ITEM: ENDORSEMENTS REQUIRING PROGRAMS (Retitled from Art, Music and PE Endorsements)

ACTION: ACTION ITEM

RECOMMENDATION
The Executive Director recommends adoption of one or more of the following resolutions:

Option 1 Make no changes

- Continue to require completion of programs to add Art, Music and PE to existing licenses;
- Continue to require an educator to hold the full endorsement to be assigned as the elementary (k-6) Art, Music or PE teacher. (The full endorsement requirement does not apply to teachers who are assigned under the 10 hour rule or who are providing art, music and PE instruction in their self-contained classroom.)

Option 2 Continue the discussion and include all three endorsements in as a single issue, resulting in a common solution.

Commission voted to accept: Option 3 Create a structure to discuss each endorsement separately. Each would have three “strands” to be discussed: endorsement options, preparation standards and the unique pedagogical requirements for these specialized areas, and staff assignment options.

Option 4 Other Suggestions?

INFORMATION:
This agenda item is presented to further the discussion on how endorsements are awarded when a program is required, and, for the areas of Music, Art and Physical Education, what endorsement must a teacher hold to teach these subjects at the Elementary level.

Because the stakeholders in the room were there to specifically discuss the Music endorsement, this question was not discussed during the committee’s meeting and will be held for future discussion.
**Narrative and Licensure Committee Report**

During the January 2018 Commission Meeting, the Commission charged the Licensure Committee with reviewing the concept that a teacher holding the Elementary Multiple Subjects endorsement could be assigned to teach Art, Music or Physical Education as their only assignment. Current rule and practice allows the Elementary Multiple Subjects teacher to provide instruction in those areas in their self-contained classroom, but does not permit the holder of the Elementary Multiple Subjects endorsement to hold a single assignment as an Elementary Art, Music or Physical Education teacher.

The Commission, however, recognizes that due to shortages, less than full-time assignments, the rural nature of these assignments, etc. the districts may not be able to employ teachers holding the music endorsement for all elementary music assignments.

It is important to note that under the Consent Agenda for the Program Approval section, Item 6.1e, the Commission is likely to adopt a resolution originally presented during the January meeting to allow programs to admit in-service teachers to their approved pre-service educator preparation program in the areas of Art, Music and Physical Education. While it is expected that this change will assist in some ways, the Commission continues to express concerns that schools are experiencing difficulty in hiring teachers in these areas, particularly at the Elementary level.

On March 5, 2018, the Licensure Committee reviewed the Commission’s request. Joining the Committee meeting were stakeholders with an interest in Music instruction in particular. Those stakeholders included faculty from University of Oregon, Oregon State University, Portland State University, and Southern Oregon University, as well as staff from the Salem Keizer School District. Their comments during the meeting as well as correspondence presented to the Committee encourage the Commission to require the full endorsement, regardless of the grade level.

Issues discussed during the meeting and included in a memo from the Licensure Working Group of Oregon Music Educators:

- Recruitment ([EdJoin.org](http://EdJoin.org))
- Design of the positions in rural schools (e.g. a .5 FTE in a rural setting doesn’t pay well enough to justify the move)
- Graduates are able to pick and choose their jobs, so the jobs need to be competitive and attractive
- Problems with the ORELA for Music, that it does not adequately measure the musicianship of the candidate (3 sections related to music, 1 section tests pedagogy and candidates can fail that portion and still receive a passing score)
- Loophole into teaching music in Oregon (inquiries to the programs from those that want to add Music by taking the test and completing a student teaching experience)
- Oregon has grade-level standards for teaching K-12 music that an Elementary Multiple Subjects teacher would likely not have awareness
- The effect of moving to the PreK-12 authorization: Should Music be separated into
more endorsement areas (Elementary/General Music, Band/Orchestra, Vocal/Choir)

Typically absent from the stakeholder groups at meetings that include this topic are representatives of either Art or Physical Education. The Oregon Department of Education is convening a stakeholder group to discuss the implementation of Senate Bill 4 (2017). Senate Bill 4 requires districts to provide specific numbers of minutes of Physical Education instruction and includes endorsement requirements for those minutes:

(b)(A) For the purpose of satisfying the time requirements established by subsection (2) of this section, school districts and public charter schools may provide up to 45 minutes of activities during each school week that:
(i) Meet the academic content standards for physical education adopted by the State Board of Education under ORS 329.045;
(ii) Are provided for students by a teacher whose license allows the teacher to provide instruction in physical education to those students, even if the teacher does not have a physical education endorsement; and
(iii) Have been reviewed by a licensed teacher with a physical education endorsement.

Preparation for the Elementary Multiple Subjects Endorsement

Attachment 5.5a shows the results of a survey sent through OACTE to collect information about the preparation in these areas for the Elementary Multiple Subjects endorsement, as well as to garner opinions from our EPPs about what options might be available.

Also provided are the program standards under the Basic/Standard system of licensure (Attachment 5.5b) to demonstrate that teachers prepared under that system received some pedagogy in teaching these areas.

Endorsements Generally

Administrative Rule discusses endorsements in two distinct ways:

OAR 584-220-0010:

(1) Purpose of Teaching License Endorsements: The purpose of an endorsement on a teaching license is to indicate the subject areas (content knowledge) for which the educator is authorized to teach. New educators must meet the requirements for content and subject-specific pedagogical knowledge prior to adding an endorsement to an existing Preliminary Teaching License. Experienced educators must meet the Commission-established requirements for content knowledge prior to adding the endorsement to an existing Professional, Teacher Leader or Legacy Teaching Licenses. Only Commission-adopted endorsements may be added to teaching licenses. New endorsements may only be established through official Commission action at a meeting.
OAR 584-220-0020 through 0230 identifies each endorsement, and uses the language to

(1) Purpose: An [Endorsement] endorsement indicates that an educator is qualified to teach prekindergarten through grade 12 assignments in [the Endorsement] as provided by the TSPC Licensure Guide for [the Endorsement].

Perhaps a further complication to this work is the elimination of the federal No Child Left Behind (NCLB) and provisions requiring that teachers be deemed “highly qualified” in certain “core” subjects. The Oregon Department of Education (ODE) administered NCLB’s “highly qualified” program, and often imposed more strict requirements on endorsement compared to the Commission’s “Purpose of Teaching License Endorsements”. The two agencies used the definitions and data for different purposes. The ODE’s role with NCLB was reporting to the US Department of Education and notification to parents when a teacher did not meet the “highly qualified” requirement. The Commission’s role extends to potential discipline of unlicensed and inappropriately assigned staff, and potentially discipline to the licensure of the building or district administrator(s). The reauthorized NCLB is now the Every Student Succeeds Act (ESSA) and states that teachers must be properly licensed and endorsed as required by the state’s licensure requirements. Staff is working with ODE to bring the two systems into alignment.

NCLB identified the “core” content areas as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

With these regulatory changes to in mind, the Commission could explore course options to include in the Course Catalogue, requesting the adoption of course codes for Elementary Art, Music and Physical Education to allow the Elementary Multiple Subjects endorsement to teach limited content in these areas, but that exclude specialty areas of Music (e.g. Band, Choir, Orchestra beginning in Grade 5). Considerations in this approach include district reporting requirements to the ODE, the Elementary Multiple Subjects teacher’s familiarity with the curriculum standards in these areas, and professional development that might be required for teachers not familiar with those standards.

Steps to Resolution

Art, Music and Physical Education each present unique challenges in several areas: initial preparation, adding the endorsement to an existing teacher’s license, preparation program requirements for pre-service and in-service teachers, the wide variety of positions available, needs and constraints on districts, and the ever-present question: “What is best for students?”

With these variables and the unequitable levels of stakeholder engagement, staff offers the following options for continuing the discussion:
Option 1 Make no changes

- Continue to require completion of programs to add Art, Music and PE to existing licenses;
- Continue to require an educator to hold the full endorsement to be assigned as the elementary (k-6) Art, Music or PE teacher. (The full endorsement requirement does not apply to teachers who are assigned under the 10 hour rule or who are providing art, music and PE instruction in their self-contained classroom.)

Option 2 Continue the discussion and include all three endorsements as a single issue, resulting in a common solution.

Option 3 Create a structure to discuss each endorsement separately. Each would have three “strands” to be discussed: endorsement options, preparation standards and the unique pedagogical requirements for these specialized areas, and staff assignment options.

