OREGON
Teacher Standards and Practices Commission

Program Review and Standards Handbook

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Oregon Teacher Standards and Practices Commission (TSPC)

What is TSPC?

TSPC (the Commission) is responsible for the following areas:

- Licensure: The Commission establishes standards for licensure and issues licenses to teachers, administrators, school personnel service specialists and school nurses.
- Professional Practices: The Commission maintains and enforces professional standards of competent and ethical conduct.
- Educator Preparation Programs: TSPC also adopts standards for, and regularly approves, all colleges and universities in the state that have educator preparation programs.

Mission

To ensure Oregon schools have access to well trained, effective and accountable education professionals so all students have the opportunity to reach their full potential.

Vision

Enhance our ability to deliver our core services, while expanding our contributions to the development of a diverse educator community that meets the evolving needs of Oregon's schools, students and education professionals.

To achieve this, we will:

- Provide timely, effective and enhanced services for licensees, higher education, and the public.
- Advocate for our Mission and the importance of valuing educators in their role as providers of high quality education for Oregon students.
- Regularly review and refine professional standards and licensing criteria to promote educator diversity and optimize outcomes for Oregon's student population and educational environment.
- Support innovation in educator development that enable high levels of capability and support individuals' achievement of their professional goals.
- Ensure education professionals are continually informed and aware of the expectations, standards and accountability of ethical practices.
- Work collaboratively and offer leadership across our organization and with partners to build an outstanding and responsive educational system.

Values

The following principles guide and inform fulfillment of our Mission, Vision and daily responsibilities:

- **Equity, diversity and inclusion** for every group and individual
- **Academic excellence** at all levels
- **Respect** for all people
- **Equal access** to education and educational opportunities
- Professional **ethics and integrity**
- **Listening closely** to all voices to understand their needs
- Advocating for **education professionals and K-12 students**
- Promoting **safety and welfare** of the education community
- **Continual growth and development** of ourselves and those we serve
- A **comprehensive approach** to education that encompasses the social, emotional, academic, physical, and ethical needs of all students and their communities

Statement of assurance
It is the policy of the Teacher Standards and Practices Commission that no person be subjected to discrimination on the basis of race, national origin, religion, sex, age, disability, marital status, or sexual orientation in any program, service or activity for which the Commission is responsible. The Commission will comply with the requirements of state and federal law concerning non-discrimination and will strive by its actions to enhance the dignity and worth of all persons.

Authority
ORS 342.147 authorizes the Commission to establish the standards for educator licensure and recognition of Oregon public educator licensure programs. The Commission has adopted standards in Chapter 584 of the Oregon Administrative Rules. Through enforcement of these standards, TSPC assures the public and Oregon's PK-12 students that licenses are awarded to those who have met these standards.

TSPC rule-making process information

This handbook is designed to assist institutional faculty and on-site program review visiting team members to make the program and unit approval process a positive experience. It is also designed to provide TSPC processes and assist new EPP staff to become familiar with broad licensure and program concepts. This handbook supersedes the Site Visit Manual and the Professional Standards Manual adopted by the Commission in November 2011.

Purpose of this handbook

This document is provided to clarify Commission guidelines and processes that are not specifically outlined in rule. In order for EPP staff to have complete understanding of what is required, they need to be familiar with provisions in rule (particularly OAR Chapter 584, Divisions 400, 410, 420, 430 and 435) and the contents of the Handbook.

Additionally, this Handbook provides information and guidance on:

- Licensure processes needed by Education Preparation Providers (EPPs, also referred to as units);
- National program and unit accreditation and state (TSPC) approval of EPPs;
- Recognition of licensure, endorsement, and specialization programs (the Program Review Process);
- Site visit information and processes; and
- Annual reports.

Accreditation terminology

- Institutional accrediting agencies: This describes accreditation of the entire university. It was previously known as regional accreditation.
- National accreditors: AAQEP and CAEP are national accreditors of education preparation providers.
- Professional accreditation: This is another term used to describe professional accreditation, such as counseling or teacher education.

Public records requests

For public records requests, please complete the Public Records Data Request form and return it to the TSPC executive director. To locate the form from the TSPC homepage, open the [Licensing] tab drop-down menu (from the top horizontal navigation panel), select [Forms and Instructions], and scroll to the, [Public Records Request Form section].

Rules Advisory Committee

TSPC's Rules Advisory Committee (RAC) is an advisory group to the agency. The RAC reviews draft rules or rule concepts related to program approval, educator licensure, and educator professional practices. The committee has standing representatives and topical representation based on the issue being reviewed. The RAC reviews proposed rules prior to Commission review in order to ensure multiple perspectives are considered.

Information about RAC meetings can be found by going to the TSPC website, scroll to the [Rules & Statutes] section, then select [Rules Advisory Committee meetings]. The page provides past meeting dates and agendas. RAC questions can be directed to Tom Wrosch (tom.wrosch@tspc.oregon.gov).

TSPC notifications/subscriptions

- To sign up for or unsubscribe to TSPC news releases and announcements, go here.
- To sign up for or unsubscribe to receive rules notices, go here.
- To sign up to receive information periodically provided to EPP staff (newsletters, email from TSPC program staff, etc.), notify (Richelle.Krotts@tspc.Oregon.gov).

OACTE membership

The Oregon Association of Colleges for Teacher Educators (OACTE) maintains their own listserv. Contact OACTE: http://oacte.org for additional information.

OAICU membership

The Oregon Alliance of Independent Colleges and Universities (OAICU) maintains their own listserv. Contact OAICU: http://oaicu.org for additional information.

Information At A Glance

Topic	For more information
AAQEP (Oregon)	https://www.oregon.gov/tspc/EPP/Pages/OR-AAQEP.aspx
AAQEP (National)	https://aaqep.org/
Administrator License Redesign	https://www.oregon.gov/tspc/LIC/Pages/Administrator-License-Redesign.aspx
Advanced Professional Dev. (APD)	http://www.oregon.gov/tspc/LIC/Pages/Forms_and_Instructions.aspx
Approved Ed Prep Providers (EPPs)	https://www.oregon.gov/tspc/EPP/Pages/Oregon-Licensure-Programs.aspx
Background check information	http://www.oregon.gov/tspc/LIC/Pages/Fingerprinting.aspx
CAEP (Oregon)	https://www.oregon.gov/tspc/EPP/Pages/OR-CAEP.aspx
CAEP (National)	http://caepnet.org/
Civil Rights and Ethics Course	https://www.oregon.gov/tspc/epp/pages/civil-rights.aspx
Commission information	http://www.oregon.gov/tspc/Commission/Pages/default.aspx
Complaint forms	https://www.oregon.gov/tspc/PP/Pages/Complaint-Form.aspx
Contact Information	http://www.oregon.gov/tspc/about/Pages/contact_TSPC.aspx
Diversity License Expense Reimb's.	https://www.oregon.gov/tspc/FA/Pages/Reimbursements.aspx
edTPA – Oregon information	http://www.oregon.gov/tspc/EPP/Pages/edTPA_Home.aspx
eLicensing portal	https://apps.oregon.gov/TSPC/eLicense
eLicensing tutorial	https://www.oregon.gov/tspc/LIC/Pages/elicensing-Tutorial.aspx
EPP information	https://www.oregon.gov/tspc/EPP/Pages/Resources-for-EPPs.aspx
FAQs	https://www.oregon.gov/tspc/LIC/Pages/Licensing-FAQs.aspx
Fees	https://www.oregon.gov/tspc/LIC/Pages/Fees.aspx
Financial Assistance Programs: •OR Admin. Diversity Scholarships (OASP) •Diversity License Expense Reimb. (DLER) •Teacher Scholarships (EAC)	https://www.oregon.gov/tspc/FA/Pages/default.aspx https://www.oregon.gov/tspc/FA/Pages/Scholarships.aspx https://www.oregon.gov/tspc/FA/Pages/Reimbursements.aspx https://www.oregon.gov/eac/Pages/Teacher-Scholars-Program.aspx
Fingerprint information	https://www.oregon.gov/tspc/LIC/Pages/Fingerprinting.aspx
First license requirements	https://www.oregon.gov/tspc/LIC/Pages/First-Time-License.aspx
Forms and instructions	https://www.oregon.gov/tspc/LIC/Pages/Forms_and_Instructions.aspx
License Guide	https://www.oregon.gov/tspc/LIC/Pages/License_Guide.aspx
Name changes	https://www.oregon.gov/tspc/LIC/Pages/Name_Change.aspx
News releases	http://eepurl.com/gIcHjn
Online services for school districts	https://www.oregon.gov/tspc/LIC/Pages/Schools_Districts_ESDs.aspx
Oregon Administrative Rules	https://secure.sos.state.or.us/oard/displayChapterRules.action?selectedChap
Oregon Administrator Scholars Program	https://www.oregon.gov/tspc/FA/Pages/Scholarships.aspx
Oregon Approved Programs	https://www.oregon.gov/tspc/EPP/Pages/Oregon-Licensure-Programs.aspx

Topic	For more information
Oregon Revised Statutes (ORSs) for TSPC	https://www.oregonlegislature.gov/bills_laws/Pages/ORS.aspx | Volume 9: Education and culture – Chapters 326-360 | TSPC = Chapter 342
Out-of-state applicants	https://www.oregon.gov/tspc/LIC/Pages/Out-of-State.aspx
PEER form	https://www.oregon.gov/tspc/LIC/Pages/Forms_and_Instructions.aspx
Professional Development Units	https://www.oregon.gov/tspc/LIC/Pages/Renewal-Information.aspx
Professional Practices	https://www.oregon.gov/tspc/PP/Pages/Professional-Practices.aspx
Program Completion Report (PCR)	https://apps.oregon.gov/TSPC/eLicense
Public Educator Search	https://apps.oregon.gov/TSPC/eLicense/Search/PublicSearch
Public Records Request	https://www.oregon.gov/tspc/about/Pages/Public-Information-Request.aspx
Renewal requirements	https://www.oregon.gov/tspc/LIC/Pages/Renewal-Information.aspx
Reports and Publications	https://www.oregon.gov/tspc/about/Pages/Reports_and_Publications.aspx
Rules	https://secure.sos.state.or.us/oard/displayChapterRules.action?selectedChapter=180
Statutes	https://www.oregonlegislature.gov/bills_laws/Pages/ORS.aspx
Testing	https://www.oregon.gov/tspc/LIC/Pages/Testing.aspx
Teaching License Redesign	https://www.oregon.gov/tspc/LIC/Pages/Teaching-License-Redesign.aspx
Title II information (Oregon)	https://www.oregon.gov/tspc/EPP/Pages/Resources-for-EPPs.aspx
Title II information (national)	https://title2.ed.gov/Public/Login.aspx
Transcripts	tspc.transcripts@tspc.oregon.gov

Contacting TSPC Program Approval Unit staff

First point of contact for EPPs	*Policy matters:* Dr. Wayne Strickland *Process matters:* Richelle Krotts	Wayne.Strickland@tspc.Oregon.gov Richelle.Krotts@tspc.Oregon.gov
Administrator Pathways	Kirsten Plumeau	Kirsten.Plumeau@tspc.Oregon.gov
Diversity License Expense Reimbursements (DLER)	Dr. Shara MonDragon	Shara.MonDragon@tspc.Oregon.gov
Fingerprinting and background clearance questions	Joanne Kandle (Mon.-Wed.) Connie Bock (Thurs.-Fri.)	Finger.Printing@tspc.oregon.gov
Multiple Measures	Dr. Shara MonDragon	Shara.MonDragon@tspc.oregon.gov
Nontraditional framework	Dr. Susan Boe	Susan.Boe@tspc.oregon.gov

Oregon Administrator Scholars Program (OASP)	Kirsten Plumeau	OASPScholarship.tspc@tspc.oregon.gov
Program Completion Report (PCR) technical questions	Richelle Krotts	Richelle.Krotts@tspc.Oregon.gov
Social Emotional Learning Program and Policy Specialist	Kristin Rush	Kristin.Rush@tspc.Oregon.gov

Common Abbreviations

AAQEP	Association for Advancing Quality in Educator Preparation
CAEP	Council for the Accreditation of Educator Preparation
Commission	Teacher Standards and Practices Commission
EAC	Education Advancement Council
EPP	Educator Preparation Provider
ESOL	English for Speakers of Other Languages
HECC	Higher Education Coordinating Commission
MMs	Multiple Measures CK – Content Knowledge P – Performance
NTPs	Nontraditional Framework
OAR	Oregon Administrative Rule
OASP	Oregon Administrator Scholars Program
ODE	Oregon Department of Education
OLDC	Oregon Longitudinal Data Collaborative (SLDS office, part of HECC)
ORS	Oregon Revised Statutes
SEL	Social Emotional Learning
SLDS	State Longitudinal Data System [housed with OLDC, part of HECC])
SPA	Specialized Professional Association
SPED	Special Education
TIP	Trauma-Informed Practices
TSPC	Teacher Standards and Practices Commission

Guide to OAR Divisions

General:

- Division 1 (Procedural rules);
- Division 5 (Definitions).

Licensure rules:

Licensure rules address what an educator is qualified to teach and how a candidate can attain the licensure, endorsement, or specialization.

- Division 21 (School Nurse Certificates);
- Division 23 (Charter School Registration);
- Division 200 (Licensure: General Provisions);
- Division 210 (Teaching Licenses);
- Division 220 (Endorsements);
- Division 225 (Specializations);
- Division 230 (Career and Technical Education [CTE] Teaching Licenses);
- Division 235 (School Administrator Licenses);
- Division 245 (Personnel Services Licenses);
- Division 255 (Professional Development).

Program rules:

Program rules define the standards that must be met for an EPP to offer a program.

- Division 400 (State Approval Process for Education Preparation Providers);
- Division 410 (State Standards for Educator Preparation Providers);
- Division 420 (Program Standards for Licensure, Endorsement, and Specialization programs);
- Division 430 (State Standards for Administrator Preparation Programs);
- Division 435 (State Standards for Personnel Service Preparation Programs).

Professional Practices rules:

These rules provide rules for professional practices matters.

- Division 19 (Rules for investigations / hearings);
- Division 20 (Standards for competent and ethical performance of Oregon educators);
- Division 50 (Commission Sanction).

School Nurse rules:

- Division 21 (School Nurse Certificates);

* * * * * LICENSURE INFORMATION * * * * *

Licensure Processes

Most information about licensure processing can be found on TSPC's web pages. Key licensure pages include:

- Homepage: https://www.oregon.gov/tspc
- First License Requirements: This page provides a broad overview of requirements necessary for the first TSPC license.
- First License: Supporting Documents: This page identifies the specific documents that must be submitted for each license type.

Contacting TSPC Licensing staff

Candidate questions about anything application-related: • eLicensing • Application status • Documents received	TSPC's Public Service Representative Team	**General questions:** contact.tspc@tspc.oregon.gov **eLicensing (technical questions, entry errors, etc.):** online.tspc@tspc.oregon.gov **Administrator License questions:** AdminLicense.tspc@tspc.oregon.gov Or by phone, M-F, 8 am to 5 pm (503) 378-3586
Candidate questions about applications or licenses	**General questions:** contact.tspc@tspc.oregon.gov **eLicensing (technical questions, entry errors, etc.):** online.tspc@tspc.oregon.gov **Administrator License questions:** AdminLicense.tspc@tspc.oregon.gov Or by phone, M-F, 8 am to 5 pm: (503) 378-3586	
Candidate support letters (e.g. to show a candidate's progress towards completing an education preparation program)	email to: contact.tspc@tspc.oregon.gov	

Submitting information to TSPC

Candidates should only send supporting materials once. If they are mailed, they should not also be faxed and/or emailed. Be sure any correspondence includes the candidate's name and other identifier: Date of birth, last four of the Social Security Number or TSPC account number.

Candidate support letters, such as those needed to show a candidate's progress towards completing an educator preparation program, should be sent via email to contact.tspc@tspc.oregon.gov.

Course-to-Endorsement Catalogue

This catalogue provides guidelines for staffing. Information can be found online at: https://www.oregon.gov/tspc/LIC/Pages/License_Guide.aspx

Feedback is welcome and should be directed to Elizabeth Keller (elizabeth.keller@tspc.oregon.gov).

eLicensing *(http://apps.oregon.gov/tspc/elicense)*

Candidates use eLicensing to complete two transactions:

- Apply for a clinical practices clearance; and
- Submit applications for licensure upon program completion.

Clinical practices clearance instructions

- Candidates must select [Sign Up] to create a username and password.
- Unless they already hold a TSPC license, they would not successfully complete [Record Connect]. They would simply need to select [OK] to continue.
- For license type, they should select [Clinical Practices (Student Teaching)].

Note: *Hotmail.com periodically does not receive email notices from Oregon.gov, which is the eLicensing platform. For this reason, we ask that EPPs discourage candidates from providing a Hotmail.com email address for eLicensing.*

Program completers applying for licensure

- If a candidate has completed a clinical practice clearance, they will use the same username and password to access eLicensing.
- From eLicensing, they select [Submit New Application].
- Please instruct students to do two things to avoid being charged the incorrect fee:
    1. On the *License History Questionnaire* screen: Select the top checkbox;
    2. On the *Tell us about your license history* screen: Select [+ Add a License] to show a record for clinical practice clearance. The dates selected are not important, but the candidates must enter the record.

Note: These instructions are also included on the application itself. Failure to follow these instructions will result in an overpayment. Fees paid in eLicensing are not refundable.

Endorsements: *OAR 584, Division 220*

Endorsements indicate the content area(s) for which the teacher is authorized to teach. OAR 584, Division 220 provides information specific to the various endorsements offered in Oregon. This area of rule provides general information about endorsements (in -0010 and -0015). The remainder of the rule provides standards specific to the content areas.

Adding endorsements and specializations

Endorsements.pdf (oregon.gov)

Note: *This section is for candidates who wish to add endorsements and specializations to their licenses. For information on requesting the Commission to create a new specialization, see the New Specializations Criteria section, below.*

Please let candidates know endorsements and specializations will not automatically be added to their license. Candidates must also apply in eLicensing to add the endorsement or specialization. If this is done at renewal, there is no additional charge for the added endorsement or specialization.

Pre-service candidates: *OAR 584, Division 420*

- Pre-service teacher candidates must complete a Commission-recognized Preliminary Teaching License program in one or more endorsement area(s).
- Providers may only recommend candidates who have successfully completed their Commission-recognized programs.
- The rules for adding endorsements to existing licenses, provided below, are not applicable for pre-service candidates and may not be used with pre-service candidates.

Licensed Oregon educators: *OAR 584, Division 220*

The rules for a licensed educator to add an endorsement to an existing license are as follows:

- Determine if a program is required:
    - A program is required for:
        - Art;*
        - Drama;
        - Elementary – Multiple Subjects;
        - English for Speakers of Other Languages (ESOL);
        - Library Media;
        - Music;*
        - Physical Education (PE);*
        - Reading Intervention;
        - Special Education (all areas); and
        - World Languages: Russian and Japanese.

      *** Note:** Due to the difficulty that licensed candidates have experienced in finding advanced programs in Art, Music, and PE, licensed candidates may complete initial Art, Music, and PE programs. The EPP may waive any initial course requirements that are not needed for the licensed candidates.
    - Educators who wish to add an endorsement for any of the above areas must:
        - Contact an EPP with a Commission-approved endorsement program in the area they wish to add.
        - Providers may only recommend candidates who have successfully completed their Commission-recognized programs.
- If a program is not required, next steps depend on the type of license held by the educator.
    - Preliminary Teaching License holders (not pre-service candidates): The licensed educator must:
        - Complete and pass a content test. However, some endorsements permit completion of alternative coursework in lieu of the content test. See OAR 584, Division 220 for specific endorsement rules.

          AND

        - Provide proof of pedagogy skills. This can be done by completing one of the following:
            - A pedagogy course (verified through official transcripts);
                OR
            - A supervised practicum (verified by a school district on a PEER form);
                OR
            - A program (verified through a Program Completion Report (PCR).
    - Professional, Legacy, or Teacher Leader license holders (not pre-service candidates or Preliminary Teaching License holders): The licensed educator with one of these credentials must pass a content test. **Note:** Some endorsements permit completion of alternative coursework in lieu of the content test. See OAR 584, Division 220 for specific endorsement rules.

Fingerprint information

Comprehensive fingerprinting and background check information is available online at: https://www.oregon.gov/tspc/LIC/Pages/Fingerprinting.aspx.

International issues

If you recommend candidates who earned their bachelor's degree outside of the US AND the candidate will not be awarded a master's degree when they complete their program, the candidate must submit an official foreign transcript evaluation with their application for the Preliminary License. Commission rule requires that TSPC has evidence of at least a bachelor's degree earned on file.

The foreign transcript evaluation must:

- Be a course-by-course analysis; and
- Verify that the degree was earned at an institution equivalent to an institutionally accredited US institution approved by CHEA or the US Department of Education.

TSPC accepts foreign transcript evaluations from most agencies who are members on the National Association of Credential Evaluation Services (NACES) list: http://www.naces.org/members.html.

If a provider wishes to use an evaluation company that is not on the NACES list, a request must be made to the Director of Licensure for approval at the time of license application.

For information related to international field experiences, see the Clinical Practices section of this handbook.

Program Completion Reports *(584-400-0160)*

EPP staff who will submit PCRs (aka recommend candidates) must set up an account in order to make electronic submissions. Contact (Richelle.Krotts@tspc.Oregon.gov) for additional information.

EPPs may only submit PCRs for completers* of Commission-approved programs.

> * For the definition of *Completer,* see [Program Completer Definition], provided in the Title II section of this Handbook.

EPPs must submit PCRs for all:

- Pre-service completers of preliminary teaching, principal, school counselor, school psychologist, and school social worker programs;
- Pre-service and in-service candidate completes of program-required area programs (OAR 584-400-0020 [12] [a]); and
- In-service candidate completers of non-program-required area programs (OAR 584-400-0020 [12] [b]) who were enrolled in and completed full programs at the EPP.

EPPs may, but are not required to, submit PCRs for the following program completers unless they are applying for the license, endorsement, or specialization:

- In-service completers of Teacher Leader programs;
- In-service endorsement programs completed without a full program; and
- In-service specialization programs completed without a full program.

EPPs cannot recommend candidates to any other state unless they have been recommended to TSPC (through a PCR).

Recency *(584-400-0160 [5])*

*Completers:**

Effective May 1, 2018, EPP recommendations for licensure, endorsements, or specializations are valid for three years from submission of the PCR. Candidates who apply for licensure, endorsement(s), and/or specialization(s) more than three years after the Program Completion Report submission date must request a new Program Completion Report from their EPP. If the EPP did not submit a PCR for the candidate, TSPC does not consider the candidate to be a completer and the recency limitations do not apply. Therefore, it is within the discretion of the EPP to recommend the candidate.

In accordance with OAR 584-400-0160, the EPP must submit PCRs for all completers* identified in this section by September 30 for the previous academic year.

*Non-completers:**

For non-completer testing information, see the [Test Recency for Non-Completers] subsection in the [Test Information] section of this Handbook.

* For the definition of *Completer,* see [Program Completer Definition], provided in the Title II section of this Handbook.

Program confirmations

EPP staff occasionally need to submit letters to confirm a candidate is in a program (for Licenses for Conditional Assignment, for example). These letters should be written to TSPC and include the candidate's name and TSPC ID number or the last four of their Social Security Number. The letter should be emailed to: contact.tspc@tspc.oregon.gov.

Public Educator Search

The Public Educator Search allows a search of public educators with active and valid licenses by account number, first name, or last name: https://apps.oregon.gov/TSPC/eLicense/Search/PublicSearch

Restricted Teaching Licenses *(584-210-0100)*

This type of license requires district sponsorship. Information required from the district is provided in rule.

Q.: *I need to submit a letter on the progress a candidate has made towards qualifying for a Preliminary Teaching License. How do I get the letter to TSPC?*
A.: The letter should be sent via email to contact.tspc@tspc.oregon.gov.

Q. *Can the holder of a Restricted Teaching License teach in more than one district on the license?*
A. Yes, but the additional district(s) must submit a letter to indicate sponsorship. This includes licenses that may be used to substitute teach.

Q. *Are Restricted Licenses renewable?*
A. No. In eLicensing, applicants must select [Submit New Application] to request that this type of license be reissued. Restricted Teaching Licenses are not eligible for renewal but they can be reissued at the request of the sponsoring district, as long as the applicant meets the criteria to reissue the license.

Specializations: *OAR 584, Division 225*

These are optional indications of specialized expertise or preparation in areas the Commission recognize as "added value" on a license. A specialization indicates the educator has demonstrated exceptional knowledge, skills, and related abilities in that area. A specialization must meet standards set by the Commission. Specializations are not required to teach or work in the specialized area.

Most specializations require candidate completion of a program. The exception is the Bilingual Specialization, which requires a test. See the testing section of this handbook for additional information.

New Specializations Criteria
As approved by the Commission at their June 2021 meeting, EPPs must complete the experimental program process in OAR 584-400-0170 prior to requesting a new specialization type.

In order to have a new specialization considered by the Commission, the requesting EPP must demonstrate that the requested specialization meets the following criteria:

- Promotes K-12 student learning.
- Partners with a school district to develop the proposed specialization.
- Aligns with the goals of the Commission, Governor, and Legislature.
- Aligns with equity goals and standards.
- Has sufficient demand in the field. *(The proponents of the proposed specialization can demonstrate at least four to five school districts want to hire educators with, or encourage current educators to obtain, the specialization.)*
- Is valuable to educators as a career development pathway.
- Strengthens partnerships between the EPP and school districts and/or other partners.
- Is value-added to a license, beyond the endorsement for a related area (i.e., the proposed content for the specialization is not able to be embedded into an existing endorsement program).

Specialization testing information

Testing information for specializations can be found in the *Testing* section of this handbook.

Student teachers as substitutes *(OAR 584-400-0140)*

The program rules for student teaching placements are provided in OAR 584-400-0140 (6)(f)-(g). The Substitute Teacher License is in rule at OAR 584-210-0140. Restricted Substitute Teaching License is in rule at OAR 584-210-0150. EPP staff are encouraged to review the rules and discuss the limitations around student teachers as substitutes with partner school districts.

The rule requires that the candidate must hold a Restricted Teaching License, Emergency Teaching License, Emergency Substitute License, or a Substitute License to substitute teach during their student teaching. TSPC considers a Restricted Substitute License as a type of license allowed for this requirement.

School districts must notify the EPP if they assign a candidate as a substitute teacher during the student teaching placement. If the EPP is not informed of the candidate substitute teaching, the time does not count toward the candidate' student teaching requirement.

