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 2011, the Commission 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, and 65 of these administrative rules. [Titles and rule numbers for standards for program approval are printed in bold type. Indicators of compliance are listed below each standard in outline form.]

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

Definitions

(1) "Approved Institution:" A U.S. regionally accredited or internationally accredited institution of higher education approved to prepare licensed personnel by [a U.S.] the governmental jurisdiction in which the institution is located. [See definition of "Regional Accrediting Associations" at OAR 584-005-0005.]
(2) "Approved Program:" [An Oregon] A program of educator preparation approved by the Commission and offered by a regionally accredited [Oregon] institution. As it applies to out-of-state or international programs, a program approved by the licensure body of [any U.S.] 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.

[3) "Branch Campus:" 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].

[(4)] (5) "Candidate:" Candidates include persons preparing to teach, teachers who are continuing their professional development and persons preparing for other professional roles in schools such as administrators, school counselors and school psychologists.


[(6)] (7) "Consortium:" An advisory body to the unit that reviews, evaluates, and makes recommendations in accordance with OAR 584-017-1025 Consortium. on the design, implementation, evaluation, and modification of the unit’s programs.]
"Coordinator Director of Teacher Education:" The Commission staff member responsible for coordinating program approval within the agency.

"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 educational personnel for public elementary and secondary schools, not exclusive to those for classroom teachers.

"Executive Director:" The Executive Director of the Commission.

"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.

"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.

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

"Practicum or Practica:" All supervised clinical field experiences including student teaching, internships, observation experiences and experience necessary to add an endorsement

"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.

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

"Practicum or Practica:" All supervised clinical field experiences including student teaching, internships, observation experiences and experience necessary to completed an education preparation licensure program.
(16) "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.

[(13)] (17) "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.

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

(18) "Unit:" Also known as the “professional education unit.” The college, school, or department or other administrative bodies in colleges, universities, or other organizations with 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.

[(15) "Unit" The professional education unit defined by the college or university's administrative body as having the primary responsibility for the preparation of licensed school personnel. The unit coordinates all professional education programs for the initial and continuing preparation of school personnel even though some programs may be located in other college or university administrative units.]

Stat. Auth.: ORS 342
Stats. Implemented: ORS [342.120, 342.147 & 342.165] 342.120 - 342.430; 342.455 - 342.495; 342.533
Hist.: TSPC 2-2008, f. & cert. ef. 4-15-08

584-010-0010

[Program Approval] 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 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 "[Branch] Off Campus" 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 program approval period.

(b) Units undergoing an NCATE or CAEP visit and a state visit at the same time will coordinate their joint NCATE and state visit with the TSPC [Coordinator] Director of Teacher Education. The state reserves the right to deny approval of the NCATE visit date if the date conflicts with previously scheduled 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 [program] on-site review [committee] team;

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

(d) [The performance of candidates for licensure.] Information obtained through the candidate and employer survey 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 584-010-0006 and 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[s] 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 [of] five or seven years. At the end of the approved period, or any lesser period as designated by the Commission, the Commission will re-evaluate the program through the program approval process and in accordance with the rules adopted in Divisions 10, [and] 17, 18 and 65 of these administrative rules.
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,[or] 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 state 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 under which they operate 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 [342.147 & 342.165] 342.120 - 342.430; 342.455 - 342.495; 342.533
Hist.: 584-010-0020

Procedure for Unit Accreditation Visits [On-Site Review of Licensure Units and Programs]

(1) [Pre-visit Institutional Reports:

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

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

(2) Commission Staff Responsibility: At least [120 days] twelve months prior to the scheduled on-site visit, the Commission staff will:

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

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

(e) Set the dates for the visit; and

(d) Appoint a chair of the program review team chair responsible for making program review and accreditation committee 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.

(3) Program Review Committee Responsibilities Prior to the On-Site Visit:

(a) Prior to the visit the program review committee will review:

(A) The unit’s annual reports; and

(B) The pre-visit report.

