



Oregon Teacher Standards and Practices Commission

Meeting Agenda

Wednesday, July 16, 2025

Mission: *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.*

Vision: *Enhance our ability to deliver our core services, while expanding our contributions to the development of a diverse educator community that meets the evolving needs of Oregon's schools, students and education professionals.*

Values: *The following principles guide and inform fulfillment of our Mission, Vision and daily responsibilities:*

- **Equity, diversity, and inclusion** for every group and individual
- **Academic excellence** at all levels
- **Respect** for all people
- **Equal access** to education and educational opportunities
- **Professional ethics and integrity**
- **Listening to education professionals and partners**
- **Advocating for education professionals and K-12 students**
- **Promoting safety and welfare** of the education community
- **Continual growth and development** of ourselves and those we serve
- **A comprehensive approach** to education that encompasses the social, emotional, academic, physical, and ethical needs of all students and their communities

Zoom Information for Virtual Participation: Place electronic devices on silent or vibrate during meeting. Please mute microphone when not speaking. Thank you.	
Topic	Wednesday, July 16, 2025, Rules Advisory Committee Meeting
Time	3:00 PM
Join Meeting	Virtual / Online
Join Meeting Zoom	https://teams.microsoft.com/l/meetup-join/19%3ameeting_ZjlmZDdhYjUtYmIzYy00ZDdhLWE3ZmMtNWY1ZGU3ZDFhYTIj%40thread.v2/0?context=%7b%22Tid%22%3a%22aa3f6932-fa7c-47b4-a0ce-a598cad161cf%22%2c%22Oid%22%3a%22be67a10c-d40a-4465-8d05-4f3e1eb6201a%22%7d
Zoom Passcode	cS6hu6xL
Call in and additional information	

All times listed on the agenda are approximate.

The Commission reserves the right to rearrange the agenda, except for legally posted hearing times, to conduct Commission business expeditiously and efficiently.

Executive

Dr. Rae Ette Newman, Chair
Dr. Michelle York, Vice Chair
Jon Zwemke
Robert Waltenburg

Professional Practices

Jon Zwemke, Chair
Jessica Classen
Liliana Jimenez
Martha Gross
Dr. Francisco L. Atanes
Dr. Alfonso Garcia Arriola

Educator Preparation & Pathway Unit

Dr. Michelle York, Chair
Dr. Carrie Kondor
Helen Ying
Gary Roberts
Vacant

Licensure

Robert Waltenburg, Chair
Catherine Cox
Vacant
Mary Hofer
Vacant

1. Welcome & Introductions
Patrick Sieng
2. Administrator Literacy: Program Standards (584-430-XXXX)
Bill Rhoades, Ed.D.
3. Oregon Administrator Scholars Program - Update
Shara Mondragon, Ed.D.
4. Personnel Required to Hold Licenses or Charter School Registrations (548-200-0020)
Elizabeth Keller
Adopt permanent rule to implement Senate Bill 802 (2025). Currently a temporary rule approved by the commission effective July 1, 2025.
5. The Ethical Educator (584-020-0035)
Cristina Edgar
Repeal 584-020-0035(3)(a). Recommended by the TSPC Professional Practices Committee
6. Adjourn
Patrick Sieng

584-430-XXXX

Administrator Literacy: Program Standards

(1) **Purpose:** These standards are designed to guide the preparation of administrators in evidence-based literacy leadership practices. Aligned with Oregon law (ORS 342.147), these standards ensure that educator preparation programs equip administrators with the knowledge and skills to support high-quality literacy instruction, promote reading proficiency in the early grades and beyond, and lead school and district-wide efforts to improve literacy outcomes. Teacher candidates must demonstrate instructional competencies, administrators are expected to develop, within their context, the capacity to recognize effective literacy instruction, provide coaching and feedback, and foster a culture of literacy.

(2) **Scope:** The requirements for instruction on Administrator Literacy: Program Standards apply to Oregon EPPs preparing candidates for:

(a) Principal License

(b) Professional Administrator License

(3) **Standard 1: Foundational Knowledge of Evidence-Based Literacy Instruction:** The Educator Preparation Provider (EPP) will ensure that candidates understand and demonstrate the capacity to support evidence-based literacy instruction, including the cognitive, linguistic, cultural, and social foundations of language and literacy, and apply this knowledge to improve outcomes for all learners including:

(a) Understand foundational literacy skills (e.g., phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension) and their application in diverse school contexts.

(b) Examine and learn to promote explicit, systematic, and culturally responsive instruction in oral language development and writing.

(c) Analyze major theoretical models or evidence-based practices including, but not limited to, those referenced in the Oregon Early Literacy Framework and apply them to literacy decision-making.

(4) **Standard 2: Curriculum, Instruction, Assessment, and Evaluation:** The Educator Preparation Provider (EPP) will ensure that candidates understand and demonstrate the capacity to lead the development, implementation, and evaluation of evidence-based, culturally and linguistically responsive literacy instruction aligned with state and federal policy, including the ability to:

(a) Demonstrate the knowledge and understanding of core, supplemental, and intervention literacy materials and the process for selecting materials that align with state standards and reflect the diversity of Oregon learners.

(b) Recognize reading difficulties across a continuum of severity and understand how to align instruction, resources, and interventions accordingly.

