing responsibilities for their own actions;
- (F) Develop skills in interpersonal relations; and
- (G) Use school and community resources.

(b) 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:

- (A) Assessment of student's mental aptitude;
- (B) Emotional development, motor skills or educational progress;
- (C) Designing educational programs for students and conferring with licensed personnel regarding such programs;
- (D) Providing specially designed instruction in the area of social and behavioral skills; and
- (E) 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 special education students.)

(c) Requirements for basic and standard school psychologist endorsements are set forth in OAR 584-044-0014 and 584-044-0023.

(6)(a) A supervisor endorsement is valid for a position which includes the evaluation of licensed personnel.

(b) 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 - 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, 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; TSPC 5-2009, f. & cert. ef. 10-5-09

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 with-

out 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 584-038-0010–584-038-0330, without further verification of the preparation required by 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) If the applicant is eligible for the license, registration, or certificate for which application is made and the license, registration or certificate is issued within 90 days of original application, the commission shall issue the license, without additional charge with the following exceptions:

(a) If the commission determines the application is incomplete and fails to notify the applicant in less than one calendar week, the commission will extend the 90 days by an amount equal to the number of days the commission delayed notifying the applicant of incomplete items.

(b) For renewable licenses with a 120 day grace period, the original application fee remains good throughout the 120 days.

(c) If the commission fails to issue the license within 90 days due to commission backlog, the fee shall remain good until the license is issued or 120 days, whichever is less.

- (3) The fee for evaluating an initial application:
 - (a) Initial I License (3 years): \$100;
 - (b) Initial I Teaching License (18 months): \$50;
 - (c) Initial II Teaching License (3 years): \$100;
 - (d) Basic License (3 years): \$100;
 - (e) Continuing License (5 years): \$100;
 - (f) Standard License (5 years): \$100;
 - (g) Restricted Transitional License (1 year or 3 years): \$100;
 - (h) Limited License (3 years): \$100;
 - (i) American Indian Language License (3 years): \$100;
 - (j) Substitute License (3 years): \$100;
 - (k) Restricted Substitute License (3 years, 60 days per year): \$100;
 - (l) Exceptional Administrator License (3 years): \$100;
 - (m) Career and Technical Education I Teaching License (1 year): \$100;
 - (n) Career and Technical Education II Teaching License (3 years): \$100;
 - (o) Five-Year Career and Technical Education License (5 years): \$100;
 - (p) Emergency License (term at discretion of Executive Director): \$100;
 - (q) School Nurse Certification (3 years): \$100;
 - (r) International Visiting Teaching License (1 year): \$100;
 - (s) License for Conditional Assignment (1 to 3 years) \$25;
 - (t) Initial Administrator License (3 years): \$100;
 - (u) Initial School Psychologist License (3 years): \$100; and
 - (v) Initial School Social Worker License (3 years): \$100.

(4) The fee for evaluating all applications for a first Oregon license based on completion of an out-of-state educator preparation program or an out of state license is \$120 regardless of the license issued.

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

(6) The fee for evaluating an application for renewal of any license or certification is \$100 except as follows:

(a) Renewal of a one-year Restricted Transitional Teaching License is \$25;

(b) Renewal of a charter school registration is \$25;

(c) Renewal of an International Visiting Teacher License is \$25;

(d) Renewal of Career and Technical Education I Teaching License is \$25; and

(e) Renewal of License for Conditional Assignment is \$25.

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

(a) A duplicate license, registration, or certificate for any reason;

(b) An approved extension to a provisional license; and

(c) Adding a district to an existing restricted license requiring a co-applicant school district.

(8) The fee for evaluating an application to add one or more endorsements or authorization levels to a currently valid license is \$100. No additional fee is required to add an endorsement or authorization in conjunction with an application for renewal or reinstatement of a license.

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

(a) The reinstatement fee does not include any separate fingerprint fee that may be required if more than three years has elapsed from the date of the expired license, registration or school nurse certification.

(b) Late fees may only be imposed one time following the expiration of a license or school nurse certificate. If the applicant does not initially qualify for the license or certificate the applicant is seeking to reinstate, no additional late fees will be imposed upon application for subsequent licenses so long as the applicant has a current active license, registration or certification in effect at the time of application.

(c) In certain cases involving extenuating circumstances related to OAR 584-036-0057 Late Fee Waivers, the Executive Director may choose to waive this late fee.

(10) The fee for evaluating an application for reinstatement of a suspended license or certificate is \$100 in addition to the \$100 application fee for a total of \$200. The fee does not include any separate fingerprint fee that may be required if more than three years has elapsed from the date of the expired license or certificate.

(11) The fee for evaluating an application for reinstatement of a suspended charter school registration is \$50 and does not include any separate fingerprint fee that may be required if more than three years has elapsed from the date of the expired registration.

(12) In addition to the application fees required by this rule, the Commission shall collect a late application fee not to exceed \$25 per month up to a maximum of \$125 from an applicant who fails to make timely application for renewal of the license, certificate or registration.

(13) The fee for evaluating an application for reinstatement of a revoked license or certificate is \$150 in addition to the \$100 application fee for a total of \$250. The reinstatement fee does not include any separate fingerprint fee that may be required if more than three years has elapsed from the date of the expired license, or school nurse certificate.

(14) The fee for evaluating an application for reinstatement of a revoked charter school registration is \$150 in addition to the \$25 application fee for a total of \$175. The reinstatement fee does not include any separate fingerprint fee that may be required if more than three years has elapsed from the date of the expired charter school registration.

(15) 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, credit, or Money Order at the Commission's office.

(16) The fee for evaluating licensure applications submitted on behalf of teachers participating in exchange programs or on Congressional appointment from foreign countries is \$100.

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

(18) The fee to evaluate an application for reinstatement of an expired charter school registration is \$25 plus a late application fee of \$25 for each month or portion of a month that the registration has been

expired to a maximum of \$125 total. The reinstatement fee does not include any separate fingerprint fee that may be required if more than three years has elapsed from the date of the expired charter school registration.

(19) The fee for a criminal records check including fingerprinting is \$59.

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

Stat. Auth.: ORS 342

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

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; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 5-2008, f. & cert. ef. 6-13-08; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 1-2009(Temp), f. & cert. ef. 2-27-09 thru 8-25-09; Administrative correction 9-29-09; TSPC 4-2009, f. & cert. ef. 9-22-09; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 4-2010, f. & cert. ef. 7-15-10; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11; TSPC 5-2011, f. & cert. ef. 6-15-11; TSPC 2-2012, f. & cert. ef. 2-15-12; TSPC 6-2012, f. & cert. ef. 5-18-12; TSPC 9-2012, f. & cert. ef. 9-14-12; TSPC 3-2013, f. & cert. ef. 8-19-13

584-036-0057

Late Fee Waiver

(1) Intent: The Commission's intent is to alleviate the burden imposed by licensure late fees in the event an educator is unable to find any education-related employment during the life of an active license.

(2) Eligibility: The Commission authorizes the Executive Director to waive late fees upon application for reinstatement of an expired license under the following conditions when the educator:

(a) Submits a notarized affidavit affirming that the educator was unable to obtain education-related employment during the life of the expired license;

(b) Meets all renewal requirements the educator would have had to meet in order to renew the license including academic progress toward a next stage license or continuing professional development; and

(c) Is in good professional practices standing and has not engaged in conduct that resulted in sanction by the Commission.

(3) Education-related Employment: Education-related employment includes but is not limited to:

(a) Substitute employment in a public or private school;

(b) Charter School employment in any licensed or registered capacity;

(c) Private School employment in any capacity that would require a license in a public or charter school;

(d) Education policy work for a nonprofit organization focused on education policy, the Oregon Department of Education, the Governor's office or some other similar education-related policy body;

(e) Instructional employment at any public or private post-secondary education institution;

(f) Other employment deemed by the Executive Director to be education-related.

Stat. Auth.: ORS 342

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

Hist.: TSPC 6-2012, f. & cert. ef. 5-18-12

584-036-0062

Criminal Records and Professional Conduct Background Check

(1) An applicant must submit one fingerprint card for checking Oregon and Federal Bureau of Investigation criminal history records under the following conditions:

(a) First placement in a field experience once admitted to an Oregon approved educator-preparation program;

(b) First placement in a field experience in any Oregon public school if completing an educator preparation program by an out-of-state provider;

(c) First time Oregon licensure; or

(d) Reinstatement of a license that has been expired more than three years prior to the date the application form and full fee have been submitted for reinstatement.

(2) An applicant may only be fingerprinted through the process described in subsection (1) of this rule. A criminal background check conducted through fingerprints by any former employer, licensing board

or by the Oregon Department of Education does not satisfy the requirements of this rule.

(3) Out of state applicants, or previously licensed Oregon educators returning from living outside of the state may also be subject to internet searches or previous employment checks.

Stat. Auth.: ORS 181 & 342
 Stats. Implemented: ORS 181.525, 342.120 – 342.430, 342.455 – 342.495 & 342.533
 Hist.: 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; TSPC 9-2012, f. & cert. ef. 9-14-12

584-036-0067

Temporary One-Year Extension of Initial Licenses

(1) Any licensed educator who possesses an Initial Teaching License, an Initial School Counselor License, an Initial School Psychologist License or an Initial Administrator License that was granted on or before October 3, 2003, is granted one extra year on the life of their license to complete Initial II or 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.

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; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 5-2009, f. & cert. ef. 10-5-09

584-036-0070

Expedited Service for Emergency License

(1) Except for Military Spouse or Military Domestic Partners applicants, expedited service may only be requested for true emergencies under the following circumstances:

(a) For a District’s Request for an Emergency License: 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.

(A) A C-3 form submitted by a district is invalid until a completed application and all fees are submitted related to the emergency request.

(B) Incomplete applications are not subject to the 48 hour turn around provision in ORS 342.125.

(C) Once a completed application is received by the Commission, the license will be issued within 48 hours.

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

(c) For Applications from Military Spouses or Military Domestic Partners: As used in this section: A qualifying applicant for an expedited application is a military spouse or domestic partner of an active member of the Armed Forces of the United States who holds a current license from another state and has been subject to a military transfer to Oregon within the twelve months prior to the application for licensure.

(A) The applicant must submit a complete application as described by Commission rule in Divisions 60, 70 or 80, including evidence of the spousal or domestic relationship, evidence of the recent military transfer, the fee for an out-of-state evaluation and a fee for expedited service.

(B) A qualifying applicant will only be eligible for an equivalent license issued by the Commission based on demonstrated competency.

(C) An applicant who has been subject to discipline in another state against any educator certificate, license or charter school registration is not eligible for licensure under this section.

(2) Situations not eligible for Emergency Licensure requests include:

- (a) Renewal applications within the 120 days grace period;
- (b) New Oregon Applicants eligible for Fast-Track processing pursuant to OAR 584-010-0090; or
- (c) Failure to meet renewal or upgrade requirements such as required coursework or continuing professional development.

(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.

(4) The fee to expedite an application for a military spouse is the same as the fee to expedite an application requested by a district.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.125, 342.127
 Hist.: TSPC 4-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 9-2006, f. & cert. ef. 6-15-06; TSPC 4-2013(Temp), f. & cert. ef. 11-14-13 thru 5-13-14

584-036-0080

Licensure Tests

(1) Licensure tests are required to demonstrate subject-matter competency in most endorsement areas established by the Commission. Passage of Commission-approved basic skills tests is required for admission into Oregon educator preparation programs unless the candidate holds a master’s degree from an accredited institution obtained prior to admission into any Oregon education preparation program.

(2) Out-of-State Applicants: Out-of-state applicants may present proof of passage of another state’s subject-matter competency test for full subject-matter endorsement on an Oregon license under the following conditions:

(a) The area in which the test was passed is comparable to the subject-matter endorsement area adopted by the Commission and is not a basic skills test;

(b) The test was administered by either the former or current testing companies representing Evaluation Systems group of Pearson (ESP) or Education Testing Service (ETS);

(c)(A) A passing score on an out-of-state licensure test for subject-matter endorsement on the license results in waiver of a comparable Oregon adopted beginning-teacher licensure test if the subject-matter area covered by the out-of-state test is more similar than not to the Oregon test.

(B) The burden is on the applicant to provide alternate proof the test was taken and the score was a passing score in another state if the applicant is unable to produce an original score report. TSPC reserves the right to reject the alternate verification if the source of the score verification is not a higher education institution or another public educator licensure agency; and

(d) 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 half-time or more 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 half-time or more experience must be acquired entirely outside of the State of Oregon and must be obtained while holding an unrestricted out-of-state license valid for the assignment. Teaching experience without a valid license does not count toward test waiver.

(3) An electronic score report submitted by the testing company administering the test at the applicant’s request will be treated as an “original” score report. In all other cases, only the original score report, or an authentic facsimile will be accepted as validation of passing the required test. TSPC reserves the right to require the applicant to produce authentic evidence of passage of the test the applicant wishes to submit for consideration for test waiver.

(4) Other evidence documenting passage of a required test for licensure may be accepted at the executive director’s discretion when exigent circumstances prohibit the educator from presenting an original score report. The executive director may submit the evidence and the decision to the Commission at the next meeting at the director’s discretion in cases the director believes may need Commission review.

(5) Basic Skills Tests:

(a) To satisfy the basic skills testing requirements, the Commission will accept passing scores on the following tests:

(A) NES Essential Skills Tests — Evaluation Systems–Pearson (ESP)

(B) Any basic skills test currently approved or accepted by the California Commission on Teacher Credentialing (CTC);

(C) Any basic skills test current approved or accepted by the Washington Professional Educator Standards Board (WPESB);

(D) Any Education Testing Service (ETS) developed basic skills tests approved by the Commission.

(b) A regionally-accredited or foreign equivalent master’s degree or higher held at the time of admission into an educator preparation program, waives the basic skills tests.

(c) An out-of-state applicant may waive the basic skills test with evidence of full out-of-state licensure and a master's degree from an accredited institution or foreign equivalent.

(d) Applicants submitting proof of a non-provisional California Teaching License will be deemed to have fulfilled the basic skills testing requirement.

(6) Applicants seeking endorsement in areas where the Commission has not adopted an approved test must complete coursework as required by the Commission. In the alternative, applicants may submit evidence of a passing score from another state's licensure test and evidence they held the endorsement on an out-of-state license in lieu of satisfying the Commission's required coursework.

(7) For situations not covered by these rules, the Commission grants the executive director the discretion to determine whether test scores or licenses submitted pursuant to this section meet the Commission's intent with regard to preventing unnecessary redundancy in completing licensure testing requirements.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430, 342.455-342.495 & 342.553
 Hist.: TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 2-2009, f. & cert. ef. 3-12-09; TSPC 6-2010, f. & cert. ef. 8-31-10; TSPC 9-2012, f. & cert. ef. 9-14-12; TSPC 6-2013, f. & cert. ef. 11-14-13

584-036-0082

Courses in Lieu of or in Preparation for Basic Skills Examinations

(1) *Courses in Lieu of Basic Skills Examinations:* If an applicant for Oregon licensure has failed any section of the basic skills tests in reading, writing or mathematics at least once; the applicant may substitute a sequence of three transfer level Oregon college courses as outlined in subsection (2) below in each section failed.

(a) The sequences of courses must be completed subsequent to failing the basic skills test and must be completed for credit with a grade of "B" or better to qualify for waiver of the test.

(b) Prior to registering for the courses, the applicant must contact the counseling center at the college and secure specific advice pertaining to enrollment and admission into the approved courses and sections. The courses may be challenged through the institution's course challenge or credit by examination procedure when the candidate possesses the skills and knowledge that the courses are designed to develop.

(c) All courses which are challenged or in which credit is earned shall be reported to TSPC only on official transcripts.

(2) Courses in satisfaction of the basic skills requirements may be taken at any Oregon accredited community, private, or public college or university. Examples of approved courses are listed below.

Please note that if a set of courses is NOT mentioned below: *Failure to obtain TSPC pre-approval prior to enrollment or admission to the coursework will nullify the credit.*

(a) **READING:** Nine (9) quarter or six (6) semester hours of any reading course with the prefix "RD" that is 100 level or above. Examples include but are not limited to: RD 115 Accelerated Reading Tactics I; RD 116 Accelerated Reading Tactics II; RD 120 Critical Thinking and Reading;

(b) **WRITING:** Nine (9) quarter or six (6) semester hours of any writing course with the prefix "WR" that is 100 level or above. Examples include but are not limited to: WR 115 Introduction to Composition; WR 121 English Composition; WR 122 English Composition; WR 123 English Composition;

(c) **MATHEMATICS:** Nine (9) quarter or six (6) semester hours of any math course with the prefix "MATH" that is 100 level or above. Examples include but are not limited to: MATH 191 Mathematics for Elementary Teachers; MATH 192 Mathematics for Elementary Teachers; MATH 193 Mathematics for Elementary Teachers; MATH 211 Foundations of Elementary Mathematics; MATH 212 Foundations of Elementary Mathematics; MATH 213 Foundations of Elementary Mathematics.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120-342.200, 342.400, 342.985
 Hist.: TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 4-2009, f. & cert. ef. 9-22-09

584-036-0083

Special Assignments

(1) No Endorsement Areas: Any Basic, Standard, Initial, Limited, Continuing or Five-Year teaching license is valid for assignment in areas in which the Commission has no licensure endorsements, including but not limited to:

- (a) Computer education;
- (b) Personal finance;
- (c) Driver's Education;

- (d) Outdoor education; or
- (e) Other World languages.

(2) Coaching assignments: An Oregon teaching license is required for coaching assignments that are included within the regular school day and for any class time for which graduation credit is offered.

(3) 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 or a Limited Teaching License (See OAR 584-060-0171).

(4) Teachers On Special Assignments (TOSA): Any Basic, Standard, Initial or Continuing 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. A TOSA is not valid if the administrative position's duties require evaluation of licensed personnel.

(5) Drivers education assignments: A teacher holding a Basic, Standard, Initial, Limited, Continuing 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.

(6) Alternative Education: Any Basic, Standard, Initial, Continuing or Five-Year teaching license is valid to teach any subject or grade level in a public alternative education program.

(7) Private Schools and Programs: A teaching license is not required to teach in a private regular or private alternative education program.

(8) Charter Schools: Any Basic, Standard, Initial or Continuing Teaching License may count as the fifty-percent portion of required licensed staffing pursuant to ORS 338.135. Licensed charter school personnel may be assigned outside the scope of the endorsements and authorizations on her or his license.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430 & 342.985
 Hist.: TSPC 2-2009, f. & cert. ef. 3-12-09

584-036-0095

Procedure for Incomplete Application

(1) The Commission shall not process an initial application or an application for renewal or reinstatement that is not on the currently prescribed application form.

(2) The applicant shall be allowed 90 days after the date the application and fees are received at the TSPC office to correct any deficiencies or incomplete items in an application without incurring additional fees.

Stat. Auth.: ORS 181 & 342
 Stats. Implemented: ORS 181.525, 342.120 - 342.430 & 342.985
 Hist.: TSPC 4-1998, f. & cert. ef. 6-5-98; TSPC 13-2006, f. & cert. ef. 11-22-06; Renumbered from 584-050-0004, TSPC 2-2009, f. & cert. ef. 3-12-09

584-036-0105

Addresses and Uses of Addresses

(1) A license, registration or certificate holder must report changes of residential and email addresses to the Commission within 90 days of such change.

(2) Changes of address may be made by web account, email, telephone, in writing, or in person. Changes of address must include the educator's name, TSPC account number, and the old and new addresses the educator is changing. The educator may voluntarily submit the educator's social security number for additional address change identification purposes.

(3) All licenses, registrations, certificates, correspondence or notices sent by the Commission will be sent to the last known residential address on file for the educator.

(4) The Commission is not responsible if the educator has moved and has failed to notify the Commission of any new address and that failure to notify resulted in the educator's failure to receive important licensure, registration, certification or discipline-related information.

(5) Verification of change in employment must be accompanied by any documentation from the new employer including but not limited to: a PEER form, or notification on district letterhead from a human resources representative.

(6) The Commission may send notice for opportunity for a hearing pursuant to ORS 342.175 (notice of charges related to discipline) or 183.430 (notice of denial of renewal) to an educator at the address the

educator provides in writing to the Commission. The Commission may complete service of notice under ORS 342.143(4), 342.176(5) or 183.430, by mailing the notice through certified mail addressed to the educator's address on file with the Commission and such mailing will be deemed conclusive evidence of service.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553
 Hist.: TSPC 4-1998, f. & cert. ef. 6-5-98; TSPC 13-2006, f. & cert. ef. 11-22-06; Renumbered from 584-050-0042, TSPC 2-2009, f. & cert. ef. 3-12-09; TSPC 3-2011, f. & cert. ef. 3-15-11

584-036-0110

Name Changes

(1) Notification of a new married or assumed name must be made within 90 days of the change and must be in writing. The notice 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; or

(d) Any other credible evidence acceptable to the Commission.

(2) If the educator reverts to a name previously established with the Commission, the notification must be in writing and must include the educator's old and new names and social security number. Documentation from a court is not required, but other evidence that the educator is using the former name must be supplied.

(3) If a new license is requested bearing the new name, an application and duplicate license fee are required.

Stat. Auth.: ORS 181 & 342
 Stats. Implemented: ORS 181.525, 342.120 - 342.430 & 342.985
 Hist.: TSPC 13-2006, f. & cert. ef. 11-22-06; Renumbered from 584-050-0043, TSPC 2-2009, f. & cert. ef. 3-12-09

584-036-0120

Administrative License Renewal

An Administrative License originally issued prior to October 15, 1965 may be renewed on verification of continuing professional development pursuant to 584-090.

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; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; Renumbered from 584-048-0110, TSPC 5-2009, f. & cert. ef. 10-5-09

584-036-0125

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 district 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 either of the following conditions in have been met:

- (a) The applicant is within 12 quarter or 8 semester hours of qualifying for either a Basic or a Standard License with the applicable endorsement(s); or
- (b) The applicant 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; TSPC 13-2006, f. & cert. ef. 11-22-06; Renumbered from 584-048-0120, TSPC 5-2009, f. & cert. ef. 10-5-09

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;
- (b) Verification of 60 hours or more 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 584-036-0181; or
- (c) 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 half-time or more 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; 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 584-036-0081 if teaching in Oregon and if approved by the program.

(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 holding a valid basic or standard license.

(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, career and technical education endorsements to basic, standard, and pre-1965 licenses are discussed in OAR 584-042-0009.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430, 342.455-342.495, 342.553
 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; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 6-2010, f. & cert. ef. 8-31-10

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
 Stats. 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 Library 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; TSPC 7-2007, f. & cert. ef. 12-14-07

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

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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 or twenty-eight 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; TSPC 6-2010, f. & cert. ef. 8-31-10

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 Exceptional Learner I

(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 exceptional learning needs;
 - (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 exceptional 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; TSPC 13-2006, f. & cert. ef. 11-22-06

584-038-0295

Basic Exceptional Learner II

(1) Forty-eight quarter semester hours designed to develop competence in special education, to include:

- (a) Educating students with exceptional learning needs;
 - (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 exceptional learners.
- (3) Valid for teaching all exceptional learners.

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; TSPC 13-2006, f. & cert. ef. 11-22-06

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.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.200
 Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TSPC 8-2009, f. & cert. ef. 12-15-09

584-038-0310

Basic Severe Exceptional Needs Learner

(1) Forty-five quarter hours designed to develop competence in educating severely disabled learners, to include:

- (a) Educating students with exceptional needs;
- (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 exceptional children with severe special needs.
- (3) Valid only for teaching exceptional children with severe special needs.

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; TSPC 13-2006, f. & cert. ef. 11-22-06

584-038-0312

Renewal Generally

(1) Upon filing a timely, correct, and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted renewal of any license issued by Teacher Standards and Practices Commission as described in the following sections.

(2) Renewal requirements must be completed during the life of any active license held by the educator.

(3) Educators are required to renew only the licenses valid for their current assignments.

(4) 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 continuing professional development pursuant to OAR 584, division 90.

(5) An applicant for administrator license who stops out for service in the Peace Corps, VISTA, Armed Forces or other comparable service program is permitted one additional renewal of their administrative license before having to qualify for the Standard or Continuing Administrator license.

(6) 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.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.200 & 342.400
 Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; Renumbered from 584-048-0006, TSPC 5-2009, f. & cert. ef. 10-5-09

584-038-0315

Renewal of Basic Teaching Licenses for General Education Elementary, Middle, and Junior High Schools Only

(1) 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 only.

(2) Authorizations to teach are for preprimary through grade nine or for grades five through nine as appropriate for the endorsement.

(3) Continuing Professional Development is required for renewal pursuant to OAR 584 division 90.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.200 & 342.400
 Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1980, f. & ef. 12-23-80; TS 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; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; Renumbered from 584-048-0025, TSPC 5-2009, f. & cert. ef. 10-5-09

584-038-0320

Basic Communications Disorders

(1) Complete an approved communications disorders program consisting of a minimum of 63 quarter hours or 42 semester hours in educating learners with communications disorders and culminating in a master's degree or 45 quarter hours or 30 semester hours of upper-division or graduate study beyond the bachelor's degree to include 15 graduate quarter hours or 10 graduate semester hours in language, speech, and hearing.

- (2) The program must include:
- (a) Anatomy and physiology of speech, language, and hearing;
 - (b) Phonetics;
 - (c) Normal language development;
 - (d) Education of exceptional children;
 - (e) Language and speech pathology;
 - (f) Behavior management;
 - (g) Audiology;

- (h) Aural rehabilitation;
 - (i) Diagnostic and prescriptive techniques; and
 - (j) A minimum of 275 clock hours of supervised teaching, internship, and practicum with learners with communications disorders.
- (3) One year of full time public school or regionally accredited private school experience as a speech pathologist will be substituted for this supervised teaching, internship, and practicum.

(4) An applicant may demonstrate the knowledge of theory and practice about learners with communications disorders required by section (1) of this rule by presenting a minimum score as set by TSPC on the approved specialty area test for communications disorders 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; TSPC 13-2006, f. & cert. ef. 11-22-06

**584-038-0322
 Renewal of Basic Licenses for Special Education**

(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 toward completion of a Standard Teaching License program.

(2) Basic special education endorsements are renewable only once; thereafter, the teacher must qualify for a Standard Teaching License with a standard special education endorsement.

(3) Notwithstanding subsection (1) above, a Basic Teaching License with a Severe Exceptional Needs Learner endorsement may be renewed upon verification of continuing professional development pursuant to OAR 584-90.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.200 & 342.400
 Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 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; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; Renumbered from 584-048-0030, TSPC 5-2009, f. & cert. ef. 10-5-09

**584-038-0325
 Renewal of Basic Licenses — Special Provisions**

(1) 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.

(2) Basic Teaching Licenses with endorsements in art, foreign language, health, home economics, technology education, library media, music, physical education or reading may also be renewed for use in preprimary through grade twelve under this rule.

(3) To retain authorization for teaching in a high school, holders of subject matter endorsements must complete 24 quarter or 16 semester 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.

(4) Subject matter endorsements are valid only for teaching the subject in elementary, middle, or junior high schools through grade nine, if requirements leading to standard licensure are not met.

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; TSPC 13-2006, f. & cert. ef. 11-22-06; Renumbered from 584-048-0032, TSPC 5-2009, f. & cert. ef. 10-5-09

**584-038-0330
 Basic Visually Impaired**

(1) Thirty quarter hours designed to develop competence in educating learners with visual impairments 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 learners with visual impairments

(e) Reading, writing, and transcribing Braille as specified in ORS 342.153 and 343.565;

- (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 learners with visual impairments.

(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) for the Blind and Physically Handicapped of the Library of Congress; or

(b) Successful completion of courses or workshops in Grade I and Grade II Braille that are approved by TSPC and that are consistent with NLS standards.

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; TSPC 13-2006, f. & cert. ef. 11-22-06

**584-038-0335
 Basic Early Intervention and Special Education I**

(1) Hold a Basic or Standard Teaching License with an elementary or special education endorsement.

(2) 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.

(3) Supervised practicum in early intervention and early childhood special education.

(4) Valid for teaching early intervention and early childhood special education from birth through grade 4.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.200
 Hist.: TS 6-1993, f. & cert. ef. 12-7-93; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07

**584-038-0336
 Basic Early Intervention and Special Education II**

(1) 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.

(2) Student teaching or internship with early childhood special education children.

(3) Valid for teaching early intervention and early childhood special education from birth through grade 4.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.200
 Hist.: TS 6-1993, f. & cert. ef. 12-7-93; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07

DIVISION 40

STANDARD TEACHING LICENSE REQUIREMENTS

**584-040-0005
 Standard Teaching License Requirements**

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted a Standard Teaching License.

(2) The Standard Teaching License is issued for five years and is renewable repeatedly under conditions specified below. It is valid for regular teaching at one or more designated authorization levels in one or more designated specialties and for substitute teaching at any level in any specialty.

(3) The applicant must provide verification of teaching experience in Oregon schools while holding a Basic Teaching License or a Five-Year Regular License valid for the assignment in one of the following ways:

- (a) Three years of one-half time or more experience is required; or
- (b) For persons holding a Basic Teaching License prior to January 1, 1990, two years of experience or three years of one-half time or more experience, whichever is less.

(4) Notwithstanding subsection (5) below, the applicant must provide evidence of one of the following:

(a) Completion of an approved Standard Teaching License program which culminates with forty-five quarter hours or thirty semester hours of upper-division or graduate study beyond the bachelor's degree and includes the following:

(A) Verification of completion of the professional preparation described in OAR 584-040-0008 unless the application is for a Standard Teaching License with a standard special education endorsement, in which case the professional preparation in OAR 584-040-0008 is not required; and

(B) Evidence of completion of the academic preparation for one of the standard endorsements outlined in OAR 584-040-0010 through 584-040-0300 in a field in which the basic endorsement is held, or completion of two of the basic subject matter endorsements outlined in OAR 584-038-0010 through 584-038-0280. Fifteen of the quarter hours or 12 semester hours that are required for the endorsement(s) must be at graduate level; or

(b) Completion of a master's or higher degree in the arts and sciences, or an advanced degree in the professions from a regionally accredited institution in the United States or the foreign equivalent of such a degree approved by the Commission;

(c) Completion of an inservice program offered by an approved teacher education program granting credit for the experience, culminating in either a master's degree or forty-five quarter hours or thirty semester hours of upper-division or graduate study beyond the bachelor's degree.

(5) The holder of a Basic Teaching License with a Basic Special Education endorsement must qualify for a Standard Teaching License in the following manner:

(a) Upon expiration of the second Basic Teaching License, the holder of a Basic Special Education endorsement must qualify for a Standard Teaching License with a Standard Special Education endorsement by verifying fifteen quarter hours or ten semester hours of graduate preparation in special education.

(b) The severe exceptional needs learner endorsement is an exception to this rule; it may be renewed without completion of a Standard Teaching License. (See OAR 584-048-0030 regarding renewal of the severe exceptional needs learner endorsement.)

(6) An applicant who does not complete the requirements of (4)(a)(B) above, will not be given a Standard Endorsement, but would retain any Basic Endorsement that the applicant holds.

(7) The applicant must have a passing score on a commission-adopted test of knowledge of U.S. and Oregon civil rights laws.

(8) The Standard Teaching License may be renewed under the provisions of 584-048-0035 together with completion of the professional development requirements as described in 584-090-0005.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.200
 Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TS 4-1983, f. 5-17-83, ef. 7-1-83; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 4-1985, f. 10-4-85, ef. 1-1-86; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1994, f. 7-19-94, cert. ef. 10-15-94; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 1-2004(Temp), f. & cert. ef. 3-17-04 thru 9-12-04; TSPC 6-2004, f. & cert. ef. 8-25-04; TSPC 6-2005(Temp), f. & cert. ef. 8-16-05 thru 1-30-06; TSPC 9-2005, f. & cert. ef. 11-15-05; TSPC 9-2006, f. & cert. ef. 6-15-06; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09

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 Library Media

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in library media.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.200
 Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TSPC 7-2007, f. & cert. ef. 12-14-07

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:
 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 Exceptional Learner I

(1) Fifteen quarter hours of graduate preparation in special education distributed to strengthen the applicant's background in the field.

(2) Completion of a Standard Teaching License with a basic subject matter endorsement.

