

Oregon Teacher Standards and Practices Commission
2021 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 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 2021 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 issued in 2021:

LICENSES													
Total count of all licenses issued.													
License Category	2021												Total
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
Administrative	120	111	134	108	101	134	134	162	159	122	129	96	1,510
Personnel Services	86	54	66	60	100	90	138	120	125	145	115	75	1,174
School Nurse			1	1	1	1			2	3	3	2	14
Teacher	1,509	1,311	1,463	1,282	1,339	1,435	2,114	1,654	1,624	1,785	1,726	1,825	19,067
Grand Total	1,715	1,476	1,664	1,451	1,541	1,660	2,386	1,936	1,910	2,055	1,973	1,998	21,765

INDIVIDUALS													
Count of distinct individuals who received one or more licenses.													
License Category	2021												Total
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
Administrative	120	111	134	108	101	134	134	162	159	122	129	96	1,499
Personnel Services	86	54	66	60	100	90	138	120	125	145	115	74	1,156
School Nurse			1	1	1	1			2	3	3	2	14
Teacher	1,508	1,308	1,462	1,281	1,338	1,432	2,110	1,654	1,619	1,782	1,722	1,825	18,598
Grand Total	1,700	1,458	1,639	1,435	1,523	1,636	2,372	1,914	1,889	2,038	1,959	1,991	20,898

Agency Analysis:

These charts reflect the typical monthly workflow of the Agency Evaluation Staff. The bulk of candidates for teacher 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. One unique difference in this data from previous years is the relatively higher proportion of teacher licenses issued in the fall of 2021 (as demonstrated by the trend line in the chart). This is likely due to the challenges districts faced in the beginning of the 2021-2022 school year in the supply of teachers of substitutes as result of COVID related departures. December also saw the beginning of the period when the agency began processing new emergency substitute teacher license application. Given the continuing challenges with COVID, we anticipate that the monthly workflow in 2022 will look similar to 2021.

2) Report trends related to the number of licenses issued and types of licenses issued during 2021 as compared to earlier years:

LICENSES																	
Total count of all licenses issued.																	
License Category	2014	2015	2016	2017	2018	2019	2020	2021	Total	Percentage of Change from Year to Year							
										2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2019-2020	2019-2020
Administrative	1,264	1,251	1,185	1,246	1,338	1,630	1,349	1,510	7,914	-1.03%	-5.28%	5.15%	7.38%	21.82%	-17.24%	11.93%	
Personnel Service	704	728	864	866	962	917	1,017	1,174	5,041	3.41%	18.68%	0.23%	11.09%	-4.68%	10.91%	15.44%	
School Nurse	24	13	11	6	11	15	15	14	80	-45.83%	-15.38%	-45.45%	83.33%	36.36%	0.00%	-6.67%	
Teacher	16,061	18,034	19,682	20,487	17,503	14,767	15,161	19,067	106,534	12.28%	9.14%	4.09%	-14.57%	-15.63%	2.67%	25.76%	
Total	18,053	20,026	21,742	22,605	19,814	17,329	17,542	21,765	119,569	10.93%	8.57%	3.97%	-12.35%	-12.54%	1.23%	24.07%	

INDIVIDUALS																	
Count of distinct individuals who received one or more licenses.																	
License Category	2014	2015	2016	2017	2018	2019	2020	2021	Total	Percentage of Change from Year to Year							
										2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2019-2020	2019-2020
Administrative	1,111	1,109	1,040	1,096	1,196	1,620	1,336	1,499	7,172	-0.18%	-6.22%	5.38%	9.12%	35.45%	-17.53%	12.20%	
Personnel Service	663	689	817	818	921	910	995	1,156	4,818	3.92%	18.58%	0.12%	12.59%	-1.19%	9.34%	16.18%	
School Nurse	22	13	11	6	11	15	15	14	78	-40.91%	-15.38%	-45.45%	83.33%	36.36%	0.00%	-6.67%	
Teacher	15,797	17,687	19,247	19,755	16,942	14,503	14,843	18,598	103,931	11.96%	8.82%	2.64%	-14.24%	-14.40%	2.34%	25.30%	
Total	17,593	19,498	21,115	21,675	19,070	16,809	16,936	20,898	115,760	10.83%	8.29%	2.65%	-12.02%	-11.86%	0.76%	23.39%	