(b) The committee chair will:

(A) Review the exhibits on site;

(B) Complete a pre-visit audit; and

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

(4) Program Review Committee Team Responsibilities: During the On-Site Visit: During the on-site accreditation visit, the program review committee team will:

(a) Conduct an on-site visit;

(b) Reach consensus about whether there is sufficient evidence supporting the program elements meets] 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) **Committee Team Chair Responsibilities:** Following the on-site visit the program review committee chair will:

(a) **Conduct an exit review with the unit;**

[(a)] **(b) Ensure completion of the written report based on the findings of the committee review team members;**

[(b)] **Circulate a draft of the final report to the TSPC state consultant and the review committee team members for their review and input; and**

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

(d) **Consult with the Executive Director regarding recommendations to the Commission pursuant to OAR 584-017-0025.**

(6) The Final **Site Review Team Report:**

(a) The final report shall include:

[(a)] **(A) Cite** A citation of evidence showing compliance with or deviation from Commission adopted unit standards. The citation must include a complete list of contacts, interviews conducted and exhibits that were reviewed; and [each standard that applies to the unit’s programs; and]

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

[(b) Contain a list of contacts that were made and exhibits that were reviewed.]

[(c) The final site review team report will be sent to the unit head and the chief executive officer of the institution along. [with the Executive Director’s recommendations prior to the Commission meeting at which the report will be considered.]**

(c) The unit may submit a rejoinder to the review team’s findings to the Executive Director no less than six weeks prior to the Commission meeting at which the final report will be considered by the Commission.

Stat. Auth.: ORS 342
Stats. Implemented: ORS [342.147] 342.120 - 342.430; 342.455 - 342.495; 342.533
Hist.:

584-010-0022 - ADOPT

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 reports for programs seeking continued recognition must be submitted to Commission staff no later than 12 months prior to the Commission-scheduled unit accreditation visit.

(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 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.

(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.: 

584-010-0025

Recommendations Following [On-Site] Unit Accreditation

(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. [at the meeting following completion of the report.]
(2) The Executive Director may prepare resolutions proposing any combination of the following:

(a) Unconditional approval;

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

[that the unit makes a report on a specific date indicating progress on correcting deficiencies]; [or]

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

[(c) (d) Non-approval [with conditions.] 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 site-visit final review team report will be considered.

[(a) When the [program] review [committee's] report finds there are unmet standards the unit may propose solutions to the director prior to the Commission meeting at which the report will be considered.

(b) The director may make recommendations to the Commission based upon the unit's plan to correct unmet standards.]}

Stat. Auth.: ORS 342
Stats. Implemented: ORS [342.147 & 342.165] 342.120 - 342.430; 342.455 - 342.495; 342.533

584-010-0030

Commission Action Following On-Site Review

(1) [The Commission shall act on the Executive Director’s proposed recommendations and resolutions within 90 days by:] After consideration of the Executive Director’s recommendations, the Commission may take one of the following actions.

(a) Unconditional approval of the unit [Approving the program] for a period not to exceed five or seven years. The commission may grant accreditation periods that do not align with the NCATE or CAEP accreditation cycle. [for continuing accreditation from the date of the initial unit accreditation visit]; or

(b) Conditionally approving the [program] unit for a period designated by the Commission but not to exceed five years. [and ] The Commission may require [requiring] the unit to submit progress reports on identified conditions or correction of areas for improvement. [requiring correction or improvement. The Commission may schedule additional on-site visits to the unit in order to verify progress reports; or]
(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;

[462] (d) Denying program approval and designating the unit as “low-performing.”

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

Stat. Auth.: ORS 342
Stats. Implemented: ORS [342.147 & 342.165] 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

584-010-0035

Submitting Program Modifications, Additions or Eliminations 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 [Coordinator] Director of Teacher Education.

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

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

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

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

(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 eliminated.

Stat. Auth.: ORS 342
Stats. Implemented: ORS [342.147 & 342.165] 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

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 [a branch] an off campus.

(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 program [or endorsement];
(c) Descriptions of proposed modifications;
(d) Proof of official institutional approval of the proposal;
(e) Goals or objectives, learning activities and competency of the proposal;
(f) Procedures used in developing the proposal;

(g) Procedures to be used to evaluate the [proposal] program once implemented;

(h) Recommendations from the consortium; or

(i) Arrangements for field activities for the proposal.