(c) Coach and effectively evaluate educators in their literacy instruction including the appropriate use of disaggregated data to monitor instructional impact and promote continuous improvement.

(d) Facilitate equitable assessment practices, including the use of valid, reliable, and bias-free literacy assessments.

(e) Prepare candidates to understand and apply relevant policies, laws, and operational systems that impact literacy programming.

(5) Standard 3: Literacy Leadership and Professional Learning: The Educator Preparation Provider (EPP) will ensure that candidates understand and demonstrate the capacity to foster a culture of literacy, support ongoing professional learning, and implement policies that promote equitable opportunities to learn and literacy outcomes, including:

(a) Design, coordinate, and/or organize job-embedded professional learning aligned with evidence-based literacy instruction.

(b) Lead collaborative data cycle review, coaching, and reflective practices that strengthen literacy instruction.

584-200-0020

Personnel Required to Hold Licenses or Charter School Registrations

(1) An educator must hold a license or registration issued by the Commission if she or he is:

- (a) Employed by an Oregon public school; and
- (b) Compensated for their services from public funds.

(2) Licenses or registrations are required for:

- (a) Teachers;
- (b) Substitute Teachers;
- (c) Principals;
- (d) School counselors;
- (e) School psychologists;
- (f) Supervisors;
- (g) Program directors, including: special education and career and technical directors;
- (h) District administrators who evaluate or discipline licensed personnel, or who authorize out-of-school suspensions or expulsions of students;
- (i) Superintendents and Assistant or Deputy Superintendents;
- (j) Athletic coaches who coach during the school day in courses or activities for which students receive academic credit;
- (k) Charter school teachers (registrations);
- (l) Charter school administrators (registrations); and
- (m) Other personnel performing the above duties regardless of title.

(3) Notwithstanding subsection (1), school districts may provide related services for children identified as requiring special education services by employing a public agency, such as a community mental health program, or by employing professionals who are licensed within their own specialties by the State of Oregon. These personnel are not required to hold licensure from the Commission. See also ORS 343.221.

(4) Notwithstanding ORS 342.173, community college faculty who provide instruction in cooperation with a school district for academic career and technical education, school-to-work or other work-related programs under ORS Chapter 329 will not be required to have teaching licenses. See also ORS 341.535. Both full-time and part-time faculty employed under this section are subject to criminal history records checks by the Oregon State Police and the Federal Bureau of Investigation. See also ORS 326.603 and OAR 581-022-1730.

(5) Notwithstanding subsection (1), a person whose application for a teaching license is pending may teach in Oregon public schools for 90 calendar days after the date on which the commission determines the person has satisfied any requirement for background checks, including a criminal records check as provided in ORS 181A.195 and a background check through an interstate clearinghouse of revoked and suspended licenses, if the person:

- (a) Submits an application in the form and manner required by the Commission, including payment of all required fees as provided in OAR 584-200-0050; and
- (b) Completes a background clearance that includes:
 - (A) Furnishing fingerprints, if required; and

(B) Providing satisfactory responses to character questions in the form and manner prescribed by the Commission.

(6) Notwithstanding subsection (1), the employing school district, school or charter school must ensure a person is properly licensed on the 91st calendar day after the date on which the commission determines the person has satisfied any requirement for background checks, including a criminal records check as provided in ORS 181A.195 and a background check through an interstate clearinghouse of revoked and suspended licenses, if a person whose application is pending is teaching in an Oregon public school as provided in subsection (5).

ITEM: Personnel Required to Hold Licenses or Charter School Registrations – OAR 548-200-0020

ACTION: **ACTION ITEM**

RECOMMENDATION: The Interim Executive Director recommends adoption of the following resolution:

RESOLVED, that OAR 584-200-0020 is amended as a temporary rule effective July 1, 2025.

INFORMATION: Senate Bill 802 (2025) changed when a person may be employed as a licensed educator in a public school without a license from 90 days after the submission of an application for a license to 90 days after a person satisfies the background check requirements as determined by the Teacher Standards and Practices Commission. The measure takes effect on July 1, 2025.

The Rules Advisory Committee will be consulted July 16 on whether or not to file this as a permanent rule within 180 days as required by statute.

Program Area	Type of Change	Rule Number	Rule Title	Summary of Change	Public Comment
Licensure	Adopt (temporary)	584-200-0020	Personnel Required to Hold Licenses or Charter School Registrations	Senate Bill 802 (2025) changed when a person may be employed as a licensed educator in a public school without a license from 90 days after the submission of an application for a license to 90 days after a person satisfies the background check requirements as determined by the TSPC. The measure takes effect on July 1, 2025.	Public Hearing will be scheduled in August or September.

Attachments

Draft Temporary Rule



Proposed Rule Summary

Topic: Repeal OAR 584-020-0035(3)(a)

Summary of rule: *“Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student’s family;”*

Need for the rule: This is a proposal to repeal an existing rule. This rule has not been used for many years as there are other rules that cover conduct which may fall under a rule such as this. Additionally, case law interpretation has limited the Commissions use of this rule.

Documents relied upon (and where available):

How rules affect racial equity in this state: None anticipated

Fiscal and Economic Impact: None

Cost of Compliance¹: None