Option 4 Other Suggestions

Attachments:
- 5.5a EPP Elementary Preparation Survey in Art Music PE.pdf
- 5.5b Basic and Standard Licenses – Elementary Prep.pdf
- 5.5c Licensure Working Group of Oregon Music Educators Informational Memo.pdf
- 5.5d Lincoln County – Art Music PE 02_2018.pdf
- 5.5e Lincoln County – Art Music PE 11_2016.pdf
- 5.5f SOU Informational Memo on Music.pdf
- 5.5g Email from teacher
- 5.5h Course to Endorsement Elementary, Art, Music PE.pdf
- 5.5i Senate Bill 4
- 5.5j District Survey on Difficulty filling positions.pdf
- 5.5k Options for the TSPC’s Consideration.pdf
- 5.5l Oregon Education Association (OEA) Testimony
5.5a: Survey Results

Elementary Multiple Subjects Preparation in Art, Music and Physical Education

On February 27, 2018, TSPC staff sent the following email to the OACTE listserve:

Deans / Directors / Chairs and Program Liaisons:

TSPC is seeking EPP input and expertise on whether or not a teacher with an Elementary – Multiple Subjects endorsement is prepared to be the “all-day” Elementary Art, Music or PE teacher.

To provide your input and expertise on this issue, please complete the survey on Elementary-Multiple Subjects – Preparation in Art, Music and PE. (NOTE: It is recommended survey completers are knowledgeable about the Elementary – Multiple Subjects preparation at your institution.)

Your responses will be compiled with other EPP responses and provided to the TSPC Licensure Committee at their meeting on March 5, 2018.

The survey information will be one of many resources that will be used to help inform Commissioners as they consider which endorsement(s) should be required for Art, Music and PE assignments at the elementary level.

In order for input to be considered at the Licensure Committee meeting, WE NEED COMPLETED SURVEYS BY NEXT MONDAY ~ MARCH 5, 2018, AT NOON (12 PM).

The March 5th deadline coincided with the Licensure Committee meeting, but the results were not available to the Committee for review on that day. The survey has four main sections:

- Responder information and general program information
- Art preparation questions
- Music preparation questions
- Physical Education preparation questions

The final question offered the responder an opportunity to make general comments (page 13 of this document).

A link to the survey results can be found here.
Q1: Name of Survey Completer (withheld)

Q2 and Q3: Positions held by responders and participating programs:

<table>
<thead>
<tr>
<th>Position</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Dean (Education)</td>
<td>Concordia University</td>
</tr>
<tr>
<td>Faculty (Music)</td>
<td>Corban University</td>
</tr>
<tr>
<td>Program Director/Faculty (Education)</td>
<td>Corban University</td>
</tr>
<tr>
<td>Faculty (Director of ESOL)</td>
<td>Corban University</td>
</tr>
<tr>
<td>Program Director/Music Education Faculty</td>
<td>Corban University</td>
</tr>
<tr>
<td>Program Director/Faculty (Education)</td>
<td>Eastern Oregon University</td>
</tr>
<tr>
<td>TSPC Liaison/Licensure (Education)</td>
<td>George Fox University</td>
</tr>
<tr>
<td>Program Director (Education)</td>
<td>Lewis and Clark College</td>
</tr>
<tr>
<td>Chair (Education)</td>
<td>Linfield College</td>
</tr>
<tr>
<td>Faculty/Accreditation Chair (Education)</td>
<td>Linfield College</td>
</tr>
<tr>
<td>Faculty/Licensure Endorsement Coordinator</td>
<td>Oregon State University</td>
</tr>
<tr>
<td>Program Director (Agriculture – did not complete)</td>
<td>Oregon State University</td>
</tr>
<tr>
<td>Faculty (Acad Prog/Student Aff)</td>
<td>Oregon State University</td>
</tr>
<tr>
<td>Faculty (Music)</td>
<td>Oregon State University</td>
</tr>
<tr>
<td>Faculty (Music)</td>
<td>Oregon State University</td>
</tr>
<tr>
<td>Faculty (Music)</td>
<td>Oregon State University</td>
</tr>
<tr>
<td>Program Director/Faculty (Music)</td>
<td>Portland State University</td>
</tr>
<tr>
<td>Program Director/Faculty (Education)</td>
<td>Portland State University</td>
</tr>
<tr>
<td>Chair (Education)</td>
<td>Portland State University</td>
</tr>
<tr>
<td>TSPC Liaison/Licensure (Graduate School)</td>
<td>Portland State University</td>
</tr>
<tr>
<td>Faculty (Music)</td>
<td>Southern Oregon University</td>
</tr>
<tr>
<td>Program Director (Education)</td>
<td>University of Oregon</td>
</tr>
<tr>
<td>TSPC Liaison/Licensure (Education)</td>
<td>University of Oregon</td>
</tr>
<tr>
<td>Faculty (Music)</td>
<td>University of Oregon</td>
</tr>
<tr>
<td>Chair/Program Director/Faculty (Music)</td>
<td>University of Oregon</td>
</tr>
<tr>
<td>TSPC Liaison/Licensure</td>
<td>Warner Pacific University</td>
</tr>
</tbody>
</table>

Q4: Does your program prepare candidates for the Elementary-Multiple Subjects endorsement?

25 = Yes  
1 = No (did not complete the survey)

Q5: Level of Elementary Multiple Subjects programs offered

<table>
<thead>
<tr>
<th>Level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preservice Candidates – Undergraduate</td>
<td>14</td>
</tr>
<tr>
<td>Preservice Candidates – Graduate (MAT)</td>
<td>19</td>
</tr>
<tr>
<td>Licensed (inservice) candidates</td>
<td>7</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
</tr>
</tbody>
</table>

Other Responses:

- Graduate Teacher Licensure
- Our Ed department is in charge of this area
- Our graduate program is an MEd. We have a very small number of students in the BTP program who do an undergrad version, but almost all students are grad students.
- Preservice candidates - graduate (GTL)
- Preservice candidates - graduate MEd
- We have an undergraduate program in the internal OSU curriculum adoption process now
Art Preparation for Elementary Multiple Subjects candidates:

**Q6: Our preservice UNDERGRADUATE candidates preparing for the Elementary-Multiple Subjects endorsement attain and demonstrate knowledge of Art content and pedagogy for K-8 instruction by:**

<table>
<thead>
<tr>
<th>Action</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passing the Commission-adopted Elementary-Multiple Subjects exam (ORELA).</td>
<td>7</td>
</tr>
<tr>
<td>Completing courses that include ART content and pedagogy for K-8 instruction. If selected, please briefly describe the coursework for Art content and/or pedagogy below in the comment section.</td>
<td>4</td>
</tr>
<tr>
<td>Our Elementary-Multiple Subjects program does NOT include specific preparation on ART content and/or pedagogy.</td>
<td>6</td>
</tr>
<tr>
<td>Our EPP does NOT prepare UNDERGRADUATE preservice candidates for the Elementary-Multiple Subjects endorsement.</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:

- Students currently have the option to take an Art Methods course as part of their Elementary Education major.
- All students must pass the NES Elementary Subtest II before beginning our proposed undergraduate program. The NES elementary subtest II has 12% of questions dedicated to art, music, PE, health. Our proposed undergraduate program will have a Strategies for Teaching Wellness and the Fine Arts class covering art, music, PE, and health.
- This is not my area of expertise
- I am not the art program coordinator
- This is a survey course that will investigate the curriculum and instruction of art, music, and physical education in the PK-8 classroom. Particular emphasis will be given to current literature and research. Topics to be covered include: lesson planning, scope and sequence, grade level content, appropriate for art, music and physical education, time management, technology, state and national standards. This course is called ED 571A ART/PE/Music in the PK-8 Classroom
- Comments for course(s): content - 3 credit art course for candidates who have not completed an AAOT; pedagogy - Elementary Arts Methods EDU 414 3 credits integrating visual arts, music education, theater/drama and movement/dance.

**Q7: Our preservice GRADUATE candidates preparing for the Elementary-Multiple Subjects endorsement attain and demonstrate knowledge of Art content and pedagogy for K-8 instruction by:**

<table>
<thead>
<tr>
<th>Action</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passing the Commission-adopted Elementary-Multiple Subjects exam (ORELA).</td>
<td>7</td>
</tr>
<tr>
<td>Completing courses that include ART content and pedagogy for K-8 instruction. If selected, please briefly describe the coursework for Art content and/or pedagogy below in the comment section.</td>
<td>5</td>
</tr>
<tr>
<td>Our Elementary-Multiple Subjects program does NOT include specific preparation on ART content and/or pedagogy.</td>
<td>7</td>
</tr>
<tr>
<td>Our EPP does NOT prepare GRADUATE PRESERVICE candidates for the Elementary-Multiple Subjects endorsement.</td>
<td>1</td>
</tr>
</tbody>
</table>

Comments:

- Not sure.
- Our program provides an arts based pedagogy assignment embedded in the social studies / humanities methods course. In addition the program has required an art (AAD 430) content course as a prerequisite.
- Course description: Participants explore how students and educators think about and engage in the arts in connection with other areas of learning and development. Through creative, constructivist experiences, participants explore concepts such as patterns, pitch, texture, line,
narration, and color within the fields of music, visual arts, storytelling, and movement, enacted within different cultural perspectives. Emphasis on creativity, process, and understanding the nature and value of the arts in human lives and cultures.

