



OREGON
Teacher Standards and Practices Commission

Program Review and Standards Handbook

TSPC CONTACT INFORMATION:

Trent Danowski, Deputy Director
Oregon Teacher Standards and Practices Commission (TSPC)
250 Division St. NE
Salem, OR 97301
www.Oregon.gov/TSPC
(503) 378-3757

Pending Adoption by the Commission:
January 2017

Table of Contents

Contents

What is TSPC?	1
TSPC’s Mission Statement.....	1
Statement of Assurance.....	1
Authority	1
Introduction	1
Program Review and Unit Approval Process At A Glance.....	2
Starting a new Unit in Oregon.....	3
Standards	3
Summary of CAEP Standards:.....	4
State Recognition of Programs (aka Program Review).....	4
Unit Approval.....	4
CAEP Information	4
Program Rules and Policies	5
Licensure, Endorsement, and Specialization Program Standards:.....	5
Educator Candidates	5
Clinical Practices (aka Field Experiences)	5
Test Information.....	6

What is TSPC?

TSPC (the Commission) is responsible for establishing standards for licensure and issuing licenses to teachers, administrators, school personnel service specialists and school nurses. The Commission maintains and enforces professional standards of competent and ethical conduct. TSPC also adopts standards for and regularly approves all colleges and university state educator licensure programs.

TSPC's Mission Statement

To establish, uphold and enforce professional standards of excellence and communicate those standards to the public and educators for the benefit of Oregon's students.

Statement of Assurance

It is the policy of the Teacher Standards and Practices Commission that no person be subjected to discrimination on the basis of race, national origin, religion, sex, age, disability, marital status, or sexual orientation in any program, service or activity for which the Commission is responsible. The Commission will comply with the requirements of state and federal law concerning non-discrimination and will strive by its actions to enhance the dignity and worth of all persons.

Authority

ORS 342.147 authorizes the Commission to establish the standards for educator licensure and approval of Oregon public educator licensure programs. The Commission has adopted standards in Chapter 584 of the Oregon Administrative Rules. Through enforcement of these standards, TSPC assures the public and Oregon's PK-12 students that licenses are awarded to those who have met these standards.

This handbook is designed to assist both institutional faculty and on-site program review visiting team members to make the approval process a positive experience. It supersedes the Site Visit Manual adopted by the Commission in November 2011.

Introduction

This manual is to provide guidance for:

1. State approval of Education Preparation Providers (EPPs, which are referred to as units);
2. State recognition of licensure, endorsement, and specialization programs (the Program Review Process); and
3. Annual reports from units.

Program Review and Unit Approval Process At A Glance

Approximate Dates	Actions
3-and-a-half years prior to the visit	The institution contacts the Commission to set dates for the on-site visit.
TBD	The team chair and Deputy Director conduct a pre-visit to the institution.
3 years before the visit	The institution submits electronic program review reports to TSPC.
5 months later	TSPC provides the EPP with a Recognition Report (aka Program Review Report).
1 month prior to the scheduled Commission meeting	The institution has an opportunity to submit an Institutional Rejoinder. Information from the rejoinder provides additional information for the site visit.
At the next scheduled Commission meeting	The Program Review Report and (optional) Institutional Rejoinder go to the Commission for review and action.
8 months before the scheduled visit	The EPP submits a Self-Study Report
Scheduled visit	The site review team conducts the on-site review and issues a preliminary report to the institution.
Within 30 days following the visit	The team chair submits a draft copy of the On-site Report to the institution for correction of any factual errors in the report.
Within 30 days of receipt of the report	The institution submits an optional Institutional Rejoinder to the findings in the On-site Report. If the institution does not rejoin any of the findings, a letter must be submitted to acknowledge receipt of the report.
TBD	The CAEP Accreditation Council makes an accreditation decision.
Next scheduled Commission meeting	The Commission considers recommendations regarding unit approval based on an Executive Director's Recommendations, the On-Site Report, and the optional EPP Rejoinder.

