

1. The meeting is accessible to persons with disabilities. For questions about accessibility or to request an accommodation, please contact Richelle Krotts, Richelle.Krotts@tspc.oregon.gov **at least 48 hours before the meeting** [ORS 192.630((5)(b))].
2. **Educator Preparation & Pathway Committee**
Dr. Michelle York, Chair
Dr. Carrie Kondor
Samantha Herron
Dr. Alfonso Garcia Arriola
Vacant
3. **Welcome**
4. **New Program Proposals, Major Modifications and Waiver Requests**
 - 4.1. ***Major Modification Requests***
 - 4.1.1. *Eastern Oregon University (EOU)*: Major modification request to the undergraduate Special Education Initial Teacher Licensure (SEITL) program for preservice candidates to revise core curriculum, create a dual endorsement program in Elementary – Multiple Subjects and Special Education: Generalist, and change the program name to Undergraduate Dual Multiple Subjects and Special Education Program
5. **Rule Proposals and Revisions**
 - 5.1. ***EP&PC Second Review***
 - 5.1.1. ***Program Standards Updates to Align with Current Literacy Standards***
 - 5.2. ***EP&PC Initial Consideration***
 - 5.2.1. ***School Counseling Program Standards Revision***
6. **Information Items**

The remaining items are included for information only. If EP&PC members wish to discuss any of these matters further, the item(s) can be pulled for discussion at this point in the meeting.

 - 6.1. **Multiple Measures Guidance Update**
 - 6.2. **Teacher Performance Assessments: edTPA Revision to edTPA Essentials**
 - 6.3. **Bachelor of Applied Science in Education (BASE) Unit: Preconditions Application**
 - 6.4. **Early Literacy Implementation Update**
 - 6.5. ***Future Meetings***
7. **Adjournment**

Elementary Education — Multiple Subjects: Program Standards

(1) Candidates who are prepared for the Elementary Education — Multiple Subjects endorsement will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in elementary education learning environments.

(2) The Commission may provide approval to an educator preparation program that prepares candidates for an Elementary Education — Multiple Subjects endorsement only if it includes:

(a) Content that will enable candidates to gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook;

(b) Content that will enable candidates to meet ~~reading instruction~~literacy standards requirements as provided in OAR 584-420-0015;

~~(c) Content that will enable candidates to meet dyslexia instruction requirements as provided in OAR 584-420-0016;~~

~~(d)~~ A requirement for candidates to complete the Commission-approved test for Elementary-Multiple Subjects or meet the requirements of at least one Multiple Measures content knowledge assessment option for this endorsement area;

~~(e)~~ A requirement for candidates to complete a teacher performance assessment as provided in OAR 584-400-0120;

~~(f)~~ Field experiences that include supervised teaching or internships in elementary education classrooms; and integration of principles of cultural competency and equitable practice in each competency standard through the entire Elementary Education — Multiple Subjects Endorsement program.

(3) **DEVELOPMENT, LEARNING, AND MOTIVATION. Standard 1:** *Development, Learning, and Motivation* — Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

(4) **CURRICULUM. Standard 2:** *Reading, Writing, and Oral Language* — Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

(5) **Standard 3:** *Science* — Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.

(6) **Standard 4:** *Mathematics* — Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

(7) **Standard 5: *Social Studies*** — Candidates know, understand, and use the major concepts and modes of inquiry from the social studies — the integrated study of history, geography, the social sciences, and other related areas — to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

(8) **Standard 6: *The Arts*** — Candidates know, understand, and use — as appropriate to their own understanding and skills — the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.

(9) **Standard 7: *Health education*** — Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

(10) **Standard 8: *Physical education*** — Candidates know, understand, and use — as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

(11) **INSTRUCTION. Standard 9: *Integrating and applying knowledge for instruction*** — Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

(12) **Standard 10: *Adaptation to diverse students*** — Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

(13) **Standard 11: *Development of critical thinking and problem solving*** — Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.

(14) **Standard 12: *Active engagement in learning*** — Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K–6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

(15) **Standard 13: *Communication to foster collaboration*** — Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

(16) **ASSESSMENT. Standard 14: *Assessment for instruction*** — Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

(17) **PROFESSIONALISM. Standard 15: *Professional growth, reflection, and evaluation*** — Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

(18) **Standard 16: *Collaboration with families, colleagues, and community agencies*** — Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school

colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Statutory/Other Authority: ORS 342.165

Statutes/Other Implemented: ORS 342.147

[584-420-0440](#)

Reading Interventionist: Program Standards

(1) Candidates who are prepared for the Reading Intervention endorsement will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in a reading intervention learning environment.

(2) The Commission may provide approval to an educator preparation program that prepares candidates for a Reading Intervention endorsement only if it includes:

(a) Content that will enable candidates to gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook;

(b) Content that will enable candidates to meet ~~reading instruction requirements~~ literacy standards as provided in OAR 584-420-0015;

~~(c) Content that will enable candidates to meet dyslexia instruction requirements as provided in OAR 584-420-0016;~~

~~(d)~~ A requirement for candidates to complete the Commission-approved test for Reading Interventions;

~~(e)~~ A requirement for candidates to complete a teacher performance assessment as provided in OAR 584-~~017-1100~~ 400-0120;

~~(f)~~ Field experiences that include supervised teaching or internships in reading intervention learning environments; and

~~(g)~~ Integration of principles of cultural competency and equitable practice in each competency standard through the entire Reading Intervention endorsement program.

(3) Standard 1: Candidates demonstrate the knowledge and skills related to foundational reading knowledge and dispositions.

(4) Standard 2: Candidates demonstrate the knowledge and skills related to instructional reading strategies and curriculum materials.

(5) Standard 3: Candidates demonstrate the knowledge and skills related to reading assessment, diagnosis and evaluation.

(6) Standard 4: Candidates demonstrate the ability and understand the importance of creating a literate environment.

(7) Standard 5: Candidates understand the importance ~~on~~of participation in professional development related to reading instructional skills.

(8) Standard 6: Candidates demonstrate the ability to provide leadership, guidance and supervision of paraprofessionals.

Statutory/Other Authority: ORS 342

Statutes/Other Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553

584-420-0460

Special Education: Generalist: Program Standards

(1) Candidates who are prepared for special education: generalist endorsements will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of students in the special education population.

(2) The Commission may provide approval to an educator preparation program or course of study that prepares candidates for a special education: generalist endorsement only if it includes:

(a) Content that will enable candidates to gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook;

(b) Content that will enable candidates to meet ~~reading instruction requirements~~literacy standards as provided in OAR 584-420-0015;

(c) ~~Content that will enable candidates to meet dyslexia instruction requirements as provided in OAR 584-420-0016, a~~A requirement for candidates to complete the Commission-approved subject-matter test for special education: generalist;

(e) A requirement for candidates to complete a teacher performance assessment as provided in OAR 584-~~017-1100~~400-0120;

(f) Field experiences that include supervised teaching or internships in classroom environments with students who are “individuals with exceptionalities” across the full range of disabilities.

(g) Integration of principles of cultural competency, cultural responsive pedagogy and equitable practices are imbedded in each competency standard through the entire special education: generalist endorsement program.

(3) Standard 1: Candidates demonstrate the ability to understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

(4) Standard 2: Candidates demonstrate the ability to create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

(5) Standard 3: Candidates demonstrate the ability to use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

(6) Standard 4: Candidates demonstrate the ability to use multiple methods of assessment and data sources in making educational decisions.

(7) Standard 5: Candidates demonstrate the ability to select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

(8) Standard 6: Candidates demonstrate the ability to use foundational knowledge of the field and their professional, ethical principles and practice standards to inform their special education practice, to engage in life-long learning, and to advance the profession.

(9) Standard 7: Candidates demonstrate the ability to collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Statutory/Other Authority: ORS 342

Statutes/Other Implemented: ORS 342.120 – 342.430; 342.455-342.495 & 342.553

[584-430-0100](#)

Principal License: Program Standards

(1) **Purpose of the Program:** To prepare candidates for the Principal License. Program completers must demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of pre-kindergarten to grade 12 students.

(2) To receive state recognition of a Principal License Program, the program must include:

(a) Clinical practices as the foundation of the program, with coursework as a support to the practical learning experience. In addition, the EPP must meet the minimum Commission standards for clinical practices, as provided in subsection (10) of this rule;~~and~~

(b) Practical experience and content that will enable candidates to gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook;and-

(c) Content and clinical practices that will enable candidates to meet administrator literacy standards as provided in OAR 584-430-0300; and

~~(ed)~~ A minimum of 40 quarter or 27 semester hours.

(3) **Standard 1:** Mission, Vision, and Core Values. Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for: 1) an inclusive, shared mission and vision; 2) a set of core values of high-quality education, equity, and inclusion; 3) a support system; 4) a school improvement process designed to prioritize addressing race and other group-based inequities; and 5) the development of partnerships between schools, preschool and early childhood education programs, and postsecondary education, which recognize their importance to successful student learning. Program completers must understand and demonstrate the ability to:

- (a) (MISSION AND VISION) Develop, advocate for, and implement a collaboratively developed, and data-informed mission and vision for the school rooted in the values of equity and inclusion;
- (b) (VALUES) Articulate, advocate, model, and cultivate a set of core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust;
- (c) (SUPPORT SYSTEM) Build, maintain, and evaluate a coherent, inclusive system of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student; and
- (d) (IMPROVEMENT) Engage staff and school community to develop, implement and evaluate a comprehensive, continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school and address gaps in resources, opportunities, and outcomes for historically marginalized groups.

(4) **Standard 2:** Ethics, Professional Norms, and Sociopolitical Leadership. Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for: 1) professional norms; 2) decision-making; 3) educational values; 4) ethical behavior, and (5) sociopolitical awareness. Program completers must understand and demonstrate the ability to:

- (a) (PROFESSIONAL NORMS) Enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationships with other school personnel and students, as provided in 584-020-0035, *the Ethical Educator*;
- (b) (DECISION-MAKING) Evaluate the moral and legal consequences of decisions;
- (c) (VALUES) Model essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity;
- (d) (ETHICAL BEHAVIOR) Model ethical behavior in their actions and relationships with other school personnel and students, as provided in 584-020-0035, *the Ethical Educator*; and
- (e) (SOCIOPOLITICAL) Understands, values, and responds to the larger political, social, economic, legal, and cultural context including the state of Oregon's and the local community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

(5) **Standard 3:** Equity and Cultural Leadership. Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for: 1) equitable protocols; 2) equitable opportunity and access; 3) culturally responsive practices; 4) an inclusive school community; and 5) promotion of cultural pluralism. Program completers must understand and demonstrate the ability to:

- (a) (EQUITABLE PROTOCOLS) Develop, implement, train and evaluate equitable guidelines, procedures and decisions that ensure each student and stakeholder is treated fairly, respectfully, and with an understanding of culture and context, including teacher and administrator practices, procedures and decisions related to disciplinary referral, discipline, suspension and expulsion of students and the effects and potential for disproportionality of the discipline practices on marginalized populations;

(b) (EQUITABLE OPPORTUNITY AND ACCESS) Ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success;

(c) (RESPONSIVE PRACTICE) Develop responsive practices among teachers and staff so they are able to recognize, confront, and alter institutional biases that result in student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status;

(d) (INCLUSIVE SCHOOL COMMUNITY) Build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner and free from biases, including the capacity to name and address how power, privilege, whiteness, racism, ableism, sexism, ageism, heterosexism, xenophobia and other forms of “othering” operate to sustain inequities for historically marginalized students and families; and

(e) (PLURALISM) Promote the preparation of students to live productively in and contribute to the diverse pluralistic cultural contexts of a global society.

(6) **Standard 4: Instructional Leadership.** Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments and equity lens necessary for inclusive and culturally responsive: 1) learning systems; 2) instructional practices; 3) assessment systems; and 4) learning supports. Program completers must understand and demonstrate the ability to:

(a) (LEARNING SYSTEM) Develop, align, and implement coherent and inclusive systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with academic standards within and across grade levels, and promote academic success and social emotional well-being for each student;

(b) (INSTRUCTIONAL PRACTICE) Promote challenging and engaging instructional practice consistent with knowledge of learning theory, child development, and culturally responsive pedagogy and practice;

(c) (ASSESSMENT SYSTEM) Employ technically appropriate system of assessment and data collection, management, analysis, and use to monitor student progress and improve instruction with a focus on addressing the ways in which the learning and organizational conditions of the school produce disparate outcomes for students based on their race, class, culture and language, gender and sexual orientation, and disability or special status; and

(d) (LEARNING SUPPORTS) Employ effective and appropriate technologies, staffing, professional development, structures, and communication to support equitable access to learning for each student.

(7) **Standard 5: Community and External Leadership.** Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for meaningful, reciprocal, inclusive, and mutually beneficial: 1) communication; 2) engagement; 3) partnerships, including, but not limited to early childhood and postsecondary education providers; and 4) advocacy. Program completers must understand and demonstrate the ability to:

(a) (COMMUNICATION) Maintain effective two-way communication with families and the community;

(b) (ENGAGEMENT) Engage and develop a welcoming environment for families, early learning partners, community, and school personnel in strengthening student learning in and out of school;

(c) (PARTNERSHIPS) Build and sustain productive partnerships with communities and public and private sectors to promote school improvement and student development; and

(d) (ADVOCACY) Identify needs of the school, district, students, families, and the community, with a focus on prioritizing groups whose needs have historically gone unmet due to their race, class, culture and language, gender and sexual orientation, and disability or special status.

(8) **Standard 6: Operations and Management.** Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for: 1) management and operation; 2) equitable distribution of resources; 3) communication systems; and 4) legal compliance. Program completers must understand and demonstrate the ability to:

(a) (MANAGEMENT AND OPERATION SYSTEMS) Develop, monitor, and evaluate school management and operation systems to address and support each student's learning needs;

(b) (EQUITABLE DISTRIBUTION OF RESOURCES) Plan for, seek, acquire, and manage resources, including the planning and responsibility for school budgeting; physical resources; technological resources; data; and other resources to support student learning, collective professional capability and community, and family engagement with attention to equitably distributing resources to students who have been historically marginalized;

(c) (COMMUNICATION SYSTEMS) Develop and coordinate communication systems to deliver actionable information for classroom, school improvement, and community engagement; and

(d) (LEGAL COMPLIANCE) Comply with applicable laws, rights, policies, and regulations as appropriate so as to promote student and adult success, including the principal's responsibility to:

(A) Assure proper assignment of licensed teachers, administrators and other licensed school personnel within their school;

(B) Supervise the conduct of all school personnel volunteers, who have direct contact with students in their school;

(C) Monitor and supervise the utilization of volunteers for school functions;

(D) Monitor and supervise the access of non-school personnel and visitors to the school campus;

(E) Properly authorize out-of-school suspension and expulsions of the students under their authority;

(F) Properly authorize the expenditure of public funds under their authority; and

(G) Properly conduct investigations of complaints and employee misconduct to assure the safety of Oregon school children.

(9) **Standard 7: Human Resource Leadership.** Program completers who successfully complete a Principal preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary

for: 1) human resources; 2) professional culture; 3) workplace conditions; and 4) supervision and evaluation. Program completers must understand and demonstrate the ability to:

(a) (HUMAN RESOURCE MANAGEMENT) Develop and implement a human resource management system that recruits, hires, and supports, develops, and retains effective, culturally responsive, caring, and diverse educational personnel and creates leadership pathways for effective succession;

(b) (PROFESSIONAL CULTURE) Develop and sustain a professional culture of engagement, trust, equity, inclusion, and commitment to shared vision, goals, and objectives pertaining to the education of the whole child;

(c) (WORKPLACE CONDITIONS) Develop workplace conditions that promote employee leadership, well-being, and professional growth; and

(d) (SUPERVISION AND EVALUATION) Implement research-anchored, equity-focused systems of supervision and evaluation, including mentorship and support of newly-assigned educators, that provide actionable feedback about instruction and culturally responsive and other professional practices, promoting collective accountability.

(10) **Standard 8:** Clinical Practice Program completers who successfully complete a Principal preparation program engaged in a substantial and sustained educational leadership clinical practices experience that developed their ability to promote the success and well-being of each student, teacher and leader through clinical practice within a building setting, monitored and evaluated by a qualified, on-site mentor.

(a) (FIELD EXPERIENCES) Candidates are provided coherent, authentic, experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in Principal License Program Standards (1) through (7).

(b) (AUTHENTIC) Candidates are provided a minimum of 2 semester or 3 quarter credits of concentrated (10-15 hours per week) Principal clinical experiences, with a minimum of 300 hours of total clinical practice experiences provided throughout the program. The clinical practice experience must include authentic leadership activities within a building setting and must include experience in both the elementary and secondary levels.

(c) (MENTOR) Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; understands the specific school context; is present for a significant portion of the clinical practice; is selected collaboratively by the candidate, a representative of the school and/or district, and program faculty; and is provided with training by the supervising institution.

(d) (OBSERVATIONS AND EVALUATIONS) Candidates are provided a minimum number of observations and evaluations, as provided:

(A) *Faculty Supervisor:* The faculty supervisor must conduct evaluations and observations of the administrator candidate during their clinical practice, including:

(i) At least two formal *observations* of the candidate, which include information on the administrator's performance from the mentor; and

(ii) At least one formal *evaluation* of the candidate.

NOTE: The faculty supervisor must meet Commission requirements, as provided in 584-400-0140, Clinical Practices.

(B) *Mentor*: The mentor must conduct evaluations and observations of the administrator candidate during the clinical practice, including:

- (i) At least two formal *observations* of the candidate; and
- (ii) At least one formal *evaluation* of the candidate.

~~(11) Implementation of Standards: The Commission may not deny approval of a Principal License program for failure to comply with the standards until August 1, 2022 if the EPP:~~

~~(a) Develops a plan to comply with the standards; and~~

~~(b) Submits the plan to the Commission prior to August 1, 2021.~~

~~(12) A plan submitted under this section may phase in implementation of the requirements if implementation is completed by August 1, 2022, which is the beginning of the fourth academic year following the date the Commission first adopts the Principal License standards.~~

Statutory/Other Authority: ORS 342

Statutes/Other Implemented: ORS 342.120 - 342.430 & 342.455 - 342.495; 342.553

584-430-0200

Professional Administrator License: Program Standards

(1) Completers of the Professional Administrator License program will demonstrate the knowledge, skills, professional dispositions and cultural competencies necessary to promote the academic, career, personal and social development of pre-kindergarten to grade 12 students.

(2) To receive state recognition of a Professional Administrator License Program, the program must include:

(a) Clinical practices as the foundation of the program, with coursework as a support to the practical learning experience. In addition, the EPP must meet the minimum Commission standards for clinical practices, as provided in subsection (10) of this rule;

(b) Practical experience and content that will enable candidates to gain the knowledge, skills, abilities, professional dispositions, and cultural competencies to meet the standards set forth in this rule and the TSPC Program Review and Standards Handbook; ~~and~~

(c) Content and clinical practices that will enable candidates to meet administrator literacy standards as provided in OAR 584-430-0300; and

~~(ed)~~ A minimum of 27 quarter or 18 semester hours.

(3) **Standard 1:** Mission, Vision, and Core Values. Leadership candidates who successfully complete a Professional Administrator License preparation program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for: (1) an inclusive, shared mission and vision; (2) a set of core values

of high-quality education, equity, and inclusion; (3) continuous and sustainable district and school improvement process designed to prioritize addressing race and other group-based inequities; and (4) The development of partnerships between schools, preschool and early childhood education programs, and postsecondary education, which recognize their importance to successful student learning. Program completers must understand and demonstrate the ability to:

(a) (MISSION AND VISION) Analyze and communicate a data-informed shared mission and vision for the school district rooted in the values of equity and inclusion and focused on the academic success and overall well-being of each student and district and school personnel;

(b) (VALUES) Promote core democratic values that define the district's culture and stress the imperative of child-centered education including high expectations and student support, equity, inclusiveness, social justice, openness, caring, and trust; and

(c) (IMPROVEMENT) Program completers understand and demonstrate the capability to analyze, plan for, and promote comprehensive, continuous, sustainable, and evidence-based school and district improvement.

(4) **Standard 2: Ethics and Professionalism** Leadership candidates who successfully complete a Professional Administrator License program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, and commitments, and equity lens necessary for: (1) professional norms; (2) modeling of ethical behavior; (3) responsibility; and (4) values. Program completers must understand and demonstrate the ability to:

(a) (PROFESSIONAL NORMS) Enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement in their actions, decision-making, and relationships with others school personnel and students, as provided in 584-020-0035, *the Ethical Educator*;

(b) (MODEL) Model ethical behavior in their personal conduct, relationships with others, decision-making, and stewardship of the district's resources;

(c) (RESPONSIBILITY) Ensure that unethical and unprofessional actions are addressed promptly and appropriately throughout the organization through proper training and supervision of their school personnel, including the proper investigation and resolution of misconduct complaints; and

(d) (VALUES) Promote essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity.

(5) **Standard 3: Equity and Cultural Leadership.** Leadership candidates who successfully complete a Professional Administrator License preparation program promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for:

(1) equitable treatment; (2) equitable opportunity and access; (3) culturally and individually responsive practice; (4) a healthy district culture; and (5) equitable systems. Program completers must understand and demonstrate the ability to:

(a) (EQUITABLE TREATMENT) Develop, implement, train and evaluate equitable district policies and systems that ensure that each student and stakeholder is treated fairly, respectfully, and with an understanding of culture and context, including teacher and administrator practices, procedures and decisions related to disciplinary referral, discipline, suspension and expulsion of students and the effects and potential for disproportionality of the discipline practices on marginalized populations;

(b) (EQUITABLE OPPORTUNITY AND ACCESS) Ensure that each student has equitable access to resources and support such as effective teachers, learning opportunities, academic, social and behavioral support;

(c) (CULTURALLY AND INDIVIDUALLY RESPONSIVE PRACTICE) Support the development of culturally responsive practices among teachers and staff so they are able to recognize, confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status; and

(d) (DISTRICT CULTURE) Build and maintain an inclusive, responsive, safe, caring, and healthy district culture that provides coherent systems of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student.

(e) (EQUITABLE SYSTEMS) Name and address the ways in which power, privilege, whiteness, racism, ableism, sexism, ageism, heterosexism, xenophobia and other forms of “othering” operate to sustain inequities for marginalized students and families;

(6) **Standard 4: Instructional Leadership.** Leadership candidates who successfully complete a Professional Administrator License preparation program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary through: (1) inclusive and culturally responsive systems of learning and instruction; (2) instructional capacity; (3) professional development of principals and other licensed personnel; and (4) principal and other licensed personnel effectiveness. Program completers must understand and demonstrate the ability to:

(a) (SYSTEMS OF LEARNING AND INSTRUCTION) Analyze and manage district-wide use of coherent, inclusive, culturally responsive, and technologically appropriate systems of curriculum, instruction, assessment, student services, and instructional resources that embody high expectations for student learning and align with academic standards across grade levels;

(b) (INSTRUCTIONAL CAPACITY) Plan for the support of principals and other school leaders to develop collective and individual instructional capacity of teachers and other staff members;

(c) (PROFESSIONAL DEVELOPMENT OF PRINCIPALS AND OTHER LICENSED PERSONNEL) Promote systems of support, coaching, and professional development for individual principal or other licensed school professional to help them grow as culturally responsive instructional leaders.

(d) (PRINCIPAL AND OTHER LICENSED SCHOOL PERSONNEL EFFECTIVENESS) Analyze and use research-anchored, equity-focused systems of principal and other licensed educator supervision, evaluation, and feedback to improve practice, including mentorship and support of newly-assigned principals and other licensed school personnel.

(7) **Standard 5: Community and External Leadership.** Leadership candidates who successfully complete a Professional Administrator License program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for meaningful, reciprocal, inclusive, and mutually beneficial: (1) community engagement; (2) productive partnerships, including, but not limited to early childhood and postsecondary education providers; (3) two-way communication; and (4) representation. Program completers must understand and demonstrate the ability to:

(a) (COMMUNICATION) Engage and develop a welcoming environment for families, early learning partners, community, public, private, and non-profit sectors in meaningful ways;

(b) (PARTNERSHIPS) Sustain productive partnerships with communities and public, private, and non-profit sectors to recognize and celebrate school and community improvement;

(c) (TWO-WAY COMMUNICATION) Maintain ongoing, two-way communication with families and the community to develop an understanding of the diverse interests, needs, and resources of the district community in the service of student development and educational improvement; and

(d) (REPRESENTATION) Represent the district and engage various stakeholders in building an appreciation of the overall context in which decisions are made in the service of student learning and development.

(8) **Standard 6: Management of People, Data, and Processes.** Leadership candidates who successfully complete a Professional Administrator License program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary for effectively managed and equitable: (1) district systems; (2) resources and resources distribution; (3) human resources; and (4) policies and procedures. Program completers must understand and demonstrate the ability to:

(a) (MANAGING SYSTEMS) Equitably manage the district's systems, including administration, management, governance, finance, and operations;

(b) (RESOURCES AND EQUITABLE DISTRIBUTION) Plan for, seek, acquire, and manage fiscal resources, including the planning and responsibility for school budgeting; physical resources; technological resources; data; and other resources to support student learning, collective professional capability and community, and family engagement with attention to equitably distributing resources to students who have been historically marginalized due to their race, class, culture and language, gender and sexual orientation, and disability or special status; and

(c) (HUMAN RESOURCES) Manage the growth of individual and collective capability through systems of hiring, retention, development, supervision of school and district personnel, and pathways for effective, culturally responsive, and diverse leadership succession, including the mentorship, appropriate assignment and support of newly-educators.

(d) (POLICIES AND PROCEDURES) Promote effective and equitable policies and procedures that protect the welfare and safety of students and staff across the district.

(9) **Standard 7: Policy, Governance, Advocacy, and Sociopolitical Leadership.** Leadership candidates who successfully complete a Professional Administrator License program understand and demonstrate the capability to promote the success and wellbeing of each student, teacher, and leader by applying the knowledge, skills, commitments, and equity lens necessary to: (1) understand and foster Board relations; (2) understand and manage effective systems for district governance; (3) understand and ensure compliance with policy, laws, rules and regulations; (4) understand and respond to local, state and national decisions; and (5) advocate for the needs and priorities of the district. Program completers must understand and demonstrate the ability to:

(a) (BOARD RELATIONS) Foster a respectful and responsive relationship with the District's Board of education;

(b) (DISTRICT GOVERNANCE) Manage effective systems for district governance;

(c) (LEGAL) Ensure compliance with applicable policy, laws, rules, and regulations from a district-wide perspective;

(d) (POLICY AND SOCIOPOLITICAL ENGAGEMENT) Understands, values, and employs to the larger political, social, economic, legal, and cultural context including the state of Oregon's and the local community's cultural, social, intellectual, and political resources to promote student learning and school improvement; and

(e) (ADVOCACY) Advocate for the needs and priorities of the district, with a focus on prioritizing groups whose needs have historically gone unmet due to their race, class, culture and language, gender and sexual orientation, and disability or special status.

(10) **Standard 8:** Clinical Practice Program completers engaged in a substantial and sustained educational leadership clinical practices experience that developed their capability to promote the success and well-being of each student, teacher, and leader through field experiences and clinical practice within a district setting, monitored and evaluated by a qualified, on-site mentor.

(a) (FIELD EXPERIENCES) Candidates are provided a coherent, authentic, district-based individualized plan for clinical practices of a minimum of 200 hours in consideration of the administrator previous experience and capabilities and that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in Professional Administrator License program standards (1) through (7).

(b) (MENTOR) Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the clinical practice; is selected collaboratively by the candidate, a representative of the district, and program faculty; and is provided with training by the supervising institution.

(c) (OBSERVATIONS AND EVALUATIONS) Candidates are provided a minimum number of observations and evaluations, as provided:

(A) *Faculty Supervisor:* The faculty supervisor must conduct evaluations and observations of the administrator candidate during their clinical practice, including:

(i) At least one formal *observations* of the candidate, conducted at approximately the middle of the clinical experience; and

(ii) At least one formal *evaluation* of the candidate, conducted at the completion of the clinical experience and includes the candidate's successful completion of the clinical experience plan and their ability to meet the standards of the Professional Administrator License.

(B) *Mentor:* The mentor must conduct evaluations and observations of the administrator candidate during the clinical practice, including:

(i) At least two formal *observations* of the candidate; and

(ii) At least one formal *evaluation* of the candidate.

~~(11) Implementation of Standards: The Commission may not deny approval of a Professional Administrator License program for failure to comply with the standards until August 1, 2022 if the (EPP):~~

~~(a) Develops a plan to comply with the standards; and~~

~~(b) Submits the plan to the Commission prior to August 1, 2021.~~

~~(12) A plan submitted under this section may phase in implementation of the requirements if implementation is completed by August 1, 2022, which is the beginning of the fourth academic year following the date the Commission first adopts the Professional Administrator License standards.~~

Statutory/Other Authority: ORS 342

Statutes/Other Implemented: ORS 342.120 - 342.430 & ORS 342.455 - 342.495; 342.553

Current Program Standards:

https://secure.sos.state.or.us/oard/viewSingleRule.action;JSESSIONID_OARD=vnXOoqJ2OWSJUPZ0qyCkWJltZpnTzSsRMe-jsjQO30RPB1_I63AI!1367815784?ruleVrsnRsn=283474

584-435-0100

School Counselor Program Standards

- (1) **Purpose:** The purpose of this rule is to establish standards for school counselor preparation programs in Oregon to ensure candidates are prepared to design, deliver, manage, and assess a comprehensive school counseling program aligned with Oregon's Framework for Comprehensive School Counseling Programs (Oregon's Framework) and the American School Counselor Association (ASCA) National Model.

These standards clarify the Oregon-specific application of nationally recognized preparation standards within K–12 school counseling contexts. They do not replace or duplicate national accreditation standards, but articulate expectations for practice within Oregon K–12 schools. These standards are grounded in the principle that comprehensive school counseling programs serve each and every student and require preparation that is responsive to diverse identities, experiences, and systemic conditions that shape student outcomes.

- (2) **Approved Accreditation and Preparation Requirements:** To be approved by the Commission, a school counselor preparation program must be offered through a TSPC-approved Educator Preparation Provider (EPP) that holds national accreditation as defined in OAR 584-400-0015.

Programs may demonstrate alignment to nationally recognized school counselor preparation standards through:

- (a) Specialized accreditation in school counseling (e.g., CACREP); or
 - (b) Demonstration of alignment to nationally recognized professional standards for school counselor preparation, including the ASCA Professional Standards and Competencies, through program curriculum, assessments, and candidate outcomes.
- (3) **Candidate Requirements:** Candidates seeking the School Counseling License shall:
 - (a) Obtain a master's or higher degree in counseling or a closely related behavioral science field with a specialization in school counseling from an approved institution in the United States, or the foreign equivalent approved by the Commission. Candidates must submit official transcripts showing degree conferral.

- (b) Complete an approved school counselor preparation program that ensures alignment with the competencies outlined in this rule.
 - (c) Demonstrate preparedness across the four components of a comprehensive school counseling program, as evidenced by a professional portfolio curated and assembled by the candidate. The portfolio must include work samples and other evidence demonstrating the candidate's ability to develop, implement, and evaluate a comprehensive school counseling program across the following components:
 - (A) Define: Program focus, student standards, and professional practice;
 - (B) Deliver: Direct and indirect student services;
 - (C) Manage: Program implementation, coordination, and use of data; and
 - (D) Assess: Program evaluation and continuous improvement.
- (4) **Program Requirements:** Approved school counselor preparation programs must:
- (a) **Curriculum and Learning Experiences:** Provide curriculum and learning experiences that:
 - (A) Prepare candidates to meet the competencies outlined in Section (5) and demonstrate alignment to nationally recognized counseling preparation standards, including foundational counseling knowledge and school counseling specialized practice areas;
 - (B) Include instruction in Oregon-specific educational laws and policies, as well as legal and ethical standards relevant to school counseling practice, including graduation requirements, school climate and safety, student wellness, suicide prevention, and child abuse prevention;
 - (C) Reflect nationally recognized frameworks while centering Oregon-specific contexts;
 - (D) Embed culturally sustaining, linguistically responsive, trauma-informed, and equity-centered counseling and instructional practices consistent with Oregon's Education Equity Lens and Transformative Social and Emotional Learning Framework;
 - (E) Include preparation in the design and delivery of direct and indirect student services and supports within a comprehensive school counseling program;

- (F) Prepare candidates to implement comprehensive school counseling programs consistent with the Define, Deliver, Manage, and Assess components of the ASCA National Model and Oregon's Framework; and
- (G) Preparation programs must ensure that candidates, including those entering through licensure-only or add-on pathways, complete any required coursework, clinical experiences, and assessments necessary to demonstrate preparedness across all competencies outlined in this rule, building on prior preparation to ensure alignment with the full scope of school counseling practice.

(b) **Field Experiences:** Provide field experiences that:

- (A) Require a minimum of 700 supervised field experience hours, including:
 - (i) At least 100 hours of supervised practicum in a setting serving children, adolescents, or families; and
 - (ii) At least 600 hours of supervised internship in a K-12 school setting;
- (B) Include a minimum of 50 hours of classroom-based delivery of the school counseling core curriculum, including curriculum design, instruction, classroom management, and formative assessment;
- (C) Ensure field experiences include opportunities for candidates to engage in direct and indirect student services, program planning, data use, and program evaluation aligned to the Define, Deliver, Manage, and Assess components of a comprehensive school counseling program.

(c) **Site Supervisor Qualifications:** Ensure site supervision is provided by a licensed school counselor who:

- (A) Holds a current and valid school counselor license;
- (B) Has at least two years of post-licensure experience in a K-12 school setting;
- (C) Has experience implementing a comprehensive school counseling program; and
- (D) Has completed EPP-provided orientation, training, or guidance related to supervision expectations, candidate competencies, confidentiality requirements, ethical practice, and evaluation procedures.

(d) **Alternative Site Supervision Structures:** In cases where a licensed school counselor is not available to provide site supervision, the EPP may implement an

alternative supervision structure that is approved by the TSPC Director prior to implementation.

(A) The alternative supervision structure must:

- (i) Include a qualified supervisor with relevant preparation, credentials, or experience in school counseling or a closely related student services field;
- (ii) Include consultation with or oversight from an individual with school counseling expertise;
- (iii) Ensure candidates receive supervision aligned to the school counseling competencies outlined in this rule; and
- (iv) Provide candidates with observation, feedback, and evaluation comparable to placements supervised by a licensed school counselor.

(e) **Supervision Expectations:** Ensure candidates receive regularly scheduled supervision throughout practicum and internship that includes:

(f) **Candidate Assessment:** Implement a system for evaluating candidate knowledge, skills, and professional dispositions using multiple measures across multiple points in time. The system must include, but is not limited to:

(A) EPP and site supervisor evaluations of candidate performance in field experiences that;

- (i) Include a minimum of two formal evaluations during field experiences, with at least one conducted by the EPP supervisor and one conducted by the site supervisor; and
- (ii) Are based on multiple sources of evidence, including documented observations, candidate work samples, supervisor feedback, and artifacts aligned to the Define, Deliver, Manage, and Assess components of a comprehensive school counseling program;
- (iii) Include formative feedback to support candidate growth and summative evaluation to determine candidate readiness for recommendation for licensure; and
- (iv) Address candidate performance, professional dispositions, ethical practice, and demonstrated preparedness across the competencies outlined in Section (5);

(B) Performance on key program assessments aligned to the competencies outlined in Section (5);

(C) Successful completion of required program coursework; and

(D) Evaluation of professional dispositions aligned to the expectations of the school counseling profession.

(g) **Faculty Qualifications:** Maintain qualified faculty with expertise in K–12 school counseling consistent with national accreditation expectations and the mission of the school counseling program.

(A) **Faculty Expertise**

(i) Faculty in nationally accredited programs must meet the requirements of that accrediting body;

(ii) Programs without specialized accreditation must ensure that at least one full-time faculty member responsible for program oversight:

(a) Holds relevant professional credentials in school counseling, including a valid school counselor license or equivalent;

(b) Maintains active engagement in the school counseling profession; and

(c) Demonstrates ongoing professional engagement through at least two of the following:

(i) Professional development related to K–12 school counseling;

(ii) Professional service or advocacy;

(iii) School-based practice or consultation; or

(iv) Research or scholarly activity in school counseling.

(h) **Program Evaluation:** Maintain a documented plan for program evaluation and continuous improvement, including use of multiple forms of data (e.g., participation, student learning, and outcome data) to inform program improvement and public dissemination of program outcomes.

(5) **Candidate Competency Requirements.** Approved school counselor preparation programs must ensure that candidates demonstrate preparedness across the following domains.

Demonstration of preparedness may occur through coursework, simulated practice, or supervised clinical experience.

Licensed school counselors are prepared to lead the design, coordination, and continuous improvement of comprehensive school counseling programs while collaborating with other licensed professionals within their respective roles and scopes of practice.

Candidates must demonstrate preparedness to support the academic, career, and social-emotional development of all students through practices that are culturally sustaining, linguistically responsive, inclusive of students with disabilities, and responsive to diverse identities, experiences, and systemic barriers.

(a) **Learner and Learning:** Candidates must demonstrate preparedness to:

- (A) Identify and respond to the academic, social-emotional, developmental, and career-related needs of students across a range of abilities, language proficiencies, and cultural contexts;
- (B) Apply culturally sustaining, linguistically responsive, and inclusive counseling practices that affirm diverse student identities and experiences;
- (C) Apply trauma-informed counseling practices that support student regulation, belonging, safety, well-being, and positive conditions for learning;
- (D) Apply counseling theories and developmentally appropriate, trauma-informed practices to support student mental health, well-being, and social-emotional development, including prevention, intervention, and responsive supports;
- (E) Recognize indicators of substance use and mental health needs in children and adolescents; and
- (F) Design and implement developmentally appropriate interventions that support academic success, graduation, and post-secondary readiness.

(b) **Content.** Candidates must demonstrate preparedness to:

- (A) Implement tiered, developmentally appropriate supports for students aligned with a multi-tiered system of supports;
- (B) Conduct early identification, screening, and assessment for characteristics, risk factors, and warning signs of mental health and behavioral disorders in collaboration with school teams using accessible and responsive practices;

- (C) Apply principles of accessible and inclusive instructional design, differentiation, and appropriate accommodations to support multilingual learners and students with disabilities;
- (D) Apply knowledge of federal and state laws related to educational access and equity, including IDEA, Section 504, ADA, and language access requirements;
- (E) Demonstrate digital literacy and effective use of data systems to support student outcomes; and
- (F) Demonstrate ethical, policy-aligned, and professionally responsible use of technology, including emerging technologies.

(c) **Instructional Practice.** Candidates must demonstrate preparedness to:

- (A) Design, implement, and evaluate a comprehensive school counseling program aligned with the ASCA National Model and Oregon's Framework;
- (B) Deliver direct and indirect student services and supports, including instruction, appraisal and advisement, counseling, consultation, collaboration, and referrals;
- (C) Design and deliver standards-aligned school counseling curriculum using effective and inclusive instructional practices, including lesson planning, classroom management, differentiated instruction, formative assessment, and culturally sustaining practices;
- (D) Manage program implementation processes, including coordination, time management, and use of data;
- (E) Develop program mission statements, vision statements, and measurable goals grounded in student data, equity, and student outcomes;
- (F) Use participation, student learning, and outcome data to evaluate program effectiveness and inform continuous improvement;
- (G) Use data to identify systemic barriers and disparities in access, opportunity, and outcomes;
- (H) Collaborate with students, families, educators, administrators, school-based teams, and community partners through consultation, coordination, and shared problem-solving to support student success;
- (I) Coordinate referrals and follow-up support to ensure students access appropriate services; and

- (J) Support students in academic planning, career development, goal setting, and successful transitions across grade levels and postsecondary pathways.

(d) **Professional Responsibility.** Candidates must demonstrate preparedness to:

- (A) Apply ethical decision-making related to confidentiality, informed consent, professional boundaries, and appropriate information sharing;
- (B) Apply mandated reporting requirements;
- (C) Interpret and apply Oregon-specific laws and policies relevant to school counseling practice;
- (D) Apply knowledge of professional scope, role boundaries, consultation, supervision, and appropriate referral practices;
- (E) Engage in professional reflection, consultation, and continuous learning to strengthen student-centered counseling practice, ethical decision-making, coordination of supports, and professional growth;
- (F) Develop and implement strategies to address inequities and improve policies, practices, and student outcomes;
- (G) Demonstrate leadership, advocacy, and systems change practices that promote equitable access, opportunity, and outcomes for students;
- (H) Engage families and communities as partners in student development and well-being; and
- (I) Lead and support crisis response, including prevention, intervention, and postvention, in collaboration with school and community partners.

MULTIPLE MEASURES ASSESSMENT OPTIONS

CONTENT KNOWLEDGE GUIDANCE

JUNE 2025

Agency Information
250 Division Street NE, Salem, OR 97301
www.oregon.gov/tspc



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| [Note: Table of Contents Updates will be made at a later time.](#)

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INTRODUCTION

In June 2019, the Oregon Teacher Standards and Practices Commission (TSPC) approved the Multiple Measures approach to assessing content knowledge for educator licensure. This approach reflects best practice in educational assessment by allowing candidates to demonstrate readiness through a variety of high-quality evidence—not just standardized tests.

Multiple Measures offer a more comprehensive, equitable, and strengths-based method for evaluating a candidate's content knowledge preparation. This includes recognition of coursework, academic achievement, clinical experience, professional background, and lived or cultural expertise. By expanding what counts as valid evidence of content knowledge, the Multiple Measures approach creates more inclusive and accessible pathways into the teaching profession.

Utilizing multiple measures also supports efforts to diversify the educator workforce, helping ensure that all students have access to teachers who reflect and understand their communities. Finally, this approach reinforces inclusive assessment practices that align with the varied methods educators are increasingly expected to use in their own classrooms—supporting both professional growth and student success.

To explore additional resources for Educator Preparation Programs (EPPs), please visit the **TSPC Preparation and Advancement** page. You'll find helpful materials under the **Resources for EPPs** section.

AGENCY STAFF

The following Teacher Standards and Practices Commission (TSPC) staff members have been designated to support the implementation of Multiple Measures (MMs)

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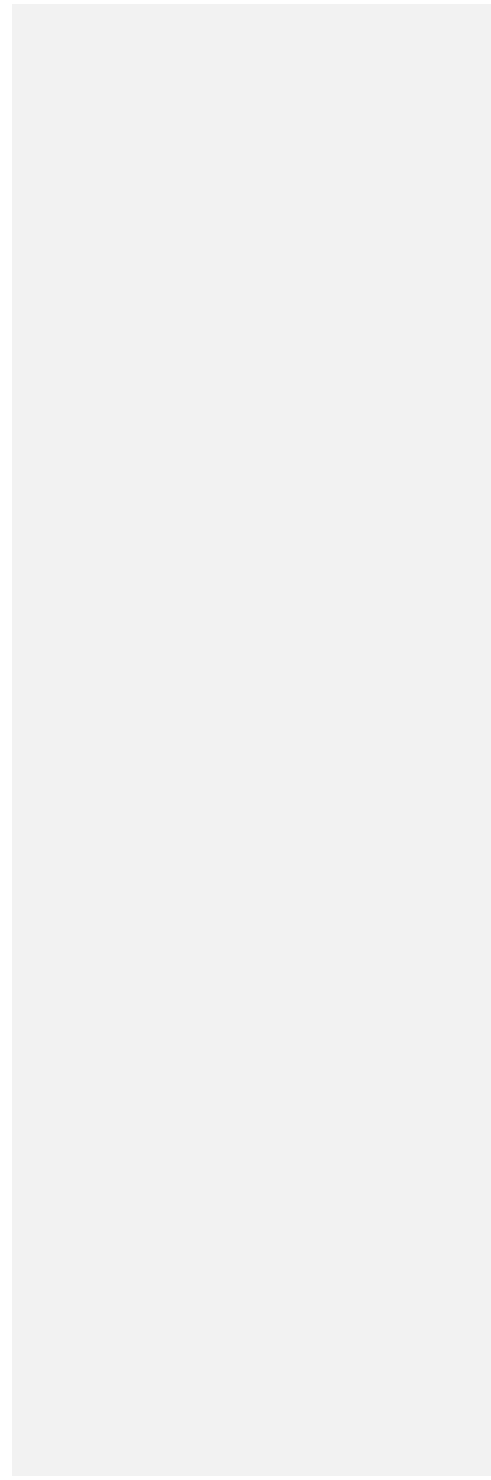
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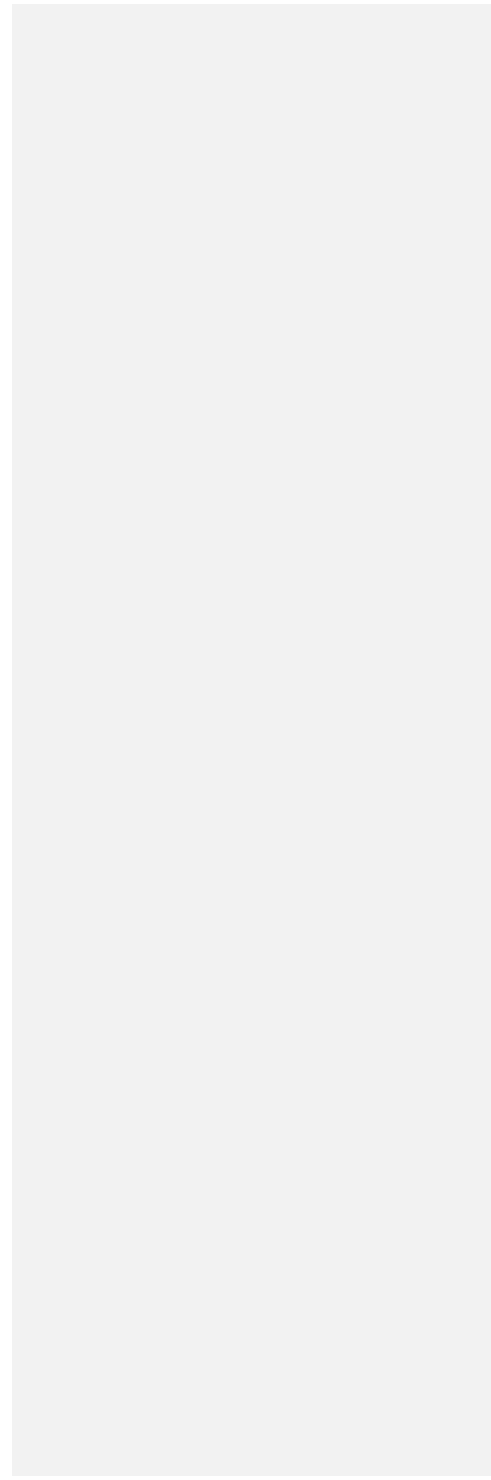
COMMON TERMS

The table below includes a list of commonly used acronyms and terms found throughout this document. This quick reference is provided to support your understanding, and familiarity with these terms will be helpful as you navigate the guidance.

AAQEP	Association for Advancing Quality in Educator Preparation
CAEP	Council for the Accreditation of Educator Preparation
CK	Content Knowledge
EPP	Educator Preparation Provider
GPA	Grade Point Average
MMs	Multiple Measures
OAR	Oregon Administrative Rule
TSPC	Teacher Standards and Practices Commission



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CANDIDATES SERVED

This guidance applies to two primary groups of candidates pursuing Oregon teaching licensure through approved Multiple Measures (MMs) [pathway options](#). The definitions below clarify how these candidate types are referenced throughout the document.

➤ PRE-SERVICE CANDIDATES

Individuals who are:

- Currently enrolled in an Oregon-approved EPP;
- Completing an endorsement program that leads to initial licensure or an added endorsement

➤ IN-SERVICE CANDIDATES

Individuals who are:

- NOT currently enrolled in an Oregon-approved EPP for the endorsement they are seeking evaluation for.

RESPONSIBLE PARTIES: CANDIDATE EVALUATION

➤ PRE-SERVICE CANDIDATES: EPP-LED EVALUATION

Oregon-approved Educator Preparation Providers (EPPs) are the primary parties responsible for evaluating pre-service candidates using the guidance outlined in this document. EPPs have the discretion to determine when and how to apply the Multiple Measures (MMs) options—whether at the point of program admission, during the candidate's progression through the program, or at the time of licensure recommendation.

For support in interpreting or applying this guidance, EPPs are encouraged to contact the TSPC Director of Educator Preparation and Pathways or the agency's designated MMs contact. Additional requirements related to documentation and review procedures for EPP-led evaluations are described in later sections of this guidance document.

➤ IN-SERVICE CANDIDATES: TSPC-LED WAIVERS VS. EPP-LED PROGRAM-REQUIRED ENDORSEMENTS

For **non-program-required added endorsements**, TSPC staff are primarily responsible for evaluating in-service candidates who pursue the **Multiple Measures option** through the waiver process¹. These candidates may

¹ **Important Note:** The in-service waiver process is authorized by the Teacher Standards and Practices Commission (TSPC); however, its continued availability is dependent on agency staffing capacity. If TSPC is unable to maintain timely, consistent review of waiver requests, the Commission may temporarily pause or limit new submissions.



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demonstrate content knowledge in accordance with the criteria and documentation requirements outlined in this guidance and the applicable Oregon Administrative Rules (OARs).

To clarify TSPC's areas of responsibility, the agency is responsible for evaluating:

- In-service candidates seeking to add a **non-program-required endorsement**, and
- Candidates transferring into Oregon on a **reciprocal license** who must meet Oregon-specific requirements.

[In-service candidates may be asked to have one or more test attempts on file in order to request a Multiple Measures evaluation.](#)

For **program-required endorsement areas**—such as ESOL, Reading Intervention, Special Education, Elementary–Multiple Subjects, or other endorsements designated by the TSPC as part of its program pathway—Educator Preparation Programs (EPPs) are responsible for evaluating in-service candidates who return to complete these requirements.

Important EPP Processing Note: For candidates who already hold an Oregon license and are seeking an added endorsement through a program-required route using Multiple Measures (MMs), the Program Completion Report (PCR) cannot be used to document MMs. An additional form is required in these cases. This form is available on the TSPC website under *Resources for EPPs > Assessment Resources > Other MMs Resources*.

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CONTENT KNOWLEDGE OPTIONS OVERVIEW

To meet Oregon's content knowledge requirement for teaching licensure, candidates must successfully complete **one of the five** approved options outlined below. These options are grouped into two categories based on their design and review process:

➤ TEST PROGRAM OPTIONS

These options are established in Oregon Administrative Rule (OAR) and follow traditional test- or program-based pathways.

CK Option 1: Subject Matter Test

- Pass the TSPC-approved content test aligned to the endorsement area.

CK Option 2: Program Completion

- Complete a TSPC-approved educator preparation program in the endorsement area. This coursework-based option is available only for a limited number of endorsements without an approved content exam, or in combination with testing.

➤ MULTIPLE MEASURES OPTIONS

CK Options 3, 4, and 5 rely heavily on the evaluation of content-area coursework and/or experiential learning. These options provide ~~flex~~**FLEX**ible, evidence-based ~~pathway~~**approaches** for candidates to demonstrate subject-matter expertise, particularly when standardized tests may not fully capture candidate readiness.

CK Option 3: Major & Coursework

- Hold a degree in a TSPC-approved major that aligns with the endorsement area and meet specific coursework and credit requirements.

CK Option 4: Test/Program Plus Supplemental Data

- Candidates may qualify based on a score earned through an evaluation matrix that considers a combination of factors—including content test scores (near-passing), GPA in relevant coursework, ~~and~~ observational ~~data-~~**from data from** clinical practice **OR an approved FLEX or Bridge option**—depending on the endorsement area.

CK Option 5: Holistic Evaluation

- Present a portfolio of evidence demonstrating content knowledge through a combination of coursework, work experience, lived or cultural expertise, and/or other documented learning.



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REQUIREMENTS AND DOCUMENTATION FOR CK OPTIONS 3, 4, & 5

Content Knowledge Options 3, 4, and 5 rely heavily on the evaluation of coursework and/or experiential learning aligned with standards. These options provide [flexFLEXible](#), evidence-based [pathwayapproaches](#) for candidates to demonstrate subject-matter expertise, particularly when standardized tests may not fully capture their readiness.

Regardless of whether Multiple Measures (MMs) is used to demonstrate content knowledge, Educator Preparation Providers (EPPs) must retain evidence of program completion in each candidate's record. This includes copies of the program completion reports submitted to the Commission. (Refer to OAR 584-400-0160(4) for more information.)

When MMs is utilized, EPPs are additionally required to maintain all supporting documentation that informed their decision to recommend the candidate for program completion under MMs guidance.

In-service educators may be evaluated under any of the three options; however, TSPC may require additional or alternative evidence and documentation to align with established waiver processes and support informed decision-making.

➤ **COURSEWORK USED TO MEET MULTIPLE MEASURES REQUIREMENTS**

To ensure consistency and rigor, all coursework submitted for consideration under these [pathwayoptions](#) must meet the following criteria:

Accreditation & Verification

All content coursework used to meet content knowledge requirements must be completed at a college, university, or institution accredited by a recognized regional, national, or international accrediting body.

Verification must be provided through official transcripts, ensuring that the coursework reflects appropriate academic rigor and institutional quality consistent with licensure standards.

Relevance to the Endorsement Area

Only coursework that is directly aligned to the endorsement area sought will be accepted. Refer to **Appendix One** for subject-specific course domains and acceptable prefixes. When alignment is unclear, EPPs should consult:

- The Oregon Student Learning Standards, and
- Relevant endorsement rules in OAR Division 220 and/or 420.

Course Level and Format

Only non-remedial coursework is eligible. Acceptable coursework may include undergraduate, post-baccalaureate, or graduate-level classes, including those completed in hybrid or online formats, so long as they are offered by an accredited institution.



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Timing of Coursework

Eligible coursework may be completed at any time prior to the recommendation for licensure. This includes coursework completed before program enrollment, during enrollment, or through previous academic or professional experiences.

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➤ CK OPTION 3 REQUIREMENTS

The candidate must complete a bachelor's degree or higher from an approved institution in the United States, or the foreign equivalent of such degree approved by the Commission (OAR 584-210-0030). The degree must include a major that aligns with the endorsement area, as defined and approved by TSPC. If the major title does not directly correspond to match a TSPC-approved endorsement area (see examples in Appendix A), the candidate may still be eligible if their transcript demonstrates includes significant substantial additional coursework—generally at least 15 semester credits or 22.5 quarter credits beyond the standard 30 semester/ 45 quarter credits—demonstrating content comparable -equivalent in both content and credit hours to a typical major in the endorsement area. This additional coursework should include some upper-division content relevant to the endorsement. -

Approved majors are those that meet at least one of the following criteria:

- The title of the major matches the Oregon endorsement area name; or
- The content of the degree aligns with Oregon's endorsement standards as outlined in OAR Division 220 and/or 420, or is specifically listed in Appendix One of this guidance document, or
- The TSPC Director of Educator Preparation & Pathways or the agency designee have reviewed and determined that the major meets equivalency.

Content Coursework and Grade Requirements for CK Option 3

In addition to holding a degree with a major in the endorsement area, CK Option 3 candidates must complete at least 30 semester hours (or 45 quarter hours) of content-specific coursework aligned to the endorsement standards. Please see **Appendix One** for detailed information on major and coursework requirements.

Under Option 3, only courses with a letter grade of C or higher will be considered unless the candidate has an overall GPA of 2.75 or higher across the required coursework.

Methods and education foundations courses may be included in the GPA calculation. However, **remedial coursework must not be included.**

Courses graded as **Pass/No Pass (or equivalent)** may be accepted **only if**:

- The candidate received a passing grade ("P" or equivalent), **and**
- The Educator Preparation Provider (EPP) can verify that the "P" is equivalent to a letter grade of **C or higher**.

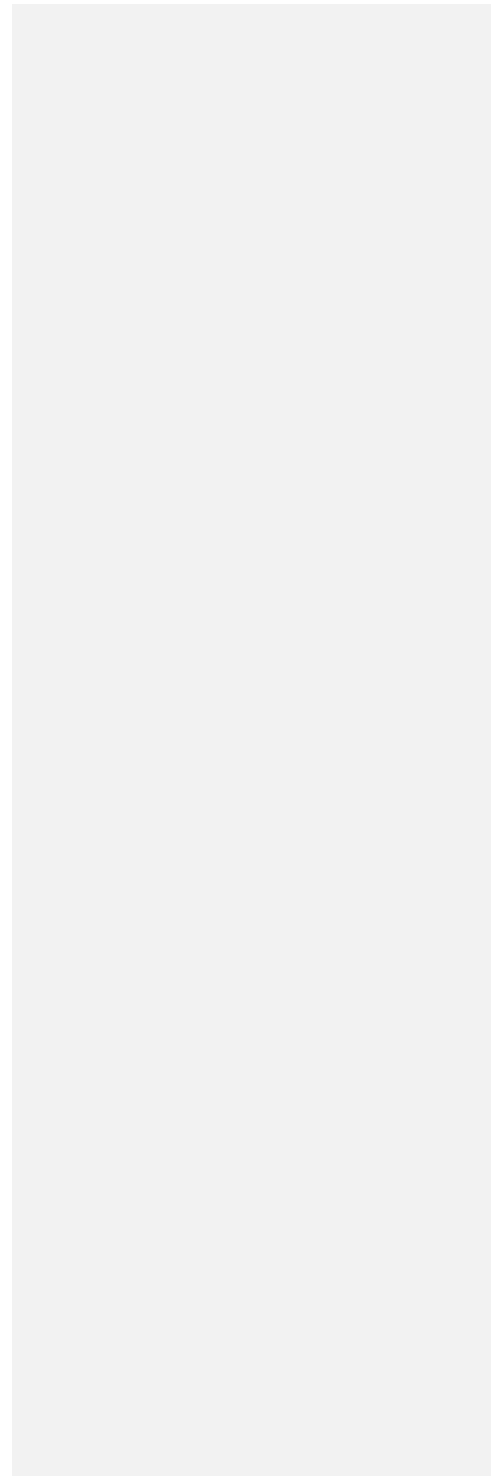
Documentation

The candidate must submit official transcript(s) to TSPC showing they meet the degree requirements for licensure. The EPP is responsible for:

- Verifying that the major, coursework, and content alignment meet the Multiple Measures requirements using official transcripts,
- Confirming that the candidate has met the total credit hour, grade or GPA threshold, and Recording successful completion of this option on the Program Completion Report (PCR) (or other documentation as appropriate, see page 8).



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➤ **CK OPTION 4 REQUIREMENTS**

Content Knowledge (CK) Option 4 provides candidates with an alternative [pathwayoption](#) to demonstrate subject-matter expertise through a combination of supplemental evidence. Depending on the endorsement area, this may include:

- A near-passing content test score
- GPA in relevant coursework
- Evidence of content-area knowledge demonstrated during clinical practice [or approved content knowledge demonstration](#)

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To accommodate variations in assessment structures across endorsement areas, CK Option 4 is divided into [three](#)~~two~~ distinct sub-[pathwaymeasures](#): Content Option 4A and Content Option 4B [are primarily offered through Oregon-approved Educator Preparation Providers \(EPPs\). In-service candidates who are not enrolled in an Oregon-approved EPP will not be eligible to receive points in the Clinical Experience Observation category. These candidates must therefore meet the minimum required points through GPA and test scores only.](#)

Candidates and [Educator Preparation Providers \(EPPs\)](#) ~~EPPs~~ should refer to the appropriate matrix to guide evaluation and documentation.

[Option 4C is available only through Oregon-approved test vendors and only for designated endorsement areas. Candidates may select this option if the endorsement they are seeking is approved for Option 4C and they meet all other eligibility requirements outlined in this guidance.](#)

CK Option 4 Sub-Measures: Approved Endorsements

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(See corresponding sections for full requirements and conditions.)

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Sub-Measure	Approved Endorsements
4A (Distinct Content Focused Option)	Approved only for the endorsement areas listed in Appendix One.
4B (Program aligned Option)	• English to Speakers of Other Languages (ESOL) • Library Media • Reading Intervention • Speech • Special Education (any area)
4C (Test Provider Option)	Elementary Multiple Subjects

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Note: Each CK Option 4 sub-measure includes additional requirements, eligibility criteria, and conditions for use. Candidates and EPPs should review the detailed guidance in the corresponding section of this document before selecting or applying a sub-measure.



TSPC-approved Clinical Assessment Instrument

For both CK Option 4A and 4B, **Educator Preparation Providers (EPPs)** must [use the clinical assessment instrument that has been approved by TSPC through the most recent program review and approval process or through prior approval for Multiple Measures use.](#)

[EPPs seeking to use any clinical assessment instrument not previously approved must obtain prior TSPC approval](#) ~~obtain prior approval from the Teacher Standards and Practices Commission (TSPC) for the clinical assessment instrument they intend to use. EPPs must also submit documentation outlining their planned evaluation process~~ before points can be awarded in the Clinical Experience section.

Approval Process

Requests for approval of clinical assessment instruments should be submitted via email to the **TSPC Director of Educator Preparation and Pathways** or their designated representative. [these requests will typically follow the minor modification process outlined in the Program Review and Standards Handbook.](#)

TSPC will evaluate each submitted instrument for:

- ~~Content validity and construct validity to ensure alignment with subject matter knowledge in the relevant endorsement area~~
- ~~Reliability, including evidence of how inter-rater consistency is maintained across evaluators~~

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To support this review, EPPs must submit a training and calibration plan outlining how evaluators are prepared to use the tool consistently and how inter-rater reliability is monitored over time. These efforts, once conducted, will generally not be required more than every few years.

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TSPC may use an established industry framework—such as the CAEP Evaluation Framework for EPP-Created Assessments, the AAQEP Standards and Guidance for Assessment, or an equivalent tool—to evaluate the quality and alignment of EPP-developed assessments. This review applies equally to proprietary and EPP-developed instruments.

Note: The decision of TSPC regarding approval of the clinical assessment instrument is final.

4A: Candidate Scoring Based on Clinical Assessment

Candidates are evaluated on their demonstration of content knowledge using the EPP's approved key assessment(s). Documentation must include a **minimum of five iterations** of the assessment:

- **Two iterations** completed by the cooperating teacher
- **Two iterations** completed by an EPP supervisor and/or EPP faculty member
- **One additional iteration** completed by either a cooperating teacher, an EPP supervisor, a faculty member, or a collaborative combination

Only two scores are used to calculate points for this section:

1. The highest-rated iteration completed by a **cooperating teacher**
2. The highest-rated iteration completed by an **EPP supervisor and/or faculty member**

Points are awarded based on the proficiency demonstrated in these two iterations.

4B: Candidate Scoring Based on Clinical Assessment

Candidates are evaluated on their demonstration of content knowledge using the EPP's approved key assessment(s). Documentation must include a **minimum of at least three classroom observations**.

- Average the results from the final evaluations to determine proficiency.
- Award points based on the percentage of rubric elements rated at or above the acceptable level

Refer to Appendix Two for more details.

➤ **CK Option 4A – DISTINCT CONTENT PATHWAY OPTIONS (APPENDIX ONE ALIGNED)**

CK Option 4A is available to candidates seeking endorsements that require a stand-alone, subject-specific content test, as listed in **Appendix One**. These assessments are designed to measure discrete content knowledge within the endorsement area, with minimal to no emphasis on instructional methods or pedagogical content.

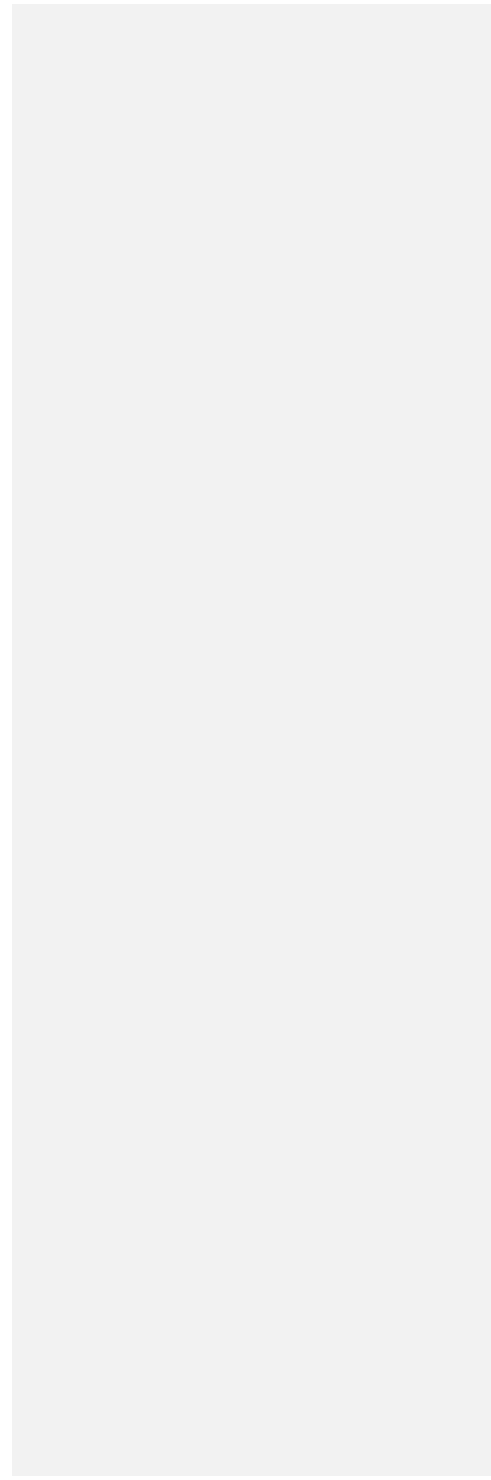
To be eligible for this option, the candidate must first attempt the TSPC-approved content test. If the candidate does not meet the passing score, they may still qualify by earning 70 points or more on the TSPC-approved content preparation matrix (refer to Appendix Two).

The CK Option 4a Matrix incorporates the following components:

The candidate's content test score



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- GPA in endorsement-aligned, non-remedial coursework (20 S/30 Q credit minimum requirement) and/or
- Clinical assessment data collected using a TSPC-approved evaluation tool

This [pathwayoption](#) is designed for candidates whose readiness is best demonstrated through a combination of academic achievement and performance-based evidence, supplementing—but not replacing—the content test requirement.

Documentation for CK Option 4A

The candidate must submit official transcript(s) to TSPC confirming that they meet the degree requirements for licensure. Educator Preparation Providers (EPPs) must verify and retain the following documentation for each candidate evaluated under CK Option 4A:

- Official score report for the TSPC-approved content test
- GPA calculation based on non-remedial, endorsement-aligned coursework (see Appendix One for course domains) and/or
- Clinical assessment data from at least five applications of a TSPC-approved instrument

EPPs must document the candidate's eligibility and completion by:

- Recording completion via MMs on the Program Completion Report (PCR) (or other documentation as appropriate, see page 8).

Retaining all supporting documentation, including the completed matrix and scoring documentation demonstrating that the candidate achieved the minimum 70-point threshold, in the candidate's file for audit and verification purposes.

➤ **CK OPTION 4B – PROGRAM-ALIGNED [PATHWAYOPTION](#)**

CK Option 4B is intended for endorsement areas where the approved content assessment is not a discrete subject-area exam, but instead is integrated into a program-based, pedagogy- or methods-focused evaluation. This option supports candidates whose content knowledge is best demonstrated holistically through a combination of coursework, clinical performance, and/or TSPC-approved assessments. A test score may not be required for CK Option 4B, further details are provided below.

NOTE: Candidates pursuing an endorsement listed in Appendix One are not eligible for CK Option 4B.

Endorsements Currently Eligible for Content Knowledge Option 4B:

For Oregon-Prepared Candidates:

- [Drama](#)
- [English to Speakers of Other Languages \(ESOL\)](#)
- [Library Media](#)
- Reading Intervention
- Speech
- Special Education (any area)

For Non-Oregon-Prepared Candidates:

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Non-Oregon-Prepared Candidates must attempt the approved content test to be considered for eligibility under this option; these candidates must meet the minimum required points through program GPA and test scores only.

For ~~in these cases~~, candidates enrolled in Oregon-approved programs, are not required to submit ~~on of~~ a test score may not be required. Instead, eligibility is determined by:

- GPA calculated from relevant program coursework (20 S/30 Q credit minimum requirement).
- Clinical assessment of content knowledge gathered through a TSPC-approved EPP evaluation tool and/or
- The candidate's content test score (if applicable)

Note: A TSPC-approved program may be accepted in lieu of the 20 S/30 Q credit requirement. In such cases, the GPA will be calculated based on coursework completed within the approved program. This option does not override the Educator Preparation Provider's (EPP's) published grading policies. Candidates must still meet all program-level academic requirements as determined by the EPP.

- Clinical assessment of content knowledge gathered through a TSPC-approved EPP evaluation tool and/or
- The candidate's content test score

This pathway option allows programs to demonstrate candidate competency through cohesive program-based evaluation. Refer to Appendix Two for a sample form for CK Option 4B.

Additionally, TSPC requires Non-Oregon-Prepared Candidates to attempt the approved content test in order to be considered for eligibility under this pathway.

Documentation for CK Option 4B:

The candidate must submit official transcript(s) to TSPC showing they meet the degree requirements for licensure. EPPs must verify and retain the following documentation for each candidate:

- GPA calculation based on coursework completed within the approved program
 - Clinical assessment data using a TSPC-approved instrument
- and/or
- Official score report for the TSPC-approved content test
 - Recording completion via MMs on the Program Completion Report (PCR) (or other documentation as appropriate, see page 8).

Retaining all supporting documentation, including the completed matrix and scoring documentation demonstrating that the candidate achieved the minimum 70-point threshold, in the candidate's file for audit and verification purposes

➤ CK OPTION 4C- FLEX AND BRIDGE OPTIONS

CK Option 4C provides candidates with an approved alternative method for demonstrating content knowledge through vendor-developed supplemental options. This option is intended for candidates who narrowly miss passing the approved content test and are able to demonstrate competency through an assigned task or module. Option 4C is available only for TSPC-approved tests and only in endorsement areas designated and approved by TSPC.

TSPC may accept Praxis Bridge and/or Pearson FLEX measures of content-area equivalency when the testing vendor

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confirms that the option assesses the same content as the TSPC-approved test. These alternative options may appear under different test codes, as vendors often assign unique numbers to distinguish them; however, the content must remain equivalent to the approved assessment. Upon adoption of this guidance, TSPC may permit testing vendors that have the capability to do so to notify candidates who may qualify for these options, including individuals who tested within the previous three years.

Not all Praxis Bridge or Pearson FLEX assessments will be approved for use. TSPC will maintain and publish a list of assessments approved for CK Option 4C, including their effective dates and any associated conditions. For the inaugural year, CK Option 4C will be available only for the Elementary Multiple Subjects test series. Additional endorsement areas may be added by the TSPC Executive Director based on vendor readiness, content alignment, and identified needs. Any additions or changes will be reported to the Commission at least annually.

Eligibility Requirements for CK Option 4C

For in-service candidates who are not affiliated with an Oregon-approved EPP, TSPC may require an attempt of the FLEX or Bridge option when an approved option is available. Educator Preparation Providers may also choose to require an attempt for their enrolled candidates based on program needs.

Candidates may use the FLEX or Bridge options only when the following conditions are met:

- TSPC has approved the FLEX or Bridge option for the specific endorsement test sought by the candidate.
- TSPC has established effective dates for the approved alternative test option.
- The candidate meets all vendor-defined eligibility requirements for the specific option.

Praxis Bridge Eligibility

To qualify for the Praxis Bridge option, candidates must meet all of the following criteria:

- The candidate has attempted a Praxis assessment for which a Bridge option has been approved by TSPC.
- The candidate has earned a score within one Standard Error of Measurement (1 SEM) of Oregon's passing score.

Eligible candidates will receive notification directly from ETS, and approved Bridge options will appear in the candidate's Praxis account. Eligibility applies only to the specific assessment attempted and does not carry over to other tests unless those tests are also approved and the candidate meets the 1 SEM requirement.

Candidates who do not initially meet Oregon's passing score may be offered the opportunity to complete specified content modules (or tasks) under the Bridge process. Successful completion will be documented on the official Praxis score report and may be used to satisfy the content knowledge requirement for CK Option 4C.

Pearson FLEX Options

TSPC may adopt Pearson FLEX or similar alternative options when content equivalency with the TSPC-approved test has been confirmed. FLEX eligibility will be based on a "close to passing" score as determined by the vendor for the specific assessment. Additional guidance—including eligible endorsement areas, candidate requirements, and vendor notification processes—will be published as these options become available and approved by the TSPC Executive Director or their designee.

Documentation for CK Option 4C:

The candidate must submit official transcript(s) to TSPC showing they meet the degree requirements for licensure. EPPs

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- must verify and retain the following documentation for each candidate:
- Official score report for the TSPC-approved content test indicating that they met the Bridge or FLEX score benchmark.
 - Recording completion via MMs on the Program Completion Report (PCR) (or other documentation as appropriate, see page 8).

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➤ CK OPTION 5 – HOLISTIC EVALUATION REQUIREMENTS

Content Knowledge Option 5 provides candidates with an opportunity to demonstrate content expertise through a **holistic evaluation** of their academic, professional, and lived experiences. This option is grounded in a strengths-based, culturally responsive approach that honors the diverse ways candidates acquire and apply knowledge relevant to their endorsement area.

Here's a tip—EPPs and TSPC should complete a CK Option 3 evaluation before proceeding with CK Option 5.

Option 5 builds on Option 3, using its coursework analysis as key evidence of content knowledge. Starting with Option 3 ensures a stronger, more streamlined review.

While candidates are **not required** to attempt the Commission-adopted content exam before pursuing this option, Educator Preparation Programs (EPPs) may choose to require the exam for purposes such as admission, advising, or program completion.

Holistic Evaluation Definitions

Alternative Academic Learning

Alternative academic learning refers to structured, non-credit learning experiences that contribute to a candidate's content knowledge and professional growth outside of a traditional college or university setting. This may include professional development opportunities provided by employers, school districts, the Oregon Education Association (OEA), nonprofit organizations, or other recognized professional bodies.

To be considered for licensure evaluation, these learning experiences must be:

- Aligned with the content standards of the endorsement area;
- Substantive in scope and depth; and
- Documented with evidence of participation, outcomes, and relevance to the endorsement field.

Coursework

Coursework refers to credit-bearing college or university courses that are content-specific and aligned with the endorsement standards. To be eligible for Multiple Measures evaluations, coursework must:

- Be relevant to the endorsement area;
- Demonstrate academic preparation across required domains listed in **Appendix One**; and
- Meet accreditation requirements as specified in this guidance.

Remedial courses, and any coursework where the candidate earned a grade of **D or F**, may not be used.



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Cultural Practice

Cultural practice refers to lived experiences within a community that—through tradition, heritage, social norms, or community engagement—provide a candidate with applied knowledge relevant to the endorsement area. These experiences must reflect a working understanding of the specific content standard(s) being assessed.

P–20 Teaching Experience

P–20 teaching experience includes instructional roles in educational settings from preschool (P) through postsecondary education (20). This may include classroom teaching, instructional support, or other direct educational responsibilities in early learning programs, K–12 schools, or institutions of higher education.

To be considered for licensure purposes, the experience must be relevant to the endorsement sought and verified through a **PEER form** or equivalent documentation that confirms the role, duration, instructional duties, and alignment to the content area.

Subject Matter Experts

Subject matter experts are individuals with recognized expertise or leadership within the relevant content or endorsement area. This may include direct work experience, community-based roles, or cultural authority.

- If a candidate is presenting **work experience**, an appropriate subject matter expert may be a direct supervisor from that role.
- For **cultural practice**, an appropriate expert might include, for example, a tribal elder recognized within the community for their historical, vocational, or cultural knowledge.

Verified Work Experience (non-teaching)

Verified work experience refers to documented professional experience in a job or role that closely aligns with the subject matter or skills required for the endorsement.

CK Option 5: Documentation and Process

To meet content knowledge requirements under CK Option 5, candidates must demonstrate a breadth of knowledge across the content standards within each theme and domain of the endorsement area. (See **Appendix Three** for the Holistic Evaluation Option Framework.)

Sufficiency of Knowledge within Each Standard

- 1) Candidates may demonstrate content knowledge through a combination of:
 - Credit-bearing coursework
 - Verified work experience relevant to the endorsement
 - P–20 teaching experience
 - Alternative academic learning
 - Cultural practice
- 2) All evidence presented must align directly with the overall scope of the TSPC endorsement standards and the related Oregon Learning Standards. Because evidence may be evaluated at the domain level rather than line by line, when evidence is unclear or indirect, subject matter experts should assist when evidence is unclear or indirect to ensure it appropriately reflects the verifying alignment with the domain(s) being assessed.
 - Coursework should be evaluated first using the domains outlined in CK Option 3. This ensures candidates receive the maximum applicable credit toward each domain and helps identify areas requiring additional

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evidence.

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- Candidates must also demonstrate **coursework credit equivalency** as described in the relevant endorsement area in **Appendix One** of the MMs Content Knowledge Guidance Document.

Refer to the Holistic Evaluation Option Framework table in **Appendix Three** for guidance on applying this option. While all endorsement areas are eligible for evaluation under CK Option 5, not all are currently included in the appendix. Programs should use the framework as a reference and contact TSPC for additional directions when criteria for a specific endorsement are not listed.

Before using this option for the first time, EPPs should consult with the [TSPC staff Director of Educator Preparation and Pathways \(or their designee\)](#) to receive guidance on applying the framework to the intended endorsement area.

Documentation

Candidates may submit a range of documentation to support a holistic evaluation of their content knowledge.

Acceptable evidence includes, but is not limited to:

- Transcripts
- PEER form
- Letter from a supervisor or community elder, as appropriate, for work, teaching, internship, camp, or cultural experience
- Certificate of completion from a community-based or online course, or other professional development units (PDUs)
- Portfolio artifacts demonstrating content knowledge
- Reflective essay describing relevant experience
- TSPC created worksheets
- Oral presentation to the review or assessment team

Documentation Process

The candidate, with support from the EPP and/or TSPC, assembles a portfolio of documentation aligned to the standards within each domain of the endorsement area. This portfolio must demonstrate a **breadth of knowledge** across the endorsement's content standards.

As part of this process:

- A completed **Holistic Evaluation Framework** must clearly indicate which portfolio item(s) align with each domain in the matrix.
Note: A separate framework form must be submitted for each major subject-area domain.
- The **EPP or agency designee** reviews the submitted materials, verifies alignment with the endorsement standards, and may request additional documentation if needed.
- Upon verification of content knowledge for the assigned standards—and confirmation that credit hour equivalency thresholds are met—the designee signs the Holistic Evaluation Framework forms along with the summary document, attesting that the requirements have been fulfilled.



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- The **EPP retains** all documentation, including the candidate’s supporting portfolio/artifacts. These materials may be reviewed by TSPC upon request and may be subject to unit or program audits.
- The **EPP records successful completion** of this option on the **Program Completion Report (PCR)** and submits it to TSPC.

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PERFORMANCE OPTIONS

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A Multiple Measures Approach to Teacher Performance Assessment Guidance Information

Rationale

- ❖ Utilizing multiple measures in assessment is a strengths-based approach that will allow candidates to demonstrate the knowledge and skills required to be effective in the classroom.
- ❖ Utilizing multiple measures as an assessment policy supports efforts to diversify the teaching profession and helps provide all students with the teachers they need to learn and be successful.
- ❖ A multiple measures approach models for teacher candidates an approach to assessment that will be applicable in their practice.

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Proposed model for teacher performance assessment

All candidates recommended for licensure¹ will need to complete one of the following three options in demonstrating their preparation for the classroom.

(1) Option one: nationally normed teacher performance assessment (per current policy)

- Requirement: Take and pass the TPSC-approved teacher performance assessment based on the established cut score.
- Documentation: Candidate submits passing score to TPSC; EPP notates successful completion on Program Completion Report (PCR).²

(2) Option two: ~~Oregon Work Sample~~ (per current policy) Local Assessment Option

Note: Oregon-approved Educator Preparation Programs seeking approval for a Local Assessment Option should contact the Director of Educator Preparation and Pathways (or their designee) for additional information.

~~(2)~~ —

- Requirement: Candidate completes ~~Commission-approved Oregon Work Sample~~ Local Assessment Option (available only for those endorsements for which there is no nationally normed performance assessment).
- Documentation: EPP administers and scores ~~Oregon Work Sample~~ Local Assessment Option noting satisfactory completion on PCR.

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(3) Option three: nationally normed teacher performance assessment with supplemental data

- Requirement: Candidate completes a nationally normed teacher performance assessment and scores within one standard error of measurement (SEM) of the established cut score.³ Candidate scores proficient or greater on each domain of the EPP's clinical assessment instrument, approved by TSPC as a rigorous assessment of teacher performance.

Documentation: Candidate submits score on nationally normed teacher performance assessment to TSPC;⁴ EPP verifies score on nationally normed teacher performance assessment, and provides scores demonstrating a level of proficiency attainment by the end of the assessment series, or greater on each demonstrated through at least five applications of the approved instrument, of the required domains on at least six applications of the EPP's clinical assessment instrument, approved by TSPC.⁵

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¹ EPPs may determine the applicability of multiple measures options, including prior to matriculation (as part of the admissions process) or after candidate completion *only* for programs into which the candidate matriculated.

² “Normed teacher performance assessment” currently means edTPA. This wording allows for the possible addition of future assessments.

3 1 SEM adjustments per number of rubrics in the handbook:

- 13-rubric handbooks: Cut-score = 29 | 1 SEM = 24
- 15-rubric handbooks: Cut-score = 35 | 1 SEM = 30
- 18-rubric handbooks: Cut-score = 42 | 1 SEM = 37

⁴ EPPs verify candidates meet teacher performance assessment requirements in rule for initial teacher programs through a verification statement on the Program Completion Report. The actual candidate scores are not submitted to TSPC but required to be kept with candidate records. TSPC may audit at any time EPP records or evidence that are used to demonstrate competency within this multiple measures framework.

of the required domains on at least six applications of the EPP's clinical assessment instrument, approved by TSPC.⁵

- The EPP university supervisor and the Cooperating Teacher must each complete at least two and an EPP faculty member at least one of the clinical assessment instruments, and each of the six assessments must be from a different observation period. Collectively, the five assessments should be conducted across multiple observation periods to ensure a representative evaluation over time. Observation periods may occur within a single term or across terms, depending on program structure.
- The EPP clinical assessment instrument must be approved by the Executive Director⁶ prior to its utilization for demonstration of teacher candidate performance. The Executive Director will evaluate the assessment for content and construct validity as it relates to demonstration of teacher candidate performance, and the EPP will be required to demonstrate the reliability of the assessment.⁷ The Executive Director may utilize an industry specific validity and reliability tool, such as the CAEP Evaluation Framework for EPP-Created Assessments, in making this determination. Proprietary instruments utilized by the EPP for this purpose will be similarly evaluated. The decision of the Executive Director whether to approve the instrument will be final.

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Reporting⁸

EPPs will include in their annual reports an analysis of the means by which their completers fulfill the requirements for demonstrating performance as a candidate prepared to enter the profession. This analysis will include the instrument(s) used in the clinical field experience to assess performance. Per TSPC rule, EPPs must have all documentation of performance assessment available for TSPC audit at any time.

Waiver

These options do not preclude or replace the current waiver authority of the Executive Director provided by OAR 584-200-0100:

(1) The Executive Director may waive, in part or in whole, the requirements for teaching, administrative and personnel service licenses if the applicant provides evidence of academic skills, experience and knowledge demonstrating mastery of the Commission-adopted standards for the license.

The Executive Director reports waivers to the Commission which monitors the Executive Director's use of this waiver authority. OAR 584-200-0100(1) (c)

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⁵ Requests for instrument approval or assistance may be sent to the TSPC Executive Director (Anthony.Rosilez@Oregon.gov).

⁶ Requests for instrument approval or assistance may be sent to the TSPC Executive Director (Anthony.Rosilez@Oregon.gov).

⁷ This will occur as part of the review for approval by the TSPC Executive Director.

⁸ Multiple measures assessments should be evaluated internally prior to a program completion report being submitted. If there was variation from the requirements in the framework or the appendix, the EPP shall seek prior approval.

Commented [SM16]: Update as appropriate.

DISCLAIMER & ADDITIONAL PROVISIONS

This guidance document is intended to support Educator Preparation Programs (EPPs), candidates, and other relevant partners in understanding and applying Multiple Measures [Assessment Options](#) for demonstrating content knowledge [and performance options](#). **However, nothing in this document shall be construed to override or supersede Oregon Administrative Rules (OARs)** adopted by the Teacher Standards and Practices Commission (TSPC). In any case of conflict or discrepancy, the official OARs shall govern.

[Because this guidance was developed using Oregon Learning Standards, endorsement standards, and the content typically covered in Oregon-approved pathways, candidates prepared outside these programs may find that some expectations differ from their prior training. In such cases, TSPC may require additional evidence or coursework to verify that the candidate meets the full scope of Oregon's content expectations for the endorsement.](#)

TSPC reserves the right to revise or rescind this guidance in accordance with its rulemaking authority. All determinations and procedures described herein are subject to change based on statutory updates, Commission decisions, or policy revisions.

➤ MULTIPLE MEASURES SYSTEMS – ADDITIONAL PROVISIONS

Holistic Assessment Disclaimer

The Holistic Assessment of content knowledge recognizes that the unique academic, professional, and lived experiences of educators may meaningfully contribute to K–12 student learning. To evaluate the long-term effectiveness of this assessment [pathway option](#), the Commission will collect data on educator performance.

Accordingly, **any candidate utilizing the Holistic Assessment for licensure purposes must authorize TSPC and the EPP through which they completed preparation to request and receive data on their effectiveness related to K–12 student learning outcomes.** This data collection may occur for a period of up to **five years** following the candidate's initial licensure. Candidates are expected to assist TSPC and the EPP in securing relevant documentation from their employers when requested.

Reporting

EPPs must include in their **annual reports** an analysis of how program completers demonstrate content knowledge competency through Multiple Measures [or another method acceptable to the Commission](#).

Per **TSPC rule**, EPPs must maintain all relevant documentation and make it available to TSPC for review or audit at any time.

Multiple Measures Guidance Authority

The **Executive Director of TSPC** is authorized to approve changes to this guidance document and its associated processes, including (but not limited to):

- Adjustments to required documentation,
- Revisions to assessment or portfolio expectations,

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- Expansion or clarification of eligible options, [including establishing equivalencies](#).

Such revisions must uphold the intent of **reducing barriers to licensure while maintaining program rigor**. The Executive Director will notify the Commission of any substantial updates, as appropriate, any significant changes as appropriate [at least annually](#).

Waiver Authority

This guidance does not limit or replace the Executive Director's existing **waiver authority** as outlined in **OAR 584-200-0100**. Specifically:

1. The Executive Director may waive, in part or in full, the requirements for teaching, administrative, or personnel service licenses if the applicant presents sufficient evidence of academic skills, professional experience, and knowledge demonstrating mastery of Commission-adopted licensure standards.
2. All waivers granted under this authority must be reported to the Commission, which shall monitor the use of this discretion as outlined in **OAR 584-200-0100(1)**.

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APPENDIX ONE: CONTENT KNOWLEDGE OPTION 3

Approved majors are those for which the title of the major matches the title of the endorsement or license name and the content of the degree aligns with the Oregon state standards, as provided in OAR Division 220 and/or 420, or as specified in the table below.

If the major title does not directly match a TSPC-approved endorsement area, the candidate may still be eligible if their transcript demonstrates significant coursework equivalent in both content and credit hours to a typical major in the endorsement area.

Commented [SM17]: The coursework listed in the appendix alone will not meet this requirement.

➤ **APPROVED MAJORS ARE THOSE THAT MEET AT LEAST ONE OF THE FOLLOWING CRITERIA:**

- The title of the major matches the Oregon endorsement area name; or
- The content of the degree aligns with Oregon's endorsement standards as outlined in OAR Division 220 and/or 420, or is specifically listed in **Appendix One** of this guidance document, or
- The TSPC Director of Educator Preparation & Pathways or the agency designee have reviewed and determined that the major meets equivalency.

Coursework: In addition to holding a degree with a major in the endorsement area, CK Option 3 candidates must complete at least 30 semester hours (or 45 quarter hours) of content-specific, non-remedial coursework aligned to the endorsement standards. Exceptions to this requirement are rare; *please refer to endorsement areas listed in the table on page 22 for specific requirements; the number in parentheses refers to courses, not credits.*

A course is generally defined as at least 3 semester or 4 quarter hours; however, when a candidate does not meet the course number requirements as specified, they can satisfy this requirement by meeting the semester hour or quarter hour minimums as defined in the table below.

Number of courses required	Semester Hour Minimums	Quarter Hour Minimums
1	3	4
2	5	8
3	8	12
4	10	16

➤ CK OPTION 3 COURSEWORK REQUIREMENTS BY ENDORSEMENT AREA

Endorsement Area	Acceptable Majors	Required Transcript Coursework ²	
Art	Studio Art (e.g. painting, drawing, sculpture)	Studio Art (3) Foundations of Art (1) Historical/Cultural Context of Art (1) Aesthetics/Art Criticism (1)	
Agriculture	Agriculture, Environmental Economics/Policy, Science-based degrees	Leadership Development or aligned pedagogy (1) Agricultural Trades & Mechanics (1) Animal Sciences (2) Soils (1) Crops & Horticulture (2) Applied Economics (1)	
Biology	Biology, Environmental Science/Studies, Biochemistry, Bioengineering, Genetics, Molecular or Marine Biology	Ecology & Environment (2) Genetics & Evolution (2) Nature of Science (1) Biochemistry & Cell Biology (1) Biological Unity & Diversity (1)	
Business (Generalist)	Business Administration, Management, Leadership	Student Supervision/Career Dev or aligned pedagogy (1) Workforce Diversity/Cultural Practices or aligned pedagogy (1)	
Business (Marketing)	Marketing		
Business Generalist or Marketing (Other Majors)	Accounting, Advertising, Finance, HR, MIS, etc.	Communications/Org Behavior (1) Accounting (1) Business Law/Ethics (1) Finance/Economics (1) Student Supervision or aligned pedagogy (1) Workforce Diversity or aligned pedagogy (1)	
		Business Generalist Only: Business Technology/Data Analytics/Information Systems (1)	Marketing Only: Marketing Strategy (1)

²If a course title includes terms such as “aligned pedagogy,” “practices,” or similar language, it may be considered an allowable methods area.

Career Trades Generalist	Computer Science, Technology, Engineering, Architecture, Manufacturing, Construction Management	Fundamentals of Technology/Engineering (2) Design and Application of Products/Systems (1) Energy, Materials/Build Environment (1) Computation/Technology/Computer Science (1) Classroom/Lab Safety (1) Methods in STEM, CTE, curriculum design/assessment or aligned pedagogy (1)
Chemistry	Chemistry, Chemical Engineering, Biochemistry	Chemical Reactions/Energy (3) Matter/Atomic Structure (1) Stoichiometry/Solutions(1) Nature of Science (1)
Drama	Theater Arts, Drama, Performing Arts (PA)	Acting/Voice/Performance Techniques (2) Production/Design/Performing Arts Safety Practices (2) Theatre History/Dramatic Literature/Criticism (1) Theatre/Performing Arts Instruction, Programming, or aligned pedagogy (1)
Elementary—Multiple Subjects	Any	Humanities/Language Arts (4) Social Sciences (1) Ethnic Studies or Aligned Pedagogy (1) Mathematics (3) -Math 211, 212, 213 or equivalent* methods coursework is acceptable Science (3) Art, Health, or Fitness/PE (2)
English Language Arts, including Foundational ELA	English, English-based degrees (e.g., Comparative Literature, Linguistics, Creative Writing, Journalism)	Literary Analysis (3) Composition/Writing (2) Literacy/Language Conventions (1) Note: High school-level ELA candidates should complete coursework that reflects deeper engagement with literary theory and critical analysis. In contrast, middle school-level (Foundational ELA) candidates may meet requirements through introductory literature and foundational English coursework.
Family and Consumer Science	Human Development, Child and Family Studies or Counseling, Psychology, Sociology, Nutrition/Dietetics, Consumer Science, Interior Design, Apparel or Textiles, Hospitality Management, Health Education, Finance	Human development and Relationships/Communication (2) Resource Management/Consumer Skills (1) Foods and Nutrition (1) Student Supervision/Career Dev or aligned pedagogy (1)

Commented [SM18]: Aligned with PRAXIS 5641 domains



Health	Public Health, Kinesiology	Health Promotion/Risk Reduction (2) Health Advocacy/Literacy (2) Health Across Lifespan (1)
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* Courses may count if they require candidates to demonstrate foundational K–8 math content knowledge—whether through course performance, prerequisites, or integrated pedagogy—even if they are not direct equivalents to the MTH/MATH 211–213 sequence.

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Integrated Science, including Foundational Science	Biology, Chemistry, Physics, Earth Sciences	Physical Science (2) Life Science (2) Earth/Space Science (2) Nature of Science (1) Integrated Science candidates should demonstrate coursework that reflects intermediate to advanced understanding in most core science domains, extending beyond introductory-level content.
Mathematics (Advanced), including Foundational	Math, Statistics, Math & Computer Science	Patterns/Algebra/Functions (2) Mathematical Processes/Number Sense (1) Measurement/Geometry (1) Trigonometry/Calculus (1) Statistics/Discrete Math (1) Foundational Mathematics candidates may qualify under the same coursework guidance, with the exception of the Trigonometry/Calculus requirement.
Music	Music (Studio, Theory, Ed)	Music Methodology & Performance (3) Aural/Analysis Skills (1) Music Theory & Composition (1) Music History/Culture (1)
Physical Education	Kinesiology, PE	Growth/Motor Development (2) PE Program or aligned pedagogy (2) Movement Activities (1)
Physics	Physics, Astronomy, Engineering	Modern Physics (3) Mechanics (1) Electricity & Magnetism (1) Nature of Science (1)
Social Studies, including Foundational	History, Ethnic Studies, Political Science/Gov't, Geography Or similar social science majors aligned with breath of Oregon student learning standards	No coursework review required
	Other general Social Studies majors, including Anthropology, Psychology, Sociology, or Economics/Finance	History/Shared History (3) Ethnic Studies or aligned pedagogy (1) - Ethnic Studies coursework, including coursework from more broadly related fields as defined by Oregon House Bill (HB) 2845 Geography/Cultures (2) Government, Econ, or Political Science (2) Foundational Social Studies candidates may qualify under Multiple Measures using the same coursework guidance but may satisfy the History/Shared History requirement with two courses instead of three.

World Languages	Degree in target language or from a university where instruction was in the partner language	No coursework review required
	Comparative literature/Literature, Linguistics, Area Studies/Cultural Studies/Modern Languages	Coursework aligned to the language and culture associated with the world language endorsement sought (except where noted): Advanced Language-typically 300L or above (3) Linguistics (1) Comparative Literature/Cultural Studies or aligned pedagogy (2) Language and Literature (3)

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APPENDIX TWO: CONTENT KNOWLEDGE OPTION 4

➤ CK OPTION 4A EVALUATION RUBRIC AND DOCUMENTATION FORM

This form documents a candidate's content knowledge evaluation under CK Option 4A: Commission-Approved Subject Matter Test with Supplemental Data. Refer to **Appendix One** to identify eligible endorsement areas.

Minimum score to qualify: 70 out of 100 points. Minimum score may be met by achieving full points on Section 1 plus either Section 2 or 3.

Candidate Name: _____ Endorsement Area: _____

1. Commission-Approved Subject Matter Test (Max 40 pts)

Points are based on the highest test score. For endorsements with multiple subtests (e.g., Elementary), use the subtest not passed. If all subtests fall below the threshold, scores may be averaged.

Test Score Range	Points
80–99% of passing threshold	☐ 40
70–79% of passing threshold	☐ 30
60–69% of passing threshold	☐ 20

2. Content Area GPA (Max 30 pts)

Based on 20+ semester or 30+ quarter hours of content-specific coursework (non-remedial, use GPA from entire post-secondary record, except methods/program coursework).

GPA Range	Points
3.3 – 4.0	☐ 30
2.75 – 3.29	☐ 20
2.50 – 2.74	☐ 10

3. Clinical Experience Observation (Max 30 pts)

Based on [EPP](#)-approved assessment tool. Score based on the highest-rated of five iterations of assessment: one from a cooperating teacher and one from an EPP supervisor or faculty member.

Rubric Proficiency	Points
≥90% of elements at/above acceptable level	☐ 30
≥80% of elements at acceptable level	☐ 20
≥70% of elements at acceptable level	☐ 10

Final Scoring Summary

Total Points Earned: _____ / 100 (Minimum 70 points required)

Institution Name: _____

Instructor/EPP Observer Name _____ Performance Assessment 13 Updated: October 11, 2019

Signature: _____ Date: _____

CK OPTION 4B EVALUATION RUBRIC AND DOCUMENTATION FORM

Oregon-Prepared Candidates: Applies only to candidates who completed an Oregon preparation program and are seeking the ESOL, Reading Intervention, Speech, or Special Education (SPED) endorsements.

Commented [SM19]: Add Library Media and any other program heavy assessment areas.

Non-Oregon-Prepared Candidates: At this time, the option is available only for those seeking the ESOL endorsement.

Minimum score to qualify: 70 out of 100 points. Minimum score may be met by achieving full points on Section 1 plus either Section 2 and/or 3.

Candidate Name: Endorsement Area:

1. GPA in Program-Aligned Coursework (Max 40 points)

Based on a minimum of 20 semester or 30 quarter hours aligned to endorsement or program standards (OAR 584-220-/420-). Completion of a TSPC-approved ESOL, RI, Speech or SPED program may substitute this requirement. Use overall program GPA or aligned coursework GPA as appropriate.

GPA Range	Points
3.5 – 4.0	☐ 40
3.0 – 3.49	☐ 30
2.65 – 2.99	☐ 20

2. Clinical Experience Observation (Max 30 points)

Based on EPP-approved assessment tool. A plan must be submitted and approved by the Director of Educator Preparation and Pathways. At least three documented classroom observations are required. Use average of final evaluations to determine score.

Rubric Proficiency	Points
≥81–90% of elements at/above acceptable level	☐ 30
≥71–80% of elements at acceptable level	☐ 20
≥60–70% of elements at acceptable level	☐ 10

3. Subject Matter Test Score (Max 30 points)

Test Score Range	Points
95–99% of passing score	☐ 30
90–94% of passing score	☐ 20
85–89% of passing score	☐ 10

Final Scoring Summary

Grand Total: / 100 (Minimum 70 points required)

Institution Name:

Instructor/EPP Designee Name:

Signature: Date:

APPENDIX THREE: CONTENT KNOWLEDGE OPTION 5

➤ INSTRUCTIONS FOR COMPLETING THE CK OPTION 5 HOLISTIC EVALUATION RUBRIC AND FINAL CREDIT SUMMARY

Overview:

Refer to the Holistic Evaluation Option Framework in **Appendix Three** for guidance. All endorsement areas are eligible under CK Option 5, but not all are listed. Programs should use the framework as a reference and contact TSPC if criteria for a specific endorsement are missing. This [pathway option](#) allows candidates to demonstrate subject-area competency through a combination of coursework, verified experience, and alternative evidence. Note: In cases where the Commission determines that a domain has been sufficiently met based on an approved test score [or coursework](#), a separate evaluation of that domain may not be required.

Step 1: Coursework Review and Domain Assignment

Before completing any holistic evaluation forms:

- Begin by reviewing the candidate’s transcript.
- Identify completed coursework that aligns with the **content domains** for the endorsement area sought.
- Use this transcript review to assign **initial credit hour values** to each domain, as applicable.
- Only coursework that meets the minimum grade criteria (C or higher, with additional documentation for C-) and is not remedial may be applied.
- Refer to the *endorsement standards, Appendix One, or other resource as appropriate* to ensure coursework is distributed appropriately across all domains.

Step 2: Complete a Domain Rubric for Each Required Domain

For each domain in the endorsement area:

1. **Use the Holistic Evaluation Rubric table** to document additional evidence beyond coursework (e.g., teaching experience, cultural practice, work-based learning).
2. **Check all applicable types of equivalencies** being used (Coursework, Teaching Experience, Alternative Academic Learning, etc.).
3. **Describe the experience**, identify the setting (school, organization, etc.), and list aligned content standards.
4. **Attach and reference supporting artifacts** using assigned artifact numbers (e.g., Resume – Artifact #1, Observation Notes – Artifact #2).
5. Use the provided **credit equivalency formulas** (e.g., PDUs × 0.05 or [AWH × 0.0278] × Weeks) to calculate and document the total credit hour equivalency for the domain (see page 32 of this appendix for more information).

Note: Each domain must be completed individually. The form must be filled out in full with sufficient documentation for the experience to be evaluated. A portfolio may be submitted when traditional documentation is not available. Prior to finalizing credit equivalency under this option, first-time users are encouraged to consult with TSPC for

Step 3: Transfer Scores to Final Credit Summary Sheet

Once the domain rubrics have been completed:

- Record the **total credit hours awarded for each domain** on the **Final Credit Summary Rubric**.
- Ensure the total across all domains meets or exceeds the credit hour requirements for the endorsement, as outlined in the relevant Oregon Administrative Rule (OAR).
- The total credit must reflect both breadth **and depth of knowledge** across the endorsement content standards.



|

Step 4: Review and Sign

- The Final Credit Summary Sheet must be completed and signed by the authorized designee.
- All documentation, including individual domain rubrics and supporting artifacts, must be retained by the EPP and made available upon request by TSPC.

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CK OPTION 5: HOLISTIC EVALUATION FRAMEWORK

Use one framework per endorsement domain to document credit equivalency. Attach all supporting artifacts.

Candidate Name: Endorsement Area:

Domain Area:

Does the candidate meet the minimum required credits as demonstrated through coursework or by meeting the tested-domain benchmark?

evaluation? Yes No

If yes, enter the coursework or testing details only—no additional evidence is required. If no, enter the coursework credit information, then complete the evaluation by providing the equivalency details in the space below.

Equivalency Type	Title/Duties	Aligned Standards (Yes/No)	Organization/ Employer	Documentation (Artifact #)	Hours/Weeks (AWH / * Weeks)	Formula for Credit Equivalency	Credit or Equivalency
Coursework/ Testing				Official transcript or Test report - Required		# PDUs x 0.05 Q or (AWH x 0.0278) x W	
Alternative Academic Learning						# PDUs x 0.05 Q or (AWH x 0.0278) x W	
Teaching Experience						# PDUs x 0.05 Q or (AWH x 0.0278) x W	
Work Experience (Non-Teaching)						# PDUs x 0.05 Q or (AWH x 0.0278) x W	
Cultural Practice						# PDUs x 0.05 Q or (AWH x 0.0278) x W	

Total Credit Equivalency for This Domain: awarded of required.

Domain # of

Institution Name:

Instructor/EPP Designee Name:

Signature: Date:

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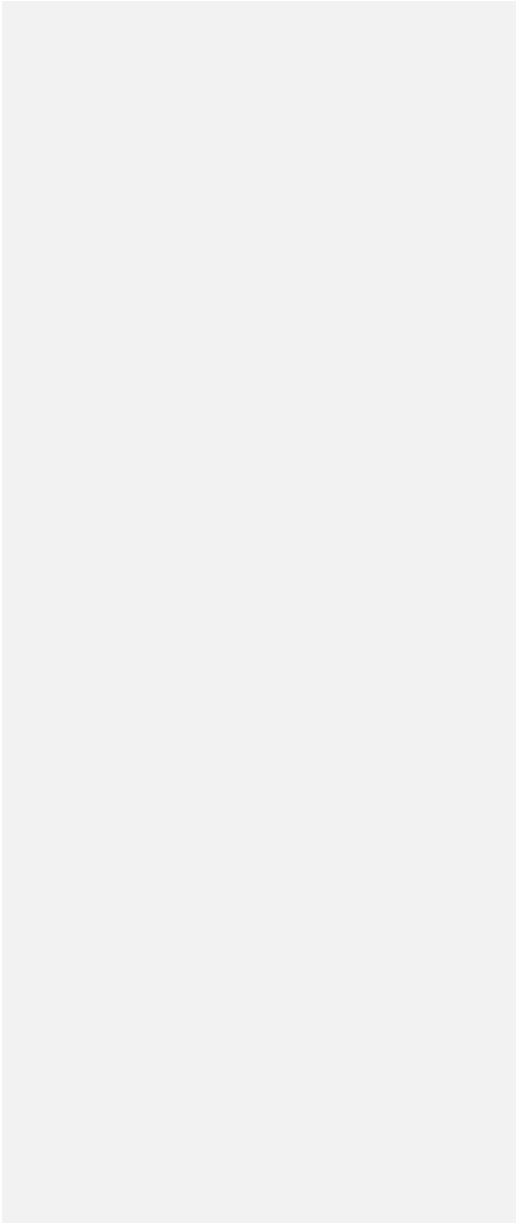
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➤ **CK OPTION 5: HOLISTIC EVALUATION FINAL DOMAIN SUMMARY RUBRIC FOR TOTAL CREDIT EQUIVALENCY**

Use this form to summarize credit equivalency across all required domains for the endorsement area sought.

Candidate Name: _____ Endorsement Area: _____

Domain #	Standards Domain	Credits Awarded	Credits Required	✓ Meets Credit Minimum/XDNM
1	_____	_____	_____	☐ ✓ ☐ X
2	_____	_____	_____	☐ ✓ ☐ X
3	_____	_____	_____	☐ ✓ ☐ X
4	_____	_____	_____	☐ ✓ ☐ X
5	_____	_____	_____	☐ ✓ ☐ X
6	_____	_____	_____	☐ ✓ ☐ X
7	_____	_____	_____	☐ ✓ ☐ X
8	_____	_____	_____	☐ ✓ ☐ X

Total Credit Hours (All Domains): _____ (Minimum Required: 30 Semester / 45 Quarter Hours)

Institution Name: _____

Instructor/EPP Designee Name: _____

Signature: _____ Date: _____



➤ HOLISTIC ASSESSMENT OPTION: WORK EXPERIENCE CREDIT FORMULA

Credit for relevant professional, alternative, or culturally grounded experience will be calculated using the formula provided below. This approach allows for the conversion of real-world work experience into estimated college-level credit equivalency to support a holistic review of a candidate's preparation.

Work Experience Credit Conversion Basis

- **36 clock hours = 1 quarter credit**
- **1 hour of experience = 0.0278 quarter credits**

Formula for Estimating Quarter Credit Equivalency:

Quarter Credit Units (QU)

$$QU = (\text{Average Weekly Hours} \times 0.0278) \times \text{Weeks Worked}$$

Semester Equivalency Calculation Example

Formula:

$$\text{Semester Units (SU)} = \text{Quarter Units (QU)} \div 1.5$$

or

$$SU = (\text{Average Weekly Hours} \times 0.0185) \times \text{Weeks Worked}$$

Scenario: An educator has relevant work experience aligned with their sought endorsement. They worked part-time (10 hours/week) for 6 months, which we estimate as 26 weeks.

Inputs:

- Average Weekly Hours (AWH): 10
- Weeks Worked: 26

Step 1 – Quarter Credit Calculation:

$$QU = (10 \times 0.0278) \times 26 = 7.23 \text{ quarter credits}$$

Step 2 – Semester Credit Conversion:

$$SU = 7.23 \div 1.5 = 4.82 \text{ semester credits}$$

Result:

- Quarter Credit Equivalency: 7.23
- Semester Credit Equivalency: 4.82

edTPA[®] Essentials

Overview

May 14, 2026

Dr. Lori Kroeger

Lead, Partnership Management
Lori.Kroeger@pearson.com

Dr. Tracie Végh

Advanced Specialist
Tracie.Vegh@pearson.com

edTPA Essentials Overview

edTPA[®] Essentials

Feature	edTPA	edTPA Essentials
Number of Tasks	3 tasks: Planning; Instruction; Assessment	2 tasks: Instructional Decision Making & Implementation; Assessment & Analyzing Student Learning
Number of Handbooks	32 handbooks	5 handbooks: Early Childhood; Multiple Subject; Single Subject; Special Education Multiple Subject; Special Education Single Subject
Number of Rubrics	15 rubrics (5 per task)	12 rubrics (6 per task)
Rubric Alignment	Unaligned rubric progressions across all fields	Aligned rubric progression expectations across all fields
Continuity Requirement	Fixed design that requires all evidence across the 3 tasks from single group	Modular design that allows the candidate to feature different groups across the 2 tasks

edTPA[®] Essentials

edTPA Essentials Design

Foundational instructional competencies

- Grounded in content standards and knowledge of students
- Meaningful, authentic instructional experiences

Two, independent tasks

- Can be completed in any order
- Supports flexible program sequencing

Targeted, streamlined evidence

- Evidence that supports instructional reasoning
- Fewer uploads, reducing condition codes

edTPA[®] Essentials

edTPA Essentials Submission

Two, independent registrations

- Register on the same day or months apart—good for one year
 - \$150 per registration; Multiple vouchers per candidate
- Begin on the second Task prior to receiving scores for the first

Two, independent submissions

- Can be submitted on the same day
- 14 rolling S&R windows

One score report

- Numerical scores for the first Task will be identified
- Second Task score section will remain blank until scored
- Total score will remain “In Progress” until both Tasks are scored

edTPA Essentials Framework

High quality, evidence-based instruction

- Content standards and learning goals
- Knowledge of students and learning context
- Direct, systematic, and explicit

Universal Design for Learning (UDL)

- Provide multiple means of engagement to support learner motivation
- Use multiple representations to support understanding
- Offer multiple ways for students to demonstrate learning

Multi-Tiered System of Supports (MTSS)

- Analyze assessment data to identify students who need additional support
- Design lessons targeted to specific learning needs
- Provide feedback and instructional responses aligned to those needs

edTPA Essentials Framework

Anchors of Instruction

These provide the instructional focus for the learning segment

Anchors are used to:

- Ground instruction in meaningful, discipline-specific work
- Support coherence across all fields
- Provide a shared reference point for discussion, analysis, and application

Candidates are not evaluated on the type of anchor selected, but on how effectively the anchor supports learning goals and student understanding.

edTPA Essentials Framework

Task 1: Instructional Decision Making & Implementation

- Candidates plan, teach, and reflect on a short learning segment focusing on instructional decision making.

Task 2: Assessment & Analysis of Student Learning

- Candidates analyze student learning and plan extension lesson based on assessment evidence and reflection.

edTPA Essentials Framework

Instructional Cycle Component	Task 1	Task 2
Planning	Strong emphasis	Moderate emphasis
Instruction	Strong emphasis	Moderate emphasis
Assessment	Limited (used to reflect)	Strong emphasis
Analysis / Reflection	Moderate (instructional effectiveness)	Strong (student learning & impact)

edTPA Essentials Fields

EC	MS	SE, MS	SE, SS	SS
• Task 1, Instructional Decision Making and Implementation in Literacy • Task 2, Assessment and Analysis of Student Learning in Mathematics	• Task 1, Instructional Decision Making and Implementation in Literacy • Task 2, Assessment and Analysis of Student Learning in Mathematics	• Task 1, Instructional Decision Making and Implementation in Literacy • Task 2, Assessment and Analysis of Student Learning in Mathematics	• Task 1, Instructional Decision Making and Implementation in Literacy • Task 2, Assessment and Analysis of Student Learning in the academic content	• Task 1, Instructional Decision Making and Implementation in the academic content • Task 2, Assessment and Analysis of Student Learning in the academic content

Rubric Alignment

Level 1

- Signifies missing or mis-aligned evidence.

Level 2

- Signifies limited details or analysis

Level 3

- Signifies readiness to teach, not just "average" performance

Level 4

- Signifies deliberate decision making; differentiation is evident

Level 5

- Signifies advanced beginning practice; critical thinking is evident

Rubric Evidence

Prompts

- Each rubric has dedicated prompts
- Prompts designed to reach 3+

Artifacts

- Each rubric requires an artifact

Video

- One video per Task

Work Samples

- Evidence of student understanding
- Multiple formats

Embedded Evidence

- Tables / Rich-text editor
- Voice-to-text

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Guidance and Supports

edTPA[®] Essentials

Support Materials

Candidate Supports

- Brief videos for a variety of topics
 - Assessment Overview
 - Task Deep Dives
 - UDL
 - MTSS

Educator Preparation Program Supports

- EPP Implementation Guide
- Crosswalks and Alignments
 - AAQEP
 - CAEP
 - InTASC



Implementation Timeline

edTPA[®] Essentials

Timeline

August 2026



edTPA Essentials
operational
use begins

August 2027



Last registration for current
edTPA initial submission

Spring 2027



National standard setting

December 2027



Last current edTPA initial
submission

Questions and Discussion

edTPA
Essentials

NEW UNIT PRECONDITIONS PROPOSAL

Bachelor's of Applied Science in Education Consortium

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PURPOSE

This application is submitted in alignment with OAR 584-410-0005 for first-time unit approval. The Bachelor of Applied Science in Education (BASE) Consortium which is currently seeking to become an Oregon Educator Preparation Provider (EPP) has been intentionally designed to meet and exceed all TSPC preconditions through a comprehensive, evidence-based, and equity-centered approach to educator preparation. The BASE Consortium is a collaborative group seeking Oregon EPP approval as a unit and is composed of five Oregon community colleges: Chemeketa (CCC), Linn-Benton (LBCC), Rogue (RCC), Treasure Valley (TVCC), and Columbia Gorge (CGCC). The consortium seeks first-time EPP Unit approval through TSPC following approval of the BASE degree by the Higher Education Coordinating Commission (HECC) under ORS 341.009 on April 9, 2026 documented in [Appendix Q: HECC Program Approvals](#).

The purpose of this application is to demonstrate that the BASE Consortium has established the governance structures, institutional authority, policies, candidate protections, clinical partnerships, assessment systems, and continuous improvement processes required to prepare candidates who meet Oregon licensure standards. Central to this work is a shared conceptual framework that guides all aspects of program design and implementation, ensuring coherence across coursework, clinical experiences, and assessment systems while centering community-rooted preparation, inclusive pathways, and reflective professional practice. This document is organized to align directly with TSPC preconditions and provides a comprehensive narrative, supported by referenced appendices, to allow for a clear and complete review of each requirement.

The sections that follow address: (1) governance and authority of the Educator Preparation Provider; (2) policies, procedures, and candidate protections; (3) leadership, resources, and institutional capacity; (4) candidate preparation including admissions, curriculum, and program design; (5) clinical experiences and partnerships; (6) assessment systems and candidate evaluation; (7) continuous improvement processes; and (8) the conceptual framework guiding the program. Each section includes a detailed summary of the systems and structures in place, with explicit references to appendices that provide supporting documentation and additional evidence.

The BASE model reflects a coordinated, statewide response to educator workforce needs by leveraging a community college consortium structure that maintains rigorous academic and clinical expectations while expanding access for place-bound, working, and historically underserved candidates. This model is intentionally designed to remove barriers to entry and completion while maintaining high standards for educator preparation, ensuring that candidates experience clear, supported, and transparent pathways from admission through licensure. Through this model, the consortium builds on existing community college pathways and regional partnerships to strengthen the educator pipeline, particularly in rural, bilingual, elementary, and special education contexts.

The BASE Unit which is currently seeking to become an Oregon EPP is established with appropriate legal authority, governance structures, and institutional oversight to operate as an Educator Preparation Provider. A shared consortium governance model ensures coordinated decision-making, clearly defined roles and responsibilities, and consistent implementation across participating colleges, while maintaining alignment with institutional and state requirements. The BASE Unit which is currently seeking to become an Oregon EPP demonstrates organizational capacity through established systems for program oversight,

candidate support, assessment, data management, and continuous improvement. These systems are designed not only for compliance, but to ensure that candidates are consistently supported through accessible resources, clear expectations, and equitable program practices across all institutions. Centralized data validation and reporting authority will reside with the EPP Unit lead at Chemeketa. All clinical experiences will meet shared consortium standards and admission processes will be aligned across institutions using shared criteria.

The BASE Unit which is currently seeking to become an Oregon EPP will upon approval prepare candidates for Oregon teacher licensure in elementary multiple subjects with the option of adding a K-12 Special Education Generalist endorsement through a coherent and standards-aligned program of coursework, clinical experiences, and performance-based assessments. Program design reflects ongoing collaboration with TSPC, HECC, the Oregon Department of Education (ODE), and regional partners to ensure alignment with licensure standards, workforce needs, and educator preparation expectations. Clinical partnerships are central to this design, reflecting a shared responsibility model in which school districts actively contribute to candidate development, supervision, and evaluation within authentic, place-based settings.

Throughout this document, the narrative provides sufficient detail to demonstrate alignment with TSPC requirements with summaries of supporting materials, while appendices offer additional evidentiary documentation of policies, procedures, and evidence of implementation. These materials collectively demonstrate the infrastructure and resources necessary to support program delivery, including qualified faculty, coordinated advising and student support systems, clinical placement processes, and access to instructional and library resources. In addition, the consortium-wide data system supports the monitoring of candidate progress, program outcomes, and workforce impact, with established processes for ongoing evaluation and continuous improvement.

The unit's policies, procedures, and operational framework align with TSPC standards for educator preparation. In addition, the BASE Consortium is currently a [full member](#) of the Association for Advancing Quality in Educator Preparation (AAQEP), and consortium members have actively engaged in [AAQEP-supported training](#) and professional learning to build a shared understanding of national accreditation expectations, evidence systems, and continuous improvement practices. This engagement reflects a proactive and coordinated approach to accreditation readiness and positions the consortium to pursue initial accreditation as part of a long-term commitment to program quality and accountability. The BASE consortium plans to apply for full membership in May 2026 and schedule our site visit and submission timeline for the Initial Accreditation Report (IAR) before the end of May 2026.

With this application and the accompanying evidence, the BASE Unit represents a coordinated, statewide effort to expand educator preparation capacity, reduce barriers to licensure, and develop a sustainable, community-based pipeline of well-prepared, diverse educators for Oregon schools. This work is grounded in a commitment to transparency, candidate success, and continuous improvement, ensuring that all candidates are supported through clear expectations, equitable access to resources, and meaningful clinical and academic experiences. Collectively, the evidence demonstrates that the BASE Consortium fully meets TSPC precondition requirements.

NEW UNIT DESCRIPTION

The Bachelor of Applied Science in Education (BASE) Consortium is a collaborative effort among five Oregon community colleges working to expand affordable, high-quality pathways into the teaching profession, particularly for rural, bilingual, working, and place-devoted students. Designed to meet Oregon's educator workforce needs, the program combines rigorous coursework, strong clinical partnerships, and shared statewide systems to prepare candidates for elementary and special education licensure while reducing

barriers to entry and completion. Grounded in equity, community partnerships, and continuous improvement, the consortium is building a sustainable pipeline of well-prepared educators through coordinated governance, shared resources, and standards-aligned educator preparation practices.

DOMAIN 1: Governance and Authority

Criteria 1A: Institutional Recognition of Unit

Rule Alignment: (2)(a)

The BASE Consortium demonstrates clear, collaborative, and well-documented governance and authority structures that fully meet the expectations outlined in OAR 584-410-0005(2)(a-b). The consortium model reflects a shared commitment among partner institutions to collectively design, deliver, and continuously improve a high-quality educator preparation program while maintaining clearly defined roles and responsibilities. Institutional recognition of the unit which is seeking to become an Oregon Educator Preparation Provider (EPP) is formally established through coordinated agreements that ensure accountability, consistency, and alignment across all participating colleges.

[Appendix A: Consortium Agreement Signed](#) provides the executed consortium agreement and signed letters from each participating institution, which explicitly identify the BASE Consortium as the designated Educator Preparation Provider. These documents affirm institutional commitment to the program, establish Chemeketa Community College as the lead responsible college for licensure preparation, and define the governance structure through which the consortium operates. The agreement outlines the authority of the consortium to function as a unified EPP, if approved, while honoring the contributions and responsibilities of each partner institution.

This governance framework ensures that decision-making processes, program oversight, and accountability mechanisms are transparent, coordinated, and responsive to both institutional and state requirements. It supports effective communication across colleges, alignment of policies and practices, and shared responsibility for candidate outcomes. At the same time, the structure allows each institution to maintain its local identity and responsiveness to community needs within a cohesive, statewide model.

Collectively, these elements demonstrate that the BASE Consortium is formally recognized, institutionally supported, and structurally equipped to operate as an Educator Preparation Provider. The clearly articulated governance and authority framework ensures compliance with Rule (2)(a) and provides a strong foundation for program quality, accountability, and continuous improvement.

Criteria 1B: Designated Unit Leadership

Rule Alignment: (2)(b)

The leadership structure is outlined in [Appendix P: EPP Unit structure and authority](#) lead by the Dean of Education at Chemeketa Community College, who serves as the designated EPP Unit Head, if approved. The EPP Unit Head holds final authority over licensure and program decisions across institutions. This role includes responsibility for program oversight, compliance with TSPC standards, coordination across consortium institutions, and implementation of assessment and continuous improvement systems.

The Unit operates within a consortium model that includes ongoing collaboration with designated leads and faculty at LBCC, RCC, TVCC, and CGCC. Shared governance structures support joint decision-making, consistent program implementation, and coordinated oversight across participating institutions. A consortium management

committee will include representatives from each college and will be responsible for resolving any policy or procedural issues not resolved through the home college structures.

In addition, the Unit will include a dedicated program coordinator at each institution responsible for managing day-to-day operations, including clinical placement coordination, partnership communication, and support for candidate progress and field experiences.

[Appendix A: Consortium Agreement Signed](#) provides detailed documentation of the governance structure, including leadership roles and reporting relationships. This documentation demonstrates that authority is clearly defined and operationalized across institutions.

The consortium governance model ensures both centralized leadership and distributed responsibility. Institutional representatives participate in shared decision-making processes related to curriculum, assessment, clinical partnerships, and program improvement.

Collectively, this evidence demonstrates that the BASE Consortium fully meets the criteria for governance and authority with clear, complete, and well-supported documentation.

DOMAIN 2: Policies, Procedures, and Candidate Protections

Criteria 2A: Operational Policies and Procedures

Rule Alignment: (2)(c)

The BASE Consortium has developed a comprehensive and coherent set of policies and procedures that guide all aspects of program operation, ensuring consistency, transparency, and alignment with TSPC expectations.

In [Appendix B: BASE general policies and procedures manual](#) the consortium provides detailed documentation of operational policies, including faculty responsibilities, program governance, data management, and inter-institutional coordination.

Candidate Preparation

The BASE program is designed to ensure that candidates are prepared through a coherent, standards-aligned sequence of coursework and clinical experiences.

[Appendix E: Admission Requirements](#) outlines the admissions requirements, which include academic criteria, prerequisite coursework, and demonstrated experience in educational settings. These requirements ensure that candidates enter the program with the foundational knowledge and readiness needed for success.

[Appendix F: BASE Coursework and Outcomes](#) provides a detailed overview of the program structure, including coursework sequences, learning outcomes, and integration with clinical practice. The curriculum map demonstrates statewide literacy standard alignment, social emotional learning standard alignment focused on inclusive practices, culturally responsive teaching, and data-informed instruction, aligning with TSPC and InTASC standards outlined in. Additionally [Appendix O: TPA Artifact & Course Alignment](#) demonstrates the connections between the coursework and the field experiences and the completion of the TPA by candidates.

Written policies and procedures related to candidate support, appeals, and due process are included in [Appendix C: Candidate Handbook](#) and [Appendix D: Clinical Experience Policies](#) and include detailed policies on our admission procedures, teacher education waiver policies, and student appeal and grievance processes. Collectively, these documents clearly outline program expectations, candidate responsibilities, application requirements, selection criteria, and processes for academic appeals, grievances, program decisions, and waivers.

All policies are clearly defined, aligned with institutional procedures across participating colleges, and accessible to candidates through program handbooks, advising, and orientation materials. These processes include defined timelines, documentation requirements, and decision-making structures to ensure consistency and transparency.

These materials provide clear, accessible, and well-documented systems that support candidate rights, ensure due process, and establish transparent pathways for support, appeal, and resolution.

Clinical Experiences

The BASE Consortium provides a structured and comprehensive clinical experience model that ensures candidates develop the skills and competencies required for licensure.

[Appendix G: Example Consortium MOU](#) is a draft MOU that provides an example of how the consortium will outline the roles and responsibilities of the consortium and partner districts, including expectations for placement, supervision, and evaluation.

Clinical experiences follow a scaffolded progression from observation (practicum field experience) to full-time clinical field experience and are outlined in [Appendix R: Clinical Practice Progress Checklist](#), incorporating co-teaching, gradual release of responsibility, and structured feedback cycles.

Candidates are supervised by qualified Clinical Teachers and faculty, ensuring alignment with TSPC standards and consistency across placements.

This model ensures that clinical experiences are meaningful, sustained, and integrated with coursework, fully meeting the expectations for the TSPC preconditions.

Assessment System

The BASE Consortium has developed a comprehensive, multi-layered assessment system that uses multiple measures to evaluate candidate performance and program effectiveness.

[Appendix K: Assessment Plan](#) provides a detailed description of this system, including program, course, and candidate assessments. The included assessment diagram illustrates the multi-layered structure of the system, demonstrating how assessments build from foundational readiness to summative evaluation.

Key components include course-embedded assessments, clinical evaluations, professional dispositions assessments, and the Teacher Performance Assessment (TPA).

The summative teacher performance assessment overview is provided in [Appendix S: TPA overview chart](#). The TSPC template for TPA alignment is detailed in [Appendix L: TSPC TPA Template](#), and the [Appendix H: TPA Handbook](#) provides detailed information on the summative assessment used to determine candidate readiness for licensure.

This system ensures that candidate progress is monitored continuously and that data are used to inform both individual support and program improvement.

Collectively, this evidence demonstrates a comprehensive and coherent assessment system, meeting the expectations for the TSPC preconditions.

Continuous Improvement

The BASE Consortium employs a systematic approach to continuous improvement, using data from multiple sources to evaluate program effectiveness and inform decision-making.

[Appendix M: Data Collection](#) provides documentation of the shared data system, including processes for data collection, analysis, and reporting. Assessment data are reviewed regularly through consortium meetings, allowing faculty and leadership to identify trends, address areas for improvement, and ensure alignment with program goals.

Data sources include candidate performance, clinical evaluations, TPA results, and feedback from completers and employers. This structured approach ensures that the program remains responsive to candidate needs and workforce demands, fully meeting the expectations for TSPC Preconditions.

Criteria 2B: Candidate Rights and Transparency

Rule Alignment: (2)(c)

The BASE Consortium demonstrates a strong commitment to transparency, equity, and candidate support through a comprehensive and clearly communicated framework of candidate-facing policies and procedures. These policies are intentionally designed to ensure that all candidates have access to consistent, accurate, and accessible information about program expectations, requirements, and supports, regardless of their home institution or pathway through the program.

[Appendix C: Teacher Candidate Handbook](#) and [Appendix D: Clinical Experience Policies](#) provide detailed, candidate-centered guidance outlining expectations for admission, progression, professional conduct, assessment, clinical experiences, and program completion. These documents are written to support clarity and accessibility, enabling candidates to understand their responsibilities, monitor their progress, and successfully navigate program milestones. Together, they establish transparent pathways through the program and reinforce a shared understanding of expectations across all consortium institutions.

Candidate rights and protections are further supported through institutionally aligned policies outlined in [Appendix B: General Policies and Procedures Manual](#). These include provisions related to Title IX, academic integrity, grievance procedures, and access to student support services. The consortium model ensures that candidates remain grounded in the policies and protections of their home institution while also benefiting from coordinated cross-institutional processes that promote consistency and fairness across the program. When issues extend across institutions, established communication and resolution pathways ensure timely and equitable responses.

The accessibility section in [Appendix B: General Policies and Procedures](#) demonstrates compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, outlining clear processes for requesting and implementing accommodations, defining faculty responsibilities, and ensuring coordination across institutions. These processes are designed to reduce barriers and promote full participation for candidates with disabilities, reflecting the consortium's commitment to inclusive and equitable learning environments.

Collectively, this comprehensive policy framework ensures that all candidates are informed, supported, and treated equitably throughout their program experience. The intentional alignment of candidate-facing documents, institutional policies, and cross-consortium coordination demonstrates that the BASE Consortium fully meets the expectations outlined in Rule (2)(c) and is well-positioned to uphold candidate rights and transparency across all program components.

DOMAIN 3: Conceptual Framework and Vision

Criteria 3A: Conceptual Framework Quality

Rule Alignment: (2)(d)

The BASE conceptual framework establishes a cohesive and equity-centered foundation for program design, implementation, and continuous improvement. Grounded in the principles of community-rooted preparation, inclusive and accessible pathways, professional excellence, and reflective practice, the framework reflects the consortium's shared commitment to preparing educators who are responsive to the diverse strengths, identities, and needs of the communities they serve. It centers culturally and linguistically sustaining practices, collaboration, and a deep understanding of local contexts, ensuring that candidates are prepared to teach and lead in a wide range of educational settings.

[Appendix N: BASE Conceptual Framework](#) provides detailed documentation of the framework, including its guiding principles and alignment with professional and accreditation standards. The framework serves as the organizing structure for all aspects of the program, informing curriculum design, instructional approaches, candidate supports, assessment systems, and clinical experiences. It establishes a common vision across consortium institutions, ensuring that program components are intentionally designed to reinforce shared outcomes and expectations for candidate learning and performance.

The consistent and intentional application of the conceptual framework promotes coherence across coursework, clinical practice, and assessment processes. Candidates engage in structured opportunities to connect theory to practice, reflect on their development, and demonstrate growth aligned with program competencies. Faculty and partners use the framework to guide instructional decision-making, supervision, and evaluation, creating a shared language and set of expectations across institutions and clinical sites.

Through this integrated approach, the conceptual framework supports both candidate success and program effectiveness. It provides a clear foundation for continuous improvement by aligning data collection, analysis, and program refinement with the framework's core principles. Collectively, these elements demonstrate that the BASE conceptual framework is well-defined, consistently implemented, and fully aligned with the expectations outlined in Rule (2)(d), ensuring high-quality educator preparation across the consortium.

DOMAIN 4: Capacity for Accreditation and Program Delivery

Criteria 4A: Readiness for National Accreditation

Rule Alignment: (2)(e)

The BASE Consortium demonstrates strong institutional capacity to support program implementation and candidate success through a comprehensive, collaborative, and equity-centered approach. Leadership, personnel, and resource allocation are clearly documented and aligned with program needs, reflecting a coordinated multi-institutional model designed to ensure consistency, quality, and continuous improvement across all partner colleges.

The BASE Consortium further demonstrates readiness for national accreditation through its active affiliate membership with the Association for Advancing Quality in Educator Preparation and sustained engagement in accreditation training. As documented in [Appendix J: AAQEP training tracking sheet](#), consortium representatives from each partner college have participated in AAQEP-sponsored trainings, developing a shared understanding of accreditation expectations, evidence requirements, and continuous improvement processes. This collective

engagement reflects a proactive and unified approach to accreditation readiness and ensures that program systems, assessment structures, and continuous improvement practices are being developed in alignment with AAQEP standards. The BASE Consortium will prepare and submit its application for [initial accreditation](#) following NWCCU approval at each partner institution, pursuing 5-year initial accreditation status and establishing a foundation for transition into the 7-year continuous improvement cycle. Three of the five colleges (CCC, LBCC, and TVCC) have [received NWCCU approval](#) which required a minor substantive change. These three institutions already have BAS degrees offered. Two colleges are in the process of major substantiate changes as this is their first BAS degree and expect approval in the next few months.

[Appendix I: Program Applications for HECC](#) provides detailed information on faculty qualifications, demonstrating that instructors meet or exceed expectations established by the Northwest Commission on Colleges and Universities and the Teacher Standards and Practices Commission for baccalaureate-level instruction and educator preparation. Current Consortium Faculty bring extensive experience in PK–12 education, teacher preparation, and equity-centered instructional practices, ensuring that candidates receive high-quality instruction, supervision, and mentorship. The consortium structure further strengthens instructional capacity by leveraging collective expertise across institutions.

[Appendix E: BASE Admissions Requirements](#) outlines institutional resources, including budget allocations, facilities, learning management systems, and library resources. These resources support both in-person supervision of field experiences and flexible delivery through hybrid and online instruction, ensuring accessibility for diverse candidate populations, including place-bound and working adults. This infrastructure is intentionally designed to reduce barriers while maintaining rigorous academic and clinical expectations.

Additionally, the program is supported by strong partnerships with regional school districts and educational organizations, which provide high-quality clinical placement opportunities and contribute to candidate supervision and evaluation. These partnerships reflect a shared responsibility model for candidate development and ensure alignment between program preparation and workforce needs.

These combined resources, partnerships, and demonstrated investments in accreditation preparation confirm that the BASE Consortium has the capacity to deliver a high-quality educator preparation program and fully meets the preconditions criteria for national accreditation readiness.

Criteria 4B: Unit Capacity (Leadership, Budget, Personnel, Resources)

Rule Alignment: (3)

The BASE Consortium Unit which is seeking to become an Oregon EPP unit demonstrates clear and sufficient unit capacity through well-defined leadership structures, institutional authority, qualified personnel, dedicated financial resources, and comprehensive physical and technological infrastructure. Collectively, these elements ensure the program is fully equipped to prepare candidates who meet professional, state, and institutional standards for educator licensure, consistent with TSPC expectations. These elements are described in detail in [Appendix I: Program Application for HECC](#) which includes the HECC degree program application for each of the five colleges with evidence that supports the unit capacity.

Leadership and authority for the BASE Unit are firmly established within existing institutional governance structures across all participating colleges. Each institution operates under accredited higher education systems governed by Boards of Education and executive leadership teams, including Presidents, Chief Academic Officers, and Deans. These entities maintain the authority to allocate resources, approve curriculum, hire faculty, and ensure compliance with regulatory and accreditation requirements. Within this structure, the Dean of Education at

Chemeketa Community College will serve as the designated EPP Unit Head, if approved, described in [Appendix P: EPP Unit structure and authority](#), [Appendix A: Consortium Agreement](#), and [Appendix T: Shared Services Draft MOU](#), providing centralized oversight for program implementation, coordination across consortium partners, and alignment with TSPC standards. This role includes responsibility for assessment system oversight, candidate preparation, and continuous improvement processes, ensuring that leadership is both clearly defined and operationalized across the consortium .

The consortium governance model further strengthens unit capacity by establishing shared leadership and collaborative decision-making processes across institutions. Each participating college designates a representative at the level of dean or director, who contributes to coordinated curriculum development, candidate assessment, and program implementation. This structure ensures consistency in program delivery while maintaining institutional autonomy for resource allocation and local partnership development. The governance framework, as outlined in the consortium agreement and supporting appendices, demonstrates a high level of organizational coherence and shared accountability for program quality.

Personnel capacity is demonstrated through a highly qualified faculty workforce that meets or exceeds Northwest Commission on Colleges and Universities (NWCCU) expectations for baccalaureate-level instruction. Faculty members hold at minimum a master’s degree in their field, with many possessing doctoral degrees and extensive experience in PK–12 education. Faculty responsibilities include delivering coursework, supervising clinical experiences, assessing candidate performance, and providing mentorship throughout the program. In addition to academic faculty, the program leverages clinical educators, including cooperating teachers and supervisors, who bring current, relevant school-based expertise. This combination of academic and clinical personnel ensures that candidates receive both rigorous instruction and high-quality, practice-based preparation.

Financial and resource capacity is supported through institutional budgets and program-specific funding allocations across consortium colleges. These resources support faculty positions, program coordination, candidate supervision, instructional materials, and operational needs essential for program sustainability. The distributed funding model allows each institution to contribute resources while maintaining alignment with shared program expectations. This approach outlined in the draft [Appendix T: Shared Services Draft MOU](#) and [Appendix A: Consortium Agreement](#) ensures both stability and scalability of the program across diverse institutional contexts.

The BASE Consortium which is seeking to become an Oregon EPP, also benefits from robust physical and technological infrastructure. Participating colleges provide access to classrooms, collaborative learning environments, and library resources that support candidate learning. Additionally, learning management systems (LMS), digital library collections, and other information technology tools enable flexible, hybrid, and online course delivery. These resources are particularly critical for supporting the program’s target population of working adults and place-bound students, ensuring equitable access to high-quality instruction regardless of location.

Clinical partnerships further extend the unit’s capacity by providing essential sites for field experiences and clinical placements. Formal agreements with regional school districts ensure that candidates engage in structured, supervised clinical practice aligned with TSPC licensure standards, InTASC Model Core Teaching Standards, and AAQEP expectations. These partnerships provide access to experienced mentor teachers, authentic classroom environments, and opportunities for candidates to demonstrate instructional competence in real-world settings. In addition, PreK–12 partners contribute to advisory and program review processes, ensuring that the program remains responsive to workforce needs and evolving educational contexts.

Finally, the integration of leadership, personnel, financial resources, infrastructure, and partnerships is supported by coordinated systems for assessment and continuous improvement. Program leadership oversees the implementation of a shared assessment system, and data are reviewed collaboratively across consortium institutions to inform

program refinement and ensure alignment with professional expectations. These systems are documented in the student handbook, TPA handbook, and assessment materials included in the appendices.

In totality, the evidence demonstrates that the BASE Consortium possesses the leadership, authority, personnel, budget, facilities, and technological resources necessary to effectively operate an Educator Preparation Provider. The unit's capacity is clearly articulated, well-supported, and operationalized across institutions, meeting the expectations by providing clear, complete, and well-supported evidence of its ability to prepare candidates who meet Oregon licensure standards.

APPENDICES - Linked

[Appendix A: Consortium Assigned Agreement](#)

[Appendix B: BASE General Policies and Procedures Manual](#)

[Appendix C: Teacher Candidate Handbook](#)

[Appendix D: Clinical Experience Policies](#)

[Appendix E: BASE Admission Requirements](#)

[Appendix F: BASE Coursework and Outcomes](#)

[Appendix G: Example Consortium MOU](#)

[Appendix H: TPA Handbook](#)

[Appendix I: Program Applications for HECC](#)

[Appendix J: AAQEP Training Tracking Sheet](#)

[Appendix K: Assessment Plan](#)

[Appendix L: TSPC TPA Alignment Template](#)

[Appendix M: Data Collection](#)

[Appendix N: BASE Conceptual Framework](#)

[Appendix O: TPA Artifact & Course Alignment](#)

[Appendix P: EPP Unit Structure and Authority](#)

[Appendix Q: HECC Program Approvals](#)

[Appendix R: Clinical Practice Progression Checklist](#)

[Appendix S: TPA Overview Chart](#)

[Appendix T: Shared Services MOU](#)



OREGON TEACHER STANDARDS AND PRACTICES COMMISSION

NEW UNIT PRECONDITIONS PROPOSAL REVIEW REPORT

Application Reviewer:

Dr. Bill Rhoades

Director of Education Preparation
and Pathways
*Teacher Standards & Practices
Commission*

BACHELOR OF APPLIED SCIENCE IN EDUCATION (BASE) CONSORTIUM

Oregon

This report was issued on:
May 28, 2026

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Purpose

This review tool has been developed to align with OAR 584-410-0005 and is intended for use in the review of first-time Unit approval applications submitted by an institution of higher education, school district, education service district, or other entity sponsoring or providing an educator preparation program under OAR 584-410-0010.

This document provides a structured rubric for evaluating whether a proposed Unit has demonstrated sufficient evidence to support consideration for state Unit approval prior to licensure program approval.

Instructions to reviewers:

Use the descriptions below to determine whether each rubric area is rated as Met, Partially Met, or Not Met.

Met = Fully meets or exceeds requirement; clear, complete, and well-supported evidence.

Partially Met = Overall, the requirement is generally met, but areas for improvement were found, clarification is needed, and/or provided evidence is weak.

Not Met = Weaknesses are serious and must be addressed prior to consideration for state approval; missing, unclear, or insufficient evidence.

New Unit Description

New Unit Description:

The Bachelor of Applied Science in Education (BASE) Consortium is a collaborative effort among five Oregon community colleges working to expand affordable, high-quality pathways into the teaching profession, particularly for rural, bilingual, working, and place-devoted students. Designed to meet Oregon's educator workforce needs, the program combines rigorous coursework, strong clinical partnerships, and shared statewide systems to prepare candidates for elementary and special education licensure while reducing barriers to entry and completion. Grounded in equity, community partnerships, and continuous improvement, the consortium is building a sustainable pipeline of well-prepared educators through coordinated governance, shared resources, and standards-aligned educator preparation practices.

First-Time Unit Approval Requirements

DOMAIN 1: Governance and Authority

Criteria 1A: Institutional Recognition of Unit

- Rule Alignment: [OAR 584-410-0005](#) (2)(a)
1. **Letter from Institution Administrative Body Authorization.** The unit has provided 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.
 - ☒ **Met:** The institution's authorization letter was included; Letter clearly identifies the unit, its authority, and institutional commitment to educator preparation.
 - ☐ **Partially Met:** Letter present but lacks clarity in authority or scope. *Provide a description of the missing information and/or weaknesses:* _____
 - ☐ **Not Met:** The authorization letter was missing or did not adequately establish the unit's responsibility and authority for educator preparation. *Provide a description of the deficiencies and/or missing evidence:* _____
 - ☒ **Additional comments:** *A Consortium Agreement with signed letters from each participating institution was provided. The agreement explicitly identifies the BASE Consortium as the designated Educator Preparation Provider.*

Criteria 1B: Designated Unit Leadership

- Rule Alignment: (2)(b)
2. 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 was provided:
 - ☒ **Met:** Evidence was provided identifying an officially designated unit leader with defined authority, responsibilities, and reporting structure.
 - ☐ **Partially Met:** Evidence of a designated unit leader was provided, but clarification or additional documentation is needed regarding the leader's authority, responsibilities, or reporting structure. *Provide a description of the missing information and/or weaknesses:* _____
 - ☐ **Not Met:** Evidence was not provided, or did not adequately demonstrate, that a qualified individual has been officially designated to lead and administer the unit. *Provide a description of the deficiencies and/or missing evidence:* _____

- ☒ **Additional comments:** *The Consortium Agreement identifies Chemeketa Community College as the lead institution for the Educator Preparation Provider (EPP) unit with institutional authority for licensure, accreditation, and regulatory compliance. The Dean of Education at Chemeketa Community College has been designated to serve as the EPP Unit Head.*

DOMAIN 2: Policies, Procedures, and Candidate Protections

Criteria 2A: Operational Policies and Procedures

Rule Alignment: (2)(c)

3. Written policies and procedures that guide the operations of the unit were provided.
 - ☒ **Met:** Written policies and procedures guiding the operations of the unit (admissions, waivers, appeals, handbooks) were provided.
 - ☐ **Partially Met:** Some policies or procedures guiding unit operations were missing, unclear, or incomplete. *Provide a description of the missing information and/or weaknesses:* _____
 - ☐ **Not Met:** Written policies and procedures guiding the operations of the unit were not provided. *Provide a description of the deficiencies and/or missing evidence:* _____
 - ☒ **Additional comments:** *Documents and handbooks were provided that describe guidance for operations of the unit. Key documents submitted as part of the application include the BASE General Policies and Procedures Manual, Admission Requirements, the Candidate Handbook, and Clinical Experience Policies.*

Criteria 2B: Candidate Rights and Transparency

Rule Alignment: (2)(c)

4. Written policies and procedures that guide candidate support, appeals, and due process were provided.
 - ☒ **Met:** All required unit policies and procedures were provided. Processes for candidate support, appeals, and due process are clear, accessible, and appropriately defined.
 - ☐ **Partially Met:** Some policies or procedures were missing, unclear, incomplete, or difficult to access. Additional clarification or documentation is needed regarding candidate support, appeals, or due process protections. *Provide a description of the missing information and/or weaknesses:* _____
 - ☐ **Not Met:** Policies and procedures related to candidate support, appeals, and due process were not provided or did not adequately

demonstrate defined candidate protections. *Provide a description of the deficiencies and/or missing evidence:* _____

- ☒ **Additional comments:** *This guidance is provided primarily through the Candidate Handbook, the Admission Requirements guidance, the Clinical Experience Policies guidance, and in the BASE General Policies and Procedures Manual. The General Policies and Procedures Manual includes links to each institution's candidate rights guidance.*

Supporting Evidence:

a. Student Handbook:

- ☒ **Met:** Student handbook was provided.
- ☐ **Partially Met:** A student handbook was provided, but some missing, unclear, or incomplete. *Provide a description of the missing information and/or weaknesses:* _____
- ☐ **Not Met:** Student handbook information was not provided. *Provide a description of the deficiencies and/or missing evidence:* _____
- ☒ **Additional comments:** *A Candidate Handbook is provided for the unit and further guidance is provided in the Admission Requirements document, the Clinical Experience Policies document, and in the BASE General Policies and Procedures Manual.*

b. Admission Procedures:

- ☒ **Met:** Admission procedures were provided.
- ☐ **Partially met:** Admission procedures were provided, but some information was missing, unclear or incomplete. *Provide a description of the missing information and/or weaknesses:* _____
- ☐ **Not met:** Admission procedures were not provided. *Provide a description of the deficiencies and/or missing evidence:* _____
- ☒ **Additional comments:** *Admission procedures are addressed in the Candidate Handbook, in the Admission Requirement guidance document, and in the BASE General Policies and Procedures Manual.*

c. Candidate Waiver Policies:

- ☒ **Met:** Candidate waiver policies were provided.
- ☐ **Partially Met:** Candidate waiver policies were provided, but some information was missing, unclear, or incomplete. *Provide a description of the missing information and/or weaknesses:* _____
- ☐ **Not Met:** Candidate waiver policies were not provided. *Provide a description of the deficiencies and/or missing evidence:* _____
- ☒ **Additional comments:** *The Candidate Handbook provides policies related to waivers as does the Clinical Practices Policies document and the BASE General Policies and Procedures Manual.*

d. Candidate Appeal Rights:

- ☒ **Met:** Candidate appeal rights information was provided.
- ☐ **Partially Met:** Some candidate appeal rights were included, but some information was missing, unclear, or incomplete. *Provide a description of the missing information and/or weaknesses:* _____
- ☐ **Not Met:** Candidate appeal rights information was not provided. *Provide a description of the deficiencies and/or missing evidence:* _____
- ☒ **Additional comments:** *The Candidate Handbook and the Clinical Practice Policies documents provide guidance and outline policies related to student appeal rights. The General Policies and Procedures Manual also includes links to each institution's candidate rights and responsibilities guidance.*

DOMAIN 3: Conceptual Framework and Vision

Criteria 3A: Conceptual Framework Quality

Rule Alignment: (2)(d)

5. The unit's conceptual framework that establishes the shared vision for preparing educators to work in PK-12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, leadership, service, and unit accountability was provided.
- ☒ **Met:** The conceptual framework was provided and demonstrates a coherent, research-informed vision that guides unit operations and educator preparation.
 - ☐ **Partially Met:** The conceptual framework was provided, but portions were unclear, incomplete, insufficiently developed, or lacked clear alignment to unit operations or educator preparation practices. *Provide a description of the missing information and/or weaknesses:* _____
 - ☐ **Not Met:** The conceptual framework was not provided. *Provide a description of the deficiencies and/or missing evidence:* _____
 - ☒ **Additional comments:** *The BASE Consortium has provided a Conceptual Framework grounded in a Community-Rooted Preparation model that builds on the pillars of Inclusive and Accessible Pathways, Professional Excellence, and Reflective and Ethical Practice. The framework puts forward a vision of preparing educators who are Practice-ready and Professionally Competent. The framework presents a program that aims to support educator workforce development*

across Oregon, emphasizing support for rural communities, bilingual settings, elementary classrooms, and for special education.

DOMAIN 4: Capacity for Accreditation and Program Delivery

Criteria 4A: Readiness for National Accreditation

Rule Alignment: (2)(e)

6. The unit evidence of the capacity to meet national accreditation requirements within four years.

- ☒ **Met:** Evidence demonstrates a clear plan, timeline, leadership structure, and organizational capacity to pursue and meet national accreditation requirements within four years.
- ☐ **Partially Met:** Evidence of planning and capacity for national accreditation was provided, but some information was unclear, incomplete, insufficiently developed, or lacked feasibility. *Provide a description of the missing information and/or weaknesses:* _____
- ☐ **Not met:** Evidence demonstrates capacity to meet national accreditation requirements within four years was not provided. *Provide a description of the deficiencies and/or missing evidence:* _____
- ☒ **Additional comments:** *The BASE Consortium has provided evidence that it is currently a full member of the Association for Advancing Quality in Educator Preparation (AAQEP), and consortium members have been actively engaged in AAQEP-supported training and professional learning. The Consortium's next steps toward meeting the national accreditation requirement include coordination with AAQEP to develop an Initial Accreditation Report (IAR) submission and associated site visit timeline.*

7. **For In-State Units.** If the college or university is an Oregon public institution, approval from Oregon Higher Education Coordinating Commission (HECC) or its equivalent authorizing body was obtained.

- ☒ **Met:** Evidence of HECC or equivalent authorizing body approval was provided.
- ☐ **Partially Met:** Evidence of HECC or equivalent authorizing body approval was provided, but some information was unclear, incomplete, or lacked verification. *Provide a description of the missing information and/or weaknesses:* _____

- ☐ **Not Met:** Evidence of HECC or equivalent authorizing body approval was not provided. *Provide a description of the deficiencies and/or missing evidence:* _____
- ☐ **N/A**
- ☒ **Additional comments:** *The BASE Consortium has provided evidence that the Office of Community Colleges and Workforce Development administered by the Higher Education Coordination Commission completed its review of the Bachelor of Applied Science in Education degree and after evaluation of submitted materials approved the program for implementation.*

8. **For Out-of-State Units.** For out-of-state distance education institutions with candidate placements in Oregon, evidence of authorization through the Oregon Higher Education Coordinating Commission (HECC), the National Council for State Authorization Reciprocity Agreements (NC-SARA), or another applicable authorization process was provided.

- ☐ **Met:** Evidence of applicable authorization for out-of-state distance education activities and candidate placements in Oregon was provided.
- ☐ **Partially Met:** Evidence of authorization was provided, but some information was unclear, incomplete, or lacked verification. *Provide a description of the missing information and/or weaknesses:* _____
- ☐ **Not Met:** Evidence of authorization for out-of-state distance education activities and candidate placements in Oregon was not provided. *Provide a description of the deficiencies and/or missing evidence:* _____
- ☒ **N/A**
- ☐ **Additional comments:** _____

Criteria 4B: Unit Capacity (Leadership, Budget, Personnel, Resources)

Rule Alignment: (3)

9. The Unit has sufficient capacity.

- ☒ **Met:** Evidence demonstrates sufficient staffing, budget, facilities, technology, and other resources to support unit operations and educator preparation activities.
- ☐ **Partially Met:** Evidence generally demonstrates sufficient capacity, but some information was missing, unclear, incomplete, or raised concerns regarding adequacy or sustainability. *Provide a description of the missing information and/or weaknesses:* _____
- ☐ **Not met:** Evidence was not provided or did not demonstrate sufficient unit capacity to support educator preparation activities. *Provide a description of the deficiencies and/or missing evidence:* _____

- ☒ **Additional comments:** *The BASE Consortium has provided evidence (primarily in the Consortium Agreement and the draft shared services MOU) that they have the unit capacity to support unit operations and educator preparation activities.*

Analysis of New Unit Application

After a comprehensive review of the submitted Preconditions Application materials, TSPC staff have determined that the BASE Consortium has provided sufficient evidence to demonstrate that it has met the requirements for approval as an Educator Preparation Provider (EPP) in Oregon. Staff review included analysis of the consortium's governance structure, institutional partnerships, operational capacity, fiscal and administrative systems, candidate support structures, and alignment with applicable Oregon statutes, administrative rules, and Commission expectations for educator preparation providers. Based on the evidence submitted, staff conclude that the BASE Consortium has demonstrated the foundational organizational and programmatic capacity necessary to be approved as an Oregon Educator Preparation Provider.

Executive Director Recommendation

The TSPC Executive Director recommends to the Commission the approval of the Bachelor of Applied Science in Education (BASE) Consortium Preconditions Application for recognition as an Educator Preparation Provider unit.