



**Oregon Teacher Standards and Practices Commission 2024
Annual Report to the Oregon State Legislature (HB 3351)**

Introduction

ORS 342.425 states, “the executive director of the Teacher Standards and Practices Commission shall prepare an annual report related to the duties, powers and functions of the commission”. This report is submitted to the Oregon State Legislature no later than July of every year 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; licensing teachers, administrators and other personnel employed in Oregon schools; and taking disciplinary actions when educators commit crimes or violate Standards for Competent and Ethical Performance. The Commission developed a new strategic plan in 2022. The updated mission of the commission is to ensure Oregon schools have access to well trained, effective and accountable education professionals so all students have the opportunity to reach their full potential.

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 establishes and enforces educator professional standards in Oregon. And finally, TSPC is authorized by the State of Oregon to provide approval for colleges and universities seeking to offer educator preparation programs which lead to licensure through the agency. This report addresses all three of TSPC’s primary functions for the 2024 calendar year, specific to the requirements of statute.

TSPC Professional Educator Licensure Reporting

1) Report the number of teaching licenses and administrative licenses issued in 2023:

| LICENSES | | | | | | | | | | | | | |
|-------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| Total count of all licenses issued. | | | | | | | | | | | | | |
| License Category | 2023 | | | | | | | | | | | | Total |
| | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | |
| Administrative | 271 | 310 | 302 | 275 | 172 | 153 | 204 | 156 | 150 | 127 | 90 | 172 | 2,382 |
| Personnel Services | 188 | 188 | 155 | 183 | 152 | 111 | 251 | 130 | 94 | 132 | 96 | 129 | 1,809 |
| School Nurse | 2 | 4 | 3 | 1 | 1 | 2 | 1 | | 1 | 1 | | 1 | 17 |
| Teacher | 3,585 | 3,503 | 3,324 | 2,950 | 2,239 | 2,080 | 3,251 | 1,774 | 1,564 | 2,008 | 1,590 | 2,355 | 30,223 |
| Grand Total | 4,046 | 4,005 | 3,784 | 3,409 | 2,564 | 2,346 | 3,707 | 2,060 | 1,809 | 2,268 | 1,776 | 2,657 | 34,431 |



INDIVIDUALS

Count of distinct individuals who received one or more licenses.

| License Category | 2023 | | | | | | | | | | | | Total |
|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
| | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | |
| Administrative | 269 | 309 | 300 | 274 | 170 | 152 | 204 | 155 | 150 | 126 | 90 | 172 | 2,267 |
| Personnel Services | 187 | 187 | 155 | 183 | 152 | 110 | 250 | 130 | 93 | 132 | 96 | 129 | 1,765 |
| School Nurse | 2 | 4 | 3 | 1 | 1 | 2 | 1 | | 1 | 1 | | 1 | 17 |
| Teacher | 3,549 | 3,474 | 3,302 | 2,934 | 2,223 | 2,075 | 3,244 | 1,774 | 1,561 | 2,006 | 1,586 | 2,351 | 28,181 |
| Grand Total | 3,968 | 3,932 | 3,723 | 3,348 | 2,534 | 2,324 | 3,688 | 2,045 | 1,801 | 2,252 | 1,766 | 2,639 | 31,591 |

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 were recommended for licensure in January, February, March, and July. This represents an atypical pattern as compared to prior years when most applications were received May through 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. The state saw the impact of regional licensed educator workforce shortages with a continued elevated number of restricted and emergency licenses. In Spring 2023, the agency removed the emergency special education license endorsement in order to align with federal IDEA rules. This change has further contributed to a shortage of licensed educators in regions of the state, particularly those in rural areas.

1) Report trends related to the number of licenses issued and types of licenses issued during 2023 as compared to earlier years:

| LICENSES | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|--|---------------|--------------|--------------|----------------|----------------|--------------|---------------|---------------|---------------|--|
| Total count of all licenses issued. | | | | | | | | | | | | | | | | | | | | | | |
| License Category | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | Total | Percentage of Change from Year to Year | | | | | | | | | | |
| | | | | | | | | | | | | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | | |
| Administrative | 1,264 | 1,251 | 1,185 | 1,246 | 1,338 | 1,630 | 1,349 | 1,510 | 1,857 | 2,382 | 7,914 | | -1.03% | -5.28% | 5.15% | 7.38% | 21.82% | -17.24% | 11.93% | 22.98% | 28.27% | |
| Personnel Service | 704 | 728 | 864 | 866 | 962 | 917 | 1,017 | 1,174 | 1,199 | 1,809 | 5,041 | | 3.41% | 18.68% | 0.23% | 11.09% | -4.68% | 10.91% | 15.44% | 2.13% | 50.88% | |
| School Nurse | 24 | 13 | 11 | 6 | 11 | 15 | 15 | 14 | 3 | 17 | 80 | | -45.83% | -15.38% | -45.45% | 83.33% | 36.36% | 0.00% | -6.67% | -78.57% | 466.67% | |
| Teacher | 16,061 | 18,034 | 19,682 | 20,487 | 17,503 | 14,767 | 15,161 | 19,067 | 23,500 | 30,223 | 106,534 | | 12.28% | 9.14% | 4.09% | -14.57% | -15.63% | 2.67% | 25.76% | 23.25% | 28.61% | |
| Total | 18,053 | 20,026 | 21,742 | 22,605 | 19,814 | 17,329 | 17,542 | 21,765 | 26,559 | 34,431 | 219,866 | | 10.93% | 8.57% | 3.97% | -12.35% | -12.54% | 1.23% | 24.07% | 22.03% | 29.64% | |

| INDIVIDUALS | | | | | | | | | | | | | | | | | | | | | | |
|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|--|---------------|--------------|--------------|----------------|----------------|--------------|---------------|---------------|---------------|--|
| Count of distinct individuals who received one or more licenses. | | | | | | | | | | | | | | | | | | | | | | |
| License Category | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | Total | Percentage of Change from Year to Year | | | | | | | | | | |
| | | | | | | | | | | | | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | | |
| Administrative | 1,111 | 1,109 | 1,040 | 1,096 | 1,196 | 1,620 | 1,336 | 1,499 | 1,822 | 2,267 | 7,172 | | -0.18% | -6.22% | 5.38% | 9.12% | 35.45% | -17.53% | 12.20% | 21.55% | 24.42% | |
| Personnel Service | 663 | 689 | 817 | 818 | 921 | 910 | 995 | 1,156 | 1,178 | 1,765 | 4,818 | | 3.92% | 18.58% | 0.12% | 12.59% | -1.19% | 9.34% | 16.18% | 1.90% | 49.83% | |
| School Nurse | 22 | 13 | 11 | 6 | 11 | 15 | 15 | 14 | 3 | 17 | 78 | | -40.91% | -15.38% | -45.45% | 83.33% | 36.36% | 0.00% | -6.67% | -78.57% | 466.67% | |
| Teacher | 15,797 | 17,667 | 19,247 | 19,755 | 16,942 | 14,503 | 14,843 | 18,598 | 22,289 | 28,181 | 103,931 | | 11.96% | 8.82% | 2.64% | -14.24% | -14.40% | 2.34% | 25.30% | 19.85% | 26.43% | |
| Total | 17,593 | 19,498 | 21,115 | 21,675 | 19,070 | 16,809 | 16,936 | 20,898 | 24,813 | 31,591 | 209,998 | | 10.83% | 8.29% | 2.65% | -12.02% | -11.86% | 0.76% | 23.39% | 18.73% | 27.32% | |

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. (Meaning that not all who hold an Oregon educator license are currently employed as Oregon educators.) As in 2022, the agency anticipated that the number of applications received in 2023 would either remain the same or perhaps decrease slightly from the previous year highs. However, continued challenges in the labor market for educators resulted in the agency issuing over 6,700 more license applications than in 2022. These significantly higher numbers led to over 60-day backlogs in processing applications near the end of 2023. A combination of additional limited duration positions and improvements in the data system to come closer to original specifications allowed the agency to return to normal processing timelines in early 2024.

Another trend that is important to notice from the data is the continued significant increase in administrator licenses issued. In addition to teacher shortages, Oregon is experiencing an increased demand for new principals and superintendents. The agency is in its fourth year administering the Oregon Administrator Scholars Program, which seeks to increase the preparation and employment of diverse school administrators across Oregon. To date, the program has provided more than \$4,000,000 in scholarships to support the success of aspiring leaders. Graduates of this program are currently serving in assistant principal, principal, and director roles across Oregon.

It is challenging to predict what the next few years may bring in terms of the number of licenses issued. Though early 2024 indicated a potential slowdown in applications, those numbers have again picked up and will be interesting to examine at year's end. A need for the public to better understand the unique aspects and advantages of a public education is evident, and a lack of filling this need may lead to continued enrollment challenges for school districts, further impacting the demand for educators. Given these continued challenges, we cannot 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 2023 and early 2024 as compared to previous years:

| Year | Number of Investigations Considered by the Commission | Number of Licensure Sanctions Imposed | Number of Informal Reprivals Issued | Number of Investigations Dismissed |
|----------------|---|---------------------------------------|-------------------------------------|------------------------------------|
| *2024 | 119 | 33 (27.7%) | 13 | 62 (52.1%) |
| 2023 | 146 | 65 (44.5%) | 12 | 79 (54.1%) |
| 2022 | 172 | 92 (53.5%) | 33 | 102 (59.3%) |
| 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: | 2,071 | 673 (32%) | 194 | 1,276 (62%) |

*numbers from Jan - July 1, 2024

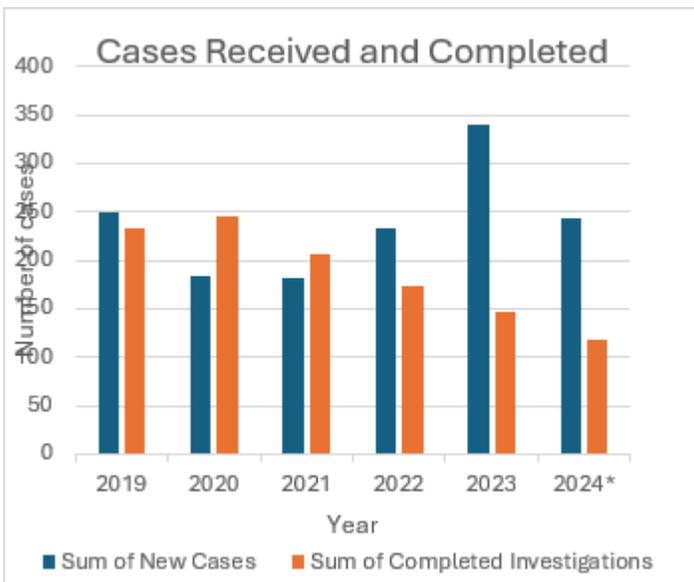




Agency Analysis:

In 2023, the agency received 340 new cases and completed 146 investigations. The unit experienced short staffing during the 2023 year, which resulted in fewer cases being completed. Unfortunately, this same year there was a 46.5% increase in cases from 2022 to 2023. Though additional staffing was approved during the 2024 short session, hiring into the open positions has been challenging. The first six months of 2024 indicate we will be seeing another increase in cases from previous years.

Quality/Timeliness of Services:



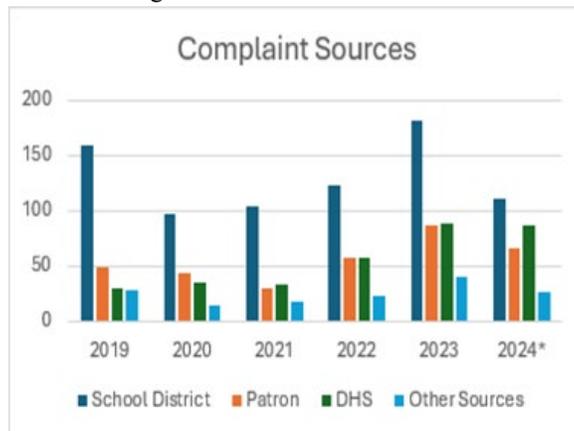
Length of Investigations:

The agency measures the quality and timeliness of services based on the average time to complete investigations. Cases are prioritized based on severity of allegations and threat of harm to students.

In 2023, the average time to complete an investigation (from date of complaint to completion of investigation) was just under nine months, down 11.4% from 2021. As of July 2024, the average time to complete investigations is 11.89 months – an increase of 32.9%. This is due to the significant increases in investigations and has been kept this low only due to bringing on the limited duration investigators (granted in the 2024 Legislative Short Session) to help reduce the backlog. These investigators have been focused on clearing out the older cases so that in the future the overall time for an investigation of all cases is significantly shortened, regardless of the gravity of the offense. The large numbers of cases TSPC has been receiving has caused our team

to focus on the more severe cases. This led to a backlog or delayed resolution of cases with less severe allegations. As mentioned earlier, 54% of cases investigated in 2024 resulted in no further action/dismissal.

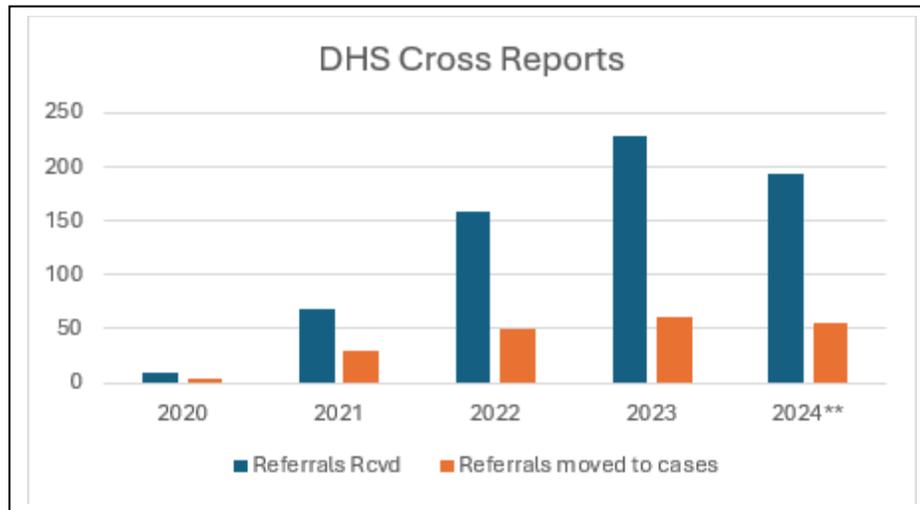
Number of New Cases: The agency aims to reduce the number of new cases by improving training for educators and school districts on the ethical and professional standards. At the same time, the agency continues to encourage school districts and patrons to report misconduct to assure the safety of our preK- 12 students. In the first six months of 2024 TSPC has received already greater than half of the complaints of 2023, so we will likely experience a new high in received complaints. Increasing numbers of complaints/reports is anticipated to negatively impact case investigation and resolution timelines for the 2023-2025 biennium.



The traditional sources of reports and complaints filed with TSPC for investigation are reports filed by individual school districts and written complaints submitted by public patrons. A source of TSPC investigation work which has always been present, but we have

been unable to quantify until recently, are cross-reports submitted to TSPC from the Oregon Department of Human Resources (DHS). These cross- reports (referrals), submitted to TSPC when DHS receives an allegation of abuse occurring within a school or when the alleged abuser is a licensed school employee, have been part of the TSPC Investigation workload for many years. Only since late-2020 has TSPC been able to accurately track the volume of DHS cross-reports to understand the impact they have on the workload of the TSPC Investigations Unit.

In 2023, TSPC received and screened (by investigators) 229 DHS cross reports (referrals). After screening and preliminary investigation, 61 (just under 27%) of those cross reports were made full investigations. So far in 2024, TSPC has already received and screened 194 of these DHS Cross Reports. If we combine these with the other investigations conducted by the agency, we see a total of 569 “cases” received in 2023.



*Numbers from January through July 1, 2024.

TSPC Higher Education Program Approval Reporting

- 1) Report a summary of activities occurring during 2022-23 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.**

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 June 2024, three EPPs had selected CAEP as their national accrediting body, and eleven have selected AAQEP. As for achieving national accreditation status, as of June 2024, thirteen of the fourteen current EPPs are either CAEP or AAQEP accredited. All EPPs are currently on track to have national accreditation status determined by the end of 2024.

Registered Apprenticeship Program Development: In part due to funding provided by HB 4030 (2022), TSPC was able to engage the Bureau of Labor and Industries, school districts, EPPs and other parties in the development of a registered teaching apprenticeship program. HB 4030 funding supported the hiring of a licensure pathways specialist who led the apprenticeship development efforts. By the end of 2022, the agency had developed a competency-based pathway allowing school classified employees, career changers, and others an opportunity to learn while employed in schools. In September 2023, the Oregon Teaching Apprenticeship was formally approved by the Oregon Apprenticeship and Training Council of BOLI. The program requires a minimum of 2800 on-the-job training hours and 1830 hours, or 60 semester units of related training provided by Oregon Community Colleges and TSPC approved Educator Preparation Providers. Since November 2023 the Oregon Teaching Apprenticeship, administered by the Joint Apprenticeship and Training Committee (JATC), has registered 11 teaching apprentices serving Hillsboro, Woodburn, Wallowa, and Southern Oregon. Two teaching apprentices completed the program in June 2024. [Information on the current program can be found here.](#)

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 and 2022 primarily with the upsurge in Delta and Omicron variants and lingering effects on the statewide availability of licensed educators willing to work in schools. Of these provisions, continued suspension of the requirement to verify continuing professional development requirements upon license renewal continues.

Following the pandemic emergency, Educator Preparation Program candidates have several options available to demonstrate Civil Rights knowledge including completion of online modules accessed through the TSPC website, the ORELA Protecting Student and Civil Rights in the Educational Environment exam, and/or content built directly into the preparation program curriculum. In addition, the requirement to verify continuing professional development requirements upon license renewal remains suspended.

The other major COVID related change in October 2021 was the initiation of the Emergency Substitute Teaching license. The license allowed school districts to sponsor individuals who may not have a bachelor's degree to substitute so long as the licensee was provided targeted support from the district. In July 2023, the District Substitute Teaching License was initiated to solidify this option for districts and continue this support of licensees.

Multiple Measures: Standardized testing poses significant obstacles for some aspiring educators seeking clear licenses in Oregon. In June 2019, the Commission responded to these concerns by adopting a Multiple Measures (MMs) Approach to Demonstrating Content Knowledge and Performance. Since its inception, the use of Multiple Measures (MMs) has steadily increased. According to TSPC Program Completion Report data, the percentage of Oregon completers utilizing these options doubled from 7% in 2020-21 to 14% in 2022-23.

TSPC is actively enhancing and expanding its Multiple Measures Assessment Option program to ensure accessibility for most endorsement seekers seeking alternative ways to demonstrate their expertise. In recent years, the program has been extended to include in-service educators adding endorsements to their teaching licenses. The agency also supports Educator Preparation

Providers (EPPs) in implementing and evaluating pre-service candidates. With ongoing financial support, TSPC will continue to assist teaching candidates in utilizing MMs to add endorsements, support EPPs in implementing these measures, and evaluate and refine the available MMs options. These alternatives mitigate biases inherent in standardized tests by considering diverse factors contributing to content knowledge expertise thereby leveling the playing field across socio-economic, demographic, and cultural backgrounds.

Oregon Administrator Scholars Program: The Oregon Administrator Scholars Program (OASP) is a scholarship initiative designed to support diverse educators in Oregon who aspire to become school administrators. This program provides financial assistance to cover the costs associated with educational programs and training required for school administrator licensure. Established in 2021 by TSPC, the OASP began accepting scholarship applications that same year. During its inaugural year, TSPC awarded 153 scholarships valued at \$10,000 each to diverse educators.

The program is ongoing and has secured funding through the 2023-2025 biennium. Recently, a rule change has increased the scholarship amount, allowing scholars to receive up to \$12,000 per academic year for a maximum of two years. The OASP has been instrumental in supporting educators from racially, ethnically, and linguistically diverse backgrounds in advancing their careers in educational leadership roles within Oregon's school systems.

As of the Winter of 2023, the program has been highly successful, with over 500 scholarships disbursed.

Diversity Licensure Expense Reimbursement Program: In 2019, the Oregon Legislature allocated funding from the Student Success Act to the EAC, empowering TSPC to reduce costs associated with licensure and assessments for racially, ethnically, and/or linguistically diverse candidates. This initiative extends support to current racially, ethnically, and/or linguistically diverse teachers, administrators, and personnel service providers seeking license renewals or adding endorsements/specializations. Initially funded from July 1, 2020, to June 30, 2021, the program was extended through the 2024-25 school year. Since its launch in December 2020, the agency has processed over 3,015 reimbursements, totaling over \$850,000.00. For more detailed program statistics, including demographic and regional distribution of recipients, please visit [here](#).

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.

TSPC typically reports Title II data to display enrollment and completion figures. However, this data was unavailable at the time of this report. Instead, TSPC is presenting Program Completion Report data for the 2022-23 academic year. The table below details the number of teacher completers from each public and private institution, along with the percentage of total completers represented by each institution and type (e.g., private vs. public). State recognition status for each institution is also included.

| Educator Preparation Provider's Name | 2022-23 Completers | % of Completers by Institution Type | % of Total Completers | State Recognition Status |
|---|---------------------------|--|------------------------------|------------------------------------|
| <i>Private Institutions</i> | <i>609</i> | | <i>40.60%</i> | |
| Bushnell University | 26 | 4.27% | 1.73% | Approved Through October 31, 2024 |
| Corban University | 45 | 7.39% | 3.00% | Approved Through December 31, 2028 |
| George Fox University | 191 | 31.36% | 12.73% | Approved Through December 31, 2028 |
| Lewis & Clark College | 70 | 11.49% | 4.67% | Approved Through December 31, 2026 |

| | | | | |
|----------------------------|-------------|--------|---------------|------------------------------------|
| Linfield University | 28 | 4.60% | 1.87% | Approved Through December 31, 2028 |
| Pacific University | 136 | 22.33% | 9.07% | Approved Through June 30, 2029 |
| University of Portland | 88 | 14.45% | 5.87% | Approved Through June 30, 2027 |
| Warner Pacific University | 25 | 4.11% | 1.67% | Approved Through December 31, 2028 |
| Public Institutions | 894 | | 59.53% | |
| Eastern Oregon University | 125 | 14.00% | 8.33% | Approved Through June 30, 2028 |
| Oregon State University | 164 | 18.37% | 10.93% | Approved Through June 30, 2030 |
| Portland State University | 221 | 24.75% | 14.73% | Approved Through December 31, 2030 |
| Southern Oregon University | 77 | 8.62% | 5.13% | Approved Through December 31, 2024 |
| University of Oregon | 120 | 13.44% | 8.00% | Approved Through December 31, 2028 |
| Western Oregon University | 187 | 20.94% | 12.47% | Approved Through June 30, 2030 |
| Total | 1503 | | | |

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. EPPs are continuing efforts and experiencing success in recruiting and completing racially, ethnically and linguistically diverse candidates. Nonetheless, more needs to be done for the educator workforce to mirror Oregon’s diverse student population. Funding for the continuation of two pathways specialists and registered apprenticeship programs was provided in the 2023-2025 adopted agency budget and SB 283 (023) respectively. The successful launch of the apprenticeship program, in partnership with BOLI, signifies a promising practice. Unfortunately, the funding for this program came from one-time funding. TSPC is continuing to pursue with BOLI funding mechanisms through the federal government and/or public school partnerships.

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. TSPC recommends 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.

Literacy Instruction of Future Educators:

Through the leadership of Governor Kotek and the Oregon Legislature, HB 3166 passed during the 2023-25 legislative session, leading to the establishment of the Early Literacy Educator Preparation Council and the recommendation of research-based preparation standards to the Commission. These standards were adopted at the Commission’s July 2024 meeting. While TSPC staff works with partners on planning and implementation of the standards, the Commission will be considering implications for the licensing of in-service and future educators across various endorsement areas. This work requires enormous support from the agency and informs the

legislative asks for support, including two additional staff to support this implementation across every Oregon educator preparation program.

Agency Analysis:

In its recently completed [2022-2027 Strategic Plan](#), TSPC recommitted to the priority of preparing the highly qualified educators that Oregon schools deserve and demand. Since the 2023 session, TSPC has committed existing resources to adoption of updated literacy educator preparation standards and licensing. To have a lasting impact on our educator preparation programs and positively student literacy learning in our PK-12 schools, additional investment in the agency will be necessary. Specific activities related to this are to:

- Create a crosswalk from the former literacy standards to the newly adopted, research-based standards to accelerate the ability of our educator preparation programs to meet timelines for implementation;
- Coordinate with partner agencies and educator preparation programs to develop implementation plans for approval by the Commission;
- Support the development of policies and programs to develop faculty knowledge and skills in early literacy; and
- Develop a robust web presence that will guide future and current educators through their learning options to obtain the skills necessary to effectively instruct and support our PK-12 literacy learners.



TSPC Rule Change Summary and Implementation of Statutes for 2023

In 2023, TSPC filed 22 Permanent Administrative Orders that adopted, amended, or repealed administrative rules related to license requirements and educator preparation program standards. Table 1 summarizes the number of adopted, amended, and repealed permanent rules.

TSPC also filed two Temporary Administrative Orders that adopted or amended administrative rules related to license requirements and educator preparation program standards. 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 2022 under ORS 183.335(2) and (3).

| Action | Number of Rules |
|----------|-----------------|
| Adopted | 6 |
| Amended | 33 |
| Repealed | 44 |

Table 2: Temporary Rules Adopted, Amended or Suspended in 2022 under ORS 183.335(5).

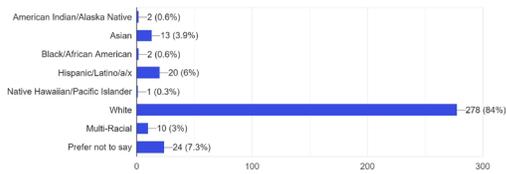
| Action | Number of Rules |
|----------|-----------------|
| Adopted | 1 |
| Amended | 4 |
| Repealed | 0 |

| TSPC 10-2023 | |
|-----------------------|---|
| Filed Date | 06/22/2023 |
| Description | Temporary Emergency Endorsement |
| Action taken | Amend: OAR 584-210-0130 & 584-220-0010 |
| Need Statement | Teachers with Emergency Teaching Licenses do not have the requisite training to teach Special Education classes according to federal and state policies, and TSPC must license accordingly. |
| Explanation | Federal and state policies require certain minimum qualifications for educators teaching children with special needs. It has recently been determined that teachers with Emergency Licenses do not meet those qualifications and therefore must not be licensed with SPED endorsements. School districts must place teachers with appropriate credentials in these classes or children may not get the education they need. Without this rule, teachers would continue to be able to add SPED endorsements to these licenses and school districts would feel that they are qualified to teach special education classes. This rule will put in place the restriction to avoid this staffing mistake during the hiring season for the coming school year and give the Commission time to do permanent rulemaking to address the issue for future years. |
| TSPC 24-2023 | |
| Filed Date | 11/21/2023 |
| Description | Temporary Suspension of PDU Verification |
| Action taken | Amend: OAR 584-255-0007; 584-255-0010 & 584-255-0030 |
| Need Statement | 2022 House Bill 4030 suspended the requirement to verify continuing PDUs for license renewal. The measure sunsets December 31, 2023. The Commission has chosen to continue the suspension, subject to annual review. |
| Explanation | Failure to take rulemaking action would reinstate the currently suspended requirements. Without this rule, many teachers would have difficulty getting their license, incurring considerable expense and even job loss. Due to insufficient capacity, TSPC would not be able to process applications in a timely manner, so that most licensees would experience critical delays in license renewal. Reinstating continuing PDU requirements would needlessly raise barriers to participation in the education workforce for many teachers, particularly those from historically underrepresented communities. Finally, there is no evidence that TSPC verification of continuing PDUs contributes to better education for students, as educators get professional development regardless of TSPC requirements. This temporary rule gives the Commission time to do permanent rulemaking to address the problem, while avoiding the harmful effects of immediate reinstatement of the requirement. |

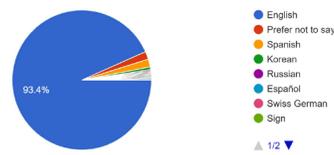
Conclusion

Since October 2023, the agency has operated with an Interim Executive Director and, since the turn to 2024, an Interim Director of Educator Preparation. The agency will benefit from permanency in these roles as they look to the future priorities of work. To both meet KPI requirements and to assess opportunities for improvement, PK-12 school and education service district superintendents and HR professionals, staff licensed between January and April 2024, and all of Oregon’s educator preparation programs were invited to participate in a survey regarding TSPC’s customer service. 331 individuals responded to this outreach.

Race and Ethnicity (Self-description)

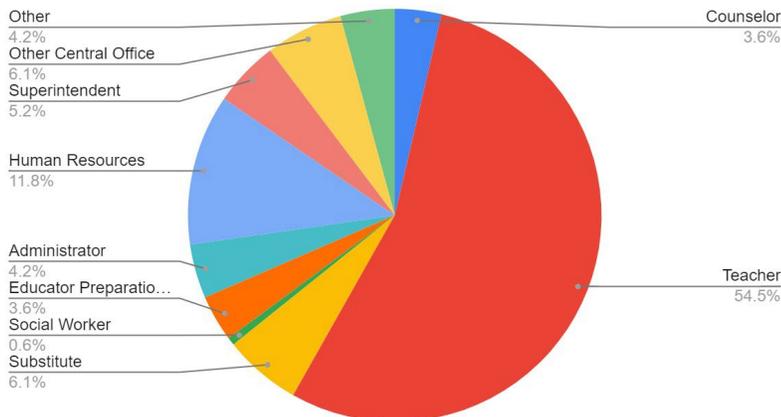


What is the First Language You Learned as a Child?



16% of respondents identified as racially or ethnically diverse or preferred not to report their race or ethnicity, and many first languages are spoken by respondents. Just under 74% of those taking the survey reported as female, and roles across the education spectrum were represented.

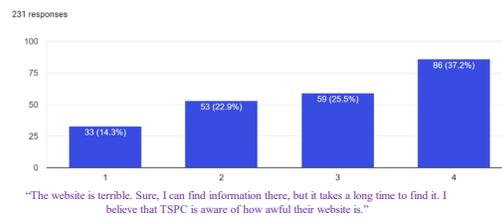
Roles of Respondents





The consistent request for improvement is the agency’s website which will be a focus of 2024-25. As seen in the accompanying chart, respondents are clearly dissatisfied with the site at this time.

Overall Availability of General Info on Website



It is exciting to report, however, that the results of the survey indicate a marked upswing in customer satisfaction with TSPC staff service with the agency achieving just 3% points shy of the target for KPM #5.



The agency continues to focus on efficient practices in licensing and investigations yet recognizes the continued pressures of applicant and reporting numbers on still overburdened staff. Implementation of a new Educator Data System is essential to staff success, and we anticipate a launch early in the 2025-27 biennium. This tool will also help us track our progress toward goals related to diversity and inclusion. We enthusiastically embrace the implementation of the new literacy educator preparation standards and acknowledge the need for additional staff support to affect the level of change necessary for future success in this effort. Leadership stability will be essential to continue the positive trajectory of the agency and should be a priority in recruiting for current vacancies. Finally, improvements in our web presence will be essential for the agency to demonstrate their responsiveness to customer feedback and service to our current and future licensed educators.

As an interim executive director, I am deeply proud to work with staff who tirelessly dedicate their time to improving customer service in order to maximize impact on student learning in Oregon.

Respectfully submitted:

Oregon Teacher Standards and Practices Commission

By: Melissa Goff
Interim Executive Director