- All students must pass the NES Elementary Subtest II before beginning our MAT program. The NES elementary subtest II has 12% of questions dedicated to art, PE, health. Our MAT program does not currently include any art coursework.
- This is not my area of expertise
- I am not the art program coordinator
- All TCs take an integrated methods course with an arts component. 1 cohort is explicitly arts-focused.
- Students have an integrated course with arts as part of the integration. One of our cohorts is "arts-focused" all the way through their program.
- This is a survey course that will investigate the curriculum and instruction of art, music, and physical education in the PK-8 classroom. Particular emphasis will be given to current literature and research. Topics to be covered include: lesson planning, scope and sequence, grade level content, appropriate for art, music and physical education, time management, technology, state and national standards. This course is called ED 571A ART/PE/Music in the PK-8 Classroom
- Content: Prerequisite to program 1 art course or approved art external experience; pedagogy - EDU 643 2 credits Elementary Arts Methods integrating visual arts, music education, theater/drama and movement/dance.

**Q8: In-Service Teachers Completing Elementary Multiple Subjects “Add Endorsement” demonstrate**

<table>
<thead>
<tr>
<th>Passing the Commission-adopted Elementary Multiple Subjects Exam (ORELA)</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completing courses that include ART content and pedagogy for K-8 instruction. If selected, please briefly describe the coursework for Art content and/or pedagogy below in the comment section.</td>
<td>5</td>
</tr>
<tr>
<td>Our Elementary-Multiple Subjects program does NOT include specific preparation on ART content and/or pedagogy.</td>
<td>6</td>
</tr>
<tr>
<td>Our EPP does NOT prepare LICENSED (Inservice) candidates for the Elementary-Multiple Subjects endorsement.</td>
<td>5</td>
</tr>
<tr>
<td>Other (please specify) or Comments</td>
<td>8</td>
</tr>
</tbody>
</table>

*Comments:*

- Our program provides an arts based pedagogy assignment embedded in the social studies / humanities methods course. In addition the program has required an art content (AAD 430) course as a prerequisite
- This is not my area of expertise
- I am not the art program coordinator
- All TCs take an integrated methods course with an arts component.
- NA
- Students have an integrated course with arts as part of the integration.
- This is a survey course that will investigate the curriculum and instruction of art, music, and physical education in the PK-8 classroom. Particular emphasis will be given to current literature and research. Topics to be covered include: lesson planning, scope and sequence, grade level content, appropriate for art, music and physical education, time management, technology, state and national standards. This course is called ED 571A ART/PE/Music in the PK-8 Classroom
• Content: Prerequisite to program 1 art course or approved art external experience; pedagogy - EDU 643 2 credits Elementary Arts Methods integrating visual arts, music education, theater/drama and movement/dance.

Q9: Based on your perspective as an EPP preparing teachers, to be an Art teacher at the K-6 elementary level (e.g. teaching "all-day" in a stand-alone K-6 Art assignment), the teacher with an Elementary-Multiple Subjects endorsement should be required to:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do nothing. The Elementary-Multiple Subjects endorsements adequately prepares a teacher for assignments as an Art teacher at the K-6 elementary level.</td>
<td>0</td>
</tr>
<tr>
<td>Pass the Commission-adopted Art exam (ORELA).</td>
<td>8</td>
</tr>
<tr>
<td>Complete additional courses in Art content and pedagogy.</td>
<td>10</td>
</tr>
<tr>
<td>Earn a specialization in Elementary Art.</td>
<td>8</td>
</tr>
<tr>
<td>Also hold the full Art endorsement.</td>
<td>9</td>
</tr>
<tr>
<td>Complete additional PDUs in elementary Art content and pedagogy, as determined by the teacher and their employing school district.</td>
<td>2</td>
</tr>
<tr>
<td>Other (please specify) or Comments</td>
<td>3</td>
</tr>
</tbody>
</table>

Other (please specify) or Comments
• It should be like adding other endorsements that do not require a full program.
• This is a survey course that will investigate the curriculum and instruction of art, music, and physical education in the PK-8 classroom. Particular emphasis will be given to current literature and research. Topics to be covered include: lesson planning, scope and sequence, grade level content, appropriate for art, music and physical education, time management, technology, state and national standards. This course is called ED 571A ART/PE/Music in the PK-8 Classroom
• This is not my area of expertise

Q10: Based on your perspective as an EPP preparing teachers, to be an Art teacher at the K-6 elementary level (e.g. teaching "all-day" in a stand-alone K-6 Art assignment), the teacher with an Elementary-Multiple Subjects endorsement should be required to:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do nothing. The Elementary Multiple-Subjects endorsements adequately prepares a teacher for assignments as an Art teacher at the entire K-8 level, including 7th and 8th grades.</td>
<td>0</td>
</tr>
<tr>
<td>Pass the Commission-adopted Art exam (ORELA).</td>
<td>8</td>
</tr>
<tr>
<td>Complete additional courses in Art content and pedagogy.</td>
<td>10</td>
</tr>
<tr>
<td>Earn a specialization in Elementary Art.</td>
<td>9</td>
</tr>
<tr>
<td>Also hold the full Art endorsement.</td>
<td>12</td>
</tr>
<tr>
<td>Complete additional PDUs in elementary Art content and pedagogy, as determined by the teacher and their employing school district.</td>
<td>3</td>
</tr>
</tbody>
</table>

Other (please specify)
• It should be the same as adding other content endorsements, without requiring a full program.
• This is a survey course that will investigate the curriculum and instruction of art, music, and physical education in the PK-8 classroom. Particular emphasis will be given to current literature and research. Topics to be covered include: lesson planning, scope and sequence, grade level content, appropriate for art, music and physical education, time management, technology, state and national standards. This course is called ED 571A ART/PE/Music in the PK-8 Classroom
• This is not my area of expertise
Music Preparation for Elementary Multiple Subjects candidates:

**Q11: Our preservice UNDERGRADUATE candidates preparing for the Elementary-Multiple Subjects endorsement attain and demonstrate knowledge of Music content and pedagogy for K-8 instruction by:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passing the Commission-adopted Elementary-Multiple Subjects exam (ORELA).</td>
<td>8</td>
</tr>
<tr>
<td>Completing courses that include MUSIC content and pedagogy for K-8 instruction. If selected, please briefly describe the coursework for MUSIC content and/or pedagogy below in the comment section.</td>
<td>3</td>
</tr>
<tr>
<td>Our Elementary-Multiple Subjects program does NOT include specific preparation on MUSIC content and/or pedagogy.</td>
<td>6</td>
</tr>
<tr>
<td>Our EPP does NOT prepare UNDERGRADUATE preservice candidates for the Elementary-Multiple Subjects endorsement.</td>
<td>7</td>
</tr>
</tbody>
</table>

Other (please specify)/Comments

- Students pursuing a degree in Elementary Education have the option to take an Elementary Music Methods course.
- This is a survey course that will investigate the curriculum and instruction of art, music, and physical education in the PK-8 classroom. Particular emphasis will be given to current literature and research. Topics to be covered include: lesson planning, scope and sequence, grade level content, appropriate for art, music and physical education, time management, technology, state and national standards. This course is called ED 571A ART/PE/Music in the PK-8 Classroom
- Content - 3 credits of music courses for those not completing the AAOT; pedagogy - Elementary Arts Methods EDU 414 3 credits (integrating visual arts, music education, theater/drama and movement/dance.
- We have a degree program in Music Education
- All students must pass the NES Elementary Subtest II before beginning our proposed undergraduate program. The NES elementary subtest II has 12% of questions dedicated to art, music, PE, health. Our proposed undergraduate program will have a Strategies for Teaching Wellness and the Fine Arts class covering art, music, PE, and health.
- Our program offers Multiple Subject teachers minimal music teaching content and pedagogy intended to help them include music in their classroom. This instruction does not train them to be music teachers.

**Q12: Our preservice GRADUATE candidates preparing for the Elementary-Multiple Subjects endorsement attain and demonstrate knowledge of Music content and pedagogy for K-8 instruction by:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passing the Commission-adopted Elementary-Multiple Subjects exam (ORELA).</td>
<td>7</td>
</tr>
<tr>
<td>Completing courses that include MUSIC content and pedagogy for K-8 instruction. If selected, please briefly describe the coursework for MUSIC content and/or pedagogy below in the comment section.</td>
<td>4</td>
</tr>
<tr>
<td>Our Elementary-Multiple Subjects program does NOT include specific preparation on MUSIC content and/or pedagogy</td>
<td>10</td>
</tr>
<tr>
<td>Our EPP does NOT prepare GRADUATE PRESERVICE candidates for the Elementary-Multiple Subjects endorsement</td>
<td>1</td>
</tr>
</tbody>
</table>

Other (please specify) or Comments
Not sure.
This is a survey course that will investigate the curriculum and instruction of art, music, and physical education in the PK-8 classroom. Particular emphasis will be given to current literature and research. Topics to be covered include: lesson planning, scope and sequence, grade level content, appropriate for art, music and physical education, time management, technology, state and national standards. This course is called ED 571A ART/PE/Music in the PK-8 Classroom.