Starting a new Unit in Oregon

A college or university seeking first-time unit approval must:

- Obtain full regional accreditation from the Northwest Commission on Colleges and Universities or another appropriate institutional regional accrediting agency recognized by the U.S. Department of Education;
- Obtain approval by the Oregon Office of Degree Authorization or its equivalent authorizing body, and if an Oregon public institution, by the Oregon Higher Education Coordinating Commission or its equivalent authorizing body;
- Provide a letter from the institution's administrative body recognizing and identifying the professional educational unit as having responsibility and authority for the preparation of licensed educators;
- Provide evidence that a dean, director or chair has been officially designated as head of the unit and is assigned the authority and responsibility for its overall administration and operation;
- Provide written policies and procedures that will guide the operations of the unit, including, but not limited to: student handbooks; procedures on admission; program waivers; and student appeal rights;
- Provide the unit's conceptual framework that establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, leadership, service and unit accountability;
- Provide evidence that the unit regularly monitors and evaluates its operations, the quality of its offerings, the performance of its candidates, and the effectiveness of its graduates; and
- Provide evidence that the unit has published criteria for admission to and exit from all initial teacher preparation and advanced programs and can provide summary reports of candidate performance at exit from the program.

Programs seeking first-time approval to offer any educator preparation licensure program must demonstrate that the unit proposing the program has satisfied the pre-conditions set forth above.

Transition to national accreditation:

The Oregon Legislature, in 2015's SB 78, requires all educator preparation providers (EPPs) to be nationally accredited by July 1, 2022. Colleges and universities that seek first-time unit approval must also be prepared to comply with this national accreditation requirement.

Focused site visit:

After a new program or EPP (unit) is approved, a focused site visit is conducted two years later.

Standards

Standards required for Oregon program review and unit approval are CAEP Standards 1-5 and state specific standards.

CAEP Standards:

Full information about CAEP standards can be found on the CAEP website at:

<http://caepnet.org/standards/introduction>. *The April update to this handbook will include a separate CAEP section.*

Summary of CAEP Standards:

Standard 1: Content and Pedagogical Knowledge

Standard 2: Clinical Partnerships and Practice

Standard 3: Candidate Quality, Recruitment, and Selectivity

Standard 4: Program Impact

Standard 5: Provider Quality, Continuous Improvement, and Capacity

Cross-cutting themes:

In addition to these five standards, diversity and technology are important cross-cutting themes in educator preparation. The themes are presented in the standards as embedded in every aspect of educator preparation. When EPPs develop their Self-Study reports, they will have an opportunity to address how the themes are integrated into preparation. Additional information is provided on page 81-82 of the [CAEP Accreditation Handbook](#).

State-Specific Standards

In addition to CAEP standards, Oregon has the following state-specific standards:

- Request for Waiver of Rules (OAR 584-017-1010);
- Waivers of Academic Requirements and Appeals on Academic Decisions (OAR 584-017-1012);
- Knowledge of School Law for Licensed Educators (OAR 584-017-1020);
- Diversity and Inclusion (OAR 584-017-1050);
- Verification of Program Completion for All Licensure Programs (OAR 584-017-1035);
- Field or Clinical Experiences (OAR 584-017-1042);
- Student Teaching (OAR 584-017-1045);
- Internship Agreements (OAR 584-017-1048);
- School-Based Clinical Faculty (OAR 584-017-0137);
- Reading Instruction: Program Standards (584-420-0015);
- Dyslexia Instruction: Program Standards (584-420-0016); and
- English Language Learners: Program Standards (584-420-0010).

State Recognition of Programs (aka Program Review)

Additional information about program review will be provided in an April 2017 update to this publication.

Unit Approval

Additional information about unit approval will be provided in an April 2017 update to this publication.

CAEP Information

Extensive information about CAEP is available on the CAEP website, at: <http://caepnet.org>. *Additional CAEP information will be provided in an April 2017 update to this publication.*

Program Rules and Policies

Licensure, Endorsement, and Specialization Program Standards:

The Commission has approved additional guidance or requirements for licensure, endorsement, and specialization program standards in the following areas:

584-420-0460 Special Education: Program Standards

Please refer to the Educator Candidates section of this Handbook for additional information.

584-420-0490 World Language: Program Standards

Please refer to Testing section of this Handbook for additional information.

584-420-0630 Dual Language Specialization: Program Standards

Please refer to Testing section of this Handbook for additional information.

