Teacher Standards and Practices Commission  
250 Division Street NE  
Salem OR 97301

April 5-6, 2018  
Licensure

ITEM: ENDORSEMENTS REQUIRING PROGRAMS (Retitled from Art, Music and PE Endorsements)

ACTION: ACTION ITEM

RECOMMENDATION: The Executive Director recommends adoption of one or more of the following resolutions:

Option 1 Make no changes

- Continue to require completion of programs to add Art, Music and PE to existing licenses;
- Continue to require an educator to hold the full endorsement to be assigned as the elementary (K-6) Art, Music or PE teacher. (The full endorsement requirement does not apply to teachers who are assigned under the 10 hour rule or who are providing art, music and PE instruction in their self-contained classroom.)

Option 2 Continue the discussion and include all three endorsements in as a single issue, resulting in a common solution.

Commission voted to accept: Option 3 Create a structure to discuss each endorsement separately. Each would have three “strands” to be discussed: endorsement options, preparation standards and the unique pedagogical requirements for these specialized areas, and staff assignment options.

INFORMATION: This agenda item is presented to further the discussion on how endorsements are awarded when a program is required, and, for the areas of Music, Art and Physical Education, what endorsement must a teacher hold to teach these subjects at the Elementary level.

Because the stakeholders in the room were there to specifically discuss the Music endorsement, this question was not discussed during the committee’s meeting and will be held for future discussion.
Narrative and Licensure Committee Report

During the January 2018 Commission Meeting, the Commission charged the Licensure Committee with reviewing the concept that a teacher holding the Elementary Multiple Subjects endorsement could be assigned to teach Art, Music or Physical Education as their only assignment. Current rule and practice allows the Elementary Multiple Subjects teacher to provide instruction in those areas in their self-contained classroom, but does not permit the holder of the Elementary Multiple Subjects endorsement to hold a single assignment as an Elementary Art, Music or Physical Education teacher.

The Commission, however, recognizes that due to shortages, less than full-time assignments, the rural nature of these assignments, etc. the districts may not be able to employ teachers holding the music endorsement for all elementary music assignments.

It is important to note that under the Consent Agenda for the Program Approval section, Item 6.1e, the Commission is likely to adopt a resolution originally presented during the January meeting to allow programs to admit in-service teachers to their approved pre-service educator preparation program in the areas of Art, Music and Physical Education. While it is expected that this change will assist in some ways, the Commission continues to express concerns that schools are experiencing difficulty in hiring teachers in these areas, particularly at the Elementary level.

On March 5, 2018, the Licensure Committee reviewed the Commission’s request. Joining the Committee meeting were stakeholders with an interest in Music instruction in particular. Those stakeholders included faculty from University of Oregon, Oregon State University, Portland State University, and Southern Oregon University, as well as staff from the Salem Keizer School District. Their comments during the meeting as well as correspondence presented to the Committee encourage the Commission to require the full endorsement, regardless of the grade level.

Issues discussed during the meeting and included in a memo from the Licensure Working Group of Oregon Music Educators:

- Recruitment (EdJoin.org)
- Design of the positions in rural schools (e.g. a .5 FTE in a rural setting doesn’t pay well enough to justify the move)
- Graduates are able to pick and choose their jobs, so the jobs need to be competitive and attractive
- Problems with the ORELA for Music, that it does not adequately measure the musicianship of the candidate (3 sections related to music, 1 section tests pedagogy and candidates can fail that portion and still receive a passing score)
- Loophole into teaching music in Oregon (inquiries to the programs from those that want to add Music by taking the test and completing a student teaching experience)
- Oregon has grade-level standards for teaching K-12 music that an Elementary Multiple Subjects teacher would likely not have awareness
- The effect of moving to the PreK-12 authorization: Should Music be separated into
more endorsement areas (Elementary/General Music, Band/Orchestra, Vocal/Choir)

Typically absent from the stakeholder groups at meetings that include this topic are representatives of either Art or Physical Education. The Oregon Department of Education is convening a stakeholder group to discuss the implementation of Senate Bill 4 (2017). Senate Bill 4 requires districts to provide specific numbers of minutes of Physical Education instruction and includes endorsement requirements for those minutes:

(b)(A) For the purpose of satisfying the time requirements established by subsection (2) of this section, school districts and public charter schools may provide up to 45 minutes of activities during each school week that:
(i) Meet the academic content standards for physical education adopted by the State Board of Education under ORS 329.045;
(ii) Are provided for students by a teacher whose license allows the teacher to provide instruction in physical education to those students, even if the teacher does not have a physical education endorsement; and
(iii) Have been reviewed by a licensed teacher with a physical education endorsement.