* * * * * PROGRAM INFORMATION * * * * *

TSPC Program Approval Unit

Program Approval Unit staff

Dr. Anthony Rosilez, Executive Director, anthony.rosilez@tspc.oregon.gov;
Dr. Wayne Strickland, Director of Educator Preparation, wayne.strickland@tspc.oregon.gov;
Richelle Krotts, Educator Preparation Liaison, richelle.krotts@tspc.oregon.gov;
Kirsten Plumeau, Administrator Pathway, Policy, and Academic Program Specialist, kirsten.plumeau@tspc.oregon.gov;
Dr. Shara MonDragon, Licensure Barrier Reduction Specialist, shara.mondragon@tspc.oregon.gov;
Kristin Rush, Social Emotional Learning Policy and Program Specialist, kristin.rush@tspc.oregon.gov;
Dr. Susan Boe, Licensure Pathways Policy and Academic Program Specialist, susan.boe@tspc.oregon.gov.

Starting a New Unit in Oregon

See also: OAR 584, Division 10

General information

Licensure programs include teaching, administrator, school counselor, school psychologist, and school social work.

First-time unit approval requirements

Pre-condition steps

A college or university seeking first-time unit approval in Oregon must complete the pre-condition steps:

- Obtain institutional accreditation by an agency approved by CHEA or the US Department of Education;
- Obtain approval by the Oregon Office of Degree Authorization or its equivalent authorizing body;*
- If the college or university is an Oregon public institution, approval must be obtained from the Oregon Higher Education Coordinating Commission (HECC) or its equivalent authorizing body;

- Further, if the institution is an out-of-state distance education institution with students placed in Oregon, approval must also be obtained from HECC;*
- Provide 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;
- Provide 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;
- Provide 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;
- Provide the unit's conceptual framework that establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, leadership, service, and unit accountability. Additional information is provided in the Conceptual Framework subsection in this section;
- Provide 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
- Provide evidence that 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.

EPPs seeking first-time approval to offer any educator preparation licensure program must demonstrate that the unit proposing the program has satisfied the pre-conditions set forth above. Once these steps have been completed, the provider must request to appear before the Commission for approval of pre-conditions. To request appearance before the Commission for this step, contact the TSPC Educator Preparation Liaison (Richelle.Krotts@tspc.Oregon.gov).

***Out-of-state distance education institutions with candidate placements in Oregon**

- *Oregon Higher Education Coordinating Commission (HECC) statutes and rules:*
  HECC is the state regulatory agency for postsecondary institutions in Oregon. Per ORS 348.606, all actions involving Oregon students must be authorized by HECC. Applicable statutes and rules for degree-granting institutions are:
  - ORS 348.606 – Prohibition on conferring or offering of degrees before approval obtained:

    > (1) A school may not confer or offer to confer any academic degree upon a person, or provide services purporting to lead to a degree in whole or in part, without first obtaining approval from the Higher Education Coordinating Commission. The commission shall adopt by rule standards and procedures for the approval of schools.
    >
    > (2) A school based outside of Oregon may not offer any educational credit or degree within Oregon, including through the Internet, mail or telephone, without first obtaining approval from the commission. This subsection does not apply to schools operating as part of an interstate agreement entered into under ORS 350.075 (3).

  - OAR 583-030-0035 – Standards for Schools Offering Degree Programs In or From Oregon; and

- OAR 583-050-0014 (3).

HECC statutes and rules website: https://www.oregon.gov/highered/about/Pages/rules-statutes.aspx

- *NC-SARA*
  - Out-of-state Educator Preparation Providers must be approved by their home state to participate in NC-SARA. HECC is the state portal entity for SARA approvals in Oregon. Under the terms of the interstate reciprocity of authorization agreement for distance education/online instruction only (i.e., institutions with no on-campus instruction), institutions are allowed up to 10 program placements in Oregon without direct authorization from the Office of Degree Authorization (ODA). ODA is part of the HECC office of private postsecondary education. More than 10 program placements require direct authorization from HECC. Program placements include clinicals, internships, practicums, externships, or supervised field experiences.
  - Further, according to HECC, if the profession is regulated in the State of Oregon (i.e., requiring licensure), any placement activity must meet the guidelines of the appropriate state licensing agency. The institution must first clear any licensing agency requirements and check with them directly to ensure that their program, the practicum placement (location and student) and related supervision requirements meet the TSPC standards and guidelines of the profession, and complete any necessary paperwork between the university and the placement facility. No further approval action involving the HECC/ODA is required unless the institution establishes a physical presence (ORS 583-030-0005) in Oregon or exceeds the number of allowable placements (10 students per site).
  - The correct process depends on where the students are doing the learning from and the delivery method of instruction. Are the students gathering at a location in Oregon for face-to-face instruction beyond a supervised field experience, or attending online from their location in Oregon or in another state? Are the students seeking a placement in Oregon? If more than 10 students are seeking a placement in Oregon, then the institution must complete an application for Practicum Placement Only. In order to promote fair business practices, HECC asks institutions to limit students to less than 10 students per placement site. Forms and information may be found on the HECC website.
- If approved, the authorization would allow for the placement of multiple students at sites in Oregon. Additional information is available on the NC-SARA website.

Program review and unit approval steps

Once the pre-conditions have been approved by the Commission, the provider may apply to become an approved educator preparation provider (EPP) in Oregon. To do so, the EPP must:

- Formally request state approval of the Unit. The Executive Director or designee reviews the petition and makes a recommendation to the Commission. The Commission provides a finding on state approval of the Unit.
- Obtain state recognition of all licensure, endorsement, and/or specialization programs they wish to offer.

To formally request state approval of the unit or obtain program recognition, contact the TSPC Educator Preparation Liaison (Richelle.Krotts@tspc.Oregon.gov).

Conceptual Framework

Note to current EPPs: This section is for new units, for whom a Conceptual Framework is still required.

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 a 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.

Faculty members are expected to collaborate with members of their professional community in developing a conceptual framework that establishes the vision for the unit and its programs. The conceptual framework provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation. The framework makes the unit's professional commitments and professional dispositions explicit. It reflects the unit's commitment to diversity and cultural competency, and the preparation of educators who help all students learn. It reflects the unit's commitment to the integration of technology to enhance candidate and student learning. The conceptual framework also aligns the professional and state standards with candidate proficiencies expected by the unit and programs for the preparation of educators.

The conceptual framework includes the following aligned structural elements:

- Vision and mission of the institution and unit;
- Philosophy, purposes, goals and institutional standards of the unit;
- Knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit;
- Candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with cultural competency and technology, that are aligned with the expectations in professional, state, and institutional standards; and
- A summarized description of the unit's assessment system.

Focused Site Visit

After a new EPP is approved, a focused site visit is conducted two years later.

Program Review and Unit Approval Processes: Overview

Program Review and Unit Approval: At A Glance

Approximate Dates	Actions
Program Review and Recognition Process	
SPA option: TSPC requires SPA reports to be submitted with other submitted program reports. **Specialty accreditor option:** TSPC requires these be submitted with other submitted program reports.	Program review reports (including SPA reports and State-Specific Unit-Level Standards Reports) are required, as provided in the Program Review flowchart, which is included in this handbook. The institution submits electronic program reports. See the *Program Review Processes* section of this

Approximate Dates	Actions
State review option: Approximately 2 years before the site visit	publication for additional information.
Approximately 5 months later *Note:* The remainder of these steps are for the state review option. Additional information for the other options is provided in the *Program Review Process* section of this publication.	TSPC provides the EPP with Program Review Reports, which include a Program Review Team Summary of AFIs and Program Recommendations and a Program Review Report for each report submitted by the EPP for state review. Note: Information from the Program Review Reports provide information for the subsequent site visit.
Approximately 1 month prior to the scheduled Commission meeting	The institution has an opportunity to submit an optional Institutional Rejoinder. Information from the rejoinder provides additional information for the Executive Director's recommendations and for the subsequent site visit. The purpose of the rejoinder is to clarify or dispute findings. New evidence of meeting standards may not be included in the report.
At the next scheduled Commission meeting	A Commission docket item and Executive Director's Program Review Recommendations report are submitted to the Commission for consideration. The EPP's program review reports, Program Report Addendum (if provided), and (optional) Institutional Rejoinder are provided to Commissioners on the secure server for review and decision.
Site Visit (Unit Approval) Process	
18 months prior to the visit	The EPP petitions the Commission for continuing state approval of the Unit and to identify specific dates for the site visit. EPPs coordinate with their national accreditor representative and TSPC to identify site visit dates. **CAEP reviews**: EPP requests the Self-Study Report (SSR) template from CAEP.
AAQEP: At least 6 months before the site visit **CAEP**: 9-12 months before the scheduled visit	**AAQEP:** The EPP submits a Quality Assurance Report. **CAEP:** The EPP submits a Self-Study Report in AIMS. Unit review reports are required as provided in the Unit Review flowchart, which is included in this handbook.

Approximate Dates	Actions
AAQEP: 2-3 months before the site visit **AAQEP**: 2 months before the visit **CAEP**: 5 months before the site review	**AAQEP**: Virtual off-site review team meeting. Off-Site Report sent to EPP. **AAQEP**: Virtual off-site review meeting to meet, review clarifying questions, and discuss the visit schedule. **CAEP**: The on-site review evaluation team provides a Formative Feedback Report, which provides written feedback on the content and format of their SSR, feedback on the evidence in the report, and/or requests for clarification of evidence.
Site visit or Quality Assurance Review	The site visit team conducts the site visit.
AAQEP: No later than four weeks **CAEP**: No later than 30 calendar days following the site review	**AAQEP**: Provides a draft of the Quality Review Team Report. **CAEP**: Comprehensive findings are submitted in AIMS as a written Site Review Report.
AAQEP: Within two weeks of receiving the draft report **CAEP**: Within 30 days of receipt of the report	**AAQEP**: The EPP returns the draft report with any factual corrections noted. **CAEP**: The EPP submits an optional Institutional Rejoinder to the findings in the Site Review Report. If the EPP does not rejoin any of the findings, a letter must be submitted to acknowledge receipt of the report.
AAQEP: Two to four months after the site visit **CAEP**: The following April or October	**AAQEP**: The AAQEP Accreditation Commission makes an accreditation decision. **CAEP**: The CAEP Accreditation Council makes an accreditation decision.
Next scheduled Commission meeting	The Commission considers recommendations regarding unit approval based on the Executive Director's Unit Review Recommendations, which encompasses the CAEP recommendation, the Site Review Report, and the optional EPP Institutional Rejoinder.

Transitioning to national accreditation *(OAR 584-400-0015)*

Until 2015, national accreditation was optional. Due to the passage of the 2015 Legislature's SB 78 and the 2018 Legislature's SB 1520, all units must be nationally accredited by July 1, 2025. EPPs must receive both state approval and national accreditation by this date.

Program Review and Recognition Process

See also: OAR 584, Divisions 400, 410, 420, 430, and 435

General Information for all Program Review Options

Purpose of Program Review

Program review is how EPPs demonstrate program efficacy. Program review is an essential component of the overall accreditation process that provides evidence that candidates have a strong foundation of content and pedagogical knowledge. All EPPs seeking state approval and national accreditation must complete the program review process. Units that do not have state recognition of a program cannot recommend candidates for licenses, endorsements, or specializations in those areas.

Note: Once approved, specializations do not go through the program review process. They are reported on in the annual report. *See the Annual Report section of this publication for additional information.*

The program review process occurs prior to a self-study and site visit. EPPs may use the results of program review as evidence toward meeting applicable national standards.

The program review process determines whether an endorsement or licensure program can demonstrate candidates' mastery of the state program standards.

The program review process is also used to determine whether candidate performance on the assessments is appropriate to demonstrate mastery of the program's subject matter.

In addition, program review documentation is used in the unit approval process. The program review process provides site visit team members with information they need to determine whether candidates completing recognized programs demonstrate required competencies.

Finally, program review is used to ensure program designs meet TSPC program standards.

Note: The complete review cycle involves two separate processes: State recognition of licensure and endorsement programs (program review) and unit approval (site visits / unit review).

Timelines

The first step in the overall review process is program review. Timelines are determined based on the unit's site visit date and the type of program review selected by the EPP (see Program Review Options, below).

The Commission determines the amount of time allowed for the program review process. General timelines are:

- **New program or unit:** When a new program is recognized or a unit is approved, a focused program review or site review is conducted two years after implementation.
- **Established EPPs:** Site visits generally occur every seven years.

What is included in program review?

EPPs are required to include the following for the program review process:

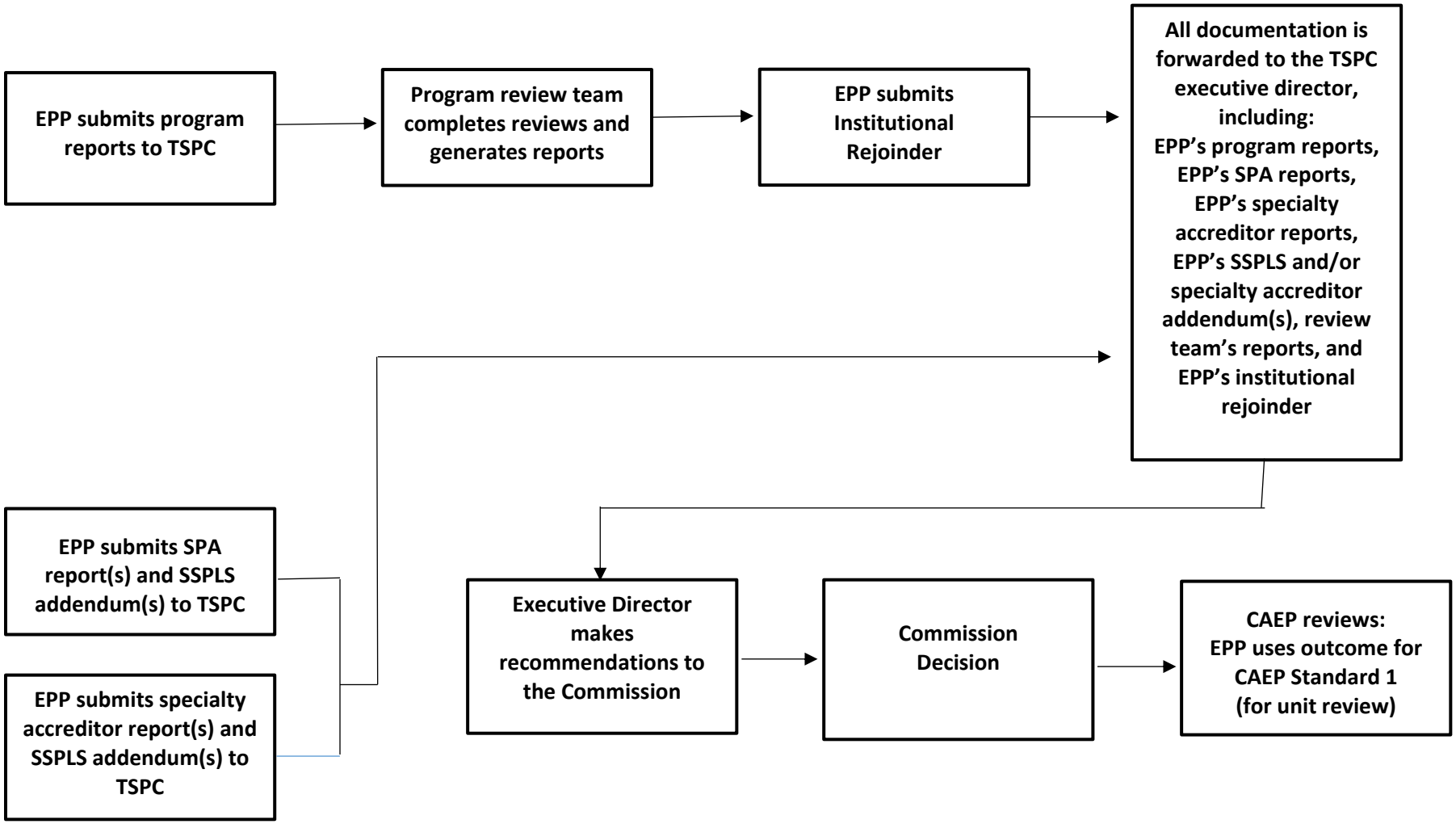
- All on-campus, educator licensure and endorsement programs;
- All off-campus educator licensure and endorsement programs;
- All online educator licensure and endorsement programs; and
- Any combination of on-campus, off-campus, or online educator licensure and endorsement programs.

Note: Specializations are not included in program review. They are part of the annual report process.

Program review reports are required, as provided in this Program Review Flowchart:

TSPC Endorsements Flowchart: Program Review

(SSPLS = State-Specific Program-Level Standards)



Program Review Options

EPPs select a program review method(s) to demonstrate their programs meet content standards.

Program review options are:

- SPA Program Review;
- Specialty accreditor review; and/or
- State Review.

Information about each option is provided below.

It is up to the EPP to decide which option(s) to pursue for each of their programs. For instance, an EPP with 10 programs may choose the SPA review option for one program, a specialty accreditor review for one program, and state review for the remaining programs. If a unit submits a SPA and/or specialty accreditor program review in any area, state program review is waived for that area, except for the state-specific program-level standards reporting requirements identified in this Handbook (State-Specific Standards section). SPA and/or specialty accreditor program review results must be submitted as part of the accreditation process.

CAEP reviews: Once the decision is made:

- The EPP must list the review option selected for each program in AIMS. Additional information about AIMS is provided in the CAEP section of this publication.
- EPPs may use the evidence provided through program review to meet some elements of national accreditation (e.g. CAEP Standard 1).
- Based on the review option(s) selected in AIMS, on-site reviewers look for the evidence in the form of either:
    - SPA reports;
    - Specialty accreditor reports; or
    - State program reports.

SPA option

SPA submissions:

- **CAEP**: Comprehensive information is available from CAEP for use of this option. See: Guidelines on Program Review with National Recognition Using Specialized Professional Association (SPA) Standards (January 2017).
- EPPs submit SPA reports along with their other program reports due as part of the state recognition process.
- SPA reports are included with other program reports when they go to the Commission for state recognition.
- SPA reports are required as provided in the Program Review flowchart, which is included in this handbook.

Specialty accreditor submissions:

- Specialty accreditors approved by the Commission include those approved by CHEA or the US Department of Education.
- EPPs will be approved to follow specialty accreditor processes for SPAs that are applying to become specialty accreditors if:
    - The SPA requires site visits as part of their accreditation process; and
    - They are approved by the Program Approval Committee.
    - NASP (National Association of School Psychologists) was approved in this manner by the

PAC at their October meeting, as reported to the Commission in the PAC chair report at the November 2019 meeting.

- State-specific program-review items:
  - EPPs that complete specialty accreditor reviews must submit a report that demonstrates how the program meets Oregon's state-specific program items.
  - For more information, see the state-specific standards section of this handbook.
- EPPs submit specialty accreditor reports along with their other program reports due as part of the state recognition process.
- Specialty accreditor reports are included with other program reports when they go to the Commission for state recognition.
- Specialty accreditor reports are required as provided in the Program Review flowchart, which is included in this handbook.

State Program Review: General Information

When the state program review process is selected, the process is handled entirely by TSPC using Commission timelines, standards, requirements, and protocols. The EPP must coordinate with national accreditors to provide them with any program review documentation they require.

Program report submissions

EPPs that select the state program review option must use the TSPC Program Report template.

Program reports will be assessed by a program review team based on the Program Review Rubric in this handbook. See the next section for additional information about the rubric.

EPPs must submit SPA reports and/or specialty accreditor reports at the same time they submit program reports for state review. Program reports (including SPA reports and specialty accreditor reports) are required as provided in the Program Review flowchart, which is included in this handbook.

State Program Review Process

Program review team process

This section provides a step-by-step overview of the program review team process.

- A program review team is convened for the EPP's program review.
- Individuals who have received site visitor training are selected to serve as program review team members. Other individuals may also be asked to serve in this capacity, if needed; however, the intention is to utilize the same team members for program review and site visits, where possible.
- A program review team chair is identified for each program review team.
- TSPC staff provide program review team members with program review training, in order to assure consistency of practices.
- The EPP electronically submits program reports to the TSPC Educator Preparation Liaison via Dropbox, SharePoint Online, by website links, etc. All program report documentation, including hyperlinked documents, must be provided to TSPC on a thumb drive when the program reports are submitted.
- The TSPC lead staff member provides the EPP's submitted program reports to team members, along with the Program Review Rubric (included in this Handbook, below), and a Program Report State Team Template (Template).

- In most cases, all team members review all program reports; however, team members are only required to complete the Template for assigned reports, as determined by the team chair. A minimum of two team members (primary and secondary) are assigned to complete the Template for each report. The primary reviewer provides a draft analysis for each section of the report. Completed templates are returned to the TSPC staff lead, who compiles the primary and secondary reviews and identifies areas for discussion. The focus of the team discussions are on areas where items rated by reviewers were marked as partially met or not met and where the primary and secondary reviewers had differing opinions.
- Program review team members and the TSPC staff lead meet virtually to talk through areas for discussion and develop recommendations for the Commission.
- Review team members, through the team chair, may optionally communicate with the EPP if they wish to do so in order to resolve matters they believe would be easily addressed by the EPP.
- If the review team requests additional information from the EPP, the EPP must submit supplemental information in writing and it will be considered the Program Report Addendum.
- The following recommendations will be used for recognition of the EPPs' individual licensure or endorsement programs:
    - **State recognition:** The preponderance of the evidence indicates the licensure or endorsement program fully meets the program review standards.
    - **Recognition with conditions:** The preponderance of the evidence indicates the licensure or endorsement program has met the program review standards but conditions on the recognition are required, such as the unit must provide additional information about the program in its annual report.
    - **Non-approval:** The preponderance of the evidence indicates the licensure or endorsement program has not met the program review standards and should not receive state recognition.

  "The preponderance of the evidence" is determined by the program review team chair, in consultation with the TSPC staff lead, after an evaluation of the "met," "partially met," and "unmet" designations for each rubric item, as noted below.
- The team chair and TSPC staff lead work together to generate the program review reports, which include a summary report of AFIs and review team recommendations, as well as one report for each EPP program. Team members have an opportunity to provide feedback on the draft program reports.
- After review of the feedback from team members and the EPP (for factual feedback only), the team chair, with the assistance of the TSPC staff lead, finalizes the program reports.
- The program review team's final reports are sent to the EPP.
- The EPP is provided an opportunity to submit a Program Report Institutional Rejoinder.
- The TSPC Executive Director accepts or rejects any part or the entirety of the program review team's final reports and develops Executive Director Recommendations, which include a Commission docket item and an Executive Director's Program Review Recommendations. At the next Commission meeting, these items are submitted for Commission review with the EPP's program reports, the EPP's Program Report Addendum (if any), the program review team's final reports, and the EPP's (optional) Institutional Rejoinder for consideration of State Recognition of Programs.
    - Public documents include the docket item and the Executive Director's Recommendations.
    - The remaining items are placed on the Commission's secure server.

  NOTE: The program review process will be redesigned to incorporate process improvements and rule changes. Once the process changes are approved by the Commission, the Program Review Rubric (below) will be updated to reflect the approved changes.

Program Review Rubric

Program review teams use the rubric below to determine if an EPP's licensure or endorsement program has met the Commission's standards for state recognition. Where rules have been newly revised, describe how the previous requirements were met and the plan for meeting the new requirements.

Program description:

The purpose of this section is for the EPP to provide basic information about the program (e.g. Elementary – Multiple Subjects, ESOL, or Counseling program). *This section is not intended to solicit basic information about the educator preparation provider. Note: The EPP might consider how they would describe the program to perspective students in the catalogue.*

The EPP must provide basic program information, including:

- The licensure and/or endorsement program information is indicated, using TSPC's license and endorsement names cross-referenced, if needed, to the EPP's program names, as provided in the "What to report" subsection of this handbook.
    - Met: The licensure and/or endorsement program information is provided.
    - Partially Met: The license and/or endorsement program information was provided; however, some incompletions and/or weaknesses were found.
    - Not met: The licensure and/or endorsement program information is not provided.
- FOR NON-PROGRAM-REQUIRED AREA (AKA SECONDARY PROGRAMS) REPORTS ONLY: The EPP provided all of the non-program-required endorsement areas that are offered. Note: If the report is for the EPP's non-program-required areas, the endorsement areas offered within the secondary program must be listed separately in the report. It must be clear how the various program offerings are similar and how they differ from one another.
    - Met: All non-program-required areas are indicated.
    - Partially Met: Non-program-required areas are noted; however, some incompletions and/or weaknesses were found.
    - Not met: All initial endorsement areas are not indicated.
    - N/A: Not applicable.
- IF THE REPORT INCLUDES MULTIPLE PROGRAM LEVELS (GRADUATE, UNDERGRADUATE, AND/OR POST-GRADUATE), AND/OR PRE-SERVICE AND IN-SERVICE OFFERINGS: The description clearly identifies how the offerings vary between one another. Example: How does the undergraduate program differ from the graduate program? How does the pre-service program differ from the in-service program?
    - Met: The report clearly identifies how offerings vary between one another.
    - Partially met: The report provides some information about how offerings vary between one another; however, some incompletions and/or weaknesses were found.
    - Not met: The report does not identify how offerings vary between the non-program-required areas, program levels, and/or initial and advanced offerings.
    - N/A: Not applicable.
- A general description of the program is provided (e.g. history of the program, special recognitions, etc.).
    - Met: A general description of the program is provided.
    - Partially Met: A general description of the program is provided; however, some incompletions and/or weaknesses were found.
    - Not met: A general description of the program is not provided.
- The name of the school or college where the program is housed is indicated. (Example: College of Education, School of Music, School of Social Work)
- The degree awarded is indicated, if applicable.

    - Met: The degree awarded is provided.
    - Not met: The degree awarded is not provided.
    - N/A: Not applicable.
- A summary is provided of any major or minor modifications made since the previous state recognition of the program or the provider indicated there were no major or minor modifications.
    - Met: A description is provided of all relevant major or minor modifications made since the previous state recognition of the program.
    - Partially met: Some of the description information is provided; however, some information is missing.
    - Not met: Modification information is not provided.

Program delivery and variants:

- The standard delivery of the program is identified, as well as variations to the delivery. Examples of variations include: Alternate locations, weekday/weekend offerings, online offerings, or hybrid programs, etc.
    - Met: All program standard delivery and variations information is provided.
    - Partially met: Some of the program standard delivery and variations information is provided; however, some information is missing.
    - Not met: The program standard delivery and variations information is not provided.
    - N/A: There are no program delivery variants.
- If more than one delivery option is offered, the differences between the delivery options are described. It is indicated if this section is not applicable.
    - Met: A description is provided for differences between delivery options.
    - Partially met: Some description is provided for differences between delivery options; however, some incompletions and/or weaknesses were found.
    - Not met: A description of program delivery option differences is not provided.
    - N/A: Not applicable.
- If more than one delivery option is offered, the license and/or endorsement name of the variant is provided. If the license and/or endorsement name of the variant is the same as the standard delivery method, it is indicated that the names are the same.
    - Met: The license and/or endorsement name is provided for each variant.
    - Partially met: The license and/or endorsement name is provided for each variant; however, some incompletions and/or weaknesses were found.
    - Not met: It is not indicated whether the license and/or endorsement name is different for each variant.
    - N/A: Not applicable.