Content: prerequisite 1 music course or approved external experience in music; pedagogy: EDU 643 2 credits Elementary Arts Methods integrating visual arts, music education, theater/drama and movement/dance.

Our program provides an arts based pedagogy assignment embedded in the social studies / humanities methods course. In addition the program has required a music content course MUSIC 322 music fundamentals as a prerequisite.

Course description: Participants explore how students and educators think about and engage in the arts in connection with other areas of learning and development. Through creative, constructivist experiences, participants explore concepts such as patterns, pitch, texture, line, narration, and color within the fields of music, visual arts, storytelling, and movement, enacted within different cultural perspectives. Emphasis on creativity, process, and understanding the nature and value of the arts in human lives and cultures.

All students must pass the NES Elementary Subtest II before beginning our MAT program. The NES elementary subtest II has 12% of questions dedicated to art, music, PE, health. Our MAT program currently does not include a music class.

Our program offers Multiple Subject teachers minimal music teaching content and pedagogy intended to help them include music in their classroom. This instruction does not train them to be music teachers.

Our integrated methods course touches on music, but doesn't provide adequate content knowledge for a student to teach music without other background.

Q13: Our licensed (INSERVICE) candidates preparing for an Elementary-Multiple Subjects endorsement attain and demonstrate knowledge of Music content and pedagogy for K-8 instruction by:

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passing the Commission-adopted Elementary-Multiple Subjects exam (ORELA).</td>
<td>5</td>
</tr>
<tr>
<td>Completing courses that include MUSIC content and pedagogy for K-8 instruction. If selected, please briefly describe the coursework for MUSIC content and/or pedagogy below in the comment section.</td>
<td>3</td>
</tr>
<tr>
<td>Our Elementary-Multiple Subjects program does NOT include specific preparation on MUSIC content and/or pedagogy.</td>
<td>9</td>
</tr>
<tr>
<td>Our EPP does NOT prepare LICENSED (Inservice) candidates for the Elementary-Multiple Subjects endorsement</td>
<td>5</td>
</tr>
</tbody>
</table>

Other (please specify) or Comments

NA
This is a survey course that will investigate the curriculum and instruction of art, music, and physical education in the PK-8 classroom. Particular emphasis will be given to current literature and research. Topics to be covered include: lesson planning, scope and sequence, grade level content, appropriate for art, music and physical education, time management, technology, state and national standards. This course is called ED 571A ART/PE/Music in the PK-8 Classroom.
• Content: prerequisite 1 music course or approved external experience in music; pedagogy: EDU 643 2 credits Elementary Arts Methods integrating visual arts, music education, theater/drama and movement/dance.
• Our program provides an arts based pedagogy assignment embedded in the social studies / humanities methods course. In addition the program has required a music content course MUSIC 322 music fundamentals as a prerequisite
• The license is currently k-12. They must complete many music content and pedagogy courses to be sufficiently trained to teach Music, k-12
• Our program offers Multiple Subject teachers minimal music teaching content and pedagogy intended to help them include music in their classroom. This instruction does not train them to be music teachers.
• Our integrated methods course touches on music, but doesn’t provide adequate content knowledge for a student to teach music without other background.

Q14: Based on your perspective as an EPP preparing teachers, to be a Music teacher at the elementary level (K-6), the teacher with an Elementary-Multiple Subjects endorsement should be required to

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do nothing. The Elementary-Multiple Subjects endorsements adequately prepares a teacher for assignments as a Music teacher at the K-6 elementary level.</td>
<td>0</td>
</tr>
<tr>
<td>Pass the Commission-adopted Music exam (ORELA).</td>
<td>8</td>
</tr>
<tr>
<td>Complete additional courses in Music content and pedagogy.</td>
<td>10</td>
</tr>
<tr>
<td>Earn a specialization in Elementary Music.</td>
<td>11</td>
</tr>
<tr>
<td>Also hold the full Music endorsement.</td>
<td>12</td>
</tr>
<tr>
<td>Complete additional PDUs in elementary Music content and pedagogy, as determined by the teacher and their employing school district.</td>
<td>3</td>
</tr>
</tbody>
</table>

Other (please specify)
• This is a survey course that will investigate the curriculum and instruction of art, music, and physical education in the PK-8 classroom. Particular emphasis will be given to current literature and research. Topics to be covered include: lesson planning, scope and sequence, grade level content, appropriate for art, music and physical education, time management, technology, state and national standards. This course is called ED 571A ART/PE/Music in the PK-8 Classroom
• It should be like adding other endorsements that do not require a full program.
• Because the license is currently k-12, they need a full preparation
• Music teaching requires expertise in three distinct areas: Content, Pedagogy and Performance. Elementary music teachers must be prepared to teach students to sing, play instruments, respond to, and create music. These teachers must begin as musicians, learn general music content, learn specific elementary music content (This is not just “songs”. It includes specific music literacy skills taught in a sequential manner, understanding of mental and physical developmental stages, awareness of world musics and the ability to relate them - this is just the beginning of a list). Pedagogy must include sequential development of targeted skills, mapped over many years of instruction. It must also address strategies for individual assessment from within large groups of students performing in the moment, not on paper. It must also address appropriate ways to keep large numbers of students engaged and on task in a subject area that often also asks them to move and make sounds. As performers, teachers must have attained an adequate level of musicianship to properly model age appropriate singing and playing of various instruments. They must also have adequate musicianship to assess student’s music making, guide their musical experiences,
and help students respond to music. Highly skilled teachers foster a lifelong understanding and appreciation of music that uses the music students already know as an entry into the Western musical tradition and the rich variety of music from around the world. These requirements cannot be taught in one or two courses and cannot be measured by a multiple choice test.

Q15: Based on your perspective as an EPP preparing teachers, to be a Music teacher at the 7th and 8th grade levels, the teacher with an Elementary-Multiple Subjects endorsement should be required to

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do nothing. The Elementary Multiple-Subjects endorsements adequately prepares a teacher for assignments as a Music teacher at the entire K-8 level, including 7th and 8th grades.</td>
<td>0</td>
</tr>
<tr>
<td>Pass the Commission-adopted Music exam (ORELA)</td>
<td>9</td>
</tr>
<tr>
<td>Complete additional courses in Music content and pedagogy.</td>
<td>9</td>
</tr>
<tr>
<td>Earn a specialization in Elementary Music.</td>
<td>9</td>
</tr>
<tr>
<td>Also hold the full Music endorsement.</td>
<td>15</td>
</tr>
<tr>
<td>Complete additional PDUs in elementary Music content and pedagogy, as determined by the teacher and their employing school district.</td>
<td>3</td>
</tr>
</tbody>
</table>

Other (please specify) or Comments

- This is a survey course that will investigate the curriculum and instruction of art, music, and physical education in the PK-8 classroom. Particular emphasis will be given to current literature and research. Topics to be covered include: lesson planning, scope and sequence, grade level content, appropriate for art, music and physical education, time management, technology, state and national standards. This course is called ED 571A ART/PE/Music in the PK-8 Classroom.
- It should be the same as adding other content endorsements, without requiring a full program.
- Because the license is currently k-12, they need a full preparation.
- In addition to the requirements I listed for Question 14, teachers endorsed to teach music at the 7th and 8th grade levels must have pedagogy that prepares them for beginning band and orchestra instruments and/or teaching singing and choir. This should include the ability to diagnose and correct performance problems on each instrument, teach in homogeneous and mixed instrument groups, understand and demonstrate basic conducting technique, and demonstrate knowledge of materials and repertoire appropriate to the age level and preparation of their students.
Physical Education Preparation for Elementary Multiple Subjects candidates:

**Q16: Our preservice UNDERGRADUATE candidates preparing for the Elementary - Multiple Subjects endorsement attain and demonstrate knowledge of PE content and pedagogy for K-8 instruction by:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passing the Commission-adopted Elementary- Multiple Subjects exam (ORELA).</td>
<td>8</td>
</tr>
<tr>
<td>Completing courses that include PE content and pedagogy for K-8 instruction. Please briefly describe the coursework for PE content and/or pedagogy below in the comment section.</td>
<td>4</td>
</tr>
<tr>
<td>Our Elementary- Multiple Subjects program does NOT include specific preparation on PE content and/or pedagogy</td>
<td>4</td>
</tr>
<tr>
<td>Our EPP does NOT prepare UNDERGRADUATE preservice candidates for the Elementary-Multiple Subjects endorsement.</td>
<td>5</td>
</tr>
</tbody>
</table>

**Other (please specify)/Comments**

- Additional coursework, but I’m unsure of the content.
- Our students pursuing a degree in Elementary Education have the option of taking a PE methods course.
- This is a survey course that will investigate the curriculum and instruction of art, music, and physical education in the PK-8 classroom. Particular emphasis will be given to current literature and research. Topics to be covered include: lesson planning, scope and sequence, grade level content, appropriate for art, music and physical education, time management, technology, state and national standards. This course is called ED 571A ART/PE/Music in the PK-8 Classroom.
- Content: Health/Wellness - 3 credit course for those who do not complete an AAOT; pedagogy: EDU 413 2 credits Elementary Physical Education & Health Methods.
- We have a PE Methods class.
- All students must pass the NES Elementary Subtest II before beginning our proposed undergraduate program. The NES elementary subtest II has 12% of questions dedicated to art, music, PE, health. Our proposed undergraduate program will have a Strategies for Teaching Wellness and the Fine Arts class covering art, music, PE, and health.
- This is not my area of expertise.
- I am not familiar with the PE program requirements.