(3) The professional preparation set forth in OAR 584-040-0008 is not required for this endorsement.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.200
 Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TSPC 13-2006, f. & cert. ef. 11-22-06

584-040-0265

Standard Exceptional Learner II

(1) Fifteen quarter hours of graduate preparation in special education distributed to strengthen the applicant's background in the field and which is in addition to the preparation required by OAR 584-038-0295 for the Basic Exceptional Learner II endorsement.

(2) A subject matter endorsement is not required for this endorsement nor is the professional preparation set forth in OAR 584-040-0008 required.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.200
 Hist.: TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 5-1993, f. & cert. ef. 10-7-93; TS 5-1993, f. & cert. ef. 10-7-93; TSPC 13-2006, f. & cert. ef. 11-22-06

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 Severe Exceptional Needs Learner

(1) Fifteen quarter hours of graduate preparation in special education distributed to strengthen the applicant's background in the field and which is in addition to the preparation required by OAR 584-038-0310 for the Basic Severe Exceptional Needs Learner endorsement.

(2) Satisfaction of requirements for the basic or standard subject matter endorsement is not required for the Standard Severe Exceptional Needs Learner endorsement, nor is the professional preparation set forth in OAR 585-040-0008 required.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.200
 Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TSPC 13-2006, f. & cert. ef. 11-22-06

584-040-0290

Standard Communications Disorders

(1) Fifteen quarter hours of graduate level preparation in language, speech, and hearing distributed to strengthen the applicant's background in this field and which is in addition to the preparation required by OAR 584-038-0320 for the Basic Communications Disorders endorsement.

(2) Satisfaction of requirements for a basic or standard subject matter endorsement is not required for the Standard Communications Dis-

orders endorsement, nor is the professional preparation set forth in OAR 584-040-0008.

(3) For teachers issued a Basic Teaching License with a Basic Communications Disorders endorsement, no additional preparation is required, only the three years of half-time or more experience as specified in OAR 584-040-0005.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.200
 Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 7-1992, f. 12-17-92, cert. ef. 1-15-93; TS 5-1993, f. & cert. ef. 10-7-93; TSPC 13-2006, f. & cert. ef. 11-22-06

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

(1) Fifteen quarter hours of graduate preparation in early intervention and early childhood special education distributed to strengthen the applicant's background in the field.

(2) Completion of a Standard Teaching License program.

(3) The professional preparation set forth in OAR 584-040-0008 is not required for this endorsement.

(4) Valid for teaching early intervention and early childhood special education from birth through grade 4.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.200
 Hist.: TS 6-1993, f. & cert. ef. 12-7-93; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07

584-040-0315

Standard Early Intervention and Special Education II

(1) Fifteen quarter hours of graduate preparation in early intervention and early childhood special education distributed to strengthen the applicant's background in the field and which is in addition to the preparation required by OAR 584-038-0336 for the Basic Early Intervention Special Education II endorsement.

(2) A subject matter endorsement is not required, nor is the professional preparation outlined in OAR 584-040-0008.

(3) Valid for teaching early intervention and early childhood special education from birth through grade 4.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.200
 Hist.: TS 6-1993, f. & cert. ef. 12-7-93; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07

584-040-0350

Standard Teaching License Renewal

A Standard Teaching License may be renewed upon verification of continuing professional development pursuant to OAR 584-90.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.200 & 342.400
 Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TSPC 6-1983, f. & ef. 10-18-83; TS 8-1986, f. 12-19-86, ef. 1-15-87; TS 1-1988, f. 1-14-88, ef. 1-15-88; TS 4-1989(Temp), f. & cert. ef. 7-31-89; TS 6-1989, f. & cert. ef. 10-6-89; TS 7-1989, f. & cert. ef. 12-13-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 1-1996, f. & cert. ef. 1-29-96; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; Renumbered from 584-048-0035, TSPC 5-2009, f. & cert. ef. 10-5-09

DIVISION 42

CAREER AND TECHNICAL EDUCATION
TEACHING LICENSES

584-042-0008

Five-Year Career and Technical Education Teaching License

(1) The Five-Year Career and Technical Education Teaching License is only valid to teach in ODE-approved career and technical education programs for which the educator is specifically licensed. The license is not eligible for any other district assignment including substituting in general education classes.

(2) The Five-Year Career and Technical Education Teaching License may be transferred to another Oregon school district if the new instructional assignment is comparable and in a career and technical education program approved by the Oregon Department of Education.

(3)(a) The Five-Year Career and Technical Education Teaching License is renewable upon joint application of the employing school board or school superintendent and the instructor under the following conditions:

(b) Completion of 125 clock hours or the equivalent of continuing professional development (CPD) consistent with OAR 584, division 90;

(4) Effective July 15, 2011, the Five-Year Career and Technical Education Teaching Licenses will no longer be issued as a first license. However, holders of the Five-Year CTE licenses issued prior to July 15, 2011 may continue to hold and renew this license.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.200 & 342.400
Hist.: TSPC 3-2002, f. & cert. ef. 3-15-02, cert. ef. 1-15-03; TSPC 11-2006, f. & cert. ef. 8-17-06; TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 2-2012, f. & cert. ef. 2-15-12

584-042-0012

Career and Technical Education Teaching License Renewal

(1)(a) The Three-Year Career and Technical Education Teaching License is not renewable. To obtain further career and technical education licensure, the applicant must qualify for the Career and Technical Education II Teaching License upon expiration of the Three-Year Career and Technical Education Teaching License.

(b) In extenuating circumstances, an applicant may be eligible for an Emergency Teaching license in order to complete the requirements for a Career and Technical Education II Teaching License.

(2) The Five-Year Career and Technical Education Teaching License may be renewed upon joint application of the employing school district and the instructor and upon completion, during the life of the license, of continuing professional development (CPD) consistent with OAR 584, division 90.

(3) The Career and Technical Education I Teaching License is not renewable. To obtain further career and technical education licensure, the application must qualify for the Career and Technical Education II Teaching License upon expiration of the Career and Technical Education I Teaching License.

(4) The Career and Technical Education II Teaching License may be renewed upon application upon completion, during the life of the license, or continuing professional development (CPD) consistent with OAR Division 90.

(5) Holders of a Five-Year Career and Technical Education Teaching License may optionally qualify to apply for the Career and Technical Education II Teaching License, if requirements are met as specified in OAR 584-042-0036.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.200 & 342.400
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78 except section (2)(a), ef. 1-1-80; TS 3-1978, f. 7-24-78, ef. 1-1-79; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1988, f. 1-14-88, ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 5-2007, f. & cert. ef. 8-15-07; Renumbered from 584-048-0040, TSPC 5-2009, f. & cert. ef. 10-5-09; TSPC 2-2012, f. & cert. ef. 2-15-12

584-042-0021

Definitions

(1) "Approved Career and Technical Education Program:" A career and technical education program (CTE), approved by the Oregon Department of Education (ODE).

(2) "Career and Technical Education (CTE) Mentor:" A teacher holding a pre-1965 Five-Year Teaching, Five-Year CTE, CTE II, Basic, Standard, Initial, Initial I, Initial II or Continuing teaching license who guides and supports a beginning CTE teacher on a CTE I Teaching

License with instructional planning and preparation, delivery of classroom instruction, classroom management, assessment of student performance, and professional development. The assigned mentor must be approved by ODE to be a CTE mentor.

(3) "Career and Technical Education Professional Development Plan:" A plan for personal professional growth during the life of the Career and Technical Education I Teaching License and the Career and Technical Education II Teaching License consistent with OAR 584-042-0051 Career and Technical Education Professional Development Plan.

(4) "Regional Coordinator:" An individual hired by a local educational agency or community college and officially recognized by the Oregon Department of Education (ODE) to specifically coordinate the ODE approved regional system of Career and Technical Education.

(5) "Instructor Appraisal Committee (IAC):" A committee organized in accordance with OAR 584-042-0022.

(6) "Significant Progress:" Significant progress toward completion of CTE professional development plan requirements means the applicant has made a confirmed commitment in each year the license is held toward completing the CTE professional development plan submitted upon application to TSPC. Significant progress may be evidenced by completion of at least one-third of the requirements contained within the professional development plan. The progress must have been completed within the last year preceding application for renewal.

(7) "Waivers:" A waiver of the work experience or academic requirements for the CTE I Teaching License in accordance with OAR 584-042-0060 Waivers.

(8) "Work Experience:" Planned and coordinated work experience or previous and documented work experience that meets the criteria included in OAR 584-042-0070 Work Experience.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495, 342.553
Hist.: TSPC 2-2010(Temp), f. & cert. ef. 3-5-10 thru 8-31-10; TSPC 4-2010, f. & cert. ef. 7-15-10; TSPC 2-2012, f. & cert. ef. 2-15-12

584-042-0022

Instructor Appraisal Committees

(1) An Instructor Appraisal Committee (IAC) is a group of industry and education experts appointed by a school district with an approved ODE Career and Technical Education program. The IAC is convened to evaluate either CTE licensure or CTE endorsement applicants with regard to their work experience and preparation in a CTE endorsed area. (See OAR 584-042-0044 Career and Technical Education Endorsements.)

(2) The appointed Instructor Appraisal committee must make specific CTE licensure and endorsement recommendations to the Oregon Department of Education and to the Teacher Standards and Practices Commission based on their evaluation of each applicant's preparation and work experience in a CTE endorsement area.

(3) The Instructor Appraisal Committee is comprised of specific membership depending on whether the applicant comes from business and industry or whether the applicant already holds a TSPC License. In all cases, the IAC must have at least five members. An individual member may represent more than one of the representative areas outlined in subsections (e) through (f) immediately below.

(a) Instructor Appraisal Committees evaluating applicants from business and industry and new to education must have at least two educator representatives on the committee subject to the requirements in subsection (e) below.

(b) Instructor Appraisal Committees evaluating applicants for a CTE endorsement onto a TSPC existing CTE, Basic, Standard, Initial or Continuing Teaching License must have at least two business and industry representatives on the committee subject to the requirements in subsection (f) below.

(c) District Administrators: All IACs must have a school district administrator or a director of CTE from the district. The administrator representative is an official member of the IAC.

(d) Ex-Officio: The district may appoint non-voting ex-officio members to the IAC.

(e) Educators: Educator representatives may be from public or private secondary and post-secondary institutions. Educators must possess current and substantial knowledge of pedagogy, instructional practices, assessment practices, classroom management, and educational policy. Secondary representatives must hold a valid TSPC license. Post-secondary representatives should be from the applicant's endorsement program area. The educator representative(s) is an official member of the IAC.

(f) Business or industry members: Business or industry representatives may be either employers or employees of the business or industry. At least one business or industry representative must be currently engaged in an occupation related to the career and technical education program endorsement area. The representative must possess current and substantial knowledge of the technical and environmental requirements, and standards of behavior required of the business or industry program. The business or industry representative is an official member of the IAC.

(4) Once appointed, the IAC must select a trained facilitator to operate the IAC during each candidate appraisal process. All facilitators must be approved by the ODE prior to selection. An ODE recognized Regional Coordinator of Career and Technical Education or an appropriate ODE program area specialist may serve as the facilitator. Failure to obtain ODE approval may result in an invalid recommendation and is a basis for determining that the licensure process is incomplete.

(5) The IAC must appoint a chair from the official membership of the committee. The chair may not be an ex-officio member or an appointed facilitator. The chair is responsible to provide the IAC's rationale for the recommendation and must sign any submitted recommendation for a waiver of academic or work experience to the ODE, prior to application for licensure at TSPC.

(6) The CTE Regional Coordinator and the appropriate ODE program specialist must officially verify the IAC member roster as well as evaluations and recommendations of the IAC prior to application for licensure at TSPC.

(7) The applicant's proposed professional development plan must be consistent with the CTE I Teaching License (OAR 584-042-0031) requirements if the candidate does not hold an existing CTE, Basic, Standard, Initial or Continuing teaching license.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 – 342.430, 342.455-342.495, 342.553
Hist.: TSPC 6-2010, f. & cert. ef. 8-31-10

584-042-0031

Career and Technical Education I Teaching License

(1) Upon filing a correct and complete application in form and manner prescribed by the Commission, an applicant may be eligible for a Career and Technical Education (CTE) I Teaching License in one or more Career and Technical Education endorsement areas. The license may be issued for up to three years.

(2) The Career and Technical Education I Teaching License is valid to teach in:

(a) An ODE-approved Career and Technical Education program[s] for which the educator is specifically licensed;

(b) Any CTE teaching license is valid for assignments in diversified occupations or as work experience coordinators.

(3) The application must be a joint application from the applicant and the school district seeking to employ the applicant. The complete application must be directly submitted by the applicant. TSPC will not accept applications submitted by third parties.

(4) A complete application packet must include the following materials from both the Oregon Department of Education and TSPC:

(a) A signed and dated TSPC application and the appropriate fees;

(b) Fingerprints furnished in the manner prescribed by the commission and satisfactory responses to the character questions contained in the commission's licensure application; and

(c) Passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics.

(d) A copy of the ODE-approved CTE I Teaching License application form, including:

(A) The Instructor Appraisal Committee's recommendation for licensure on an approved ODE form, including any course restrictions related to the recommended endorsement or endorsements unless waived by ODE pursuant to OAR 584-042-0060 Waivers and 584-042-0070 Work Experience;

(B) A copy of the signed CTE Professional Development Plan indicating the expectations for the educator over the next three years. The application for licensure is deemed incomplete if the professional development plan does not align with OAR 584-042-0051 CTE Professional Development Plan;

(C) Evidence the co-applicant school district has an ODE-approved program in the requested Career and Technical Education endorsement or endorsements area; or evidence that the district has submitted their application for approval of the CTE program to the ODE. The district must indicate the approximate date they expect to obtain ODE approval of their program;

(D) The name and credentials of the identified CTE mentor;
(E) Transcripts of an associate's degree or equivalent; or in the alternative, the ODE waiver, consistent with OAR 584-042-0060 Waivers that is signed and dated within 90 days from the date of the application to TSPC; and

(F) Work experience evidence documented in one of the following ways:

(i) Planned and coordinated or previous and documented work experience in accordance with OAR 584-042-0070 Work Experience verified by ODE and completed within the past five years; or

(ii) A copy of the industry certification or licensure.

(5) CTE I Teaching Licenses will be issued for one year at a time for a maximum of three years total subject to special renewal conditions:

(a) First Renewal: The applicant must submit:

(A) A signed and dated TSPC application and renewal fees as defined by rule;

(B) A letter of support from the co-applicant district;

(C) A passing score as currently specified by the commission on a test of basic skills; and

(D) Proof of significant progress toward completion of the requirements as outlined in the CTE professional development plan as defined in OAR 584-042-0020 Definitions.

(b) Second Renewal: The applicant must submit:

(A) A C-1 application and renewal fees as defined by rule;

(B) A letter of support from the co-applicant district; and

(C) Proof of significant additional progress beyond the first renewal toward completion of the requirements as outlined in the CTE professional development plan as defined in OAR 584-042-0051 Professional Development Plan.

(c) Renewal under subsections 5(a) and 5(b) above are not subject to the 120-day grace period and must be submitted sufficiently in advance of the license expiration date to ensure continuity of licensure. Failure to submit a timely application is grounds for denial of a renewal pursuant to this subsection and may be grounds for discipline under OAR 584-020-0040.

(d) Failure to show significant progress is deemed to be an incomplete application for renewal.

(e) The Executive Director may grant an Emergency Teaching License upon failure to show progress if the circumstances preventing completion of progress are exceptional and extenuating. In such cases, the Emergency Teaching License may be issued following submission of a C-1 application, C-3 from the district, the appropriate full fee, and a complete description of the circumstances creating the emergency for an Emergency Teaching License. If issued, the Emergency Teaching License may be issued for the minimum period of time it takes to cure the renewal deficit. Any time extensions under this subsection will be deducted from the next renewal cycle.

(6) The Career and Technical Education I Teaching License is not renewable beyond three years. Holders of this license must finish their requirements for the CTE II Teaching License within three years from when the license is first issued, no exceptions. If the employment opportunity associated with first acquiring the license ceases, the license holder is encouraged to continue working toward completion of the CTE II Teaching License requirements.

(7) If the application and fee for the Career and Technical Education II Teaching License is received prior to the expiration of the Career and Technical Education I Teaching License, the license will remain valid for another 120 days following the expiration of the license.

(a) The applicant and co-applicant district must provide documentation that the requirements for the Career and Technical Education II Teaching License have been met prior to the expiration of the 120 days after the Career and Technical Education I Teaching License has expired to remain continuously licensed in this area.

(b) In the event the co-applicant district is unable to provide the documentation required in subsection (a) above, the ODE may certify that the applicant is qualified for the CTE II Teaching License.

(c) Applicants are encouraged to submit complete applications for the CTE II Teaching License at least 90 days prior to the expiration of the final CTE I Teaching License.

(8) In addition to the requirements for the CTE Professional Development Plan, the CTE licensee must meet all of the requirements for the CTE II Teaching License at the end of three years following the issuance of the CTE I.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 – 342.430; 342.455 – 342.495, 342.553

Hist.: TSPC 2-2010(Temp), f. & cert. ef. 3-5-10 thru 8-31-10; TSPC 6-2010, f. & cert. ef. 8-31-10; TSPC 2-2012, f. & cert. ef. 2-15-12

584-042-0036

Career and Technical Education II Teaching License

(1) Upon filing a correct and complete application in form and manner prescribed by the Commission, an applicant may be granted a Career and Technical Education II Teaching License, valid for three years of teaching in an approved career and technical education program.

(2) The Career and Technical Education II Teaching License is valid to teach in ODE-approved career and technical education programs in the endorsement areas for which the educator is specifically licensed. All CTE II Teaching License holders are eligible to teach within the full scope of the CTE endorsement. Any CTE teaching license is valid for assignments in diversified occupations or as work experience coordinators.

(3) The application packet must include the following:

(a) A signed and dated TSPC application and the appropriate fees;

(b) Evidence that all the requirements for the Career and Technical Education I Teaching License as set forth in OAR 584-042-0031 have been met;

(c) Evidence of one year or the equivalent of career and technical education teaching experience while holding a license valid for the assignment as verified on a Professional Educational Experience Report Form (PEER);

(d) Evidence of completion of the CTE professional development plan as prescribed by the IAC and as filed with TSPC when the CTE I was first issued, including evidence the applicant has either:

(A) Transcripts of any coursework required by the CTE professional development plan; or

(B) Official verification of work experience required by the CTE professional development plan on a form approved by the ODE.

(4) Transcripts of coursework submitted for eligibility for the Career and Technical Education II Teaching License must be completed through an approved teacher education institution or an accredited community college.

(5) The Career and Technical Education II Teaching License is renewable upon completion of 75 clock hours or the equivalent of continuing professional development in accordance with OAR 584, division 90.

Stat. Auth.: ORS 342

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

Hist.: TSPC 4-2010, f. & cert. ef. 7-15-10; TSPC 2-2012, f. & cert. ef. 2-15-12

584-042-0044

Career and Technical Education Endorsements

(1) Career and Technical Education (CTE) Endorsements are subject-matter endorsements in the career and technical fields.

(2) Only the Basic, Standard, Initial, Continuing or CTE II Teaching Licenses are eligible to hold any CTE endorsement. A CTE I Teaching License may only hold a single CTE endorsement.

(3) Endorsements indicate the scope of the subject-matter that may be taught on the license which holds the endorsement. Specific courses allowed within the scope of each endorsement are identified by TSPC and published on the TSPC web site. Endorsements include the following:

(a) Endorsements in the Agriculture, Food and Natural Resource Systems area include:

(A) Agriculture Science and Technology;

(B) Natural Resources Management; and

(C) Environmental Services.

(b) Endorsements in the Arts, Information and Communications area include:

(A) Publishing and Broadcasting;

(B) Information and Communications Technology; and

(C) Visual, Performing and Media Arts.

(c) Endorsements in the Business and Management area include:

(A) Business Management and Administration;

(B) Finance;

(C) Hospitality and Tourism;

(D) Information and Communications Technology; and

(E) Marketing.

(d) Endorsements in the Health Sciences area include: Health Sciences.

(e) Endorsements in the Human Resources area include:

(A) Education and Related Fields;

(B) Hospitality and Tourism (Culinary);

(C) Human Services; and

(D) Public Services.

(f) Endorsements in the Industrial and Engineering Systems area include:

(A) Construction Technology;

(B) Engineering Technology;

(C) Information and Communications Technology;

(D) Transportation Technology; and

(E) Manufacturing Technology.

(4) Applicants for the CTE I Teaching License may be limited with regard to the courses they may teach in the first three years of licensure. The IAC will determine whether the applicant is fully prepared to teach all courses with the endorsement area in which the applicant seeks licensure.

(5) All CTE II Teaching License holders are eligible to teach within the full scope of the CTE endorsement.

(6) Adding a CTE Endorsement with Work Experience. Holders of Basic, Standard, Initial, Continuing or CTE II teaching licenses who meet all of the ODE-approved work experience requirements for a CTE II Teaching License may be eligible to add CTE endorsements onto their underlying teaching license. The endorsement shall be valid for the same amount of time as the underlying license. Only ODE may approve work experience under this subsection.

(7) Adding a CTE Endorsement without Work Experience. Holders of Basic, Standard, Initial, Continuing or CTE II teaching licenses who do not meet the work experience requirements to add a CTE endorsement must apply for a CTE I Teaching License in that endorsement area. Upon verification of the work experience requirements in an application to TSPC, the endorsement may be added to the holder's Basic, Standard, Initial, Continuing Teaching, or CTE II License.

Stat. Auth.: ORS 342

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

Hist.: TSPC 2-2010(Temp), f. & cert. ef. 3-5-10 thru 8-31-10; TSPC 4-2010, f. & cert. ef. 7-15-10; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11; TSPC 2-2012, f. & cert. ef. 2-15-12

584-042-0051

Career and Technical Education (CTE) Professional Development Plan

(1) A CTE professional development plan (PDP) is required as part of the application for the Career and Technical Education I Teaching License. The CTE professional development plan must be for at least three years.

(2) The CTE professional development plan must be signed by both the district and the prospective educator. The employing school district will keep a copy of the CTE professional development plan.

(3) A signed copy of the plan must be included in the CTE I Teaching License application materials submitted to the Commission.

(4) The plan must include assurances that the district has assigned an appropriately licensed administrator to monitor the progress and timely completion of the signed CTE professional development plan. The administrator must be identified in the application materials for the CTE I Teaching License.

(5) The plan must include assurances that the district has assigned an appropriately trained mentor consistent with 584-042-0021(6) and such mentor is identified in the application materials.

(6) For applicants holding a pre-1965 Five-Year Teaching, Basic, Standard, Initial, Initial I, Initial II, Continuing, or an equivalent out-of-state non-provisional teaching license prior to applying for the Career and Technical Education I Teaching License; the scope of the PDP must include:

(a) Activities identified by the Instructional Appraisal Committee (IAC) that address relevant CTE professional development needs, including verifiable work experience, and coursework that specifically relates to career and technical education; and

(b) Verifiable work experience that has been performed in the last five (5) years and includes one of the following:

(A) At least 1800 hours of previous and documented related work as defined in OAR 584-042-0070(1) CTE Work Experience;

(B) At least 600 hours of planned and coordinated related work experience as defined in OAR 584-042-0070(2) CTE Work Experience;

(C) The equivalent combination of planned and coordinated and previous and documented related work at a technical skill level within the last five years; or

(D) Related industry certification or licensure.

(7) For applicants who have not previously completed a teacher preparation program, the CTE professional development plan must out-

line how the applicant will acquire a minimum of eighteen (18) quarter hours or twelve (12) semester hours, as specified below, of teacher preparation required for eligibility for a Career and Technical Education II Teaching License. The Instructor Appraisal Committee may increase the requirements if they deem the additional education is necessary. Applicants under this subsection must meet all of the following requirements in subsections (a) through (d).

(a) Obtain nine (9) quarter hours or six (6) semester hours of education-specific coursework which must be selected from the following areas:

- (A) Introduction to Career and Technical Education in Oregon;
- (B) Introduction to the Education Profession;
- (C) Oregon School Law including a focus on special needs students;

- (D) Classroom Management;
- (E) Multi-cultural Education;
- (F) Second Language Acquisition;
- (G) Human Development for adolescent and older children;
- (H) Education Psychology and Learning Development; and

(b) Obtain at least three (3) quarter hours or two (2) semester hours in Curriculum Design, Instructional Strategies and Assessment; and

(c) Obtain at least three (3) quarter hours or two (2) semester hours in instructional methodology in how to teach mathematics to secondary learners, which may include coursework focused on how to teach mathematics in the CTE context; and

(d) Obtain at least three (3) quarter hours or two (2) semester hours in instructional methodology in how to teach reading, or writing and literacy to secondary learners.

(8) In addition to the requirements in subsections (6) and (7) above, all applicants, regardless if they are coming from education or industry, must show evidence they have at one time obtained or will obtain all of the following specific college-level coursework:

(a) Three (3) quarter hours or two (2) semester hours of math at or above a level required by the industry related to the applicant's endorsement and identified by the IAC; and

(b) Three (3) quarter hours or two (2) semester hours of college level language arts or speech at the one-hundred level or higher as identified by the IAC.

(9) The IAC may increase the minimum requirements described in subsection (8) above if they deem additional education is needed.

(10) Coursework as required by the Instructor Appraisal Committee must be attained through a TSPC-approved teacher education program or an accredited community college and verified by transcripts submitted to TSPC at the time of application for a Career and Technical Education II License. If in doubt whether the coursework will apply, check with TSPC prior to enrolling in coursework to fulfill these requirements.

(11) Professional Development Plans may be modified after initial development and submission to TSPC with written approval by ODE. Modified plans must be submitted to TSPC with ODE's approval prior to the expiration of the CTE I Teaching License.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 – 342.430; 342.455 – 342.496; 342.553
 Hist.: TSPC 6-2010, f. & cert. ef. 8-31-10; TSPC 2-2012, f. & cert. ef. 2-15-12

584-042-0060

Waivers

(1) The Instructor Appraisal Committee (IAC) may recommend waiver of the work experience or the associate degree requirements for the CTE I Teaching License to the ODE. The waiver recommendation must include the basis for the recommendation including:

(a) The applicant's applicable academic preparation justifying waiver of the associate's degree requirements for the CTE I Teaching License;

(b) The applicant's work experience or training justifying waiver of the work experience requirement for the CTE I Teaching License;

(c) The IAC's recommendations related to the CTE Professional Development Plan; and

(d) A signed copy of the CTE Professional Development plan. (See OAR 584-042-0051 CTE *Professional Development Plan*.)

(2) An approved waiver must be signed and dated within ninety (90) days from the date of application to ODE and must be submitted to the TSPC as part of the application for the CTE I Teaching License.

(3) The IAC recommendation for waiver is advisory only and may be denied by the ODE.

(4) The math and language arts requirements defined in OAR 584-042-0051 *Career and Technical Education (CTE) Professional Development Plan*, may not be waived.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120, 342.147 & 342.165
 Hist.: TSPC 4-2010, f. & cert. ef. 7-15-10

584-042-0070

Career and Technical Education Work Experience

(1) Previous and Documented Work Experience: Previous and documented work experience is at least 1800 hours of verifiable employment, internship, or volunteer experience in a career field specifically related to the applicant's endorsement area.

(a) Previous and documented work experience must be completed and verifiable within the five year period immediately preceding the application for CTE licensure or endorsement.

(b) Previous and documented work experience may be verified to the ODE when the applicant holds a non-provisional teaching license.

(2) Planned and Coordinated Work Experience: Planned and coordinated work experience is at least 600 hours of employment, internship, or volunteer experience designed to increase specific business and industry knowledge and skills specifically related to the applicant's endorsement area. The planned and coordinated work experience may be prescribed by the Instructor Appraisal Committee and must be indicated in the educator's approved professional development plan as defined in OAR 584-042-0051.

(3) One hour of Planned and Coordinated Work Experience equals three hours of Previous and Documented Work Experience.

(4) Related industry certification or licensure may be considered proof of valid work experience. (See 584-042-0051 *CTE Professional Development Plan* for work experience requirements.)

(5) The ODE may certify work experience pursuant to this rule in lieu of the IAC process and upon request from an applicant for the CTE I Teaching License.

(6) An approved Oregon teacher licensure program may certify work experience pursuant to this rule for candidates seeking an Initial I Teaching License in CTE endorsement areas listed in OAR 584-042-0044.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120, 342.147 & 342.165
 Hist.: TSPC 4-2010, f. & cert. ef. 7-15-10

584-042-0081

Career and Technical Education Restricted Substitute Teaching License

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted a Career and Technical Education Restricted Substitute Teaching License.

(a) This license, issued for three years and renewable, is valid to substitute teach for a total of 60 days a school year (September through June) in any Career and Technical Education endorsement area to replace a licensed CTE teacher in an ODE-approved Career and Technical Education program who is temporarily unable to work.

(b) The 60 days a year limit applies regardless if the holder of the license substitutes in multiple districts (which must co-apply with the applicant for the license).

(c) Districts who did not co-apply with the applicant may request permission to add the substitute to their district upon filing an additional application and fee.

(d) An assignment on this license may not exceed ten (10) days consecutively under any circumstances.

(e) This license is not eligible for substitute teaching in classrooms outside of ODE-approved CTE programs.

(2) To be eligible for a Career and Technical Education Restricted Substitute Teaching License, the applicant must:

(a) Submit evidence the applicant holds an associate's degree or higher from an accredited institution or an approved foreign equivalent, or obtain recommendation from the Oregon Department of Education for a waiver of the associate's degree (See OAR 584-042-0060 Waivers);

(b) Furnish fingerprints in the manner prescribed by the commission if the applicant has not been fingerprinted or has not held an active license issued by the commission in the past three years;

(c) Obtain a passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics;

(d) Complete the appropriate Instructor Appraisal Committee evaluation as prescribed by ODE rule, be recommended for specific endorsements by the committee, and submit evidence of the following:

(A) Verification of a minimum of eighteen (18) quarter hours or twelve (12) semester hours of teacher preparation, in addition to three (3) quarter hours or two (2) semester hours each of math and language arts. (See required areas for preparation in OAR 584-042-0051 CTE Professional Development Plan.); and

(B) Verification of related work experience as specified by OAR 584-042-0070 Work Experience at a technical skill level within the last five years. (See required hours in OAR 584-042-0051 CTE Professional Development Plan.); and

(e) Provide a letter from the co-applicant district stating the need for the license.

(3) To be eligible for renewal of the Career and Technical Education Restricted Substitute Teaching License an applicant must:

(a) File a correct and complete application in form and manner prescribed by the commission; and

(b) Obtain a passing score as currently specified by the commission on a test of basic verbal and computational skills, unless the applicant has a master's degree.

(4) A district and co-applicant educator may apply for an Emergency Career and Technical Education Teaching License for the holder of a Career and Technical Education Restricted Substitute Teaching License if the district is unable to obtain a Career and Technical Education licensed teacher in any position in an ODE-approved Career and Technical Education program lasting more than three consecutive months.

(a) The Career and Technical Education Emergency Teaching License will allow the educator to teach for time beyond the allowed timelines stated in subsection (1) above.

(b) The Executive Director may approve the Career and Technical Education Emergency Teaching License upon proof of the district's emergency.

(5) A district and co-applicant educator who has held the CTE Restricted Substitute Teaching License may be eligible for and may apply for a Career and Technical Education I Teaching License for a position in an ODE-approved Career and Technical Education program related to the applicant's Career and Technical Education endorsement(s) without additional Instructor Appraisal Committee recommendations. Applicants interested in this option should contact ODE to check whether they are eligible to apply for a CTE I Teaching License through this avenue.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.496; 342.553
Hist.: TSPC 4-2010, f. & cert. ef. 7-15-10; TSPC 2-2012, f. & cert. ef. 2-15-12

584-042-0090

Transfer of a CTE I Teaching License to Another District

(1) The Career and Technical Education I Teaching License is transferable to another Oregon school district under the following conditions:

(a) The applicant submits an application packet that includes the following:

(A) A signed and dated TSPC application and the appropriate fees;

(B) Evidence the new district has an ODE-approved career and technical education program in the area in which the applicant is licensed;

(C) The district identifies the supervising administrator and the CTE mentor when requesting the transfer of a CTE I Teaching License from another district; and

(D) An affidavit from the new district acknowledging that they have reviewed and support the original CTE professional development plan and they are committed to ensuring the applicant completes the CTE professional development plan.

(b) The application for transfer is submitted no later than seven calendar days from the first day of employment.