Number and type of credit hours required to complete the program:

- The number of credit hours required to complete the program is identified, as well as whether they are semester or quarter hours.
    - Met: The number and type of credit hours information is provided.
    - Partially met: Either the number or type of credit hours information is provided but some information is missing.
    - Not met: The number and type of credit hours information is not provided.

Select the applicable section below and provide information for those rubric items.

Syllabi:

- For this section, the EPP is required to provide a hyperlink(s) to program course syllabi. This information is used to provide program review team members with course descriptions as noted in the Program Alignment tables, as required in the next section.
    - Met: All relevant syllabi that matches the course descriptions noted in the Program Alignment tables are provided and the information provided understandable to program review team members.
    - Partially met: Syllabi are provided; however, the information provided is incomplete, does not match the course descriptions noted in the Program Alignment tables, and/or is not understandable to program review team members.
    - Not met: The syllabi is not provided.
- IF THE REPORT INCLUDES NON-PROGRAM-REQUIRED AREAS: The report provides syllabi for all of the non-program-required areas offered.
    - Met: The report provides syllabi for all of the non-program-required areas offered.
    - Partially met: The report some syllabi; however, some incompletions and/or weaknesses were found.
    - Not met: The report does not provide syllabi for all of the non-program-required areas.
    - N/A: Not applicable.
- IF THE REPORT INCLUDES MULTIPLE PROGRAM LEVELS (GRADUATE, UNDERGRADUATE, AND/OR POST-GRADUATE), AND/OR PRE-SERVICE AND IN-SERVICE OFFERINGS: The report provides syllabi for all of the offerings.
    - Met: The report provides syllabi for all of the offerings.
    - Partially met: The report provides some syllabi for the various offerings; however, some incompletions and/or weaknesses were found.
    - Not met: The report does not provide syllabi for all of the offerings.

Program Alignment to State Standards:

For this section, a license or endorsement program must meet its specific state standards, as provided in OAR 584, Division 420. Program review teams will use courses, assessments, syllabi, and information provided on submitted tables to determine if standards are met. Program review team members are provided with a program standards tool that contains required program standards for each license or endorsement area against which to check the information provided by the EPP.

- IF THE REPORT INCLUDES NON-PROGRAM-REQUIRED AREAS: EPPs must clearly differentiate between the non-program-required areas to demonstrate how each non-program-required area meets the standards. It is particularly important for the EPP to demonstrate differentiation in the Content Knowledge and Instructional Practice areas.
    - Met: The report clearly differentiates between the non-program-required areas to demonstrate how each area meets the standards.
    - Partially met: The report differentiates between the non-program-required areas to demonstrate how each area meets the standards; however, some incompletions and/or weaknesses were found.
    - Not met: The report does not differentiate between the non-program-required areas to demonstrate how each area meets the standards.
    - N/A: Not applicable.

- IF THE REPORT INCLUDES MULTIPLE PROGRAM LEVELS (GRADUATE, UNDERGRADUATE, AND/OR POST-GRADUATE), AND/OR PRE-SERVICE AND IN-SERVICE OFFERINGS): The report clearly identifies how offerings vary between the various offerings.

    - Met: The report clearly identifies how offerings differ between the various offerings.
    - Partially met: The report provides some information about how offerings differ; however, some incompletions and/or weaknesses were found.
    - Not met: The report does not identify how offerings differ between the various offerings.
    - N/A: Not applicable.

- The EPP describes, in a two-dimensional table, how program elements meet all required standards. Note for EPPs: Because standards vary from program to program, please refer to Oregon Administrative Rule for specific program standards.
    - Met: The program is aligned to state program standards, as demonstrated in the program reports (e.g. by courses and assessments).
    - Partially met: Overall, the program is aligned to the state program standards, as demonstrated in the program reports (e.g. by courses and assessments), but some weaknesses exist.
    - Not met: The program is not aligned to the state program standards, as demonstrated in the program reports (e.g. by courses and assessments).

Clinical Practices – General information:
Clinical practice requirements differ between candidate types; therefore, clinical practice requirements are provided below for the various types of program offerings. EPPs should select the section(s) that apply/applies to the report being completed and disregard the other sections.

Clinical Practices – Preliminary teacher candidates: *(OAR 584-400-0140)*

- The EPP provides a two-dimensional table (program term, horizontal – program field experience, vertical) and/or a narrative report to describe how the program's field or clinical experience in a public or private school setting ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a license or endorsement.
    - Met: The EPP provides a field or clinical experience in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a license or endorsement.
    - Partially met: The EPP provides a field or clinical experience in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a license or endorsement; however, some weaknesses were found.
    - Not met: The EPP does not provide a field or clinical experience in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for a license or endorsement.
- IF THE REPORT INCLUDES NON-PROGRAM-REQUIRED AREAS: The report clearly identifies how clinical placement requirements vary between the non-program-required areas.
    - Met: The report clearly identifies how clinical placement requirements vary between the non-program-required areas.
    - Partially met: The report provides some information about how offerings vary between the non-program-required areas; however, some incompletions and/or weaknesses were found.

- Not met: The report does not identify how offerings vary between the non-program-required areas.
- N/A: Not applicable (This is either not a non-program-required area report or it is but there are no differences in the clinical placement requirements between the non-program-required areas.)

- IF THE REPORT INCLUDES MULTIPLE PROGRAM LEVELS (GRADUATE, UNDERGRADUATE, AND/OR POST-GRADUATE): The report clearly identifies how clinical placement requirements vary between the program levels.
  - Met: The report clearly identifies how clinical placement requirements vary between the program levels.
  - Partially met: The report provides some information about how offerings vary between the program levels; however, some incompletions and/or weaknesses were found.
  - Not met: The report does not identify how offerings vary between the program levels.
  - N/A: Not applicable (The report does not include multiple program levels or it is such a report but the clinical placement requirements are the same for the program levels.

Note: *The requirements for the remainder of this section vary according to the number of endorsements offered in the program. Please use the applicable section and disregard the remaining sections.*

Single endorsement programs:

- The field experience is at least 600 hours (equaling 15 weeks at 40 hours per week) and is in the candidate's endorsement area. Length and scope of the clinical placement must be of sufficient length and consistency to allow the student teacher to develop and demonstrate all clinical competencies required for licensure and experience all facets of a typical classroom teacher's day. The assignment of responsibilities may be incremental, in keeping with the objectives of the experience. The number of hours required is indicated. If the field experience varies in length by term, the variance is noted.
  - Met: The field experience meets or exceeds the length requirements of the standards and the experience is in the candidate's endorsement area.
  - Partially met: Overall, the field experience meets the length requirements of the standards and the experience is in the candidate's endorsement area, but some weaknesses exist.
  - Not met: The field experience does not meet the length requirements of the standards and/or the field experience is not in the candidate's endorsement area.
- In the field experience, the candidate assumes the full range of responsibilities of the classroom teacher in order to develop and demonstrate the competencies required for initial licensure. The specific duties assumed by the candidate are provided.
  - Met: The field experience requires the candidate to assume the full range of responsibilities for the purpose of developing and demonstrating the competencies required for initial licensure.
  - Partially met: Overall, the field experience requires the candidate to assume some of the responsibilities of the classroom teachers; however, some weaknesses exist.
  - Not met: The field experience does not require the candidate to assume the responsibilities of the classroom teachers.
- The EPP requires the cooperating teacher to conduct at least four formal observations and at least two formal evaluations of the candidate.

    - Met: The EPP requires the appropriate number of formal observations and evaluations of candidates.
    - Partially met: The EPP requires some, but not all, of the appropriate number of formal observations and evaluations of candidates.
    - Not met: The EPP does not require formal observations and evaluations of candidates.
- The EPP requires the faculty supervisor to conduct at least four formal observations and at least two formal evaluations of the candidate.
    - Met: The EPP requires the appropriate number of formal observations and evaluations of candidates.
    - Partially met: The EPP requires some, but not all, of the appropriate number of formal observations and evaluations of candidates.
    - Not met: The EPP does not require formal observations and evaluations of candidates.

Note: Observations and evaluations may be completed jointly by cooperating teachers and EPP supervisors.

In the event of extenuating circumstances, a candidate may be recommended without the Cooperating Teacher's observations and evaluations. Recommendations without the required observations and evaluations will be reported to TSPC in the annual report.

Dual-endorsement pre-service candidate programs:
Requirements for the main endorsement area:

- The field experience is at least 600 hours (equaling 15 weeks at 40 hours per week) and is in the candidate's endorsement area. Length and scope of the clinical placement must be of sufficient length and consistency to allow the student teacher to develop and demonstrate all clinical competencies required for licensure and experience all facets of a typical classroom teacher's day. The assignment of responsibilities may be incremental, in keeping with the objectives of the experience. The number of hours required is indicated. If the field experience varies in length by term, the variance is noted.
    - Met: The field experience meets or exceeds the length requirements of the standards and the experience is in the candidate's endorsement area.
    - Partially met: Overall, the field experience meets the length requirements of the standards and the experience is in the candidate's endorsement area, but some weaknesses exist.
    - Not met: The field experience does not meet the length requirements of the standards and/or the field experience is not in the candidate's endorsement area.
- In the field experience, the candidate assumes the full range of responsibilities of the classroom teacher in order to develop and demonstrate the competencies required for initial licensure. The specific duties assumed by the candidate are provided.
    - Met: The field experience requires the candidate to assume the full range of responsibilities.
    - Partially met: Overall, the field experience requires the candidate to assume some of the responsibilities of the classroom teachers; however, some weaknesses exist.
    - Not met: The field experience does not require the candidate to assume the responsibilities of the classroom teachers.
- *Observations and evaluations:*

- The EPP requires the cooperating teacher to conduct at least **four** formal observations and at least **two** formal evaluations of the candidate.
    - Met: The EPP requires the appropriate number of formal observations and evaluations of candidates.
    - Partially met: The EPP requires some, but not all, of the appropriate number of formal observations and evaluations of candidates.
    - Not met: The EPP does not require formal observations and evaluations of candidates.
- The EPP requires the faculty supervisor to conduct at least **four** formal observations and at least **two** formal evaluations of the candidate.
    - Met: The EPP requires the appropriate number of formal observations and evaluations of candidates.
    - Partially met: The EPP requires some, but not all, of the appropriate number of formal observations and evaluations of candidates.
    - Not met: The EPP does not require formal observations and evaluations of candidates.

Requirements for the additional endorsement area:

- The field experience is at least 60 hours of student teaching and is in the candidate's additional endorsement area.
    - Met: Candidates complete at least 60 hours of student teaching in the candidate's additional endorsement area.
    - Partially met: Student teaching is required in the additional endorsement area; however, the number of hours does not meet the minimum requirement or it is not in the candidates' endorsement area.
    - Not met: The student teaching does not meet the minimum number of hours required and the clinical experience is not in the candidate's endorsement area.
- *Observations and evaluations:*
    - The EPP requires the cooperating teacher to conduct at least **two** formal observations and at least **one** formal evaluation of the candidate.
        - Met: The EPP requires the appropriate number of formal observations and evaluations of candidates.
        - Partially met: The EPP requires some, but not all, of the appropriate number of formal observations and evaluations of candidates.
        - Not met: The EPP does not require formal observations and evaluations of candidates.
    - The EPP requires the faculty supervisor to conduct at least **two** formal observations and at least **one** formal evaluation of the candidate.
        - Met: The EPP requires the appropriate number of formal observations and evaluations of candidates.
        - Partially met: The EPP requires some, but not all, of the appropriate number of formal observations and evaluations of candidates.
        - Not met: The EPP does not require formal observations and evaluations of candidates.

Integrated programs: *Candidates' main and additional endorsement areas are combined into a single clinical experience.*

Note: Clinical requirements for dual-endorsement programs that have been approved by the Commission are subject to the clinical requirements that were included in the proposal that was approved by the Commission. EPPs that wish to move their clinical requirements for such programs to the Integrated Programs requirements must follow the process outlined below.

Definition of Integrated Programs:
An Integrated Program allows students to combine two closely related endorsements. Integrated programs require fewer observations and evaluations. Examples of integrated programs might include English and Social Studies; Health and PE; and Physics and Advanced Math.

Integrated Programs process:
Prior approval is required for EPPs to consider programs integrated. For approval, EPPs must contact TSPC in writing by submitting an email or letter to the TSPC Executive Director or designee. They must provide the rationale for why they believe the programs qualify for a reduced number of observations and evaluations and should be considered integrated. A list of approved programs will be provided to the Program Approval Committee (PAC) as an information item at the next regular PAC meeting and included in the PAC Chair report to the Commission at its next regular meeting. TSPC will maintain a master list of approved programs. For further information, contact TSPC staff (Wayne.Strickland@tspc.Oregon.gov).

- Candidates' clinical experiences combine their main and additional endorsement areas. The field experience is at least 600 hours (equaling 15 weeks at 40 hours per week), with at least 60 hours in the additional endorsement area. Length and scope of the clinical placement must be of sufficient length and consistency to allow the student teacher to develop and demonstrate all clinical competencies required for licensure and experience all facets of a typical classroom teacher's day. The assignment of responsibilities may be incremental, in keeping with the objectives of the experience. The number of hours required is indicated. If the field experience varies in length by term, the variance is noted.
    - Met: The field experience meets or exceeds the length requirements of the standards and the experience is in the candidate's endorsement areas.
    - Partially met: The field experience does not meet the length requirements of the standards or the field experience is not in the candidate's endorsement areas.
    - Not met: The field experience does not meet the length requirements of the standards and the field experience is not in the candidate's endorsement areas.
- In the field experience, the candidate assumes the full range of responsibilities of the classroom teacher in order to develop and demonstrate the competencies required for initial licensure. The specific duties assumed by the candidate are provided.
    - Met: The field experience requires the candidate to assume the full range of responsibilities.
    - Partially met: Overall, the field experience requires the candidate to assume some of the responsibilities of the classroom teachers; however, some weaknesses exist.
    - Not met: The field experience does not require the candidate to assume the responsibilities of the classroom teachers.

Observations and evaluations:
- *Main endorsement area:*
    - The EPP requires the cooperating teacher to conduct at least **two** formal observations and at least **one** formal evaluation of the candidate.

        - Met: The EPP requires the appropriate number of formal observations and evaluations of candidates.
        - Partially met: The EPP requires some, but not all, of the appropriate number of formal observations and evaluations of candidates.
        - Not met: The EPP does not require formal observations and evaluations of candidates.
    - The EPP requires the faculty supervisor to conduct at least **two** formal observations and at least **one** formal evaluation of the candidate.
        - Met: The EPP requires the appropriate number of formal observations and evaluations of candidates.
        - Partially met: The EPP requires some, but not all, of the appropriate number of formal observations and evaluations of candidates.
        - Not met: The EPP does not require formal observations and evaluations of candidates.

- *Additional endorsement area:*
    - The EPP requires the cooperating teacher to conduct at least **two** formal observations and at least **one** formal evaluation of the candidate.
        - Met: The EPP requires the appropriate number of formal observations and evaluations of candidates.
        - Partially met: The EPP requires some, but not all, of the appropriate number of formal observations and evaluations of candidates.
        - Not met: The EPP does not require formal observations and evaluations of candidates.
    - The EPP requires the faculty supervisor to conduct at least **two** formal observations and at least **one** formal evaluation of the candidate.
        - Met: The EPP requires the appropriate number of formal observations and evaluations of candidates.
        - Partially met: The EPP requires some, but not all, of the appropriate number of formal observations and evaluations of candidates.
        - Not met: The EPP does not require formal observations and evaluations of candidates.

Note: Evidence or assessment of both content areas must be documented in at least some observations and evaluations.

Clinical practices – in-service (advanced) teacher candidates in program-required areas: *(OAR 584-400-0140)*

- The EPP provides a two-dimensional table (program term, horizontal – program field experience, vertical) and/or a narrative report to describe how the program's field or clinical experience in a public or private school setting ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for licensure or endorsement.
    - Met: The EPP provides a field or clinical experience in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for licensure or endorsement.
    - Partially met: The EPP provides a field or clinical experience in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and

abilities necessary to be a successful candidate for licensure or endorsement; however, some weaknesses were found.
    - Not met: The EPP does not provide a field or clinical experience in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for licensure or endorsement.
- The required field experience is at least 60 hours in length.
    - Met: The field experience meets or exceeds the length requirements.
    - Partially met: A field experience is required but does not meet the length requirements.
    - Not met: A field experience is not required.
- The EPP requires the cooperating teacher to conduct at least two formal observations and at least one formal evaluation of the candidate.
    - Met: The EPP requires the appropriate number of formal observations and evaluations of candidates.
    - Partially met: The EPP requires some, but not all, of the appropriate number of formal observations and evaluations of candidates.
    - Not met: The EPP does not require formal observations and evaluations of candidates.
- The EPP requires the faculty supervisor to conduct at least two formal observations and at least one formal evaluation of the candidate.
    - Met: The EPP requires the appropriate number of formal observations and evaluations of candidates.
    - Partially met: The EPP requires some, but not all, of the appropriate number of formal observations and evaluations of candidates.
    - Not met: The EPP does not require formal observations and evaluations of candidates.
- IF THE REPORT INCLUDES MULTIPLE PROGRAM LEVELS (GRADUATE, UNDERGRADUATE, AND/OR POST-GRADUATE): The report clearly identifies how clinical placement requirements vary between the program levels.
    - Met: The report clearly identifies how clinical placement requirements vary between the program levels.
    - Partially met: The report provides some information about how offerings vary between the program levels; however, some incompletions and/or weaknesses were found.
    - Not met: The report does not identify how offerings vary between the program levels.
    - N/A: Not applicable (The report does not include multiple program levels or it is such a report but the clinical placement requirements are the same for the program levels.

Clinical practices – Principal candidates: *(OAR 584-430-0100)*

- The EPP provides a two-dimensional table (program term, horizontal – program field experience, vertical) and/or a narrative report to describe how the program's field or clinical experience in a public or private school setting ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for licensure or endorsement.
    - Met: The EPP provides a field or clinical experience in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for licensure or endorsement.
    - Partially met: The EPP provides a field or clinical experience in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for licensure or endorsement; however, some weaknesses were found.

    - Not met: The EPP does not provide a field or clinical experience in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for licensure or endorsement.
- The EPP requires the mentor to conduct at least two formal observations and at least one formal evaluation of the candidate.
    - Met: The EPP requires the appropriate number of formal observations and evaluations of candidates.
    - Partially met: The EPP requires some, but not all, of the appropriate number of formal observations and evaluations of candidates.
    - Not met: The EPP does not require formal observations and evaluations of candidates.
- The EPP requires the faculty supervisor to conduct at least two formal observations and at least one formal evaluation of the candidate.
    - Met: The EPP requires the appropriate number of formal observations and evaluations of candidates.
    - Partially met: The EPP requires some, but not all, of the appropriate number of formal observations and evaluations of candidates.
    - Not met: The EPP does not require formal observations and evaluations of candidates.

Clinical practices – Professional Administrator candidates: *(OAR 584-430-0200)*

- The EPP provides a two-dimensional table (program term, horizontal – program field experience, vertical) and/or a narrative report to describe how the program's field or clinical experience in a public or private school setting ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for licensure or endorsement.
    - Met: The EPP provides a field or clinical experience in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for licensure or endorsement.
    - Partially met: The EPP provides a field or clinical experience in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for licensure or endorsement; however, some weaknesses were found.
    - Not met: The EPP does not provide a field or clinical experience in a public or private school setting that ensures the candidate will be able to demonstrate the knowledge, skills, and abilities necessary to be a successful candidate for licensure or endorsement.
- The EPP requires the mentor to conduct at least two formal observations and at least one formal evaluation of the candidate.
    - Met: The EPP requires the appropriate number of formal observations and evaluations of candidates.
    - Partially met: The EPP requires some, but not all, of the appropriate number of formal observations and evaluations of candidates.
    - Not met: The EPP does not require formal observations and evaluations of candidates.
- The EPP requires the faculty supervisor to conduct at least one formal observations and at least one formal evaluation of the candidate.
    - Met: The EPP requires the appropriate number of formal observations and evaluations of candidates.
    - Partially met: The EPP requires some, but not all, of the appropriate number of formal observations and evaluations of candidates.
    - Not met: The EPP does not require formal observations and evaluations of candidates.

Clinical practices – Personnel Services candidates: *(OAR 584 Division 435)*
Personnel Services rules have been modified, as included in OAR 584 Division 435: State Standards for Personnel Service Preparation Programs. Clinical practice guidelines are provided as follows:

- OAR 584-435-0100 School Counselor Program Standards
- OAR 584-435-0200 School Psychologist License: Program Standards
- OAR 584-435-0300 School Social Worker License: Program Standards

Key Transitions:

- For this section, the EPP is required to develop a table, or provide a hyperlink to a table, that demonstrates the key transition points (admission, retention, and completion) and the assessments used for those transitions. The table must clearly show key assessments used in the program: 6-8 for initial programs and 3-5 for advanced programs. ***Note:*** For the Preliminary Teaching License: For non-program-required area reports, the information must be provided in a manner that clearly describes which endorsement areas are impacted with each transition point and assessment listing.
    - Met: The EPP provided a table that clearly demonstrated the transition points (admission, retention, and completion) and provided key assessments used for those transitions: 6-8 key assessments for initial programs and 3-5 assessments for advanced programs.
    - Partially met: The EPP provided a table; however, not all of the transition points were addressed and/or not all of the assessments information was provided, and/or some incompletions and/or weaknesses were found.
    - Not met: The EPP did not provide a transition point assessments table.
- If the report is for non-program-required areas, the EPP must provide key transition information for each non-program-required area separately or note that there are no differences across the areas.
    - Met: The EPP provided key transition information for each non-program-required area separately or indicated there was no difference across the areas.
    - Partially met: The EPP provided key transition information for each non-program-required area separately or indicated there was no difference across the areas; however, some incompletions and/or weaknesses were found.
    - Not met: The EPP did not provide key transition information for each non-program-required area separately or indicate there was no difference across the areas.
    - N/A: Not applicable.
- If the report includes multiple program levels (graduate, undergraduate, and/or post-graduate) and/or pre-service and in-service offerings, the EPP must list key transitions for each program separately or note that there are no differences across the areas.
    - Met: The EPP listed key transitions for each program separately or indicated there was no difference across the areas.
    - Partially met: The EPP listed key transitions for each program separately or indicated there was no difference across the areas; however, some incompletions and/or weaknesses were found.
    - Not met: The EPP did not list key transitions for each program separately or indicate there was no difference across the areas.
    - N/A: Not applicable.

Assessments and Rubrics/Scoring Guides (e.g. surveys, ORELA tests, etc.)

Note: Grades are not considered an acceptable assessment for this section.

- EPPs are required to provide a brief (approximately two-page) narrative for 6-8 assessments for initial programs and 3-5 assessments for advanced programs.
    - The appropriate number of assessments is provided.
        - Met: Narrative was provided for 6-8 assessments for initial programs and/or 3-5 assessments for advanced programs.
        - Partially met: Narrative was provided for assessments; however, the information was incomplete and/or an incorrect number of assessments were provided.
        - Not Met: Assessment narratives and/or assessments were not provided.
- Each assessment will be individually evaluated based on the following:
    - The assessment includes the following information:
        - A description of the assessment;
        - How it is used in the program;
        - When it is administered in the program;
        - How the assessment demonstrates candidates' ability to meet the program's standards, as provided in the Commission-approved program and in OAR 584, Division 420;
        - For EPP-developed assessments, indicate if the assessment will be part of your unit review. If not, the two sub-bullets just below are not required. If yes, provide a brief narrative that describes:
            - How the assessment was developed; and
            - The EPP's plan for determining validity and reliability of the assessment.
        - Assessment documentation to provide includes:
            - A copy of, or link to, the assessment;
            - The scoring guide for the assessment (i.e. rubric), if appropriate. (Surveys, for example, would not use a scoring guide.)
                - Met: All of the above information is provided.
                - Partially met: Some, but not all, of the above information is provided.
                - Not met: The above information is not provided.
    - The assessment, including any rubric/scoring guide (if appropriate), measures what it purports to measure.
        - Met: The assessment measures what it purports to measure.
        - Partially met: Overall, the assessment measures what it purports to measure, but some weaknesses exist.
        - Not met: The assessment did not measure what it purports to measure.
    - The assessment, including any rubric/scoring guide (if appropriate), is clearly defined.
        - Met: The assessment is clearly defined.
        - Partially met: Overall, the assessment is adequately defined but there are some areas that are vague or poorly defined.
        - Not met: The assessment is vague and poorly defined.
    - The assessment, including any rubric/scoring guide (if appropriate), addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology.

        - Met: The assessment addresses the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology.
        - Partially met: Overall, the assessment addresses the specific assessment area but some weaknesses exist. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology.
        - Not met: The assessment does not adequately address the specific assessment area. For example, candidate content knowledge, content pedagogy, pedagogy and professional knowledge, student learning, dispositions, or technology.
    - The assessment, including any rubric/scoring guide (if appropriate), is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure. (OAR 584, Division 420)
        - Met: The assessment is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure.
        - Partially met: Overall, the assessment is consistent with the complexity, cognitive demands, and skills required by the standard it is designed to measure, but some weaknesses exist.
        - Not met: The assessment is not consistent with the complexity, cognitive demands, and skill required by the standard it is designed to measure.
    - The assessment, including any rubric/scoring guide (if appropriate), is a fair measure. A fair measure returns the same results even if applied by different observers under different circumstances or at different points in time.
        - Met: The assessment is a fair measure.
        - Partially met: Overall, the assessment is a fair measure, but some areas could be strengthened.
        - Not met: The assessment is not a fair measure or an evaluation for fairness was not completed.
    - The assessment, including any rubric/scoring guide (if appropriate), allows for different levels of candidate proficiency to be determined.
        - Met: The assessment allows for different levels of candidate proficiency to be determined.
        - Partially met: Overall, the assessment allows for levels of candidate proficiency to be determined, but some weaknesses exist.
        - Not met: The assessment does not allow for different levels of candidate proficiency to be determined.
    - The assessment, including any rubric/scoring guide (if appropriate), provides candidates or supervisors with substantive guidance as to what is being sought.
        - Met: The assessment instrument provides candidates or supervisors with substantive guidance as to what is being sought.
        - Partially met: Overall, the assessment instrument provides candidates or supervisors with guidance as to what is being sought, but some weaknesses exist.
        - Not met: The assessment instrument does not provide candidates or supervisors with substantive guidance as to what is being sought.
    - IF THE REPORT INCLUDES NON-PROGRAM-REQUIRED AREAS: The report clearly identifies any differences in how the assessment is used for the non-program-required areas.
        - Met: The report clearly identifies any differences in how the assessment is used for the non-program-required areas.