Stat. Auth.: ORS 342
Stats. Implemented: ORS [342.147] 342.120 - 342.430; 342.455 - 342.495; 342.533
Hist.:

584-010-0050

Annual Report from the Unit

(1) Annual reports will be submitted to the Commission by [July] September 30 of each year. Units unable to submit the annual report by this date must notify the [Coordinator] 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 [including but not limited] 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; [and]

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

(g) 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 [subsection] rule, a reporting year will be from July September 1 through June 30 August 31.

Stat. Auth.: ORS 342.147
Stats. Implemented: ORS [342.147 & 342.165] 342.120 - 342.430; 342.455 - 342.495; 342.533
Hist.: 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. [The proposal will describe the means by which the unit is adapting to changing priorities in education programs.]

(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 [Commission] 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 evaluated 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 [342.147 & 342.165] 342.120 - 342.430; 342.455 - 342.495; 342.533
Hist.: 584-010-0060

Denial of Program 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 [342.147 & 342.165] 342.120 - 342.430; 342.455 - 342.495; 342.533
Hist.: 584-010-0080 – Repeal

Appeals

[(1) Whenever any educator preparation unit or program is denied approval or has such approval withdrawn, such denial or withdrawal of approval will be treated as a contested case within the meaning of ORS Chapter 183.]
(2) Unless the decision of the Commission is accompanied by a finding that immediate withdrawal of approval is necessary to protect the safety and well-being of students in the program, an appeal in a proceeding to withdraw approval shall operate as a stay of withdrawal until determination of the appeal.

Stat. Auth.: ORS 342
Stats. Implemented: ORS [342.120, 342.147 & 342.165] 342.120 - 342.430; 342.455 - 342.495; 342.533
Hist.:

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 audited candidates:

(a) PA1 forms submitted;

(b) Evidence of fingerprint clearance;

(c) Notices of Noncompliance issued to programs;

(d) C1 — Educator application forms;

(e) Appropriate test score records;

(f) Fees;

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

(h) Any appropriate correspondence based on licensure.

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

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.553
Hist.:
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 or specialty test(s) 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 Act the following October.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.430; 342.455 - 342.495; 342.533
Hist.: [584-010-0140]

Three-Year and Six-Year Reports] --REPEAL

[(1) Commission staff will report candidates' licensure status to units three years following the date of the candidate's program completion. Data analyzed and reported would include:

(a) Licensure status in Oregon; and

(b) Employment status in Oregon public schools, if known.

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

(a) Percent of completers who obtained any next stage license;

(b) Employment status, if known, in Oregon public schools; and

(c) Number who have been certified by NBPTS, if known.
(3) Units will correct the list of public school employment based upon data submitted by the candidates and will add employment information as available for those employed in Oregon private schools or employed in public or private schools in other states. These data will be submitted to Commission staff by April 7.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.147 & 342.165
Hist.: ]
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.: 584-017-1008

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.:
**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.: 

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**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.: 

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Candidate Knowledge, Skills, and Professional Dispositions

584-017-1015 -ADOPT
Knowledge Skills and Professional Dispositions Generally

(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/geographical origins.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495; 342.553
Hist.: 584-017-1020 -ADOPT

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.
Assessment System and Unit Evaluation

584-017-1022-ADOPT
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, or 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.

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: ORS 342.120-342.430; 342.455-342.495; 342.553
Hist.:

584-017-1028
Selection, Recruitment and Admission 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 under-represented groups.

(1) The unit admits only those who meet entry standards and requirements.

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

(3) Each candidate attests to possessing moral character, 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 with the Commission.

(4) Candidates for teacher licensure must:
   (a) Undergraduate teacher licensure programs: (A) Pass the Commission approved basic skills tests prior to admission into licensure program;
       (B) Pass the Protecting Student and Civil Rights in the Educational Environment and the content area tests in which the candidate seeks licensure prior to placement into student teaching;
       (C) Receive full clearance on fingerprints and character questions prior to placement into student teaching.
   (b) All graduate teacher licensure programs: (A) Pass Commission approved basic skills tests and the content area test in which the candidate seeks licensure prior to admission into the licensure program.
       (B) Pass the Protecting Student and Civil Rights in the Educational Environment and the content area tests in which the candidate seeks licensure prior to placement into student teaching;
       (C) Receive full clearance on fingerprints and character questions prior to placement into student teaching.

