

Rules Advisory Committee Meeting
Tuesday, September 9, 2025 2:00 PM Central

Virtual / Online

1. Welcome & Introductions
2. Public Hearing - Adopt 584-430-0300 (Administrator Literacy: Program Standards)
3. Public Hearing - Amend 584-200-0020 (Personnel Required to Hold Licenses or Charter School Registrations)
4. Public Hearing - Repeal 584-020-0035 (The Ethical Educator)
5. Public Hearing - Repeal 584-235-0205 through 584-235-0235 (Oregon Administrator Scholars Program)
6. Public Hearing - Adopt 584-200-0125 (Oregon Licensure Expense Reimbursement Program)
7. Adjourn
8. Adjourn

OFFICE OF THE SECRETARY OF STATE
TOBIAS READ
SECRETARY OF STATE

MICHAEL KAPLAN
DEPUTY SECRETARY OF STATE



ARCHIVES DIVISION
STEPHANIE CLARK
DIRECTOR

800 SUMMER STREET NE
SALEM, OR 97310
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NOTICE OF PROPOSED RULEMAKING INCLUDING STATEMENT OF NEED & FISCAL IMPACT

CHAPTER 584
TEACHER STANDARDS AND PRACTICES COMMISSION

FILED

07/31/2025 10:00 AM
ARCHIVES DIVISION
SECRETARY OF STATE

FILING CAPTION: Adopt 584-430-0300 (Administrator Literacy: Program Standards)

LAST DAY AND TIME TO OFFER COMMENT TO AGENCY: 09/09/2025 5:00 PM

The Agency requests public comment on whether other options should be considered for achieving the rule's substantive goals while reducing negative economic impact of the rule on business.

CONTACT: Patrick Sieng
503-480-9282
patrick.sieng@tspc.oregon.gov

250 Division St NE
Salem, OR 97301

Filed By:
Patrick Sieng
Rules Coordinator

HEARING(S)

Auxiliary aids for persons with disabilities are available upon advance request. Notify the contact listed above.

DATE: 09/09/2025

TIME: 2:00 PM

OFFICER: Patrick Sieng

REMOTE HEARING DETAILS

MEETING URL: [Click here to join the meeting](#)

PHONE NUMBER: 503-446-4951

CONFERENCE ID: 841607833

NEED FOR THE RULE(S)

In July of 2024 the TSPC adopted early literacy standards recommended by the Governor appointed Early Literacy Educator Preparation Council. At that time it was recommended TSPC review the standards and revise to ensure grammatical consistency and parallel structure, to clarify language to support measurement of candidate outcomes, and to consider other logistical aspects of the standards as adopted. A number of individuals and work groups have been involved in supporting the revision of the standards.

One of the recommendations was to move the references to administrator roles and responsibilities relating to early literacy from the Teacher Preparation Standards (Division 420) to the Administrator Preparation Standards (Division 430). A work group made up of representatives from EPPs supporting administrator preparation programs met several times to develop and edit these administrator standards supporting early literacy and present this draft.

DOCUMENTS RELIED UPON, AND WHERE THEY ARE AVAILABLE

Strengthening Literacy Preparation and Support for Oregon's Educators -

<https://www.oregon.gov/gov/policies/Documents/Early%20Literacy%20Educator%20Preparation%20Council%20Final%20Report.pdf>

STATEMENT IDENTIFYING HOW ADOPTION OF RULE(S) WILL AFFECT RACIAL EQUITY IN THIS STATE

none

FISCAL AND ECONOMIC IMPACT:

none

COST OF COMPLIANCE:

(1) Identify any state agencies, units of local government, and members of the public likely to be economically affected by the rule(s). (2) Effect on Small Businesses: (a) Estimate the number and type of small businesses subject to the rule(s); (b) Describe the expected reporting, recordkeeping and administrative activities and cost required to comply with the rule(s); (c) Estimate the cost of professional services, equipment supplies, labor and increased administration required to comply with the rule(s).

none

DESCRIBE HOW SMALL BUSINESSES WERE INVOLVED IN THE DEVELOPMENT OF THESE RULE(S):

none

WAS AN ADMINISTRATIVE RULE ADVISORY COMMITTEE CONSULTED? YES

ADOPT: 584-430-0300

RULE SUMMARY: In July of 2024 the TSPC adopted early literacy standards recommended by the Governor appointed Early Literacy Educator Preparation Council. At that time it was recommended TSPC review the standards and revise to ensure grammatical consistency and parallel structure, to clarify language to support measurement of candidate outcomes, and to consider other logistical aspects of the standards as adopted. A number of individuals and work groups have been involved in supporting the revision of the standards.