        - Partially met: The report provides some information about differences in how the assessment is used for the non-program-required areas; however, some incompletions and/or weaknesses were found.
        - Not met: The report does not identify how offerings vary between the non-program-required areas, program levels, and/or initial and advanced offerings.
    - IF THE REPORT INCLUDES MULTIPLE PROGRAM LEVELS (GRADUATE, UNDERGRADUATE, AND/OR POST-GRADUATE), AND/OR PRE-SERVICE AND IN-SERVICE OFFERINGS): The report clearly identifies any differences in how the assessment is used among the various offerings.
        - Met: The report clearly identifies any differences in how the assessment is used among the various offerings.
        - Partially met: The report provides some information on differences in how the assessment is used among the various offerings; however, some incompletions and/or weaknesses were found.
        - Not met: The report does not identify any differences in how the assessment is used among the various offerings.

Data from key assessments for program areas:

- This section requires data generated from the 6-8 key assessments submitted for initial programs or 3-5 key assessments for advanced programs. Program review team members will individually evaluate each assessment based on the rubric items provided below. ***Note:*** If an initial program includes licensed (advanced) candidates, the licensed candidates' data is included with the initial program.
    - Data for the correct number of assessments is provided.
        - Met: Data was provided for 6-8 assessments for initial programs and/or 3-5 assessments for advanced programs.
        - Partially met: Data was provided for assessments; however, the correct number was not provided.
        - Not Met: Assessment data was not provided.
- Each assessment will be individually evaluated based on the following:
    - **Cycles of data for the assessments:**
      Ongoing assessment: The EPP provides a minimum of two cycles of data for the assessment; or
      Revised assessments: The EPP provides a minimum of two cycles of data for the assessment, including as much data as is available from the revised assessment plus data from the original assessment, to total a minimum of two cycles; or
      New assessments that do not have a predecessor: The EPP indicates it is a new assessment and provides as many cycles of data as are available.
        - Met: The EPP provided the required data for the assessment. For a new assessment, the EPP indicates it is a new assessment and provides as many cycles of data as are available.
        - Partially met: The EPP provides fewer than the required number of cycles of data for the assessment; however, the EPP provides some data.
        - Not met: The EPP does not provide the required data for the assessment.
    - The assessment data demonstrates most candidates meet the standards being assessed:
        - Met: The assessment data demonstrates most candidates meet or exceed the standards being assessed.
        - Partially met: Overall, the assessment data demonstrates most candidates meet the standards being assessed; however, some weaknesses exist.
        - Not met: The assessment data does not demonstrate most candidates meet the standards being assessed.

- The assessment data is summarized and analyzed:
  - Met: The assessment data is summarized and analyzed.
  - Partially met: Overall, the assessment data is summarized and analyzed; however, some weaknesses exist.
  - Not met: The assessment data is not summarized and analyzed.
- IF THE REPORT INCLUDES NON-PROGRAM-REQUIRED AREAS: The report provides data for each non-program-required area.
  - Met: The report provides data for each non-program-required area.
  - Partially met: The report provides data for each non-program-required area; however, some incompletions and/or weaknesses were found.
  - Not met: The report does not provide data for each non-program-required area.
  - N/A: Not applicable
- IF THE REPORT INCLUDES MULTIPLE PROGRAM LEVELS (GRADUATE, UNDERGRADUATE, AND/OR POST-GRADUATE), AND/OR PRE-SERVICE AND IN-SERVICE OFFERINGS: The report provides data for each program.
  - Met: The report provides data for each program.
  - Partially met: The report provides data for each program; however, some incompletions and/or weaknesses were found.
  - Not met: The report does not provide data for each program.

What to report

Inactive programs

EPP's are required to submit program reports for inactive program(s), unless they select to eliminate the program(s), in accordance with OAR 584-400-0090, Elimination of Programs, prior to program review.

Reporting by program type

The EPP must submit one report for each of the following programs that are offered by the institution, as provided below or as agreed to in writing with the TSPC Educator Preparation Liaison.

Teaching Programs

The EPP must submit one report for each program area and include within the report all of the endorsements that are offered by the institution.

- Preliminary Teaching License: Elementary – Multiple Subjects – Undergraduate program;
- Preliminary Teaching License: Elementary – Multiple Subjects – Graduate program;
- Preliminary Teaching License: Non-program-required areas – Undergraduate program: Include the endorsement areas that are offered by the EPP in the Preliminary Teaching License undergraduate program. *(Note: Except for World Language, which is in OAR 584-420-0490, program standards for non-program-required areas are provided in OAR 584-420-0020.)*
  - Advanced Mathematics (includes Foundational);
  - Agricultural Science;
  - Biology;
  - Business: Generalist;
  - Business: Marketing;
  - Career Trades: Generalist;
  - Chemistry;
  - English Language Arts (includes Foundational English Language Arts);

    - Science;
    - Health;
    - Integrated Science (includes Foundational Science);
    - Physics;
    - Social Studies (includes Foundational Social Studies);
    - Speech (Forensics); and
    - World Languages: Chinese, French, Japanese, German, Latin, Russian, and Spanish (OAR 584-420-0490 - World Language: Program Standards).
- Preliminary Teaching License: Non-program-required areas – Graduate Program (MAT/M.Ed.): Include the endorsement areas that are offered by the EPP in the Preliminary Teaching License graduate program. *(Note: Except for World Language [OAR 584-420-0490], program standards for non-program-required areas are provided in OAR 584-420-0020).*
    - Advanced Mathematics (includes Foundational);
    - Agricultural Science;
    - Biology;
    - Business: Generalist;
    - Business: Marketing;
    - Career Trades: Generalist;
    - Chemistry;
    - English Language Arts (includes Foundational English Language Arts);
    - Science;
    - Health;
    - Integrated Science (includes Foundational Science);
    - Physics;
    - Social Studies (includes Foundational Social Studies);
    - Speech (Forensics); and
    - World Languages: Chinese, French, Japanese, German, Latin, Russian, and Spanish.
- Program-required endorsement areas: *(Note: Each of these areas has its own program standards.)*
    - Art (OAR 584-420-0310 – Art: Program Standards), including whether the report is for undergraduate, graduate, and/or post-graduate;
    - Drama (OAR 584-420-0365 – Drama: Program Standards), including whether the report is for undergraduate, graduate, and/or post-graduate;
    - Elementary – Multiple Subjects (OAR 584-420-0345 – Elementary Education — Multiple Subjects: Program Standards), including whether the report is for graduate and/or post-graduate (initial reports are submitted in the Preliminary Teaching License: Elementary – Multiple Subjects report);
    - English for Speakers of Other Languages (ESOL) (OAR 584-420-0360 – English for Speakers of Other Languages (ESOL): Program Standards), including whether the report is for undergraduate, graduate, and/or post-graduate;
    - Library Media (OAR 584-420-0415 – Library Media: Program Standards), including whether the report is for undergraduate, graduate, and/or post-graduate;
    - Music (OAR 584-420-0420 – Music: Program Standards), including whether the report is for undergraduate, graduate, and/or post-graduate;
    - Physical Education (PE) (OAR 584-420-0425 – Physical Education: Program Standards), including whether the report is for undergraduate, graduate, and/or post-graduate;
    - Reading Intervention (OAR 584-420-0440 – Reading Intervention: Program Standards), including whether the report is for undergraduate, graduate, and/or post-graduate;

    - Special Education: Deaf and Hard-of-Hearing (OAR 584-420-0475 – Special Education: Deaf and Hard of Hearing: Program Standards), including whether the report is for undergraduate, graduate, and/or post-graduate;
    - Special Education: Early Intervention (OAR 584-420-0465 – Special Education: Program Standards), including whether the report is for undergraduate, graduate, and/or post-graduate;
    - Special Education: Generalist (OAR 584-420-0460 – Special Education: Program Standards), including whether the report is for undergraduate, graduate, and/or post-graduate;
    - Special Education: Visually Impaired (OAR 584-420-0480 – Special Education: Program Standards), including whether the report is for undergraduate, graduate, and/or post-graduate.
- Commission-Recognized Dual-Program areas:
    - A report must be submitted for each Commission-recognized dual-program area, including the program names and whether the report is for undergraduate, graduate, and/or post-graduate.
- Professional Teaching License Program;
- Teacher Leader License Program.

Administrator Programs

In February 2019, administrator rules were substantially revised. Administrator reports submitted during the transition to the new administrator rules must include in the report how the EPP met the administrator rule requirements in place prior to February 2019 and the EPP's plans to meet the new requirements.

The EPP must submit one report for each program area offered by the institution:

- Principal License Program;
- Professional Administrator License Program;

School Personnel Programs

The EPP must submit one report for each program area offered by the institution:

- School Counselor License Program;
- Professional School Counselor License Program;
- School Psychologist License Program;
- Professional School Psychologist License Program;
- School Social Worker License Program;
- Professional School Social Worker License Program.

Program review steps

EPP submits program reports to TSPC:
The EPP submits electronic program reports to TSPC by the date identified on the TSPC Site Visit Schedule. The reports are to be submitted to the Educator Preparation Liaison via Dropbox, SharePoint Online, by website links, etc. Reports shall be provided in electronic format unless exigent circumstances prohibit this format. Approval to submit paper evidence must be approved in advance by the Educator

Preparation Liaison. All program report documentation, including hyperlinked documents, must be provided to TSPC on a thumb drive when the program reports are submitted.

Program Review team:
TSPC selects members for a program review team. Program review team members may also serve as members of the institution's site visit team. Site team training is required in order for individuals to serve on site visit teams.

TSPC staff sends program reports, the Program Review Rubric, covered earlier in this section, and a Program Review Survey tool (to be developed) to team members.

Program review team members review and analyze the submitted documents and provide the EPP with a Program Review Report for each program area and a deadline by which the institution must submit an optional Institutional Rejoinder. The Program Review Reports identify items for follow-up at the site visit.

Results:
Within approximately five months, results are provided by TSPC in a Program Review Report. The report makes recommended findings, as follows:

- State Recognition;
- Recognition with Conditions;
- Non-recognition.

The Program Review Report provides information for the subsequent site visit.

Institutional Rejoinder:
The institution has an opportunity to submit an Institutional Rejoinder. Information from the rejoinder provides information for the Executive Director's recommendations and for the EPP's subsequent site visit. The purpose of the rejoinder is to clarify or dispute findings. New evidence of meeting standards may not be included in the report.

Next Commission meeting:
The Executive Director's Program Review Recommendations report goes to the Commission for consideration of official program recognition.

Site Visit Processes (aka Continuing State Approval of the Unit)

See also: OAR 584, Divisions 400, 410, 420, 430, and 435

What the unit review process includes

EPPs are required to include the following in the unit review process:

- All on-campus educator licensure and endorsement programs;
- All off-campus educator licensure and endorsement programs;
- All online educator licensure and endorsement programs;
- Any combination of on-campus, off-campus, or online programs;

- A completed State-Specific Unit-Level Standards report* for each separate accreditor, such as NASM, NASP and AAQEP/CAEP (due to TSPC on the same day the EPP's Quality Assurance Review [AAQEP] or Self-Study Report [CAEP] is due); and
- Documentation necessary for completion of student records' field audit (see OAR 584-410-0100 and the field audit subsection in this handbook).

* The TSPC Executive Director has authority to determine if accreditors meet the state-specific unit-level standards in their national review process. Dr. Rosilez has determined AAQEP meets the state-specific unit-level standards reporting requirements; therefore, separate reporting for those identified items is not required for EPPs undergoing an AAQEP unit review. OAR 584-400-0015 (5) ***Note:*** AAQEP standards do not specifically address ELL. Therefore, the state-specific ELL standard is required to be integrated into the Quality Assurance Report under aspect 4e.

Key steps in the unit approval process: In brief

Note: The EPP's programs are reviewed through the program review process prior to the unit approval process. See the Program Review section of this Handbook for additional program review information.

Petition for continuing state approval of the unit
The EPP must petition the Commission for continuing state approval of the Unit 18 months prior to the expiration of their current state approval period. This can be completed by notifying TSPC's Director of Educator Preparation (Wayne.Strickland@tspc.Oregon.gov) through email.

Petition for extension of state approval of the unit
The EPP may petition the Commission for an extension of the Unit by notifying TSPC's Director of Educator Preparation (Wayne.Strickland@tspc.Oregon.gov) through email. Any extensions granted by the Commission will result in a reduction of the subsequent term of unit approval.

Quality Assurance Reports (AAQEP) / Self-Study Reports (CAEP)
The EPP must complete a Quality Assurance Report (QAR) or Self-Study Report (SSR) as part of the unit approval process. The QAR / SSR contains the EPP's evidence of meeting the national accreditor's standards, components, and any cross-cutting themes. For EPPs seeking continuous accreditation, the QAR / SSR also contains evidence that any previously identified areas for improvement or stipulations from a prior accreditation decision have been addressed.

AAQEP
- Appendix A: Candidate Recruitment, Selection & Monitoring;
- Appendix B: Completer Support & Follow-Up;
- Appendix C: Program Capacity & Institutional Commitment;
- Appendix D: Internal Audit of the Quality Control System;
- Appendix E: Evidence of Data Quality;
- Guide: Members may use any version of the Guide with a publication year that is within four years of the scheduled visit.
- Templates: AAQEP does not provide a specific template. However, the Guide explains sections that must be included in the report.

Timelines

- AAQEP: QARs are due six months prior to the site visit;
- CAEP: SSRs are due nine months prior to the first day of the site review.

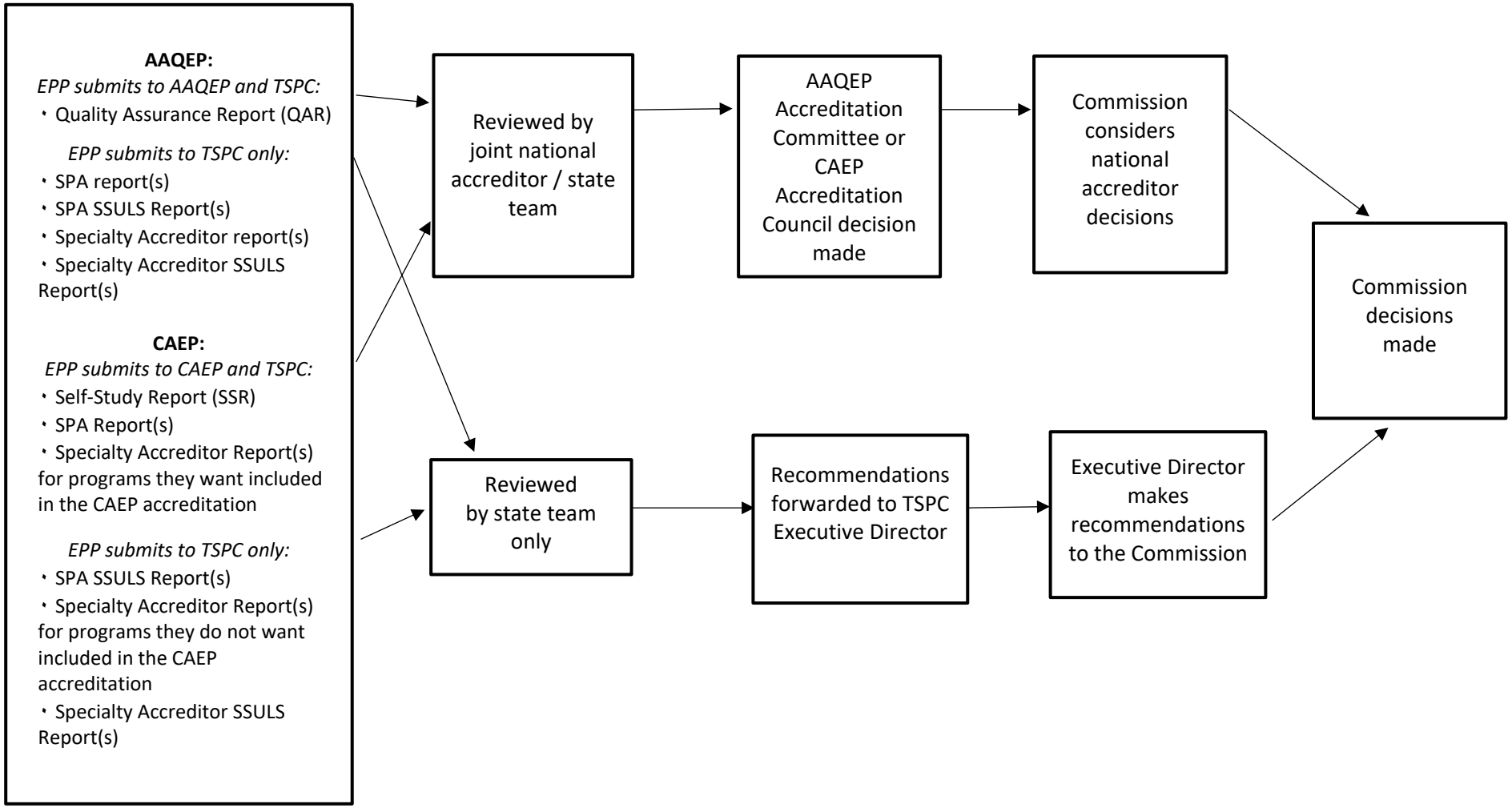
Additional information on Quality Assurance Report requirements is available on the AAQEP website: https://aaqep.org. Additional information on Self-Study Reports is available on the CAEP web site: http://caepnet.org.

SPA and State-Specific Unit-Level Standards Reports

Unit review reports are required as provided in the Unit Review flowchart below.

TSPC Endorsements Flowchart: Unit Review

(SSULS = State-Specific Unit-Level Standards)



Virtual Off-Site Review (AAQEP) / Formative review (CAEP)
After the EPP submits its QAR / SSR, a review team is identified and the EPP undergoes an off-site or formative review, where the EPP's QAR / SSR is reviewed, evidence is assessed, and site team members write an Off-Site Report (OSR) or Formative Feedback Report (FFR).

Site visit and field audit
A joint team of trained site team reviewers is selected. The site visit is conducted to investigate the quality of the EPP's evidence, including its accuracy and consistency or inconsistency with the EPP's assertions in the QAR / SSR. At the site visit, site team members check the authenticity of evidence, conduct interviews with stakeholders, validate and probe data, and identify strengths and weaknesses.

At the conclusion of the visit, the site team presents to the EPP an oral exit summary of the preliminary, non-binding findings relevant to the strength of the evidence. The site team does not make recommendations or assessments regarding whether standards are met or unmet.

Student record field audits are conducted in conjunction with site visits. See OAR 584-410-0100 and the Field Audits subsection in this section of the handbook for additional information.

Quality Review Team Report (AAQEP) / Site Review Report (CAEP)
A draft of the Quality Review Team (QRT) Report or Site Review Report (SRR) is due to the EPP within four weeks (AAQEP) or 30 calendar days (CAEP) after the site visit. The EPP completes factual corrections and a rejoinder.

Compliance with standards is determined based on:

- Information and evidence submitted by the unit;
- Findings and recommendations of the review team;
- Results of staff audits of selected elements of the program conducted pursuant to OAR 584-410-0100; and
- Information obtained through any surveys administered by the Commission.

Accreditation Commission (AAQEP) / Accreditation Council (CAEP)
The AAQEP Accreditation Commission or CAEP Accreditation Council reviews the EPP's case and makes an accreditation decision.

Commission action
At the next scheduled Commission meeting, Commissioners make a recommendation regarding unit approval based on the accreditation decision, the TSPC Executive Director's Recommendations, the Quality Review Team Report or Site Review Report, and the optional EPP Institutional Rejoinder.

Quality Assurance Reports (AAQEP) / Self-Study Reports (CAEP)

The term "self-study" is used to describe both a process and a report. Self-Study is a process that an EPP undergoes to evaluate its practices and results in relation to national standards. A self-study report is the document that an EPP creates, following its internal self-study, which assembles evidence that demonstrates its case for meeting national standards.

The EPP must complete a QAR / SSR as part of the unit approval process and submit the document at least six months before the site visit (AAQEP) or through AIMS nine to 12 months prior to the site review (CAEP). The QAR / SSR contains the EPP's evidence of meeting national accreditation standards and any other national accreditor requirements.

CAEP Self-Study sandbox:
EPPs can view the most current self-study report template (along with the self-study evidence room) in AIMS using the sandbox logins. EPPs with visits within a few semesters will likely have other versions of the template and those with visits beyond the next few years may see changes made by the time their SSR template is available.

SSR Sandbox login template:
To use the sandbox Self-Study Report template:

- Log in to AIMS (http://aims.caepnet.org/AIMS_login.asp) using the log-in information provided below.
    - INITIAL ONLY:
      Login ID: 29535
      Password: boe1
    - ADVANCED ONLY:
      Login ID: 24319
      Password: caep
    - INITIAL AND ADVANCED:
      Login ID: 29536
      Password: boe2
- Once you are in AIMS, select [Site Review Reports].
- Change the semester to S17.
- These will be used for Fall 2019 and Spring 2020 visits. Since this is a continuous improvement process, changes are anticipated for subsequent visits.
- Note: This is a sandbox, which is set up for many people to use, so when you open a document, it will have left off wherever the last person exited that document. You may need to scroll back to get to the beginning of the document.

CAEP: Steps to preparing the SSR (to be repeated for all five CAEP standards)

- Review the CAEP standards.
- Inventory available evidence.
- Gather information, categorize and prepare evidence to upload, and draft a table to be completed.
- Analyze and discuss the evidence.
- Formulate summary and narrative statements. Write statements that both summarize and analyze the information you wish to present.
- Draft the SSR.

Tips for Drafting the QAR / SSR

- Internal reviewers: Make sure the QAR / SSR is written as a collaborative process and not by just one person.
- External reviewers: Hire an external consultant to provide feedback.
- The better written the QAR / SSR is, the less confusion there will be on the part of the review team.
- At least one person who is not part of the team should review the document.
- Be sure to include program strengths.

Prior to submitting the QAR / SSR

- Have each program provide information for how their program meets the standards in Word, so edits can be more easily made.
- Make sure the accreditation coordinator or dean thoroughly review all information for one voice.
- Consider who might be able to provide good feedback (e.g. TSPC staff, other EPP staff, etc.)

CAEP: Uploading evidence to AIMS tips

- Login to AIMS.
- To upload the SSR, click on [Add] in the upper left.
- Choose [File] or [Folder]. Up to 90 items can be added to the SSR. Be kind to your team! If there are five people on the team and 90 files to review, *make sure all information is relevant and valuable.*
- EPP-wide Assessment Instrument = Rubric
- Description: Name your file. Make sure it matches the narrative.
- Select [Edit] to tag to standards.
- Assessments are mostly for Standards 1 and 2.

After the QAR / SSR is submitted

- A team lead and team members are assigned to the EPP.
- Site visit review team members read and review the QAR / SSR and evidence.
- The team holds an off-site meeting via video conference/phone.

Off-Site Report (OSR, AAQEP) / Formative Feedback Reports (FFRs, CAEP)

- The OSR / FFR is submitted to the provider by two months prior to the site visit (AAQEP) or five months prior to the site review (CAEP).
- The EPP is provided time to respond to the OSR / FFR with an addendum and evidence.
- The site visit review team writes the OSR / FFR, which includes:
    - Questions for clarification;
    - Possible concerns / AFIs (CAEP);
    - Possible conditions / stipulations (CAEP); and
    - Clarifying questions (AAQEP).
- The OSR / FFR is provided to the EPP via email (AAQEP) or through AIMS (CAEP).

Site Visit Schedule

A schedule of EPP program reviews and site visits is kept up-to-date as TSPC's Site Visit Schedule. Revisions must be reviewed and approved by Commissioners and, as needed, by the national accreditor. The most current version of the site visit schedule is available on the Commission meeting webpage.

Commission approval is required for an EPP to modify site visit dates. If the Commission approves a delay, the amount of time for the delay is deducted from the EPP's subsequent seven-year unit approval period. Exceptions may be made by the Commission.

AAQEP availability for site visits

AAQEP is open to site visits any time of year, as long as faculty and students are available for interviews with the visiting team.

CAEP availability for site reviews

CAEP operates using two review cycles annually: Spring and Fall. Their definition of seasons differs from TSPC's, as used on the Site Visit Schedule.

AAQEP semesters for Site Visit Schedule purposes:

- Spring semester: January 1 - June 30
- Fall semester: July 1 - December 31

CAEP's definitions of seasons for Site Visit Schedule purposes:

- CAEP's fall = Generally September to December
- CAEP's spring = generally February to May
- No month is off-limits for site reviews but CAEP generally schedules site reviews September to December and February to May.

TSPC's definitions of seasons for Site Visit Schedule purposes:

- Winter = January, February, March
- Spring = April, May, June
- Summer = July, August, September
- Fall = October, November, December

Determining the site visit dates

The EPP's program liaison and TSPC's Educator Preparation Liaison cooperate to set a schedule for the program review and site visit. These dates are recommended to the full Commission as revisions to the Site Visit Schedule.

Requesting site visit dates

Dates for the site visit are determined in consultation with the national accreditor, the Commission, and the EPP.

- *AAQEP:*
    - AAQEP staff will reach out to schedule site visit dates a year in advance of the selected semester by sending a link to a Google form.
    - EPPs moving from CAEP to AAQEP with CAEP site visit dates: AAQEP will keep the established CAEP dates.
    - EPPs without established CAEP dates: The EPP should select three potential two-day blocks of dates, with the top choice listed first. Things to consider include:
        - The dates requested should be two consecutive weekdays during a time when the programs are in session and key stakeholders will be available for interviews and meetings.
        - The two days will be the core of the site visit, with travel to occur the day before.
        - Check the EPP's organizational calendar to ensure dates do not conflict with breaks in the academic calendar or observed holidays.
        - Also, ensure local schools are in session during the potential visit dates.
    - Review dates with the TSPC Educator Preparation Liaison (Richelle.Krotts@tspc.Oregon.gov) to ensure the proposed dates work for agency staff.
    - When the dates are confirmed with TSPC, fill out the Google form.
    - AAQEP will contact the EPP to finalize the dates. Once dates are mutually confirmed, AAQEP will send the EPP a site visit letter and invoice and copy TSPC.
    - Site visit dates are not fully confirmed until the EPP returns the signed letter to AAQEP and pays at least 50% of the site visit fee.

