

Oregon Teacher Standards and Practices Commission
2017 Annual Report to the Oregon State Legislature
(HB 3351)

Introduction

In 2017, the Oregon State Legislature passed House Bill 3351 – Relating to the Teacher Standards and Practices Commission; creating new provisions and amending ORS 342.176. Section two of the bill, which took effect January 1, 2018, requires the TSPC executive director to submit an annual report related to the duties, powers, and functions of the Commission to appropriate state legislative committees and assemblies no later than July 1 of every year. This report is submitted to the Oregon State Legislature in compliance with the passed legislation.

The Teacher Standards and Practices Commission (TSPC) was established in 1965 to maintain and improve performance in the education profession by approving teacher preparation programs offered by Oregon colleges and universities; by licensing teachers, administrators and other personnel employed in Oregon schools; and by taking disciplinary actions when educators commit crimes or violate Standards for Competent and Ethical Performance. The commission strives to establish, uphold and enforce professional standards of excellence, as well as communicate those standards to the public and educators for the benefit of Oregon students.

The Commission serves three primary functions in the State of Oregon: First, TSPC is the state’s professional licensure agency for professional educators in Oregon. Educators seeking employment in a public school, or charter school, in the State of Oregon must first obtain professional licensure through TSPC. Second, TSPC is authorized by the state to provide approval for colleges and universities seeking to offer educator preparation programs which lead to licensure through TSPC. And finally, TSPC establishes and enforces educator professional standards in the state. This report addresses all three of TSPC’s primary functions for the 2017 calendar year, specific to the requirements of the 2017 legislation.

TSPC Professional Educator Licensure Reporting

1) Report the number of teaching licenses and administrative licenses that have been issued in 2017:

LICENSES													
Total count of all licenses issued.													
2018													
License Category	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Administrative	110	109	101	88	95	101	144	102	145	97	111	135	1,338
Personnel Service	58	60	62	38	76	68	133	153	96	75	71	72	962
School Nurse		1		2		1	1	1		1	1	3	11
Teacher	1,385	1,385	1,546	1,137	1,454	1,234	2,516	1,669	1,318	1,240	1,272	1,347	17,503
Total	1,553	1,555	1,709	1,265	1,625	1,404	2,794	1,925	1,559	1,413	1,455	1,557	19,814



INDIVIDUALS														
Count of distinct individuals who received one or more licenses.														
License Category	2018												Total	
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec		
Administrative	100	97	90	74	87	90	129	93	129	86	101	120	1,196	
Personnel Service	56	57	61	38	71	65	126	145	92	73	68	69	921	
School Nurse		1		2		1	1	1		1	1	3	11	
Teacher	1,349	1,357	1,506	1,118	1,403	1,199	2,415	1,618	1,279	1,199	1,228	1,271	16,942	
Total	1,505	1,512	1,657	1,232	1,561	1,355	2,671	1,857	1,500	1,359	1,398	1,463	19,070	

Agency Analysis: These charts reflect the typical monthly workflow of the Agency Evaluation Staff. The bulk of candidates for licensure from Oregon’s Educator Preparation Programs are recommended for licensure during the months of May, June, and July. Those applications are typically “complete” upon receipt, making issuing the license much quicker than a more complex application that requires additional documentation and in-depth analysis.

2) Report trends related to the number of licenses issued and types of licenses issued during 2017 as compared to earlier years:

LICENSES													
Total count of all licenses issued.													
License Category	2013	2014	2015	2016	2017	2018 Total		Percentage of Change from Year to Year					
								2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	
Administrative	1,192	1,264	1,251	1,185	1,246	1,338	7,476		6.04%	-1.03%	-5.28%	5.15%	7.38%
Personnel Service	761	704	728	864	866	962	4,885		-7.49%	3.41%	18.68%	0.23%	11.09%
School Nurse	14	24	13	11	6	11	79		71.43%	-45.83%	-15.38%	-45.45%	83.33%
Teacher	16,859	16,061	18,034	19,682	20,487	17,503	108,626		-4.73%	12.28%	9.14%	4.09%	-14.57%
Total	18,826	18,053	20,026	21,742	22,605	19,814	121,066		-4.11%	10.93%	8.57%	3.97%	-12.35%