(A) Failure to submit a timely application for transfer may result in referral for investigation of Gross Neglect of Duty pursuant to OAR 584-020-0040 for both the licensed educator and the educator's immediate supervisor.

(B) Failure to submit a timely application for transfer may be a basis for denial for further renewal of the CTE I Teaching License or denial of eligibility for the CTE II Teaching License.

(c) The applicant may have to submit an expedited service request if the district needs the applicant to begin work immediately.

(2) The application is incomplete if all of the elements of subsection (1) are not satisfied.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120, 342.147 & 342.165
Hist.: TSPC 4-2010, f. & cert. ef. 7-15-10

DIVISION 44

PERSONNEL SERVICE LICENSES

584-044-0003

Personnel Service Licensure under Superseded Standards

Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted a Basic Personnel Service License with counselor or psychologist endorsement, issued for three years plus time to the applicant's next birth date and renewable under OAR 584-048. Such an applicant must have originally enrolled in a basic counselor or basic psychologist education program under standards superseded by 21st century licensure and be found in the judgment of the commission subject to hardship if issued a 21st century initial license instead of a basic license. If the initial license is judged preferable, the applicant will not be required to add course work to the basic program, although institutions may make appropriate substitutions for partial updating. Recipients of a basic personnel service license may 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; and

(c) Have completed 24 quarter hours of graduate preparation designed to develop competence in:

(A) Counseling theory and interventions to include early intervention strategies;

(B) Groups: theory and interventions;

(C) Lifestyle and career development;

(D) Appraisal of individuals;

(E) Social and cultural foundations;

(F) Consultation and community resources; and

(G) Parent/family relations.

(d) Have completed six quarter hours of supervised practicum or internship in a counseling role in a public or regionally accredited private school. One year of full-time successful counseling experience in public schools on a valid state license is substituted for the practicum or internship required under subsection (1)(d) of this rule.

(2) Applicants without prior teaching experience must complete an Oregon approved counselor education program that culminates in a master's degree. These applicants must complete both the teaching and counseling practica.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.200
Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 2-1989, f. & cert. ef. 2-16-89; TS 6-1989, f. & cert. ef. 10-6-89; TS 9-1991, f. & cert. ef. 8-7-91; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 1-1998, f. & cert. ef. 2-4-98; TSPC 2-2008, f. & cert. ef. 4-15-08

584-044-0014

Basic School Psychologist

An applicant for the basic school psychologist endorsement must complete the requirements under either subsection (1) or (2) of this section.

(1) Complete an approved school psychologist program verifying completion of:

(a) A master's degree from an approved teacher education institution.

(b) Seventy-five (75) quarter or fifty (50) semester hours of graduate preparation designed to develop competence in:

(A) The cognitive, affective, and developmental foundations of human behavior;

(B) Psychometric techniques, both verbal and non-verbal, employed in individual and group assessment;

(C) Learning problems of school-age children, including exceptional pupils;

(D) Consultation and educational interventions, including behavior management, classroom consultation, communication techniques, intervention strategies, and counseling; and

(E) Clinical practicum, including experience in a public agency serving school-age children and/or youth.

(c) A full-time public school practicum for nine weeks in a public school under the direct supervision of a licensed school psychologist. One year of fulltime successful school psychologist experience in public schools or regionally accredited private schools on a valid state license may be substituted for the practicum required under this subsection.

(2) Demonstrate knowledge of school psychology theory and practice by presenting a minimum score on the commission-approved specialty area content test for School Psychologist and hold a current National School Psychology Certificate awarded by the National Association of School Psychologists.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 2-1992, f. 5-6-92, cert. ef. 1-15-94; TSPC 1-1998, f. & cert. ef. 2-4-98; TSPC 4-2010, f. & cert. ef. 7-15-10

584-044-0015

Standard Personnel Service License Requirements

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted a Standard Personnel Service License for five years.

(2) To be eligible for a Standard Personnel Service License an applicant must:

(a) Provide verification of successful personnel service experience in Oregon schools on a PEER form in the endorsement area while holding a Basic Personnel Service License with that endorsement.

(b) Document three years of one-half time or more experience;

(c) Provide either official transcripts together with a Form C-2, verifying completion of an approved Standard Personnel Service License program, or official transcripts verifying completion of a master's degree from an approved teacher education institution in another state.

(d) Present evidence of knowledge of the laws prohibiting discrimination, if not previously verified by passing the *Protecting Student and Civil Rights in the Educational Environment* test.

(e) Verify completion of academic preparation for one of the standard endorsements outlined in OAR 584-044-0021 through 584-044-0023.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200 & 342.400

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TS 4-1983, f. 5-17-83, ef. 7-1-83; TS 4-1985, f. 10-4-85, ef. 1-1-86; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1987, f. & ef. 3-3-87; TS 3-1988, f. & cert. 4-7-88; TS 5-1988, f. 10-6-88, cert. ef. 1-15-89; TS 2-1989, f. & cert. ef. 2-16-89; TS 9-1991, f. & cert. ef. 8-7-91; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1994, f. 7-19-94, cert. ef. 10-15-94; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 4-2010, f. & cert. ef. 7-15-10

584-044-0021

Standard Counselor

The applicant for the standard counselor endorsement must have completed 24 quarter hours of graduate preparation, culminating in a master's degree, in addition to requirements for the basic counselor endorsement specified in OAR 584-044-0011(1)(c), designed to strengthen the applicant's background in school counseling through a planned program to include:

(1) Legal and professional issues for the school counselor;

(2) Program development, organizational management, and technology-assisted guidance activities;

(3) Research and program evaluation; and

(4) Courses related to the development of a specialty area.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200 & 342.400

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 2-1989, f. & cert. ef. 2-16-89; TS 6-1989, f. & cert. ef. 10-6-89; TS 9-1991, f. & cert. ef. 8-7-91

584-044-0023

Standard School Psychologist

No additional preparation is required, only the experience as specified in OAR 584-044-0015(2).

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200 & 342.400

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-80; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TS 2-1989, f. & cert. ef. 2-16-89; TS 2-1992, f. 5-6-92, cert. ef. 1-15-94; TSPC 2-2008, f. & cert. ef. 4-15-08

584-044-0048

Basic Personnel Service License Renewal

(1)(a) A Basic Personnel Service License may be renewed once for three years on recommendation of an institution offering an approved program for personnel service specialists.

(b) The recommendation shall be contingent upon satisfactory completion of nine quarter or six semester hours of the program leading to a Standard Personnel Service License.

(c) The additional preparation must be completed subsequent to issuance of the current license unless completion of the academic requirements for the Standard Personnel Service License has been verified prior to application for renewal of the Basic Personnel Service License.

(2) This preparation must be completed in the institution or in an inservice training program offered by a school district and for which credit is given by the institution or by some combination of both in accordance with Commission rules.

(3) At the time the second Basic Personnel Service License expires, the educator must have completed academic requirements for the Standard Personnel Service License.

Stat. Auth.: ORS 342

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

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1979, f. 8-21-79, ef. 1-1-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1988, f. 1-14-88, ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 13-2006, f. & cert. ef. 11-22-06; Renumbered from 584-048-0065 by TSPC 10-2010, f. 12-30-10, cert. ef. 1-1-11

584-044-0050

Renewal of Personnel Service Licenses — Special Provisions

(1) An applicant who completes all requirements for the Standard Personnel Service License except the experience in Oregon schools will be granted a third Basic Personnel Service License without further preparation.

(2) Thereafter, a Basic Personnel Service License may be renewed upon verification of continuing professional development pursuant to 584-90.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200 & 342.400

Hist.: TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-84; TS 1-1988, f. 1-14-88, ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 5-1993, f. & cert. ef. 10-7-93; TSPC 5-2001, f. & cert. ef. 12-13-01; TSPC 13-2006, f. & cert. ef. 11-22-06; Suspended by TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; Renumbered from 584-048-0067, TSPC 5-2009, f. & cert. ef. 10-5-09

584-044-0055

Standard Personnel Service License Renewal

A Standard Personnel Service License may be renewed upon verification of continuing professional development pursuant to 584-090.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200 & 342.400

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TS 8-1986, f. 12-19-86, ef. 1-15-87; TS 1-1988, f. 1-14-88, ef. 1-15-88; TS 4-1989(Temp), f. & cert. ef. 7-31-89; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; Renumbered from 584-048-0070, TSPC 5-2009, f. & cert. ef. 10-5-09

DIVISION 46

ADMINISTRATIVE LICENSES

584-046-0003

Administrative License Under Superseded Standards

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted a Basic Administrative License with basic administrator or basic superintendent endorsement, issued for two years plus time to the applicant's next birth date and renewable under OAR 584-048.

(2) The applicant must have originally enrolled in a basic administrator or basic superintendent education program under standards established prior to January 1, 1998.

(3) It must be the judgment of the commission that the applicant will be subject to hardship if issued a 21st century initial license instead of a basic license. If the initial license is judged preferable, the applicant will not be required to add course work to the basic program, although institutions may make appropriate substitutions for partial updating.

(4) Recipients of a basic administrative license must pursue a Continuing Administrator License (see OAR 584-080).

(5) Applicants from out of state, or applicants who have completed an Oregon administrator preparation program subsequent to January 1, 1999, and have not been licensed in Oregon as an administrator by January 1, 2008, are not eligible for any license under this division of rules.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 5-2008, f. & cert. ef. 6-13-08

584-046-0016

Basic Administrator

An applicant for the basic administrator endorsement must:

(1) Have completed a master's degree from an approved teacher education institution; and

(2) Have completed 12 quarter hours of graduate preparation designed to develop competence in:

(a) Management, evaluation, and improvement of instruction to meet school district objectives;

(b) Supervision, professional development, and evaluation of personnel to insure effective instruction;

(c) Oregon school law; and

(d) Planning, preparation, and implementation of instructional budgets.

(3) Have completed five quarter hours of supervised practicum or internship in an administrative role. One year of full-time successful administrative experience in public schools or regionally accredited private schools on a valid state license is substituted for the practicum or internship required under this subsection .

(4) Verify three years of full-time successful public school or regionally accredited private school teaching experience.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 2-1986, f. 4-18-86, ef. 1-15-88; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 2-1993, f. 4-19-93, cert. ef. 1-15-94; TSPC 1-1998, f. & cert. ef. 2-4-98; TSPC 5-2008, f. & cert. ef. 6-13-08

584-046-0019

Basic Superintendent

An applicant for the basic superintendent endorsement must:

(1) Have completed a master's degree from an approved teacher education institution; and

(2) Have completed 18 quarter hours of graduate preparation designed to develop competence in:

(a) Development, evaluation, and improvement of educational programs to meet school district objectives;

(b) Establishing and implementing personnel policies to insure the continuing effectiveness of personnel;

(c) Negotiation and administration;

(d) Oregon school law;

(e) Planning, preparation, and management of school district budgets; and

(f) School, board, and community relations.

(3) Have completed six quarter hours of supervised practicum or internship in an administrative role. One year of full-time successful administrative experience in public schools or regionally accredited private schools on a valid state license is substituted for the practicum or internship required under this subsection.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 & 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 2-1986, f. 4-18-86, cert. ef. 1-15-88; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 1-1998, f. & cert. ef. 2-4-98; TSPC 5-2008, f. & cert. ef. 6-13-08

584-046-0020

Standard Administrative License Requirements

An applicant for a Standard Administrative License must:

(1) Submit an application in the form and manner required by the commission;

(2) Provide verification of three years of successful administrative experience in Oregon schools while holding a Basic Administrative License or a Five-Year Administrative License. Experience of superintendents may only be verified by the district's deputy clerk, personnel officer, or board chairperson;

(3) Provide either official transcripts together with verification of completion of an approved Standard Administrative License program, or official transcripts verifying completion of administrator preparation in addition to the master's degree as required by OAR 584-046-0021 or 584-046-0024 at an approved teacher education institution in another state;

(a) Applicants who have completed a master's degree plus at least 12 quarter hours of graduate preparation beyond requirements for the initial administrative license through an approved institution in another state prior to their first application in Oregon are evaluated for the standard license by TSPC. These applicants are advised by TSPC of the remaining requirements for the Standard Administrative License when the basic license is issued. A Preparation for Teaching Report, Form C-2, is not required for issuance of the Standard Administrative License for these applicants.

(b) An applicant bears the burden of proving that he or she has met licensure requirements. The applicant must present evidence that the courses taken covered the required subject matter. In some cases, a transcript showing the course title will suffice; where the course title is not descriptive of course content, the applicant should present a syllabus or other description of course content in addition to the transcript.

(4) Present evidence of knowledge of the laws prohibiting discrimination, if not previously verified;

(5) Submit the fee and late fees if appropriate as indicated in OAR 584-036-0055;

(6) Provide verification of recent educational experience; and

(7) Verify completion of the academic preparation for one of the standard endorsements outlined in OAR 584-046-0021 or 584-046-0024.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TS 4-1983, f. 5-17-83, ef. 7-1-83; TS 4-1985, f. 10-4-85, ef. 1-1-86; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TS 3-1992, f. & cert. ef. 7-31-92; TS 4-1994, f. 7-19-94, cert. ef. 10-15-94; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 5-2008, f. & cert. ef. 6-13-08

584-046-0021

Standard Administrator

(1) Eighteen quarter hours of graduate preparation, in addition to requirements for the basic administrator endorsement specified in OAR 584-046-0016, designed to strengthen the applicant's background in school administration, to include:

(a) The teaching-learning process;

(b) Curriculum development and implementation;

(c) School-community relationships;

(d) Research, evaluation, and goal setting; and

(e) Communications.

(2) All of the basic and standard administrator endorsement program must be completed in addition to earning the master's degree.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 2-1986, f. 4-18-86, cert. ef. 1-15-88; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 3-1992, f. & cert. ef. 7-31-92; TSPC 5-2008, f. & cert. ef. 6-13-08

584-046-0024

Standard Superintendent

(1) Twenty-four quarter hours of graduate preparation, in addition to requirements for the basic superintendent endorsement specified in OAR 584-046-0019, designed to strengthen the applicant's background in school administration, to include:

(a) The teaching-learning process;

(b) Planning and maintaining school facilities;

(c) Policy development and implementation;

(d) Research, evaluation, and goal setting; and

(e) Communications.

(2) All of the basic and standard superintendent endorsement program must be completed in addition to earning the master's degree.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.200

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-29-77, ef. 1-1-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 2-1986, f. 4-18-86, ef. 1-15-88; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 3-1988, f. & cert. ef. 4-7-88; TS 6-1989, f. & cert. ef. 10-6-89; TS 3-1992, f. & cert. ef. 7-31-92; TSPC 2-2008, f. & cert. ef. 4-15-08

584-046-0050

Renewal of a Basic Administrative License

(1)(a) The Basic Administrative License with the administrator endorsement may be renewed twice for a period of two years each time, on the recommendation of an institution offering an approved program for preparation of administrators. The recommendation shall be contingent upon completion of nine quarter or six semester hours applicable to a Standard Administrative License.

(b) The additional preparation must be completed subsequent to issuance of the current license unless completion of the academic requirements for the Standard Administrative License has been verified prior to application for renewal of the Basic Administrative License.

(c) Use of the license is limited to serving as a vice principal.

(2) Upon assuming a principal position, the educator must hold a basic or standard administrator endorsement.

(3)(a) The Basic Administrative License with the superintendent endorsement may be renewed twice, for a period of two years each time, on the recommendation of an institution offering an approved preparation program for superintendents.

(b) The recommendation shall be contingent upon satisfactory completion of 12 quarter or 8 semester hours of the program applicable to a Standard Administrative or Continuing Administrator License. The additional preparation must be completed subsequent to issuance of the current license.

(4) A Basic Administrative License may be renewed upon verification of continuing professional development pursuant to 584-90.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.200 & 342.400
 Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1979, f. 8-21-79, ef. 1-1-80; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 2-1986, f. 4-18-86, ef. 1-15-88; TS 1-1987, f. & ef. 3-3-87; TS 1-1988, f. 1-14-88, ef. 1-15-88; TS 2-1989, f. & cert. ef. 2-16-89; TS 4-1989(Temp), f. & cert. ef. 7-31-89; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; Renumbered from 584-048-0085, TSPC 5-2009, f. & cert. ef. 10-5-09

584-046-0055

Standard Administrative License Renewal

(1) An applicant who meets all requirements for the Standard Administrative License except the requirement of three years of experience in Oregon schools will be granted a fourth Basic Administrative License without further preparation.

(2) A Standard Administrative License may be renewed for five years upon verification of continuing professional development pursuant to 584-90.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.200 & 342.400
 Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1982, f. & ef. 1-5-82; TS 3-1983, f. & ef. 5-16-83; TS 2-1986, f. 4-18-86, ef. 1-15-88; TS 8-1986, f. 12-19-86, ef. 1-15-87; TS 1-1988, f. 1-14-88, ef. 1-15-88; TS 2-1989, f. & cert. ef. 2-16-89; TS 4-1989(Temp), f. & cert. ef. 7-31-89; TS 6-1989, f. & cert. ef. 10-6-89; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; Renumbered from 584-048-0095, TSPC 5-2009, f. & cert. ef. 10-5-09

DIVISION 48

RENEWAL OF LICENSES

Personnel Service License Renewal

584-048-0065 [Renumbered to 584-044-0048]

DIVISION 50

COMMISSION SANCTION

584-050-0002

Exercise of Commission Authority

Commission sanction, the exercise of authority granting, denying, or revoking a license, or registration is described in the following sections as it relates to particular circumstances.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.200 & 342.400
 Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 7-2007, f. & cert. ef. 12-14-07

584-050-0005

Criteria for Granting Licenses

(1) The Executive Director may issue licenses, certificates or registrations, grant reinstatements, and renew licenses, certificates or registrations when each of the following conditions exists:

(a) All requirements established by law and rules have been met;

(b) The applicant has attained at least eighteen years of age and has furnished evidence satisfactory to TSPC of fitness to serve as an educator; and

(c) The Executive Director deems that an applicant's response to any application character questions does not adversely affect his or her ability to serve as an educator.

(2) The Executive Director may delay action and refer the application to an investigator when a response to any application character question needs further investigation. The results of the investigation will be reported to the Commission once the investigation is completed.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 200 & 342.400
 Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 5-2013, f. & cert. ef. 11-14-13

584-050-0006

Criteria for Denying Issuance, Clearance or Reinstatement of Licenses

(1) The Executive Director may deny issuance of a license, certificate or registration, renewal of a license, certificate or registration; or reinstatement of a license, certificate or registration or PA-1 clearance for student teaching under the conditions set forth in subsection (3) below.

(2) The Executive Director may not deny reinstatement of a license that has been revoked. Reinstatement of a revoked license or registration is subject to OAR 584-050-0015.

(3) Notice of denial and right to a hearing without further investigation may be issued by the Executive Director when any of the following conditions exist:

(a) The applicant has been convicted of a crime listed in ORS 342.143(3)(a), or any substantially equivalent offense under the laws of another state; or

(b) The applicant refuses to consent to criminal records checks or refuses to be fingerprinted upon request.

(4) In a case not covered by this rule, the Executive Director will refer the application to investigation for future Commission consideration.

Stat. Auth.: ORS 181 & 342
 Stats. Implemented: ORS 181.525, 342.120-342.200 & 342.400
 Hist.: TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1992, f. & cert. ef. 1-15-92; TS 6-1993, f. & cert. ef. 12-7-93; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 4-1998, f. & cert. ef. 6-5-98; TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 5-2013, f. & cert. ef. 11-14-13

584-050-0009

Procedures for Disciplinary Action in Certain Cases

(1) The Executive Director may issue a notice of hearing and statement of charges, on behalf of the Commission, against an educator who has been convicted of a crime listed in ORS 342.143 or who has admitted in the course of judicial proceeding or criminal prosecution conduct constituting a crime listed in ORS 342.143.

(2) The Executive Director may issue a notice of opportunity for hearing to an educator when the Executive Director has information that the educator has violated any term or condition of probation. Contested case hearings will be held in accordance with OAR 137-003-0501 through 137-003-0700.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 200 & 342.400
 Hist.: TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1994, f. & cert. ef. 1-25-94; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07

584-050-0012

Fingerprinting and Criminal Background Checks

(1) An applicant for, student teaching, practicum or internship, initial Oregon licensure or reinstatement of an Oregon license that has been lapsed for three years or more must submit fingerprints for a criminal background check in accordance with ORS 342.223.

(2)(a) An applicant will be denied licensure pursuant to OAR 584-050-0009 if the applicant has been convicted of:

(A) Any of the crimes listed in ORS 342.143;

(B) An attempt of any of the crimes listed in ORS 342.143 in accordance with ORS 161.405; or

(C) Any substantially equivalent crime in another jurisdiction.

(b) A crime is deemed to be substantially equivalent when the Commission determines the underlying conduct is substantially similar to conduct that would have resulted in conviction of any crime listed in ORS 342.143.

(3) An applicant may be denied licensure if the applicant has been convicted of any crime involving the illegal use, sale or possession of controlled substances as defined in ORS 475.005(6).

(4) The Commission may take action against an applicant as a result of the criminal background check disclosing criminal conduct not listed in ORS 342.143 in accordance with ORS 342.175.

(5) If the applicant fails to provide fingerprints following application for licensure where fingerprints are required, the application will be found to be incomplete.

(6) Only original fingerprints submitted to TSPC will be accepted for clearance for any Oregon teaching license, registration or certification. Previously cleared fingerprints by the Oregon Department of Education or any employer are not acceptable to satisfy TSPC's criminal background checks.

(7)(a) A candidate admitted to an Oregon educator licensure program may not be placed in any practicum, student teaching or internship placement where the candidate may be in unsupervised contact with any K-12 student until the fingerprint and criminal background check has been submitted to TSPC, completed and cleared by the TSPC Executive Director.

(b) Failure to comply with this provision may result in Commission sanction.

Stat. Auth.: ORS 181 & 342

Stats. Implemented: ORS 181.534 & 342.223

Hist.: TS 2-1994, f. & cert. ef. 7-19-94; TS 5-1996, f. & cert. ef. 9-24-96; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 9-2012, f. & cert. ef. 9-14-12

584-050-0015

Reinstatement of Suspended, Revoked, or Surrendered License or Registration Generally

(1) A suspended, revoked, or surrendered license, charter school registration, or school nurse certificate may be reinstated if the applicant is otherwise qualified and complies with the other applicable provisions of rules in this division.

(2) Licenses, certificates or registrations that are revoked, suspended, or surrendered and eligible for reinstatement will be reinstated for the same period of time as an application for a new or renewed license or registration of that type if the license is a non-provisional license.

(3) The fee to reinstate a license is in addition to the application fee required to issue a new license. See OAR 584-036-0055.

(4) A denial of an application for reinstatement of a suspended or revoked license, certificate or registration is considered a suspension or revocation of that applicant's right to apply for one year.

Stat. Auth.: ORS 181 & 342

Stats. Implemented: ORS 181.525, 342.120-342.430, 342.455-342.495 & 342.553

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 3-1978, f. 7-24-78, ef. 1-1-79; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 4-2000, f. & cert. ef. 7-17-00; TSPC 4-2001, f. & cert. ef. 9-21-01; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 3-2010, f. & cert. ef. 4-2-10; TSPC 6-2011, f. 8-15-11, cert. ef. 9-1-11; TSPC 5-2013, f. & cert. ef. 11-14-13

584-050-0016

Reinstatement of Suspended License, Registration, or Right to Apply for a License or Registration

(1) Six weeks prior to the expiration of the period of suspension, an educator may apply to have a suspended license or registration reinstated. However, no reinstatement will be effective until expiration of the suspension period.

(2) An application for reinstatement of a suspended license, registration or suspension of right to apply for a license or registration must include:

(a) A C-1 application form;

(b) A fee pursuant to OAR 584-036-0055; and

(c) A notarized affidavit from the applicant, together with requisite and additional documentation sufficient to establish convincingly that all terms and conditions of the suspension have been met satisfactorily and fulfilled.

(3) If the Executive Director is satisfied that the terms and conditions have been met successfully the Executive Director will reinstate the

suspended license, registration or right to apply for a license or registration.

(4) If the Executive Director is not satisfied the terms and conditions have been met, the Director will make a recommendation to the Commission in executive session to deny reinstatement of the license.

(5) Before taking action on the Executive Director's recommendation, the Commission may schedule an informal meeting between the educator and the Commission in executive session. The decision to schedule or not to schedule an informal meeting is entirely at the Commission's discretion.

(6) If the Commission agrees with the Director's recommendation to deny the reinstatement, the Director will mail a copy of the recommendation of denial to the educator and notice of right to a hearing under ORS 342.175 and OAR 584-019-0002.

Stat. Auth.: ORS 181 & 342

Stats. Implemented: ORS 181.525, 342.120 - 342.430, 342.455 - 342.495 & 342.553

Hist.: TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 6-2011, f. 8-15-11, cert. ef. 9-1-11

584-050-0018

Reinstatement of Revoked License, Registration, or Right to Apply for a License, Certificate or Registration

(1) Any revocation for conviction for crimes listed in ORS 342.143(3) is permanent and the license, certificate or registration is not eligible for reinstatement. All other revocations of a license, certificate or registration or right to apply for a license, certificate or registration are eligible for reinstatement.

(2) A first application for reinstatement of a license, certificate or registration revoked for any reason other than those cited in ORS 342.143(3) may be submitted at any time after the period of revocation has expired.

(3) The burden will be on the educator to establish fitness for reinstatement.

(4) The application for reinstatement must include:

(a) A C-1 application form;

(b) A fee pursuant to OAR 584-036-0055;

(c) A personal notarized affidavit attesting that:

(A) All the conditions of the order for revocation have been met;

and

(B) That the educator has not violated any laws of the states, including ethical violations related to licensure, certificate or registration; and

(d) Any additional documentation, sufficient to establish convincingly that the educator possesses all of the qualifications required for first licensure or reinstatement of a license, certificate or registration. Letters of recommendations from educator colleagues are insufficient alone to establish fitness for licensure following a revocation. The educator must be clear regarding what proactive steps have been taken to ensure to the Commission that the conduct that resulted in the revocation is highly unlikely to occur again.

(5) Following review of the application for reinstatement pursuant to this section, the Executive Director may make a recommendation to the Commission regarding whether to approve or deny the application.

(6) The Executive Director or the Commission may require the educator to appear before the Commission in executive session prior to consideration of the application for reinstatement.

(a) It is entirely at the Commission's discretion whether an educator may meet with the Commission under these circumstances.

(b) This subsection does not grant a right to any applicant to appear before the Commission prior to the Commission's consideration of the application for reinstatement following a revocation.

(7) Consideration of the application for reinstatement will take place in executive session. The decision whether to reinstate a revoked license, certificate, registration or right to apply for a license, certificate or registration will take place in public session.

(8) If the Commission denies the application for reinstatement, or the right to apply for a license, certificate or registration, the Executive Director will mail a copy of the recommendation of denial to the educator and a notice of right to a hearing under ORS 342.175.

(9) The Commission's denial of reinstatement pursuant to this rule is considered a revocation of the applicant's right to apply and is effective for one full year from the date of the Commission's final order of denial. The applicant may apply for reinstatement of the right to apply for licensure, certification or registration after one year from the date of the Commission's final order of denial.

Stat. Auth.: ORS 181 & 342

Stats. Implemented: ORS 181.525, 342.120-342.430, 342.455-342.495 & 342.553

Chapter 584 Teacher Standards and Practices Commission

Hist.: TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 8-2008, f. & cert. ef. 11-13-08; TSPC 6-2011, f. 8-15-11, cert. ef. 9-1-11; TSPC 5-2013, f. & cert. ef. 11-14-13

584-050-0019

Termination of Probation

(1) Promptly after the full term of probation has been completed, the educator must submit to the Commission a notarized affidavit from the applicant, together with requisite and additional documentation, sufficient to establish convincingly that all terms and conditions of the probation have been met successfully and fulfilled.

(2) If the materials submitted for termination of probation are satisfactory, the Executive Director will terminate the probation. If materials are incomplete or not found to be satisfactory, the Executive Director will make a recommendation regarding the probation to the Commission in executive session at the next regularly scheduled Commission meeting.

(3) Before taking action on the Executive Director's recommendation, the Commission may schedule an informal meeting between the educator and the Commission in executive session. The decision to schedule or not to schedule an informal meeting is entirely at the Commission's discretion.

(4) If the Commission does not terminate the probation, the educator will be entitled to a contested case hearing pursuant to ORS 342.175 and OAR 584-019-0002.

(5) The Executive Director may issue a charge and notice of opportunity for hearing to an educator on probation when the Executive Director has information that any term or condition of probation may have been violated. If the educator is unwilling to accept disciplinary action proposed by the Executive Director and approved by the Commission, the educator will be entitled to a contested case hearing under ORS 342.175 and OAR 584-019-0002.

Stat. Auth.: ORS 181 & 342

Stats. Implemented: ORS 181.525, 342.120 & 342.400

Hist.: TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07

584-050-0020

Suspension for Resignation in Violation of Contract

(1) If a school board charges a teacher with violation of a contract under ORS 342.553, for failure to provide sixty days' notice prior to resignation, the Board must submit all of the following documents:

(a) A copy of the Board's resolution containing the teacher's notice of resignation and the Board's request for suspension of licensure;

(b) A copy of the teacher's contract;

(c) A copy of the applicable collective bargaining agreement; and

(d) 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. The notice of suspension will contain 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 will be stayed until the Commission reaches its decision."

(3) If the Commission decides that the charge has been proven and the justification for violating the contract is not satisfactory, the Commission will suspend the teacher's license for the remainder of the school year. The decision of the Commission is final.

(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 fee to reinstate a suspended license under OAR 584-036-0055.

Stat. Auth.: ORS 342

Stat. Implemented: ORS 342.553

Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 1-2000(Temp), f. & cert. ef. 1-18-00 thru 7-11-00; TSPC 2-2000, f. & cert. ef. 5-15-00; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07

584-050-0021

Reinstatement of Right to Apply for a License Following Revocation of a Provisional License

(1) Educators who are only eligible for a provisional license upon application for reinstatement or who have had a provisional license revoked and are applying for a right to apply for a non-provisional license, will be applying for reinstatement of the "right to apply" for any

TSPC license whether the revocation order expressly stated the Commission revoked the educator's "right to apply".

(2) Non-Provisional Licenses or certificates include any pre-1965 Five-Year, Basic, Standard, Initial, Continuing, Nursing Certificate or Career and Technical Education II license.

(3) Provisional licenses, certificates or registrations include but are not limited to any: Emergency, Limited, Restricted Transitional, Charter School Registry, International Visiting Teaching, NCLB Alternative Route, Career and Technical Education License, except as noted in subsection (2) above, Transitional and Substitute licenses.

(4) Application for reinstatement of the right to apply for any license, certificate or registration revoked for any reason other than those cited in ORS 342.143(3) may be submitted at any time after the period of revocation has expired.

(5) The burden will be on the educator to establish fitness for reinstatement.

(6) The application for reinstatement must include:

(a) A C-1 application form;

(b) A fee pursuant to OAR 584-036-0055;

(c) A personal notarized affidavit attesting that:

(A) All the conditions of the order for revocation have been met; and

(B) That the educator has not violated any laws of the states, including ethical violations related to licensure, certificate or registration; and

(d) Any additional documentation, sufficient to establish convincingly that the educator possesses all of the qualifications required for first licensure or reinstatement of a license, certificate or registration. Letters of recommendations from educator colleagues are insufficient alone to establish fitness for licensure following a revocation. The educator must be clear regarding what proactive steps have been taken to ensure to the Commission that the conduct that resulted in the revocation is highly unlikely to occur again.

(7) Following review of the application for reinstatement pursuant to this section, the Executive Director may make a recommendation to the Commission regarding whether to approve or deny the application.

(8) All decisions to reinstate a revoked right to apply for a license, certificate, or registration under this rule or will be made by the Commission in executive session.

(9) The Executive Director or the Commission may require the educator to appear before the Commission in executive session prior to consideration of the application for reinstatement.

(a) It is entirely at the Commission's discretion whether an educator may meet with the Commission under these circumstances.

(b) This subsection does not grant a right to any applicant to appear before the Commission prior to the Commission's consideration of the application for reinstatement following a revocation.

(10) If the Commission denies the application for reinstatement, or the right to apply for a license, certificate or registration, the Executive Director will mail a copy of the recommendation of denial to the educator and a notice of right to a hearing under ORS 342.175.