- *CAEP:*
    - Shells open in AIMS 18 months prior to site reviews and CAEP staff email EPP staff to contact them to schedule their site review dates. Site review dates can be set up further out than 18 months; however, at 18 months the EPP must stick with the dates.
    - The EPP should select three potential three-day blocks of dates, with the top choice listed first. Things to consider include:
        - Check the EPP's organizational calendar to ensure dates do not conflict with breaks in the academic calendar. It is important that the site review is scheduled when students are on campus and student teachers are in public school and university classrooms.
        - The scheduled dates should not conflict with local school holidays, major conferences, or any event that will draw away faculty, students, or supervising teachers.

            Note: Site reviews typically start on a Sunday and end Tuesday of the chosen week of the site review.
    - Review dates with the TSPC Educator Preparation Liaison (Richelle.Krotts@tspc.Oregon.gov) to ensure the proposed dates work for agency staff.
    - Email CAEP (Malina.Monaco@caepnet.org) and cc Matt.Vanover@caepnet.org and the TSPC Educator Preparation Liaison (Richelle.Krotts@tspc.Oregon.gov) with the requested site review dates, listed in order of preference.
    - When dates are verified, notify TSPC Educator Preparation Liaison (Richelle.Krotts@tspc.Oregon.gov).

CAEP site review date changes

CAEP requires EPPs that wish to extend scheduled site review dates by a semester or one year to submit a Good Cause Extension Request Form to Ben Frattini (Ben.Frattini@caepnet.org). There is a charge associated with this process.

Note: CAEP does not charge for site review date changes if states request to change site review dates.

Site visit timeline

Site visits typically last two days (AAQEP) or 2.5 days (CAEP). CAEP visits generally occur all day Sunday, all day Monday, and Tuesday morning. AAQEP does not necessarily begin site visits on Sundays. This will be discussed with AAQEP staff. There may be reasons to adjust the length of a site visit and those are considered on a case-by-case basis.

Typical schedule – AAQEP visit:

- *Pre-Day One:* Meet for a while in the evening;
- *Day One:* Core visit activities;
- *Day Two (morning only or through the early afternoon):* Completion of the site visit activities.

Typical schedule – CAEP visit:

- *Day One:*
    - Presentation by the unit;
    - Review of exhibits;
    - Beginning interviews with key individuals; and
    - During the evening of the first day, the team begins working on its report.

- *Day Two:*
    - Continued interviewing of administrative staff and various faculty members on campus. Interviews usually are conducted with members of the unit's consortium, students, and program completers.
    - Visits to the PK-12 schools with the unit's student teachers. Team members interview student teachers, administrators, school counselors and psychologists, and supervising teachers at that time.
    - Agency staff completes a field audit of student records, as provided in OAR 584-410-0100 and the Field Audit subsection of this section.
- *Day Three:*
    - Completion of the report and exit interview.

Site visit review team member training

State selected team members are required to have national accreditation site visit training.

Individuals employed at EPPs with upcoming unit reviews may be invited by the Commission to be observers on site visit review teams to provide experience they will need in conducting their own unit review.

Site visit review team member selection

Onsite visits are conducted by teams of national and state volunteers and the responsibility for the visit and report-writing process is shared among the team members.

The Commission and the national accreditors appoint the site visit review team members. The site visit team may consist of public school teachers, public school administrators, and teacher/faculty educators. Team members are selected based upon background and expertise. Team members may not have been alumni of the institution and may not have any other conflicts of interest.

Expectations of site visit review team members

The performance of site visit review team members is evaluated by institutions and other national and state site visit review members who serve on the same visiting team. The TSPC Commission reviews this data regularly. The data helps determine if changes need to be made in training and site visit review team member participation.

Site visit review team members are expected to:

- Work effectively as a team member;
- Use multiple evaluation tools effectively;
- Have in-depth knowledge of the Oregon standards, and appropriate national accreditor standards;
- Conduct on-site visits appropriately;
- Have a mastery of word processing and other technical skills;
- Be professional in all aspects of their work; and
- Assist in the review and drafting of the final report.

Continued assignment on a team is predicated on satisfactory performance in accordance with these expectations.

Site visit logistics

Arrangements for the site visit should begin well in advance of the actual visit. The following checklist is a guide to assist the EPP site coordinator:

- Make lodging reservations for all team members. Include the following in selection of a facility:
  - The facility should be located near the campus to minimize travel time.
  - Reserve a private single room for each team member.
  - Reserve a meeting room in the hotel where team members may work upon arrival and throughout the visit. This room should include computers, Internet access and printers. Consult with the team chair on room arrangements and needed supplies.
  - Ensure there is a restaurant in or near the hotel.
  - If possible, arrange direct billing to the unit by the hotel. If direct billing is not possible, please contact the team chair as soon as possible.
- Plan transportation for team members between the hotel and institution upon arrival and departure. Arrangements should be made in consultation with the team chair.
- Set up an on-campus workroom for the team. The room could also double as an exhibit room. Check with the chair to ensure needed supplies are provided and to determine the technology needs of the visit team.
- Set up an exhibit room for any materials not provided electronically, including multiple computer workstations with Internet access and printers.
- The EPP should also provide:
  - The name and telephone number of the technology support person who can provide basic support services to the team during the visit;
  - Support staff assistance, as required;
  - Access to photocopying;
  - Convenient access to a public telephone, restroom facilities, and a kitchen or vending machines;
  - Arrangements for off-campus visits;
  - Arrangements for observation of professional education classes;
  - Access to candidate and faculty records on campus; and
  - Access to samples of candidate products.
- Check with the team chair about arrangements for meals, including special dietary needs of team members.
- Provide clear directions or escorts to scheduled interviews; and
- Provide nametags for all team members, students, faculty, staff, and other interviewers and interviewees.

The role of state team members in joint reviews

State site visit team members join national accreditor members to conduct the visit as a single team. All members of these joint teams participate as equals while conducting the visit, including data collection, reaching a consensus, voting on standards being met, and writing national and any necessary state team reports.

While team member assignments are made in advance, all team members familiarize themselves with all of the standards prior to the visit and are ready to identify necessary follow-up steps to validate strengths and check areas of concern.

Site visit team members work to understand the institutional mission, data sources, collective perspectives toward reaching consensus, continuous institutional improvements and changes, and the

quality of evidence presented by institutions.

The state consultant (Commission staff member):

- May elect to participate in the formative meeting and site visit;
- Is included in all discussions of the site team;
- Provides state context for the site team;
- Addresses site team questions that arise regarding state policies and data provided to the EPP by the state.

State-specific unit-level standards review report

Since unit-level standards are incorporated into the AAQEP Quality Assurance Reports (QARs), the process below is only applicable to CAEP site visits.

Commission selected site team members also write a separate report that focuses on state-specific standards. A member of the Oregon team is asked by TSPC to serve as the state-specific site visit team lead.

Responsibilities of the state-specific site visit team lead

- Participate in a phone meeting with Oregon site team members and the state consultant to review questions and issues related to state-specific standards;
- Assign each team member an Oregon state-specific standard to read, analyze, and report on;
- Explain to team members that each member will be responsible to analyze one CAEP standard and one state-specific standard;
- Collect team member standards reports and draft a final summary report.

State-specific unit-level standards team tasks

- Using a TSPC-provided template, the team completes a State-Specific Standards Review Report within 30 days after the site visit and submits the report to the TSPC Executive Director and TSPC Director of Educator Preparation.
- State-specific interviews and analysis may be positioned on Tuesday afternoon after conclusion of the site visit. If the CAEP chair agrees, interview questions may be integrated with CAEP interviews.
- Basic steps and timetable:

General Timetable	
3 Months Prior to Site Visit	• Read and review the EPP's State-Specific Unit-Level Standards Report; and • Develop a draft of the State-specific Unit-Level Standards Review Report.
Site Visit	• Conduct interviews and evaluate evidence; and • Conduct oral exit interview with EPP staff to discuss findings.
Post Site Visit (30 days after Site Visit)	• Submit final State-specific Unit-Level Standards Review Report to the TSPC Executive Director and Director of Educator Preparation, which includes conclusions, a summary of findings, and recommendations for Concerns, Conditions, or AFIs.

- The TSPC Executive Director will provide the final report to the EPP.
- The EPP may issue a rejoinder.

Additional information is provided in the section below titled *State-Specific Unit-Level Standards Review Report*.

Field Audits *(OAR 584-410-0100)*

Field audits are conducted to ensure EPPs meet the standards for recommending candidates for licensure, endorsements, and specializations. Audits are conducted as part of unit reviews (site visits), by a review of a portion of the EPP's student records.

In conjunction with the on-site visit, agency staff will provide EPP staff with a list of student names that were randomly selected for the EPP's current state recognition period, including five percent or 15 completer records, whichever is greater. EPP staff will make those student records available for review at a time mutually agreed by EPP and agency staff.

The candidate records will be reviewed for evidence as provided in OAR 584-410-0100 (3)(c), with the following clarifications:

- Clinical practices information must include:
  - Records of completion of the required supervision, observations, and evaluations (dates, names, etc.).
  - For candidates enrolled in two or more endorsement programs, evidence that they met the clinical practice requirements for both or all endorsement areas.
  - **Civil rights requirements:**
    - Pre-service candidates who matriculate into the education program (are admitted and attended or enrolled) on or before March 22, 2020 (pre-pandemic): The start date of the candidate's student teaching, final internship, or practicum experience, whichever comes first, must be noted and that date must be after passage of the Protecting Student and Civil Rights in the Educational Environment exam, completion of the civil rights curricular instruction, or a civil rights workshop and fingerprinting / background clearance. This is to verify the civil rights requirements were met prior to the clinical experience.
    - Pre-service candidates who matriculate into the education program between March 23, 2020, and December 31, 2021:
      - During this period of time, the civil rights requirements were suspended.
      - The candidates' permanent records must indicate that the test was waived when the candidates entered the program.
    - Pre-service candidates who matriculate into the education program on or after January 1, 2022:
      - Candidates must complete the EPP curriculum-embedded civil rights and ethics modules, a Commission-approved civil rights test, or hold a TSPC-issued license. (Details on acceptable evidence is provided below.)
      - The EPP must verify that the civil rights requirement was successfully completed by maintaining a certificate of attainment in each candidate's licensure file. The certificate of completion must include the logo or seal of the EPP on the face of the certificate and the date the civil rights requirement was completed.

- Acceptable evidence for meeting civil rights requirements: Each student record must include evidence of one of the following:
    - **Evidence of completion of the EPP curriculum content complying with the program standards included in this Handbook regarding Civil Rights and Professional Ethics Responsibilities.** As part of each completer's permanent file, the EPP is required to assess and verify that the completer has learned these critical proficiencies (ORS 342.123). How that is demonstrated is up to the individual EPPs; however, it is recommended a checklist of standards and a rubric be developed to verify conformance with standards. A certificate must be granted to each candidate who completes this set of instructional modules and a copy placed in the candidates' permanent files. Simply entering a course grade is not considered verification of conformance with standards. *(Required effective January 1, 2022);*
    - **The date of passage of the Protecting Student and Civil Rights in the Educational Environment exam.** The exam date must occur prior to the start date of the candidate's student teaching, final internship, or practicum experience;
    - **Completion of an Anti-Discrimination Workshop, is acceptable for candidates who completed the workshop prior to implementation of the civil rights exam**. The workshop date must have occurred prior to the start date of the candidate's student teaching, final internship, or practicum experience; or
    - **Evidence that the candidate holds or held a TSPC-issued license** prior to the start date of the candidate's student teaching, final internship, or practicum experience (which is acceptable evidence of passage of the exam or workshop).

EPPs must monitor and assess the effectiveness of their civil rights instruction.

Civil rights and professional ethics modules

In accordance with ORS 342.123, applicants for initial licensure are required to demonstrate knowledge of Civil Rights laws and Professional Ethics standards. Many applicants meet this requirement through coursework in their educator preparation programs or through available classes at community college. For those who do not meet the requirement through existing programming, TSPC has created modules available through Workday to allow license applicants to meet the Civil Rights and Professional Ethics knowledge requirement. Directions to access the modules, including creating a Workday account, are available on TSPC's Civil Rights and Ethics Course webpage.

Site visit review team reports

After completion of the site visit, the following reports are issued:

Quality Review Team Report (QRT Report, AAQEP) / Site Review Report (SRR, CAEP):

- An oral report of findings is provided to the institution at the conclusion of the site visit.
- A draft QRT Report / SRR is provided to the institution no later than four weeks (AAQEP) or within 30 calendar days (CAEP) of the site visit.
- The institution is provided time to request factual corrections.
- The EPP has two weeks (AAQEP) or 30 days (CAEP) from the date they received the draft QRT Report / SRR to complete and submit an optional institutional rejoinder. The purpose of the rejoinder is to clarify information or dispute findings. New evidence of meeting standards may not be included in the report.

- The AAQEP Accreditation Commission (2-4 months after the site visit) or CAEP Accreditation Council (the following April or October) makes all final accreditation decisions on whether standards are met or unmet.

State-Specific Unit-Level Standards Review Report:
AAQEP: State-specific unit-level standards are incorporated into Standard 4 of the AAQEP QRT Review, so there is no separate state-specific report for EPPs affiliated with AAQEP.

CAEP:
- A draft oral report is given to the institution at the conclusion of the site visit.
- A draft State-Specific Unit-Level Standards Review (SSULSR) Report is provided by TSPC to the institution within 30 days of the site visit.
- The institution has seven days to request factual correction.
- The EPP has 30 days from receipt of the SSULSR to complete and submit an institutional rejoinder to TSPC.
- The TSPC Executive Director provides a recommendation to the Commission based on the final SSULSR report and the institutional rejoinder.
- The Commission makes all final decisions and recommendations on whether standards are met or unmet.

Optional rejoinders

AAQEP: Within two weeks of the site visit, the EPP returns the draft report with any factual corrections noted.

CAEP: Within 30 days of receipt of the Site Review Report, the EPP submits an optional Institutional Rejoinder to the findings in the Site Review Report. If the EPP does not rejoin any of the findings, a letter must be submitted to acknowledge receipt of the report.

Accreditation Commission (AAQEP) / Accreditation Council (CAEP)

AAQEP: Two to four months after the site visit, the AAQEP Accreditation Commission makes an accreditation decision. The EPP will have an opportunity to respond to questions at the Accreditation Commission meeting to provide clarifications.

CAEP: The following April (for fall visits) or October (for spring visits), The CAEP Accreditation Council makes an accreditation decision.

Executive Director's recommendations

The Executive Director writes a recommendation based on the Quality Review Team Report (AAQEP) or Site Review Report (CAEP) and assessment of the state-specific standards, the EPP's Institutional Rejoinder, and the accreditation decision.

Commission action

The Executive Director Report, On-site Report, and Institutional Rejoinder (if completed) are provided to Commissioners for review and decision.

The Commission takes one of the following actions for state approval:
- **Unconditional approval**;

- **Approval with conditions**. The unit will present plans for removal of the conditions and correction of areas for improvement, as designated by the Commission;
- **Probationary approval and designation as an "at-risk institution."** The unit must correct the conditions and areas for improvement within two years; and
- **Non-approval and designation as a "low-performing institution."**

Unless stipulated otherwise, the Commission's approval of a unit shall expire on August 31 of the final year of the seven-year approval period.

> **Note:** It is the institution's responsibility to apply for renewal in advance of unit or program expiration.

Communication with team members

Communication with the team chair and members is conducted primarily through email. Team members should never contact the unit independently, nor should the unit contact team members directly without the knowledge of the team chair. Team members should make all requests for information through the team chair.

Arranging interviews

The site visit review team members will spend much of the second day interviewing individuals and groups. The individuals to be interviewed may vary from institution to institution.

Organizing the exhibit room

The exhibit room has traditionally referred to the centralized location in which the unit organizes and displays documents and other evidence that demonstrates the unit meets standards. **Units shall display all exhibits on a website, which will be accessible to team members prior to arrival.** Exceptions to electronic exhibits will be worked out and approved in advance by the team chair.

Evidence should include unit and program assessment of candidate proficiencies and the effectiveness of the unit. Evidence includes, but is not limited to, data related to: end-of-course assessments, internship assessments, candidate portfolios, candidate projects, results of testing, follow-up studies, and program evaluations.

Hosting the site visit

The unit makes arrangements for overnight housing for team members, provides for meals, and reimburses team members for mileage based upon established state rates.

The unit provides a work room for the team where the exhibits are available or accessible. Computers must be available for use by the team members and internet access at the hotel accommodations is required.

It is important that the unit's liaison is available and accessible to the team during the visit to answer questions, find any additional information that is needed and provide general guidance for the team.

Site visit review team responsibilities

Site visit review team members all review all materials; however, the team chair makes assignments for each team member. Team members are expected to emphasize the specific team assignment they

have as they conduct their interviews and complete the review of exhibits. They should be thorough in the review and should maintain complete notes for use in completing their reports. It is important team members maintain a record of interviews and the people who attend all interviews they conduct.

Usually, the interviews on campus are completed during the second day. During the evening, the team will have an opportunity to share information and indicate if there is additional information that is needed. Team members should begin to organize their reports. During the afternoon of the second and third day, team members will generally meet to discuss their findings on the standards and to complete reports on their specific assignments. The team will recommend *met* or *not met* on each of the standards that apply to the specific programs. The team will also recommend Areas for Improvement (AFIs), if appropriate. The team supports its findings with facts and evidence based on the review of exhibits and the interviews that were conducted.

Before the team leaves the campus, it meets with the unit to give an exit report, which states the general preliminary findings of the team.

The Site Visit Report (AAQEP) / Site Review Report (CAEP)

The Site Visit Report or Site Review Report includes each standard reviewed, with a recommendation of the team's findings. The report will identify any recommendations for Concerns (AAQEP) or Areas for Improvement (AFI, CAEP) and/or Conditions (AAQEP) or Stipulations (CAEP), if appropriate.

The report cites evidence that shows compliance with or deviation from each standard that applies to the unit's programs. The report contains a list of contacts that were made and the exhibits or evidence reviewed.

The report is completed based on the findings of the off-site and on-site reviews by team members. Once a draft has been completed, it is circulated to the team members for their review. After that, the edited draft is sent to the unit for the unit's review and response. Amendments are made that are necessary to correct information and the report is forwarded to the Executive Director, who prepares the resolutions and recommendations for the Commission.

Accreditation Commission (AAQEP) / Accreditation Council (CAEP)

Two to four months following the site visit, the AAQEP Accreditation Commission makes an accreditation decision.

The CAEP Accreditation Council meets in April and October and reviews the EPP cases from the previous semester to make accreditation decisions.

Recommendations of the Executive Director

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

- **Unconditional approval**;
- **Approval with conditions**. The unit will present plans for removal of the conditions and correction of AFIs, as designated by the Commission:
- **Probationary Approval and designation as an "at-risk institution."** The unit must correct the conditions and areas for improvement within two years; or
- **Non-approval and designation as a "low-performing institution**."

Commission Action

The Site Visit Report or Site Review Report, Institutional Rejoinder (if provided), and Executive Director's Recommendations are taken to the full Commission for action. After a vote by the full Commission, a copy of the Executive Director's Report and the results of the Commission's action are provided to the unit head.

Confidentiality and Code of Ethics

Program review and site visit review team members' Code of Ethics

The program review and site visit review processes are sensitive by their nature. Therefore, objectivity and credibility are essential. The purpose of TSPC's Code of Ethics is to prevent both actual and perceived conflicts of interest and unethical behavior by TSPC representatives, including staff. While participating on a TSPC program review or site visit review team, team members represent the Commission.

TSPC's Code of Ethics:

> Program review team members, site visit review team members, and TSPC Commissioners and staff shall conduct themselves as thoughtful, competent, well-prepared, and impartial professionals at all times while representing TSPC.

To assure institutions and the public that TSPC program and site visit reviews are impartial and objective, to avoid conflicts of interest, and to promote equity and high ethical standards in the review process, Commissioners, program reviewers, site visit reviewers, and staff must follow this Code of Ethics. They shall also exclude themselves from TSPC activities for any other reasons not listed in the Code that may represent an actual or perceived conflict of interest. Violation of any part of the Code will result in the individual's removal from the current program review or site visit and from future consideration for program review or site visit review teams.

Fairness (formerly Bias)

Commissioners, program and site visit reviewers, and staff must:

- Not advance personal, non-Commission, or non-national accreditor approved agendas in the conduct of accreditation reviews by attempting to apply personal or partisan interpretations of standards;
- Examine the facts as they exist and not as they are influenced by past reputation, media accounts about institutions or programs being reviewed;
- Exclude themselves from participating in Commission and national accreditor activities if, to their knowledge, there is some predisposing factor that could prejudice them with respect to the accreditation of institutions, partnerships with states, or approval of a professional organization's guidelines; and
- Exclude themselves from Commission and national accreditor activities if they are philosophically opposed to or are on record as having made generic criticism about a specific type of institution or program allowable under the standards.

Compensation or gifts

Program or site visit review team members, Commissioners, and staff shall not request or accept any compensation whatsoever or any gifts of substance from the institution being reviewed or anyone affiliated with the institution. (Gifts of substance could include briefcases, tickets to athletic or

entertainment events, etc.)

- If the giving of small tokens is important to an institution's culture, these items may be accepted from the institution. (Tokens might include, for example, coffee mugs, key chains, tee shirts, and articles that cost less than $50.)
- If unsure, program or site visit review team members, Commissioners, and staff shall err on the side of declining gifts of any kind.

Program and site visit review team members, Commissioners, and staff must not expect elaborate hospitality during visits.

Program and site visit review team members, Commissioners, and staff must use restraint in any expenditures charged to the campus being visited, and shall abide by the guidelines set forth in State of Oregon and the national accreditor's travel reimbursement policies.

Under no circumstance may staff accept any personal compensation whatsoever or any gifts of substance from an institution, although institutions may pay for staff travel when they invite staff to their institutions, consistent with the guidelines set forth in State of Oregon and the national accreditor's travel reimbursement policy. If the institution wishes to compensate a TSPC staff member for a visit, payment must be made to TSPC.

Conflicts of interest

Program and site visit review team members and staff shall not participate in any decision-making capacity if they have a close, active association with an institution.

A "decision-making capacity" includes serving on a program review or site visit team. A "close, active association" includes:

- Having been a member of the faculty, staff, or student at the institution within the past 10 years. ("Student" includes people enrolled in a significant course of study or degree program, or having been a graduate of the institution.)
- Participating (on an individual basis) in a common consortium or special research relationship;
- Having jointly authored research or literature with a faculty member at that institution;
- Having an immediate family member attending or employed by the institution, professional organization, or state;
- Having former graduate advisees or advisors employed by the institution. When supervision of dissertations is involved, personal prejudice is especially difficult to avoid and bias is often assumed;
- Having applied for a position at the institution or professional organization;
- Having been a consultant at the institution within 10 years; and
- Having profited or appeared to benefit from service to the institution, professional organization, or state.

Consulting

When considering or accepting a personal consulting or similar arrangement with an institution, Commissioners, program reviewers, site visit review team members, and staff shall:

1. Be clear that they are not serving as the Teacher Standards and Practices Commission's agent but rather are providing their own professional expertise for consulting purposes;
2. Inform the institution that their advice and recommendations do not guarantee program or

unit approval outcomes;

3. Not solicit consultation arrangements with institutions preparing for program approval or site visits;
4. Not advertise their status as Commissioner, commission staff, program review team member, or site review team member for the purpose of building a consulting clientele;
5. Not accept a consulting arrangement at an institution for which the person served on a program review or site visit review team for at least two years following the review decision;
6. Refrain from voicing an opinion about the institution to others; and
7. Under no circumstance accept fees from an institution, though institutions may pay for travel when they invite individuals to their institutions. If the institution wishes to compensate for a visit by a site visit review team member, payment must be approved by TSPC and must be to reimburse actual expenses only.

Confidentiality

Confidentiality is an integral part of the review process. The Commission, program and site visit review team members, and staff must have access to sensitive information in order to conduct reviews of professional education programs. The Commission, review team members, and staff must protect the confidentiality of this information.

Confidentiality has no expiration date—it lasts forever.

Program reviewers, site visit review team members, and staff shall treat as confidential all elements of the review process and information gathered as part of the process, including: documents, interviews, data, discussions, interpretations, and analyses related to the review of educator preparation programs.

Program reviewers, site visit team members, and staff shall not discuss in public places the particulars of a program review or site visit, or the specifics of any case.

Program reviewers, site visit team members, and staff shall not discuss details about an institution related to a review or site visit with anyone other than site review team members before, during, or after the review or visit. Commission members shall refrain from discussing the specifics of individual cases and decisions regarding programs or institutions with individuals who are not Commission members.

* * * * AAQEP Information * * * * *

Note: *Extensive information about the Association for Advancing Quality in Educator Preparation (AAQEP) is available on the AAQEP website at: https://aaqep.org/.*
This handbook is primarily intended to provide processes and basic information.

AAQEP contact information

Association for Advancing Quality in Educator Preparation
PO Box 7511
Fairfax Station, VA 22039-9998
General information: aaqep@aaqep.org | 301-276-5106

AAQEP-Oregon partnership agreement *(7/1/21-6/30/24)*

AAQEP Standards

AAQEP Expectations Framework

Member Resources

	Completer performance	Program practice
Foundational expectations	Widely shared expectations for which accepted measures are readily available	
	STANDARD 1: Candidate/Completer Performance Program completers perform as professional educators with the capacity to support success for all learners.	**STANDARD 3: Quality Program Practices** The program has the capacity to ensure that its completers meet Standards 1 and 2.
Contextual challenges	Shared questions or challenges that demand local solutions and invite innovation; reflection of specific institutional missions; responsiveness to state requirements	
	STANDARD 2: Completer Professional Competence and Growth Program completers adapt to working in a variety of contexts and grow as professionals.	**STANDARD 4: Program Engagement in System Improvement** Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.

AAQEP's Four Standards

1. Program completers **perform** as **professional educators** with the capacity to support success for all learners.
2. Program completers **adapt** to working in a variety of **contexts** and **grow** as professionals.
3. The program has the **capacity** to ensure that its **completers meet** standards 1 and 2.
4. Program practices **strengthen** the P-20 education system in light of **local** needs and in keeping with the program's **mission**.

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Always Improving Together!

Standards as key questions

1. At the end of the program, are completers ready to fill their target professional role effectively?
2. Were completers prepared to work in diverse contexts, have they done so successfully, and are they growing as professionals?
3. Does the program have the capacity to ensure that its completers meet Standards 1 and 2?
4. Do program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission?

Always Improving Together!