**Q17: Our preservice GRADUATE candidates preparing for the Elementary-Multiple Subjects endorsement attain and demonstrate knowledge of PE content and pedagogy for K-8 instruction by:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passing the Commission-adopted Elementary-Multiple subjects exam (ORELA).</td>
<td>7</td>
</tr>
<tr>
<td>Completing courses that include PE content and pedagogy for K-8 instruction. Please briefly describe the coursework for PE content and/or pedagogy below in the comment section.</td>
<td>4</td>
</tr>
<tr>
<td>Our Elementary-Multiple Subjects program does NOT include specific preparation on PE content and/or pedagogy</td>
<td>8</td>
</tr>
<tr>
<td>Our EPP does NOT prepare GRADUATE PRESERVICE candidates for the Elementary-Multiple Subjects endorsement.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Other (please specify) or Comments**

- Not sure.
• This is a survey course that will investigate the curriculum and instruction of art, music, and physical education in the PK-8 classroom. Particular emphasis will be given to current literature and research. Topics to be covered include: lesson planning, scope and sequence, grade level content, appropriate for art, music and physical education, time management, technology, state and national standards. This course is called ED 571A ART/PE/Music in the PK-8 Classroom
• EDU 621 Elementary Physical Education & Health Methods 2 credits
  • Completing PE courses that include PE content AND/OR pedagogy.
  • Course description: Age-appropriate skill and fitness development, practical use of the gym and equipment, personal safety, wellness, and nutrition. Topics include methods of assessing physical education skills and integrating physical education and health into the math and language arts curriculum.
• All students must pass the NES Elementary Subtest II before beginning our MAT program. The NES elementary subtest II has 12% of questions dedicated to art, music, PE, health. Our MAT program does not currently include a PE course.
• This is not my area of expertise
• I am not familiar with the PE program requirements.

Q18: Our licensed (INSERVICE) candidates preparing for an Elementary-Multiple Subjects endorsement attain and demonstrate knowledge of PE content and pedagogy for K-8 instruction by:

<table>
<thead>
<tr>
<th>Option</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passing the Commission-adopted Elementary-Multiple subjects exam (ORELA).</td>
<td>4</td>
</tr>
<tr>
<td>Completing courses that include PE content and pedagogy for K-8 instruction. If selected, please briefly describe the coursework for PE content and/or pedagogy below in the comment section.</td>
<td>2</td>
</tr>
<tr>
<td>Our Elementary Multiple-Subjects program does NOT include specific preparation on PE content and/or pedagogy.</td>
<td>8</td>
</tr>
<tr>
<td>Our EPP does NOT prepare LICENSED (Inservice) candidates for the Elementary-Multiple Subjects endorsement</td>
<td>5</td>
</tr>
</tbody>
</table>

Other (please specify) or Comments

• NA
• This is a survey course that will investigate the curriculum and instruction of art, music, and physical education in the PK-8 classroom. Particular emphasis will be given to current literature and research. Topics to be covered include: lesson planning, scope and sequence, grade level content, appropriate for art, music and physical education, time management, technology, state and national standards. This course is called ED 571A ART/PE/Music in the PK-8 Classroom
• EDU 621 Elementary Physical Education & Health Methods 2 credits
  • Completing PE courses that include PE content AND/OR pedagogy.
  • This is not my area of expertise
  • I am not familiar with the PE program requirements.
**Q19: Based on your perspective as an EPP preparing teachers, to be a PE teacher at the elementary level (K-6), the teacher with an Elementary-Multiple Subjects endorsement should be required to**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do nothing. The Elementary-Multiple Subjects endorsements adequately prepares a teacher for assignments as a PE teacher at the K-6 elementary level.</td>
<td>0</td>
</tr>
<tr>
<td>Pass the Commission-adopted PE exam (ORELA)</td>
<td>7</td>
</tr>
<tr>
<td>Complete additional courses in PE content and pedagogy.</td>
<td>10</td>
</tr>
<tr>
<td>Earn a specialization in Elementary PE</td>
<td>8</td>
</tr>
<tr>
<td>Also hold the full PE endorsement.</td>
<td>9</td>
</tr>
<tr>
<td>Complete additional PDUs in elementary PE content and pedagogy, as determined by the teacher and their employing school district.</td>
<td>4</td>
</tr>
</tbody>
</table>

**Other (please specify)**

- This is a survey course that will investigate the curriculum and instruction of art, music, and physical education in the PK-8 classroom. Particular emphasis will be given to current literature and research. Topics to be covered include: lesson planning, scope and sequence, grade level content, appropriate for art, music and physical education, time management, technology, state and national standards. This course is called ED 571A ART/PE/Music in the PK-8 Classroom
- It should be like adding other endorsements that do not require a full program.
- I am not a PE expert
- This is not my area of expertise
- I am not familiar with the PE program requirements.

**Q20: Based on your perspective as an EPP preparing teachers, to be a PE teacher at the 7th and 8th grade levels, the teacher with an Elementary-Multiple Subjects endorsement should be required to**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do nothing. The Elementary-Multiple Subjects endorsements adequately prepares a teacher for assignments as a PE teacher at the entire K-8 level, including 7th and 8th grades.</td>
<td>0</td>
</tr>
<tr>
<td>Pass the Commission-adopted PE exam (ORELA).</td>
<td>8</td>
</tr>
<tr>
<td>Complete additional courses in PE content and pedagogy.</td>
<td>10</td>
</tr>
<tr>
<td>Earn a specialization in Elementary PE</td>
<td>8</td>
</tr>
<tr>
<td>Also hold the full PE endorsement.</td>
<td>9</td>
</tr>
<tr>
<td>Complete additional PDUs in elementary PE content and pedagogy, as determined by the teacher and their employing school district.</td>
<td>4</td>
</tr>
</tbody>
</table>

**Other (please specify) or Comments**

- This is a survey course that will investigate the curriculum and instruction of art, music, and physical education in the PK-8 classroom. Particular emphasis will be given to current literature and research. Topics to be covered include: lesson planning, scope and sequence, grade level content, appropriate for art, music and physical education, time management, technology, state and national standards. This course is called ED 571A ART/PE/Music in the PK-8 Classroom
- It should be like adding other endorsements that do not require a full program.
- I defer to PE specialists
- This is not my area of expertise
- I am not familiar with the PE program requirements.
Some of my responses are guided by my understanding of ODE content standards in music. I do not have that level of knowledge regarding ODE content standards in Art or PE, so I am speaking outside my area of expertise in those content areas.

I understand there is a shortage of teachers, but it makes me very nervous to put teachers into these areas who do not have an entire program of preparation for these content areas because they are specialized areas. I understand the move to make it easier to add an endorsement to the professional license recently because it is common sense. This idea of pulling any teacher with a multiple subjects endorsement into these 3 areas for a full day teacher does not appear to be in the best interest of students and their development/learning in the areas.

I believe that every district should find and hire the appropriate faculty to fulfill the needs of their students in specific academic areas. To ask any other teacher candidate to teach outside their area is a dis-service to both the students, their constituents and society as we prepare them for continued growth. Proper pedagogy and preparation are paramount to good teaching. It could create an atmosphere of harm to students and their development in these specific areas at both levels.

If possible, we should go back to a k-5 license. The burden on both candidates and schools to add an endorsement, which is currently k-12, esp. in Music, is onerous. Much work needs to be done to rectify this problem.

The ORELA is an inadequate tool for measuring music teacher readiness. It is biased, tests irrelevant or trivial content, and often omits relevant content. It is also impossible to adequately test music content using a multiple choice test. Passing the ORELA does not demonstrate readiness or appropriate content knowledge for music teaching, so it should not be used to as a benchmark for a music endorsement. (And should probably be replaced or dropped altogether.)

The multiple subjects EPP at Oregon State University prepares classroom teachers who teach in K-8 settings for science, math, social studies, and language arts instruction. It does not fulfill the need to replace content specific teachers who have devoted years to their training with undergraduate degrees in art, music, and physical education, in addition to their graduate work in content pedagogy.

Music pedagogy is a specialized area separate from elementary pedagogy. Specific areas of study within the elementary/general music education curriculum include training in Orff, Kodaly, and Dalcroze to name a few. These music-specific pedagogies are not part of an elementary multiple subjects curriculum. The development of a child's voice should be supervised by a specialist in elementary/general music pedagogy. At the very least, an elementary multiple subjects teacher should be required to complete the additional coursework required of elementary/general music teachers seeking an initial license.
**Attachment 5.5b**

**Basic and Standard Licenses – Elementary Preparation Standards**

**584-038-0010 Basic Elementary**

Sixty quarter hours designed to develop competence in elementary instruction, distributed as follows:

1. Eighteen quarter hours of language arts.
2. Twelve quarter hours of mathematics.
3. Nine quarter hours in science.
4. Nine quarter hours in U.S. history, cultural geography, and other social sciences.
5. Three quarter hours in health education.
6. Three quarter hours in physical education.
7. Three quarter hours in music education.
8. Three quarter hours in art education.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - ORS 342.200

**584-040-0010 Standard Elementary**

Fifteen quarter hours of graduate subject matter preparation distributed to strengthen the applicant's background in one or more of the following areas: Language arts, mathematics, reading, science, social studies, health education, physical education, music education, or art education.

Stat. Auth.: ORS 342
Stats. Implemented: ORS 342.120 - ORS 342.200
Date: 4 March, 2018
To: Oregon TSPC Licensure Committee
From: Licensure Working Group of Oregon Music Educators
Re: Music and Multiple Subject Endorsements

We are aware of the recent discussion concerning administrative changes that could allow licensed teachers with elementary multiple subject endorsements to teach PE, art, or music.

As Oregon educators, we feel a professional obligation to speak on behalf of Oregon’s students, and the need they have for high-quality music education.

We ALSO understand the difficulty of staffing specialty areas in small and rural districts, and we desire to help the state and local districts find effective ways to address these challenges.

To assist the Licensure Committee, we offer the following items for consideration:

- At issue is the quality of education for all students in Oregon. We endorse that which the Oregon Legislature has required: qualified teachers in all schools in all subjects. And we recognize the difficulty in meeting this requirement in certain situations!

- Oregon adopted grade-level standards for K-8 music in 2015, and we would like to work with TSPC to ensure that qualified teachers are working in schools to help students meet those standards.

- Meeting ODE and OAR requirements necessitates that we have an accurate, shared understanding of what constitutes “qualified teachers” in various content areas.

- The NES content test in music assesses very little pedagogy, and is a wholly inadequate tool to measure teacher qualification in music.

- EPP training for multiple subject endorsement does not prepare teachers to meet ODE standards in music.

- Districts have difficulty finding teachers, and EPPs have difficulty finding openings for their teachers to apply. We would advocate for a better system to connect districts with applicants.

- Through professional music education organizations like OMEA, K-12 music teachers, music administrators, and university music EPPs are already networked, and frequently
collaborate to address problems in music education. This network of education professionals is available to contribute to solutions for students in small and rural districts.

As stakeholders in the music education of Oregon students, we are carefully observing the TSPC conversations related to this matter, and we are eager to help the Commission in any way possible.

Brian D. Griffiths, M.S.Ed., Corban University
Todd Zimbelman, M.Mus., President, OMEA
Jason Silveira, Ph.D., University of Oregon
Eric Wiltshire, Ph.D., University of Oregon
Wesley Brewer, D.M.A., Oregon State University
Sandra Babb, Ph.D., Oregon State University
Eric A. Foley, D.M.A., Corban University
Vicki T. Purslow, Ed.D., Southern Oregon University
Beth Wheeler, Ph.D., University of Oregon
Jennifer Mohr Colett, M.Ed., OMEA Advocacy Co-Chair
Kathryn E. Briggs, M.Mus.Ed., OMEA President-Elect
Debra Glaze, M.M., Portland State University
Mary Lou Boderman, Salem-Keizer Public Schools
Andie Andeen, OMEA Advocacy Co-Chair
February 23, 2018

TSPC

In response to adding endorsements (such as Art, Music, PE) for already licensed teachers, LCSD feels strongly that the requirements for these should not be so restrictive. In-state or online options are not available to our teachers to add these endorsements - these programs are mostly only available for in-person, on-campus students and the physical location of our staff make that impossible. Given the difficulty in adding endorsements in general, LCSD teachers have no options to add an endorsement in one of these three areas without leaving the classroom for a period of time, or completing another full licensure program.

Additionally, Lincoln County employs at least 10 teachers each year with restricted teaching licenses (alternative licensure is a major plus for us) and obtaining a single endorsement while teaching full time is often their only choice. For instance, a teacher teaching full time while in an elementary program will find it nearly impossible to add a secondary endorsement without leaving a paid position in order to have the student teaching experience in the second area. Teachers are left to choose between an endorsement area knowing without an unpaid internship experience, they will not be able to later add an endorsement.

The unfortunate reality is that with such strict licensure requirements many of these programs will ultimately be reduced in our schools if we are unable to find already endorsed teachers, and we already have great difficulty filling positions. We have teachers on staff who are fully capable, willing and prepared to step into these roles, but the current licensure requirements keep it from being a possibility.

Please hear the logistical and practical obstacles facing secondary endorsements for teachers in our state. The mid-size of Lincoln County School District prefers dual-endorsed teachers in order to maximize options for students and employment options for teachers.

Sincerely,

Tiana Tucker
HR Director
Mr. Morgan,

During the Commission’s Executive Committee meeting this afternoon, the following item was added to the agenda for the Friday, November 3, 2016 meeting:

8:35 a.m.-9:00 a.m.        Chris Kuka, Vice Chair

1.8        Commission Correspondence
          Information/Possible Action Item        Monica Beane

Please know that you are most welcome to attend this meeting and listen to the discussion of this item. Once this item has been discussed, I will be able to provide you with additional information. Thank you for your patience in this matter.

Yours in Education,

Monica

Dr. Monica Ann Beane, NBCT
Executive Director
Oregon Teacher Standards and Practices Commission
250 Division St. NE
Salem, OR   97301
(503) 378-6813 (desk)
(503) 580-7804 (cell)
(503) 378-3758 (fax)
www.Oregon.gov/TSPC

Data Classification Level: 2 -- Limited

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Dr. Beane,
Welcome to Oregon. I have only been in the state for a year and so my question may be common knowledge for
many in our state. Since this went into place about the time you took your position, I understand you may not be able to answer my question, please direct this message to whoever could help me understand the reason for some of the new changes in adding endorsements for teaching licenses.

I have been on the administrative side of education for nearly 25 years moving through the principal and superintendent positions in our neighboring state. It is with some degree of frustration that I write this email. Perhaps I am not understanding the correct process but it would appear that the new requirements for adding an endorsement for Art, Drama, PE ... select World Languages requires the person complete a program of study from the list of narrowly defined TSPC approved program providers rather than looking at these subjects as being equal to the same process of adding endorsements for biology, chemistry, or physics which can be added with a program or by taking the subject test and perhaps a pedagogy course for the subject area. I am having trouble understanding the reason behind why some endorsements such as PE need to complete an approved program of study with required testing and many of our college bound core subject areas have less requirements for added endorsements. I appreciate the flexibility provided for adding endorsements for general education and would appreciate if several of the specialty areas were included in the general education grouping. This would provide a reasonable solution to many of my concerns.

It is already difficult to staff positions in smaller rural districts. I don't remember receiving any notification of these changes before we started the hiring process last spring. Had I known some of the new rules, we would likely not have been able to fill some of our positions or would have needed to modify some our our schedules to shift people around to assure endorsed teachers in every classroom. We are now in the position of informing some of our staff that they will need to enter into a program in order to stay employed with us. Most of these teachers are new to the profession and do not have the resources to start another degree or program. We were unable to fill about three positions this year due to lack of candidates and are still looking for an advanced math teacher for the first of December.

To give you an example, if I had an opening for a world language teacher for Russian and I had a candidate who was fluent in Russian, they would need to take a program of study in Russian to become endorsed. If I had a candidate that was fluent in Spanish, they only need to take the Spanish subject test and perhaps 60 hours of supervised practicum experience to be endorsed. That just appears to be very biased and inequitable. I have a drama teacher who is very proficient at teaching drama, which I need for more than 10 hours per week in the future. She will need to take a program of study rather than prove her competency in her subject area. I have a music teacher at the P-2 grade level that is very good with students who will need to do a program rather than requiring a class or two of pedagogy and a subject matter test. I have a PE teacher at the K-2 level that will need to do a program in order to stay employed with us. I had a candidate who retired from being a school psychologist a couple of years ago that I couldn't hire because he didn't think he was going to return to work so he doesn't have documentation of PD to get recertified. I have an elementary teacher who is ELA endorsed but can't find a program endorsement for elementary except something out of Florida that is $6000 and will simply be a competency based testing process for her. It just doesn't make any practical sense.

I believe in high standards for teachers. In rural areas, especially in particular subjects, it is too difficult to get the candidates I would prefer to have in each of my classes. Reality is that we have to take the candidates that apply and work with them to become proficient in their work. If we had a mass of candidates so we could filling all positions with educators from approved endorsed programs, I would not care about these rules. There is a reason we have 10 or 11 restricted licenses this year. We could not find quality candidates with the correct teaching credentials. We hired the best candidates we could find.

We need some relief and an alternate way for endorsement. Perhaps it is encouraging our colleges to assist us with programs for rural schools. We are far enough away from any college to consider night classes for our full time employees. A great relief would be to move most of the specialty area endorsements to general ed endorsements. Most importantly, I really need to understand the rationale behind this decision. It does not make academic sense to me and appears to be discriminatory in nature.

Thank you for helping me understand,
Michael
Michael Morgan
HR Director
Lincoln County Schools
541-265-4436
Date: March 6, 2018

To: Licensure Commission of the Teacher Standards and Practices Commission

From: Vicki Purslow, Ed.D., Professor of Music Education at Southern Oregon University

Re: Elementary Multiple Subject Endorsed Teachers

I am writing to express my serious concerns about discussions of adding music as a content area that an elementary multiple subjects endorsed teacher be permitted to teach. I have three main questions and concerns.

First, what is the problem the Commission is really trying to solve? It appears that sweeping changes may be underfoot that will result in both the undermining of a musical education for Oregonian children and the deprofessionalization of elementary school music education, all seemingly stemming from a single letter to the Commission from a human resources director. Mr. Moore’s letter to the Commission, dated October 21, 2016, notes difficulty filling positions due to a lack of applicants. It remains unknown why that district is experiencing such difficulties.

Second, why would the Commission lower the standards for elementary music certification when its own research shows far greater difficulties filling vacant positions in special education, math, and other content areas? On June 20, 2017, a presentation of the research by the Chief Education Office to the Commission had several key findings:

1. Endorsement areas - other than music - were far more challenging in terms of a district’s ability to recruit and fill vacant positions.
2. Mixed perceptions existed about endorsement requirements, warranting further study.
3. More research was needed to understand why certain endorsements were challenging to fill.

It would appear that the Commission believes that music positions are more challenging to fill than was borne out of the limited research done.

Third, is the Commission agreeable to a more inclusive approach to addressing the challenge of staffing our schools? Implications of the rules change have not been completely vetted by all stakeholders. Linda Darling-Hammond cautions against education policy being made in a vacuum and calls for a “more inclusive approach to policy that combines and integrates bottom-up and top-down approaches” to empower all stakeholders. K-12 music educators and university music education faculty are the very individuals who best understand the demands and nuances of a quality elementary music education. We are happy to work in collaboration with the Commission to address challenges faced by our districts. Yet, we have not been brought to the table to join the discussion.

In conclusion, I urge the Committee to recommend that the Commission:

- Use data to inform the specific problem in need of resolution.
- Ensure that all stakeholders have an opportunity to understand the complexities and implications and actively contribute to the formation of proposed policy changes.
- Collaboratively explore solutions that may be better suited to solve the data-supported problem once identified.

I sincerely hope that the Committee will recommend to the Commission that it keep our current music teacher preparation program requirements in tact until more research has been completed and all stakeholders are brought to the table. Thank you for your consideration.
March 9, 2018

Elizabeth Keller  
Director of Licensure  
T.S.P.C.  
250 Division St NE  
Salem, OR 97301

Dear Ms. Keller:

I am writing in support of the proposal that would eliminate the program requirement to the current art, music, and p.e. endorsement guidelines in place at T.S.P.C. My understanding is that a vote on this issue will take place in April and I encourage you to vote for the proposed change.

I am a lifelong musician who has made a career teaching music and dance as both a teaching artist in Portland area schools as an artist-in-residence with programs like Young Audiences and Right Brain Initiative, and through a national family music program called Music Together. I also perform at festivals across the country and organize local community events. When my youngest son entered school full-time, I decided to pursue a career as a licensed classroom teacher and completed a Masters in Teaching program at Concordia University. Once licensed, a need arose at the school in my community for an elementary music teacher. Knowing my background, the administration advocated to hire me with a conditional music license. The job has proved to be an excellent fit for me and the community, and I am interested in pursuing a music endorsement. However, I am extremely disappointed to find that pursuing such an endorsement at this point requires more schooling. I have already completed a rigorous teaching pedagogy program and have decades of experience with classroom management. As a professional musician I am accomplished on the violin, guitar, voice and have a robust understanding of music theory and history.

My years of work as a professional artist, combined with solid experience teaching music and community dance in a variety of classrooms and school settings makes me uniquely qualified as a music teacher, and a very good fit for my current position at Corbett Grade School. It should not be necessary for me to take further coursework, accumulate more debt, and spend more time as a working mother outside the workforce. Other endorsements require only the passing of an approved content-area exam. I believe that
the same standard should be applied to music.

I hope that the TSPC Rules and Advisory Committee will address this discrepancy so that practicing teachers can add an art, music, or p.e. endorsement in the same way that they would add an endorsement for any other content area.

Sincerely,

Caroline P. V. Oakley

caroline oakley
503-282-8091
www.squaredancefever.com
### Elementary – Multiple Subjects Endorsement Courses

Courses identified with an asterisk (*) may be considered for removal from this list, based on the guidance of the Licensure Committee.

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<td>Art (grade 6)*</td>
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<td>Health Education (grade 6)</td>
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<td>Prior-to-Secondary Education Self-contained</td>
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### Art Endorsement Courses

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<td>Multimedia Art</td>
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<td>Art Portfolio</td>
<td>Visual Art—Independent Study</td>
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<td>Visual Arts—Drawing/Painting</td>
<td>AP Studio Art—Drawing</td>
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<td>Visual Arts—Other</td>
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<td>Visual Arts—Painting</td>
<td>AP Studio Art—Two-Dimensional</td>
<td>Interdisciplinary Arts</td>
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<td>Visual Arts—Sculpture</td>
<td>AP Studio Art—Three-Dimensional</td>
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<td>Ceramics/Pottery</td>
<td>Calligraphy/Lettering</td>
<td>Visual and Performing Art—Independent Study</td>
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<td>Animation</td>
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<td>Printmaking</td>
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<td>Visual Communications Design</td>
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<td>Advertising Design</td>
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<td>Fibers and Textile Design</td>
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<td>Crafts</td>
<td>Fashion Design</td>
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<td>Jewelry</td>
<td>Industrial Design</td>
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### Music Endorsement Courses

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<th>Contemporary Vocal Ensemble</th>
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<td>Concert Band</td>
<td>Individual Technique—Vocal Music</td>
<td>Culturally Influenced Ensemble</td>
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<td>Marching Band</td>
<td>Music Theory</td>
<td>Recording and Production</td>
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<td>Orchestra</td>
<td>AP Music Theory</td>
<td>Technology/Electronic Music</td>
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<td>Contemporary Instrumental Ensemble</td>
<td>IB Music</td>
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<td>Small Ensemble</td>
<td>Music History</td>
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<td>Piano</td>
<td>Music History/Appreciation</td>
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<td>Guitar</td>
<td>Music Appreciation</td>
<td>Music—General</td>
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<td>Individual Technique—Instrumental Chorus</td>
<td>Composition/Songwriting</td>
<td>Music—Independent Study</td>
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<td>Strings</td>
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Data Classification: Level 1 – Published
January 18-19, 2018: DO: Dykeman

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<td>Team Sports</td>
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<td>Dance Repertory</td>
<td>Individual/Dual Sports Recreation Sports</td>
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<td>Fitness/Conditioning Activities</td>
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<td>Dance History and Appreciation</td>
<td>Corps Movement</td>
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<td>Dance—Choreography</td>
<td>Gymnastics</td>
<td>Health and Fitness</td>
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<td>Dance Survey</td>
<td>Weight Training</td>
<td>Physical and Health Education</td>
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<td>Dance Improvisation</td>
<td>Aquatics/Water Sports</td>
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<td>World/Cultural Dance</td>
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<td>Technical Theater for Dance</td>
<td>Self-defense</td>
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<td>Social Dance</td>
<td>Specific Sports Activities</td>
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<td>Dance Composition/Composition Seminar</td>
<td>Physical Education Equivalent</td>
<td>Physical and Health Education—General</td>
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<td>IB Dance</td>
<td>Off-Campus Sports</td>
<td>Physical and Health Education—Independent Study</td>
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<td>Dance (grade 6)</td>
<td>Lifetime Fitness Education</td>
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<td>Dance (grade 7)</td>
<td>Sports Physiology</td>
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<td>Dance (grade 8)</td>
<td>Coaching</td>
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<td>Dance—General</td>
<td>Officiating</td>
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<td>Physical Education—General</td>
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<td></td>
<td>Sports Medicine</td>
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Enrolled
Senate Bill 4
Sponsored by Senator COURTNEY; Representative SOLLMAN (Presession filed.)

CHAPTER .................................................

AN ACT

Relating to physical education; creating new provisions; amending ORS 329.496 and 329.498; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

SECTION 1. ORS 329.496 is amended to read:

329.496. (1) Every public school student in kindergarten through grade [8] eight shall participate in physical education for the entire school year.