Stat. Auth.: ORS 181 & 342

Stats. Implemented: ORS 181.525, 342.120 & 342.430, 342.455 & 342.495 & 342.553

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

584-050-0027

Surrender of License or Registration

(1) An educator may voluntarily surrender an Oregon license, charter school registration, or endorsement prior to its expiration date if the Commission finds that such action is in the best interest of the public.

(2) The surrender of a license will not stay an investigation or possible future commission action against the license, charter school registration or the educator.

(3) Where the Commission has grounds for disciplinary action against an educator under ORS 342.175 through 342.180 and the educator offers to surrender the license or charter school registration, the Executive shall require the educator to stipulate to pertinent facts and to the revocation or suspension of the license or charter school registration as a condition of the Commission's acceptance of the surrender of the license or charter school registration. All stipulated settlement agreements are subject to the Commission's approval.

(4) If the Commission and the educator cannot agree on a stipulation, the Commission will proceed with disciplinary proceedings.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 & 200

Hist.: TS 6-1980, f. & ef. 12-23-80; TS 1-1982, f. & ef. 1-5-82; TS 4-1985, f. 10-4-85, ef. 1-1-86; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 13-2006, f. & cert. ef. 11-22-06

584-050-0030

Serving Without Proper Licensure

(1) TSPC may deny a license if a person has served in violation of licensure assignment. Such denial shall extend *either* for one year from the date of application for licensure or for a period equal to the time served without licensure, whichever is less. The Executive Director may issue a notice of intent to deny the license and of opportunity for a hearing to the educator.

(2) Licensed persons must be assigned in accordance with the authorizations and endorsement(s) they hold or under provisions of 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 548-020-0040.

(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; TSPC 8-2009, f. & cert. ef. 12-15-09

584-050-0035

Must be Licensed, Registered or Certified at All Times While Employed

(1) Any person hired to fill a position in a school district, education service district, or charter school for which a license or registration is required pursuant to ORS Chapter 342, must hold a valid license or registration appropriate for the assignment on the date the employment begins and at all times while working as a public school, education service district or charter school employee. (See OAR 584-036-0010 *Personnel Required to Hold Licenses, Certificates or Charter School Registrations*.)

(2) An application for licensure, registration or certification is insufficient to begin employment. If necessary, the employer may request an expedited Emergency License in cases where the application may not be processed immediately due to backlog.

(3) Failure to maintain proper licensure, registration or certification may constitute gross neglect of duty pursuant to OAR 584-020-0040(4)(r).

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.200 & 342.400
 Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1980, f. & ef. 3-19-80; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 8-2009, f. & cert. ef. 12-15-09

584-050-0040

Expiration and Continued Use of Expired Licenses and Registrations

(1) A license, certificate or registration expires on the date posted on the license or registration unless an application for renewal or upgrade to the next license is received by the Commission prior to that expiration date. If a license or registration expires, reinstatement requirements, including possible late fees must be met for further licensure, certification or registration.

(2) In spite of the expiration date, a license, certificate or registration identified in subsection (1) continues to be valid for a 120 day grace period after the date of expiration only for purposes of ORS 342.173 so long as the application and fee for renewal been received by the TSPC office on or before the date of expiration of the license.

(a) Late applications will receive a grace period that does not exceed the amount of time the educator would have had if the application and fee had been received prior to the expiration date on the license, certificate or registration. (See subsection (3) below.)

(b) The period the license, certificate or registration was expired will show in the Commission's records. The next license, certificate or registration will be issued from the date the application and fees were received if received after the expiration date on the license, certificate or registration.

(3) Unless an application for renewal and fee are received prior to the expiration date on the license, certificate or registration subject to this rule, the educator is not eligible to continue employment under the license or registration.

(a) If the application and full fee are received following the expiration date on a renewable license, then the educator becomes eligible to work on the expired license upon posting of the fee and activation of the grace period on the TSPC web site through the 120th day following the expiration of the license

(b) If an application for renewal is late, an applicant may have to pay for an expedited license, certificate or renewal if there is insufficient time to issue the license, certificate or renewal before the 120 day grace period expires.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430 & 342.985
 Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 2-1981(Temp), f. & ef. 8-17-81; TS 1-1982, f. & ef. 1-5-82; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 2-2009, f. & cert. ef. 3-12-09; TSPC 6-2010, f. & cert. ef. 8-31-10

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 the Commission obtains information indicating that a person has served without proper licensure, the Executive Director will notify the employing district of the potential violation of licensure and request the district's response to the charge.

(2) The district may deny that a violation of licensure has occurred. In that case, the district should present all reasons that the district believes no violation has occurred. If the Executive Director determines that, in fact, no violation has occurred, he or she will so notify the district superintendent and the district board. No further action will be taken by TSPC.

(3) The district may agree that a violation has occurred. In that case, the district should submit an explanation of all factors which the district believes explain the violation including the following as appropriate:

- (a) Demographic characteristics of the district;
- (b) Size of school;
- (c) Local availability of licensed personnel and substitutes;
- (d) Date the district first became aware the position in question required filling (e.g., date the district was notified of the resignation, illness, etc., of the previous employee in that position or, if a new position, date of its authorization);
- (e) Prior violations by the district, regardless of whether any penalty was assessed therefore, or absence of prior violations;
- (f) Opportunity and degree of difficulty to correct the violation;
- (g) Efforts made by the district to correct the violation;
- (h) Gravity and magnitude of the violation;
- (i) Cause of the violation: e.g., unexpected emergency, unavoidable error, negligence, or an intentional act by the district;
- (j) Best interests of the students and the public; and
- (k) Any other factor or factors the district believes the Commission should consider.

(4) The district must submit its written explanation or denial within thirty calendar days after the notice required by section (1) of this rule was mailed, unless the Executive Director agrees to a longer period for response. The district must include at this time all grounds for justification of the violation. The Commission may refuse to consider any other grounds in any subsequent hearing on the matter.

(5) The Executive Director will consider any written explanation submitted by the district under section (3) of this rule and any other factors the Executive Director deems relevant and will make a preliminary determination as to whether the employment without proper licensure was justified. The Executive Director will also make a preliminary determination of the appropriate forfeiture, if any, of state school funds due the district. In making these determinations the Executive Director will apply the criteria for setting forfeitures stated in OAR 584-050-0066 and 584-050-0067.

(6) The Executive Director will inform the Commission of the preliminary determinations reached under section (5) of this rule. The Executive Director shall also notify the Commission when, despite a denial by the district, the Executive Director has determined that a violation has occurred. The Commission may adopt the Executive Director's determinations or may modify those determinations. The determination of the amount of forfeiture is not a contested case proceeding, so the district is not entitled to present argument unless requested by the Commission.

(7) The Executive Director will issue a Notice of Proposed Forfeiture and Opportunity for a Hearing and will send the notice to the district in accordance with OAR 584-050-0070.

(8) The district is entitled to a contested case hearing as indicated in OAR 584-050-0070.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.173
 Hist.: TS 1-1980, f. & ef. 3-19-80; TS 2-1981(Temp), f. & ef. 8-17-81; TS 1-1982, f. & ef. 1-5-82; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 7-2007, f. & cert. ef. 12-14-07

584-050-0066

Criteria for Setting Amount of Forfeiture

(1) The Commission will require any district which employs a person without proper licensure to forfeit the full amount of salary paid to the person for the period of service without proper licensure unless one of the conditions stated in sections (3) through (8) of this rule exists.

(2) In determining the number of days which a teacher has served without proper licensure, the Commission will include a teacher's in-service days and will not count the 120 calendar days past the license expiration date as permitted in OAR 584-050-0040:

(3) After consideration of the explanation of the district and any other factors deemed relevant, the Commission may determine that extraordinary circumstances justify a lesser forfeiture.

(4) No forfeiture will be assessed where the justification for employment without proper licensure is satisfactory to the Commission.

(5) A school district will be required to forfeit not more than \$1,000 of State School Funds due the district if the license has lapsed during the time of employment with the district if the holder had at the time the license expired all the qualifications necessary to renew the license.

(a) Subject to any applicable collective bargaining agreement, a district required to forfeit any State School Funds under this section is entitled to recover one-half of the amounts forfeited from the licensed personnel whose unlicensed status caused the forfeiture.

(b) Recovery may not exceed one-half of the amounts forfeited that is attributed to the particular licensed person.

(6) The maximum forfeiture for a single incident of employment without proper licensure will be \$5,000. "Single incident" means employment during a school year involving a single individual. Districts may be assessed the maximum forfeiture for each single incident of employment without proper licensure.

(7) If a conditional assignment permit issued pursuant to OAR 584-036-0081 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.

(8) No school district will be required to forfeit State School Funds solely as a result of payment for services from a private alternative education program registered with the Oregon Department of Education or for the conditional assignment of a teacher holding a valid Oregon teaching license in an alternative education program operated by the district.

(a) Education service districts will not be required to make payment to the State School Fund for the employment or assignments specified above.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.127, 342.135, 342.140, 342.143, 342.147, 342.165, 342.175 & 342.176
 Hist.: TS 1-1982, f. & ef. 1-5-82; TS 5-1989(Temp), f. & cert. ef. 10-6-89; TS 7-1989, f. & cert. ef. 12-13-89; TS 2-1990, f. 6-1-90, cert. ef. 6-14-90; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 7-2007, f. & cert. ef. 12-14-07

584-050-0067

Setting Amount of Forfeiture During a Labor Dispute

(1) Notwithstanding provisions of OAR 584-050-0066 and 584-050-0070, if a school district employs a person not holding proper licensure in a position requiring licensure during a labor dispute, the district must forfeit the full amount of salary paid the person for each teaching day that the person was employed without licensure.

(2) Inservice days for teachers are not computed in the amount of forfeiture. See also ORS 342.173(3) regarding labor disputes.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.127, 342.135, 342.140, 342.143, 342.147, 342.165, 342.175 & 342.176
 Hist.: TS 1-1982, f. & ef. 1-5-82; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 7-2007, f. & cert. ef. 12-14-07

584-050-0070

Notice of Commission's Determinations and Opportunity for a Hearing

(1) The Executive Director will notify the district superintendent and district board chair of the Commission's determinations concerning the alleged violation of licensure, the adequacy of the district's justification for the employment without proper licensure, and the amount of any forfeiture.

(2) The district is entitled to a contested case hearing on the matter if a written request for a hearing is received by the Commission within thirty days from the date of the notice. If the district does not submit a timely request for a hearing, the forfeiture will be imposed.

(3) The scope of a contested case hearing may be limited by the Commission to the justifying factors presented to the Executive Director in the district's written explanation. See OAR 584-050-0065(4) regarding the written explanation.

(4) Following the hearing, the Commission may affirm or deny the alleged violation, and may affirm, increase, or decrease the amount of forfeiture.

(5) The Commission will make its determinations based on the particular facts of each case, recognizing that this may result in variations in the amounts of penalties ordered.

Stat. Auth.: ORS 183 & 342
 Stats. Implemented: ORS 183.310 - 183.550 & 342.173
 Hist.: TS 1-1980, f. & ef. 3-19-80; TS 1-1982, f. & ef. 1-5-82; TS 1-1992, f. & cert. ef. 1-15-92; TS 4-1997, f. 9-25-97, cert. ef. 10-4-97; TSPC 7-2007, f. & cert. ef. 12-14-07

584-050-0100

Fingerprinting of Subject Individuals

(1) Definitions:

(a) "Applicant" means a subject individual for whom fingerprint cards and other required information have been submitted to the Commission for a criminal history check and review;

(b) "Conviction" means: For purposes of criminal background checks pursuant to ORS 342.223 conducted in relation to individuals subject to such criminal background verification, the following definitions of "conviction" of a crime applies:

(A) Any adjudication in any criminal court of law, in this state or in any other jurisdiction, finding the individual committed a crime. A crime is an offense for which a sentence of imprisonment is authorized and generally refers to any felony or misdemeanor.

(B) Any adjudication in a juvenile proceeding, in this state or in any other jurisdiction, determining that the individual committed an offense, which if committed by an adult, would constitute a crime listed in ORS 342.143.

(C) Any conduct which resulted in mandatory registration reporting as a sex offender in this state or any other jurisdiction. A later court order or other action relieving the individual of the sex offender registration/reporting requirement does not effect the status of the conduct as a conviction for purposes of this rule.

(D) Any plea of guilty, no contest or nolo contendere in connection with a crime, in this state or in any other jurisdiction.

(E) A conviction exists for purposes of this rule, regardless of whether a dismissal was later entered into the record in connection with a diversion or on any sort of deferred adjudication or delayed entry of judgment.

(F) A conviction exists for purposes of this rule even if a crime was expunged or removed from the record of the individual under the laws of another jurisdiction if the crime would be ineligible under ORS 137.225 for expunction or removal from the record if the conviction had occurred in Oregon. A conviction does not exist where an Oregon court has expunged or otherwise removed a conviction from the record of an individual.

(G) A conviction does not exist, except as noted above, only where there was a judicial adjudication that the individual did not commit the offense in question, or when a conviction, adjudication or plea is overturned by an appellate court of record and no later conviction, adjudication or plea indicating the individual committed the offense in question is on the record.

(c) "Fee" means the total charges for processing each fingerprint card submitted. The fee amount shall be as specified in OAR 584-036-0055.

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(d) “Information to be required” means all information requested by the Commission for processing the fingerprint application, including the following:

- (A) One properly completed FBI fingerprint card;
- (B) A properly completed TSPC form for fingerprint handlers;
- (C) Certified court records of any arrests or criminal convictions;

(See, definition of “convictions,” above;) and

(D) A full explanation of the circumstances surrounding the arrest or conviction, signed and dated within the 30 days prior to submission to the commission.

(e) “Initial Issuance of a school nurse certificate” means: Any school nurse certificate if the applicant has not held an active TSPC certificate within the previous three years from the date of the application.

(f) “Initial Issuance of a charter school registration” means: Any charter school registration if the applicant has not held an active TSPC registration or license within the previous three years from the date of the application.

(g) “Student Teaching, Practicum or Internship” means: any placement of a student admitted to a commission-approved educator preparation program in a public or private school, charter school or other educational setting.

(h) “Subject individual” means:

(A) A person who is applying for initial issuance of a license under ORS 342.120 to 342.430 as a teacher, administrator or personnel specialist if the person has not submitted to a criminal records check by the commission within the previous three years.

(B) A person who is applying for reinstatement of a license as a teacher, administrator or personnel specialist whose license has lapsed for more than three years prior to the date of application.

(C) A person who is applying for initial issuance of a certificate under ORS 342.475 as a school nurse.

(D) A person who is registering with the commission for student teaching, practicum or internship as a teacher, administrator or personnel specialist, if the person has not submitted to a criminal records check by the commission within the previous three years for student teaching, practicum or internship as a teacher, administrator or personnel specialist.

(E) A person who is applying for initial issuance of a registration as a public charter school teacher or administrator under ORS 342.125.

(2) Certified LEDS personnel will review the criminal records of subject individuals upon the submission of the required fingerprints and state forms. The Executive Director or designee will establish a record of criminal history status.

(3) The TSPC shall not provide copies of criminal records to anyone except as provided by law. The subject individual may inspect his or her personal criminal records under the supervision of properly certified LEDS (Law Enforcement Data Systems) personnel at the Commission’s office in Salem.

(4) Subject individuals who refuse to consent to the criminal records check or refuse to be fingerprinted will be denied licensure, registration or certification.

(5) Subject individuals who have been convicted of any of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number, will be denied licensure, certification or registration. The crimes listed in ORS 342.143 are:

- (a) ORS 163.095 — Aggravated Murder;
- (b) ORS 163.115 — Murder;
- (c) ORS 163.185 — Assault in the First Degree;
- (d) ORS 163.235 — Kidnapping in the First Degree;
- (e) ORS 163.355 — Rape in the Third Degree;
- (f) ORS 163.365 — Rape in the Second Degree;
- (g) ORS 163.375 — Rape in the First Degree;
- (h) ORS 163.385 — Sodomy in the Third Degree;
- (i) ORS 163.395 — Sodomy in the Second Degree;
- (j) ORS 163.405 — Sodomy in the First Degree;
- (k) ORS 163.408 — Unlawful Sexual Penetration in the Second Degree;

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

- (m) ORS 163.415 — Sexual Abuse in the Third Degree;
- (n) ORS 163.425 — Sexual Abuse in the Second Degree;
- (o) ORS 163.427 — Sexual Abuse in the First Degree;
- (p) ORS 163.432 — Online Sexual Corruption of a Child in the Second Degree;

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

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

(s) ORS 163.445 — Sexual Misconduct;

(t) ORS 163.465 — Public Indecency;

(u) ORS 163.515 — Bigamy;

(v) ORS 163.525 — Incest;

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

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

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

(z) ORS 163.675 (1985 Replacement Part) — Sale or Exhibition of Visual Reproduction of Sexual Conduct by a Child;

(aa) ORS 163.680 (1993 Edition) — Paying for Viewing Sexual Conduct Involving a Child;

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

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

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

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

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

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

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

(ii) ORS 166.005 — Treason;

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

(kk) ORS 167.007 — Prostitution;

(ll) ORS 167.012 — Promoting Prostitution;

(mm) ORS 167.017 — Compelling Prostitution;

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

(oo) ORS 167.057 — Luring a Minor

(pp) ORS 167.062 — Sodomasochistic Abuse for Sexual Conduct in a Live Show;

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

(rr) ORS 167.080 — Displaying Obscene Materials to a Minor;

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

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

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

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

(ww) ORS 475.860 — Unlawful delivery of marijuana;

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

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

(zz) ORS 475.868 — Unlawful manufacture of 3,4-methylenedioxymethamphetamine within 1,000 feet of school;

(aaa) ORS 475.872 — Unlawful delivery of 3,4-methylenedioxymethamphetamine within 1,000 feet of school;

(bbb) ORS 475.878 — Unlawful manufacture of cocaine within 1,000 feet of school;

(ccc) ORS 475.880 — Unlawful delivery of cocaine;

(ddd) ORS 475.882 — Unlawful delivery of cocaine within 1,000 feet of school;

(eee) ORS 475.888 — Unlawful manufacture of methamphetamine within 1,000 feet of school;

(fff) ORS 475.890 — Unlawful delivery of methamphetamine;

(ggg) ORS 475.892 — Unlawful delivery of methamphetamine within 1,000 feet of school;

(hhh) ORS 475.904 — Unlawful manufacture or delivery of controlled substance within 1,000 feet of school; or

(iii) ORS 475.906 — Penalties for distribution to minors.

(6) Subject individuals who have been convicted of any of the crimes listed in ORS 161.405 or an attempt to commit any of the crimes listed in subsection (5) this rule shall be refused licensure, certification, or registration.

(7) Subject individuals who have been convicted of crimes involving the illegal use, sale or distribution of controlled substances may be refused licensure, certification or registration.

(8) Subject individuals who have been convicted of any crimes in any jurisdictions may be required to furnish evidence satisfactory to the commission of good moral character, mental and physical health, and such other evidence as it may deem necessary to establish the applicant's fitness to serve as a licensed educator, registered charter school educator or certified school nurse.

(9) Evaluations of crimes shall be based on Oregon laws in effect at the time of conviction, regardless of the jurisdiction in which the conviction occurred.

(10) If it appears that a subject individual has made a false statement or has been convicted of crimes under subsection (5) or subsection 6 of this rule, the case will be referred to an investigator for further investigation. All investigation reports generated under this rule will be reviewed by the Commission pursuant to ORS 342.176.

(11) Subject individuals may be issued a temporary Emergency License pending the return of the criminal background check from the Oregon State Police and the Federal Bureau of Investigation.

(12) Only cards and forms approved by the Commission will be accepted. The Commission will return any incomplete or incorrectly completed fingerprint cards and associated forms without taking any other action. It is up to the applicant to resubmit valid fingerprints in order to have any application for student teaching criminal record clearance, licensure, registration or certification.

Stat. Auth.: ORS 342, 181
 Stats. Implemented: ORS 342.143, 342.175 - 342.180, 342.223, 342.227, 181.534,
 Hist.: TSPC 2-2009, f. & cert. ef. 3-12-09; TSPC 3-2010, f. & cert. ef. 4-2-10

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) If an applicant has completed an out-of-state educator licensure preparation program and the candidate is fully eligible for the out-of-state license for which the applicant is applying, the applicant's preparation may be evaluated by the Commission. In such cases, the Commission may require the applicant to:

- (a) Present the out-of-state license prior to evaluation for issuance of an Oregon license as proof of program completion;
- (b) Provide evidence that the out-of-state program was completed and compelling evidence to the Executive Director why the applicant is not eligible for the out-of-state license; or

(c) Seek evaluation and recommendation from a comparable Oregon-approved program.

(2) Applicants holding a non-provisional educator license or certificate issued by another state that is functionally equivalent to an Oregon educator license may be eligible for an unrestricted equivalent provisional license under the terms and conditions associated with that license.

(3) Applicants who have completed all of the requirements for any of Oregon's educator licenses may qualify upon first licensure for that license.

(4) Applicants taking out-of-state licensure programs must qualify for the license in the state in which the licensure or certification program is approved unless the applicant is willing to be subject to subsection (1)(b) above.

(5) Applicants applying to add an endorsement to an Oregon non-provisional license do not need to hold or earn an out-of-state licensure equivalent, but may request that the Commission evaluate their transcripts to determine whether the program completed is comparable to current Oregon program for that same endorsement.

(6) If the applicant does not meet requirements for unrestricted non-provisional licensure, the Commission may issue an emergency or restricted provisional license when the license being requested is one in which there are insufficient applicants and when the employing district submits verification of extenuating circumstances.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.200 & 342.400
 Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 1-1981, f. & ef. 4-8-81; TS 2-1981(Temp), f. & ef. 8-17-81; TS 1-1982, f. & ef. 1-5-82; TS 6-1984, f. 12-27-84, ef. 1-15-85; TS 7-1986, f. 10-15-86, ef. 1-15-87; TS 3-1987(Temp), f. & ef. 8-4-87; TS 1-1988, f. 1-14-88, cert. ef. 1-15-88; TS 1-1992, f. & cert. ef. 1-15-92; TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 8-2009, f. & cert. ef. 12-15-09

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 (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. & 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. To be granted a basic, standard, initial or continuing license, a candidate shall have clearly demonstrated ability to perform the duties of the position.

(2) The Commission shall monitor any waivers granted under section (1) of this rule and shall receive reports on such waivers.

(3) Applicants requesting licensure based on substitution of successful teaching, personnel service, or administrative experience to satisfy licensure requirements shall submit the following materials:

- (a) Application form, evaluation fee, and supporting materials;
- (b) A written statement from the applicant including type of license requested, requirements and qualifications to be considered, supportive information, and plans for professional growth;

(c) If applicable, written statements from supervisors in the employing school district indicating support for the substitution and the particular competency of the candidate in relationship to identified district and student needs; and

(d) The applicant's resume and a statement indicating reasons for referring the matter to the Executive Director.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430 & 342.985
 Hist.: TS 15, f. 12-20-76, ef. 1-1-77; TS 17, f. 12-19-77, ef. 1-1-78; TS 6-1980, f. & ef. 12-23-80; Renumbered from 584-052-025; 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; TSPC 2-2009, f. & cert. ef. 3-12-09

**584-052-0030
 Eligibility for Alternative Assessment**

(1) 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 twice without passing;
- (b) One test must have been taken within the last calendar year;
- (c) Submitted an application for alternative assessment in the form and manner required by the commission; and
- (d) 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.

(3) Obtaining a test waiver through alternative assessment does not guarantee that a license will be issued if other eligibility requirements have not been met.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430 & 342.985
 Hist.: TSPC 5-2004, f. & cert. ef. 8-25-04; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 2-2009, f. & cert. ef. 3-12-09; TSPC 3-2010, f. & cert. ef. 4-2-10

**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 reports showing two attempts 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 342.120 - 342.430 & 342.985
 Hist.: TSPC 5-2004, f. & cert. ef. 8-25-04; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 2-2009, f. & cert. ef. 3-12-09

**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 a record of the score report for two attempted tests, 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) An applicant or candidate for licensure is deemed to have passed their licensure tests if the commission determines they have met all the requirements for alternative assessment pursuant to OAR 584-052-0030–584-052-0033. Additionally, successful completion of alternative assessment satisfies the program completion requirement for passing the licensure test pursuant to 584-017-0200.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430 & 342.985
 Hist.: TSPC 5-2004, f. & cert. ef. 8-25-04; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 2-2009, f. & cert. ef. 3-12-09

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.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430 & 342.985
 Hist.: TSPC 5-2004, f. & cert. ef. 8-25-04; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 2-2009, f. & cert. ef. 3-12-09

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) “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.Oregon.gov/TSPC.

(2) “Appropriately Assigned:” Assignments for administrator, teacher, school counselor, school psychologist, school social worker or school nurse duties for which the person involved holds the proper license, certificate or endorsements and authorizations. (See OAR 584-060-0250 for License for Conditional Assignment.)

(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.)

(4) “Approved Programs:” An Oregon program of educator preparation approved by TSPC and offered by a regionally accredited Oregon institution or other legally approved provider. As it applies to out-of-state programs, a program approved by the licensure body of any U.S. governmental jurisdiction or member of the National Association of State Directors of Teacher Education and Certification (NASDTEC) authorized to approve educator preparation programs.

(5) “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.

(6) “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 master’s degree, doctor’s degree or was licensed in Oregon prior to 1985. The master’s degree and doctor’s degree must have been fully conferred prior to the educator’s admission into the licensure program.

(7) “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.

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

(9) “National Board for Professional Teaching Standards (NBPTS):” A professional board established to award a National Teaching Certificate or National Principal Certificate or National Teacher Leader Certificate to qualified educators.

(10) “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), a Canadian province that is a member of the National Association of State Director of Teacher Education and Certification (NASDTEC) or the U.S. Department of Defense.

(11) “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.

(12) “Private Schools:” A privately funded school, preprimary through grade twelve, approved, regionally accredited or registered by another U.S. jurisdiction or government.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120–342.430; 342.455-342.495; 342.533
 Hist.: TSPC 6-2004, f. & cert. ef. 8-25-04; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09; TSPC 5-2012, f. & cert. ef. 5-18-12; TSPC 3-2013, f. & cert. ef. 8-19-13

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 may be granted an Initial I Teaching License for three years. The first license will be issued for three years plus time to the applicant's birthday.

(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 584-060-0051 and 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; (See, OAR 584-036-0080 Licensure Tests for more information.)

(e) Receive a passing score as currently specified by the commission on a test of basic verbal and computational skills; (See, OAR 584-015-0080 for qualifying Basic Skills Tests.)

(f) Obtain a passing score on a test of knowledge of U.S. and Oregon civil rights laws and professional ethics; and

(g) Furnish fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application.

(4) Applicants who have completed programs from states other than Oregon will be required to submit:

(a) A C-2 form from the institution granting program completion; (b) Transcripts, verifying completion of the teacher education program; and

(c) A license from another state valid for unrestricted full time teaching.

(A) A teaching license issued by the U.S. Department of Defense will be considered as a license from another state.

(B) Completion of alternative route teaching programs resulting in licensure 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 Initial II eligibility 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 or Initial I Teaching License is issued. A one-year unconditional extension may be obtained if the educator was issued an Initial Teaching License prior to October 13, 2003 and is unable to meet all requirements within the nine year period. (See, OAR 584-060-0013 Initial II Teaching License.)

(c) In circumstances not covered by subsection (b) above, 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; TSPC 1-2007(Temp), f. & cert. ef. 3-30-07 thru 9-26-07; Administrative correction 10-16-07; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 6-2009, f. & cert. ef. 11-2-09; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 3-2013, f. & cert. ef. 8-19-13

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 first unrestricted teaching license issued by any state 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 first unrestricted teaching license issued by any state 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 first unrestricted teaching license issued by any state 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 guar-

antee 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 subsections (2) or (3) above; and

(b) 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 or Initial I 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; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09; TSPC 8-2009, f. & cert. ef. 12-15-09

584-060-0014

Initial Teaching License for Out-of-State Candidate First Application

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant who is applying for licensure in Oregon for the first time and has completed an out-of-state approved teacher-education program resulting in a non-provisional teaching license may be granted an Initial Teaching License for eighteen (18) months.

(2) The Initial Teaching License is valid for teaching at the grade authorization levels indicated on the out-of-state non-provisional teaching license and in one or more designated subject-matter endorsement areas indicated on the out-of-state non-provisional teaching license. The Initial Teaching License is also valid for substitute teaching at any level in any teaching subject-matter endorsement area. (See, OAR 584-060-0051 for Grade Authorization Levels on Teaching Licenses.)

(3) To be eligible for an Initial Teaching License, an out-of-state applicant must:

(a) Have never held an Oregon educator license, charter school registration, or completed an Oregon educator preparation program;

(b) Possess the personal qualifications for licensure including attainment of at least eighteen years of age and possess good moral character and mental and physical health necessary for employment as an educator;

(c) Hold a bachelor's degree or higher from a regionally-accredited institution in the United States, or the foreign equivalent of such degree approved by the commission. A master's degree or a doctoral degree from a regionally accredited institution in the United States validates a non-regionally accredited bachelor's degree for licensure;

(d) Complete an initial teacher education program approved by any U.S. jurisdiction other than Oregon, or complete a foreign program evaluated as satisfactory by the Commission as evidenced by a license valid for unrestricted full-time teaching from another state or National Association of State Directors of Teacher Education and Certification (NASDTEC) jurisdiction, including but not limited to the U.S. Department of Defense; and

(e) Furnish fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application. (See also, OAR 584-036-0062 for Criminal Records Check Requirement.)

(4) Upon expiration of the Initial Teaching License the applicant must qualify for a non-provisional Oregon Teaching License and must apply for any of the following:

(a) An Initial I Teaching License: Qualified applicants will be issued an Initial I Teaching License for 18 months plus time to the applicant's next birthday. The fee for the Initial I granted pursuant to this rule is \$50.

(b) An Initial II Teaching License: Qualified applicants will be issued an Initial II Teaching License for three years plus time to the applicant's next birthday. The fee for the Initial II Teaching License is \$100.

(c) A Continuing Teaching License: Qualified applicants will be issued a Continuing Teaching License for five years plus time to the applicant's next birthday. The fee for the Continuing Teaching License is \$100.

Stat. Auth.: ORS 342

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

Hist.: TSPC 1-2007(Temp), f. & cert. ef. 3-30-07 thru 9-26-07; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09; TSPC 1-2010, f. & cert. ef. 1-28-10; TSPC 3-2011, f. & cert. ef. 3-15-11

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 may 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 I and the Initial II Teaching Licenses; 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 the foreign equivalent of such degree approved by the commission; 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.

(G) A Professional Certificate issued by the State of Washington.

(5) The Continuing Teaching License may be renewed for five years upon completion of a professional development plan in accordance with OAR 584-090.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.165, 342.125 & 342.138

Hist.: TSPC 1-2005, f. & cert. ef. 1-21-05; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09

584-060-0051

Teaching Authorization Levels

(1) Teachers must qualify for one or more grade authorizations at the early childhood, elementary, middle or high school developmental levels.

(2) Teaching authorization levels will apply to all teaching licenses within division 60.

(3) 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 grades prekindergarten (pre-k) through four (4).

(a) The ECE authorization level is valid for any multiple subjects teaching assignment, except assignments in subsection (b) below, in prekindergarten (pre-k) through grade four (4).

(b) The ECE authorization level with a multiple subjects endorsement is not valid for assignments requiring a specialization endorsement

such as art, music, ESOL, ESOL/bilingual, physical education, adaptive physical education, library media, reading or special education under OAR 584-060-0071 without the accompanying specialty endorsement on the license.

(4) Elementary ELE Authorization: The elementary ELE 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) (a) The ELE authorization level is valid for any multiple subjects teaching assignment, except assignments in subsection (b) below, in grades three (3) through eight (8).

(b) The ELE authorization level with a multiple subjects endorsement is not valid for assignments requiring specialization endorsement such as art, music, ESOL, ESOL/bilingual, physical education, adaptive physical education, library media, reading or special education under OAR 584-060-0071 without the accompanying specialty endorsement on the license.

(5) The Middle-Level (ML) Authorization: The middle-level (ML) authorization level requires completion of an approved program together with completion of a practicum experience with students in one or more grades between grades five (5) through nine (9). The placement may only be in grade nine (9) if it is located in a middle school or junior high school. Additionally, the ML authorization requires in-depth knowledge of one subject-matter or specialty endorsement appropriate to middle-level teaching assignments.