At this time, the Commission has not approved any additional guidance or requirements for the following program areas: *(The current administrative rules contains all Commission-approved requirements for these standards.)*

584-420-0020 Preliminary Teaching License: Licensure Program Standards

584-420-0030 Professional Teaching License: Program Standards

584-420-0305 Single Subject Endorsement: Program Standards

584-420-0310 Art Endorsement: Program Standards

584-420-0345 Elementary Education: Multiple Subjects Endorsement: Program Standards

584-420-0360 English for Speakers of Other Languages Endorsement (ESOL): Program Standards

584-584-0415 Library Media: Program Standards

584-420-0420 Music Endorsement: Program Standards

584-420-0425 Physical Education: Program Standards

584-420-0440 Reading Intervention: Program Standards

584-420-0475 Special Education: Deaf and Hard of Hearing: Program Standards

584-420-0600 American Sign Language Specialization: Program Standards

584-420-0610 Adaptive Physical Education Specialization: Program Standards

584-420-0620 Early Childhood Education Specialization: Program Standards

584-420-0640 Autism Spectrum Disorder: Program Standards

584-420-0650 Elementary Mathematics Instructional Leader Specialization: Program Standards

584-420-0660 Talented and Gifted Specialization: Program Standards

Educator Candidates **Clinical Practices (aka Field Experiences)**

Effect of licensure redesign:

In January 2016, Oregon licensure rules were redesigned to eliminate the requirement that candidates complete two field experiences: One at the elementary level and another at the middle school or high school level. Therefore, candidates were no longer required to complete two placements from that time forward.

Providers should be mindful, however, that this rule does not apply for programs that otherwise specified an alternative clinical practices arrangement when a program was approved by the Commission. If the program's plan was silent on the issue at the time of Commission approval, this is interpreted to mean a single placement is appropriate.

Special Education placements:

Because the needs of elementary level special education students is vastly different than the needs of middle or high school special education students, Commissioners are being asked at the January 2017 Commission meeting to consider requiring two placements for Special Education candidates: One at the elementary level and another at the middle school or high school level.

Because the Handbook is being considered for adoption at the same Commission meeting as the recommendation noted above, the next revision of this document will provide the direction provided by Commissioners' at the January 2017 meeting.

Determining appropriate field placement experiences:

In most cases (unless the candidate's program was approved otherwise by the Commission), the following factors should be considered to determine the level at which a candidate should be placed for their field experience:

- Determine the number of placements needed. This is generally one, depending on how the program was approved by the Commission.
- Determine the program being completed. If the candidate is enrolled in a secondary program, for example, their placement would be at the secondary level.
- Determine the candidate's career goals. If the candidate intends to teach at the elementary level, their placement would be at the secondary level.

Additional information will be provided in an April 2017 update to this publication.

Test Information

Teacher candidate performance assessment:

The Commission has selected the edTPA™ as the approved teacher performance assessment for initial licensure for Oregon prepared candidates.

edTPA was designed as a support and assessment system for teachers entering the profession. The assessments are subject specific and performance based. Performance is related to candidates' performance (readiness to teach), including candidates' GPAs, scores on assessments of pedagogy, supervisors' predictions of success, and evidence of student learning.

edTPA also provides a method for improving EPPs. Because the assessments are subject-specific, data can be collected that can additionally be used to determine national data trends. These trends, in turn, inform program preparation and reflection. The educator candidates are provided with an opportunity to develop and practice the constructs that are embedded in edTPA throughout their programs and reflect on their edTPA experience with faculty and P-12 partners. This approach makes them more likely to internalize the cycle of teaching (planning, instruction, and assessment) as a way of thinking about students and student learning in a meaningful way that will sustain them in their profession well beyond

their early years. The Commission will approve the passing score level for the edTPA prior to Sept. 1, 2017.

Bilingual specialization:

The Commission has selected the [Official American Council on the Teaching of Foreign Languages \(ACTFL\) Oral Proficiency Assessment](#) as the approved language proficiency exam for the Bilingual Specialization. The ACTFL Oral Proficiency Assessment may be either OPI (interview) or OPIC (computer).

The Commission has set the passing score level for the Official ACTFL Oral Proficiency Assessment for Bilingual Specialization as **Advanced Mid or Higher** proficiency level in the language the applicant is seeking to add to the license. The current levels for the ACTFL Oral Proficiency Assessment are: Novice Low; Novice Mid; Novice High; Intermediate Low; Intermediate Mid; Intermediate High; Advanced Low; **Advanced Mid; Advanced High; Superior; Distinguished.**