One of the recommendations was to move the references to administrator roles and responsibilities relating to early literacy from the Teacher Preparation Standards (Division 420) to the Administrator Preparation Standards (Division 430). A work group made up of representatives from EPPs supporting administrator preparation programs met several times to develop and edit these administrator standards supporting early literacy and present this draft.

CHANGES TO RULE:

584-430-0300

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.

Statutory/Other Authority: Executive Order 23-12, House Bill 3198 (2023)

Statutes/Other Implemented: Executive Order 23-12, House Bill 3198 (2023)



NOTICE OF PROPOSED RULEMAKING
INCLUDING STATEMENT OF NEED & FISCAL IMPACT

CHAPTER 584
TEACHER STANDARDS AND PRACTICES COMMISSION

FILED

07/31/2025 10:16 AM
ARCHIVES DIVISION
SECRETARY OF STATE

FILING CAPTION: Amend 584-200-0020 (Personnel Required to Hold Licenses or Charter School Registrations)

LAST DAY AND TIME TO OFFER COMMENT TO AGENCY: 09/09/2025 5:00 PM

The Agency requests public comment on whether other options should be considered for achieving the rule's substantive goals while reducing negative economic impact of the rule on business.

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Filed By:
Patrick Sieng
Rules Coordinator

HEARING(S)

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DATE: 09/09/2025

TIME: 2:00 PM

OFFICER: Patrick Sieng

REMOTE HEARING DETAILS

MEETING URL: [Click here to join the meeting](#)

PHONE NUMBER: 503-446-4951

CONFERENCE ID: 841607833

NEED FOR THE RULE(S)

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 has an emergency clause and takes effect on July 1, 2025.

DOCUMENTS RELIED UPON, AND WHERE THEY ARE AVAILABLE

Senate Bill 802 (2025) Enrolled -
<https://olis.oregonlegislature.gov/liz/2025R1/Downloads/MeasureDocument/SB802/Enrolled>

STATEMENT IDENTIFYING HOW ADOPTION OF RULE(S) WILL AFFECT RACIAL EQUITY IN THIS STATE

none

FISCAL AND ECONOMIC IMPACT:

none

COST OF COMPLIANCE:

(1) Identify any state agencies, units of local government, and members of the public likely to be economically affected by the rule(s). (2) Effect on Small Businesses: (a) Estimate the number and type of small businesses subject to the rule(s); (b) Describe the expected reporting, recordkeeping and administrative activities and cost required to comply with the rule(s); (c) Estimate the cost of professional services, equipment supplies, labor and increased administration required to comply with the rule(s).

none

DESCRIBE HOW SMALL BUSINESSES WERE INVOLVED IN THE DEVELOPMENT OF THESE RULE(S):

none

WAS AN ADMINISTRATIVE RULE ADVISORY COMMITTEE CONSULTED? YES

AMEND: 584-200-0020

RULE SUMMARY: This rule adoption implements Senate Bill 802 (2025), which 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 has an emergency clause and takes effect on July 1, 2025. A temporary rule was approved by the Teacher Standards and Practices Commission on June 25, 2025 and was submitted on July 31, 2025.

CHANGES TO RULE:

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 of ~~submission of the application~~ 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;¶

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

~~(C) A criminal records check as provided in ORS 181A.195 and a background check through an interstate clearinghouse of revoked and suspended licenses; and¶~~

(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 of ~~submission of the application~~ 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).