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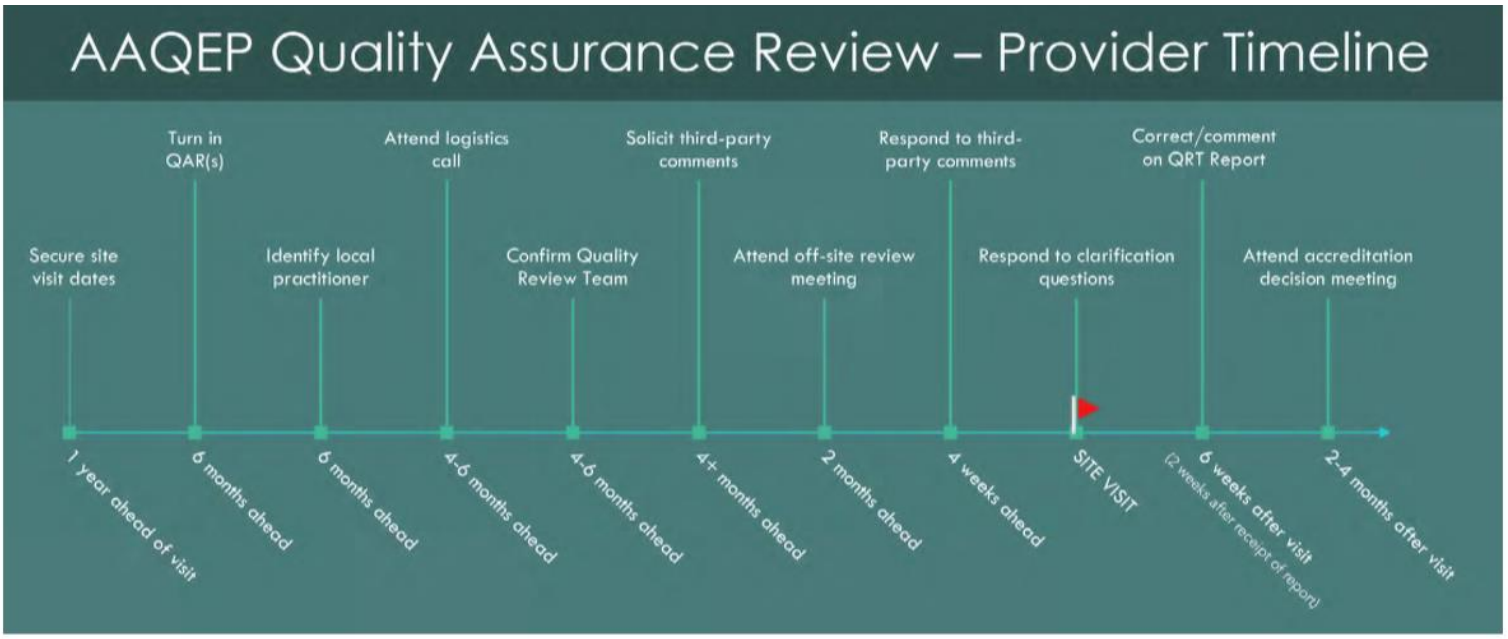

AAQEP Policies

Annual report policy

https://aaqep.org/content.asp?contentid=178

Association Management System (AMS)

- Everyone, whether they are an AAQEP member or not, can set up a web account. AAQEP has set up a number of accounts themselves for people they frequently work with.
- To determine if an account has been set up, go to AAQEP.org and select [Forgot password]. If an account has been established, you will receive your account information via email. If not, you can set up an account.
- Primary Contacts are able to add additional individuals from your institution.

Common terminology

- *AMS:* AAQEP's Association Management System.
- *Annual reports:* The reporting window is October through December, with the report due by December 31 annually;
- *Commendation*: Recognition awarded when evidence shows outstanding preparation and performance on one or more aspects of a standard or the standard as a whole.
- *Comment*: Observation by the Accreditation Commission that gives useful feedback to the provider on a finding that is noteworthy but not significant enough to be cited as a commendation or concern. Comments often acknowledge ongoing improvement efforts identified by the provider.
- *Concern:* Relatively minor shortcoming in relation to one or more aspects of a standard. Evidence regarding progress in addressing concerns must be presented in the provider's next annual report(s);
- *Condition*: A larger problem that threatens a provider's ability to meet a standard and that requires immediate action.

    - Notation of one condition may allow full accreditation, but evidence of the condition's resolution must be provided within two years.
    - The noting of two conditions, however, leads to the award of a probationary two-year term of accreditation. Failure to resolve any condition in two years results in adverse action.
- *Quality Assurance Report:* Self-study report;
- *Quality Assurance Review:* Site visit;
- *Quality Review Team (QRT):* Site visit review team;
- *Proposal:* Typically due two to three years prior to a site visit (can expedite);
- *Site visit schedule:* Open to site visits any time of year, as long as faculty and students are available for interviews with the visiting team.

Decision options

- **Accreditation for 7 years**
  All standards met. No conditions; may include statements of concern.
- **Accreditation for 7 years, contingent on accepted report**
  One condition that must be removed within two years. May include additional concerns.
- **Accreditation for 2 years, requiring a follow-up visit**
  More than one condition that must be removed within two years and which may require an additional visit
- **Denial of accreditation**
  More than one standard not met

Guide to AAQEP Accreditation

The *Guide to AAQEP accreditation:*

- Provides AAQEP members with comprehensive information on the AAQEP process to support them as they seek accreditation or reaccreditation
- Serves as a resource for volunteer peer reviewers and decision makers.
- Describes:
    - AAQEP's standards and aspects;
    - Evidence consideration and priorities;
    - The accreditation process;
    - The Quality Assurance Report (self-study);
    - The review process; and
    - Definitions of key terms. (If you're looking for policies, you can find them here.)
- Is an annually updated operating manual.

Members may choose to work with any version of the *Guide* that has a publication year within 4 years of their scheduled visit. For example, a provider with a visit scheduled in fall 2024 may use the 2020 version or later; the version must be specified in the Quality Assurance Report to ensure reviewers have a common reference point.

Download Current Guide

Local practitioners

- EPPs must notify AAQEP of their local practitioner selection at least six months prior to the site visit;
- Guidelines are available for selecting a local practitioner: Site visit essentials page (must be logged in to view).

Proposals

AAQEP's process includes a proposal review stage prior to a scheduled site visit. Oregon EPPs approved to work with AAQEP must submit and receive a successful proposal. After a provider's initial review with AAQEP, the proposal step is optional unless the provider ceases then returns to work with AAQEP. A successful proposal includes, but is not limited to, demonstration that appropriate data sources are available to address the standards and reliability and validity have been empirically investigated.

Guidelines for writing an AAQEP Accreditation Proposal

Site visitor steps

- Team members review QAR
    - Action: Team members individually review self-study report
    - Document used: Quality Assurance Report
- Off-site review team meeting
    - Action: Team meets, shares questions, and plans for the site visit
    - Document used: Quality Review Team Record
- QRT off-site review report
    - Action: Off-site review report, based on meeting, shared with provider
    - Document used: Off-Site Review Report
- Team meeting with provider
    - Action: Team meets with provider to review off-site report, review schedule
    - Document used: Off-Site Review Report
- On-site (or virtual) visit
    - Action: Team reviews evidence, meets with stakeholders, documents all
    - Document used: Quality Review Team Record
- QRT report to provider
    - Action: Report is finalized within 4 weeks and sent to provider for factual review
    - Document used: Quality Review Team Report to Provider
- Report to Accreditation Committee
    - Action: Final report sent to Accreditation Commission for decision
    - Document used: Quality Review Team Report to Accreditation Commission

Substantive change policy

A substantive change is a significant modification, addition, removal, or discontinuation of a program, or an expansion of the nature and scope of an AAQEP-accredited provider/program. See the AAQEP website for information: https://aaqep.org/substantive-change-policy)

Transition Guidelines

Transition guidelines have been developed to help EPPs transition to AAQEP. EPPs that wish to work with AAQEP must agree to follow the terms of the guidelines.

AAQEP Transition Guidelines

* * * * CAEP Information * * * * *

CAEP Information

Note: *Extensive information about CAEP is available on the CAEP website at: http://caepnet.org.*
This handbook is primarily intended to provide processes and basic information.

CAEP contact information

Council for the Accreditation of Educator Preparation
1140 19th St. NW, Ste. 400
Washington, DC 20036
Main phone: 202-223-0077
General information: caep@caepnet.org
CAEP staff listing

CAEP Standards

Full information about CAEP standards is on the CAEP website: https://caepnet.org/standards/2022-itp/introduction.
Additional CAEP information is available in the *CAEP* section of this publication.

CAEP standards

Standard 1: Content and Pedagogical Knowledge
Standard 2: Clinical Partnerships and Practice
Standard 3: Candidate Recruitment, Progression, and Support
Advanced standards: Candidate Quality and Selectivity
Standard 4: Program Impact
Advanced standards: Satisfaction with Preparation
Standard 5: Quality, Assurance System, and Continuous Improvement
Advanced standards: Provider Quality Assurance and Continuous Improvement
Standard 6: Fiscal and Administrative Capacity
Standard 7: Record of Compliance with Title IV of the Higher Education Act

CAEP bylaws require a review of the CAEP Standards every seven years. The CAEP Research Committee was charged in 2018 with updating the research related to the CAEP Standards. The CAEP Board of Directors created a task force in June 2020, which spent months reviewing data and reports from the CAEP Research Committee and the CAEP Equity and Diversity Committee. The task force also reviewed US Department of Education (USDOE) and CHEA guidelines, more than 300 CAEP accreditation decisions, as well as feedback from stakeholders. It was composed of 21 representatives from the field of education, including P-12, higher education, state education departments and non-profit education organizations. The task force focused on reviewing the 2013 standards, specifically seeking to consolidate, clarify and streamline the standards.

In most cases, the changes include the consolidation, clarification, and the removal of extraneous language. In addition, specific standards for technology have been added, given the increase in online learning. Equity and diversity measures have been specifically included in components of the standards to ensure proper attention is given and each provider must demonstrate progress toward recruiting and graduating a candidate pool that reflects the diversity of America's P-12 students, as well as increased

flexibility in documenting candidates' academic knowledge and their impact on student learning and development.

2022 Standards web page
2022 Advanced Level Standards web page

CAEP one-pagers

2022 Initial Level Standards one-pager
2022 Advanced Level Standards one-pager

CAEP Topical Information

Accreditation information online

To find CAEP's accreditation resources:

- Go to their home page: http://caepnet.org/;
- Hover over [Accreditation and Program Review];
- Select [Accreditation Resources];
- Documents provided include these areas:
    - CAEP Accreditation Process;
    - AIMS;
    - Webinars;
    - Evidence;
    - Assessments;
    - EPP Annual Reporting;
    - Webinars | Archive;
    - Recent Presentations; and
    - Legacy Accreditors: NCATE & TEAC.

Accreditation Workbook

Add-on programs

Add-on programs (CAEP's definition):

> Add-on programs are designed for educators who hold valid teaching licensure and are seeking to add additional teaching field(s); or
>
> Programs that lead to licensure but for which the licensing authority (e.g., state or country) does not require completion of an internship for eligibility.
>
> Add-on programs do not lead to a degree (but may lead to a certificate) and require either a licensure examination or an assessment of candidate proficiency to understand and apply knowledge and skills in the specialty licensure area that provides access to employment in a P-12 setting.
>
> Add-on programs will be reviewed under CAEP Standard A.1, component A.1.1, and require the EPP submit evidence of candidate content knowledge documented by state licensure test scores or other proficiency measures.

Add-on programs are not required to be reviewed by CAEP, per a decision of the CAEP Board on June 6, 2019.

Advanced-level and initial-level programs

CAEP considers initial programs to be programs that lead to the initial license to be a classroom teacher. Anything else that has a credential is advanced or add-on.

Advanced-level programs are:

- EPP programs at the post-baccalaureate or graduate levels that lead to licensure, certification, or endorsement; and
- Designed to develop P-12 teachers who have already completed an initial preparation program, currently licensed administrators, other certificated (or similar state language) school professionals for employment in P-12 schools / districts.
- These programs are submitted to CAEP using the 2022 CAEP Advanced-Level Standards – Council for the Accreditation of Educator Preparation (caepnet.org).

For EPPs with advanced-level programs only, or both initial- and advanced-level programs, a single self-study report is submitted for review.

See the table below for information about which of Oregon's programs are considered to be initial and advanced programs.

Scope of accreditation for advanced programs

Advanced-level programs required to be submitted for CAEP review include programs that meet any of the following conditions:

- Programs designed to develop P-12 teachers or other school professionals for employment in P-12 schools/districts or to further the pedagogical knowledge and skills of P-12 teachers and/or other school professionals;
- Programs where more than 50% of the program's enrollees serve as teachers and/or other school professionals in P-12 schools/districts;
- Programs that are part of M.Ed.; M.S.; M.A.; Ed.D, or Ph.D., programs that are specific to the preparation of specialists for P-12 schools/districts (e.g., reading specialists, school librarians; school psychology, school administrators);
- Advanced level programs designed to further the knowledge and skills of P-12 teachers and/or other school professionals such as curriculum and instruction, educational technology, etc.; and
- Add-on programs:
    - Are designed for educators who hold valid teaching licenses and who are seeking to add additional teaching field(s); or
    - Are programs that lead to licensure but for which the licensing authority (e.g. state or country) does not require completion of an internship for eligibility. Do not lead to a degree but may lead to a certificate. Require a licensure examination or an assessment of candidate proficiency to understand and apply knowledge and skills in the specialty licensure area that provides access to employment in a P-12 setting.

Advanced-level programs NOT reviewed by CAEP include the following:

- Any advanced-level degree programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts are not reviewed.

- Any advanced-level, non-licensure degree programs, including those specific to content areas (e.g. M.S., M.A., Ph.D.).
- Educational leadership programs not specific to the preparation of teachers or other school professionals for P-12 schools/districts.

- Other advanced level programs already recognized by another national accreditor that is recognized by either CHEA or the US Department of Education.

Commission-approved list of advanced programs, initial programs, and add-ons *OAR 584-410-0010 (3)*

License, endorsement, or specialization area	Pre-service or inservice teacher?	Initial, Advanced, or Add-on
Non-Program-Required Areas Advanced Mathematics (includes Foundational Math)* Agricultural Science Biology Business: Generalist Business: Marketing Career Trades: Generalist Chemistry English Language Arts (includes Foundational ELA)* Family and Consumer Science Health Integrated Science* Physics Social Studies (includes Foundational Social Studies)* Speech (Forensics) World Language: Chinese World Language: French World Language: German World Language: Latin World Language: Spanish	Pre-service teacher Inservice teacher	Initial Add-on**
Teacher Leader License	Inservice	Advanced
Art	Pre-service teacher Inservice teacher	Initial Add-on**
Drama	Pre-service teacher Inservice teacher	Initial Add-on**
Elementary – Multiple Subjects	Pre-service teacher Inservice teacher	Initial Add-on**
English to Speakers of Other Languages (ESOL)	Pre-service teacher Inservice teacher	Initial Add-on**
Library Media	Pre-service teacher Inservice teacher	Initial Add-on**
Music	Pre-service teacher Inservice teacher	Initial Add-on**
Physical Education	Pre-service teacher Inservice teacher	Initial Add-on**
Reading Intervention	Pre-service teacher Inservice teacher	Initial Add-on**
Special Education: Generalist	Pre-service teacher Inservice teacher	Initial Add-on**

License, endorsement, or specialization area	Pre-service or inservice teacher?	Initial, Advanced, or Add-on
Special Education: Early Intervention	Pre-service teacher Inservice teacher	Initial Add-on**
Special Education: Deaf and Hard-of-Hearing	Pre-service teacher Inservice teacher	Initial Add-on**
Special Education: Visually Impaired	Pre-service teacher Inservice teacher	Initial Add-on**
World Language: Japanese	Pre-service teacher Inservice teacher	Initial Add-on**
World Language: Russian	Pre-service teacher Inservice teacher	Initial Add-on**
Principal License	N/A	Advanced
Professional Administrator License	N/A	Advanced
School Counselor License	N/A	Advanced
Professional School Counselor License	N/A	Advanced
School Psychologist License	N/A	Advanced
Professional School Psychologist License	N/A	Advanced
School Social Worker License	N/A	Advanced
Professional School Social Worker License	N/A	Advanced

* **Note about foundational endorsements:** EPPs do not need a separate approved foundational program and candidates that have an advanced endorsement do not need the foundational endorsement in that area. The reason for this is because the advanced endorsement includes all of the course codes of the foundational endorsement within that area. If a candidate wishes to add a foundational endorsement, though, he or she must pass the content test for that area.

**** Note about add-on programs for licensed candidates:** Add-on programs are not required for CAEP review.

Specializations
Specializations do not fall within CAEP's scope because CAEP is interested in programs that lead to licensure. Specializations are not required to teach or work in the specialized area.

AIMS (Accreditation Information Management System)

General information:
AIMS is CAEP's data collection and management system used by:

- EPPs: To submit and access reports and forms;
- CAEP staff: To monitor the accreditation process, site visitor assignments and reports, program reviews, annual reports, and state partnership agreements;
- CAEP site visitors and Accreditation Council members: As a workspace to review and complete assignments related to accreditation and/or governance; and.
- State contacts: To view CAEP member EPPs in the state (candidate or accredited), pathway selection, or standard (legacy or CAEP).
- AIMS Changes are made by CAEP staff. Users can make recommendations. To make AIMS changes, select [Export], note changes, and send the information to techsupport@caepnet.org.
- To update your profiles: Select [Update My Profile] on the bottom of the left-hand navigation panel, make changes, then select [Submit].
- For help: techsupport@caepnet.org.

EPPs receive access to AIMS at Phase I of the application process.

Recognition reports:
Results of the site reviews are shared via recognition reports. Recognition report decisions are "Nationally Recognized," "Recognized with Conditions," "Further Development Required," "Recognized with Probation," or "Not Nationally Recognized."

- CAEP notifies EPPs when recognition reports have been uploaded to AIMS.
- To access recognition reports:
    - Open [AIMS].
    - Select [Program Review System (PRS)].
    - Select the current semester or quarter from the drop-down box in the upper-left corner. Reports from that semester or quarter will be listed by EPP.
- CAEP decision process information

Application process

For complete CAEP application information, see the CAEP Application webpage.

EPPs seeking accreditation for the first time complete a two-phase application process to enter the accreditation system.

- Phase I: CAEP provides two 'tracks' for those seeking accreditation for the first time: Candidacy for Accreditation – This is the appropriate starting point for EPPs who believe they will meet all five CAEP standards successfully within five years.
- Accreditation Eligibility – This is the starting point for EPPs who believe they will meet all five CAEP standards successfully within two years.

As soon as the EPP applies, the cost associated with membership in CAEP apply. CAEP membership fees are influenced by the number of candidate completers.

Contact CAEP for Phase II information.

Assessments

CAEP uses the term "assessments" to cover content tests, observations, projects or assignments, and surveys. Assessments and scoring guides are used by faculty to evaluate candidates and provide them with performance feedback. Assessments and scoring guides should address candidate knowledge, performance, and dispositions that are aligned with standards.

- EPP-created assessments: CAEP site evaluators follow guidelines provided in the CAEP Evaluation Framework for EPP-Created Assessments. EPPs can also use this tool to design, pilot, and judge the adequacy of EPP-created assessments.

Family Engagement course

The CAEP Family Engagement course can support EPP faculty to prepare candidates to engage with their students' parents.

Family Engagement course

Partnership agreements

The original state partnership agreement between CAEP and TSPC was signed in 2013. It was succeeded by an agreement dated 8/1/2018-4/31/2021, which was then followed by the following agreements:

2022-2027 CAEP-Oregon agreement
5/1/2021-6/30/2022 Addendum
8/1/2018-4/31/2021 CAEP-Oregon agreement

* * * * Oregon Rules and Standards * * * * *

State-Specific Standards

See: OAR 584, Division 20 and Division 420

Oregon has the following state-specific program and unit standards:

State-specific program level standards:
State-specific standards are embedded within each program's standards, as demonstrated in OAR Chapter 584, Division 420, and are, therefore, an automatic part of the state program review process. However, EPPs that complete SPA reviews will need to submit an addendum to their SPA program reports to demonstrate how the program meets the following Oregon requirements.

- Reading Instruction, for these programs (OAR 584-420-0015):
  - Elementary – Multiple Subjects;
  - Reading Intervention; and
  - Special Education: Generalist
- Dyslexia Instruction, for these programs (OAR 584-420-0016):
  - Elementary – Multiple Subjects;
  - Reading Intervention; and
  - Special Education: Generalist
- Equity (included in each program standard, as provided in OAR Chapter 584, Division 420)
- Knowledge of School Law for Licensed Educators (OAR 584-017-1020)
- Civil Rights and Professional Ethics Responsibilities
  The following scope, responsibilities, and program standards must be embedded in the educator curriculum standards for all educators and must be completed by the candidate prior to their student teaching.

Civil Rights and Professional Ethics Responsibilities and Program Standards
State Standards for Educator Preparation Providers

A. **Scope:** Civil rights and professional ethics standards are applicable to all educators, including administrative, teaching educators, school personnel, and school nurses, in-state or out-of-state.*

* Note: Out-of-state license applicants would typically take a revised Pearson test that is interactive and developmental.

B. **Responsibilities**: The EPP designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate knowledge, skills, and professional dispositions related to civil rights and professional ethics.*

* Note: EPP documents compliance in annual reports and field audits, as mandated by TSPC. The candidate test scores or course grades may be used to demonstrate proficiency or some alternate means deemed permissible by TSPC.

C. **EPP curricula must include the following areas evaluated under this civil rights standard, including, but not limited to:**

1. Federal civil rights statutes related to discrimination prohibitions regarding ADA and Disabilities (Title II), race (Title VI), sex (Title IX) and homelessness (SEC 721. 42 U.S.C. 11431).

a. Title II (1964) prohibits discrimination because of race, color, religion, or national origin in certain places of public accommodation.

b. Americans with Disabilities Act (1990) prohibits discrimination against individuals with disabilities in all areas of public life including jobs, schools, transportation, and all public and private places that are open to the general public.

c. Title VI (1964) prohibits discrimination on the basis of race, color, or national origin in any program or activity that receives federal funds or other federal financial assistance. For example, an educational institution may be responsible to provide interpreter services needed for a deaf student in academic classes.

d. Title IX (1972, 2020) states "No person in the U.S. shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Title IX prohibits sex discrimination in educational institutions that receive federal funding (the vast majority of schools). Schools must disseminate a notice of nondiscrimination. This also applies to equity in athletic programs.

e. 42 U.S. Code Par 11431 – Each state educational agency shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. State laws with compulsory residency requirements must be revised to prevent barriers to education for homeless children and youths.

2. Federal United States Code related to educational information and records Family Educational Rights and Privacy Act (Title XX, Chapters 1-2 and Section 1232g):

a. This Act protects the privacy of student education records. Schools must have written permission to release any information from a student's education record with the exception of "directory" information.

b. Schools may only release information to certain parties under certain conditions, such as under court order, accrediting organizations, etc.

3. Federal Health Insurance Portability and Accountability Act (HIPAA Privacy and Security Rule) (1996) is a federal law that requires the creation of national standards to protect sensitive patient health information from being disclosed without the patient's consent or knowledge.

4. Food and Nutrition Services: USDA Departmental Regulation 4330-2 and Regulation 7 CFR Part 16:

a. Regulation 4330-2 ensures compliance with and enforcement of the prohibition against discrimination in programs and activities funded in whole or in part by the USDA.
b. Regulation 7 CFR Part 16 ensures equal opportunity for religious organizations to compete on an equal footing with other organizations for USDA assistance.
c. These regulations build upon the federal civil rights statutes Title VI, IX and other federal civil rights statutes that prohibit discrimination.
d. The Civil Rights Division (CRD) mission is to ensure compliance with applicable laws, regulations, and policies for Food and Nutrition Services (FNS) customers and employees regardless of race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA. (Not all prohibited bases will apply to all programs and/or employment activities.) CRD also facilitates equal and timely access to FNS programs and services for all customers.

5. Oregon Civil Rights Anti-bullying statutes (ORS 339.351)

a. This set of statutes prohibits all forms of bullying, including cyberbullying, harassment, physically harming a student or damaging their property.
b. It requires a safe and civil environment in order to learn and achieve high academic standards.
c. It requires the development of district policies and training programs.

6. Oregon Civil Rights Boundary Invasion (ORS 339.370), including any sexual advances, whether verbal, written or electronic, directed toward a student or that have the effect of unreasonably interfering with the student's educational performance, or of creating an intimidating, hostile or offensive educational environment.

7. Oregon Civil Rights Child Abuse Laws (ORS 419B) is defined as any assault of a child, physical injury, mental injury, rape, sexual abuse or sexual exploitation, including any act contributing to the sexual delinquency of a minor.

8. Oregon Civil Rights statutes related to discrimination in education (ORS Ch. 659.850), against athletes (ORS Ch. 659.865) and regarding sexual orientation (ORS Ch. 659.870).

9. Oregon Civil Rights statutes related to school district sexual harassment (OAR 581-021-0038), equal employment (OAR 581-021-0045), equal educational opportunities (OAR 581-022-1140), appeals and complaint procedures (OAR 581-022-2370).

D. **Out-of-State Completers**

1. Any person applying for an Oregon license who completed a program out-of-state must pass the required ORELA Protecting Student and Civil Rights in the Educational Environment exam or complete an EPP civil rights module.
2. If the applicant for the Oregon license has successfully completed a course or program that includes national and Oregon civil rights as well as professional ethics, and is able to document that completion, they may be considered to satisfy the civil rights rules.

E. **Areas evaluated under this professional ethics standard include educator responsibilities:**

1. As defined within Oregon Administrative Rules (OAR 584, Division 20);
2. As recognized nationally within professional organizations such as NASDTEC:
    a. To the profession;
    b. To professional competence and behavior;
    c. To students;
    d. To the broader educational communities served;
    e. To responsible and ethical employment of technology, including copyright law;
    f. Privacy Rights and Confidentiality (HIPAA, FERPA):
    Privacy refers to the right of an individual to keep his or her health and academic record information private. Confidentiality refers to the duty of anyone entrusted with health or academic record information to keep that information private.
    g. Mandatory Reporting:
    A mandated reporter is a person who, because of his or her profession, is legally required to report any suspicion of child abuse or neglect to the relevant authorities. These laws are in place to prevent children from being abused and to end any possible abuse or neglect at the earliest possible stage. The applicable Oregon laws are ORS 419B.005 and ORS 419B.045.
    If the official has reasonable cause to suspect child abuse, they must report the suspicion in accordance with ORS 419B.015.
    A complete and current list of public and private officials who are mandatory reporters can be found in Oregon Revised Statute 419B.005 (3).