Official ACTFL OPIs and OPICs are currently available in the following languages (but are subject to change): Afrikaans, Akan-Twi, Albanian, Amharic, Arabic, Armenian, Azerbaijani, Baluchi, Bengali, Bosnian, Bulgarian, Burmese, Cambodian, Cantonese, Cebuano, Chavacano, Czech, Dari, Dutch, Egyptian, English, French, Georgian, German, Greek (Modern), Gujarati, Haitian Creole, Hausa, Hebrew, Hindi, Hmong/Mong, Hungarian, Igbo, Ilocano, Indonesian, Iraqi, Italian, Japanese, Javanese, Kazakh, Kashmiri, Korean, Kurdish, Lao, Levantine, Malay, Malayalam, Mandarin, Marshallese, Nepali, Norwegian, Pashto, Persian Farsi, Polish, Portuguese Punjabi, Romanian, Russian, Serbian Croatian, Sindhi, Sinhalese, Slovak, Somali, Spanish, Swahili, Swedish, Tagalog, Tajik, Tamil, Tausug, Telugu, Thai, Tigrinya, Turkish, Turkmen, Uighur, Urdu, Uzbek, Vietnamese, Wolof, Wu and Yoruba.

The candidate must submit the original copy of the Official ACTFL Certificate with the Advance Mid or Higher score for the appropriate language with their application for the Bilingual Specialization.

Dual language specialization:

The Commission has selected the [Official American Council on the Teaching of Foreign Languages \(ACTFL\) Oral Proficiency Assessment](#) as the approved language proficiency exam for the Dual Language Specialization. The ACTFL Oral Proficiency Assessment may be either OPI (interview) or OPIC (computer).

The Commission has set the passing score level for the Official ACTFL Oral Proficiency Assessment for Dual Language Specialization as **Advanced Mid or Higher** proficiency level in the language the applicant is seeking to add to the license. The current levels for the ACTFL Oral Proficiency Assessment are: Novice Low; Novice Mid; Novice High; Intermediate Low; Intermediate Mid; Intermediate High; Advanced Low; **Advanced Mid; Advanced High; Superior; Distinguished.**

Official ACTFL OPIs and OPICs are currently available in the following languages (but are subject to change): Afrikaans, Akan-Twi, Albanian, Amharic, Arabic, Armenian, Azerbaijani, Baluchi, Bengali, Bosnian, Bulgarian, Burmese, Cambodian, Cantonese, Cebuano, Chavacano, Czech, Dari, Dutch, Egyptian, English, French, Georgian, German, Greek (Modern), Gujarati, Haitian Creole, Hausa, Hebrew, Hindi, Hmong/Mong, Hungarian, Igbo, Ilocano, Indonesian, Iraqi, Italian, Japanese, Javanese, Kazakh, Kashmiri, Korean, Kurdish, Lao, Levantine, Malay, Malayalam, Mandarin, Marshallese, Nepali, Norwegian, Pashto, Persian Farsi, Polish, Portuguese Punjabi, Romanian, Russian, Serbian Croatian, Sindhi, Sinhalese, Slovak, Somali, Spanish, Swahili, Swedish, Tagalog, Tajik, Tamil, Tausug, Telugu, Thai, Tigrinya, Turkish, Turkmen, Uighur, Urdu, Uzbek, Vietnamese, Wolof, Wu and Yoruba.

The candidate must submit the original copy of the Official ACTFL Certificate with the Advance Mid or Higher score for the appropriate language with their application for the Dual Language Specialization.

Japanese and Russian endorsements:

The Commission has selected the [Official American Council on the Teaching of Foreign Languages \(ACTFL\) Oral Proficiency Assessment](#) as the approved language proficiency exam for Japanese and Russian endorsements. The ACTFL Oral Proficiency Assessment may be either OPI (interview) or OPIC (computer).

(The Commission has selected the NES/Pearson subject-matter exam as the approved language proficiency exam for all other world language endorsements. NES/Pearson does not currently have a subject-matter exam for Japanese or Russian endorsements.)

The Commission has set the passing score level for the Official ACTFL Oral Proficiency Assessment for Japanese or Russian endorsements as **Advanced Mid or Higher** proficiency level in the language the applicant is seeking to add to the license. The current levels for the ACTFL Oral Proficiency Assessment are: Novice Low; Novice Mid; Novice High; Intermediate Low; Intermediate Mid; Intermediate High; Advanced Low; **Advanced Mid; Advanced High; Superior; Distinguished.**

The candidate must submit the original copy of the Official ACTFL Certificate with the Advance Mid or Higher score for the appropriate language with their application for the Japanese or Russian Endorsement.