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

(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; and
(b) Preparation in human behavior to include: psychological, sociological, and psychological
development, learning theory, and motivation.
(c) School Counseling candidates must document either:
(A) Two years teaching experience in schools; or
(B) Alternative practicum experiences in lieu of teaching.
(d) School Social Workers must document a master’s degree in social work.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120-342.430; 342.455-342.495; 342.553
Hist.:

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
competencies as designated in OAR 584-017-1 If a candidate is seeking more than one
authorization level, the two work samples may be completed at either authorization level. Work
samples include:
(a) Context of the school and classroom is explained, learners with special needs, TAG learners,
ESOL learners and learners from diverse cultural and social backgrounds are described,
adaptations for their learning needs are discussed, and prerequisite skills required for the unit are
considered;
(b) Goals for the unit of study, which is generally two three to five weeks in length, that vary in
kind and complexity, but that include concept attainment and application of knowledge and
skills;
(c) Instructional plans to accomplish the learning goals of the group(s) of students that include
differentiation of instruction for all students listed in (a);
(d) Data on learning gains resulting from instruction, analyzed for each student, and summarized
in relation to students' level of knowledge prior to instruction;
(e) Interpretation and explanation of the learning gains, or lack thereof; and
(f) A description of the uses to be made of the data on learning gains in planning subsequent
instruction and in reporting student progress to the students and their parents.
(g) Purposeful attention to literacy instruction based upon content requirements, appropriate authorization level and student needs in at least one subject.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120-342.430; 342.455-342.495; 342.553
Hist.:

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.:

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 practica 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 psychologist 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.:
FIELD EXPERIENCES AND CLINICAL PRACTICE

584-017-1038 - ADOPT
Field Experience and Clinical Practice

(1) The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate 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) 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, or 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.: 584-017-1040

584-017-1040
Waivers for Practicum or Clinical Requirements in the Event of School District Closures

(1) An institution may grant a waiver of the practicum, 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.
Field or Clinical Experiences Generally

The unit provides practica 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 practicum, field or clinical experience begins. (See also, 584-017-0128 on admission requirements)

(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.

Student Teaching Generally

(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.

Internship Agreements Generally
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, field experience or a supervised practicum.

(2) The candidate must have completed at least seventy-five percent of the program leading to the degree required for the 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.:

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, 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.:

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, 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.:
UNIT GOVERNANCE AND RESOURCES

584-017-1055
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) 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, 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.:
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.: 

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 learns 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/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.:

584-018-0110
Knowledge, Skills, Abilities and [Cultural Competencies] Professional Dispositions for Continuing Teaching Licensure

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

(1) The Learner and Learning:
(a) Learner Development: The teacher understands how children learns 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/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.: 38

7.4b
584-018-01015
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 practicum 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 practica, student teaching, 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.:

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 practicum may substitute for student teaching if this is an additional authorization on an Initial or Continuing Teaching License.

(5) Special Education candidates may complete practica, student teaching, 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.:

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 broad knowledge of the subject matter, curriculum and methods needed to enable students to meet state and district standards by passing the required Commission-approved multiple subjects examination.

(4) Candidates document in-depth knowledge of one subject matter or specialty endorsement appropriate to middle level teaching assignments by one or more of the following:
(a) Completing a college major in the subject matter or specialty endorsement;
(b) Passing the required Commission-approved test or tests, in the subject or specialty, including Basic Math;
(c) Passing the optional Commission-approved test in middle school Language Arts, Math, Social Studies or Science;
(d) Presenting evidence satisfactory to the Commission of specialized education.