Preparation for the Elementary Multiple Subjects Endorsement

Attachment 5.5a shows the results of a survey sent through OACTE to collect information about the preparation in these areas for the Elementary Multiple Subjects endorsement, as well as to garner opinions from our EPPs about what options might be available.

Also provided are the program standards under the Basic/Standard system of licensure (Attachment 5.5b) to demonstrate that teachers prepared under that system received some pedagogy in teaching these areas.

Endorsements Generally

Administrative Rule discusses endorsements in two distinct ways:

OAR 584-220-0010:

(1) Purpose of Teaching License Endorsements: The purpose of an endorsement on a teaching license is to indicate the subject areas (content knowledge) for which the educator is authorized to teach. New educators must meet the requirements for content and subject-specific pedagogical knowledge prior to adding an endorsement to an existing Preliminary Teaching License. Experienced educators must meet the Commission-established requirements for content knowledge prior to adding the endorsement to an existing Professional, Teacher Leader or Legacy Teaching Licenses. Only Commission-adopted endorsements may be added to teaching licenses. New endorsements may only be established through official Commission action at a meeting.
OAR 584-220-0020 through 0230 identifies each endorsement, and uses the language to

(1) Purpose: An [Endorsement] endorsement indicates that an educator is qualified to teach prekindergarten through grade 12 assignments in [the Endorsement] as provided by the TSPC Licensure Guide for [the Endorsement].

Perhaps a further complication to this work is the elimination of the federal No Child Left Behind (NCLB) and provisions requiring that teachers be deemed “highly qualified” in certain “core” subjects. The Oregon Department of Education (ODE) administered NCLB’s “highly qualified” program, and often imposed more strict requirements on endorsement compared to the Commission’s “Purpose of Teaching License Endorsements”. The two agencies used the definitions and data for different purposes. The ODE’s role with NCLB was reporting to the US Department of Education and notification to parents when a teacher did not meet the “highly qualified” requirement. The Commission’s role extends to potential discipline of unlicensed and inappropriately assigned staff, and potentially discipline to the licensure of the building or district administrator(s). The reauthorized NCLB is now the Every Student Succeeds Act (ESSA) and states that teachers must be properly licensed and endorsed as required by the state’s licensure requirements. Staff is working with ODE to bring the two systems into alignment.

NCLB identified the “core” content areas as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

With these regulatory changes to in mind, the Commission could explore course options to include in the Course Catalogue, requesting the adoption of course codes for Elementary Art, Music and Physical Education to allow the Elementary Multiple Subjects endorsement to teach limited content in these areas, but that exclude specialty areas of Music (e.g. Band, Choir, Orchestra beginning in Grade 5). Considerations in this approach include district reporting requirements to the ODE, the Elementary Multiple Subjects teacher’s familiarity with the curriculum standards in these areas, and professional development that might be required for teachers not familiar with those standards.

Steps to Resolution

Art, Music and Physical Education each present unique challenges in several areas: initial preparation, adding the endorsement to an existing teacher’s license, preparation program requirements for pre-service and in-service teachers, the wide variety of positions available, needs and constraints on districts, and the ever-present question: “What is best for students?”

With these variables and the unequitable levels of stakeholder engagement, staff offers the following options for continuing the discussion:
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Option 2 Continue the discussion and include all three endorsements as a single issue, resulting in a common solution.

Option 3 Create a structure to discuss each endorsement separately. Each would have three “strands” to be discussed: endorsement options, preparation standards and the unique pedagogical requirements for these specialized areas, and staff assignment options.

Option 4 Other Suggestions

Attachments:
5.5a EPP Elementary Preparation Survey in Art Music PE.pdf
5.5b Basic and Standard Licenses – Elementary Prep.pdf
5.5c Licensure Working Group of Oregon Music Educators Informational Memo.pdf
5.5d Lincoln County – Art Music PE 02_2018.pdf
5.5e Lincoln County – Art Music PE 11_2016.pdf
5.5f SOU Informational Memo on Music.pdf
5.5g Email from teacher
5.5h Course to Endorsement Elementary, Art, Music PE.pdf
5.5i Senate Bill 4
5.5j District Survey on Difficulty filling positions.pdf
5.5k Options for the TSPC’s Consideration.pdf
5.5l Oregon Education Association (OEA) Testimony