INDIVIDUALS													
Count of distinct individuals who received one or more licenses.													
License Category	2013	2014	2015	2016	2017	2018 Total		Percentage of Change from Year to Year					
								2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	
Administrative	1,036	1,111	1,109	1,040	1,096	1,196	6,588		7.24%	-0.18%	-6.22%	5.38%	9.12%
Personnel Service	711	663	689	817	818	921	4,619		-6.75%	3.92%	18.58%	0.12%	12.59%
School Nurse	14	22	13	11	6	11	77		57.14%	-40.91%	-15.38%	-45.45%	83.33%
Teacher	16,586	15,797	17,687	19,247	19,755	16,942	106,014		-4.76%	11.96%	8.82%	2.64%	-14.24%
Total	18,347	17,593	19,498	21,115	21,675	19,070	117,298		-4.11%	10.83%	8.29%	2.65%	-12.02%

Agency Analysis:

It is important to note that these numbers reflect numbers of licenses issued, but do not account for the employment status of the individuals holding these licenses. These numbers do reflect the slight but steady growth of the numbers



of licensed educators in Oregon. Some of the growth in 2015, 2016 and 2017 may be attributable to a slight increase in the numbers of available positions in Oregon schools. But generally, school districts and educational service districts report that they expect to maintain current staffing levels. Very rarely do districts report large numbers of new positions.

TSPC Professional Practices (Discipline) Reporting

1) Report trends related to licensure sanctions imposed during 2018 as compared to previous years:

Year	Number of Investigations Considered by the Commission	Number of Licensure Sanctions Imposed	Number of Informal Reprimands Issued	Number of Investigations Dismissed
2018	253	62 (25%)	25	166 (66%)
2017	236	87 (36%)	25	124 (52%)
2016	254	68 (27%)	23	163 (64%)
2015	308	79 (25%)	14	216 (70%)
2014	141	45 (32%)	9	87 (61%)
Totals:	1192	341 (29%)	96	756 (63%)

Agency Analysis:

From 2014 through 2018, the Professional Practices Unit at TSPC received an average of 226 new cases for investigation each year. In that same five year period, the Commission reviewed and ruled upon an average of 219 completed investigations per year. These numbers suggest that TSPC has lost some ground in reducing the existing backlog of cases pending TSPC investigation. In 2018, TSPC received 264 new complaints requiring our investigation; the agency has not received that high of a volume of complaints in a single year since 2012.

Agency progress in these areas will hinge upon the agency's capacity to maintain or increase staff levels within the Professional Practices Unit at TSPC. It will also require continued collaboration with state legislators regarding ways to reduce the number of superfluous complaints TSPC receives requiring investigation. In 2019, state legislators passed SB 155 which mandates that TSPC complete investigation of Sexual Conduct complaints within 90 calendar days of the date the complaint was received by the agency. The legislation provides TSPC with the capacity to collect fees necessary to support the hire of three (3) new investigative staff purposed with supporting the agency in meeting the mandates of the legislation. The agency intends to have all new investigative personnel hired and in place prior to the January 2020 effective date for the legislation.

TSPC Higher Education Program Approval Reporting

1) Report a summary of activities occurring during 2018 related to educator preparation programs, including changes made to requirements for approved educator preparation providers, and the status of each educator preparation program in the state.

The following is a summary of changes made to requirements for educator preparation programs during the 2018 calendar year:



Specializations: In January 2018, the Commission adopted the following criteria for the creation of new types of specialization programs. These criteria will be considered approved for inclusion in the TSPC Commission Handbook.

Prior to considering the adoption of a new type of specialization program, the Commission shall consider if the proposed specialization:

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

English Language Learner (ELL) reports:

TSPC, ODE, public and private higher education, and school district representatives worked for more than two years to identify knowledge, skills and competencies that general education educators need in order to meet the educational needs of all English Language Learners in Oregon P-12 classrooms. The Commission was approached originally by representatives of several large school districts requesting the Commission consider requiring all Oregon program completers to obtain an ESOL endorsement in addition to other content endorsement. A workgroup was established, resulting in the adoption of the ELL standards. The standards focused on ELL proficiencies across all licensure programs for all candidates and also focused on the steps programs were taking to ensure that their faculty were also proficient in using ELL strategies with their students. At the June 2016 Commission meeting, the Commission received ELL reports from Oregon EPPs. Upon review of the reports, the Commission directed TSPC staff to develop a rubric for EPPs to utilize in order to better align the information provided by the EPPs to the ELL Standards. TSPC staff provided EPPs with a new ELL Rubric / Template and the EPPs resubmitted their ELL reports, which were approved by Commissioners at the January 2017 Commission meeting.