(5) Candidates who have also passed the required Commission-approved multiple subjects examination may add subject-matter endorsements to the Initial Teaching License with middle-level authorizations by:
(a) Passing the high school level subject-mastery test, including Basic math. These endorsements authorize the candidate to teach the subjects through grade 12 so long as the candidate also holds the high school authorization; or
(b) Passing the middle school optional Commission-approved test in Language Arts, Social
Studies or Science. These endorsements are only valid to teach the subject up through grade 9 in
an elementary, middle or junior high school regardless if the candidate holds a high school
authorization.

(6) Candidates who have not passed the commission-approved multiple subjects examination,
but hold middle-level authorizations in art; English for Speakers of Other Languages (ESOL);
bilingual education/ESOL; music, physical education, adaptive physical education; reading or
special education may add an endorsement by:
(a) Passing the Commission-approved test or tests, including the middle school tests in Language
Arts, Social Studies or Science in the subject-matter endorsement; and
(b) Completing one of the following practical experiences in grades 5-9:
(A) A practicum of 2 semester hours or 3 quarter hours, which except as specified below may or
may not be part of a longer preparation that includes content or methods courses in the subject
area, in an institution approved to prepare teachers for that endorsement;
(B) Verification of one year of experience teaching the new subject-area at least one hour each
day or the equivalent on either an optional assignment of ten hours or less or on an approved
conditional assignment permit (CAP) as allowed by OAR 584-036-0081; or
(C) Five years of experience teaching the subject area in a public school or regionally accredited
private school within a U.S. jurisdiction on a license appropriate for the assignment before
holding any Oregon license.

(7) Candidates complete student teaching or internship with students in grades 5-9 in an
elementary, middle, or junior high school. A practicum may substitute for student teaching if this
is an additional authorization on an Initial or Continuing Teaching License.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495; 342.553
Hist.:

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 practicum may substitute for student teaching if this is an additional authorization on an Initial or Continuing Teaching License.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495; 342.553
Hist.:

584-018-0135
Endorsements Requiring Multiple Authorizations

(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 practica or student teaching experiences in early childhood and elementary, OR elementary and middle level, OR middle level and high school; and
(c) Documenting knowledge of the endorsement by passing the 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 practica experience at either early childhood or elementary and at either middle or high school levels shall qualify for authorization for pre-primary through grade twelve.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 – 342.430; 342.455-342.495; 342.553
Hist.:
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 practicum experiences, which must include preparation of one (1) work sample to document teaching effectiveness at the new authorization level:
   (A) A practicum of two (2) semester hours or three (3) quarter hours, which except as specified below may or may not be part of a longer preparation that includes content or methods courses in the subject area, in an institution approved to prepare teachers for that endorsement; or
   (B) Verification of one (1) year of experience teaching the new subject-area at least one (1) hour each day or the equivalent on either an optional assignment of ten (10) hours or less or on an approved conditional assignment permit (CAP) as allowed by OAR 584-036-0081.

(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 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 – 342.430; 342.455-342.495; 342.553
Hist.: 

SCHOOL COUNSELORS
[Referred to Hearing at November 2011 Hearing for Adoption February 2012]

[Placeholder for 584-018-0305 and 584-018-0310]

584-018-0315
Authorization Level 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 practica 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.:  

SCHOOL PSYCHOLOGISTS

584-018-0405
Knowledge, Skills, Abilities and [Cultural Competencies] 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.:

584-018-0410
Knowledge, Skills, Abilities and [Cultural Competencies] 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.:

584-018-0415
Authorization Level 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 practica 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.: 

SCHOOL SOCIAL WORKER

584-018-0505
Knowledge, Skills, Abilities and Cultural Competencies 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.:

584-018-0510
Knowledge, Skills, Abilities, and [Cultural Competence] Professional Dispositions for Continuing School Social Worker Licensure

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

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

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

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

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

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

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

(8) School social workers, as systems change agents, shall identify areas of need that are not being addressed by the local education agency and community and shall work to create services that address these needs.
(9) School social workers shall be trained in and use mediation and conflict resolution strategies to promote students' resolution of their nonproductive encounters in the school and community and to promote productive relationships.

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

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

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

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

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

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - 342.430, 342.455 - 342.495, 342.553
Hist.:

584-018-0515
Authorization Level 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 practica 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.: