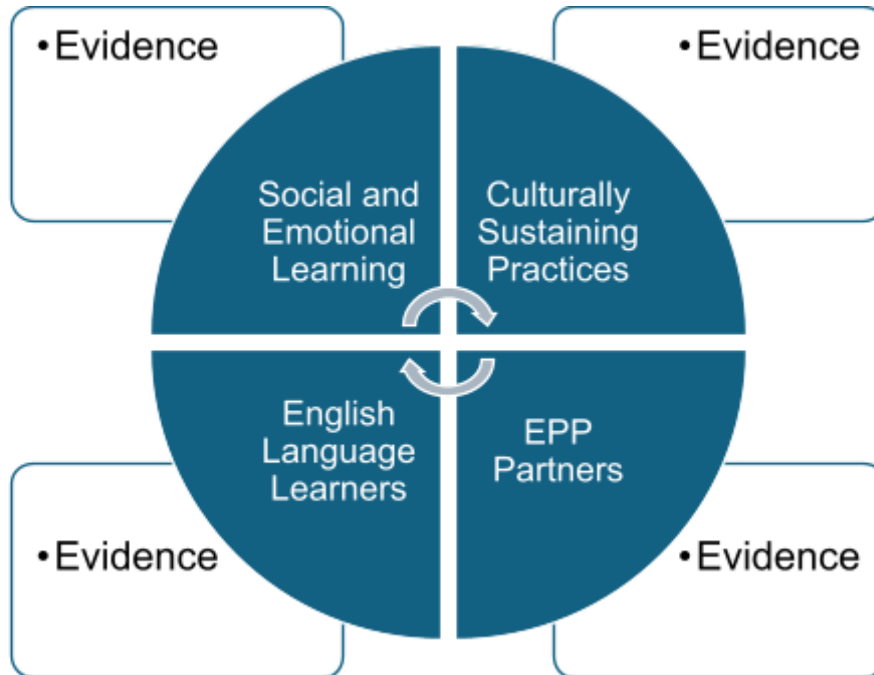


Oregon State Specific Standards for Educator Preparation Programs



584-410-0070

Culturally Sustaining Practices to Promote Equity

(1) Across curriculum, experiences, and assessments, the EPP integrates and models culturally sustaining practices to facilitate meaningful and equitable learning opportunities for all.

(2) EPPs actively recruit and identify strategies to retain faculty, staff, and educator candidates who:

(a) Understand, through direct knowledge or lived experience, the unique assets and needs of the students and communities that they serve; and

(b) Have backgrounds and experiences that represent the increasingly diverse student population.

(3) EPP faculty, staff and educator candidate recruiting strategies considers the growth of BIPOC and multilingual student demographics throughout the state.

(4) EPPs provide opportunities for candidates to work with diverse individuals (EPP staff and faculty, PreK-12 staff, students, and families, other candidates) in order to:

(a) Recognize and reflect on the multiple and critical perspectives of PreK-12 students, staff and families;

(b) Develop an asset-based framework for approaching instruction including resources to sustain principles of equity, fairness, and inclusion in learning environments;

(c) Reflect on their scope of influence in ways that acknowledge and respect the multiple identities students hold; and

(d) Understand how their classroom practices contribute to school climate and student sense of belonging.

(5) EPPs ensure that their program curriculum, pedagogy, course content, assessment and field experience are designed, evaluated, and reviewed with:

(a) A group of faculty that represent the candidate population across the EPP relative to background characteristics and experiences;

(b) A lens of cultural sustainability and with unique needs of the local community and its students in mind;

(c) An understanding of the initiatives and programs within the Oregon Department of Education that focus on improving successful outcomes for all students, including African American/Black, American Indian/Alaska Native, English Language and Multilingual Learners, Latino/a/x and Indigenous, LGBTQ2SIA+, and Native Hawaiian/Pacific Islander, and other programs aimed at supporting historically underserved groups as identified by the Statewide Education Initiatives Account; and

(d) Demonstrates, through action, removal of barriers and promotion of access for individuals who have been historically excluded from education opportunities (e.g., program accessibility, class model, mentorship).

(6) EPPs create opportunities for faculty, staff and candidates to critically discuss:

(a) The foundational understanding that Native Americans have lived in Oregon since time immemorial, and that an understanding of the diversity of Oregon Native American history is critical for understanding the history of Oregon and United States education and its systems;

- (b) Differing, non-dominant, and multicultural perspectives on teaching and learning and their influences on intentional and ongoing personal and professional growth;
- (c) The integration of underrepresented worldviews that expand beyond mainstream and local culture and dominant discourse;
- (d) Education equity, accessibility, and justice within a local context; and
- (e) Disproportionality within education systems including structured opportunities to analyze disaggregated data for the purpose of mitigating disparity of academic outcomes, and reducing overidentification of students of color within absenteeism, discipline, special education, and other forms of school exclusion.

Statutory/Other Authority: ORS 342.147 & ORS 342.147

Statutes/Other Implemented: ORS 342.147 & ORS 342.433; 342.437

History:

[TSPC 18-2023, amend filed 10/23/2023, effective 11/01/2023](#)

[TSPC 2-2018, adopt filed 04/17/2018, effective 04/17/2018](#)

584-410-0075

Social and Emotional Development to Promote Equity

(1) Across curriculum, experiences, and assessments, the EPP embeds and models the social and emotional competencies outlined below to promote equity-focused personal and professional growth.

(2) **Self-Awareness** – Using a lens of examining personal identity, the EPP will ensure that faculty, staff, and candidates:

- (a) Recognize and examine personal, cultural, and linguistic assets and other social markers that may influence identity development and emotion regulation as it relates to one's culture, family of origin and historical experiences;
- (b) Identify, recognize, and examine prejudices and biases through personal reflection by linking feelings, values, and thoughts of one's identity as an educator including their influence as an educator on larger systems (e.g., classroom, school, community); and
- (c) Examine self-efficacy to develop professional identity and dispositions which enhance one's capacity to execute behaviors that demonstrate respect for different people, places and contexts.

(3) **Self-Management** – Using a lens of fostering agency, the EPP will ensure that faculty, staff, and candidates:

(a) Demonstrate competence in self-regulation strategies including identifying personal and professional stressors, and having the discipline to recognize and express emotions appropriately in a professional setting; and

(b) Continuously examine their own practice, sense of agency, initiative, and utilization of a growth mindset to explore areas of professional development; and

(c) Utilize planning and organizational skills to set and achieve personal, professional, and collective goals and proactively seek help from key partners to achieve those goals.

(4) **Social-Awareness** – Using a lens of cultivating belonging, the EPP will ensure that faculty, staff, and candidates:

(a) Acknowledge the value in others' perspectives including their assets and strengths;

(b) Identify opportunities to express gratitude and model empathy in situationally appropriate ways that promote a healthy understanding of emotions and feelings within shared environments; and

(c) Understand the influence that organizations, systems, and social norms, including those that are historically oppressive or unjust, have on attitudes, beliefs and behavior.

(5) **Relationship Skills** – Using a lens of collaborative problem-solving, the EPP will ensure that faculty, staff, and candidates:

(a) Develop and foster positive professional relationships while recognizing the importance of work-life harmony and the impact of compassion fatigue on burnout and support-seeking behaviors;

(b) Communicate effectively, resolve conflicts constructively and demonstrate group leadership when appropriate; and

(c) Use available power and privilege to elevate and amplify the voices of those who have been historically underserved by the education system by acknowledging and recognizing multiple ways of being and knowing.

(6) **Responsible Decision-Making** – Using a lens of stimulating curiosity, the EPP will ensure that faculty, staff, and candidates:

- (a) Analyze available information, data, and facts to find reasonable and feasible solutions to personal and social problems;
- (b) Utilize critical thinking skills to anticipate and evaluate the consequences of actions and attitudes, including implications for school and community outcomes; and
- (c) Identify their scope of influence and impact by reflecting on their own role as an agent of change to promote personal and community well-being.

Statutory/Other Authority: ORS 342.165 & ORS 342.147

History:

[TSPC 17-2023, amend filed 10/23/2023, effective 11/01/2023](#)

[TSPC 4-2023, adopt filed 02/07/2023, effective 03/01/2023](#)

584-410-0080

English Language Learners (ELL)

(1) **Purpose of the Standards:** It is the Commission’s policy that every PreK-12 educator has a responsibility to meet the needs of Oregon’s English Language Learner (ELL) students. As such, accreditation and educator preparation requirements must support the demand for well-prepared educators to work with second language learners of all ages.

(2) These standards apply to preservice and in-service candidates working to become teachers, administrators, personnel service educators and Educator Preparation Provider (EPP) faculty.

(3) Standards: ELL Knowledge, Skills, Abilities and Dispositions:

(a) Standard 1: Language: Candidates, and higher education faculty, must know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ELL and bilingual students' language and literacy development and content area achievement. Candidates and higher education faculty:

(A) Understand concepts related to academic versus social language, oracy versus literacy, and grammatical forms and linguistic functions;

(B) Are familiar with characteristics of students at different stages of second-language acquisition and English Language Proficiency (ELP) levels;

(C) Recognize the role of the first language (L1) in learning the second language (L2); and

(D) Are aware of personal, affective and social variables influencing second language acquisition.

(b) Standard 2: Culture: Candidates and higher education faculty know and understand the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ELL students' cultural identities, language and literacy development, and content area achievement. Candidates and higher education faculty:

(A) Understand the impact of culture on language learning;

(B) Recognize and combat deficit perspectives and views on second language learner students;

(C) Understand that learners' skills, knowledge and experiences should be used as resources for learning; and

(D) Understand how one's own culture impacts one's teaching practice.

(c) Standard 3: Planning, Implementing, and Managing Instruction: Candidates and higher education faculty know and understand the use of standards-based practices and strategies related to planning, implementing, and managing English as a Second Language (ESL) and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources. Candidates and higher education faculty:

(A) Are familiar with different ELL program models for language acquisition, English Language Development (ELD) and content pedagogy (sheltered and bilingual models);

(B) Incorporate basic sheltered strategies (e.g., visuals, grouping strategies, frontloading, and explicit vocabulary) appropriate to learners at different levels of English language proficiency within a gradual release of responsibility model;

(C) Are familiar with state-adopted English Language Proficiencies standards and are able to develop lessons that include both content and language objectives related to those standards; and

(D) Incorporate primary language support within instruction.

(d) Standard 4: Assessment: Candidates and higher education faculty understand issues of assessment and use standards-based assessment measures with ELL and bilingual learners of all ages. Candidates and higher education faculty:

(A) Understand the role of language in content assessments; and

(B) Implement multiple and varied assessments that allow learners to demonstrate knowledge of content regardless of language proficiency level.

(e) Standard 5: Professionalism: Candidates and higher education faculty demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ELL and bilingual students and their families and work collaboratively to improve the learning environment. Candidates and higher education faculty:

(A) Understand the importance of fostering family and school partnerships; and

(B) Understand the importance of collaborating and consulting with English Language Development specialists.

(f) Standard 6: Technology: Candidates and higher education faculty use information technology to enhance learning and to enhance personal and professional productivity. Candidates and higher education faculty:

(A) Demonstrate knowledge of current technologies and application of technology with ELL students;

(B) Design, develop, and implement student learning activities that integrate information technology; and

(C) Use technologies to communicate, network, locate resources, and enhance continuing professional development.

Statutory/Other Authority: ORS 342

History:

[TSPC 2-2018, adopt filed 04/17/2018, effective 04/17/2018](#)

Educator Preparation Provider (EPP) Partnerships

(1) The Educator Preparation Provider (EPP) must engage with appropriate partners on educator preparation programs. Partnership with common understanding may be created and maintained through Traditional and Nontraditional Teacher Pathways, including but not limited to: Grow Your Own, Residency, and Registered Apprenticeship Models. In all cases, the EPP must ensure that:

(a) Effective partnerships and high-quality clinical practices are central to candidate preparation so that candidates develop the knowledge, skills, professional dispositions, and cultural and academic competencies necessary to demonstrate positive impact on all PreK-12 students' learning and development; and

(b) Partners are appropriately involved in candidate recruitment, program evaluation, improvement, retention efforts, and identification of models of excellence.

(2) The appropriate partners may include, but are not limited to:

(a) School and community partners;

(b) Organizations;

(c) Employers and businesses;

(d) Agencies;

(e) Districts, and/or EPPs interested in candidate preparation or education;

(f) Alumni;

(g) Practitioners;

(h) Teachers who are members of their district's teacher bargaining unit;

(i) Public school administrators;

(j) Personnel service license holders, if the EPP has an approved program in the license area;

(k) Under-represented populations;

(l) Faculty from the institution; and

(m) Students in the program.

(3) The EPP shall report in the state addendum portion of the Self-Study:

(a) The specific partners involved with assisting the EPP to meet the standards; and

(b) How each partner participated in the EPP activities, decision-making process, or other aspects of the clinical practices, partnerships, and continuous improvement efforts.

Statutory/Other Authority: ORS 342.165

Statutes/Other Implemented: ORS 342.147

History:

[TSPC 3-2023, amend filed 02/07/2023, effective 03/01/2023](#)

[TSPC 2-2018, adopt filed 04/17/2018, effective 04/17/2018](#)