Statutory/Other Authority: ORS 342, SB 205 (2017), SB 802 (2025)

Statutes/Other Implemented: ORS 342.120 - 342.430, 342.455 - 342.495, 342.553, SB 802 (2025)



NOTICE OF PROPOSED RULEMAKING
INCLUDING STATEMENT OF NEED & FISCAL IMPACT

CHAPTER 584
TEACHER STANDARDS AND PRACTICES COMMISSION

FILED

07/31/2025 10:22 AM
ARCHIVES DIVISION
SECRETARY OF STATE

FILING CAPTION: Repeal 584-020-0035 (The Ethical Educator)

LAST DAY AND TIME TO OFFER COMMENT TO AGENCY: 09/09/2025 5:00 PM

The Agency requests public comment on whether other options should be considered for achieving the rule's substantive goals while reducing negative economic impact of the rule on business.

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Salem, OR 97301

Filed By:
Patrick Sieng
Rules Coordinator

HEARING(S)

Auxiliary aids for persons with disabilities are available upon advance request. Notify the contact listed above.

DATE: 09/09/2025

TIME: 2:00 PM

OFFICER: Patrick Sieng

REMOTE HEARING DETAILS

MEETING URL: [Click here to join the meeting](#)

PHONE NUMBER: 503-446-4951

CONFERENCE ID: 841607833

NEED FOR THE RULE(S)

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 THEY ARE AVAILABLE

none

STATEMENT IDENTIFYING HOW ADOPTION OF RULE(S) WILL AFFECT RACIAL EQUITY IN THIS STATE

none

FISCAL AND ECONOMIC IMPACT:

none

COST OF COMPLIANCE:

(1) Identify any state agencies, units of local government, and members of the public likely to be economically affected by the

rule(s). (2) Effect on Small Businesses: (a) Estimate the number and type of small businesses subject to the rule(s); (b) Describe the expected reporting, recordkeeping and administrative activities and cost required to comply with the rule(s); (c) Estimate the cost of professional services, equipment supplies, labor and increased administration required to comply with the rule(s).

none

DESCRIBE HOW SMALL BUSINESSES WERE INVOLVED IN THE DEVELOPMENT OF THESE RULE(S):

none

WAS AN ADMINISTRATIVE RULE ADVISORY COMMITTEE CONSULTED? YES

REPEAL: 584-020-0035

RULE SUMMARY: 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.

CHANGES TO RULE:

~~584-020-0035~~

~~The Ethical Educator~~

~~The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of the students, the district, and the profession.~~

~~(1) The ethical educator, in fulfilling obligations to the student, will:~~

~~(a) Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family;~~

~~(b) Refrain from exploiting professional relationships with any student for personal gain, or in support of persons or issues; and~~

~~(c) Maintain an appropriate professional student-educator relationship by:~~

~~(A) Not demonstrating or expressing professionally inappropriate interest in a student's personal life;~~

~~(B) Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;~~

~~(C) Reporting to the educator's supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator; and~~

~~(D) Honoring appropriate adult boundaries with students in conduct and conversations at all times.~~

~~(2) The ethical educator, in fulfilling obligations to the district, will:~~

~~(a) Apply for, accept, offer, or assign a position of responsibility only on the basis of professional qualifications, and will adhere to the conditions of a contract or the terms of the appointment;~~

~~(b) Conduct professional business, including grievances, through established lawful and reasonable procedures;~~

~~(c) Strive for continued improvement and professional growth;~~

~~(d) Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and~~

~~(e) Not use the district's or school's name, property, or resources for noneducational benefit or purposes without approval of the educator's supervisor or the appointing authority.~~

~~(3) The ethical educator, in fulfilling obligations to the profession, will:~~

~~(a) Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;~~

~~(b) Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities;~~

~~(c) Respond to requests for evaluation of colleagues and keep such information confidential as appropriate; and~~

~~(d) Respond to requests from a Commission representative for information, furnish documents to the Commission, and participate in interviews with a Commission representative relating to a Commission investigation, except subject to the exercise of any legal right or privilege.~~

~~Statutory/Other Authority: ORS 342~~

~~Statutes/Other Implemented: ORS 342.143, 342.175 - 342.190~~



NOTICE OF PROPOSED RULEMAKING
INCLUDING STATEMENT OF NEED & FISCAL IMPACT

CHAPTER 584
TEACHER STANDARDS AND PRACTICES COMMISSION

FILED

07/31/2025 1:28 PM
ARCHIVES DIVISION
SECRETARY OF STATE

FILING CAPTION: Adopt 584-200-0125 (Oregon Licensure Expense Reimbursement Program)

LAST DAY AND TIME TO OFFER COMMENT TO AGENCY: 09/09/2025 5:00 PM

The Agency requests public comment on whether other options should be considered for achieving the rule's substantive goals while reducing negative economic impact of the rule on business.