(a) The ML authorization is valid for any teaching assignment authorized by the endorsements on the license in grades five (5) through nine (9) of a school designated as an elementary, middle, or junior high school.

(b) The ML authorization level with a multiple subjects endorsement is not valid for assignments requiring specialization endorsement such as art, music, ESOL, ESOL/bilingual, physical education, adaptive physical education, library media, reading or special education under OAR 584-060-0071 without the accompanying specialty endorsement on the license.

(6) The high school (HS) 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) in a school designated as a high school.

(7) The Early Childhood Education/Elementary (ECE/ELE) authorization represents the merger of two grade authorization levels and requires completion of an approved program together with completion of a practicum experience with students in one or more grades between grades prekindergarten (pre-k) through eight (8).

(a) The ECE/ELE authorization level is valid for assignments requiring a specialization endorsement such as art, music, ESOL, ESOL/bilingual, physical education, adaptive physical education, library media, reading or any special education area under OAR 584-060-0071.

(8) The Elementary/Middle Level (ELE/ML) authorization represents the merger of two grade authorization levels and requires completion of an approved program together with completion of a practicum experience with students in one or more grades between grades three (3) through nine (9). The placement may only be grade nine (9) if it is located in a middle school or junior high school.

(a) The ELE/ML authorization level is valid for any assignments requiring a specialization endorsement such as art, music, ESOL, ESOL/bilingual, physical education, adaptive physical education, library media, reading or any special education area under OAR 584-060-0071.

(9) The Middle Level/High School (ML/HS) authorization represents the merger of two grade authorization levels and requires completion of an approved program together with completion of a practicum experience with students in one or more grades between grades five (5) through twelve (12).

(a) The ML/HS authorization is valid for any assignments requiring specialization endorsement such as art, music, ESOL, ESOL/bilin-

gual, physical education, adaptive physical education, library media, reading or any special education area under OAR 584-060-0071.

(10) The Prekindergarten-12 (pre-k through 12) authorization level represents qualification to teach in all four grade levels. The pre-k through grade 12 authorization level requires completion of an approved program including passing the commission-approved test or tests for specialty area endorsements (see OAR 584-060-0071) together with completion of two practica experiences with students in grades between pre-kindergarten through twelve (12).

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120-143, 342.153, 342.165 & 342.223 - 342.232
 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; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 1-2008(Temp), f. & cert. ef. 2-15-08 thru 8-13-08; TSPC 6-2008, f. & cert. ef. 8-12-08; TSPC 1-2012(Temp), f. 2-7-12, cert. ef. 2-15-12 thru 8-13-12; TSPC 7-2012, f. & cert. ef. 8-7-12; TSPC 4-2013(Temp), f. & cert. ef. 11-14-13 thru 5-13-14

**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 License for Conditional Assignment.

(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; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 4-2013(Temp), f. & cert. ef. 11-14-13 thru 5-13-14

**584-060-0062
 Adding Endorsements to Initial or Continuing Teaching Licenses**

(1) An endorsement is the subject matter or specialty education field in which the educator is licensed to teach. Educators may only teach the subjects in which they are licensed in the grade levels authorized on the license (authorization level).

(2) A multiple subjects self-contained endorsement does not allow the teacher to teach: Adaptive Physical Education, Art, Communications Disorders, Early Intervention/Special Education, ESOL, ESOL/Bilingual, Hearing Impaired, Library Media, Music, Physical Education, Reading Specialist, Special Education, or Vision Impaired.

(3) Subject-Matter Competency: A new endorsement will be added to a new or existing Initial I, Initial II or Continuing Teaching License upon documentation of one of the following: (For Middle-Level Endorsement exceptions see subsection (5) below.)

(a) For endorsements where subject-matter mastery tests are required by the commission,

(b) For the endorsements where the commission has not approved subject-matter mastery tests including but not limited to: Drama, Japanese, Latin, Chinese, Russian, and Adaptive Physical Education:

(A) Completion of a program or demonstrated completion of required coursework; or

(B) A non-provisional out-of-state license showing endorsement in the subject-area.

(c) Special Exception for Out-of-State Applicants: For out-of-state applicants upon first licensure in Oregon. (See, OAR 584-036-0080 Licensure Tests.)

(4) Practicum Requirements: In addition to the requirements in subsection (3)(a) and (b) of this rule, one of the following practical experiences must be completed:

(a) A program-supervised 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 subject area, in an institution approved to prepare teachers for that endorsement;

(b) Verification of 60 hours or more 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 License for Conditional Assignment (LCA) as allowed by OAR 584-060-0250; or

(c) Completion of an approved program in the new subject-matter endorsement area.

(5) Adding Endorsements to the Middle-Level (ML) Authorization Level:

(a) Teachers holding an Initial, Initial I, Initial II, or Continuing Teaching License with a multiple subjects self-contained or a multiple subjects endorsement with either an elementary or middle-level authorization are not required to complete an additional subject-related practicum to add the endorsements specified in this subsection.

(b) To add the endorsements listed below, teachers qualifying under this section must pass the Commission-approved high school or middle school test or tests in the appropriate subject-matter area:

(A) Language Arts or middle-school Language Arts;

(B) Social Studies or middle-school Social Studies;

(C) Science or middle school science; or

(D) Basic or Advanced Math.

(c) A multiple subjects endorsement is also required to add all general education endorsements at the middle-level authorization except the following specialty endorsements:

(A) Adaptive Physical Education

(B) Art;

(C) ESOL;

(D) ESOL/Bilingual;

(E) Library Media Specialist;

(F) Music;

(G) Physical Education;

(H) Reading; and

(I) Special Education;

(J) Vision Impaired;

(K) Hearing Impaired;

(L) Communications Disorders;

(M) Early Intervention/Special Education.

(6) Grade Authorization Level: Some endorsement areas may require the completion of a new authorization level program 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. (See, OAR 584-060-0052 Adding Authorization Levels to Existing Initial and Continuing Teaching Licenses.)

(7) When Programs are Required:

(a) An approved program including content courses, methods courses, and practica is always required as preparation for added endorsement in the following areas:

(A) All Special Education endorsements, including:

(i) Early Intervention/Special Education;

(ii) Hearing Impairment;

(iii) Vision Impairment;

(iv) Special Education; and

(v) Communication Disorders;

(B) English to Speakers of Other Languages (ESOL);

(C) Reading; or

(D) Subjects for which no subject mastery test has been required by the Commission for endorsement including but not limited to:

(i) Drama;

(ii) Japanese;

(iii) Latin;

(iv) Chinese;

(v) Russian; and

(vi) Adaptive Physical Education.

(b) Program evaluations for waiver of the subject matter test for out-of-state applicants requesting these endorsements must align with the requirements in division 38;

(c) Adding a Multiple Subjects or other General Education Endorsement to a License with Only a Specialty Endorsement: To add any general education endorsement to a license that holds a "specialty endorsement" only requires the following:

(A) Evidence of completion of a general education program at the grade levels at which the general education endorsement is sought; or

(B) A recommendation by C-2 form by an Oregon program approved to offer the endorsement.

(8) Specialty Endorsements: Adding specialty endorsements such as art, music, ESOL, ESOL/bilingual, reading, physical education, and library media specialists may involve additional course work. (See, OAR 584-060-0071 Endorsements Requiring Special Preparation.)

Stat. Auth.: ORS 342

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

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 2-2007, f. & cert. ef. 4-23-07; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 4-2009, f. & cert. ef. 9-22-09; TSPC 2-2011, f. & cert. ef. 1-28-11; TSPC 6-2011, f. 8-15-11, cert. ef. 9-1-11; TSPC 4-2012, f. & cert. ef. 5-18-12; TSPC 3-2013, f. & cert. ef. 8-19-13

584-060-0071 Endorsements Requiring Special Preparation

(1) Passage of the commission-approved multiple subjects examination may be necessary in order for a newly hired teacher with a special education or an ESOL endorsement to meet the definition of highly qualified under the federal No Child Left Behind Act (NCLBA) or under the Individuals with Disabilities Education Improvement Act (IDEIA) in the position in which they are hired if placed in grades K-8.

(2)(a) Teachers of the following specialty endorsement must qualify, through approved academic preparation in the desired authorization levels and through supervised work experience or student teaching for any authorization:

(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;

(H) Library Media Specialist;

(I) Special education;

(J) Vision Impaired;

(K) Hearing Impaired;

(L) Communications Disorders; or

(M) Early Intervention/Special Education.

(b) Candidates for specialty endorsement completing a practica experience at either early childhood or elementary and at either middle or high school level may qualify for authorization for prekindergarten (pre k) through grade twelve (12).

(3) Teachers applying for the visual impairments endorsement 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.

(4) Teachers applying for the communication disorders endorsement 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.

(5) 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 the required commission-approved licensure examination in Special Education; Preschool/Early Childhood.

(d) The commission-approved licensure Multiple Subjects Examination (MSE) is not required for Early Childhood Education/Early Intervention endorsement.

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; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 4-2009, f. & cert. ef. 9-22-09; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 9-2009, f. & cert. ef. 12-18-09

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

584-060-0162

Restricted Transitional Teaching License

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted a Restricted Transitional Teaching License.

(2) This license is issued jointly to an applicant and a district for up to three years and is not renewable.

(3) This license is valid for teaching with the requesting employer only at the designated grade levels and subject-matter endorsement areas specifically requested by the employer. This license may not be transferred to another employer without a specific request from the new district along with a duplicate license application to issue the new license.

(4) 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;

(b) Hold a bachelor's degree or higher from a regionally accredited institution or approved foreign equivalent. A master's degree or a doctoral degree from a regionally accredited institution in the United States validates a non-regionally accredited bachelor's degree for licensure;

(c) Obtain a passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics.

(d) Show substantial preparation in the subject-matter area in which licensure is requested;

(e) Furnish fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application. (See OAR 584-036-0062 for Criminal Records Check Requirement); and

(f) Submit a letter from the employing district describing the particular need in relation to the applicant's teacher qualifications. The district must agree to provide a mentor and identify that mentor in the letter of application. The district must attest that circumstances prevent hiring a suitable teacher holding an unrestricted full-time license appropriate for the assignment to be filled.

(g) Submit a resume, and any other evidence required by the Commission as proof of substantial completion of academic preparation or substantial work experience in the area in which the co-applicant educator is seeking licensure.

(5) Restricted Transitional Teaching Licenses will be issued for one year at a time for a maximum of three years total subject to special renewal conditions:

(a) First Renewal: The applicant must submit:

- (A) A C-1 application and renewal fees;
- (B) A letter of support from the co-applicant district; and
- (C) Proof of admission and enrollment or proof of pending enrollment into a program for licensure in the area in which the applicant is teaching.

(b) Second Renewal: The applicant must submit:

- (A) A C-1 application and renewal fees;
- (B) A letter of support from the co-applicant district; and
- (C) Significant proof of progress toward completion of their Initial I Teaching License requirements.

(c) Renewal under these conditions is not subject to the 120-day grace period and must be submitted sufficiently in advance of the license expiration date to ensure continuity of licensure. Failure to submit a timely application is grounds for denial of a renewal pursuant to this subsection and may be grounds for discipline under OAR 584-020-0040.

(d) The Executive Director may deny renewal of the license upon failure to show progress in the licensure program needed for the next stage license.

(6) Upon expiration of the Restricted Transitional Teaching License, recipients of this license must meet all the requirements of the Initial I Teaching License for which they may apply at any time or qualify for an Emergency Teaching License under the provisions provided below.

(7) Emergency Teaching License: When the Executive Director determines that extenuating circumstances have prevented the applicant from completing requirements for the Initial I Teaching License, within three years, an extension for up to one year may be issued upon joint application from an educator and the employing district. The applicant must complete a C-1 and fees for an Emergency Teaching and provide an explanation of the circumstances which make the request necessary. The co-applicant district must ensure that the applicant will meet all requirements for the Initial I Teaching License upon expiration of the Emergency Teaching License issued pursuant to this section.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533
 Hist.: TSPC 6-2004, f. & cert. ef. 8-25-04; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 8-2008, f. & cert. ef. 11-13-08; TSPC 7-2009, f. 12-15-09, cert. ef. 1-1-10; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11

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 may 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. 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 need. 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) Transcripts documenting an accredited associate's degree or its approved equivalent in objectively evaluated post-secondary education related to the intended subject of instruction,

(b) Obtain a passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics; and

(c) Furnish fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application. (See also, OAR 584-036-0062 for Criminal Records Check Requirement.

(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) Provide a statement from the district attesting that the teacher's assignment is exactly the same as originally requested; and
- (b) Establish, maintain, and report a professional development plan in accordance with OAR 584-090-0020.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533
 Hist.: TSPC 3-1999, f. & cert. ef. 7-15-99; TSPC 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; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 2-2009, f. & cert. ef. 3-12-09; TSPC 3-

2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; Administrative correction 11-19-09; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11

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 may be granted a Substitute Teaching License. This license, issued for three years and renewable, is valid at any level in any specialty to substitute for a teacher who is temporarily unable to work.

(2) To be eligible for a Substitute Teaching License, the applicant must:

(a) 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;

(b) Hold an unrestricted license for full-time teaching in any state demonstrating completion of a state-approved teacher education program;

(c) Obtain a passing score on a Commission-adopted test of knowledge of U.S. and Oregon civil rights and professional ethics;

(d) Furnish fingerprints in the manner prescribed by the Commission if the applicant has not been fingerprinted or has not held an active license issued by the Commission in the past three years; and

(e) Provide continuing professional development if transitioning from a basic, standard, initial or continuing teaching license to a Substitute Teaching License.

(3) 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. Failure to observe this limitation may result in licensure sanction by the Commission for either the teacher or the assigning administrator or both.

(4) A district and co-applicant educator may apply for an Emergency Teaching License for the holder of a Substitute Teaching License if the district is unable to obtain a regularly-licensed teacher for any position lasting more than three consecutive months. The Emergency Teaching License will allow the educator to teach for time beyond the allowed timelines stated in subsection (3) above. The Executive Director may approve the Emergency Teaching License upon proof of the district's emergency and may only issue the license for the amount of time to cover the emergency. In all cases, the Emergency Teaching License may not extend beyond the end of that school year.

(5) To be eligible for renewal of the Substitute Teaching License an applicant must show:

(a) Evidence of having obtained 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 master's degree; and

(b) Completion of continuing professional development in accordance with OAR 584-090.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.533
 Hist.: TSPC 3-1999, f. & cert. ef. 7-15-99; TSPC 9-1999, f. & cert. ef. 11-22-99; TSPC 5-2004, f. & cert. ef. 8-25-04; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 2-2009, f. & cert. ef. 3-12-09; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11; TSPC 3-2011, f. & cert. ef. 3-15-11; TSPC 5-2013, f. & cert. ef. 11-14-13

584-060-0182

Restricted Substitute License

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant and a co-applying district may be granted a Restricted Substitute Teaching License.

(a) This license, issued for three years and renewable, is valid to substitute for a total of 60 days a school year (September through June) at any level in any specialty to replace a teacher who is temporarily unable to work.

(b) The 60 days a year limit applies regardless if the holder of the license substitutes in multiple districts as may be the case if an applicant and an ESD hold the license.

(c) Districts who did not co-apply with the applicant may request permission to add the substitute to their district upon filing an additional application and fee.

(d) An assignment on this license may not exceed 10 days consecutively under any circumstances.

(2) To be eligible for a Restricted Substitute Teaching License, the applicant must:

(a)(A) Hold a bachelor's degree or higher from a regionally accredited institution or an approved foreign equivalent related to teaching at one or more levels;

(B) Awarding of a higher degree in the arts and sciences or an advanced degree in the professions from a regionally accredited institution in the United States validates a non-regionally accredited bachelor's degree for licensure;

(b) Furnish fingerprints in the manner prescribed by the commission if the applicant has not been fingerprinted or has not held an active license issued by the commission in the past three years; (c) Provide a letter from the co-applicant district stating the reasons for the license; and

(d) Obtain a passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics.

(3) To be eligible for renewal of the Restricted Substitute Teaching License an applicant must:

(a) Submit letter from district requesting renewal; and

(b) Obtain a passing score as currently specified by the commission on a test of basic verbal and computational skills, unless the applicant has a master's degree.

(4) A district and co-applicant educator may apply for an Emergency Teaching License for the holder of a Restricted Substitute Teaching License if the district is unable to obtain a regularly licensed teacher for any position lasting more than three consecutive months. The Emergency Teaching License will allow the educator to teach for time beyond the allowed timelines stated in subsections (1) above. The Executive Director may approve the Emergency Teaching License upon proof of the district's emergency.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533
 Hist.: TSPC 2-2009, f. & cert. ef. 3-12-09; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11

584-060-0190

Teaching Associate License

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted a Teaching Associate License. This license, issued for two years and not renewable. The Teaching Associate License is valid for regular teaching at one or more designated levels in one or more designated specialties but is not valid for substitute teaching.

(2) 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.

(3) The Teaching Associate License is restricted to use within the district that has applied for it jointly with the applicant.

(4) 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 commission-adopted test of knowledge of U.S. and Oregon civil rights laws and professional ethics.

(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.

(5) The institutional program and school district will provide supervision for the individual holding a Teaching Associate License. The institutional program 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 - 342.430; 342.455 - 342.495; 342.533
 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; TSPC 5-2009, f. & cert. ef. 10-5-09; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11

584-060-0200

American Indian Languages Teaching License

(1) Upon filing a correct and complete application in form and manner 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.

(2) To be eligible for the American Indian Language Teaching License, the applicant must:

(a) Submit 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.

(b) Obtain a passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics.

(c) Furnish fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application.

(3) 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 sponsoring tribe.

(4) All first American Indian Language Teaching Licenses issued after September 1, 2009 may be renewed upon obtaining a passing score on a commission-adopted test of knowledge of U.S. and Oregon civil rights laws and professional ethics.

Stat. Auth.: ORS 342

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

Hist.: TSPC 5-2002, f. & cert. ef. 8-9-02; TSPC 5-2009, f. & cert. ef. 10-5-09; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11

584-060-0210

Emergency Teaching License

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant and a co-applicant district may be granted an Emergency Teaching License. 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. In most cases, an Emergency Teaching License will not exceed one year unless the educator or the district has presented unusual extenuating circumstances. The Executive Director may consider efforts the educator has made in meeting licensure requirements. Additionally, the Executive Director will consider academic preparation or experience the proposed educator has had in the area in which the district is requesting the license.

(3) To be eligible for the Emergency Teaching License an applicant and co-applicant district must provide the following:

(a) C-1 application and fee;

(b) Fingerprints furnished in the manner prescribed by the commission if the applicant has not been fingerprinted or has not held an active license issued by the commission in the past three years;

(c) A letter from the district detailing the extenuating circumstances constituting the emergency and the applicant's unique skills qualifying her or him for the license. The letter should include a request for the least amount of time necessary to meet the emergency needs of the district; and

(d) An applicant may be asked to provide a resume, transcripts or other evidence of qualifications if requested by the Executive Director.

(4) The Emergency Teaching License is not subject to the 120 day grace period allowed for licensure renewal purposes under ORS 342.127.

Stat. Auth.: ORS 342

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

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; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 2-2009, f. & cert. ef. 3-12-09; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 7-2010, f. & cert. ef. 9-15-10; TSPC 10-2010, f. 12-30-10, cert. ef. 1-1-11

584-060-0220

International Visiting Teacher License

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified and eligible applicant may be granted an International Visiting Teacher License. The intent of this license is to provide up to a three-year cultural exchange of teachers and

teaching strategies between Oregon and a participating country other than the United States.

(2) This license is issued for one year and is renewable up to two times.

(3) This license is valid for substitute teaching only at the grade authorization levels and subject-matter endorsement areas listed on the license.

(4) The International Visiting Teacher License is restricted to use within the district that has applied for it jointly with the teacher and is valid for teaching with the requesting employer only at the designated grade authorization levels and subject-matter endorsement areas requested by the employer and listed on the license. If the license is endorsed in a core academic area, the licensee may be considered to be "highly qualified" pursuant to federal law.

(5) To be eligible for the International Visiting Teacher License, the applicant must have not previously held any TSPC license and must co-apply with the requesting district and submit the following materials as part of the application packet:

(a) Evidence that the teacher is not a resident of the United States and is working here under a J-1 Visa;

(b) A letter from the co-applying district specifying the grade levels and subject-matter endorsement areas in which the district would like the applicant to teach and a brief description of the plan for supervision and mentoring the district has in place including the name of the mentor assigned to the applicant once licensed;

(c) Transcript evaluation or some other convincing evidence that the applicant holds the equivalent of a U.S. baccalaureate or higher degree and proof that the applicant has completed a professional teacher preparation program in their country. The transcript and other evidence submitted will be evaluated for subject-matter competency in the subject-area in which the license is being requested;

(d) Proof of passing scores on either Oregon subject-matter tests or tests passed in the applicant's native country related to the curriculum being taught in the United States;

(e) A copy of all professional teaching credentials from a country other than the United States held by the applicant;

(f)(A) Evidence that the applicant has completed the equivalent of three full years, (not less than 27 months) of teaching experience in the applicant's native country; or

(B) Proof of participation in the Cultural Exchange Program in a J-1 Visa status monitored by the Oregon Department of Education. Proof of participation must include verification from the Oregon Department of Education; and

(g) Furnish fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application. (See also, OAR 584-036-0062 for Criminal Records Check Requirement.)

(6) To be eligible for a one-year renewal of the International Visiting Teaching License, an applicant must:

(a) Submit an application packet for renewal;

(b) A PEER form verifying the applicant's assignment;

(c) A passing score on a commission-adopted test of knowledge of U.S. and Oregon civil rights laws and professional ethics; and

(d) Submit a letter from the co-applying school district attesting to the following:

(A) That the teacher's assignment will remain within the scope of grades and subjects on the license;

(B) The plan for supervision and mentoring remains in place and update the name of the mentor if appropriate.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.533

Hist.: TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 8-2010(Temp), f. & cert. ef. 10-4-10 thru 12-31-10; TSPC 10-2010, f. 12-30-10, cert. ef. 1-1-11; TSPC 3-2011, f. & cert. ef. 3-15-11; TSPC 9-2012, f. & cert. ef. 9-14-12; TSPC 3-2013, f. & cert. ef. 8-19-13

584-060-0250

License for Conditional Assignment

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a school district in Oregon may request a License for Conditional Assignment (LCA) for any educator holding an Initial, Continuing, Basic, Standard or pre-1965 Five-year License.

(2) The purpose of an LCA is to allow a school district to request misassignment for an educator to teach in an out-of-field subject-matter endorsement area or at grade-levels for which the educator is not authorized to teach, while the educator completes requirements neces-

sary either to add the subject-matter endorsement or grade-level authorization to the underlying license or to obtain a new license type.

(3) The LCA is required when teaching out-of-field under any of the following circumstances:

(a) Teaching assignments for more than 10 hours weekly in one subject-matter area without the appropriate subject-matter endorsement;

(b) Assignment at any grade level not held on the underlying license;

EXAMPLE: A high school authorized teacher teaching in grade 4 would require an LCA for any amount of time teaching outside of her grade level.

EXAMPLE: A physical education teacher without a health endorsement teaching health three periods of the day would require a LCA for health. If only teaching two periods a day; that would fall under the 10 hours per week threshold.

(c) Teaching in more than one unendorsed subject-matter endorsement area for any amount of time; or

EXAMPLE: If the physical education teacher above was teaching one period of health and one period of math; then an LCA would be required for both areas regardless of the 10 hours per week rule. The 10 hours per week rule applies to one subject only.

(d) Moving from one license to another;

EXAMPLE: A teacher moving to administration; an administrator moving to teaching (if educator does not hold a valid teaching license); a teacher moving to school psychology.

(4) Duration of the LCA: The LCA is a provisional license that provides temporary conditional approval to teach out-of-field under the following conditions:

(a) All LCAs will expire on June 30 following the date the LCA is issued.

(b) For endorsements that require only a test, experience or nine quarter hours or less of coursework, all endorsement requirements must be completed by June 30th following the date the LCA is issued.

(c) For endorsements requiring coursework exceeding nine quarter or six semester hours of coursework, the LCA will not exceed more than three academic years in total. The LCA for these endorsements will be issued as follows:

(A) The first LCA will expire on June 30th following the date the first LCA is issued;

(B) The second LCA will be reauthorized upon application by the educator and the school district upon evidence the educator has completed some coursework toward adding the endorsement and will expire on June 30th following the date the second LCA is issued;

(C) The third LCA will be reauthorized upon application by the educator and the school district and upon evidence the educator has substantially the coursework needed to add the endorsement and will expire on June 30th following the date the third LCA is issued.

(5) The LCA will not be "back dated." Time spent on assignments where the district failed to request the LCA will be deducted from the allowable LCA total (either one year or three years).

(6) The LCA is not renewable and is not eligible for a 120 day grace period beyond its expiration date.

(7) The LCA is not a stand-alone or independent license. The underlying license must be kept current in order for the LCA to remain active. The LCA will not be issued for a duration that exceeds the expiration date of the underlying license. In cases where there is a lapse in the underlying license, the LCA may be re-activated for a time as determined by the Executive Director upon reinstatement of the underlying license.

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

(9) Licenses not eligible for an LCA include, but are not limited to the following provisional licenses:

- (a) Any Restricted Transitional;
 - (b) Limited Teaching License;
 - (c) American Indian Language;
 - (d) Teaching Associate License;
 - (e) Career and Technical Education Teaching License;
 - (f) ESEA Alternative Route License;
 - (g) Substitute Teaching License
 - (h) Restricted Substitute Teaching License;
 - (i) Exceptional Administrator License; or
 - (j) International Teaching License.
- (10) Other Special LCA Limitations:

(a) An administrator, school counselor, or school psychologist who has never held a non-provisional teaching license in any state may not be issued an LCA to teach.

(b) An educator seeking conditional assignment as an administrator must hold a master's degree in education to be eligible for the LCA.

(c) Applying educators in either school counseling or school psychology must hold at least a bachelor's degree or master's degree in the respective field of counseling or psychology.

(d) Educators holding a Basic or Standard Teaching License must only seek a LCA for school counseling if the assignment exceeds .50 FTE.

(e) Licenses for Conditional Assignment will only be issued for special education assignments that are supplementary to highly qualified core academic subjects areas. The holder of the LCA must not be solely responsible for delivering direct instruction of core academic content matter to students on an IEP.

(f) Applying educators must never have held any one of the following licenses or permits endorsed in the subject-matter area or authorized grade-levels in which the educator is seeking to teach out-of-field:

- (A) Conditional assignment permit;
- (B) Restricted Transitional;
- (C) Emergency;
- (D) Transitional or out-of-state Initial Teaching License; or
- (E) Out of state license in the out-of-field subject-area or grade-levels.

(11) The LCA is restricted to use within the district that has applied for it. A new district may request to transfer the LCA so long as there is time remaining since the date the LCA was first issued.

(12) A district must:

(a) Apply for an LCA by October 31 for the fall term or otherwise within two weeks after the assignment has begun;

(b) Agree to provide professional assistance specific to the assignment for the educator during the first year of the conditional assignment; and

(c) Ensure that federal laws related to Highly Qualified Teachers are taken into account when applying for an LCA.

(13) After an LCA 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 working in the area in which the educator held the LCA. Continuing to work in an out-of-field position on an expired LCA is a violation of licensure law and is unauthorized. The license-holder or the assigning administrator or both may be subject to sanctions by the commission pursuant to OAR 584-020-0040.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120-342.143, 342.153, 342.165, 342.223-342.232
 Hist.: TSPC 8-2011, f. 12-15-11, cert. ef. 1-15-12; TSPC 3-2013, f. & cert. ef. 8-19-13

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

584-065-0035 [Renumbered to 584-018-0160]

584-065-0050 [Renumbered to 584-018-0155]

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, nonverbal 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 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 (13) above:

(a) More than 51% on a Basic or Standard Teaching License with an elementary endorsement; or

(b) More than 10 hours per week on:

(A) Any Basic or Standard Teaching License with other than an elementary endorsement; or

(B) An Initial or 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; TSPC 5-2009, f. & cert. ef. 10-5-09

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 584-036-0081) on:

- (a) Any Basic or Standard Teaching License with other than an elementary endorsement in grades 5 through 12; and
- (b) Any Initial or 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; TSPC 2-2008, f. & cert. ef. 4-15-08

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
- (p) 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 584-036-0081) 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; TSPC 2-2008, f. & cert. ef. 4-15-08

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 [Renumbered to **584-018-0145**]

584-065-0110 [Renumbered to **584-018-0150**]

584-065-0120

Knowledge, Skills and Abilities for Early Childhood Endorsement

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

(2) Teachers who hold an Initial, Initial I or Initial II or Continuing 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

(iv) Social relations/civics:

(I) Become a participating member of the group, giving up some individuality for the greater good;

(II) Recognizing similarities among people of many cultures;

(III) Respecting others, including those who differ in gender, ethnicity, ability or ideas;

(IV) Learn the principles of democracy, working cooperatively with others, sharing and voting as they solve problems; and

(d) In order to build meaningful curriculum, the candidate will:

(A) Know, understand, and use positive relationships and supportive interactions;

(B) Know, understand, and use effective approaches, strategies, and tools for early education;

(C) Know and understand the importance, central concepts, inquiry tools, curriculum integration, and structures of content areas or academic disciplines; and

(D) Know and use differentiated instructional strategies to promote equitable learning opportunities and success for all students, regardless of native language, socioeconomic background, ethnicity, gender, disability or other individual characteristics.

(7) In demonstrating professionalism, the candidate will:

(a) Identify and involve oneself with the early childhood field;

(b) Know about and uphold ethical standard and other professional guidelines (see National Association for the Education for Young Children (NAEYC) Code of Ethical Conduct);

(c) Engage in continuous, collaborative learning to inform practice;

(d) Integrate knowledgeable, reflective, and critical perspectives on early education; and

(e) Engage in informed advocacy for children and the profession.

(8) Valid for any teaching assignment, except specialization requiring endorsement under OAR 584-060-0071, at or below grade four.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.165

Hist.: TSPC 5-2008, f. & cert. ef. 6-13-08

584-065-0125

Knowledge, Skills and Abilities for World Language Endorsements

(1) Demonstrating Content Knowledge: Candidates are required to demonstrate content knowledge in one of the following ways:

(a) Passage of the Commission-approved test of world language content knowledge; or

(b) Completion of at least 45 quarter or 30 semester hours of college-level coursework in the world language subject area in language areas where the Commission has not approved a content-specific world language licensure test.

(2) Field Experience: Candidates must complete the following practicum experiences:

(a) Field experiences prior to student teaching that include experiences in world language classrooms;

(b) Field experiences, including student teaching, that are supervised by a qualified world language educator who is knowledgeable about current instructional approaches and issues in the field of world language education; and

(c) Opportunities for candidates to participate in a structured study abroad program or intensive immersion experience in a target language community.

(3) Methods requirements: Candidates must complete a methods course that deals specifically with the teaching of world languages, and that is taught by a qualified faculty member whose expertise is world language education and who is knowledgeable about current instructional approaches and issues.

(4) Technology Requirements: Candidates must demonstrate competence in technology-enhanced instruction and the use of technology in their own teaching.

(5) Language, Linguistics Comparison: Candidates must:

(a) Demonstrate a high level of proficiency in the target language, and seek opportunities to strengthen their proficiency;

(b) Know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own; and

(c) Know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.

(6) Cultures, Literatures, Cross-Disciplinary Concepts: Candidates must:

(a) Demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and integrate the cultural framework for world language standards into their instructional practices;

(b) Recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and

(c) Integrate knowledge of other disciplines into world language instruction and identify distinctive viewpoints accessible only through the target language.

(7) Language Acquisition Theories and Instructional Practices: Candidates must:

(a) Demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction; and

(b) Develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.

(8) Integration of Standards into Curriculum and Instruction: Candidates must:

(a) Demonstrate an understanding of the goal areas and standards of the *Standards for World Language Learning* and their state standards, and integrate these frameworks into curricular planning.

(b) Integrate the *Standards for World Language Learning* and their state standards into language instruction.

(c) Use standards and curricular goals to evaluate, select, design, and adapt instructional resources.

(9) Assessment of Languages and Cultures: Candidates must:

(a) Believe that assessment is ongoing, and demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures;

(b) Reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction; and

(c) Interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.

(10) Professionalism: Candidates must:

(a) Engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice; and

(b) Know the value of world language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.