F. These Civil rights program standards were fully implemented January 1, 2022.

Civil Rights and Ethics Course

State-specific unit level standards:

- Cultural Competency and Equity in the Classroom (OAR 584-410-0070);
- Social and Emotional Development to Promote Equity (OAR 584-410-0075);
- English Language Learners: Program Standards (OAR 584-410-0080);
- EPP Partnerships (OAR 584-410-0090); and
- Verification of Candidate Recommendations (Field Audit) (OAR 584-410-0100).

The TSPC Executive Director has determined AAQEP meets the state-specific unit-level standards reporting requirements in their national standards; therefore, separate reporting for AAQEP accrediting EPPs is not required. However, the ELL standard should be addressed under the AAQEP aspect 4e and

the Oregon reviewer should, in conjunction with TSPC, provide information on if the evidence is adequate.

Program Rules and Policies

See: OAR 584, Divisions 400, 420, 430 and 435

Annual reports *OAR 584-400-0100*

Annual reports are due April 15 of each year. When April 15 falls on a Saturday or Sunday, the annual report is due the following Monday.

If an EPP is unable to submit an annual report by the due date, the Commission must be notified by an email to the Educator Preparation Liaison (Richelle.Krotts@tspc.Oregon.gov) that there will be a delay. The EPP must provide the date by which the report will be complete and the reason(s) the EPP is unable to meet the deadline.

TSPC will provide a template that contains prompts for the items listed in this section, which will be emailed to deans/directors/chairs and program liaisons. By action of the Commission in February 2020, agency staff are able to modify the template to incorporate Commission actions made during that year. Template updates that include other changes, such as policy changes requested by the agency, will continue to require Commission approval.

Templates will typically be emailed by February 1 annually (or the following Monday, when February 1 falls on a weekend) or within one week following the winter Commission meeting if that meeting occurs in February and Commission approval is required. The template requires the following information.

1. Oregon Unresolved AFIs and Conditions

The EPP must provide a summary of EPP activities and outcomes of those activities as they relate to unresolved Areas for Improvement (AFIs) and conditions cited in the last state program review and unit approval process.

2. Cooperating Teachers for Clinical Practices

2.1 General Cooperating Teacher training information OAR 584-400-0145

The EPP must report:

- How the EPP training provides Cooperating Teachers with an understanding of program and licensure requirements for the Cooperating Teacher candidates;
- How the EPP assures the training is provided prior to the Cooperating Teacher's first assignment;
- What is included in the training; and
- The training method of delivery (in-person, virtually, etc.).

2.2 Individual Cooperating Teacher qualifications and training information – reporting requirements OAR 584-400-0145

- The name of the Cooperating Teacher;

- The name of the employing school and school district;
- The Cooperating Teacher's license and endorsement type;
- The date the Cooperating Teacher received the EPP program training (e.g. Fall 2015, Spring 2018, etc.);
- The name(s) of the candidate(s) supervised by the Cooperating Teacher; and
- The planned endorsement(s) of candidate(s) supervised by the Cooperating Teacher.

Note: EPPs are not required to list the cooperating teachers that were reported in the last annual report. This list must include the names of CTs that received training during the reporting cycle. Also, it is acceptable to report training that was completed prior to the academic year, as long as the prior training meets current training requirements.

3. Alternative Cooperating Teachers – reporting requirements *OAR 584-400-0145 (8)*
The EPP must report the:

- The names of all Alternative Cooperating Teachers (not only for candidates applying for Preliminary Teaching Licenses);
- Name of the employing school name and school district or employer;
- Alternative Cooperating Teacher's license and endorsement type, if applicable;
- Date the Alternative Cooperating Teacher received the EPP program training (e.g. Fall 2015, Spring 2018, etc.);
- Name(s) of the candidate(s) supervised by the Alternative Cooperating Teacher;
- Planned endorsement(s) of candidate(s) supervised by the Alternative Cooperating Teacher;
- Reason an Alternative Cooperating Teacher was required; and
- Alternative Cooperating Teacher's qualifications to supervise the candidate(s).

4. International/out-of-state field placements – reporting requirements *OAR 584-400-0140 (5)*
The EPP must report:

- The name of the candidate in the international/out-of-state field placement;
- The name of the school;
- International only: If it is an English-speaking school or a foreign language endorsement placement;
- International only: The license or credential of the school's principal;
- If the CT meets CT requirements for licensure, endorsement, selection, and training;
- How the candidate uses Oregon program standards in the field placement, as provided in OAR 584, Division 420; and
- If the standards for evaluating the candidate are the same as for local field placements. If no, an explanation is required.

5. Virtual supervision for field placements – reporting requirements *OAR 584-400-0140 (6)(f)*
The EPP must report the:

- Faculty supervisor's name;
- Name(s) of candidate(s) supervised by the faculty supervisor;
- Supervised candidate(s) planned endorsement(s);
- Reason virtual supervision was selected;
- Method of delivery of supervision;
- Number of observations conducted virtually;
- Number of evaluations conducted virtually.

6. Minor program modifications – reporting requirements
Minor modification reporting requirements are provided in OAR 584-400-0080.

7. Experimental programs – reporting requirements
Experimental programs reporting requirements are provided in OAR 584-400-0170.

8. Multiple measures
EPPs must include in their annual reports an analysis of the means by which their completers fulfilled requirements for demonstrating content knowledge or professional practice. Candidates are listed that:

- For content options: Did not demonstrate content competency through the content testing (ORELA or NES); and
- For performance options: Did not meet the requirement of edTPA through the standard method.

EPPs must collect the following information for multiple measures:

- Candidate name(s)*;
- Indication of whether the candidate(s) are content or performance assessment completers;
- Whether the option successfully led to licensure;
- If no, the reason the candidate(s) failed to complete the multiple measures approach;
- Program completion date(s); and
- Program Completion Report submission date(s).

* ***Note:*** For the 2021 reports, EPPs are asked to place an asterisk by the name of the candidates that moved to multiple measures due to the pandemic.

9. Waivers

9.1 Partial waivers for clinical practice requirements in the event of school or district closures OAR 584-400-0140 (16)
If the EPP granted partial waivers for clinical practice requirements for school district closures, the information must be provided in the annual report, including the following information for each such candidate:

- Candidates' name(s);
- How far short of the requirement the candidate(s) fell;
- The school district where the candidate was placed;
- Verification that the partial waiver did not have an adverse impact on the candidate's clinical practice, which is provided in OAR 584-017-1038; and
- The factor that assured the candidate(s) was/were qualified to teach.

Excerpt from 3/13/2020 TSPC communique in light of K-12 shut-down:
Examples of activities candidates can do to further their understanding of instructional practices include:

- Additional content methods assignments;
- Simulated instructional delivery;
- Instruction or independent study on trauma-informed instructional practices and culturally relevant teaching practices;

- Study of exemplary lessons (video-taped lessons, etc.).

Note: Partial waivers reported to the Commission for local evaluation and/or work sample were not required to be included in the 2022 annual reports.

9.2 Waivers for advanced Art, Music, and PE candidates in initial programs
EPPs that enroll advanced (in-service) candidates into initial (pre-service) Art, Music, and PE endorsement programs are required to report those waivers to the Commission in the annual report.

9.3 Waiver of program requirements OAR 584-400-0180
EPPs may waive certain program requirements (see rule for details) for individual candidates when competency is otherwise demonstrated, as long as the candidate is able to demonstrate the knowledge, skills, competencies, and dispositions required by state and institutional standards. In the annual report, EPPs must provide narrative information about their processes for ensuring candidate competency.

10. Restricted Teaching Licenses – reporting requirements *OAR 584-400-0145 (9)*
The EPP must report on their use of plans for candidates with Restricted Teaching Licenses who were employed by school districts.

11. Internship Agreements *OAR 584-400-0150 (2)-(3)*
The EPP must report on their use of internships as a substitute for clinical practices requirements.

12. Historical enrollment and Program Length: Licensure, Endorsement, and Specialization programs *OAR 584-410-0100 (2)(d)*
Historical Enrollment: The EPP must submit data that indicates the number of students enrolled in Commission-recognized programs by endorsement, licensure, and specialization area and provide comparable information for the previous five year.

Program length: The EPP must include the standard program length for each program listed, including whether it is in quarter(s), semester(s), weeks, or hours.

13. Program Recruitment and Retention
The EPP must provide information about its procedures for recruiting and retaining education candidates. This includes selective recruitment, advising, admissions, and policies for retention. The Commission has a goal to increase recruitment and retention of diverse educator candidates; therefore, EPPs should particularly comment on their efforts in support of this goal. Evidence may be provided as a narrative and/or as an addendum to this report.

14. Administrator Programs Completer information
EPPs with approved administrator programs must submit data that indicates the number of candidates enrolled in approved administrator programs by race/ethnicity for the academic year being reported. This information is not required for Title II completers because that data is collected for Title II reporting.

15. Civil Rights exam:
Each EPP shall submit a crosswalk that includes:
- The standards;
- How the standards are addressed (coursework, webinars, etc.); and
- How the standards are assessed.

Specializations

- Specializations are an optional indication of specialized expertise or preparation in an area the Commission recognizes as "added value" on a license.
- A specialization indicates the educator has demonstrated exceptional knowledge, skills, and related abilities in that area.
- A specialization is not required to teach or work in a specialized area except as noted just below.
- Specializations are addressed in two places in rule: OAR 584, Division 225 (licensure rules) and OAR 584, Division 420 (EPP rules).

Underlying requirements

Endorsement requirements:

The Commission requires additional and exceptional preparation in certain areas. Educators who work in these areas must hold the specialization in that area on their license in order to be labeled as a specialist or to call themselves a specialist.

Candidates cannot receive the specialization without also obtaining its underlying endorsement for the following specializations:

- Adaptive Physical Education Specialization: Candidates must be recommended for, or already hold, an endorsement in Physical Education.
- Autism Spectrum Disorder Specialization: Candidates must be recommended for, or already hold, any special education endorsement.
- Early Childhood Education Specialization: Candidates must be recommended for, or already hold, an Elementary – Multiple Subjects endorsement.
- Elementary Mathematics Instructional Leader Specialization: Candidates must be recommended for, or already hold, an Elementary – Multiple Subjects endorsement.

Language proficiency requirement:

In order for candidates to receive the Dual Language specialization, they must be professionally proficient in at least two languages. The candidates may demonstrate proficiency in the second language through the ACTFL test, the World Language test, or the Avant STAMP 4S assessment. See the *Testing* section of this handbook for additional information.

The following specializations do *not* require any specific underlying endorsement:

- American Sign Language Specialization;
- Bilingual Specialization; and
- Talented & Gifted Specialization.

* * * * * TOPICAL ITEMS * * * * * *

Clinical Practices (aka Field Experiences)

See also: OAR 584-400-0140 and ORS 342.223

Determining appropriate field placement experiences

In most cases (unless the candidate's program was recognized otherwise by the Commission), the following factors should be considered to determine the level at which a candidate should be placed for their field experience:

- Determine the number of placements needed. This is generally one, depending on how the program was recognized by the Commission.
- Determine the program being completed. If the candidate is enrolled in a secondary program, for example, their placement would be at the secondary level.
- Determine the candidate's career goals. If the candidate intends to teach at the elementary level, their placement would be at the elementary level.
- The EPP is required to provide field or clinical experiences 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.
- Field placements at correctional institutions that are operated by ESDs are considered acceptable because ESDs are public school settings. These candidates still must be supervised by an appropriate Cooperating Teacher and meet other field placement requirements.

Full assumption of duties during student teaching

Preservice candidates must complete at least 600 hours (equaling 15 weeks at 40 hours per week) of student teaching according to the program requirements of the accredited Educator Preparation Program (EPP). Length and scope of the clinical placement must be of sufficient length and consistency to allow the student teacher to develop and demonstrate all clinical competencies required for licensure and experience all facets of a typical classroom teacher's day.

The student teaching must be in a school setting, with a qualified cooperating teacher, during which the candidate assumes the full range of responsibilities of a classroom teacher for the purpose of developing and demonstrating the competencies required for initial licensure.

The assignment of responsibilities may be incremental, in keeping with the objectives of the experience.

Integrated programs – OAR 584-400-0140 (7) (c)

Integrated Programs are a subset of the Dual-Enrolled Preservice Candidates Clinical Practices (OAR 584-400-0140 [7] [c]). When a program candidate is enrolled in two endorsement areas where the main and additional endorsement areas are closely related and combined, such as an ESOL and math placement, the following rules apply:

- The program candidates complete clinical practices in both their main and additional endorsement areas, which are combined in one 600-hour experience.
- The candidate must complete the student teaching requirements (OAR 584-400-0140 [7] [a]); and
- Additional endorsement guidance:
    - At least 60 hours of the 600-hour student teaching must be completed in the additional

endorsement area (OAR 584-400-1040 [7] [a]).
    - Evidence or assessment of both content areas must be documented in at least some of the observations and evaluations. (OAR 584-400-1040 [7] [c]).

International/out-of-state field placements *OAR 584-400-0140 (5)*

Teacher candidates

Requirements for international/out-of-state teacher candidate field placements:

- The candidate's cooperating teacher must meet the requirements of cooperating teachers, as provided in OAR 584-400-0145.
- The teacher candidate must teach to Oregon program standards, as provided in OAR 584, Division 420.
- The standards for evaluating the candidate in the international or out-of-state placement are the same as for evaluating candidates in local field placements. For example, fingerprinting requirements for out-of-state placements are the same as for in-state placements.
- The EPP must report the use of international or out-of-state field placements in their annual report. *See the Annual Report section of this publication for additional information.* The EPP is not required to obtain pre-approval of international or out-of-state placements that meet these requirements.
- International placements only:
    - The international school must be approved by the government entity authorized to approve schools in that jurisdiction.
    - The candidate's teaching experience must be conducted in an English-speaking school (unless the practicum is for a foreign language endorsement).
    - The international school's principal must have a valid administrative license/credentials. The license or credential is not required to be from a US institution.
- Out-of-state placements only:
    - Out-of-state placements may occur in the same settings as in-state placements:
        - Public PreK-12 classrooms, including charter school classrooms;
        - Private, institutionally-accredited PreK-12 classrooms; or
        - Alternative education, post-secondary, or other similar teaching settings closely-related to PreK-12 classroom instruction.

Administrator and personnel service candidates

Contact TSPC (wayne.strickland@tspc.oregon.gov) for information related to this topic.

Internship agreements

Definition of intern *(OAR 584-005-0005 [21])*

Interns are students who serves as a teacher, personnel specialist, or administrator under the supervision of the institution and school district in order to acquire practical experience in lieu of student teaching or supervised practica. Interns may receive both academic credit from the institution and financial compensation from the school district. Interns may serve as assistant coaches.

Requirements and guidelines *(OAR 584-400-0150)*

Requirements and guidelines for the use of internships is located in OAR 584-400-0150. The EPP must report use of internships as a substitute for the required clinical practices in the annual report. *See the Annual Report section of this publication for additional information.*

Site supervisor *(OAR 584-400-0150 [2] [b] [B])*
The site supervisor may be, but is not limited to, the building principal, assistant principal, instructional coach / instructional mentor / district mentor, or Teacher on Special Assignment (TOSA). The site supervisor must conduct the observations and evaluations of the intern, as agreed upon by the EPP and the district.

Pre-student contact requirements

Background clearance
EPPs must verify candidates in their preparation programs have completed a background clearance through the Commission prior to candidate contact with P-12 students. EPPs may require candidates to obtain background clearance through the Commission any time after candidates' admission into the program. The background clearance requirement applies to field placements in Oregon, other U.S. jurisdictions and foreign countries.

Notes: Individuals who completed a background clearance process other than TSPC's process are not able to transfer or use those clearance results. They must complete the TSPC clearance process. Unfortunately, the systems are not inter-connected and this is the only way to ensure all of TSPC's requirements are met. Also, candidates in an entirely virtual learning environment must still meet the background clearance requirements. Until candidates have received their clearance, they cannot be in any unsupervised setting with students.

Knowledge of Civil Rights Prior to Formal Clinical Practice
Prior to placing a candidate in a student teaching, final internship, or practicum experience, an EPP must verify the candidate has met the civil rights requirements.

EPPs must document in student records evidence of completion of civil rights and the start date of the student teaching, final internship, or practicum experience. Acceptable forms of evidence for completion include:

- An EPP-issued certificate of attainment of civil rights knowledge requirements;
- The date of passage of the Protecting Student and Civil Rights in the Educational Environment requirement;
- Completion of an Anti-Discrimination Workshop, which is acceptable for candidates who completed the workshop prior to implementation of the civil rights exam; or
- Evidence that the candidate holds or held a TSPC-issued license prior to placing a candidate in a student teaching, final internship, or practicum experience.

Non-school district partners in clinical practice

Alternative field placements with non-school district partners are permissible according to OAR 584-400-0145.

If the EPP is unable to find a partner with a school district or ESD in a clinical placement, the EPP is permitted to develop an alternative field placement with another partner in lieu of a school district, such as a community-based organization.

- This alternative plan must be agreed to and signed by the EPP university supervisor, candidate and partner.
- Someone licensed in that field who is working in a school district must review and approve the plan. The licensed educator/reviewer and their credentials must be identified in the plan.

- The plan must meet the remaining TSPC practicum standards for the placement. The placement must mimic or provide a classroom-type environment, e.g. working with children, providing instruction, and similar activities to lesson planning, etc.
- Plans do not need to be pre-approved, but the list of nontraditional clinical placements must be submitted as part of the EPP's annual report. In addition, the plan itself must be available for audit or submitted upon request.

Cooperating Teachers

See: OAR 584-400-0145 and OAR 584-400-0140

Cooperating teachers and EPP supervisors licensing requirements

When a teacher candidate has their clinical experience, they have both a cooperating teacher at the school where they are doing their placement and a faculty member who is assigned to them as a supervisor. Licensure requirements are as follows:

- Cooperating teachers are required to be licensed in the same area as the candidate unless an Alternative Cooperating Teacher is used.

  Note: Administrators are allowed to serve as CTs in limited circumstances. See OAR 584-400-0145 (5) (j). Alternative CT provisions are in the same rule in section (8). Alternative CTs must be reported in the annual report.
- Supervising faculty are not required to be licensed in the same area as the candidate. They must meet one of the requirements in OAR 584-400-0140 (4):
  - Hold a current or expired license and endorsement in the candidate's license and endorsement areas;
  - Demonstrate expertise in the candidate's license and endorsement areas; or
  - Demonstrate expertise in supervising licensed educators in the candidate's license area.

Alternative Cooperating Teachers

If an EPP and partnering school district do not have a qualified educator to serve as a Cooperating Teacher, the EPP and partnering school district may:

- Use a Cooperating Teacher with a related endorsement area (e.g., a biology teacher supervising a teacher candidate for a chemistry endorsement);
- Use an appropriately qualified provider-based clinical educator (e.g., adjunct faculty) as the Cooperating Teacher; or
- Use an appropriately qualified (non-school district) supervisor employed in an area related to the endorsement area (e.g., a supervisor in a community-based early childhood program for a SPED early intervention program).

Alternate CTs for ESOL candidates

It is acceptable to match a licensed educator who does not have an ESOL endorsement but who does have significant ESOL and/or ELL training as an alternative cooperating teacher for ESOL candidates. The EPP may determine if the teacher has sufficient ELL/ESOL experience to act as the alternative CT. As with all alternative CTs, the EPP must report the reason for using the alternative ESOL CT in their annual report.

The alternative cooperating teacher must meet program training requirements, as provided in OAR 584-400-0145 (14).

The EPP must report the use of alternative cooperating teachers in their annual report, including the reason the alternative Cooperating Teacher was required. *See the Annual Report section of this publication for additional information.*

The EPP is not required to obtain pre-approval for use of alternative Cooperating Teachers.

Candidates with Restricted Teaching Licenses *OAR 584-210-0100*

If a school district has employed a candidate as a teacher under the provisions of the Restricted Teaching License, the EPP and employing school district must develop a plan to address the Cooperating Teacher requirements within the clinical experience required by the Commission in OAR 584-400-0140 – Clinical Practices.

The EPP must submit the Restricted Teaching License plan in their annual report. The EPP may supervise, evaluate, and observe the candidate in the clinical practice, as required by the plan, in lieu of the requirements in rule. See the annual reports section for details of what must be provided for the annual report.

Cooperating Teacher training

See the Annual Report section of this publication.

Substitute partner in co-selection

If the EPP is unable to find a partnering school district to meet the requirements of subsection (12) – Co-Selection of Cooperating Teachers for a specific endorsement area, the EPP may use another partner in lieu of the school district. The EPP must develop a plan to utilize a substitute partner.

The plan must be submitted for approval prior to implementation to the TSPC Educator Preparation Liaison, via email to Richelle.Krotts@tspc.oregon.gov.

The information provided must include:

- Substitute Partner in Co-Selection in the subject line of the email;
- The name of the endorsement or licensure program;
- The name of the substitute partner (e.g. the community-based program name); and
- The plan to meet the co-selection requirement with the substitute partner.

Equity Information

See also: OAR 584, Division 410

Educator Advancement Council

Equity Reports

The annual Educator Equity Reports includes a summary of:

- The most recent available data on diversity in Oregon's educator workforce;
- Promising practices for recruiting, preparing, hiring, and retaining culturally and linguistically diverse educators;
- Plans being implemented by public teacher education programs; and
- Recommendations for achieving an educator workforce that more closely mirrors Oregon's K-12 student demographics.

Equity Lens

The purpose of the equity lens is to clearly articulate the shared goals we have for our state, the intentional investments we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is not progress.

In 2011, education agencies adopted an "equity lens," which is a public policy statement explicitly acknowledging the salience of race and ethnicity in contributing to disparate student outcomes and committing to narrow achievement and opportunity gaps from cradle to career through a focus on race and ethnicity.

The **Equity Lens document** includes:

- Vision Statement;
- Preamble;
- Beliefs;
- Purpose;
- Case for Equity; and
- Addendums:
    - Basic features of the equity lens; and
    - Definitions.

Teacher Candidates' Performance Assessments

General information *OAR 584-400-0120*

All pre-service teacher candidates from Oregon EPPs must complete a teacher candidate performance assessment in order to be recommended for a Preliminary Teaching License.

Licensed teachers adding endorsements to existing licenses and licensed educators transitioning to Oregon from other states seeking Reciprocal Teaching Licenses are not required to complete a teacher performance assessment.

The Commission has approved the following teacher performance assessments for Oregon teacher candidates:

- The edTPA, which is a national standardized teacher performance assessment (select here to see the areas for which the Commission has adopted an edTPA handbook); or
- A Commission-approved Local Assessment Option, as provided in subsection OAR 584-400-0120 (5); or
- Options as defined in the Multiple Measures Guidance Information.

See the Commission-approved Local Assessment Option and Multiple Measures sections, below, for additional information on those requirements.

Pre-service candidates seeking two or more endorsements

If a preservice candidate is completing two or more separate endorsement programs, the preservice candidate is required to complete a teacher performance assessment for only one of the endorsements, as provided:

- If one of the endorsements requires a Commission-adopted performance assessment and the other does not, the candidate must complete the Commission-adopted performance assessment.
- If all of the endorsement areas require a Commission-adopted performance assessment, the EPP, in consultation with the candidate, must select the main teacher candidate performance assessment area to complete the performance assessment requirement.
- Notwithstanding subsection (b), if one of the endorsement subjects is in Elementary-Multiple Subjects (EMS), then the candidate must complete the performance assessment in E-MS unless specific alternative arrangements have been approved through TSPC.

edTPA

See also: OAR 584, Division 400

edTPA support

- TSPC's state edTPA web page;
- edTPA.org: The target audience for this site is EPP program faculty and staff. (There is no information for candidates.)
- edtpa.com: The target audience for this site is teacher candidates. It does include a faculty tab, with information for EPPs. This site provides candidate assistance in using the website and Pearson's ePortfolio system, technical support for programs, and assists users of Integrated Platform Provider Systems.

edTPA is a teacher performance assessment that was developed by the Stanford Center for Assessment, Learning and Equity (SCALE). In 2014, the Commission adopted an implementation plan to require edTPA as the primary educator assessment in Oregon. Teacher performance assessments are a program completion requirement for initial licensure candidates only.

Consent letters

The statewide edTPA coordinators and stakeholders group has developed common consent forms, which are available online on the edTPA – Oregon webpage, in the resources section. EPPs are free to revise the letters, if needed; however, EPPs in areas where parents or guardians might receive more than one consent form to sign are encouraged not to make changes to maintain consistency in messaging.

Consequentiality

edTPA was non-consequential for Oregon teacher candidates in 2016-17 and 2017-18. It became consequential September 1, 2018, which means 100 percent of candidates in edTPA adopted areas are required to complete the edTPA. A list of the required areas is available **online**.

Coordinators and stakeholders

Oregon has a statewide network of edTPA coordinators and stakeholders that meet regularly. Each EPP has a primary edTPA contact or contacts that serves as their coordinator(s). Other individuals with

interest in edTPA are included as stakeholders. Coordinators' contact information is shared with Pearson and SCALE, national edTPA partners, and coordinators receive regular updates and other information directly from those partners. TSPC communicates with both groups and relies on coordinators to serve as the primary edTPA contact and to coordinate edTPA at their institutions.

edTPA Frequently Asked Questions (FAQs)

This February 2017 document provides information in a concise question and answer format. It is a good way to get to know a lot about edTPA: edTPA FAQs

Handbooks

Oregon required handbooks: http://www.edtpa.com/PageView.aspx?f=GEN_Oregon.html.

edTPA handbooks: Select [edTPA.org/Resource Library]. *Account password required.*

Passing scores (aka cut-scores)

The Commission has adopted the following minimum passing scores (cut-scores), effective January 1, 2018, and consequential for candidates September 1, 2018:

- 35 (for 15-rubric handbooks);
- 29 (for 13-rubric handbooks); and
- 42 (for 18-rubric handbooks).

The Commission will review the scores next when Multiple Measures is reviewed, in order to determine if adjustments are needed.

OAR 584-400-0120, adopted by the Commission in February 2019, requires all Oregon pre-service teacher candidates to complete a Commission-approved teacher performance assessment, as required in this Handbook, if the Commission has adopted a performance assessment for the endorsement area.

Required areas

edTPA is required in the following Oregon endorsement areas:

- Advanced Mathematics;
- Agricultural Science;
- Art;
- Biology;
- Business Generalist;
- Business: Marketing;
- Career Trades: Generalist;
- Chemistry;
- Drama (effective for candidates enrolled on or after 9/1/2018);
- Elementary – Multiple Subjects;
- English Language Arts;
- ESOL (effective for candidates enrolled on or after 9/1/2018);
- Family & Consumer Science;
- Foundational English Language Arts (effective for candidates enrolled on or after 9/1/2018);
- Foundational Mathematics;
- Foundational Science (effective for candidates enrolled on or after 9/1/2018);
- Foundational Social Studies (effective for candidates enrolled on or after 9/1/2018);

- Health;
- Integrated Science;
- Library Media – for pre-service candidates only (effective for candidates enrolled on or after 9/1/2018);
- Music;
- Physical Education;
- Physics;
- Reading Intervention – for pre-service candidates only (effective for candidates enrolled on or after 9/1/2018);
- Social Studies;
- Special Education: Generalist; and
- World Languages (All: Chinese, French, German, Japanese, Latin, Russian, and Spanish).