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Patrick Sieng
Rules Coordinator

HEARING(S)

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DATE: 09/09/2025

TIME: 2:00 PM

OFFICER: Patrick Sieng

REMOTE HEARING DETAILS

MEETING URL: Click here to join the meeting

PHONE NUMBER: 503-446-4951

CONFERENCE ID: 841607833

NEED FOR THE RULE(S)

Oregonians experiencing financial challenges struggle to afford licensing. Given the priority to better serve our students, Oregon has a need for more educators who speak more than one language. (All Oregon high school students are required to earn credits in a World Language.) This rule will give those educators who speak more than one language who are experiencing financial challenges an avenue for expense reimbursement.

DOCUMENTS RELIED UPON, AND WHERE THEY ARE AVAILABLE

Governor Kotek Executive Order 23-12 <https://www.oregon.gov/gov/eo/eo-23-12.pdf>

Temporary Rule 584-420-0015

<https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=315668#:~:text=These%20standards%20are%20in%20concert%20with%20the%20following,practice%20standards%20of%20an%20international%20organization%20on%20dyslexia.>

STATEMENT IDENTIFYING HOW ADOPTION OF RULE(S) WILL AFFECT RACIAL EQUITY IN THIS STATE

Over 1 in 9 Oregon students are linguistically diverse, the majority of whom are students of color. This Rule will support more students in and honor their first language and culture, while also supporting their acquisition of English, by

ensuring not only more licensed educators in their schools understand second language acquisition but also that more licensed educators look like them and share their language and culture.

FISCAL AND ECONOMIC IMPACT:

This bill has no additional economic impact. It utilizes funds appropriated through the Student Success Act to the Educator Advancement Council to serve needs related to representation and inclusion.

COST OF COMPLIANCE:

(1) Identify any state agencies, units of local government, and members of the public likely to be economically affected by the rule(s). (2) Effect on Small Businesses: (a) Estimate the number and type of small businesses subject to the rule(s); (b) Describe the expected reporting, recordkeeping and administrative activities and cost required to comply with the rule(s); (c) Estimate the cost of professional services, equipment supplies, labor and increased administration required to comply with the rule(s).

The Educator Advancement Council, as an arm of the Oregon Department of Education, would be impacted as they continue to enter an Interagency Agreement to utilize SSA funds to support the Oregon License Expense Reimbursement program.

DESCRIBE HOW SMALL BUSINESSES WERE INVOLVED IN THE DEVELOPMENT OF THESE RULE(S):

none

WAS AN ADMINISTRATIVE RULE ADVISORY COMMITTEE CONSULTED? YES

ADOPT: 584-200-0125

RULE SUMMARY: Oregonians experiencing financial challenges struggle to afford licensing. Given the priority to better serve our students, Oregon has a need for more educators who speak more than one language. (All Oregon high school students are required to earn credits in a World Language.) This rule will give those educators who speak more than one language who are experiencing financial challenges an avenue for expense reimbursement.

CHANGES TO RULE:

584-200-0125

Oregon Licensure Expense Reimbursement Program

(1) Pursuant to ORS 342.437, the Commission may disburse moneys to increase the percentage, through recruitment and retention, of licensed educators in this state who are linguistically diverse or who enhance linguistic inclusion, in accordance with the requirements set forth in this rule, through reimbursement from the TSPC General Program Fund to eligible recipients for the direct costs of seeking and obtaining Oregon teacher, administrator, and personnel service licensure or renewal, as well as assessment fees leading to licensure, registration, or certification.