(11) This endorsement is valid to teach the following designated world languages at the grade levels authorized on the license. Other language endorsement areas may be allowed upon approval of the addition of the language by any Commission-approved teaching program.

(a) Chinese;

(b) French;

(c) German;

(d) Japanese;

(e) Latin;

(f) Russian; and

(g) Spanish.

Stat. Auth.: ORS 342

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

Hist.: TSPC 3-2011, f. & cert. ef. 3-15-11

DIVISION 66

SPECIALIZATION ON A LICENSE

584-066-0001

Purpose of Specialization on a License

(1) A specialization on a TSPC-issued license is an optional indication of specialized expertise or preparation in an area the Commission recognizes as “added value” on a license. A specialization indicates the educator has demonstrated exceptional knowledge, skills and related abilities in that area. A specialization must meet standards set by the Commission.

(2) A specialization is distinguished from an endorsement or grade authorization in that a specialization is not required to teach or work in the specialized area, whereas both an endorsement and an authorization are required to work in those areas or at those grade levels. The specialization will be indicated as follows on the license: Example: Specialization: Autism Spectrum Disorder.

(3) An educator may not be labeled as a specialist or call themselves a specialist in any area recognized by the Commission as requiring additional and exceptional preparation without actually holding the specialization on the license.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120–342.430, 342.455–342.495; 342.553
 Hist.: TSPC 4-2012, f. & cert. ef. 5-18-12

584-066-0010

Autism Spectrum Disorder (ASD) Licensed Specialist Standards and Competencies

(1)(a) An Autism Spectrum Disorder Specialization may be indicated on any TSPC Basic, Standard, Initial or Continuing Teaching License with a special education endorsement so long as the educator qualifies for the specialization by demonstrated completion of a Commission-approved program for Autism Spectrum Disorder specialization.

(b) Once the specialization is earned and placed on a license, it may only be removed at the educator’s request.

(2) Definitions:

(a) Academic Curriculum: Language arts, mathematics, science, social sciences, health, physical education, world languages, and the arts;

(b) Expanded Functional Core Curriculum: Communication development, social development, self-advocacy, cognitive development, sensory processing skills, organization skills, adaptive skills-life function, and transitional skills for life span.

(3) To be eligible to add an Autism Spectrum Disorder specialization on a TSPC license, the application must:

(a) Hold a Basic, Standard, Initial or Continuing Teaching License with any special education endorsement;

(b) Provide evidence of three years experience working with a range of ASD learners; and

(c) Completed a Commission-approved program for Autism Spectrum Disorder (ASD) Specialization.

(4) Candidates for Autism Spectrum Disorder (ASD) Specialization must demonstrate competency in the following standards:

(a) Standard 1: Foundations of ASD: Candidates indicate knowledge of autism spectrum disorders including development and characteristics of learners. Candidates will:

(A) Describe unique developmental and behavioral characteristics of individuals with ASD as identified in DSM and how these: Differ from neuro-typical development; differ across people with ASD; change with age; and impact an individual’s learning;

(B) Describe current theories of etiology for individuals with ASD;

(C) Describe State (OAR) and Federal requirements for assessment, eligibility, and education of individuals with ASD;

(D) Differentiate between medical diagnosis (current DSM definitions) and educational eligibility (federal and state requirements);

(E) Differentiate ASD from other disabilities (differential diagnosis) and identify co-existing conditions associated with ASD and their impact on learning and behavior;

(F) Describe unique learning characteristics of individuals with ASD;

(G) Describe the unique influence of stress, age, instruction, and environmental factors on individuals with ASD;

(H) Describe the standards for determining and a process for locating evidence-based instructional and behavioral interventions for individuals with ASD;

(I) Describe academic curriculum and expanded functional core curriculum for individuals with ASD at various age levels;

(J) Describe current best family-centered practices;

(K) Describe a continuum of placements and services available for the individual with ASD and families;

(L) Describe health issues that potentially impact the individual with ASD and their families;

(M) Describe how to evaluate and access public and private systems and organizations that serve individuals with ASD;

(N) Describe concepts and impacts of self-determination, advocacy, community and family supports in the lives of individuals with ASD;

(O) Provide families with information about community support services such as respite care, in-home behavior support, home health care, transportation, and parent education for individuals with ASD;

(P) Describe typical child development milestones across domains; and

(Q) Identify strengths and needs for an individual with ASD across core and expanded core curricula.

(b) Standard 2: ASD Service Needs: Candidates indicate knowledge of ASD Assessments for Development and Educational Impact on ASD service needs. Candidates will:

(A) Describe the impact that ethnic, cultural, and linguistic diversity issues have on the assessment of the individual with ASD;

(B) Administer or assist in the completion of the required components of the identification assessment for initial and reevaluation of an individual with ASD;

(C) Select, administer, and assist with appropriate educational assessments to determine the present level of academic and functional performance for individuals with ASD;

(D) Interpret assessment data, write summaries, and report results to teams, including families, in a systematic manner that leads directly to programmatic recommendations for instruction for individuals with ASD;

(E) Collaborate with teams, including families, to identify unique needs and to develop appropriate, functional IFSP/IEP goals, matched to assessment information for individuals with ASD;

(F) Collaborate with teams, including families, to identify sufficient special education and related services to enable the individual with ASD to progress on his or her goals;

(G) Assist teams with development and maintenance of ongoing data collection, data analysis, and progress reports for individuals with ASD;

(H) Assist teams in the assessment of environmental conditions that impact access to learning for individuals with ASD;

(I) Assist teams with a functional behavior assessment (FBA) to design behavior support plans for the challenging behaviors of individuals with ASD;

(J) Describe typical child developmental milestones across domains; and

(K) Identify strengths and needs for an individual with ASD across core and expanded core curricula.

(c) Standard 3: ASD Program Development and Implementation: Candidates demonstrate knowledge of system-wide considerations. Candidates will:

(A) Encourage collaboration with the higher education community, foundations, nonprofit and other organizations engaged in researching critical educational issues;

(B) Facilitate the interpretation, communication and dissemination of research findings related to ASD;

(C) Implement expanded core functional curriculum designed to meet the needs of individual learners with ASD;

(D) Conduct expanded core functional curriculum-based assessment to determine areas to address specific skills to teach, and to identify the appropriate evidence-based interventions to implement for learners with ASD;

(E) Collect data on abilities in all skill areas identified from expanded core functional curriculum-based assessments and other performance-based measures for learners with ASD;

(F) Design, facilitate, monitor, and evaluate instruction that is appropriate for both age and skill level of the learner with ASD;

(G) Apply the principles of applied behavior analysis (ABA) within a variety of instructional formats with a variety of learners with ASD, in a variety of settings to teach the skills identified from a curriculum-based assessment;

(H) Utilize appropriate evidence-based curricula content appropriate for a full range of learners with ASD.

(I) Design, facilitate, monitor, and evaluate instructional strategies that promote generalization and maintenance of skills across domains and settings;

(J) Facilitate the identification of assistive technology (low-high) across all areas of skill development appropriate to meet the needs of the individual;

(K) Train and coach others to:

(i) Implement the appropriate evidence-based instructional interventions, curriculum content, accommodations, and modifications identified for the learner with ASD;

(ii) Use individual strengths of the learner with ASD to reinforce and maintain skills; and

(L) Plan with the families for the transition needs of the learner with ASD.

(d) Standard 4: ASD Systematic Instruction: Candidates demonstrate knowledge of evidence-based interventions to promote focused, engaged time for learners with ASD. Candidates will:

- (A) Match evidence-based interventions with the needs of individual learners with ASD;
 - (B) Design evidence-based interventions based on components of core and expanded core curricula;
 - (C) Implement data based decision-making by:
 - (i) Collecting baseline data;
 - (ii) Collecting, reviewing, and interpreting ongoing data;
 - (iii) Modifying program as needed to promote performance; and
 - (D) Demonstrate with fidelity the implementation of evidence-based strategies across a range of learners with ASD;
 - (E) Design and implement plans to ensure generalization of skills across settings and materials for learners with ASD;
 - (F) Demonstrate knowledge of the general education academic curriculum and supports necessary to facilitate the success of the learner with ASD;
 - (G) Design environmental plans that define expectations for appropriate behaviors across settings, utilizing evidence-based intervention strategies for learners with ASD;
 - (H) Design visual, auditory, and tactile supports to enable the learner with ASD to:
 - (i) Predict events and activities;
 - (ii) Anticipate change;
 - (iii) Understand expectations in a variety of settings;
 - (iv) Maintain or re-gain appropriate self regulation for learning; and
 - (v) Demonstrate independence;
 - (I) Assist in determining appropriate evidence-based assistive and/or augmentative communication systems;
 - (J) Plan and implement evidence-based strategies to support sustained peer interactions and memberships across all environments; and
 - (K) Demonstrate skills in teaching family members to implement expanded core functional curriculum at home.
- (e) Standard 5: Training and Coaching of Adults Serving Individuals with ASD. Candidates will:
- (A) Work with administrators to organize, set-up, and deliver the Oregon Education Guidelines for ASD Program and Self-Assessment.
 - (B) Identify appropriate technologies to deliver training and coaching;
 - (C) Collaborate with teams to analyze and interpret learner data to improve instruction and evaluate the impact of instructional interventions on learners with ASD;
 - (D) Work with teams to incorporate coaching in school, home, and community environments;
 - (E) Provide feedback to adults serving individuals with ASD to strengthen teaching practice and improve learning for the learner;
 - (F) Evaluate the effectiveness of the training and coaching to ensure implementation and improvement in progress for learners with ASD;
 - (G) Demonstrate how to investigate, access, and evaluate electronic and print resources on ASD;
 - (H) Assess, plan, and use an appropriate evidenced based format for training and coaching;
 - (I) Facilitate group processes to help team members work collaboratively to solve problems, manage conflict, and make decisions; and
 - (J) Model effective skills in listening, presenting ideas, leading discussions, clarifying, mediating and identifying the needs of self and others in order to advance shared goals and professional learning.
- (f) Standard 6: Professional Practices for ASD Specialists. Candidates will:
- (A) Advocate for professional resources, including financial support, human and other material resources, which allow for the implementation of the Oregon Comprehensive ASD Program;
 - (B) Represent and advocate for the profession in contexts outside of the classroom, such as:
 - (i) Be a member of committees or task forces addressing curriculum, assessment, professional development or other educational issues; and
 - (ii) Participate in local, state or national educational professional associations or professional standards boards;
 - (C) Access professional organizations and publications related to ASD to keep current on evidence based practices.
 - (D) Demonstrate professional skills;
 - (E) Comply with federal, state, and local policies and regulations;
 - (F) Maintain professional relationships with colleagues, employers, students, and families; and
 - (G) Participate in on-going professional development activities.

(g) Standard 7: Collaboration with Families and Communities. Candidates will:

- (A) Identify access and share resources from community-based services to support individuals with ASD;
 - (B) Develop comprehensive strategies, including the use of technology, for engaging families and community members as partners in the educational process;
 - (C) Establish and maintain positive collaborative relationships with families in a manner which acknowledges culture, language, values, and parenting styles of the families;
 - (D) Apply effective strategies for participating, collaborating, and facilitating team processes; and
 - (E) Describe the impact of one's own experience, culture, language, race, and ethnicity on attitudes, beliefs, values, and ways of thinking, behaving, and teaching.
- (h) Field Experience: Field experience will be designed in accordance with OAR 584-017-1038 through 584-017-1048 and be aligned with the TSPC Professional Standards Handbook.

Stat. Auth.: ORS 342

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

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

584-066-0015

Knowledge, Skills and Abilities for Elementary Mathematics Instructional Leader Specialization

(1) An Elementary Mathematics Instructional Leader specialization may be added to any TSPC Basic, Standard, Initial or Continuing Teaching License upon completion of the requirements and qualifications found in this rule.

(2) To be eligible for the Elementary Mathematics Instructional Leader (EMIL) specialization, the licensed teacher must have all of the following:

- (a) A license authorized to teach in grades K-8 and holding the multiple subjects, basic elementary or standard elementary endorsements;
- (b) Three complete years of teaching mathematics in grades K-8 as verified by a Professional Educator Experience Form (PEER) or other verifiable experience if the experience is obtained out of state; and
- (c) Demonstrated competency in the following Elementary Math Specialist (EMS) standards as determined by a program approved to offer the Elementary Mathematics Instructional Leaders specialization as evidenced by completion of:

- (A) Twenty-four quarter or sixteen semester hours of a TSPC-approved Elementary Mathematics Instructional Leader program; and
- (B) An EMIL practicum working with a range of students and teachers.

(3) Elementary Mathematics Instructional Leaders specialist standards include:

(a) **Content Knowledge:** EMIL professionals must know and understand deeply the mathematics of elementary school as well as how mathematics concepts and skills develop through middle school. This knowledge includes specialized knowledge that teachers need in order to understand and support student learning of elementary mathematics.

(b) **Pedagogical Knowledge for Teaching Mathematic:** EMIL professionals are expected to have a foundation in *pedagogical content knowledge* (PCK) (Ball, Thames, & Phelps, 2008). This section is informed by and draws upon the 2003 *NCATE/NCTM Program Standards: Standards for Elementary Mathematics Specialists*.

(c) **Leadership Knowledge and Skills:** EMIL professionals need to be prepared to take on collegial non-evaluative leadership roles within their schools and districts. They must have a broad view of many aspects and resources needed to support and facilitate effective instruction and professional growth.

(4) Approval of any EMIL program must satisfy the full set of standards including specific objectives which may be found in the publication: *Standards for Elementary Math Specialists: A Reference for Teacher Credentialing and Degree Programs*; a publication of the Association of Mathematics Teacher Educators.

Stat. Auth.: ORS 342

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

Hist.: TSPC 1-2013, f. & cert. ef. 2-14-13

DIVISION 70

TWENTY-FIRST CENTURY PERSONNEL LICENSES

584-070-0001

Purpose of Personnel Service Licenses

These rules establish licensure requirements for school counselors, school psychologists, school social workers and other related licenses to accomplish objectives for guidance, counseling and education support services in Oregon schools. Licensure programs under this division have the following characteristics:

- (1) The programs are designed to recognize the developmental levels of students.
- (2) Continuing professional development is an integral part of the licensure renewal program.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 – 342.430; 342.455 - 342.495; 342.533
 Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11

584-070-0005

Effective Date and Supersedure

Effective January 15, 1999, licenses for personnel service will be issued under the rules set forth in this division, which supersedes divisions preceding OAR 584-060 in case of conflict.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232
 Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 4-1999, f. & cert. ef. 8-2-99

584-070-0012

Initial I School Counselor License

(1) Upon filing a correct and complete application in form and manner prescribed by the Commission, a qualified applicant may be granted an Initial I School Counselor License for three years.

(2) The Initial I School Counselor License is valid as designated for regular counseling at early childhood and elementary grade levels; at elementary and middle-level grade levels; or at middle and high school grade levels, or at all four levels.

(a) The license is also valid for substitute counseling at any level; and

(b) The license is also valid for substitute teaching at any level in any subject-matter area.

(3) To be eligible for an Initial I School Counselor License, an applicant must satisfy all of the following general preparation requirements:

(a) A master's or higher degree in counseling, education, or related behavioral sciences from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the Commission and a bachelor's degree. A master's degree or a doctoral degree from a regionally accredited institution in the United States validates a non-regionally accredited bachelor's degree;

(b) 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;

(c) Receive a passing score as currently specified by the Commission on a test of basic verbal and computational skills;

(d) Obtain a passing score on a Commission-adopted test of knowledge of U.S. and Oregon civil rights laws and professional ethics; and

(e) Furnish fingerprints in the manner prescribed by the Commission and provide satisfactory responses to the character questions contained in the Commission's licensure application. (See also, OAR 584-036-0062 for Criminal Records Check Requirement.)

(4) The Initial I School Counselor License may be renewed two times for three years upon showing progress toward completion of the renewal requirements as described in OAR 584-070-0014 during the life of the Initial I School Counselor License under the following conditions:

(a) The progress must meet or exceed the equivalent of 3 semester hours or 4.5 quarter hours of graduate coursework germane to the license or directly germane to public school employment; and

(b) The educator must qualify for an Initial II School Counselor License upon expiration of nine years following the date the first Initial School Counselor License was issued; and

(c) If the Initial I School Counselor license was issued on the basis of an out-of-state nonprovisional license rather than completion of an Oregon-approved program; the educator must have completed any incomplete requirements in subsection (3) above.

(6) School counselor licenses are authorized for grade levels as follows: early childhood and elementary (ECE/ELE); or middle-level and high school (ML/HS).

(a) Early childhood and elementary authorization is valid up through grade eight in any school.

(b) Middle level and high school authorization is valid in grades five through twelve in any school.

(c) The Initial I School Counselor License is authorized for either two or four grade authorization levels on the basis of professional education, experience, previous licensure, and specialized academic course work verified by one of the following:

(A) Evidence verified by an Oregon-approved School Counseling Program; or

(B) An out-of-state non-provisional School Counselor License valid for all grade levels;

(7) On an Initial I School Counselor License authorized for only two levels, the remaining pair of levels can be added prior to attainment of the Initial II School Counselor or the Continuing School Counselor License. The remaining levels will be added upon acquisition of practical experience in one of two ways:

(a) A school counseling practicum of four (4) semester hours or six (6) quarter hours at either or both of the paired new grade authorization levels, entailing a minimum of 200 clock hours, in an institution approved to prepare for those grade authorization levels; or

(b) One academic year at either or both of the paired new grade authorization levels as permitted in subsection (8) below.

(8) A counselor authorized for only one of the paired grade authorization levels may counsel in the remaining unauthenticated grade levels for a period of not more than three years while pursuing authorization at the other paired authorization grade levels upon request for a License for Conditional Assignment pursuant to OAR 584-060-0250.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165, 342.223 - 342.232
 Hist.: TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 5-2008, f. & cert. ef. 6-13-08; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; Administrative correction 11-19-09; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 5-2013, f. & cert. ef. 11-14-13

584-070-0014

Initial II School Counselor License

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted an Initial II School Counselor License for three years.

(2) The Initial II School Counselor License is valid as designated for regular counseling at early childhood and elementary grade levels; at elementary and middle-level grade levels; or at middle and high school grade levels, or at all four levels.

(a) The license is also valid for substitute counseling at any level; and

(b) The license is also valid for substitute teaching at any level in any specialty.

(3)(a) To be eligible for an Initial II School Counselor License, the applicant must complete six (6) semester hours or nine (9) quarter hours of graduate level academic credit from a regionally accredited college or university.

(b) The graduate level credit must:

(A) Be completed after the Initial I School Counselor License has first been issued; and

(B) Be germane to the School Counselor License or directly germane to public school employment.

(4) The Initial II School Counselor License may be renewed repeatedly for three years upon completion of a professional development plan in accordance with OAR 584-090.

(5) A school counselor may choose to become eligible for the Continuing School Counselor License in lieu of obtaining the Initial II School Counselor License. (See OAR 584-070-0022 Continuing School Counselor License.)

(6) Educators issued an Initial School Counselor License prior to July 1, 2005 must meet the requirements of this rule prior to the expiration of ten years from the date the first Initial School Counselor License was issued. The additional year granted to licensees holding an Initial School Counselor License prior to October 13, 2003, will be included in the ten year calculation for meeting the requirements of this rule.

(7) Educators issued an Initial School Counselor License after June 30, 2005 must meet the requirements of this rule prior to the expiration of nine years from the date the first Initial School Counselor License was issued.

(8) This rule applies to all Initial School Counselor Licenses issued after January 1999.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165, 342.223 - 342.232
Hist.: TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 7-2007, f. & cert. ef. 12-14-07; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09

584-070-0022

Continuing School Counselor License Requirements

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted a Continuing School Counselor License.

(2) The Continuing School Counselor License is issued for five years and is renewable repeatedly under conditions specified below.

(3) The Continuing School Counselor License is valid for counseling at all age or grade levels in any school building and for substitute teaching at any level in any specialty.

(4) To be eligible for a Continuing School Counselor License an applicant must:

(a) Meet or complete all requirements of the Initial I School Counselor License; and

(b) Hold a master's or higher degree in the behavioral sciences or their derivative therapeutic professions from a regionally accredited institution in the United States, or hold the foreign equivalent of such degree approved by the commission, together with an equally accredited bachelor's degree.

(A) As part of the master's degree or separately, the applicant must have completed an initial graduate program in school counseling in any U.S. jurisdiction at an institution approved for school counselor licensure by the state in which the school counselor license was issued or in the alternative is approved by the commission; and

(c) Have five years of school counseling experience at least half-time or more on any non-provisional license appropriate for the assignment; and

(d) Demonstrate minimum competencies, knowledge and skills in accordance with OAR 584-017-0451 by completing one of the following:

(A) An advanced program in counseling competencies in a TSPC-approved Continuing School Counselor Program consisting of at least six semester hours or nine quarter hours of graduate credit or the equivalent beyond the initial graduate program in school counseling. As part of the advanced program, the applicant must have had a practica in counseling school students.

(B) Validation of all advanced counseling competencies through assessment by a commission-approved professional development program offered by an institution, an employer, or the two working together; or

(C) An accredited doctor's degree in educational, vocational, or clinical counseling; or in clinical or counseling psychology.

(5) The Continuing School Counselor License may be renewed for five years upon completion of a professional development plan in accordance with OAR 584-090.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165, 342.223 - 342.232
Hist.: TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09

584-070-0111

Transitional School Counselor License

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant who has completed an out-of-state approved school counselor program, and is applying for licensure in Oregon for the first time may be granted a Transitional School Counselor License.

(2)(a) The Transitional School Counselor License is issued for one year and is non-renewable. However, [under extenuating circumstances, additional time may be allowed, as described below in section 6 of this rule.

(b) The educator must qualify for a Continuing or an Initial II School Counselor License upon expiration of six (6) years following the date the Transitional School Counselor License was first issued.

(3) The Transitional School Counselor License is valid for regular or substitute school counseling at all age or grade levels.

(4) To be eligible for a Transitional School Counselor License, the applicant must have:

(a) A master's or higher degree in counseling, education, or related behavioral sciences, from a regionally accredited institution or an approved foreign equivalent; a master's degree or a doctoral degree from a regionally accredited institution validates a non-regionally accredited bachelor's degree;

(b) Held an unrestricted school counseling license in any state; and

(c) Furnished fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application. (See also, OAR 584-036-0062 for Criminal Records Check Requirement.)

(5) The Transitional School Counselor License will not be restricted as to employer if the applicant has held an unrestricted license for school counseling in any state.

(6) If extenuating circumstances prevent the educator from completing these requirements on time, an Emergency School Counselor License may be issued, at the sole discretion of the Executive Director. Evidence of the extenuating circumstances must be presented to the Executive Director, who then determines if and for how long an emergency license should be issued as needed to protect the district's programs or students.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495& 342.553
Hist.: TSPC 3-1999, f. & cert. ef. 7-15-99; TSPC 9-1999, f. & cert. ef. 11-22-99; TSPC 3-2001, f. & cert. ef. 6-21-01; TSPC 5-2001, f. & cert. ef. 12-13-01; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 1-2005, f. & cert. ef. 1-21-05; TSPC 1-2005, f. & cert. ef. 1-21-05; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 3-2010, f. & cert. ef. 4-2-10; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11; TSPC 3-2011, f. & cert. ef. 3-15-11

584-070-0112

Restricted Transitional School Counselor License

(1) Upon filing a correct and complete application with a co-applicant district in form and manner prescribed by the commission, a qualified applicant may be granted a Restricted Transitional School Counselor License.

(2) The Restricted Transitional School Counselor License may be issued for three years and is non-renewable.

(3) The Restricted Transitional School Counselor License will be restricted for use within a district that has applied for it jointly with the counselor and may not be used for substitute teaching unless the educator also holds another license valid for substitute teaching issued by the commission.

(4) To be eligible for a Restricted Transitional School Counselor License, the applicant must have all of the following:

(a) An application that includes the following:

(A) A joint request by an employing district;

(B) The applicant counselor's qualifications summarized on a submitted resume;

(C) A statement from the district describing the circumstances that prevent hiring a school counselor with an unrestricted license for the position being filled; and

(D) The appropriate fee for the license.

(b) A bachelor's or higher degree from a regionally accredited institution or approved foreign equivalent;

(c) Have obtained a passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics;

(d) Furnished fingerprints and passed a background check in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application. (See also, OAR 584-036-0062 for Criminal Records Check Requirement); and

(e) One of the following:

(A) Be enrolled in a school counselor program approved for school counseling licensure by any state and have completed approximately one-half of the program; or

(B) Have been a full-time certified Child Development Specialist (CDS) for at least three academic years; or

(C) Have a master's degree in a counseling-related field.

(5) The Restricted Transitional School Counselor License is not transferable to another district. However, another district may co-apply for a Restricted Transitional School Counselor License for any time remaining in the three years from the date the first Restricted Transitional School Counselor License was issued. A C-1 application and full fee must accompany the request.

(6) All requirements for the Initial I School Counselor License must be completed upon the expiration of the Restricted Transitional School Counselor License. Under very limited exigent circumstances, an applicant may be eligible for an Emergency School Counselor License. The applicant must show that serious circumstances beyond the applicant's control prevented completion of the requirements for an Initial I School Counselor license.

Note: See, OAR 584-070-0132 for Emergency School Counselor License.
Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533
Hist.: TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11; TSPC 5-2012, f. & cert. ef. 5-18-12

584-070-0120

Assignment of Teachers as School Counselors

(1) A Basic or Standard Teaching License is valid for .49 or less time as a school counselor at the grade levels valid for the teaching license.

(2) Initial or Continuing Teaching Licenses are not valid for counseling assignments except as allowed under Conditional Assignment Permit rules in OAR 584-036-0081.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232
Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 2-2007, f. & cert. ef. 4-23-07

584-070-0132

Emergency School Counselor License

(1) Upon filing an application and full fee in the form and manner required by the Commission, an Emergency School Counselor License may be issued in any increment of time at the Executive Director's discretion, but generally will be limited to the least amount of time reasonably necessary to complete non-provisional licensure requirements or to bridge the actual emergency generating the district's request.

(2) An Emergency School Counselor License may be issued when a school district demonstrates significant extenuating circumstances that merit the issuance of the license in order to protect the district's programs or students.

(3) The Executive Director is authorized to deny application for an Emergency School Counselor License if the request exceeds more than one year beyond the expiration of a Restricted Transitional School Counselor License.

(4) To be eligible for the Emergency School Counselor License the following must be submitted:

- (a) A C-1 application and full fee;
- (b) A letter each from the district and the applicant describing the extenuating circumstances that require the issuance of an Emergency School Counselor License; and
- (c) A description of the steps the district will take to ensure the applicant will qualify for the Initial I School Counselor License upon expiration of the Emergency School Counselor License.

(5) The Emergency School Counselor License will be issued solely at the discretion of the Executive Director for any length of time deemed necessary to protect the district's programs or students. The Executive Director will consider the following:

- (a) Whether the educator has had any academic preparation or experience in the area of counseling;
- (b) Efforts the educator has made in meeting the Initial I School Counselor License requirements;
- (c) Whether the educator has obtained a passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics.

(6) The Emergency School Counselor License is not subject to the 120 day grace period allowed for licensure renewal purposes under ORS 342.127.

Stat. Auth.: ORS 342.125
Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533
Hist.: TSPC 7-2005, f. & cert. ef. 8-24-05; TSPC 2-2008, f. & cert. ef. 4-15-08; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11; TSPC 5-2012, f. & cert. ef. 5-18-12

584-070-0205

Scope of School Psychology

The Initial, Continuing or Transitional School Psychologist License authorizes the holder to perform the following duties:

- (1) Provide services that enhance academic performance;
- (2) Design strategies and programs to address problems of adjustment;

(3) Consult with other educators and parents on issues of social development and behavioral and academic difficulties;

(4) Conduct psycho-educational assessment for purposes of identifying special needs;

(5) Provide psychological counseling for individuals, groups and families; and

(6) Coordinate intervention strategies for management of individuals and school-wide crises.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533
Hist.: TSPC 10-2010, f. 12-30-10, cert. ef. 1-1-11

584-070-0211

Initial School Psychologist License

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted an Initial School Psychologist License for three years. The first license will be issued for three years plus time to the applicant's birthday.

(2) The Initial School Psychologist License is valid for:

- (a) School psychology at all age or grade levels;
- (b) Substitute counseling at any level; and
- (c) Substitute teaching at any level in any specialty.

(3) To be eligible for an Initial School Psychologist License, an applicant must satisfy all of the following general preparation requirements:

(a) Have a master's or higher degree in the behavioral sciences or their derivative therapeutic professions from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the commission, together with an equally accredited bachelor's degree in any field;

(b) Complete in Oregon or another U.S. jurisdiction, as part of the master's degree or separately, an initial graduate program in school psychology at an institution approved for psychologist education by the commission; or obtained certification from the National Association of School Psychologists.

(c) Obtained a passing score as currently specified by the commission on a test of professional knowledge for school psychologists, or completed 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;

(d) Obtained a passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights laws and professional ethics, unless this requirement has already been satisfied when obtaining a preceding Oregon educator's license or registration; and

(e) Furnish fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application. (See also, OAR 584-036-0062 for Criminal Records Check Requirement.)

(4) The Initial School Psychologist License may be renewed repeatedly for three years upon completion of a professional development plan in accordance with OAR 584-090.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495, 342.533
Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 5-2001, f. & cert. ef. 12-13-01; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 8-2008, f. & cert. ef. 11-13-08; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09; TSPC 10-2010, f. 12-30-10, cert. ef. 1-1-11

584-070-0221

Continuing School Psychologist License

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted a Continuing School Psychologist License.

(2) The Continuing School Psychologist License is issued for: five years and is renewable repeatedly under conditions specified below.

(3) The Continuing School Psychologist License is valid for:

- (a) School psychology at all age or grade levels;
- (b) Substitute counseling at any level; and
- (c) Substitute teaching at any level in any specialty.

(4) To be eligible for a Continuing School Psychologist License, an applicant must:

(a) Meet and complete all of the requirements for the Initial School Psychologist License;

(b) Hold a master's or higher degree in the behavioral sciences or their derivative therapeutic professions from a regionally accredited institution in the United States, or hold the foreign equivalent of such degree

approved by the commission, together with an equally accredited bachelor's degree;

(c) Have five years of school psychology experience at least half-time or more on any non-provisional license appropriate for the assignment; and

(d) Demonstrate minimum competencies, knowledge and skills in accordance with OAR 584-017-0360 by completing one of the following:

(A) Complete an advanced program in psychologist competencies consisting of at least six semester hours or nine quarter hours of graduate credit or the equivalent; or

(B) Validation of all advanced psychology competencies through assessment by a commission-approved professional development program offered by an institution, an employer, or the two working together; or

(C) By obtaining a current National School Psychology Certificate awarded by the National Association of School Psychologists; or

(D) By having a regionally accredited doctor's degree in educational, clinical or counseling psychology.

(5) The Continuing School Psychologist License may be renewed for five years upon completion of a professional development plan in accordance with OAR 584-090.

Stat. Auth.: ORS 342

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

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 6-2002, f. & cert. ef. 10-23-02; TSPC 8-2008, f. & cert. ef. 11-13-08; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09; TSPC 10-2010, f. 12-30-10, cert. ef. 1-1-11

584-070-0271

Transitional School Psychologist License for First Time Out-of-State Applicants

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted a Transitional School Psychologist License.

(2) The Transitional School Psychologist License is issued for eighteen months and is not renewable. At that time, the educator must qualify for an Initial or a Continuing School Psychologist License. Under significant extenuating circumstances, additional time may be allowed, as described below in section (5) of this rule.

(b) The educator must qualify for a Continuing School Psychologist License upon expiration of six (6) years following the date the Transitional School Psychologist License was first issued.

(3) The Transitional School Psychologist License is valid for:

(a) School psychology at all age or grade levels,

(b) Substitute counseling at any level;

(c) Substitute teaching at any level in any specialty.

(4) To be eligible for a Transitional School Psychologist License, the applicant must:

(a) Have a master's or higher degree in educational psychology or therapeutic psychology from a regionally accredited institution or approved foreign equivalent;

(b) Hold an unrestricted school psychologist license or certificate in any state or comparable jurisdiction; and

(c) Furnish fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application. (See also, OAR 584-036-0062 for Criminal Records Check Requirement.)

(5) If significant extenuating circumstances prevent the educator from completing these requirements prior to expiration of the Transitional School Psychologist License, an Emergency School Psychologist License may be issued, at the sole discretion of the Executive Director. Evidence of the extenuating circumstances must be presented to the Executive Director, who then determines if and for how long an emergency license should be issued as needed to protect the district's programs or students.

Stat. Auth.: ORS 342

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

Hist.: TSPC 3-1999, f. & cert. ef. 7-15-99; TSPC 9-1999, f. & cert. ef. 11-22-99; TSPC 5-2001, f. & cert. ef. 12-13-01; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 10-2010, f. 12-30-10, cert. ef. 1-1-11; TSPC 5-2012, f. & cert. ef. 5-18-12

584-070-0310

Limited Student Service License

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted a Limited Student Service License. This license, issued for three years and renewable, is valid at any authorization level and designated for a specialized type of direct service to students for which the commission

at its discretion may not require a counselor or psychologist license. It is not valid for substitution of any kind.

(2) To be eligible for a Limited Student Service License the applicant must:

(a) Have a bachelor's degree or higher from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the commission, together with an equally valid master's degree or other specialized preparation related to the intended service role and ordinarily equivalent to one academic year of graduate study. Awarding of a higher degree in the arts and sciences or an advanced degree in the professions from a regionally accredited institution in the United States validates a non-regionally accredited bachelor's degree for licensure.

(b) Obtain a passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics; and

(c) Furnish fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application. (See also, OAR 584-036-0062 for Criminal Records Check Requirement.)

(3) The Limited Student Service License is restricted to use within a district that has applied for it jointly with the applicant, whose qualifications and job description are subject to commission approval. Upon application, the co-applicant district must describe its particular need in relation to the co-applicant specialist's qualifications summarized on a submitted resume, agree to provide a mentor during the first year of the assignment, and attest that the role to be filled has been structured so as not to require a licensed school counselor or psychologist.

(4) The holder of a Limited Student Service License shall use only the title specifically approved by the commission and shall not use any unapproved title or imply any unapproved 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. Under ORS 675.990(1)(b), a violation of this subsection 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.

(5) 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.

Stat. Auth.: ORS 342

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

Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 9-1999, f. & cert. ef. 11-22-99; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; Administrative correction 11-19-09; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11

584-070-0401

Scope of School Social Worker Licensure

The Initial, Continuing or Transitional School Social Worker License authorizes the holder to perform the following duties:

(1) Assess home, school, personal, and community factors that may affect a student's learning;

(2) Identify and provide intervention strategies for children and their families, including counseling, case management and crisis intervention;

(3) Consult with teachers, administrators and other school staff regarding social and emotional needs of students; and

(4) Coordinate family, school and community resources on behalf of students.

Stat. Auth.: ORS 342

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

Hist.: TSPC 10-2010, f. 12-30-10, cert. ef. 1-1-11

584-070-0411

Initial School Social Worker License

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted an Initial School Social Worker License for three years. The first license will be issued for three years plus time to the applicant's birthday.

- (2) The Initial School Social Worker License is valid for:
 - (a) School social work at all age or grade levels; and
 - (b) Substitute counseling at any level.

(3) To be eligible for an Initial School Social Worker License, an applicant must satisfy all of the following general preparation requirements:

(a) A master's or higher degree in social work from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the commission;

(b) Completion of an initial graduate program in school social work as part of the master's degree or separately at an institution approved for school social worker education by the commission or the out-of-state equivalent;

(c) A passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights laws and professional ethics; and

(d) Furnish fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application (See also, OAR 584-036-0062 for Criminal Records Check Requirement).

(4) The Initial School Social Worker License may be renewed repeatedly for three years upon completion of professional development requirements in accordance with OAR 584-090.

(5) Persons holding an Initial School Social Worker License may not:

- (a) Substitute as a School Counselor for a period greater than three consecutive months without obtaining the School Counselor License;
- (b) Substitute as a School Psychologist; or
- (c) Accept any full or part-time position as a School Counselor or as a School Psychologist; or
- (d) Go by the title of School Counselor or School Psychologist.

(6) Violations of subsection (5) above may result in referral to the Commission for violation of professional practices.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553
Hist.: TSPC 10-2010, f. 12-30-10, cert. ef. 1-1-11; TSPC 4-2011, f. & cert. ef. 4-14-11; TSPC 6-2011, f. 8-15-11, cert. ef. 9-1-11; TSPC 1-2013, f. & cert. ef. 2-14-13

584-070-0421

Continuing School Social Worker License

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted a Continuing School Social Worker License.

(2) The Continuing School Social Worker License is issued for five years and is renewable repeatedly under conditions specified below.

- (3) The Continuing School Social Worker License is valid for:
 - (a) School social work at all age or grade levels; and
 - (b) Substitute counseling at any level.

(4) To be eligible for a Continuing School Social Worker License, an applicant must:

- (a) Meet and complete all of the requirements for the Initial School Social Worker License;
- (b) Hold a master's or higher degree in social work from a regionally accredited institution in the United States, or hold the foreign equivalent of such degree approved by the commission;
- (c) Have five years of school social worker experience at least half-time or more on any non-provisional TSPC or out-of-state educator license appropriate for the social worker assignment; and
- (d) Demonstrate minimum competencies, knowledge and skills in accordance with OAR 584-017-0551 by completing one of the following:

- (A) By completing an advanced commission-approved program in school social worker competencies consisting of at least six semester hours or nine quarter hours of graduate credit or the equivalent; or
- (B) Validation of all advanced school social worker competencies through assessment by a commission-approved professional development program offered by an institution, an employer, or the two working together; or
- (C) By showing evidence of being a Certified School Social Work Specialist awarded by the National Association of Social Workers; or

(D) By having a regionally accredited doctor's degree in social work.

(5) The Continuing School Social Worker License may be renewed for five years upon completion of professional development requirements in accordance with OAR 584-090.

(6) Persons holding a Continuing School Social Worker License may not:

- (a) Substitute as a School Counselor for a period greater than three consecutive months without obtaining the School Counselor License;
- (b) Substitute as a School Psychologist; or
- (c) Accept any full or part-time position as a School Counselor or as a School Psychologist; or
- (d) Go by the title of School Counselor or School Psychologist.

(7) Violations of subsection (6) above may result in referral to the Commission for violation of professional practices.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495 & 342.553
Hist.: TSPC 10-2010, f. 12-30-10, cert. ef. 1-1-11; TSPC 4-2011, f. & cert. ef. 4-14-11; TSPC 6-2011, f. 8-15-11, cert. ef. 9-1-11

584-070-0431

Transitional School Social Worker License for First Time Out-of-State Applicants

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant who has never been licensed in Oregon as a social worker or school social worker may be granted a Transitional School Social Worker License.

(2)(a) The Transitional School Social Worker License is issued for eighteen months and is not renewable. At that time, the educator must qualify for an Initial or a Continuing School Social Worker License. Under significant extenuating circumstances, additional time may be allowed, as described below in section (5) of this rule.

(b) The educator must qualify for a Continuing School Social Worker License upon expiration of six (6) years following the date the Transitional School Social Worker License was first issued.

(3) The Transitional School Social Worker License is valid for:

- (a) School social work at all age or grade levels; and
- (b) Substitute counseling at any level.

(4) To be eligible for a Transitional School Social Worker License, the applicant must:

- (a) Have a master's or higher degree in social work from a regionally accredited institution or approved foreign equivalent;
- (b) Hold an unrestricted school social worker license or certificate in any state or comparable jurisdiction; and
- (c) Furnish fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application. (See also, OAR 584-036-0062 for Criminal Records Check Requirement.)

(5) Persons holding a Transitional School Social Worker License may:

- (a) Substitute as a School Counselor for a period not to exceed three consecutive months without obtaining the School Counselor License;
- (b) Not substitute as a School Psychologist; and
- (c) Not accept any full or part-time position as a School Counselor or as a School Psychologist and may not go by the title of School Counselor or School Psychologist.

(d) Violations of the provisions of this subsection may result in referral to the Commission for violation of professional practices.

(6) If significant extenuating circumstances prevent the educator from completing these requirements prior to expiration of the Transitional School Psychologist License, an Emergency School Psychologist License may be issued, at the sole discretion of the Executive Director. Evidence of the extenuating circumstances must be presented to the Executive Director, who then determines if and for how long an emergency license should be issued as needed to protect the district's programs or students.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120-342.430; 342.455-342.495, 342.533
Hist.: TSPC 10-2010, f. 12-30-10, cert. ef. 1-1-11; TSPC 4-2011, f. & cert. ef. 4-14-11; TSPC 5-2011, f. & cert. ef. 6-15-11; TSPC 5-2012, f. & cert. ef. 5-18-12

584-070-0441

Restricted Transitional School Social Worker

(1) Upon filing a correct and complete application with a co-applicant district in form and manner prescribed by the commission, a qualified applicant may be granted a Restricted Transitional School Social Worker License.

(2) The Restricted Transitional School Social Worker License may be issued for three years and is non-renewable.

(3) The Restricted Transitional School Social Worker License will be restricted for use within a district that has applied for it jointly with the social worker and may not be used for substitute teaching unless the educator also holds another license valid for regular or substitute teaching issued by the commission.

(4) To be eligible for a Restricted Transitional School Social Worker License, the applicant must have all of the following:

(a) An application that includes the following:

(A) A joint request by an employing district; and

(B) The applicant social worker's qualifications summarized on a submitted resume; and

(C) A statement from the district describing the circumstances that prevented hiring a school social worker with an unrestricted license for the position being filled; and

(D) The appropriate fee for the license;

(b) A bachelor's or higher degree from a regionally accredited institution or approved foreign equivalent;

(c) A passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights and ethics;

(d) Fingerprints, a cleared background check in the manner prescribed by the commission and also must provide satisfactory responses to the character questions contained in the commission's licensure application. (See also, OAR 584-036-0062 for Criminal Records Check Requirement.); and

(e) One of the following:

(A) Be enrolled in a school social worker program approved for school social worker licensure by any state and have completed approximately one-half of the program; or

(B) Has completed a Master's in Social Work; or

(C) Has a master's degree in a counseling or social worker related field.

(5) The Restricted Transitional School Social Worker License is not transferable to another district. However, another district may co-apply for a Restricted Transitional School Social Worker License for any time remaining in the three years from the date the first Restricted Transitional School Social Worker License was first issued by the Commission. A C-1 application and full fee must accompany the request to change districts.

(6) All requirements for the Initial School Social Worker License must be completed upon the expiration of Restricted Transitional School Social Worker License. Under very limited circumstances, an applicant may be eligible for an Emergency School Social Worker License. The applicant must show that circumstances beyond the applicant's control prevented completion of the requirements for an Initial School Social Worker license.

(See, OAR 584-070-0451 for Emergency School Social Worker License.)

Stat. Auth.: ORS 342

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

Hist.: TSPC 6-2012, f. & cert. ef. 5-18-12

584-070-0451

Emergency School Social Worker License

(1) Upon filing an application and full fee in the form and manner required by the Commission, an Emergency School Social Worker License may be issued in any increment of time at the Executive Director's discretion, but generally will be limited to the least amount of time reasonably necessary to complete non-provisional licensure requirements or to bridge the actual emergency generating the district's request.

(2) An Emergency School Social Worker License may be issued when a school district demonstrates extenuating circumstances that merit the issuance of the license in order to protect the district's programs or students.

(3) The Executive Director is authorized to deny application for an Emergency School Social Worker License if the request exceeds more than one year beyond the expiration of a Restricted Transitional School Social Worker License.

(4) To be eligible for the Emergency School Social Worker License the following must be submitted:

(a) A C-1 application and full fee;

(b) A letter each from the district and the applicant describing the extenuating circumstances that require the issuance of an Emergency School Social Worker License; and

(c) A description of the steps the district will take to ensure the applicant will qualify for the Initial School Social Worker License upon expiration of the Emergency School Social Worker License.

(5) The Emergency School Social Worker License will be issued solely at the discretion of the Executive Director for any length of time deemed necessary to protect the district's programs or students. The Executive Director may consider the following:

(a) Whether the educator has had any academic preparation or experience in the area of social work;

(b) Efforts the educator has made in meeting the Initial School Social Worker License requirements; and

(c) Whether the educator has obtained a passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics.

(6) The Emergency School Social Worker License is not subject to the 120 day grace period allowed for licensure renewal purposes under ORS 342.127.

Stat. Auth.: ORS 342.125

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

Hist.: TSPC 6-2012, f. & cert. ef. 5-18-12

DIVISION 80

TWENTY-FIRST CENTURY ADMINISTRATIVE LICENSES

584-080-0001

Purpose

(1) These rules establish an administrator licensure program that is designed to strengthen Oregon educational leadership. Specifically, Oregon licensed administrators will be instructional leaders with the knowledge, skills and abilities to close the achievement gap, implement visionary literacy programs and demonstrate exemplary instructional leadership. Oregon administrators will be leaders in demonstrating culturally competent strategies to ensure an equitable education for every Oregon student. Oregon-approved programs and licensure have the following characteristics:

(2) The administrator licensure standards are designed to recognize the developmental levels of students;

(3) The Initial Administrator License requires at least three years of properly assigned licensed experience in public schools, regionally accredited private schools, registered private schools or other federal or state-regulated schools. Additionally, programs for the Initial Administrator License will emphasize a school-level context.

(4) The Continuing Administrator License requires demonstrated competency in a broad spectrum of Oregon-specific administrator skills and experience at both the building and district levels. Additionally, programs for the Continuing Administrator License will emphasize a district level context.

(5) Continuing professional development is integral to continuous administrator licensure.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232

Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 10-2006(Temp), f. 6-15-06, cert. ef. 7-1-06 thru 12-27-06; TSPC 13-2006, f. & cert. ef. 11-22-06

584-080-0002

Definitions for Division 80

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

(2) "Application:" A request for an Oregon license authorizing service in public schools or a request for reinstatement or renewal of such license. As used in these rules, "application" includes the Application Form, C-1, the fee, and all supporting documents necessary for the evaluation for the license. A copy of the C-1 can be found on TSPC's Web page at: www.tspc.state.or.us.

(3) "Appropriately Assigned:" Assignments for administrator, teacher, supervisor, school counselor, school psychologist, or school nurse duties for which the person involved holds the proper license, endorsements and authorizations. See OAR 584-036-0081.

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

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

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

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

(8) “Personal Qualifications:” Personal qualifications for licensure including attainment of at least eighteen (18) years of age and possessing good moral character and mental and physical health necessary for employment as an educator.

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

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

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

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.143, 342.153, 342.165 & 342.223 - 342.232
Hist.: TSPC 10-2006(Temp), f. 6-15-06, cert. ef. 7-1-06 thru 12-27-06; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09

584-080-0005

Effective Date and Supersedure

Effective January 15, 1999, licenses for administrators will be issued under the rules set forth in this division, which supersedes divisions preceding OAR 584-060 in case of conflict.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 143, 342.153, 342.165 & 342.223 - 232
Hist.: TSPC 2-1998, f. 2-4-98, cert. ef. 1-15-99; TSPC 4-1999, f. & cert. ef. 8-2-99

584-080-0008

Scope of Administrator Licenses

The Initial, Continuing or Transitional Administrator License authorizes the holder to perform duties as follows:

(1) An administrator license is required to:

- Evaluate licensed personnel;
- Discipline licensed personnel; or
- Authorize out-of-school suspension or expulsion of students.

(2) An administrator license is not required to:

(a) Prepare evaluation materials of personnel, if a licensed administrator has responsibility for completing the evaluations;

(b) Evaluate coaching staff, if a licensed administrator has final responsibility for the coaching staff evaluations;

- Recruit licensed or classified staff;
- Supervise, evaluate, or discipline classified staff; or
- Authorize expenditure of funds, if expenditures are made according to approved district and school-wide plans.

Stat. Auth.: ORS 342

Stats. Implemented: ORS 342.120 - 342.430 & 342.455 - 342.495; 342.553
Hist.: TSPC 6-2011, f. 8-15-11, cert. ef. 9-1-11

584-080-0012

Initial Administrator License (IAL)

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted an Initial Administrator License.

(2) The Initial Administrator License is valid for three (3) years and may be renewed under the conditions set forth in subsections below.

(3) The Initial Administrator License is valid for school administration at all age or grade levels in any administrative position. This license is also valid for substitute teaching at any level in any specialty. (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:

- 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

(v) A private proprietary career school licensed by the superintendent of public instruction.

(c) Master’s Degree: Hold a master’s or higher degree in the arts and sciences or an advanced degree in the professions from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the commission, together with an equally accredited bachelor’s degree;

(d)(A) Approved Administrator Program: Complete, as part of the master’s degree or separately, an initial graduate program in school administration at an institution approved for administrator education;

(B) A candidate for initial licensure who has completed an administrator preparation program outside the state of Oregon must:

(i) Have completed at least eighteen (18) semester hours or twenty-seven (27) quarter hours of graduate credit in school administration or educational leadership; and

(ii) Receive a passing score on tests of knowledge of Oregon school law and finance at the conclusion of or in lieu of a course or courses approved by the commission.

(e) Civil Rights: Obtain a passing score on a commission-adopted test of knowledge of U.S. and Oregon civil rights laws and professional ethics. An emergency license will be issued for ninety (90) days during which time the applicant must complete the civil rights requirement; and

(f) Fingerprints: Furnish fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission’s licensure application. (See OAR 584-036-0062 for Criminal Records Check Requirement.)

(5) Renewal: The Initial Administrator License may be renewed up to two (2) times if the applicant makes progress or has made progress toward completion of the Continuing Administrator License by completing at least six (6) semester hours or nine (9) quarter hours of academic credit in a state approved administrative licensure preparation program or its equivalent upon each renewal application. A transcript of the completed coursework is required for renewal.

(6) Reinstatement for Administrator Experience: An applicant may reinstate an expired Initial Administrator License for one (1) three-year period for the purposes of completing the administrative experience requirements for the Continuing Administrator License under the following conditions:

(a) The applicant has completed all requirements for the CAL except for the administrative experience required;

(b) The application includes a request from a district for reinstatement.

(7) 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 or the equivalent graduate hours in an approved administrator preparation program must be completed within the three (3) years following the next renewal of the Initial Administrator License if the holder of an Initial Administrator License takes a position as a superintendent in Oregon at any time within the life of the Initial Administrator License.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120, 342.147 & 342.165
 Hist.: TSPC 10-2006(Temp), f. 6-15-06, cert. ef. 7-1-06 thru 12-27-06; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09; TSPC 4-2010, f. & cert. ef. 7-15-10

584-080-0022

Continuing Administrator License (CAL)

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant shall be granted a Continuing Administrator License.

(2) The Continuing Administrator License is issued for five (5) years and is renewable repeatedly under conditions specified below.

(3) The Continuing Administrator License is valid for school administration at all age or grade levels in any position and for substitute teaching at any level in any specialty.

(4) To be eligible for a Continuing Administrator License, an applicant must satisfy all of the following provisions within this subsection. The applicant must:

(a) Educator Fitness: Possess the personal qualifications for licensure including attainment of at least eighteen (18) years of age and possessing good moral character and mental and physical health necessary for employment as an educator;

(b) Master's Degree: Hold a master's degree or higher;

(c) Program of Advanced Competency: Complete beyond both the master's degree and beyond the initial graduate program in school administration, an advanced program in administrative competencies consisting of at least eighteen (18) semester hours or twenty-seven (27) quarter hours of graduate credit or the equivalent.

(A) Advanced Program Waiver: Exceptionally, the applicant may qualify for waiver of the advanced institutional program or the assessment of advanced competencies by having a regionally accredited doctor's degree in school administration or educational leadership;

(B) Out-of-State Advanced Program:

(i) If the eighteen (18) semester hours or twenty-seven (27) quarter hours beyond the master's degree, required in subsection (c) above, was completed out-of-state, no additional validation will be required so long as the applicant also has five (5) years of administrative experience on any unrestricted out-of-state administrator license or an Oregon license appropriate for the assignment.

(ii) The out-of-state experience may be cumulative and need not be continuous in one state.

(iii) If the applicant does not have five (5) years of administrative experience, the advanced program will be evaluated by the Commission to determine equivalency. The evaluation will be based upon an established rubric representing the equivalent programs offered by Oregon approved administrator preparation programs.

(iv) After TSPC evaluation, additional coursework may be required to acquire the Continuing Administrator License.

(d) Fingerprints: Furnish fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application. (See OAR 584-036-0062 for Criminal Records Check Requirement.); and

(e) Civil Rights: A passing score on a test of knowledge of U.S. and Oregon civil rights laws and professional ethics. An emergency license will be issued for ninety (90) days during which time the applicant must complete the civil rights requirement;

(f) 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; and

(g) Experience on an Administrative License: Have three (3) years of one-half time or more experience on any administrator license appropriate for the assignment in a public or accredited private school setting.

(5) The Continuing Administrator License may be renewed for five (5) years upon completion of professional development pursuant to OAR 584 division 90.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120, 342.147 & 342.165
 Hist.: TSPC 10-2006(Temp), f. 6-15-06, cert. ef. 7-1-06 thru 12-27-06; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09; TSPC 8-2009, f. & cert. ef. 12-15-09

584-080-0031

Distinguished Administrator License

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant may be granted a Distinguished Administrator License.

(2) The Distinguished Administrator License is issued for five years and is renewable repeatedly under conditions specified below.

(3) The Distinguished Administrator License is voluntary and is valid for school administration at all age or grade levels in any position and for substitute teaching at any level in any specialty.

(4) To be eligible for a Distinguished Administrator License, an applicant must have:

(a) Completed, beyond the advanced administrator program specified in OAR 584-080-0022 an advanced education leadership or school administration program consisting of at least 12 semester hours or 18 quarter hours of graduate credit or the equivalent; or in the alternative, hold a regionally accredited doctor's degree in school administration or educational leadership.

(A) Completion of the advanced program must be verified by the institution offering the program or through official transcripts.

(B) Doctorates in programs other than school administration or educational leadership do not qualify for this license.

(b) Five years of full time experience on a Standard, Initial, Continuing, Transitional or out-of-state administrative license valid for the assignment functioning as a superintendent in a public school district, education service district, or regionally accredited private school system; and

(c) Have obtained a passing score on a commission-adopted test of knowledge of U.S. and Oregon civil rights and professional ethics.

(5) The Distinguished Administrator License may be renewed for five years upon completion of continuing professional development pursuant to OAR 584-090.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 – 342.430; 342.455 – 342.495; 342.533
 Hist.: TSPC 4-1999, f. & cert. ef. 8-2-99; TSPC 4-2001, f. & cert. ef. 9-21-01; TSPC 10-2006(Temp), f. 6-15-06, cert. ef. 7-1-06 thru 12-27-06; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 8-2008, f. & cert. ef. 11-13-08; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; TSPC 5-2009, f. & cert. ef. 10-5-09; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11; TSPC 10-2012, f. & cert. ef. 11-19-12

584-080-0151

Transitional Administrator License for First Time Out-of-State Applicants

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant who has never been licensed in Oregon as an administrator may be granted a Transitional Administrator License.

(2)(a) The Transitional Administrator License is issued for eighteen months and is not renewable. At that time, the educator must qualify for an Initial or a Continuing Administrator License. Under significant extenuating circumstances, additional time may be allowed, as described below in section (5) of this rule.

(b) The educator must qualify for a Continuing Administrator License upon expiration of six (6) years following the date the Transitional Administrator License was first issued.

(3) The Transitional Administrator License is valid for:

(a) Administration at all levels (principal or superintendent); and

(b) Substitute administration at all age or grade levels; and it is also valid for substitute

(c) Substitute teaching at any level in any specialty. Note: An active teaching license is required for any teaching beyond substituting.

(4) To be eligible for a Transitional Administrator License, the applicant must:

(a) Possess the personal qualifications for licensure including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as an educator;

(b) Hold a master's or higher degree in the arts and sciences or an advanced degree in the professions from a regionally accredited institution in the United States or approved foreign equivalent;

(c) Hold a non-provisional state license for school administration; and

(d) Furnish fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application. (See also, OAR 584-036-0062 for Criminal Records Check Requirement.)

(5) If significant extenuating circumstances prevent the educator from completing these requirements prior to the expiration of the Transitional Administrator License an Emergency Administrator License may be issued, at the sole discretion of the Executive Director. Evidence of the extenuating circumstances must be presented to the Executive Director, who then determines if and for how long an emergency license should be issued as needed to protect the district's programs or students.

Stat. Auth.: ORS 342

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

Hist.: TSPC 3-1999, f. & cert. ef. 7-15-99; TSPC 5-2001, f. & cert. ef. 12-13-01; TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 3-2011, f. & cert. ef. 3-15-11; TSPC 5-2012, f. & cert. ef. 5-18-12

584-080-0152

Transitional Superintendent License for First Time Out-of-State Applicants

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, a qualified applicant who has never been licensed in Oregon as an administrator may be granted a Transitional Superintendent License.

(2) The Transitional Superintendent License is issued for eighteen months and is not renewable. At that time, the educator must qualify for an a Continuing Administrator License. Under significant extenuating circumstances, additional time may be allowed, as described below in section (5) of this rule.

(3) The Transitional Superintendent License is valid for:

(a) The position of superintendent when issued to a person who has been a superintendent on regular assignment and license in any state; and

(b) Substitute teaching at any level in any specialty.

(4) To be eligible for a Transitional Superintendent License, the applicant must:

(a) Possess the personal qualifications for licensure including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as an educator;

(b) Hold a master's degree or higher degree in the arts and sciences or an advanced degree in the professions from a regionally accredited institution;

(c) Have been employed as a superintendent for five years or more in any state on a license valid for the assignment before holding an Oregon license;

(d) Hold a valid superintendent's license from that state based upon completion of an approved program; and

(e) Furnish fingerprints in the manner prescribed by the Commission and provide satisfactory responses to the character questions contained in the commission's licensure application. (See OAR 584-036-0062 for Criminal Records Check Requirement.)

(5) While holding this license, an applicant must complete:

(a) An Oregon school law and finance class; and

(b) Obtain a passing score on a commission-approved test of knowledge of U.S. and Oregon civil rights and professional ethics.

(6) Upon completion of the requirements in subsection (5) above, in addition to three consecutive years of full-time experience as a superintendent in the state of Oregon, the applicant qualifies for a Continuing Administrator License as defined in OAR 584-080-0022.

(7) If extenuating circumstances prevent the educator from completing these requirements prior to the expiration of the Transitional Superintendent License, an Emergency Administrator License may be issued, at the sole discretion of the Executive Director. Evidence of the extenuating circumstances must be presented to the Executive Director, who then determines if and for how long an emergency license should be issued as needed to protect the district's programs or students.

Stat. Auth.: ORS 342

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

Hist.: TSPC 3-2001, f. & cert. ef. 6-21-01; TSPC 5-2001, f. & cert. ef. 12-13-01; TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 3-2011, f. & cert. ef. 3-15-11; TSPC 5-2012, f. & cert. ef. 5-18-12

584-080-0153

Restricted Transitional Administrator License

(1) Upon filing a correct and complete joint application with a co-applicant employing school district in form and manner prescribed by the commission, a qualified applicant may be granted a Restricted Transitional Administrator License.

(2) The Restricted Transitional Administrator License is valid for regular or substitute administration at all age or grade levels and is restricted to the district from which the co-application is received.

(3) The Restricted Transitional Administrator License is not valid for substitute teaching at any level in any specialty.

(4) The Restricted Transitional Administrator License is only valid for up to three years and is not renewable. Upon expiration of the license, the educator must qualify for the Initial Administrator License.

(5) To be eligible for a Restricted Transitional Administrator License, the applicant must have all of the following:

(a) Possess the personal qualifications for licensure including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as an educator;

(b) Hold a master's degree or higher from a regionally-accredited institution or approved foreign equivalent;

(c) Obtain a passing score on a commission-adopted test of knowledge of U.S. and Oregon civil rights and professional ethics;

(d) Furnish fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application. (See OAR 584-036-0062 for Criminal Records Check Requirement); and

(e) Submit a letter from the employing district describing the particular need in relation to the applicant's administrator qualifications. The district must agree to provide a mentor and identify that mentor in the letter of application. The district must attest that circumstances prevent hiring a suitable administrator holding an unrestricted full-time license appropriate for the assignment to be filled.

(f) Submit a resume, and any other evidence required by the Commission as proof of substantial completion of academic preparation or substantial administrative work experience.

(6) Restricted Transitional Administrator Licenses will be issued for one year at a time for a maximum of three years total subject to special renewal conditions:

(a) First Renewal: The applicant must submit:

(A) A C-1 application and renewal fees;

(B) A letter of support from the co-applicant district; and

(C) Proof of admission and enrollment or proof of pending enrollment into a program for administrative licensure.

(b) Second Renewal: The applicant must submit:

(A) A C-1 application and renewal fees;

(B) A letter of support from the co-applicant district; and

(C) Significant proof of progress toward completion of their Initial Administrator License requirements.

(c) Renewal under these conditions is not subject to the 120-day grace period and must be submitted sufficiently in advance of the license expiration date to ensure continuity of licensure. Failure to submit a timely application is grounds for denial of a renewal pursuant to this subsection and may be grounds for discipline under OAR 584-020-0040.

(d) The Executive Director may deny renewal of the license upon failure to show progress in the licensure program needed for the next stage license.

(7) Upon expiration of the Restricted Transitional Administrator License, recipients of this license must meet all the requirements of the Initial Administrator License for which they may apply at any time or qualify for an Emergency Administrator License under the provisions provided below.

(8) Emergency Administrator License: Upon filing an application and fee in the form and manner required by the commission; an Emergency Administrator License may be issued for up to one year 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 an Initial or Continuing Administrator License.

(a) If the extenuating circumstances are due to the lack of due diligence in completing licensure requirements by the applicant, only enough time to prevent the district from experiencing a true hardship may be granted at the Executive Director's discretion.

(b) 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 Emergency Administrator License.

(9) An applicant may be eligible for an extension up to one year of the Restricted Transitional Administrator License, upon joint application with the same or another co-applicant district, if the applicant has completed all the requirements for the Initial Administrator License except for the experience described in OAR 584-080-0012.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533
 Hist.: TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 3-2010, f. & cert. ef. 4-2-10; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11

**584-080-0161
 Exceptional Administrator License**

(1) Upon filing a correct and complete application in form and manner prescribed by the commission, an unconventionally qualified applicant may be granted an Exceptional Administrator License at the sole discretion of the commission as permitted under ORS 342.200.

(2) The Exceptional Administrator License is issued for three years and renewable under conditions that the Executive Director may specify, is valid only for a designated position with a job description approved by the Executive Director.

(3) To be eligible for an Exceptional Administrator License the applicant must:

(a) Possess the personal qualifications for licensure including attainment of at least eighteen years of age and possessing good moral character and mental and physical health necessary for employment as an educator;

(b) Hold a master's or higher degree in the arts and sciences or an advanced degree in the professions from a regionally accredited institution or approved foreign equivalent;

(c) Demonstrate extraordinary professional experience that compensates for lack of experience in prekindergarten-12 schools;

(d) Submit a letter from the district consistent with subsection (5) below;

- (e) Submit a recent résumé or curriculum vitae;
- (f) Obtain a passing score on a commission-adopted test of knowledge of U.S. and Oregon civil rights and professional ethics; and
- (g) Furnish fingerprints in the manner prescribed by the commission and provide satisfactory responses to the character questions contained in the commission's licensure application. (See, OAR 584-036-0062 for Criminal Records Check Requirement.)

(4) The Exceptional Administrator License is valid for the position for which the district requested licensure so long as the position does not require supervising or evaluating teachers or working directly with students in Oregon public schools.

(5) The Exceptional Administrator License will be restricted to use in a district that has applied for it jointly with the administrator. Upon application, the district's superintendent or board chair must:

(a) Submit a letter that describes the district's particular need in relation to the co-applicant administrator's qualifications as summarized on the submitted résumé;

(b) Attest that no suitable candidate with any unrestricted administrator license is comparably qualified and available for the role to be filled; and

(c) Attests that the administrator will not be supervising or evaluating teachers or working directly with children.