Agency Analysis:

It is important to note that these numbers reflect numbers of individuals holding licenses, but do not account for the employment status of those holding these licenses. The years 2019 and 2020 began to show a plateau of just under 17,000 educators receiving licenses (new or renewal). This number was down from the averages between 19,000 and 21,000 seen in the several years prior to that. Last year, the agency anticipated that the 17,000 plateau would likely continue. However, the Delta and then Omicron variants of COVID 19 changed all that. In 2021, the number of distinct licenses issued and the number of applicants receiving licenses were 4,223 and 3,962 more than 2020, respectively. These numbers reversed the recent trend and are more reminiscent of the years 2015-2018. Most of the increased licenses were in teaching endorsements; and this is consistent with the challenges many districts faced last year, requiring many to hire more restricted and emergency licensed teachers and substitutes to fill numerous vacancies.

It is challenging to predict what the next few years may bring in terms of the number of licenses issued. Many forecasters have suggested districts may continue to see an exodus of teachers leaving the field this summer, which suggests another year of significant hiring. On the other hand, some districts have seen decreased student enrollment that may reduce the overall number of teacher hires. Given that COVID has become endemic, the looming possibility of economic recession, and shifts in enrollment trends, it is difficult to predict what will happen in licensing over the next few years.

TSPC Professional Practices (Discipline) Reporting**1) Report trends related to licensure sanctions imposed during 2021 as compared to previous years:**

Year	Number of Investigations Considered by the Commission	Number of Licensure Sanctions Imposed	Number of Informal Reprovals Issued	Number of Investigations Dismissed
2021	202	61 (30.1%)	25	103 (51%)
2020	255	89 (35%)	22	175 (69%)
2019	250	90 (36%)	18	140 (56%)
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:	1899	581 (31%)	161	1174 (62%)

Agency Analysis:

The Commission reviewed fewer cases in the 2021 year than in the previous five-year average. During the COVID pandemic, fewer cases were received from districts and patrons. The number of cases opened in 2021 were higher than the previous year as students began returning to classrooms, but given case processing time, many of those cases will be reviewed in 2022. Turnover in the investigations team also reduced the number of cases ultimately brought to the Commission in 2021. The decrease in cases received during the pandemic has continued to allow agency staff to catch up and further reduce its average case processing times. We anticipate 2022 to show an increase over 2021 in complaints received and new cases opened.



Agency progress in these areas will hinge upon the agency's capacity to maintain staff levels within the Professional Practices Unit. It will also require continued collaboration with state legislators regarding ways to reduce the number of superfluous complaints TSPC receives requiring investigation. The Commission is considering a legislative concept for the 2023-2025 biennium that would help the agency address such complaints.

TSPC Higher Education Program Approval Reporting

- 1) **Report a summary of activities occurring during 2021 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 and updates from the Program Approval Unit during the 2021 calendar year:

National Accreditation: ORS 342.147 requires all Oregon educator preparation providers (EPPs) to receive national accreditation by July 1, 2025. In 2020, the Commission formalized its partnership with the Association for Advancing Quality in Educator Preparation (AAQEP) as a second approved accreditor of Oregon's EPPs. As of November 2021, six EPPs have selected CAEP as their national accrediting body, and nine have selected AAQEP. As for achieving national accreditation status, as of November 2021, nine of the fifteen current EPPs are either CAEP, AAQEP, or NCATE (prior to CAEP) accredited. All EPPs are currently on track to have national accreditation status determined by early 2024.

Personnel Service License Redesign: In 2020, three work groups were formed and convened to revise the scope, requirements, and program standards for School Counselor, School Psychologist, and School Social Worker. The process included school district practitioners and representatives of the Oregon EPP programs. The process was temporarily paused due to the COVID-19 outbreak and reconvened Spring 2021.

The Personnel Services standards were updated to closely follow their national professional association standards:

- School Counselor standards ([OAR 584-435-0100](#)) closely follow national Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards;
- School Psychologist standards ([OAR 584-435-0200](#)) closely follow National Association of School Psychologists (NASP) standards; and
- School Social Worker standards ([OAR 584-435-0300](#)) align with National Association of Social Workers (NASW) standards.

The Commission adopted the new standards at its November 2021 meeting. All EPPs will need to align their programs to these new standards by August 1, 2022.

COVID Response Plan for Educator Preparation: TSPC temporarily suspended several rules related to educator preparation and provided flexibility in others as a response to the 2020 COVID-19 pandemic. While flexibility provisions began in 2020, they were continued into 2021 primarily with the upsurge in Delta and Omicron variants. Specific provisions included:

- Suspension of the Civil Rights test;
- Allowing EPPs to use partial waivers for candidates with at least four full-time weeks of student teaching;
- edTPA local scoring is allowed, with pre-approval by TSPC;
- Allowing for all-virtual clinical practices experiences;
- Provides flexibility for Cooperating Teachers (CTs):
 - The CT may have a license in a closely related field; and
 - CTs may have less than the required three years of actual licensed experience.

While several of these provisions expired in the fall of 2021, the agency continued to provide some flexibility in clinical experience observations and developed a module that can be used by preparation programs and other



candidates to complete the Civil Rights requirement. The other major COVID related change in October 2021 was the initiation of the Emergency Substitute Teaching license. The license allows school districts to sponsor individuals who may not have a bachelor degree to substitute so long as the licensee was provided targeted support from the district. At the end of 2021, the agency had received approximately 450 applications for the license, and staff had just began processing license applications. The full impact of this licensing provision will be experienced in 2022.

Multiple Measures: In [June 2019](#), the Commission adopted *A Multiple Measures Approach to Demonstrating Content Knowledge*. The Commission's Multiple Measures (MMs) work grew out of efforts to address stakeholder concerns about barriers that licensing exams seemed to pose to culturally and linguistically diverse candidates wishing to become Oregon educators. In its most current iteration (adopted [November 2020](#)), teaching candidates can demonstrate content knowledge competency in one of five ways and work with their Educator Preparation Provider to determine the appropriate option for doing so.

To ensure the MMs program is sustainable, robust, culturally responsive, and student-centered, the TSPC has enlisted various stakeholders to help evaluate the MMs options available to teaching candidates. In doing this important work, the MMs Workgroup and other stakeholders have identified additional barriers that need to be addressed and emerging standards that are not aligned with current rules.

In February 2021, the State Board of Education adopted new social science standards (e.g., [2021 Social Science Standards](#)), integrating ethnic studies into each social science domain. Currently, OAR 584-220-0170 does not allow ethnic studies coursework to count in demonstrating content knowledge competency for the social studies endorsement area. In response, the Commission adopted provisions allowing EPPs to include ethnic studies coursework during their evaluative process for licensure of social studies teacher candidates. Members of the MMs Workgroup hope that this change will reduce barriers to licensure for teacher candidates with ethnic studies expertise and better align core content knowledge requirements to emerging teaching standards.

Oregon Administrator Scholars Program: The successful Oregon Administrator Scholars Program (OASP) continues in the 2021-2023 biennium with support from the Educator Advancement Council (EAC). In 2021, TSPC had adopted permanent related to the OASP and rules and began accepting applications for the OASP. Through the early fall 2021 application period, TSPC was able to provide \$10,000 scholarships to 153 diverse educators seeking to enter school or district level administration. The program also provides a network for scholars that includes book studies, and career support.

Diversity Licensure Expense Reimbursement Program: In 2019, the Oregon Legislature, through Student Success Act funding to the EAC, authorized TSPC to mitigate costs associated with TSPC licensure and assessments for racially, ethnically, and/or linguistically diverse licensure candidates, as well as current racially, ethnically, and/or linguistically diverse teachers, administrators, and/or personnel service providers renewing licenses or adding endorsements or specializations to their licenses. Initial funding for this program ran from July 1, 2020, to June 30, 2021. From the program's inception in December 2020 through September 2021 the agency has processed over 580 reimbursements for a total of \$127,000, an average of \$12,000 in reimbursements monthly.

In August, we switched to an electronic reimbursement application process, which allows candidates to submit reimbursement requests using a smartphone or a computer. This change also positively impacted how the reimbursements are processed through the accounting department; we now have less paperwork to process and share between departments, which should result in a faster turnaround of payments. Also in August, we added a link to the eLicensing system to direct educators applying for or renewing licenses to the [TSPC Financial Assistance](#) webpage. On this webpage, educators can get information about licensure reimbursement opportunities. The program flier was updated and provided to our partners about the reimbursement opportunities.

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 2021 Title II reporting requirement (reflecting data from the 2019-2020 academic year).

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	2020 Enrollment Numbers	2020 Completer Numbers	State Recognition Status
COSA-Concordia (University of Chicago)	Data Not Available	Data Not Available	Approved Through September 30, 2025
Corban University	121	54	Approved Through December 31, 2028
Eastern Oregon University	122	65	Approved Through June 30, 2028
George Fox University	395	131	Approved Through December 31, 2028
Lewis & Clark College	109	53	Approved Through December 31, 2026
Linfield College	60	18	Approved Through December 31, 2028
Bushnell University (Formerly, Northwest Christian University)	63	34	Approved Through October 31, 2024
Oregon State University	284	171	Approved Through December 31, 2023
Pacific University	465	135	Approved Through December 31, 2022
Portland State University	597	199	Approved Through December 1, 2023
Southern Oregon University	194	105	Approved Through December 31, 2024
University of Oregon	289	125	Approved Through June 30, 2028
University of Portland	194	61	Approved Through June 30, 2027
Warner Pacific University	98	8	Approved Through December 31, 2028
Western Oregon University	590	265	Approved Through December 31, 2023

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 are experiencing some success in recruiting and completing ethnically and linguistically diverse candidates, these efforts continue to be rather small in scale. The Commission, through a bill recommended by Governor Brown's Racial Justice Council ([HB 2166](#), Sec. 9), proposed the development of non-traditional pathways to licensure. The Legislatively adopted version of the bill allowed the Commission to hire two pathways specialists; however, this was well short of the agency's request for funding the complete program.



The Commission also believes that reducing barriers to entry into the education workforce requires providing financial assistance and social supports to culturally and linguistically diverse candidates, as well as continuing to address inequities in current licensing practices. For the 2021-2023 biennium, TSPC recommended the continuation of the Oregon Administrator Scholars Program, the license and assessment fee support program, and the multiple-measures research through support from the EAC as valuable tools. The Legislature approved the continuation of these programs in the 2021 legislatively adopted budget.

Agency Analysis:

TSPC is committed to preparing the highly qualified educators that Oregon schools deserve and demand. As discussed in the previous section of this report, TSPC is engaged in many activities to help address the need for educators of diverse backgrounds and in high-need endorsement areas. The pandemic continues to challenge school districts in meeting the demand for educators; and while TSPC is pleased to partner with our current EPPs to increase access to teacher preparation while maintaining rigorous preparation standards, there is much more work to be done. The 2022 calendar year will see significant changes and flexibility in preparation program options and candidate assistance. Nonetheless, the agency remains concerned that the state continues to lack the capacity to prepare the number of school counselors, psychologists, and social workers that are needed to meet the expectations of the Student Success Act and the increased social emotional supports our K-12 students need to be successful. We recommend exploring other pathways to licensure in these particular fields.

TSPC Rule Change Summary and Implementation of Statutes for 2021

During the 2021 year, the Commission executed the following significant rule changes and other efforts related to implementing statutes:

In 2021, TSPC filed several Permanent Administrative Orders that adopted and amended administrative rules related to license requirements, educator preparation program standards, and professional practice investigations. Table 1 summarizes the adopted, amended, and repealed rules, several of which were statutory minor corrections.

TSPC also filed seven Temporary Administrative Orders that amended or adopted administrative rules to meet changing and temporary circumstances such as licensing requirements under the pandemic, temporary diversity programs under the Student Success Act, and verification of continuing education when the previous verifier became unavailable. Table 2 below gives the details on each rule that was filed and the reasoning behind proceeding with the temporary rule process in that case.

Table 1: Permanent rules adopted, amended or repealed in 2021.

Filing #	Description of Rulemaking	Action taken	Rule numbers
TSPC 5-2021	<i>Statutory Minor Correction</i> Correcting rule references in clinical practices. <i>Filed: 06/10/2021</i>	Adopted	None
		Amended	584-400-0140
		Repealed	None
TSPC 6-2021	<i>Statutory Minor Correction</i> Correcting rule references in candidate program completion and recommendation. <i>Filed: 06/10/2021</i>	Adopted	None
		Amended	584-400-0160
		Repealed	None

Filing #	Description of Rulemaking	Action taken	Rule numbers
TSPC 9-2021	<i>Statutory Minor Correction</i> Correcting spelling in clinical practices rule. <i>Filed: 08/17/2021</i>	Adopted	None
		Amended	584-400-0140
		Repealed	None
TSPC 10- 2021	<i>Statutory Minor Correction</i> Changing candidate recommendation rule's internal section numbering as allowed by ORS 183.360(2) <i>Filed: 08/17/2021</i>	Adopted	None
		Amended	584-410-0100
		Repealed	None
TSPC 11- 2021	<i>Statutory Minor Correction</i> Correcting Restricted School Counselor License rule's internal section numbering as allowed by ORS 183.360(2). <i>Filed: 08/17/2021</i>	Adopted	None
		Amended	584-070-0112
		Repealed	None
TSPC 12- 2021	<i>Statutory Minor Correction</i> Correcting grammatical mistakes in a manner that does not alter the scope, application or meaning of the Internship Agreements rule. <i>Filed: 08/17/2021</i>	Adopted	None
		Amended	584-400-0150
		Repealed	None
TSPC 14- 2021	Defines sexual conduct investigations and confidentiality requirements under 2021 Senate Bill 242. <i>Filed: 11/09/2021</i> <i>Effective: 11/09/2021</i>	Adopted	584-019-0100
		Amended	584-020-0040
		Repealed	584-019-0100 (Temporary from TSPC 8-2021); 584-020-0040 (Temporary from TSPC 8-2021)
TSPC 15- 2021	A \$5 fee has been added to the application process to develop and maintain the on-line Licensing system per the 2021 Legislative Adopted Budget. <i>Filed: 11/10/2021</i> <i>Effective: 11/10/2021</i>	Adopted	None
		Amended	584-200-0050
		Repealed	584-200-0050 (Temporary from TSPC 7-2021)
TSPC 16- 2021	Establishes a program to reimburse licensure expenses for candidates from diverse backgrounds to increase the diversity of the educator workforce so that it reflects the percentage of diverse students in Oregon. <i>Filed: 11/10/2021</i> <i>Effective: 11/11/2021</i> * Resulting from Inter-Agency Agreement with EAC	Adopted	584-200-0121
		Amended	None
		Repealed	None
TSPC 17- 2021	Clarifies that the out of state candidate for licensure must have a valid license from the jurisdiction of preparation at the time of application for an Oregon license. <i>Filed: 11/10/2021</i> <i>Effective: 11/10/2021</i>	Adopted	None
		Amended	584-200-0080
		Repealed	None

Filing #	Description of Rulemaking	Action taken	Rule numbers
TSPC 19- 2021	Establishes program standards for a Social and Emotional Learning Specialization. <i>Filed: 11/15/2021</i> <i>Effective: 01/03/2022</i>	Adopted	584-420-0700
		Amended	None
		Repealed	None
TSPC 20- 2021	Establishes program standards for the Trauma-Informed Practices specialization. <i>Filed: 11/15/2021</i> <i>Effective: 01/03/2022</i>	Adopted	584-420-0710
		Amended	None
		Repealed	None
TSPC 21- 2021	Establishes the standards educator preparation provider programs must meet to prepare candidates for school counselor licenses. Establishes operative date of new rules and describes transition from old rules. <i>Filed: 11/15/2021</i> <i>Effective: 01/03/2022</i>	Adopted	584-435-0010; 584-435-0100; 584-435-0200; 584-435-0300
		Amended	None
		Repealed	None
TSPC 22- 2021	Creates the Oregon Administrator Scholarship Program <i>Filed: 11/18/2021</i> <i>Effective: 11/18/2021</i> * Resulting from Inter-Agency Agreement with EAC	Adopted	584-235-0205; 584-235-0215; 584-235-0225; 584-235-0235
		Amended	None
		Repealed	None
TSPC 23- 2021	<i>Statutory Minor Correction</i> Correcting Instruction on Dyslexia and Reading Difficulties: Program Standards rule's internal section numbering as allowed by ORS 183.360(2). <i>Filed: 11/30/2021</i>	Adopted	None
		Amended	584-420-0016
		Repealed	None
TSPC 24- 2021	<i>Statutory Minor Correction</i> Updating teacher performance assessment reference in current rule. <i>Filed: 11/30/2021</i>	Adopted	None
		Amended	584-420-0345
		Repealed	None
TSPC 25- 2021	<i>Statutory Minor Correction</i> Correcting grammatical mistakes in a manner that does not alter the scope, application or meaning of the Definition for Licensure rule. <i>Filed: 11/30/2021</i>	Adopted	None
		Amended	584-200-0010
		Repealed	None

Table 2: Temporary Rule Adoptions and Amendments in 2021

Filed Date	05/15/2021
Description	License fee reimbursement for diverse education workforce licensees.
Action taken	584-200-0120 Adopt



Need Statement	Administrative rules are needed to disburse the funds the Student Success Act provided for 2020-2021 to mitigate the costs of licensing for a diverse education workforce.
Explanation	Without these rules, these funds cannot be disbursed to mitigate the barriers educators of diverse backgrounds face to be licensed. By lowering barriers, candidates will be encouraged to be licensed and part of Oregon's education workforce, which has a demonstrable benefit to students and staff throughout the preK-12 school system. Moneys are currently limited to the 2020-2021 fiscal year and, without immediate implementation, there can be no lowering of barriers, thereby preventing increased workforce diversity and better student outcomes. These temporary rules cover the remainder of the biennium, and will allow uninterrupted operation of the program should the legislature approve funding for the 2021-23 biennium until permanent rules can be passed.
Filed Date	05/15/2021
Description	Continues the 2020-2021 Oregon Administrator Scholars Program
Action taken	584-235-0200 Adopt 584-235-0210 Adopt 584-235-0220 Adopt 584-235-0230 Adopt
Need Statement	TSPC requires administrative rules to distribute moneys granted for increasing racial, cultural and ethnic diversity of school administrators.
Explanation	These rules provide TSPC guidance to grant the scholarships created by the Student Success Act to create diversity in the workforce and allow an uninterrupted transition should funding be allocated for the next biennium. The current temporary rules do not reach the end of the funding year and permanent rules are not appropriate until the legislature approves funding for the next biennium. Without these rules, TSPC cannot award scholarships through the remainder of the biennium, and recipients may be prevented from proceeding to licensure, thereby decreasing the potential diversity in Oregon's school administrator workforce.
Filed Date	05/25/2021
Description	PDU's Required for Renewals and Reinstatements
Action taken	584-021-0117 Adopt 584-070-0007 Adopt 584-210-0025 Adopt 584-230-0015 Adopt 584-235-0015 Adopt 584-255-0010 Amend
Need Statement	Due to the pandemic, licensees have not had sufficient opportunity to obtain the professional development units (PDU) required to renew and reinstate licenses. Rules are needed to guide licensees on the PDU requirements for continued licensing.
Explanation	Without these rules, licensees would be subject to the old requirements for renewal and reinstatement, which, due to COVID restrictions, many of them could not meet. Thus, teachers, administrators, school nurses, and personnel service licensees would be unable to be employed and schools would be unable to meet the classroom needs of children. These rules have to be changed now, when many are required to renew or are looking to reinstate to meet the increased demand of school districts. These temporary rules will provide direction and help meet the workforce demands until permanent rules can be put into place.
Filed Date	05/25/2021
Description	Amends rule for verification of Professional Development Units.
Action taken	584-255-0030 Amend
Need Statement	Third party review of PDU reports is discontinued as of December 1, 2020 and TSPC must adopt a new method of verifying professional development claims from educators.
Explanation	Beginning in December 2020, there was no legal process for verification of PDUs for educators who cannot rely on PEER forms. If PDUs are not accepted, licenses cannot be renewed or

	upgraded, thereby imperiling the employment of educators throughout Oregon. These rules establish a legal procedure to process PDUs so licenses can be renewed or upgraded until permanent rules can be developed that address 2021 legislation.
Filed Date	07/08/2021
Description	Establishes system fee for Teacher Standards and Practices Commission licensing services.
Action taken	584-200-0050 Amend
Need Statement	The 2021 Oregon Legislature has approved an immediate fee to develop and maintain the online educator Licensing system.
Explanation	The Licensing System fee is needed immediately to ensure that TSPC will have sufficient funds to fund the project by the end of the 2021-23 biennium. Without funds, the online Licensing system will continue to function poorly, have bad data, and inadequately serve the educators of Oregon. As a consequence, the agency's costs are increased, licensees suffer delays, and the legislature and education agencies have insufficient data. Fees are needed immediately to fully fund the project, and the temporary rule gives us time to promulgate permanent rules.
Filed Date	08/10/2021
Description	Clarifies the requirements of TSPC Preliminary and Sexual Conduct investigations.
Action taken	584-200-0050 Amend
Need Statement	These rules are needed to implement 2021 Senate Bill 242, which became effective June 23, 2021.
Explanation	Failure to identify and follow different proceedings for sexual conduct investigations could result in improper conduct by persons connected with the investigation and harm innocent parties and institutions. Since the law regarding these investigations is in effect, it is imperative that there be rules available to clarify and guide conduct under the law. These temporary rules will provide those guidelines until permanent rules can be promulgated.
Filed Date	09/28/2021
Description	Establishes the Emergency Substitute Teaching License.
Action taken	584-210-0145 Adopt
Need Statement	The Emergency Substitute License is created in response to severe staffing shortages reported by Oregon school districts, education service districts, and charter schools due to circumstances caused by COVID-19. The Emergency Substitute Teaching License is a license that permits a qualified individual to substitute teach in a sponsoring prekindergarten through grade 12 Oregon public school district, education service district, or charter school assignment.
Explanation	Adopting the license will help to alleviate the significant substitute teacher shortage in Oregon. In December 2019 (pre-COVID), Oregon had 8,290 licensed substitute teachers. As of September 18, 2021, that number is down to 4,738. Without additional teachers, classes will be combined to unacceptable levels or not offered at all, inflicting irreparable harm on schoolchildren. These rules significantly expand the pool of potential teachers districts may use to address the most critical shortages and give them desperately needed tools to fill openings that cannot be filled in any other way.

Conclusion

By all accounts, 2021 saw the continued significant impact of the COVID-19 pandemic on public education. The ability of TSPC to quickly enact flexibility and increase access to licensure during the pandemic is primarily due to the independent status of the agency. The statutory authority provided to the Commission allows it and the Executive Director to be more adaptable and nimbler in the face of unexpected challenges. The relatively quick success of TSPC financial assistance programs (OASP or the DELR) could not have happened in an agency of greater size and increased bureaucratic “hoops.” However, these advantages come at a cost. The agency continues to rely on application fees to sustain its operations. Increasing payroll and state service expenses require the agency to either continuously raise application fees or reduce services to our educators. Neither of these are responses are



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encouraging at a time when Oregon is seeking to increase, diversify, and retain its professional educator workforce. The Commission strongly encourages the Legislature to appropriately fund an agency whose mission is to provide improved customer service to educators while leading the effort to improve the capacity of our education system to meet current and future needs.

Respectfully submitted:

Oregon Teacher Standards and Practices Commission

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