(2) Eligible Recipients: To be eligible for reimbursement of licensure expenses, a teacher, administrator, or personnel service license applicant must meet one of the following criteria:

(a) Enhance Oregon access to linguistic inclusion through:

(A) Speaker of a language that aligns with a TSPC-approved World Language endorsement or

(B) Holding or having applied for an Oregon American Indian Languages Teaching License; or

(C) Holding or having applied for an Oregon English to Speakers of Other Languages (ESOL) endorsement; or

(D) Holding or having applied for an Oregon World Language endorsement; or

(E) Holding or having applied for an Oregon American Sign Language, Bilingual, or Dual Language Specialization; or

(F) Holding a degree or minor in a subject area that aligns with a TSPC-approved World Language Endorsement, and

(b) Have applied for or been issued any teacher, administrator or personnel service license, registration, certificate, or to add an endorsement or specialization or renewal under ORS 342.125, ORS 342.144, or ORS 342.475 on or after July 1 of the current biennium.

(3) Timing of Eligible Expenses.¶

(a) Eligible teachers, administrators and personnel service licensees may be reimbursed for eligible expenses that occurred prior to July 1 of the current biennium, if the licensure or renewal associated with the expenses was granted on or after July 1 of the current biennium.¶

(b) Expenses incurred prior to meeting a qualifying criterion may be eligible for reimbursement only if they are directly associated with a licensure, endorsement, specialization, or renewal that was issued or applied for after the qualifying criterion was met.¶

(c) An applicant who has applied for, but has not yet been issued, an eligible Oregon license, endorsement, or specialization must have sufficient documentation on file verifying that all requirements for issuance have been met. The Teacher Standards and Practices Commission (TSPC) may withhold reimbursement if licensure eligibility is unclear or inadequately documented.¶

(d) Applicants who meet a qualifying criterion under subsection (2)(a) and apply for or are issued an eligible license, endorsement, specialization, or renewal during the final 90 days of the biennium may submit reimbursement requests up to 90 days after the close of the biennium.¶

(4) Eligible Reimbursement Costs: For each reimbursement application, the applicant may receive a reimbursement subject to the approval of the Executive Director for the following actual, direct, and eligible expenses incurred for TSPC licensure or renewal and assessment leading to licensure:¶

(a) The total license application fees for TSPC licensure, license endorsement, license specialization, and renewal, including fingerprint costs assessed through the e-Licensing Portal.¶

(b) The charges for fingerprinting through Fieldprint or other approved vendor.¶

(c) The total expenses for assessment costs associated with the approved license, see section (5) below. Pre-paid assessment fees provided by TSPC under section (6) of this rule may not be included in the licensee reimbursement application.¶

(d) Expenses to obtain a transcript and other official documents required by TSPC for licensure, including foreign transcript evaluation.¶

(e) Reasonable tuition for tutoring or remedial courses not otherwise eligible for financial aid that are necessary to achieve teacher, administrator, or personnel service candidacy for licensure, as determined by the educator preparation program.¶

(f) Travel expenses: IRS-reimbursable mileage costs from residence to testing center and back, as well as from the applicant's residence to the Fieldprint center and return.¶

(g) Other expenses as approved by Executive Director.¶

(h) An application for a Clinical Practices Clearance is not an application for a license and does not qualify as an eligible expense until an application for licensure has been submitted.¶

(5) Assessment Costs: To be eligible for reimbursement of the direct costs of an assessment leading to licensure, the applicant must provide evidence acceptable to the Commission that the assessment was approved by the Commission or NASDTEC jurisdiction.¶

(6) Pre-Paid Fees: Assessment reimbursement may be provided through an arrangement between TSPC and testing providers, such as assessment vouchers or direct billing. TSPC may provide testing vouchers or other prepaid resources to TSPC-approved EPPs for distribution.¶

(7) Ineligible Expenses: An applicant may not be reimbursed for all Teacher Licensure expenses. Ineligible expenses include but are not limited to:¶

(a) Returned check fees:¶

(b) Any fees refunded or waived by TSPC, ETS, Pearson, EPPs, School Districts, and ESDs:¶

(c) Any expenses not actually incurred by the applicant or reimbursed by any other entity; and¶

(d) Any expenses reimbursed or covered by another entity.¶

(8) Documentation of Expenses: Claimed expenses will not be reimbursed without adequate documentation, such as appropriate receipts, as approved by the Executive Director.

Statutory/Other Authority: ORS 342.437, ORS 342.165, ORS 342.127

Statutes/Other Implemented: ORS 342.437, ORS 342.165, ORS 342.127