- (6) The Exceptional Administrator License may be renewed upon:
 - (a) Evidence of district support for the renewal; and
 - (b) A statement by the district that the administrator's position has not changed since the license was requested or last renewed; and
 - (c) Continuing professional development in accordance with OAR 584-090.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120—342.430, 342.455 - 342.495; 342.533
 Hist.: TSPC 3-1999, f. & cert. ef. 7-15-99; TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 3-2009(Temp), f. & cert. ef. 5-15-09 thru 11-11-09; Administrative correction 11-19-09; TSPC 8-2009, f. & cert. ef. 12-15-09; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11; TSPC 4-2012, f. & cert. ef. 5-18-12; TSPC 3-2013, f. & cert. ef. 8-19-13

**584-080-0171
 Emergency Administrator License**

(1) An Emergency Administrator License may be issued to a qualified applicant upon joint application with the district and the applicant

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 district must file an electronic C-3 form in conjunction with the joint application if the license needs to be issued under expedited service pursuant to OAR 584-036-0070.

(3) The Emergency Administrator License is valid for regular or substitute administration at all grade levels. The Emergency Administrator License is restricted to the district which co-applied for the license with the educator.

(4) 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.

(5) An Emergency Administrator License is not renewable and generally will not exceed one year unless the educator or the district has presented unusual extenuating circumstances to the Executive Director. In rare circumstances when the district demonstrates continuing need, an Emergency Administrator License may be extended beyond one year for a period to be determined by the Executive Director.

(6) 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 - 342.430; 342.455 - 342.495; 342.533
 Hist.: TSPC 8-2004(Temp), f. & cert. ef. 9-10-04 thru 3-9-05; Suspended by TSPC 9-2004(Temp), f. & cert. ef. 9-5-04 thru 3-9-05; TSPC 10-2004(Temp), f. & cert. ef. 10-20-04 thru 3-1-05; TSPC 1-2005, f. & cert. ef. 1-21-05; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 5-2010(Temp), f. & cert. ef. 8-13-10 thru 12-31-10; TSPC 9-2010, f. 12-15-10, cert. ef. 1-1-11

DIVISION 90

CONTINUING PROFESSIONAL DEVELOPMENT

**584-090-0100
 Professional Development Generally**

(1) Professional development is required for renewal of most active licenses, registrations and certificates for public school or charter school teachers, administrators, school counselors, school psychologists, school social workers, school nurses.

(2) Continuing professional development (CPD) obligations are common to most professions. CPD is defined as a structured approach to learning to help ensure competence to practice, taking in knowledge, skills and practical experience. CPD can involve any relevant education learning activity, whether formal and structured or informal and self-directed.

(3) Educators seeking to reinstate a renewable license must demonstrate completion of all professional development requirements obtained after the date on which their last active license was issued by the Commission provided continuing professional development (CPD) is required for renewal.

(4) New out-of-state educators may submit professional development obtained prior to licensure in Oregon as a basis for licensure renewal so long as:

(a) The professional development was obtained within the five (5) years immediately preceding the date the first Oregon educator license, registration or certification was issued;

(b) The professional development is consistent with the requirements of this Division; and

(c) The professional development was obtained within the five years immediately preceding the expiration date on the license for which they are seeking renewal.

(5) Professional development is required for renewal of the following licenses, registrations or certificates for teaching, administration, personnel service, and school nursing:

- (a) American Indian Language Teaching;
- (b) Basic;
- (c) Standard;
- (d) Career and Technical Education II Teaching (See also, OAR 584-042-0051);
- (e) Charter School registrations;
- (f) Continuing;
- (g) Five-Year Career and Technical Education Teaching;
- (h) Five Year Teaching (pre-1965);
- (g) Initial II;

- (h) Limited;
- (j) Substitute;
- (k) Restricted Substitute;
- (l) Distinguished Administrator;
- (m) Exceptional Administrator;
- (n) Five Year Administrator (pre-1965);
- (o) Five Year Personnel Service (pre-1965); and
- (p) Professional School Nurse.

(6) Educators who hold dual licensure with other state professional licensing boards are encouraged to fulfill their CPD requirements by completing PDU's provided by those professional licensure areas.

(7) It is the sole responsibility of the licensed educator to ensure accurate completion of continuing professional development upon renewal. Failure to complete continuing professional development does not constitute an "emergency" for the purposes of receiving an Emergency License when CPD requirements have not been met.

(8) If employed during the life of the license, the supervisor or CPD advisor will verify that the educator has successfully completed all CPD requirements to the district superintendent or designee on the TSPC Professional Educational Experience Report (PEER) form prior to renewal of licensure.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120-342.430; 342.455-342.495; 342.553
 Hist.: TSPC 6-2012, f. & cert. ef. 5-18-12; TSPC 3-2013, f. & cert. ef. 8-19-13

584-090-0105

Professional Development Objectives

High quality professional development increases the effectiveness of all educators and has characteristics that lead to:

- (1) Effective teaching practices;
- (2) Supportive leadership; and
- (3) Improved student results.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430; 342.455-342.495; 342.553
 Hist.: TSPC 6-2012, f. & cert. ef. 5-18-12

584-090-0110

Standards for Professional Learning

These professional development standards are aligned with the national standards developed and adopted by *Learning Forward* in 2011.

(1) Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

(2) Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who: develop capacity, advocate and create support systems for professional learning.

(3) Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

(4) Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

(5) Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

(6) Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

(7) Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120-342.430; 342.455-342.495; 342.553
 Hist.: TSPC 6-2012, f. & cert. ef. 5-18-12

584-090-0115

Professional Development Requirements

(1) Applicants for licensure renewal must complete professional development units as described in this rule. These professional development requirements apply to all actively licensed educators listed in OAR 584-090-0100(4), including those who are retired or work less than half-time in a contracted position and those who hold provisional licenses.

(2) All educators renewing a Five-Year Teaching License issued prior to 1965, Basic, Standard, Limited Teaching, Initial II or, Continuing License and currently subject to the Commission's Continuing Professional Development requirements must continue to meet the PDU requirements set forth in subsection (7) below.

(3) All licensed educators holding renewable licenses are subject to PDU reporting upon licensure renewal.

(a) All licensees, except Substitute or Restricted Substitute license holders, reporting PDU's for the first time pursuant to this rule, will have the requirements phased in on the following schedule. Renewing educators whose license expires in:

- (A) 2013 must complete 25 PDUs total;
- (B) 2014 must complete 50 PDUs total; and
- (C) 2015 or later must complete 25 PDUs per year of the license.

(b) All Substitute and Restricted Substitute Teaching License holders reporting PDU's for the first time pursuant to this rule, will have the requirements phased in on the following schedule. Renewing substitute teaching license holders who's license expires in:

- (A) 2013 must complete 10 PDUs total;
- (B) 2014 must complete 20 PDUs total; and
- (C) 2015 must complete 30 PDUs total.

(4) PDUs counted toward licensure renewal may be earned at any time during the life of the license; however, licensees may carry-over into the next renewal cycle excess PDUs consistent with subsection (9) below.

(5) Educators holding Career and Technical Education teaching endorsements may be subject to other continuing professional development requirements consistent with their formal professional development plan. See, OAR 584-042-0051 *Career and Technical Education (CTE) Professional Development Plan* to determine whether additional CPD requirements apply upon licensure renewal.

(6) Except and provided in subsection (4) above, continuing professional development requirements upon renewal are:

- (a) 75 professional development units (PDUs) for a three year license;
- (b) 125 PDUs for a five-year license;
- (c) 30 PDUs for a Substitute or Restricted Substitute Teaching License.

(7) Completing any of the following advanced certifications will waive CPD for the renewal period during which the certification is completed and the next licensure renewal cycle only:

- (a) National Board of Professional Teaching Standards (NBPTS);
- (b) National Association of School Psychologists certification (NASP);
- (c) National School Counselor Certification (NCSC);
- (d) National Association of Social Workers certification (C-SSWS);

or

- (e) Association of Speech, Hearing and Audiology (ASHA) certification.

(8) Professional Development Units (PDUs) are defined as follows:

- (a) One (1) hour of approved professional development activity equals one (1) PDU;

(b) One (1) semester hour of college credit equals thirty (30) PDUs;

or

- (c) One (1) quarter hour of college credit equals twenty (20) PDUs.

(9) Licensed educators may carry-over excess PDU's obtained only in the previous reporting renewal period as follows:

- (a) Substitutes/Restricted Substitutes: 10 PDU's;
- (b) Three-year licenses: 25 PDU's;
- (c) Five-year licenses: 25 PDU's.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430, 342.455-342.495 & 342.553
 Hist.: TSPC 8-2012, f. & cert. ef. 8-15-12; TPSC 10-2012, f. & cert. ef. 11-19-12

584-090-0120

Verification of Continuing Professional Development

(1) Educators employed in a public school, ESD or public charter school must supply evidence to their employer that they have completed PDUs in accordance with these rules. Districts may indicate compliance through acknowledgement on the Professional Educator Experience Report (PEER) form.

(2) Educators who are not employed at the time of renewal must supply evidence to TSPC upon renewal of licensure that the PDUs were completed in accordance with these rules.

(3) Educators who are employed, but are unable to obtain district or employer "sign off" of PDUs obtained during the life of the license, may appeal this decision of the employer and submit evidence of that

professional development to TSPC for review in accordance with these rules.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495 & 342.553
 Hist.: TSPC 8-2012, f. & cert. ef. 8-15-12

DIVISION 100

ELEMENTARY-SECONDARY EDUCATION ACT

584-100-0002

Purpose of Rules Related to Highly Qualified Teachers

(1) These rules establish requirements and procedures under the federal Elementary-Secondary Education Act (ESEA), formerly known as the No Child Left Behind Act that mandates all teachers in core academic areas meet the law's definition of "highly qualified" by the end of the 2005-2006 school year.

(2) Additionally, after the first day of the 2002-2003 school year, all teachers hired in all programs supported with ESEA Title IA funds or hired with ESEA Title IIA funds to specifically reduce class size must be "highly qualified."

(3) Teachers new to Oregon licensure must first be evaluated under the existing Oregon administrative rules to become licensed, and then meet the requirements for "highly qualified teacher" appropriate for the license with which they qualify.

(4) The rules in division 100 apply only to ESEA core academic subjects.

(5) These rules are advisory only as they relate to the consequences for not meeting the definition of "highly qualified teacher" as defined in the federal ESEA. The Commission has promulgated these rules to assist school districts and charter schools in making determinations whether teachers in core academic subjects meet the federal definition for "highly qualified teacher."

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.125
 Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 2-2007, f. & cert. ef. 4-23-07; TSPC 3-2013, f. & cert. ef. 8-19-13

584-100-0006

Definitions

These definitions apply only to division 100.

(1) "Advanced Credential or Advanced Certification" for teachers holding middle level or high school authorization levels:

- (a) A 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);
- (f) Civics and Government (Social Studies);
- (g) Economics (Social Studies);
- (h) Arts (Art or Music);
- (i) History (Social Studies);
- (j) Geography (Social Studies).

(5) "Elementary Classroom": Any combination of self-contained classrooms in grades preprimary through six in any school identified as an elementary school pursuant to OAR 581-022-0102(25).

(6) "Elementary Teacher": An educator teaching in a self-contained classroom grades preprimary through six.

(7) "Middle-level Classroom": Any classrooms in grades seven or eight.

(8) "New to the Profession": A teacher who has been teaching on an approved license in any U.S. jurisdiction in a public or regionally accredited private school less than three complete school years. (See definition of "Complete School Year" above)

(9) "Newly Hired Teacher": A teacher hired after the first day of the 2002-2003 school year in a Title IA program or Title IA school-wide program. The teacher is not considered "newly hired" if the teacher is already employed in the district and transferred into a Title IA program or Title IA school-wide program.

(10) "Not New to the Profession": A teacher who has been teaching on an approved license in any U.S. jurisdiction in a public or private school for a total of three or more complete school years. (See definition of "Complete School Year" above.)

(11) "Rigorous State Test":

(a) The appropriate commission approved licensure subject-matter test for elementary, middle-level and high school; or

(b) Another state's subject-matter licensure exam designated as a "rigorous state test."

(12) "Secondary School or high school":

(a) A combination of grades ten through twelve in districts providing a junior high school containing grade nine; or

(b) Any combination of grades seven through twelve organized as a separate unit; or

(c) Grades seven through twelve housed with grades preprimary through twelve if grades seven and eight are departmentally organized.

(13) "Self-contained Classroom": An assignment for teaching in grades preprimary through six in which the teacher has full responsibility for the curriculum.

(14) "Subject-matter competency": Subject matter competency may be demonstrated through any one of the following:

(a) Passing the appropriate "rigorous state test;" or

(b) Having a major in the subject-matter area (does not apply to elementary endorsements or authorizations); or

(c) Having coursework equivalent to a major in the subject-matter area (does not apply to elementary endorsements or authorizations); or

(d) Having a graduate degree in the subject matter area (does not apply to elementary endorsements or authorizations); or

(e) Satisfying the Highly Objective Uniform State Standard of Evaluation (HOUSSE) requirements set forth in these rules if the educator has taught three complete years or more.

(15) "Undergraduate Major or Coursework Equivalent to a Major": Thirty-four (34) quarter hours or twenty-three (23) semester hours of undergraduate or graduate coursework in core academic subject matter numbered 100 level or above, from a regionally accredited college or university. (See definition of "Bachelor's Degree" for undergraduate credits obtained from an unaccredited college or university.)

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.120 - 342.430 & 342.985
 Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 13-2006, f. & cert. ef. 11-22-06; TSPC 4-2008(Temp), f. & cert. ef. 6-5-08 thru 11-30-08; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 2-2009, f. & cert. ef. 3-12-09; TSPC 3-2013, f. & cert. ef. 8-19-13

584-100-0007

Licenses Considered "Full State Licensure"

The following Oregon Teaching Licenses are considered to meet "full state licensure" under the federal ESEA:

- (1) Basic Teaching License;
- (2) Standard Teaching License;
- (3) Initial, Initial I and Initial II Teaching Licenses;
- (4) Continuing Teaching License;
- (5) Five-Year Elementary Teaching License;
- (6) Five-Year Secondary Teaching License;
- (7) Approved ESEA Alternative Route Teaching License;
- (8) International Visiting Teacher; or
- (9) Charter School Registry.

Stat. Auth.: ORS 342
 Stats. Implemented: ORS 342.125
 Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 1-2013, f. & cert. ef. 2-14-13; Renumbered from 584-100-0101 by TSPC 3-2013, f. & cert. ef. 8-19-13

584-100-0008

Licenses Not Considered to be “Full State Certification”

The following Oregon Teaching Licenses are not considered full state licensure under the federal Elementary and Secondary Education Act (ESEA):

- (1) Personnel Service License:
 - (a) School Counseling;
 - (b) School Psychologist;
 - (c) Supervisor; or
 - (d) School Social Worker
- (2) Limited Student Services License;
- (3) Restricted or unrestricted Transitional Counselor License;
- (4) Restricted or unrestricted School Psychologist License;
- (5) Teaching Associate License;
- (6) Substitute Teaching License;
- (7) American Indian Languages License;
- (8) Emergency Teaching License;
- (9) Restricted Transitional Teaching License (See OAR 584-100-

0041 for possible *Approved ESEA Alternative Route Teaching License* eligibility.);

- (10) Limited Teaching License;
 - (11) License for Conditional Assignment;
 - (12) Any Career and Technical Education License; or
 - (13) Any Administrative License.
- Stat. Auth: ORS 342
 Stats. Implemented: ORS 342.125
 Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 1-2013, f. & cert. ef. 2-14-13; Renumbered from 584-100-0106 by TSPC 3-2013, f. & cert. ef. 8-19-13

584-100-0011

Highly Qualified Elementary Teacher New to the Profession

Teachers new to the profession teaching multiple subjects (elementary curriculum) in grades kindergarten (K) through six (6) in an Oregon elementary school must meet the following criteria in order to meet the federal definition of “highly qualified teacher.” The teacher must:

- (1) Hold a bachelor’s degree;
- (2) Hold a Basic, Initial, Initial I, or an *Approved ESEA Alternative Route Teaching License*;
- (3) Have passed a rigorous Commission-adopted multiple subjects elementary examination; and
- (4) Be properly assigned in grades kindergarten (K) through six (6).

Stat. Auth: ORS 342
 Stats. Implemented: ORS 342.125
 Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 5-2012, f. & cert. ef. 5-18-12; TSPC 3-2013, f. & cert. ef. 8-19-13

584-100-0016

Highly Qualified Elementary Teacher Not New to the Profession

Teachers not new to the profession teaching multiple subjects in grades kindergarten (K) through six (6) must meet the following criteria in order to meet the federal definition of “highly qualified teacher.” The teacher must:

- (1) Hold a bachelor’s degree;
- (2) Hold a Basic, Standard, Initial, Continuing, Pre-1965 Five-Year Elementary Teaching License;
- (3) Demonstrate subject-matter competency by passing a rigorous Commission-adopted elementary education examination appropriate for grades kindergarten (K) through six (6); or
- (4) Demonstrate competency by meeting the following High Objective Uniform State Standards of Evaluation (HOUSSE):

(a) To qualify for HOUSSE, a teaching license must have been awarded prior to July 1, 2007 and a minimum of three years teaching experience in elementary education must have occurred prior to July 1, 2009; and

(b) Complete an approved elementary teacher education program or the coursework equivalent to sixty-quarter hours distributed as follows:

- (A) Eighteen quarter or twelve semester hours in language arts;
- (B) Twelve quarter or eight semester hours in mathematics;
- (C) Nine quarter or six semester hours in science;
- (D) Nine quarter or six semester hours in U.S. history, cultural geography, and other social sciences;
- (E) Three quarter or two semester hours in health education;
- (F) Three quarter or two semester hours in physical education;

- (G) Three quarter or two semester hours in music education; and
 - (H) Three quarter or two semester hours in art education; and
 - (5) Be properly assigned in grades kindergarten (K) through six (6).
- Stat. Auth: ORS 342
 Stats. Implemented: ORS 342.125
 Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 5-2012, f. & cert. ef. 5-18-12; TSPC 1-2013, f. & cert. ef. 2-14-13; TSPC 3-2013, f. & cert. ef. 8-19-13

584-100-0017

Highly Qualified Elementary Teachers Teaching Title I or Remedial Reading

All full state licensed teachers assigned to teach Title I or remedial reading in grades K-6 must hold:

(1) Either a Basic or Standard Elementary Teaching License and be properly assigned to teach Title I or remedial reading at .49 FTE or less; or

- (2) A Reading Specialist Endorsement.

Stat. Auth: ORS 342
 Stats. Implemented: ORS 342.125
 Hist.: TSPC 5-2012, f. & cert. ef. 5-18-12; TSPC 3-2013, f. & cert. ef. 8-19-13

584-100-0021

Highly Qualified Middle Level Teacher New to the Profession

(1) Teachers new to the profession teaching core academic subjects in grades seven (7) and eight (8) in an Oregon middle, junior high school, or a high school that includes grades seven (7) and eight (8), must meet the following criteria in order to meet the federal definition of “highly qualified teacher.” The teacher must:

(a) Hold a Basic, Initial, or *Approved ESEA Alternative Route Teaching License* authorized to teach in any one of the core academic areas and satisfy one of the following:

- (A) Pass a rigorous state exam in the core academic subject matter area; or
- (B) Hold an undergraduate major in the subject core academic matter area; or
- (C) Hold a graduate degree in the core academic subject matter area; or
- (D) Complete coursework equivalent to an undergraduate major in the core academic subject; and
- (b) Be properly assigned in the core academic subject matter area in grades seven (7) or eight (8).

(2) Teachers on an approved License for Conditional Assignment (LCA) for any core academic subject may be highly qualified based on completed coursework in the core academic subject area.

Stat. Auth: ORS 342
 Stats. Implemented: ORS 342.125
 Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 5-2012, f. & cert. ef. 5-18-12; TSPC 3-2013, f. & cert. ef. 8-19-13

584-100-0026

Highly Qualified Middle Level Teacher Not New to the Profession

Teachers not new to the profession teaching core academic subjects in grades seven (7) and eight (8) in an Oregon middle or junior high school must meet the following criteria in order to meet the federal definition of “highly qualified teacher.” The teacher must:

(1) Hold a Basic, Standard, Initial, Continuing, Five-Year Elementary, Five-Year Secondary, or an *Approved ESEA Alternative Route Teaching License* and satisfy one of the following:

- (a) Pass the prescribed rigorous state exam in the core academic subject; or
- (b) Hold an undergraduate major in the core academic subject area(s); or
- (c) Hold a graduate degree in the core academic subject area(s); or
- (d) Complete coursework equivalent to an undergraduate major in the core academic subject area; or
- (e) Hold advanced certification or credentialing in the core academic subject area; or
- (f) Meet the HOUSSE requirements as defined in OAR 584-100-0038; and
- (g) Be properly assigned in the core academic subject area in grades seven (7) or eight (8).

(2) Teachers on an approved License for Conditional Assignment (LCA) for any core academic subject may be highly qualified based on completed coursework in the core academic subject area pursuant to OAR 584-100-0038.

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125
 Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 4-2004(Temp), f. & cert. ef. 5-14-04 thru 11-9-04; TSPC 6-2004, f. & cert. ef. 8-25-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 5-2012, f. & cert. ef. 5-18-12; TSPC 3-2013, f. & cert. ef. 8-19-13

584-100-0031

Highly Qualified Secondary Teacher New to the Profession

(1) Teachers new to the profession teaching core academic subjects in grades nine (9) through twelve (12) in an Oregon high school must meet the following criteria in order to meet the federal definition of “highly qualified teacher.” The teacher must:

(a) Hold a Basic, Initial, or an *Approved ESEA Alternative Route Teaching License* with an endorsement in the core academic subjects taught; and

(b) Be properly assigned in the core academic subject area in grades nine (9) through twelve (12).

(2) New secondary teachers on an approved License for Conditional Assignment (LCA) for any core academic subject may be highly qualified based on completed coursework in the core academic subject area if they have a major or coursework equivalent to a major in the core academic subject, but lack the endorsement on the license.

Stat. Auth: ORS 342
 Stats. Implemented: ORS 342.125
 Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 5-2012, f. & cert. ef. 5-18-12; TSPC 3-2013, f. & cert. ef. 8-19-13

584-100-0036

Highly Qualified Secondary Teacher Not New to the Profession

Teachers not new to the profession teaching core academic subjects in grades nine (9) through twelve (12) in an Oregon high school must meet the following criteria in order to meet the federal definition of “highly qualified teacher.” The teacher must:

(1) Hold a Basic, Standard, Initial, Continuing, Five Year Teaching License, or an *Approved NCLB Alternative Route Teaching License* with an endorsement in the core academic area(s) taught; or

(2) Meet the HOUSSE requirements for high school teachers as defined in 584-100-0038; and

(3) Be properly assigned in the core academic subject area in grades nine (9) through twelve (12).

(4) Teachers on an approved conditional assignment permit for any core academic subject may be highly qualified based on completed coursework in the core academic subject area pursuant to OAR 584-100-0038.

Stat. Auth: ORS 342
 Stats. Implemented: ORS 342.125
 Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 4-2004(Temp), f. & cert. ef. 5-14-04 thru 11-9-04; TSPC 6-2004, f. & cert. ef. 8-25-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 5-2007, f. & cert. ef. 8-15-07

584-100-0038

HOUSSE for Middle-Level and High School (Secondary) Teachers (7-12)

(1) Teachers may use a combination of coursework, professional development and experience to acquire points on a one-hundred (100) point scale to meet the federal definition of Highly Qualified Teacher (HQT) through Oregon’s High Objective Uniform State Standard of Evaluation (HOUSSE).

(2) To qualify for HOUSSE, a teaching license must have been awarded prior to July 1, 2007 and a minimum of three years teaching experience in the subject to be evaluated must have occurred prior to July 1, 2009.

(3) To qualify for the HOUSSE, a total of one hundred (100) points of combined coursework, professional development and experience must be earned. Experience must meet a 30 point minimum. Experience may not count for more than 50 points.

(4) Teaching Off License in the Core Academic Subjects: Teachers who are conditionally assigned to teach the core academic subject more than 10 hours per week must apply for a License for Conditional Assignment (LCA) pursuant to Division 60 and must add the endorsement to teach the assignment within one to three years after the LCA is first issued. Unless the teacher meets the federal definition for HQT in the core academic subject, the district may not report the teacher as being highly qualified while holding the LCA.

(a) If the educator meets the federal definition for HQT under any circumstances, then the district may report the teacher as HQT for purposes of that core academic subject even if the teacher does not immediately

qualify to add the endorsement to the teaching license and even if the teacher is teaching under a License for Conditional Assignment (LCA).

(b) If the educator meets the federal definition for HQT and is teaching less than 10 hours per week in the core academic subject, the district may report the teacher as highly qualified and the teacher does not have to add the core academic endorsement to the license.

(5) Experience: Experience may not exceed more than fifty (50) points in the HOUSSE calculation. Generally, the educator will be given ten (10) points of credit for each full academic year as defined by the district’s contracted teacher year. Experience will be valued under the following conditions:

(a) One (1) instructional day is one (1) period or more teaching the core academic subject.

(b) The subject must have been taught at grade 6 or above in a departmentalized setting.

(c) One full instructional year equals 10 points.

(d) Partial instructional years will be calculated as the number of instructional days teaching the subject divided by the number of contracted days in one full instructional year times 10.

Example: 150 days taught/180 days in full instructional year = $(5/6 \times 10) = 8.3$ points.

(e) An educator must have taught at least five complete school years in order to earn the full fifty (50) points.

(6) Academic Coursework in the Core Academic Subject: There is no limit to the number of points that may be obtained through academic coursework related to the core academic subject.

(a) Core academic coursework must be college transfer level or graduate credit and must have a course number of 100 or greater;

(b) Transcripts for core academic coursework must be from a regionally accredited college or university;

(c) Core academic coursework will be valued as follows:

(A) One (1) quarter hour of credit equals three (3) points.

(B) One (1) semester hour of credit equals four and one-half (4.5) points.

(7) Professional Development: Professional Development directly related to the core academic credit may be counted toward the one hundred (100) points needed to meet the state’s HOUSSE. Professional Development points will be valued under the following conditions:

(a) One (1) hour of core academic professional development is equal to 0.15 points.

(b) School district personnel authorized to certify professional development must verify that the professional development is directly relevant to the core academic subject in which the teacher is seeking to meet the definition of being “highly qualified.” “Directly relevant” means that upon scrutiny, the professional development is more content related than pedagogy related.

Stat. Auth: ORS 342
 Stats. Implemented: ORS 342.125
 Hist.: TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 5-2012, f. & cert. ef. 5-18-12; TSPC 10-2012, f. & cert. ef. 11-19-12; TSPC 1-2013, f. & cert. ef. 2-14-13; TSPC 3-2013, f. & cert. ef. 8-19-13

584-100-0041

Approved ESEA Alternative Route Teaching License

(1) Upon filing a correct and complete application in form and manner prescribed by the Commission, a qualified applicant shall be granted an *Approved ESEA Alternative Route Teaching License*.

(2) The application must be filed jointly by the hiring district and the teacher seeking the license.

(3) Districts hiring a highly qualified teacher based on the *Approved ESEA Alternative Route Teaching License* must ensure that the license has been obtained by the teacher prior to assignment within the district.

(4) The *Approved ESEA Alternative Route Teaching License* shall be restricted to use within the district that has jointly applied for it with the teacher.

(5) The license is not transferable to another district. Should the teacher seek to obtain another *Approved ESEA Alternative Route Teaching License* with another district, the license is only valid for the remainder of the three years from the initial date of the license.

(6) The district must submit an approved plan with the licensee’s application that describes how the teacher will receive high-quality professional development that is sustained, intensive and classroom-focused before and while teaching in the district. The plan must also include how the teacher will be making progress toward completing full state licensure requirements in the next three years.

(7) The license will expire exactly three-years from the date of issue and is not subject to the 120-day grace period.

(8) To be eligible for an Approved ESEA Alternative Route License, the applicant must:

- (a) Hold a bachelor's degree;
- (b) Demonstrate core academic subject matter competency by:
 - (A) Passing the TSPC approved rigorous state test required for the grade-level and subject-matter area; or
 - (B) Holding an undergraduate major or coursework equivalent in the core academic subject in the teaching area (does not apply to elementary authorizations); or
 - (C) Holding a graduate degree in the core academic subject in the teaching area (does not apply to elementary authorizations).

(9) Per federal law:

- (a) Teachers on the *Approved ESEA Alternative Route Teaching License* are considered highly qualified for only three years; and
- (b) The license is not renewable and is not eligible for any extension.

(10) Teachers who have taught on a Restricted Transitional License for one-year or less, upon application with a district may be eligible for the *Approved ESEA Alternative Route Teaching License* provided the requirements of section (8)(a) and (b) of this rule are met. The Approved ESEA Alternative Route License will only be effective for three years from the date the Restricted Transitional Teaching License was first issued.

Stat. Auth: ORS 342
 Stats. Implemented: ORS 342.125
 Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 3-2013, f. & cert. ef. 8-19-13

**584-100-0051
 Highly Qualified Career and Technical Education Teacher**

All career and technical education (CTE) teachers who teach career and technical education courses that contain core academic subjects, for which students receive core academic credit, must meet the federal definitions for highly qualified secondary teachers for that particular core academic subject including holding full state licensure pursuant to OAR 584-100-0007.

Stat. Auth: ORS 342
 Stats. Implemented: ORS 342.125
 Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 7-2008, f. & cert. ef. 8-20-08; TSPC 3-2013, f. & cert. ef. 8-19-13

**584-100-0056
 Highly Qualified Substitute Teacher**

Teachers substituting more than four (4) continuous weeks in a core academic subject must meet the federal definitions for highly qualified teacher.

Stat. Auth: ORS 342
 Stats. Implemented: ORS 342.125
 Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06

**584-100-0061
 Special Education Teachers Generally**

(1) 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, when teaching under the following circumstances:

- (a) Teaching life skills to students;
- (b) Teaching elective credits in core academic areas;
- (c) Providing direct instruction in a core academic subject in a resource room setting if not supplemental to instruction in the same subject being provided by another teacher meeting the definition of "highly qualified teacher"; and

(d) Providing the only direct instruction in a core academic subject in any setting.

(4) Direct instruction for the purposes of this rule is planning curriculum, delivering instruction, granting credit and evaluating the performance of the student in any core academic area.

Stat. Auth: ORS 342
 Stats. Implemented: ORS 342.125
 Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 3-2013, f. & cert. ef. 8-19-13

**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, or Five-Year Elementary 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; TSPC 5-2007, f. & cert. ef. 8-15-07

**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, or Five-Year 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; TSPC 5-2007, f. & cert. ef. 8-15-07

**584-100-0091
 Licensed and Registered Elementary Charter School Teacher**

(1) To be highly qualified to teach in a charter school requires additional qualifications, beyond a license or a registration, to teach in a charter school. It is possible for a teacher to be properly licensed or registered to teach in a charter school and yet not be highly qualified to teach the courses or students for which they have been assigned.

(2) Charter School teachers teaching in prekindergarten (pre k) through grade six (6) must meet the following criteria:

(a) Licensed teachers new or not new to the profession must meet the federal definition for highly qualified elementary teacher. (See, OAR 584-100-0011 and 584-100-0016.)

(b) Registered teachers must hold a bachelor's degree and demonstrate subject matter competency by passing the appropriate rigorous multiple subjects state test or meet the HOUSSSE provisions of OAR 584-100-0016.

Stat. Auth: ORS 342
 Stats. Implemented: ORS 342.125
 Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 10-2012, f. & cert. ef. 11-19-12

584-100-0096

Licensed and Registered Secondary Charter School Teacher

(1) Licensed secondary charter school teachers teaching in grades seven (7) through twelve (12) must meet the highly qualified teacher definition for new or not new to the profession for secondary teachers. (See, OAR 584-100-0026, 584-100-0036 or 584-100-0038.)

(2) Registered secondary charter school teachers teaching in grades seven (7) through twelve (12) must hold a bachelor's degree and must meet the highly qualified teacher definition for new or not new to the profession for secondary teachers. (See, OAR 584-100-0026, 584-100-0036 or 584-100-0038.)

Stat. Auth: ORS 342

Stats. Implemented: ORS 342.125

Hist.: TSPC 2-2004, f. & cert. ef. 3-17-04; TSPC 2-2006(Temp), f. & cert. ef. 2-3-06 thru 8-2-06; TSPC 8-2006, f. 5-15-06, cert. ef. 7-1-06; TSPC 5-2007, f. & cert. ef. 8-15-07; TSPC 10-2012, f. & cert. ef. 11-19-12

584-100-0101 [Renumbered to **584-100-0007**]

584-100-0106 [Renumbered to **584-100-0008**]

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