edTPA:

Commissioners approved a standard-setting timeline and process for implementation of the edTPA at the [January 2017 meeting](#). Additionally, corrections were made to a list of [edTPA handbooks](#) required for use by educator preparation providers. At the April 2017 meeting, policy was clarified that dual-enrolled pre-service candidates are only required to complete edTPA for one of their two endorsement areas. In-service teachers completing a program to add an endorsement to an existing license are not required to complete edTPA.

A cut-score panel meeting was conducted October 2, 2017. Panelists made recommendations to Commissioners for consideration at their [November 2017 meeting](#). At this meeting, the Commission adopted passing scores for edTPA (15-rubric handbooks, 35; 13-rubric handbooks, 29; and 18-rubric handbooks, 42) and an annual review of the score to determine if adjustments are needed. The Commission directed passing scores to be used for program completers beginning January 1, 2018 (non-consequential), and that the passing scores become consequential for Oregon pre-service teacher candidates on September 1, 2018, for those areas where the edTPA was required. Additional edTPA handbooks were adopted, which means edTPA will be required for those endorsement areas for new pre-service teacher candidates who enroll on or after September 1, 2018. The new areas are: Drama, ESOL (initial level only), Foundational ELA, Foundational Science, Foundational Social Studies, Library Media, and Reading Intervention. Foundational Mathematics was modified to eliminate the Elementary Math handbook and to require the Middle Childhood Mathematics handbook.

Revised Cut-scores for National Exams:



At the [April 2017 meeting](#), Commissioners approved adoption of the national benchmark score of 220 as the passing score for all 31 NES tests required in Oregon, which lowered the pass rates for [20 of the 31 NES tests](#). Commissioners revised the passing rates for the ETS (Praxis) Marketing and Communications tests at the [June 2017 meeting](#). A cut-score for the Latin examination was adopted in [June 2017](#).

Reading Instruction Standards reports:

In compliance with [HB3069](#) (2015) and ORS 342.147, TSPC rules stipulate that all Oregon EPPs provide training to candidates for 1) Elementary-Multiple Subjects, 2) Reading Intervention, and 3) Special Education- Generalist endorsements, which enables public school students to meet or exceed third-grade reading and become proficient readers by the end of the third grade. Oregon EPPs were required to demonstrate compliance with the reading instruction standards by June 30, 2017. If a program was unable to meet the reading instruction standards by this date, it must have submitted a plan to meet the instructional standards to the Commission no later than June 30, 2018 ([OAR 584-420-0015](#)). [ORS 342.147](#) states that an educator preparation program may demonstrate their compliance with the reading instruction standards through “course curriculum, approved textbooks or other program requirements”. At the [April 2017](#) Commission meeting, the Commission directed EPPs to submit reports related to reading instruction by June 1, in order to comply with [HB 3069](#) (2015) and ORS 342.147. The Reading Instruction reports were accepted and approved at the [June Commission meeting](#).

Annual reporting requirements:

The due date for Oregon Educator Preparation Provider Annual Report submission was revised from September 30 to April 15 to better align with national reporting requirements and to provide EPPs additional time. The Commission approved the rule language at the June 2017 Commission meeting. Efficiencies were made to eliminate answering the same question for both the national and state reports and a template was developed.

Program Review and Approval:

A [Program Review and Standards Handbook](#) was initially approved in January 2017, which provides processes EPPs must follow. The Handbook has been updated at each Commission meeting since. The hyperlink is to the current version of the Handbook. A comprehensive review of program rules was undertaken to better align Oregon rule language with CAEP requirements and licensure redesign outcomes.

At the [June 2017 meeting](#), Commissioners approved revisions to the state review process and adopted revisions to the Program Report template and information was reported to Commissioners about work underway to provide state data to meet CAEP standards. Commissioners also approved a program rules revision process, a new program proposal process, a major modifications request process, and a program review team process.

Special Education: Early Intervention / Early Childhood Special Education:

At their June meeting, the Commission established an external committee for the development of draft program standards for the Special Education: Early Intervention endorsement. Due to the unique factors associated with the early intervention population and the complexity of federal and state program requirements in this area, the committee was needed to help develop the initial draft standards.