Results Analyzer *(*https://edreports.nesinc.com/or*)*

Results Analyzer (RA) is a reporting tool that, in part, provides edTPA results. Coordinators can use RA to view, analyze, reorganize, print, and export data to Excel.

Results Analyzer questions:

- Email es-raproductsupport@pearson.com; or
- Call 800-998-3787.

Score report contacts

Score report contacts are identified at each institution by the dean or designee as the person responsible to retain secure log-in credentials to view and interact with data files such as those available through Results Analyzer. Each institution with initial teacher programs has an identified score report contact.

Each EPP has an identified score-report contact who may provide data to faculty, departments, etc., by using Results Analyzer. Some institutions have separate coordinators and score-reporting contacts and other have the same person in these roles.

Score reports

Score reports are produced by Pearson / Evaluation Systems each January and July. Annually, in July, a condition codes report is also generated and provided to the EPPs. The score reports provide guidelines and suggestions for how information can be shared with faculty.

Providers receive raw data for their program, aggregate results for the state, and aggregate results nationally by field and rubric. Only the local report has individual candidate data.

Tasks

- Task 1 Planning
- Task 2 Instruction
- Task 3 Assessment
- Task 4 Math (Elementary Education handbook only)

Testing requirements for edTPA

See the *Test Information* section of this publication for edTPA testing requirements.

Websites

- TSPC's edTPA web page
- National edTPA web page

Commission-Approved Local Assessment Option (LAO)

See also: OAR 584-400-0120

General information

To qualify as a local assessment option, a teacher performance assessment must align to the Commission-approved Local Assessment Option Framework.

Procedures for submission and review of the Local Assessment Option (LAO)

A. TSPC will review and approve EPP-proposed LAO using the established Framework prior to use with their teacher candidates.
B. The EPP will submit their LAO to TSPC for review using the Local Teacher Performance Assessment Submission Template.
C. The EPP may submit their LAO to TSPC for review by June 1st to be considered for fall and November 1st to be considered for spring.
D. EPPs will report LAO data including but not limited to, candidate scores, pass rates, appeals, and feedback from PreK-12 partners, in their annual TSPC report using the template that will be provided.
E. EPPs must justify that the process determining the cut score of their instrument(s) was a reliable and equitable process.
F. If the EPP LAO does not meet the guidelines set forth in this Framework, TSPC will provide feedback to the EPP for modification and resubmission until the LAO is approved.
G. A minimum of two cycles of LAO data will be required in the annual report.
H. The EPP will submit to TSPC a copy of or a link to their LAO, any scoring guides, and rubrics in their annual report.
I. If modifications have been made to the EPP LAO after TSPC approval, the changes must be clearly noted in the annual report. A process for revising the assessment or preparation for it is outlined to remediate inequities.

Test Information

Multiple Measures

Multiple Measures were approved by the Commission at the June 2019 (options 1-4) and November 2019 (option 5) Commission meetings. There are two types of Multiple Measures: One for Content Knowledge and another for Performance. For an overview of Multiple Measure options, see the Multiple Measures Visual Aid.

Content Knowledge:

EPPs may use Multiple Measures as a first option. Candidates are not required to first attempt the content test(s) unless that is an EPP requirement.

Additional information is available for Content Knowledge Multiple Measures processes:

- Multiple Measures Content Knowledge Guidance Document (revised June 2022);
- Multiple Measures Content Knowledge Option 4 (Subject Matter Test with Supplemental Data) Form;
- Multiple Measures Content Knowledge Option 5 (Holistic Assessment) Form;
- Option 5 Holistic Work Cultural Practice Experience Letter.

Language Proficiency for Dual Language specialization:

Multiple measures options for language proficiency demonstration are provided for the Dual Language specialization only; they do not apply to World Language endorsements or the Bilingual specialization.

Additional information is available for Multiple Measures Dual Language specialization processes:

- Multiple Measures Dual Language Specialization Guidance Document.

Performance:

Additional information is available for Performance Multiple Measures processes:

- Multiple Measures Teacher Performance Assessment Guidance Document.

Oregon testing information

Testing information, including tests required in Oregon, is provided on the TSPC website. The Commission-approved tests for Oregon endorsement areas are located on this website.

Accepting tests taken by candidates in other states

NES / Praxis tests

To determine if NES tests can be accepted from other states:

- Go to: http://www.nestest.com/PageView.aspx?f=GEN_Tests.html.
- Select the test desired. Example: English Language Arts
- Go to the passing score section. If Oregon and the other state are both listed as approved to offer the test, the same test is currently required in both of those states.
- Check the cut-score requirement and ensure the candidate meets Oregon's minimum passing level.
- The exam must also meet recency requirements. See the [Recency for non-completers] section of this Handbook for more information about those requirements.

  Note: Oregon has not adopted all of the tests listed on the NES web page.

Cut-score changes

The Commission changed cut scores for 20 ORELA tests in April 2017. Previous cut-scores: http://www.tspc.state.or.us/meetings/April2017/4.12a.pdf. The Commission changed additional cut scores in June 2017.

Evaluation Systems Group of Pearson (ES/Pearson)

The Evaluation Systems group of Pearson develops standards-based, criterion-referenced teacher licensure testing programs. Evaluation Systems provides states with a wide variety of teacher licensure services such as test development, administration, and scoring and collaborates with state education agencies and teacher preparation programs to provide support for prospective teachers preparing to

take the exams.

Pearson contract
TSPC has had an agreement with Pearson since December 2015 and we also work with ETS for several tests.

National Evaluation Series (NES)

The NES is a teacher certification testing program from the Evaluation Systems group of Pearson. Oregon contracts with ES/Pearson for some required tests. NES tests are aligned to professionally accepted, national subject and pedagogy standards. The test fields range from tests of essential academic skills in reading, writing, mathematics, and technology literacy to tests of a candidate's knowledge of pedagogy and specific content areas.

Testing for non-completers*

With one exception, TSPC will accept test scores for non-completers even if the test required has changed, so long as it was the test required when the examinee completed the test.

The exception is the Elementary Multiple Subjects Examination (MSE), because it did not cover reading. The MSE was allowed until September 1, 2014. Since then, the NES Elementary Education Subtests I and II have been required and the MSE has not been accepted.

Recency for non-completers*
If an EPP has a normative time for candidates to complete programs and a test was taken and passed outside of that window, or if the Commission has taken action to stop accepting the test, the EPP cannot accept the test results unless they have their own waiver process and have approved a waiver of their process.

> * For the definition of *Completer,* see [Program Completer Definition], provided in the Title II section of this Handbook.

If an EPP does not have a normative time for candidates to complete programs, TSPC will accept the test unless it is more than 10 years old or if the Commission has taken action to stop accepting the test.

If a candidate still believes they meet the requirement, they can file a licensing waiver request with TSPC.

ORELA

Most of the tests required in Oregon are ORELA exams. TSPC has contracted with the Evaluation Systems group of Pearson for the development, administration, and scoring of the Oregon Educator Licensure Assessments® (ORELA®). The ORELA program consists of educator licensure tests designed to measure a candidate's knowledge and skills in relation to applicable Oregon standards.

TSPC testing webpage
ORELA website
Online proctoring webpage

ETS

ETS develops, administers, and scores assessment tests. In addition, they conduct educational research,

analysis and policy studies and develop a variety of customized services and products for teacher certification, English language learning and elementary, secondary, and postsecondary education.

Praxis

The Praxis exams are offered by ETS. A limited number of Oregon licensure exams are offered by Praxis. Praxis tests measure the academic skills and subject-specific content knowledge needed for teaching. Oregon contracts with Praxis for some required tests. The Praxis tests are taken by individuals entering the teaching profession as part of the certification process required by many states and professional licensing organizations.

TSPC testing webpage
Praxis website

Specializations

Bilingual specialization

In January 2016, TSPC discontinued the ESOL / Bilingual endorsement and replaced it with two distinct options, the Bilingual specialization and the ESOL endorsement.

Examinations required

The Commission has selected the American Sign Language Proficiency Interview (ASLPI) and the Official American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Assessment as approved language proficiency exams for the Bilingual Specialization. The ACTFL Oral Proficiency Assessment may be either OPI (interview) or OPIC (computer). Candidates may select which exam is most appropriate for the language they seek to add to their licenses.

Passing score levels

ASLPI: The Commission has set the passing score level for the ASLPI as a rating of 3 or better or an ASLPI rating of Advanced Plus.

ACTFL: The Commission has set the passing score level for the Official ACTFL Oral Proficiency Assessment for Bilingual Specialization as **Advanced Mid or Higher** proficiency level in the language the applicant is seeking to add to the license. The current levels for the ACTFL Oral Proficiency Assessment are: Novice Low; Novice Mid; Novice High; Intermediate Low; Intermediate Mid; Intermediate High; Advanced Low; **Advanced Mid; Advanced High; Superior; Distinguished.**

Languages available

ASLPI: American Sign Language.

ACTFL: Official ACTFL OPIs and OPICs are currently available in the following languages (but are subject to change): Afrikaans, Akan-Twi, Albanian, Amharic, Arabic, Armenian, Azerbaijani, Baluchi, Bengali, Bosnian, Bulgarian, Burmese, Cambodian, Cantonese, Cebuano, Chavacano, Czech, Dari, Dutch, Egyptian, English, French, Georgian, German, Greek (Modern), Gujarati, Haitian Creole, Hausa, Hebrew, Hindi, Hmong/Mong, Hungarian, Igbo, Ilocano, Indonesian, Iraqi, Italian, Japanese, Javanese, Kazakh, Kashmiri, Korean, Kurdish, Lao, Levantine, Malay, Malayalam, Mandarin, Marshallese, Nepali, Norwegian, Pashto, Persian Farsi, Polish, Portuguese Punjabi, Romanian, Russian, Serbian Croatian, Sindhi, Sinhalese, Slovak, Somali, Spanish, Swahili, Swedish, Tagalog, Tajik, Tamil, Tausug, Telugu, Thai, Tigrinya, Turkish, Turkmen, Uighur, Urdu, Uzbek, Vietnamese, Wolof, Wu and Yoruba.

Submission process
The candidate may be issued a Bilingual Specialization indication on a license without an EPP recommendation, as the indication does not require completion of a program.

ASLPI: The candidate must submit the exam Results Report with a score of 3 or better or an ASLPI rating of Advanced Plus with their application for the Bilingual Specialization.

ACTFL: The candidate must submit the original copy of the Official ACTFL Certificate with the Advance Mid or Higher score for the appropriate language with their application for the Bilingual Specialization.

Dual Language specialization

The Commission has approved the following as the approved language proficiency exams for the Dual Language specialization:

- Official American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Assessment;
- The Commission approved World Language test; or
- Avant STAMP (**STA**ndards-based **M**easurement of **P**roficiency) 4S language test.

Additional World Language test information:
Additional information on World Language tests is available on the ORELA website.

Additional ACTFL test information:
The ACTFL Oral Proficiency Assessment may be either OPI (interview) or OPIC (computer).

The Commission has set the passing score level for the Official ACTFL Oral Proficiency Assessment for Dual Language specialization as **Intermediate High** proficiency level in the language the applicant is seeking to add to the license. The current levels for the ACTFL Oral Proficiency Assessment are: Novice Low; Novice Mid; Novice High; Intermediate Low; Intermediate Mid; **Intermediate High; Advanced Low; Advanced Mid; Advanced High; Superior; Distinguished.**

Official ACTFL OPIs and OPICs are currently available in the following languages (but are subject to change): Afrikaans, Akan-Twi, Albanian, Amharic, Arabic, Armenian, Azerbaijani, Baluchi, Bengali, Bosnian, Bulgarian, Burmese, Cambodian, Cantonese, Cebuano, Chavacano, Czech, Dari, Dutch, Egyptian, English, French, Georgian, German, Greek (Modern), Gujarati, Haitian Creole, Hausa, Hebrew, Hindi, Hmong/Mong, Hungarian, Igbo, Ilocano, Indonesian, Iraqi, Italian, Japanese, Javanese, Kazakh, Kashmiri, Korean, Kurdish, Lao, Levantine, Malay, Malayalam, Mandarin, Marshallese, Nepali, Norwegian, Pashto, Persian Farsi, Polish, Portuguese Punjabi, Romanian, Russian, Serbian Croatian, Sindhi, Sinhalese, Slovak, Somali, Spanish, Swahili, Swedish, Tagalog, Tajik, Tamil, Tausug, Telugu, Thai, Tigrinya, Turkish, Turkmen, Uighur, Urdu, Uzbek, Vietnamese, Wolof, Wu and Yoruba.

The candidate must submit the original copy of the Official ACTFL Certificate with the Intermediate High or higher score for the appropriate language with their application for the Dual Language specialization.

Additional Avant STAMP 4S test information:
The Avant STAMP test is available on computer. Avant STAMP assessments vary by skills assessed and age / school grade level. STAMP 4S is a four-skill (Reading, Writing, Listening and Speaking) assessment with content and functionality designed for learners ages 13 through adult.

The Commission has set the passing score for the Avant STAMP 4S test for the Dual Language specialization as a composite score of Intermediate-High (6) with a minimum score of 6 in each of the tested domains.

Avant STAMP 4S tests are currently available in the following world languages (but are subject to change): Arabic, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Mandarin (Simplified & Traditional), Polish, Portuguese (Brazilian), Russian, and Spanish.

The candidate must submit the original copy of the Avant STAMP 4S score report with the Intermediate-High or higher, with minimum scores of 6 in each of the tested domains for the appropriate language with their application for the Dual Language specialization.

World Language: Japanese and Russian endorsements

The Commission has selected the NES/Pearson subject-matter exam as the approved language proficiency exam for all other world language endorsements. NES/Pearson does not currently have a subject-matter exam for Japanese or Russian endorsements.

World Language: Japanese endorsement

The Commission has selected the Official American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Assessment as the approved language proficiency exam for the World Language: Japanese endorsement. The ACTFL Oral Proficiency Assessment may be either OPI (interview) or OPIC (computer).

The Commission has set the passing score level for the Official ACTFL Oral Proficiency Assessment for the Japanese endorsement as **Advanced Mid or Higher** proficiency level in the language the applicant is seeking to add to the license. The current levels for the ACTFL Oral Proficiency Assessment are: Novice Low; Novice Mid; Novice High; Intermediate Low; Intermediate Mid; Intermediate High; Advanced Low; **Advanced Mid; Advanced High; Superior; Distinguished.**

The candidate must submit the original copy of the Official ACTFL Certificate with the Advance Mid or Higher score for Japanese with their application for the Japanese endorsement.

World Language: Russian endorsement

The Commission has selected the Educational Testing Service (ETS) Praxis II Russian: World Language (5671) exam as the approved language proficiency exam for the World Language: Russian endorsement.

The Commission has set passing score of 130 out of 200 for the Praxis II Russian: World Language test for the Russian endorsement.

Title II

Title II of the Higher Education Act of 1965 (HEA),
amended in 2008 (PL 110-315) by the Higher Education Opportunity Act (HEOA)
IPRC (aka State Report Card)

Contact information

https://title2.ed.gov/Public/Home.aspx

Trewon Technologies and *RTI International*
Help desk: Title2@rti.org
Toll-free: (866) 214-2038

Pearson Support:
Phone: 800-998-3787

Academic year

A period of 12 consecutive months, starting September 1 and ending August 31.

Background

Title II reporting is required in order to provide accountability for programs that prepare teachers. Title II requires states to report annually on key elements of their teacher preparation programs and requirements for initial teacher credentialing. Title II only collects information for initial teacher licensing programs.

The law requires institutions of higher education to submit timely and accurate reports or risk a fine of up to $27,500.

EPPs report to the states, which report to the US Department of Education. Pearson does much of this work under contract in Oregon using the Institutional and Program Report Card (IPRC).

Glossary (Title II)

https://title2.ed.gov/Public/TA/GlossaryofKeyTerms.pdf

IPRC (Institutional and Program Report Card, aka State Report Card)

User Manuals

The IPRC is an online tool by which IHEs and other organizations with state-approved teacher preparation programs can meet the annual reporting requirements. IHEs may need to develop their own internal systems or processes to collect the necessary information to enter into the IPRC system.

The IPRC reporting cycle for EPPs closes on April 30 annually. When the day falls on a weekend, the deadline remains the same; however, staff is only available during the regular work week.

To access the IPRC data: https://title2.ed.gov/Public/Login.aspx.
Technical assistance using the IPRC:

title2@rti.org
877-684-8532
https://title2.ed.gov/Public/Home.aspx

Program completer definition

It should be noted that, until recently, program completer requirements varied somewhat between Title II and TSPC. These differences were resolved March 2021, so now, although the national and state

definitions vary, the requirements are the same to consider a candidate a program completer. For a candidate to be considered a completer:

- Both TSPC and Title II *do* require completion of all Commission-required examinations and assessments; and
- Both TSPC and Title II *do* require submission of a Program Completion Report (PCR).

Title II definition of program completer

For purposes of Title II, a program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of:

- A degree;
- Institutional certificate;
- Program credential;
- Transcript; or
- Other written proof of having met the program's requirements.

In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may ***not*** be used as a criterion for determining who is a program completer.

In Oregon, the PCR serves as the documentation of having met the requirements of a state-approved teacher preparation program, in accordance with the Title II definition.

State definition of a program completer

In OAR 584-005-0005 (11), TSPC defines "Completion of Approved Program" as follows:

> The applicant has met the institution's academic requirements and any additional state or federal requirements and has obtained the institution's recommendation for licensure, as provided in OAR 584-400-0160, Candidate Program Completion and Recommendations.

TSPC's candidate program completion and recommendation requirements are included in OAR 584-400-0160 (2). This information is also provided here for clarification.

To recommend a candidate for a license, endorsement, or specialization, an EPP must verify, through submission of a PCR, that the candidate has:

- Been admitted to and completed a state-recognized program, including all required:
    - Coursework;
    - Competencies, when competencies are used in lieu of required coursework;
    - Clinical practices; and
    - Commission-adopted examinations, assessments and requirements, as specified in this Handbook, including completion of:
        - Civil rights and ethics requirements, as provided elsewhere in this Handbook;
        - Content knowledge assessments, if required; and
        - For pre-service teachers, a teacher performance assessment.
- TSPC must have received all required exams, transcripts, etc., and a PCR.

The EPP must also verify that the candidate:

- Complied with the Standards for Competent and Ethical Performance of Oregon Educators

(Chapter 584, Division 20); and
- Demonstrated the skills, knowledge, disposition and competencies required for teaching or serving in the licensure, endorsement or specialization area.

State Report Card (STRC)

States submit Title II data through the State Report Card reporting system (STRC). The STRC is an online reporting system supported by the Title II Support Center at Trewon / RTI.

* * * * COMMISSION MEETING PROCESSES * * * * *

Commission information online

Commission information is online at: https://www.oregon.gov/tspc/Commission/Pages/default.aspx.

Online information includes:

- Introduction to Commissioners;
- Meeting information:
  - Commission Meetings;
  - Licensure Committee;
  - Professional Practices Committee; and
  - Program Approval Committee.
- A link to the Request to Speak form;
- About TSPC (mission, vision, values, history, strategic plan, reports and publications);
- Contact information;
- News releases, notices, announcements, public hearings and meetings;
- How to Apply to Become a Commissioner; and
- Commissioner Handbook.

Commission deadlines

Items are due from EPPs to agency staff approximately one month prior to the Commission meeting at which the item is to be considered.

New endorsement requests

To request a new endorsement be considered by the Commission, the EPP should submit a letter addressed to the Executive Director that:

- Requests creation of the endorsement;
- Defines the scope of the endorsement; and
- Indicates when the item is requested for inclusion on the Commission's agenda.

Letters are due to be submitted to TSPC at least one month prior to the requested meeting.

If the Commission approves creation of the new endorsement, TSPC will then begin the rule-making process.

New program requests

How are new programs recognized? *(OAR 584-400-0060)*

New program requests must go to the Commission for approval. To add a new program, contact TSPC Director of Educator Preparation Dr. Wayne Strickland (Wayne.Strickland@tspc.Oregon.gov) and request the New Program template.

New programs are required to undergo a follow-up program review. The focused program review process will begin once two cycles of data are available for the impacted program after full implementation of the modifications so the data can be analyzed as a major part of the focused review.

Additional information

- Focused Program Review process
- Focused Program Review template

Program modification process

When are modifications required? *(584-400-0080)*
The Commission must approve modifications to an approved unit or state-recognized licensure, endorsement, or specialization program. There are two types of modifications – major and minor.

A modification is a change to how the unit or program was last approved by the Commission, either originally, by a prior minor or major modification request, or by approval of the unit or program as part of the program review or unit review. A modification is required even if planned revisions exceed the requirements in rule. This enables the Commission to have a clear record of what has been approved for each EPP.

A *major modification* is a change that substantively alters the program or unit as currently approved or recognized by the Commission.

A *minor modification* is a change that affects, but does not substantively alter, the program or unit, as currently approved or recognized by the Commission.

Minor modification request process
Minor modifications are submitted as part of the EPP's annual reports to TSPC. They are considered "approved" once the annual report is approved by the commission at their June meeting.

Major modification request process
To request approval of a major modification to the unit or program, contact (Wayne.Strickland@tspc.Oregon.gov). A major modification request form must be completed one month prior to the Commission meeting at which the item is to be considered. A narrative report providing details about the modification is due at the same time. If the report contains confidential information, that information is to be submitted as a separate document and the confidential information will be placed on the TSPC secure server.

If the institution may or does require a program modification:

- The EPP submits the major modification form, narrative report, and confidential information (if any) to the TSPC Director of Educator Preparation (Wayne.Strickland@tspc.Oregon.gov) approximately one month prior to the Commission meeting at which the item is requested to be considered;
- TSPC staff prepares Commission meeting materials for PAC members to review approximately three weeks prior to the Commission meeting;
- PAC meetings are conducted two to three weeks prior to the Commission meeting. At the

meeting, PAC members review the major modification request and recommend approval, non-approval, or a request for additional information;
- If approved, the request is reviewed by the full Commission at the next meeting and considered for approval or non-approval.

Major program modifications are sometimes required to undergo a follow-up program review. Appropriate follow-up steps vary, depending on the nature of the modifications. At the February 2020 Commission meeting, the Commission approved formation of a Focused Program Review work group to make recommendations to the Program Approval Committee on the type of follow-up suggested for major modification focused reviews listed on the Site Visit Schedule. Examples of follow-up activities the work group might recommend include:

- Completion of the Focused Program Review Report template;
- Submission of a written narrative report by the EPP; or
- Additional information, as requested.

The focused program review process for major modifications that require a focused program review will begin once two cycles of data are available for the impacted program after full implementation of the modifications so the data can be analyzed as a major part of the focused review.

Core curriculum
Major modifications include, but are not limited to, substantive changes to the core curriculum of the program. Core curriculum is defined as the sequence of courses and/or key transition points in the program that are utilized to meet state standards.

Core clinical practice
Major modifications include, but are not limited to, substantive changes to the core clinical practice of the program. Core clinical practice is defined as the sequence, structure, and/or length of the experiences in the clinical practice that are utilized to meet state standards.

Program elimination process

If an EPP wishes to eliminate a currently approved licensure, endorsement, or specialization program, they must notify the TSPC Educator Preparation Liaison (Richelle.Krotts@tspc.Oregon.gov).

Inactive programs:
An inactive program is defined as a program that, for five years, is not listed on the institution's website, included in the course catalog, and has not had candidate recommendations.

Request to speak at a Commission meeting

Individuals who wish to speak to the Commission during their regularly scheduled meeting are asked to complete and submit the "Request to speak during the TSPC Commission Meeting form," at https://www.oregon.gov/tspc/Commission/Pages/Request-to-Speak.aspx. Speakers are provided no more than three minutes to speak during the Delegations portion of the meeting. To speak on items not listed on the meeting agenda, the form is required to be submitted two weeks prior to the meeting.

Waivers

See the Annual Report section of this publication for waiver reporting information.

Waivers quick reference guideN

Waivers of program requirements *(OAR 584-400-0180)*
EPPs may waive certain program requirements for individual candidates (see rule, linked above, for complete details) when competency is otherwise demonstrated. For these types of waivers, Commission approval is not required; however, these waivers must be reported in the EPP's annual report.

EPPs may not waive the following:

- Teacher performance assessments (except as noted below, in the edTPA waivers subsection);
- Completion of the Protecting Student and Civil Rights in the Educational Environment requirement; and
- Passage of the Commission-adopted subject-matter exam or other Commission-adopted subject-matter assessment related to the endorsement area.

Complete information on program requirement waivers is available in OAR 584-400-0180, which includes information on coursework waivers, clinical practice waivers, waiver prohibitions, EPP waiver policy requirements, annual reporting requirements, and candidate appeals of EPP denials of waiver decisions.

edTPA waivers
The TSPC executive director has authority to approve waiver requests for edTPA requirements. Examples include:

- When candidates had non-passing test scores that became passing test scores based on cut-score changes made by the Commission in April 2017 and June 2017, whereby making the candidates program completers;
- When there is a lapse between an applicant's program completion and licensure application, subject to the three-year recency requirement provided in OAR 584-400-0160 (5);
- When a candidate substantially completed his/her program when Work Sample was required but did not complete some component, such as testing, and an EPP is willing to attest that the candidate meets the requirements to be considered a quality educator through submission of a Program Completion Report; and
- When there are other similar types of circumstances not currently anticipated that, in the judgement of the Executive Director, meet the intent of this authority.

EPP requests for waiver of state standards *(OAR 584-400-0190)*
EPPs may petition the Commission for waiver of state standards. The petition must include information and the reasons the EPP is seeking the waiver. In considering the petition, the Commission must determine that the waiver of state standards does not adversely impact the intent of the standards or rules and does not contradict any Oregon statutory requirements.

To make a waiver of state standards request to the Commission, submit a letter to the Commission, addressed to the TSPC executive director, and email it to the Educator Preparation Liaison (Richelle.Krotts@tspc.Oregon.gov).

Waiver letters should include all applicable information, such as the candidate's name, birthdate, TSPC ID number or last four of their SSN, and sufficient details that Commissioners understand why the waiver is needed. The letters are considered confidential and will be placed on the secure drive so only Commissioners and key agency staff can view them.

Waivers granted shall be reported to the Commission at the next regularly scheduled Commission meeting.

Waiver letters are due one month prior to the Commission meeting at which the EPP wishes them to be considered.