(2)(a) Students in kindergarten through grade [5] five, and students in grade six at a school that teaches kindergarten through grade six, shall participate in physical education for at least 150 minutes during each school week.

(b) Except as provided by paragraph (a) of this subsection, students in grades [6] six through [8] eight shall participate in physical education for at least 225 minutes during each school week.

(c) Notwithstanding the time requirements established by paragraphs (a) and (b) of this subsection, the State Board of Education shall adopt rules that prorate the time requirements for:

(A) School weeks with scheduled school closures, including closures for holidays, inservice days and days scheduled for parent-teacher conferences;

(B) School weeks with unscheduled school closures, including closures for inclement weather and emergencies;

(C) School weeks with out-of-school activities that occur during usual school hours, including field trips and outdoor school programs;

(D) Part-time school programs, including half-day kindergarten; and

(E) Irregular class schedules, including class schedules based on a four-day week.

(d) School districts and public charter schools are not required to comply with the time requirements established by paragraphs (a) and (b) of this subsection for school years during the biennium in which the total amounts appropriated or allocated to the State School Fund and available for distribution to school districts are less than the amounts determined to be needed for school districts through the State School Fund under the tentative budget prepared as provided by ORS 291.210. After the beginning of a biennium, a school district or a public charter school may cease to comply with the time requirements established by paragraphs (a) and (b) of this subsection if the amounts appropriated or allocated to the State School Fund and available for distribution to school districts are less than the amounts determined to be needed for distribution through the State School Fund, as calculated under ORS 291.210.
School districts and public charter schools shall offer instruction in physical education that meets the academic content standards for physical education adopted by the State Board of Education under ORS 329.045. The instruction shall be a sequential, developmentally appropriate curriculum that is designed, implemented and evaluated to help students develop the knowledge, motor skills, self-management skills, attitudes and confidence needed to adopt and maintain physical activity throughout their lives.

School districts and public charter schools shall devote at least 50 percent of physical education class time to actual physical activity in each school week, with as much class time as possible spent in moderate physical activity.

(a) For the purpose of satisfying the time requirements established by subsection (2) of this section, school districts and public charter schools may provide up to 45 minutes of activities during each school week that:

(i) Meet the academic content standards for physical education adopted by the State Board of Education under ORS 329.045;

(ii) Are provided for students by a teacher whose license allows the teacher to provide instruction in physical education to those students, even if the teacher does not have a physical education endorsement; and

(iii) Have been reviewed by a licensed teacher with a physical education endorsement.

(B) The Department of Education shall:

(i) Review and, as appropriate, approve activities that are developed by nonprofit professional organizations representing health and physical education educators if the activities meet the requirements of subparagraph (A) of this paragraph; and

(ii) Make available to school districts and public charter schools a list of activities approved as provided by this subparagraph.

School districts and public charter schools may provide activities that meet the requirements of subparagraph (A) of this paragraph even if the activities are not approved as provided by subparagraph (B) of this paragraph.

Notwithstanding subsections (1) and (3) of this section, a student with disabilities shall have suitably adapted physical education incorporated as part of the individualized education program developed for the student under ORS 343.151.

Notwithstanding subsections (1) and (3) of this section, a student who does not have an individualized education program but has chronic health problems, other disabling conditions or other special needs that preclude the student from participating in regular physical education instruction shall have suitably adapted physical education incorporated as part of an individualized health plan developed for the student by the school district or public charter school.

School districts and public charter schools shall assess school curricula at regular intervals to measure the attainment of the minimum number of minutes that students are required to participate in physical education under this section.

All teachers of physical education for public school students in kindergarten through grade eight shall be adequately prepared and shall regularly participate in professional development activities to effectively deliver the physical education program.

(A) Notwithstanding any licensing or endorsement requirements established by the Teacher Standards and Practices Commission, a teacher with an elementary multiple subject endorsement may instruct students in activities described in subsection (4)(b) of this section if the activities are reviewed by a licensed teacher with a physical education endorsement.

(B) A teacher described in this paragraph may provide instruction in activities described in subsection (4)(b) of this section to students who are not regularly taught by the teacher as long as the instruction in the activities to students who are not regularly taught by the teacher does not exceed 45 minutes during each school week. Nothing in this subparagraph allows a school district to employ a teacher for the sole purpose of providing instruction in activities described in subsection (4)(b) of this section.
(8) A school district that does not comply with the requirements of this section is considered to be nonstandard under ORS 327.103.

SECTION 2. (1) Except as provided by subsections (2) and (3) of this section and only for school years prior to the 2022-2023 school year, a school district may not be considered nonstandard under ORS 327.103 and moneys may not be withheld or any other penalty or sanctions imposed on a school district that does not comply with the time requirements established by ORS 329.496 (2).

(2)(a) For the 2019-2020 school year, students identified in ORS 329.496 (2)(a) shall participate in physical education for at least 120 minutes during each school week.

(b) For the 2020-2021 school year and every school year thereafter, students identified in ORS 329.496 (2)(a) shall participate in physical education for at least 150 minutes during each school week.

(c) If a school district fails to comply with paragraph (a) or (b) of this subsection, the school district may be considered nonstandard under ORS 327.103.

(3)(a) For the 2021-2022 school year, students identified in ORS 329.496 (2)(b) shall participate in physical education for at least 180 minutes during each school week.

(b) For the 2022-2023 school year and every school year thereafter, students identified in ORS 329.496 (2)(b) shall participate in physical education for at least 225 minutes during each school week.

(c) If a school district fails to comply with paragraph (a) or (b) of this subsection, the school district may be considered nonstandard under ORS 327.103.

(4) For the purposes of this section, a school district may:

(a) Prorate time requirements provided by this section in compliance with rules adopted by the State Board of Education under ORS 329.496 (2)(c);

(b) Apply up to 45 minutes of activities described in ORS 329.496 (4)(b) to the time requirements provided by this section; and

(c) Cease to comply with the time requirements provided by this section if the conditions described in ORS 329.496 (2)(d) are satisfied.

SECTION 3. Section 2 of this 2017 Act is repealed on July 1, 2022.

SECTION 4. ORS 329.498 is amended to read:

329.498. (1) The Department of Education shall collect data from school districts on:

(a) The number of minutes of physical education that are provided to students in kindergarten through grade [8] eight each school week in each public school within the district;

(b) The physical capacity of public schools to provide students [in kindergarten through grade 5 with at least 150 minutes of physical education during each school week and to provide students in grades 6 through 8 with at least 225 minutes of physical education during each school week] with the number of minutes of physical education specified by ORS 329.496 (2)

(c) The additional facilities required by public schools to provide physical education to students as described in paragraph (b) of this subsection.

(2) The department shall collect the data described in subsection (1) of this section:

(a) Annually, for data described in subsection (1)(a) of this section.

(b) Whenever a public school increases or decreases the school’s physical capacity to provide students with physical education, for data described in subsection (1)(b) and (c) of this section.

(3) The department shall provide technical assistance to school districts and public charter schools to enable the school districts and public charter schools to comply with the requirements of ORS 329.496.

SECTION 5. (1) The Department of Education shall develop recommendations for implementing the provisions of ORS 329.496 (2)(b).

(2) For the purpose of developing the recommendations, the department shall collaborate with advocates for physical education, representatives of school districts, educators and other interested stakeholders. Collaboration may be in person, electronically, or a combination of both.
(3) When developing the recommendations, the department shall consider:
   (a) Best practices for providing physical education to students in grades six through eight and balance those best practices with resources available for providing physical education to students in grades six through eight, including scheduling issues, facility availability, costs for adding or upgrading facilities, moneys available for adding or upgrading facilities, the availability and costs of licensed physical education teachers and any other issues identified by the entities identified in subsection (2) of this section.
   (b) All options for implementing the requirements of ORS 329.496 (2)(b) and other alternatives to the requirements of ORS 329.496 (2)(b) that are available for providing physical education to students in grades six through eight.
   (4) All agencies of state government, as defined in ORS 174.111, and school districts are directed to assist the department in the performance of the department’s duties under this section and, to the extent permitted by laws relating to confidentiality, to furnish information and advice the department considers necessary to perform its duties.
   (5) The department may accept donations of time and money for the purpose of fulfilling the duties of the department under this section.
   (6) The department shall submit any recommendations for legislation to the interim committees of the Legislative Assembly related to education no later than November 15, 2018.

SECTION 6. Section 5 of this 2017 Act becomes operative on January 1, 2018.
SECTION 7. Section 5 of this 2017 Act is repealed on December 31, 2018.
SECTION 8. This 2017 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2017 Act takes effect July 1, 2017.
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<th>License</th>
<th>Not hard to fill</th>
<th>Yes, it is hard to fill, but we get it done</th>
<th>Yes, it is hard to fill, and it affects the program</th>
<th>Yes, it is so hard to fill that we've had to eliminate the program</th>
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