Note – The status of each educator preparation provider in the state is being reported in conjunction with the data for the next portion of this report.

- 2) **Report a summary of placement of students in educator preparation programs, completion rates for students in educator preparation programs, and recommendations for improving teacher preparation programs.**

Enrollment and Completer data reflected below are as reported by the EPP to the federal government as part of the 2016-2017 Title II reporting requirement. At the time of this report, the 2017-2018 numbers were not available through Title II reporting functions.

Enrollment and Completer data reflects number of students enrolled within the educator preparation programs at each institution, and the number of completers out of the same programs.

Educator Preparation Provider's Name	2017 Enrollment Numbers	2017 Completer Numbers	State Recognition Status
Concordia University -- Portland	339	186	Approved Through January 31, 2019
COSA-Concordia (University of Chicago)	Data Not Available	Data Not Available	Approved Through December 31, 2018
Corban University	64	53	Approved Through June 30, 2022
Eastern Oregon University	76	92	Approved Through October 31, 2021
George Fox University	360	138	Approved Through June 30, 2021
Kaplan University	No Programs Officially Commenced	No Programs Officially Commenced	State Recognition Rescinded in January 2018
Lewis & Clark College	73	69	Approved Through August 31, 2020
Linfield College	28	24	Approved Through December 31, 2020
Marylhurst University	31	9	EPP Closure Effective December 31, 2018
Multnomah University	38	15	EPP Closure Effective May 31, 2018
Northwest Christian University	81	50	Approved Through October 31, 2019
Oregon State University	120	147	Approved Through December 31, 2023
Pacific University	148	90	Approved Through December 31, 2021
Portland State University	456	231	Approved Through December 1, 2022
Southern Oregon University	88	87	Approved Through December 31, 2024
University of Oregon	160	115	Approved Through December 31, 2020
University of Portland	86	93	Approved Through June 30, 2021
Warner Pacific University	74	17	Approved Through December 31, 2020
Western Oregon University	292	192	Approved Through December 31, 2021

TSPC recommendations for improving teacher education programs:

Continued efforts to further diversify the educator workforce have been front-and-center in many of the discussions for improvement within teacher education programs. While most of the EPPs have programs in place which are experiencing some success in recruiting and completing ethnically and linguistically diverse candidates, these efforts are rather small in scale. To truly close the student-educator diversity gap, TSPC has engaged the EPPs to work collaboratively to consider a holistic, comprehensive approach to recruiting, preparing, and supporting the retention

of diverse educators. Such efforts would include further development of “Grow Your Own” programs and increased partnerships with districts targeting diverse populations.

Several barriers to entry into teacher preparation and the classroom exist for ethnically and linguistically diverse teachers. These include: bias within the current content (ORELA) and instructional practice (edTPA) examinations, costs of examinations and extra coursework/study to support exam completion, cooperating teacher and mentor capacity to support diverse candidates in the classroom, and district hiring practices which incorporate equity principles. TSPC is beginning its work with stakeholders to further address these barriers.

To meet Oregon’s equity, reading, dyslexia, and student support standards requires strong school and district leadership. TSPC is in the process of updating its preparation standards for administrators. These updated standards will require EPPs to more fully engage aspiring leaders with classroom study and field practice in leading to meet the demands of today’s schools. As conduits to emerging best practices in education, EPPs should be encouraged to further engage school districts and current educators in providing professional development. Likewise, TSPC should revisit license renewal provisions to assure teachers and leaders are keeping their skill current and relevant.

TSPC will work with EPPs to offer more robust preparation in professional ethics for educators. While professional responsibility has been an element of teacher preparation for some time; a more focused approach to developing this knowledge and skill in tomorrow’s teachers is warranted. Mandatory reporting provisions; preventing, recognizing, and responding to various forms of school violence and abuse; and strategies for student instruction on violence prevention are just a few of the elements of professional responsibility which should be reinforced within educator preparation programs.

Finally, the changing requirements and new best practices in teacher education require EPPs to engage in a continuous improvement process. TSPC plays a vital role in this process by reviewing annual reports and conducting program and unit reviews of the EPPs. Providing an appropriate level of feedback and technical assistance to the EPPs on the quality of their programs as well as assuring compliance with preparation program standards requires professional staff support beyond the agency’s current staffing allocation. Specifically, it is recommended that agency acquire a technical assistance professional with advanced knowledge and experience in program assessments, best practices in education, and program review leadership and accreditation experience.

Agency Analysis:

In addition to the information provided above, 2017 was a year in which most Oregon EPPs made important steps toward achieving national accreditation. SB78, passed in 2015, mandated that all Oregon educator preparation providers be nationally accredited by 2022. Note – recent state legislation extended that date to 2025. In 2017, several Oregon preparation providers submitted applications to either commence or continue the process of becoming nationally accredited through the Council for Accreditation of Educator Preparation (CAEP).

It must also be noted that Oregon is losing two (2) educator preparation program providers in 2018: Multnomah University has discontinued their educator preparation programs, effective May 31, 2018. Marylhurst University is closing down completely, effective December 31, 2018.

TSPC Rule Change Summary and Implementation of Statutes for 2017

During the 2017 year, the Commission executed the following significant rule changes and other efforts related to implementing statutes:



<p><u>SB 4 (Chapter 301): Effective July 1, 2017</u></p> <p>Phases in implementation of number of required minutes of physical education.</p> <p>Requires students who attend kindergarten through sixth grade schools to take physical education for 150 minutes each week. Allows up to 45 minutes of activities each week to satisfy the time requirement if those activities meet academic content standards for physical education and are provided by teachers licensed for physical education. Allows elementary teachers with multiple subject endorsement to instruct students in physical education activities if the activities are reviewed by a teacher with a physical education endorsement.</p> <p>Requires students who attend sixth through eighth grade schools to take physical education for 225 minutes each week.</p> <p>Phases in physical education requirements in ORS 329.496.</p>	<p><u>Rulemaking:</u> N/A</p> <p><u>Other efforts:</u> The Commission is in the process of reviewing the requirements for elementary PE instruction and for adding a PE endorsement to an existing license. One of the goals of this review is to improve the supply of qualified PE teachers so that school districts are able to provide PE minutes, as required by SB 4 (2017).</p>
<p><u>SB 78 (Chapter 756): Effective July 21, 2015 and amended by SB 1520 (Chapter 72): Effective April 3, 2018.</u></p>	<p><u>Rulemaking:</u> Adopted 584-010-0004 (renumbered to 584-400-0015) to provide guidance to programs related to the transition to national accreditation requirements. (Filed on 2/1/17.)</p> <p><u>Other efforts:</u> The agency continues to work with providers of educator preparation programs to ensure that they obtain national accreditation prior to the statutory deadline. In 2018, the legislature passed legislation to extend the deadline for accreditation by three years, to July 1, 2025. Even with this extension, the agency is anticipating that many providers will still experience significant difficulty and costs associated with becoming nationally accredited. One on-going issue is the lack of a robust statewide data system. Without statewide data available, each provider is individually responsible for collecting the required accreditation data, at considerable time and expense.</p>
<p><u>SB 83 (Chapter 279): Effective June 8, 2015</u></p> <p>Establishes supervised clinical practice experience requirements for applicants for initial teaching license. Directs Teacher Standards and Practices Commission to convene work group to assist with implementation of requirements</p>	<p><u>Rulemaking:</u> Adopted 584-017-1037 (renumbered to 584-400-0145) to provide new standards for supervision of clinical practices by a qualified cooperating teacher. (Filed on July 1, 2017.)</p> <p><u>Other efforts:</u> In 2015, the Commission established a workgroup of stakeholders to assist with the development of new standards</p>

	<p>for cooperating teachers. The discussion of the standards involved:</p> <ul style="list-style-type: none"> • CT qualifications; • CT Characteristics; • CT Co-selection; and • CT Program Training. <p>The efforts of this workgroup informed the development of the new cooperating teacher rule.</p> <p>In addition, the agency now requires all providers of educator preparation programs to annually report on their usage and training of cooperating teachers.</p>
<p><u>SB 182 (Chapter 639): Effective August 2, 2017</u></p> <p>Repeals the Network of Quality Teaching and Learning. Establishes the Educator Advancement Council. Specifies the council's duties and program requirements, including the establishment of educator networks. Permits the Chief Education Office, the State Board of Education and the Teacher Standards and Practices Commission to establish rules at the request of the council. Declares emergency, effective July 1, 2017.</p>	<p><u>Rulemaking:</u> N/A</p> <p><u>Other efforts:</u> TSPC Executive Director is a member of the Educator Advancement Council and is participating in the council meetings.</p>
<p><u>SB 205 (Chapter 446): Effective June 22, 2017, amended by SB 1520 (Chapter 72): Effective April 3, 2018.</u></p> <p>Allows person with pending TSPC application for teaching license to teach in public school for 90 days from date of application if certain background clearance requirements are met:</p> <ul style="list-style-type: none"> • The person passes a background check conducted by the Commission; • The school district has completed the review of the employment history of the person as required by ORS 339.374; and • The person and the school district have complied with any other requirements established by the Commission by rule. 	<p><u>Rulemaking:</u> Amended 584-050-0035 and 584-200-0020 to allow educators to work for 90 days without a license if certain background clearance conditions are met, as required by SB 205 (2017). (Filed on 7/1/18 - temporary rules and 11/15/17 – permanent rules.)</p> <p><u>Other efforts:</u> The Commission informed school districts of this option and revised office procedures, as necessary.</p>
<p><u>SB 302 (Chapter 21): Effective April 21, 2017</u></p> <p>Moves crimes, penalties, defenses to crimes, and procedural provisions that apply to marijuana offenses from the Uniform</p>	<p><u>Rulemaking:</u> Amended 584-020-0040 to remove specific reference to list of crimes and now simply references the statute, ORS 342.143. The amendments also adds</p>

<p>Controlled Substances Act to the Control and Regulation of Marijuana Act. Adjusts penalties for certain crimes. Repeals statutes related to unlawful possession, manufacturing and delivery of marijuana or marijuana products within 1,000 feet of schools. Creates criminal penalties for committing arson while manufacturing a cannabinoid extract. Changes statutes referencing controlled substances and their applicability to cannabis and cannabis-derived products. Clarifies provisions related to formal accountability agreements and youth offenders.</p>	<p>marijuana to list of substances that are prohibited from appearing on duty or at any district-sponsored activity while under the influence. In essence, the use of marijuana is now treated the same as the use of alcohol for the purposes of educator misconduct.</p> <p>Other efforts: N/A</p>
<p><u>HB 2412 (Chapter 245): Effective January 1, 2016 and SB 221 (Chapter 317): Effective June 14, 2017</u></p> <p>Requires teacher training programs to provide instruction on dyslexia and other reading difficulties. Requires educator preparation program for early childhood education, elementary education, special education or reading to provide instruction on dyslexia and other reading difficulties.</p> <p>Removes requirement that approved educator preparation programs, unable to demonstrate that teachers receive training on meeting third grade reading requirements, submit plan to the Teachers Standards and Practices Commission (TSPC) on how to meet the requirements.</p> <p>Prohibits TSPC from denying approval of an educator preparation program for failure to comply with standards or rules adopted under ORS 342.147, if the program submits plan to comply with TSPC rules and submits such plan within one year of TSPC adopting standards. Allows educator preparation programs to phase in compliance with standards or rules adopted by the TSPC over three years.</p>	<p>Rulemaking: Adopted 584-420-0015 and 584-420-0016 to create reading instruction and dyslexia instruction program standards in accordance with new statutory requirements. (Filed on 2/1/2017 and revised on 4/18/18)</p> <p>Other efforts: The Commission required all providers of reading intervention, elementary and special education preparation programs to submit plans for meeting the new reading and dyslexia instruction standards. The agency incorporated the reading and dyslexia instruction standards into the process for reviewing and approving the continuation of these preparation programs. In essence, the providers must demonstrate that their programs are meeting the reading and dyslexia instruction standards every time the programs are re-authorized.</p>
<p><u>HB 2763 (Chapter 662): Effective January 1, 2018</u></p> <p>Allocates 1.7 million (general fund) to the TSPC Commission for the National Board Certification Fund.</p> <p>Allows the Commission to use the funding for reimbursement on costs of certification and costs related to participating in cohort for certification. The goal of the funding is to reimburse 150 teachers seeking and obtaining national board certification.</p> <p>Allows the Commission to retain \$142,814 of the funding in the 2017-18 biennium for one limited duration Administrative Specialist (1.00 FTE) to process reimbursement and prepare the report.</p>	<p>Rulemaking: The Commission adopted rules to implement the “renewal without charge” for eligible NBCT educators and to govern the disbursement of moneys from the National Board Certification Fund, as provided in HB 2763. (Filed on June 20, 2018.)</p> <p>Other efforts: On January 1, 2018, the agency instituted an internal office process to provide reimbursement of renewal fees to educators with active and valid NBCT certification.</p> <p>In January 2018, the agency established a NBCT workgroup, comprising NBCT educators and other stakeholders. The NBCT work group assisted with the development of</p>

<p>Directs TSPC Commission to renew, without charge, license of educator who is certified by national professional organization for teaching standards.</p> <p>Directs Commission to submit a report to the Legislature on national board certification of teachers by April 1, 2020 that addresses national board certification outcomes and statistics, as well as identify funding levels necessary to increase the number of teachers holding national board certification in this state, to 10% of all public school teachers.</p>	<p>the administrative rule that will govern the disbursement of moneys from National Board Certification Fund to eligible NBCT educators.</p> <p>In addition, the agency hired an administrative specialist to facilitate the NBCT reimbursement program. This position is funded through the National Board Certification Fund.</p>
<p><u>HB 3072 (Chapter 763): Effective July 1, 2015.</u></p> <p>Requires TSPC to establish and regularly update the requirement for a teacher preparation program for prospective CTE teachers with trade of industry experience and to collaborate with the Department of Education to enable experts in industry to become CTE teachers, revise rules and coordinate communication about CTE education.</p>	<p><u>Rulemaking:</u> Adopted new rules for CTE licenses: 584-584-230-0010 Definitions for CTE, 584-230-0020 Preliminary CTE License, 584-230-0030 Professional CTE License, 584-230-0040 Restricted CTE License, 584-230-0050 CTE Endorsements, 584-230-0060 CTE Instructor Appraisal Committees, 584-230-0070 CTE Professional Development Plans, 584-230-0080 CTE Work Experience, and 584-230-0100 Waivers. (Filed on 7/1/17.)</p> <p>Adopted 584-420-0050 to create standards for CTE preparation programs. The programs may be offered at school districts, community colleges, universities and technical schools. (Filed on 11/14/17.)</p> <p><u>Other efforts:</u> Over the past year, the agency has continued to develop a strong relationship with the Department of Education (ODE) on CTE issues. For example, the agency partnered with ODE to revise all CTE licensure rules to streamline the requirements and enable more industry experts to become CTE teachers. In addition, TSPC and ODE worked together to improve procedures for CTE applications, making the licensing process more timely and seamless for the educator. Lastly, TSPC and ODE have made a concerted effort to improve communication on CTE issues, both between the agencies, as well as with educators, school districts and the public.</p>
<p><u>HB 3351 (Chapter 406): Effective January 1, 2018</u></p> <p>Allows TSPC to request verification that attempts were made to resolve complaint at the school district.</p>	<p><u>Rulemaking:</u> Amended 584-020-0000 to allow the Commission to delay undertaking an investigation of educator misconduct until it receives verification of attempts to resolve the</p>

	<p>complaint through the school district's complaint process. (Filed on 11/14/17.)</p> <p><u>Other efforts:</u></p> <p>The agency developed professional practices procedures for:</p> <ul style="list-style-type: none"> • Determining if a complaint is eligible for a delayed investigation; • Informing the complainant of the new process; and • Reporting to the Commission that the investigation is being delayed under the HB 3351 provisions.
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Conclusion

In 2017, TSPC made substantial efforts to meet its customer service key performance measures. The improvements realized from these efforts are noteworthy; however, room for continued improvement exists. The last year also saw a change in agency leadership. Following a robust recruiting effort, the Commission appointed Dr. Anthony Rosilez as its new Executive Director. Throughout the transition in leadership, the agency remained steadfast in its efforts to provide Oregon educators and the public with quality service and to maintain the integrity of the State's educator licensing and professional practice responsibilities. As an agency funded from licensure fees (with the lone exception of the National Board for Professional Teaching Standards fund), TSPC balances the level of customer service provided to the public with its interest in providing services at reasonable fees. TSPC will continue to look for process efficiencies, improved integration of technology, and staff development as means to continue its commitment to support the education of Oregon Students.

Respectfully submitted:

Oregon Teacher Standards and Practices Commission

By: Anthony J. Rosilez, Ph.D., J.D.
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